

opendoors[®]

2016

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Copyright © 2016 Institute of International Education, Inc. *Open Doors*® and *Project Atlas*® are registered trademarks of the Institute of International Education, Inc. All rights reserved. No part of this book may be incorporated into any information retrieval system, electronic or mechanical, without the written permission of the Institute of International Education, Inc.

Designed by Julie Fry Publication Design, New York
Printed and bound by United Book Press, Baltimore

The boundaries and other information shown on any map, or referenced in text or in any figure or table in this volume, do not imply any judgment on the legal status of any territory or the endorsement or acceptance of such boundaries by the Institute of International Education, Inc. or any instrumentality of the United States Government.

This report was funded by a grant from the United States Department of State. The opinions, findings, and conclusions stated herein are those of the authors and do not necessarily reflect those of the United States Department of State.

Except where noted, statistics cited throughout this report are from *Open Doors* and *Project Atlas*.

Suggested citation: Farrugia, C. & Bhandari, R. (2016). *Open Doors 2016 Report on International Educational Exchange*. New York: Institute of International Education.

2016

opendoors[®]

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Christine Farrugia, Ph.D. | Rajika Bhandari, Ph.D.
Institute of International Education

CONTENTS

U.S. TRENDS

- Top 25 Places of Origin of International Students in the United States (MAP) 4
- Top 25 Study Abroad Destinations of U.S. Students (MAP) 5
- International Students in the United States 6
- U.S. Destinations of International Students 8
- U.S. Study Abroad 10
- Intensive English Programs in the United States 12
- International Scholars in the United States 13

WORLD REGION TRENDS

- Global Student Mobility 14
- Asia 16
- Europe 18
- Latin America & the Caribbean 20
- Middle East & North Africa 22
- Sub-Saharan Africa 23
- North America and Oceania 24

SPOTLIGHTS

- International Internships and Work Abroad 26
- Internationalization of U.S. Faculty 28
- Scholarships for Post-Secondary Students from the Developing World 30

DATA TABLES

- International Students in the United States 33
- U.S. Study Abroad 80
- U.S. Intensive English Programs 108
- International Scholars in the United States 118

Methodology 128

Acknowledgments 137

References 138

Resources and Publications 141

“Fast Facts” 143

Foreword

Ever since the Institute of International Education began to record the flow of foreign students to U.S. higher education, the United States has been the number one destination. Recent political developments and global events have led some to question whether international students will continue to view the U.S. in the same way. This is indeed an important question to ask given the impact that more than 1 million international students have on globalizing U.S. campuses, classrooms and communities, and the close to \$36 billion that they bring into the American economy each year.

To answer this question, we turn to more than 90 years of data that IIE has collected on the numbers, types and origins of international students coming to U.S. colleges and universities. Through nearly a century of surveying campuses, IIE's data show that globally mobile students — both international students in the United States and American students abroad — are incredibly resilient in the face of shifts in perceptions as well as policy, and in response to a range of push and pull factors abroad and at home. With the exception of short-term declines after 2001 when the visa approval process was tightened, our data shows that international students have continued to come to the United States in increasing numbers, even through periods of isolationism, depression, and wars.

International students' demand for a high-quality American education should not be underestimated, not to mention the singular capacity of American institutions to host these students. The United States hosts twice as many international students as the next largest host country, the UK, and every year many more international students apply to U.S. institutions than can be accepted. Even with over a million international students in the United States, they still make up only 5 percent of the U.S. higher education population.

International exchange is a core value and strength of American higher education. IIE is committed to

helping American and international students and scholars work together to make the world a safer, more equitable and more prosperous place. Students from all walks of life and locations choose U.S. higher education as an investment in their future because of its high quality and opportunities, and American institutions have welcomed students from over 200 countries. It is important that campuses continue to reach out to students to let them know they are welcome and that EducationUSA offices around the world continue to provide information and assistance to students who are interested in studying in the United States. These factors will continue to play a vital role as students select where to study.

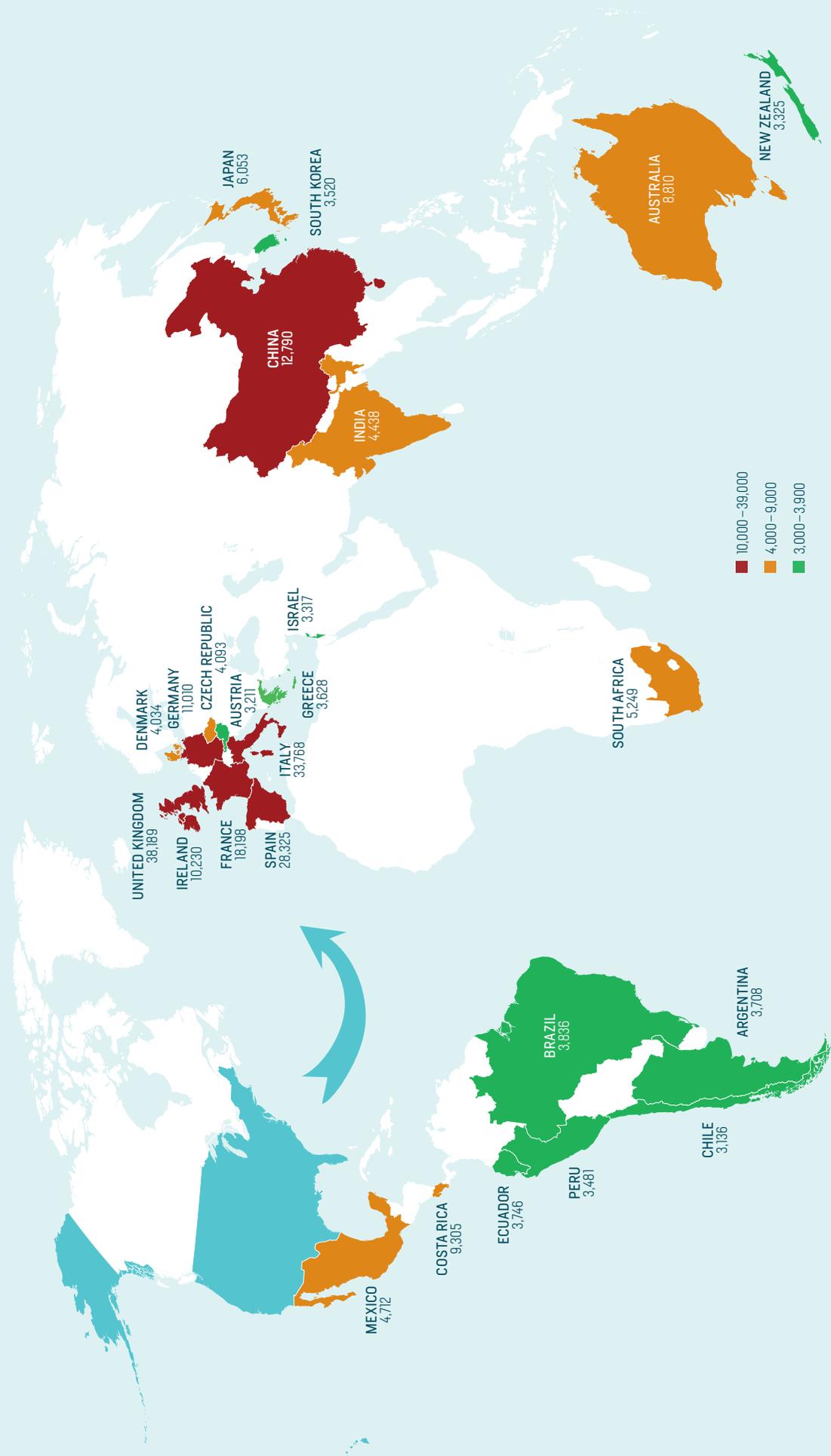
Likewise, many host countries are reaching out to attract U.S. students to study in their universities. IIE's Generation Study Abroad initiative and the U.S. Department of State's Study Abroad Office provide useful information and resources, and campuses across the United States are taking steps to enable more students from all backgrounds and fields to gain international experience through study abroad — but more needs to be done to make sure these opportunities are available to all. Now, more than ever, our shifting global landscape requires that American students acquire first-hand knowledge about the rest of the world.

Whether you are an educator, policymaker, journalist, researcher, or someone in the business of student mobility, we think you will find the information in the *Open Doors* report extremely valuable. We invite you to explore the special topics in this year's report, including international internships, internationalization of U.S. faculty, and scholarships for students from the developing world.

We are deeply grateful to the U.S. Department of State's Bureau of Educational and Cultural Affairs for their partnership in supporting the *Open Doors* report as well as their continued support for and commitment to student and scholar exchanges at all levels.

*Allan E. Goodman, President and CEO
Institute of International Education*

FIGURE 2 Top 25 Study Abroad Destinations of U.S. Students, 2014/15



U.S. TRENDS

International Students in the United States

International students in the United States surpassed one million in 2015/16.



FIGURE 3
International students in the United States, 1948/49–2015/16

The number of international students in the United States surpassed one million in 2015/16, increasing 7 percent over the prior year. The 1,043,839 international students came from more than 200 countries to attend nearly 3,000 higher education institutions across the United States. The United States remains the number one destination for students studying outside their home countries, driven by the outstanding reputation and range of opportunities at U.S. colleges and universities.

International students now comprise just over 5 percent of all higher education students in the United States, caused not only by the growing numbers of international students, but also by a declining enrollment of U.S. students in higher education. Once on campus, international students advance classroom dialogue and provide global perspectives that enrich the learning environment for all. In addition, the U.S. Department of Commerce (2016) estimates that international students contribute \$36 billion to the U.S. economy and NAFSA (2016) reports that their economic contribution supports over 400,000 jobs.

ASIAN STUDENTS DROVE GROWTH

Students from Asia drove the overall growth of international students in 2015/16, increasing 10 percent

over the prior year (Fig. 4). With almost half a million students from China and India in the United States, these two countries propelled the growth nationally.

Though the rate of growth of Chinese students has slowed in recent years from 30 percent in 2009/10 to 8 percent in 2015/16, the demand from Chinese students remains strong with 328,547 students in the United States in 2015/16. With Chinese students now making up about one third of all international students, evenly divided between undergraduate and graduate students, some international educators have expressed concerns that greater diversity of international students is needed at U.S. institutions. However, the presence of Chinese students varies widely across different institution types. At large doctoral institutions with the highest research activity*, Chinese students make up 39 percent of the international student body (Fig. 5), driving the national average of 32 percent of international students coming from China (Table 1.11). At other institution types, Chinese students make up smaller proportions of their international student bodies with most institution types falling between 10 and 20 percent (Fig. 5). Among all institutions reporting Chinese students, about half

* Institutions with the highest research activity as defined by the Carnegie Classification of Institutions of Higher Education. See <http://carnegieclassifications.iu.edu> for more information.

of the institutions (49 percent) report that students from China comprise less than 15 percent of their international student body. As such, Chinese students are not overrepresented at many higher education institutions throughout the United States.

The number of Indian students in the United States has experienced unprecedented growth over the past two years. In 2015/16, there were 165,918 Indian students enrolled in U.S. institutions, an increase of 25 percent over the previous year (Table 1.11). This follows a steep rise of 29 percent from 2013/14 to 2014/15. The continuing growth from India is likely due to rebounding demand after currency fluctuations and a devaluation of the Rupee against the dollar, which caused declines in Indian students from 2010/11 through 2012/13. While Indian student enrollment increased at all academic levels, the largest growth was among graduate students (20 percent growth) and optional practical training students (44 percent growth) (Table 1.15). Only 12 percent of Indian students study at the undergraduate level.

Other leading Asian places of origin show mixed growth patterns. U.S. institutions report stable or declining enrollment from South Korea which continued a five-year downturn in 2015/16. Numbers of Japanese students remain flat. Students from South and Southeast Asia, however, exhibit increasing interest in studying in the United States. Vietnam is now the sixth top country of origin, growing by 14 percent in 2015/16 to reach over 20,000 students. Institutions are also seeing greater numbers of students from Bangladesh (19 percent growth), Indonesia (7 percent growth), Malaysia (8 percent growth), Nepal (18 percent growth), and Pakistan (15 percent growth) (Table 1.14).

INCREASED INTEREST IN STEM FIELDS OF STUDY

While international students come to the United States to study a broad array of subjects from automotive technologies to art history, their fields of study typically align with employment opportunities and personal career goals. Two-thirds of all international students in the United States now study in science, technology, engineering, and mathematics (STEM) fields or in business and management, the highest proportion since 1978/79. Due to the strong demand for STEM skills in the global workforce, 46 percent of all international students now study in these concentrations, with approximately 60 percent of all graduate students engaged in these fields of study (Table 1.7).

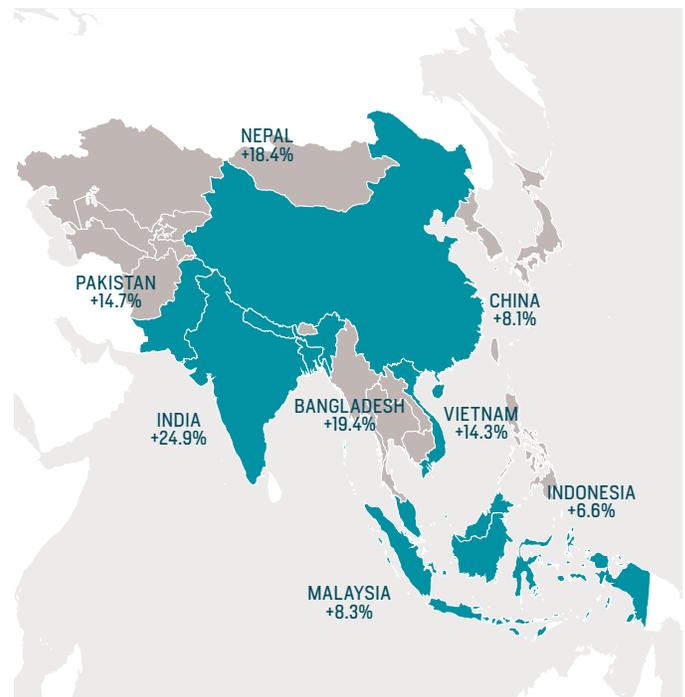


FIGURE 4 Fastest growth among Asian places of origin sending over 5,000 international students to the United States, 2015/16

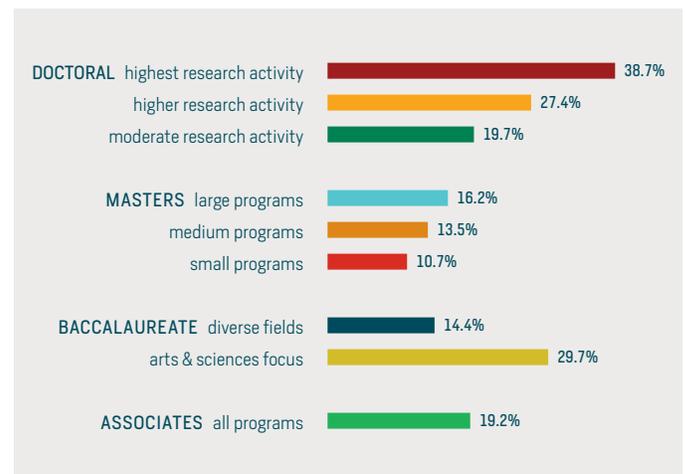


FIGURE 5 Chinese students as a proportion of all international students, by institution type, 2015/16

This year, math and computer science grew at the fastest rate since 1977/78 (25 percent growth) and engineering grew by 10 percent, surpassing business and management to become the number one field of study. Prior to 2014/15, business and management had been the number one field of study for 26 years. The recent robust growth of international students from South Asia and the Middle East has likely increased enrollment in STEM majors, as 80 percent of students from India and Iran study in the STEM fields (Table 1.9).

U.S. TRENDS

U.S. Destinations of International Students

Half of all international students in the United States study in the top 20 metropolitan areas.

Institutions in all 50 states, the District of Columbia, Puerto Rico and other territories hosted over one million international students in the United States in 2015/16. A majority of the states and territories (39 states) increased their international student numbers, with 22 states growing faster than the national average (Table 1.16). Due to their large capacity and diverse higher education systems, California, New York, and Texas continue to be the top three states, hosting one third of all international students. This year, 17 states, led by the District of Columbia and Massachusetts, had a higher proportion of international students per total state-wide higher education enrollment than the national average of 5.3 percent (Table 1.17).

METROPOLITAN AREAS ATTRACT MOST

Urban areas continue to be a draw for international students in the United States. While just under half of all U.S. higher education institutions are located in cities and only 58 percent of all college and university students study at these institutions (U.S. Department of Education, 2016), 72 percent of international students study in cities (Fig. 6).

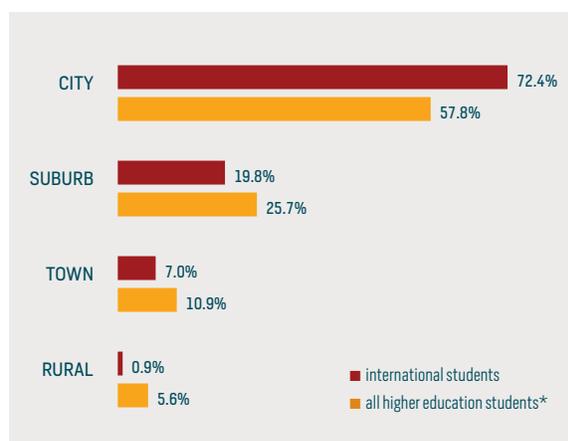


FIGURE 6 Distribution of higher education students by locale,** 2015/16

With their variety of cultural and historical offerings and broad ethnic diversity, large urban areas often appeal to international students. Half of all international students studied in the top 20 metropolitan areas in 2015/16. The New York City metropolitan area remains the top U.S. destination hosting 9 percent of all international students followed by Los Angeles and Boston (Table 1.20). The top metropolitan areas continue to be highly attractive places to study with 47 out of the top 50 metro areas exhibiting growth in 2015/16 (Table 1.19).

STATES AND REGIONS ATTRACT STUDENTS FROM DIFFERENT SENDING COUNTRIES

International students are evenly dispersed across the country, with roughly a quarter in each region of the United States in 2015/16: Northeast (26 percent), South (27 percent), Midwest (23 percent), and West (25 percent). However, students from different countries or world regions tend to be concentrated in certain U.S. regions or states (Fig. 7). This section examines the relationship between student mobility patterns in the United States in relation to the geographic proximity of the home country, as well as overall migration patterns.

The geographic location of the home country in relation to the United States is one driver of students' decisions about where to study. Students from Latin America and the Caribbean are more likely go to the South (46 percent)— primarily to Texas and Florida— while students from Oceania are more likely go to the West (32 percent), and European students are more likely go to the Northeast (33 percent) (Fig. 7). For students from these world regions, travel to parts of the United States that are close to home is likely faster and more affordable than travelling to other parts of the country.

*Data from the National Center for Education Statistics, based on 2014/15 12-month enrollment, the most recent year for which data were available.

**For further information on locale categories used by the National Center of Education Statistics, see https://nces.ed.gov/ccd/rural_locales.asp.

Mobility based on proximity is particularly evident among the two countries bordering the United States — Canada and Mexico. Approximately 40 percent of all Canadian students study in the Northeast region of the United States (Fig. 7), including 20 percent in New York and large percentages also choosing nearby states, such as Massachusetts (9 percent), Michigan (7 percent), and Pennsylvania (5 percent). While Alaska and North Dakota host small overall numbers of international students, Canada is the number one place of origin among their international student population. Similar trends are found among students from Mexico with 57 percent of all Mexican students studying in the border states of Texas, California, Arizona, and New Mexico. Asian students are evenly distributed across the United States, which is largely attributable to Chinese and Indian students who study in large numbers all across the country. However, when excluding China and India, students from other places in Asia, such as Hong Kong, Japan, and Indonesia, are more likely to study in the West (57 percent, 52 percent, and 54 percent, respectively).

Overall migration patterns may also influence student decisions on where to study. States or cities with a large diaspora from back home may attract students who value connections to their home country

to help them adjust to life on campus and in America. As an example, the Migration Policy Institute (2014) reports that Minnesota is one of the top five states with foreign-born residents from Ethiopia. *Open Doors* finds that Minnesota is the number one host state of non-immigrant Ethiopian students in the United States, with 10 percent of all Ethiopian students studying there. Another instance of this phenomenon is found among Venezuelan students. About half of all Venezuelan immigrants live in Florida, with the largest concentration in the Miami–Fort Lauderdale–West Palm Beach metropolitan area where 36 percent of all Venezuelan immigrants reside (Migration Policy Institute, 2014). Not surprisingly, 40 percent of non-immigrant Venezuelan students were enrolled in Florida, with 26 percent in the greater Miami metropolitan area in 2015/16.

These geographic patterns provide insights into where students may pursue their studies, but there are many other factors that impact student mobility patterns to the United States, including the costs of tuition and living expenses in different states, climate, cultural or historical ties between states and sending countries, and ultimately, student preferences and academic priorities.

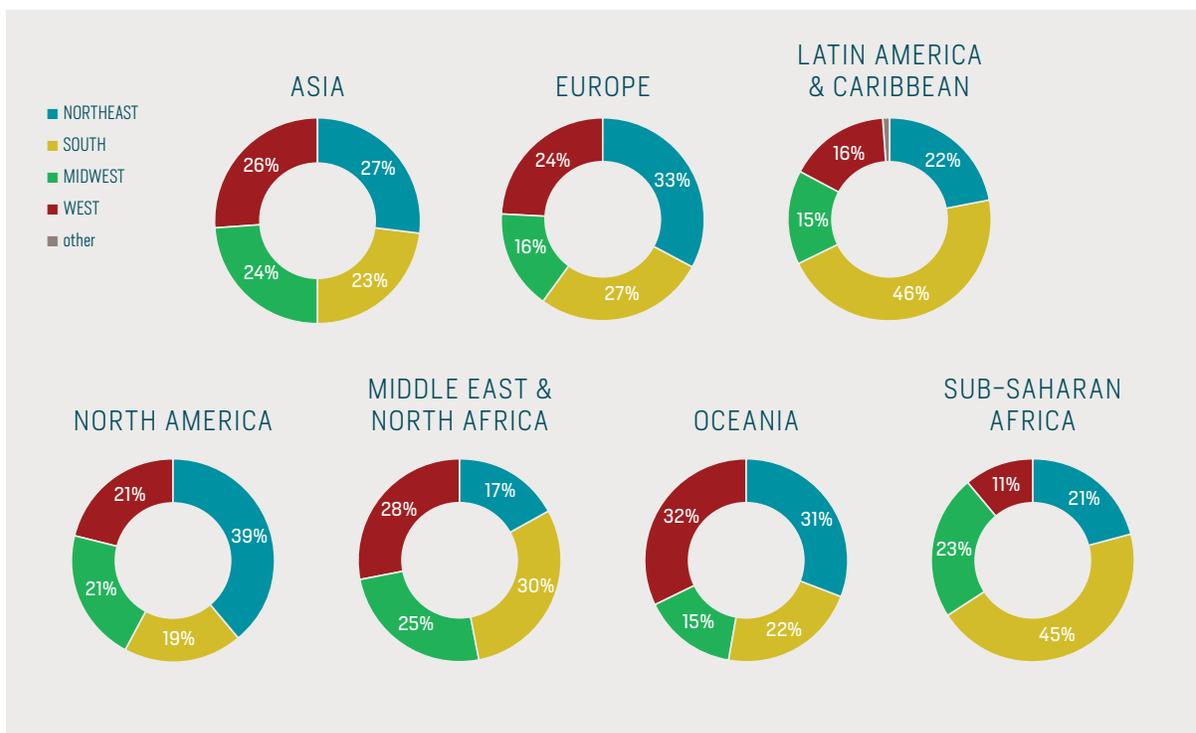


FIGURE 7 U.S. destinations of international students in the United States, by students' region of origin, 2015/16

U.S. TRENDS

U.S. Study Abroad

Strong growth to traditional top study abroad destinations drove overall growth in 2014/15.

Study abroad continues to be an important part of U.S. higher education institutions' internationalization missions, helping to develop students' international competencies, contributing to personal and intellectual growth, and preparing for a global workforce. In 2014/15, U.S. students abroad grew 3 percent, with 313,415 students receiving academic credit back home for study abroad in that year.

While student participation has increased, persistent challenges continue, including real and perceived costs of study abroad, as well as global impediments, such as conflict, perceived security risks, and health concerns. This was particularly notable in 2014/15 when U.S. overseas study to West Africa plummeted to a 15-year low due to the Ebola outbreak in 2014.

In response to these challenges, many institutions and organizations have mobilized resources to expand U.S. study abroad. Recent evidence documenting study abroad's impact on academic and career success helps institutions, students, and families recognize the benefits of education abroad (see Forum on Education Abroad, 2016). National-level initiatives, such as the U.S. Department of State's new USA Study Abroad

office and IIE's Generation Study Abroad, address barriers and foster dialogue around expanding study abroad opportunities. These initiatives and those of many U.S. campuses promote the importance of overseas study, both for-credit and non-credit, for all students.

WHERE DO U.S. STUDENTS STUDY ABROAD?

Study abroad to Europe drove this year's overall growth, with five European countries experiencing double digit growth (Table 1.6). The region accounts for 55 percent of U.S. study abroad and hosted 170,879 students in 2014/15, a growth of 5 percent from the prior year. Despite a small decrease of 0.2 percent, the United Kingdom remains the most popular destination, hosting 38,189 U.S. students.

U.S. students study in over 180 countries across the world, but are heavily clustered, with over half (56 percent) going to the top ten most popular destinations. Similar clustering is also seen at the regional level. Outside of Europe and Latin America and the Caribbean, U.S. students predominantly study in one or two countries within a region (Fig. 8). For example, South Africa hosts almost 50 percent of U.S. students in Sub-Saharan Africa, and Israel and Morocco account for roughly 70 percent of students in the Middle East and North Africa. Factors such as a lack of capacity to host study abroad students (Banks, Clark & Harrison, 2012; Banks & Harrison, 2011; Chow & Cho, 2011a, 2011b; Chow & Gale, 2012), civil conflict, social unrest, or health crises may depress study abroad to other countries in these regions.

While U.S. students in Asia are concentrated in China and Japan, study destinations in Asia have begun to diversify over the past five years. In 2009/10, 62 percent of these students studied in China or Japan, but by 2014/15 these two countries accounted for just 53 percent of study abroad to Asia, with more U.S. students dispersed across many countries throughout the region, notably India, South Korea, and Thailand.

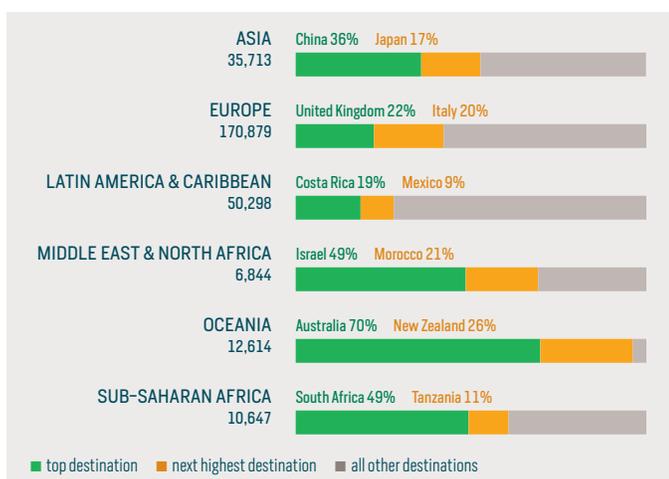


FIGURE 8 Top U.S. study abroad destinations within destination region, 2014/15

As study abroad offers meaningful engagement with new cultures and ideas, institutions should continue to foster opportunities for students to explore a diverse array of study destinations.

SHORT-TERM DURATIONS ABROAD ARE INCREASING

Over the past twenty years, short-term opportunities during the summer or other periods of eight weeks or less have attracted many more U.S. students to overseas study. In 1994/95, only 39 percent of study abroad was short-term, while 45 percent was for a mid-length duration of one semester. Although the number of U.S. students pursuing mid-term durations of overseas study has plateaued at just over 100,000 for the past 8 years, short-term study abroad has grown to almost 198,000 students as of 2014/15 (Fig. 9).

This overall trend varies by institutional type. Notably, baccalaureate institutions send approximately equal numbers abroad for short-term (48 percent) and mid-length experiences (49 percent), while most (88 percent) community college students study abroad for a short duration (Table 2.11). Short-term programs help increase access to study abroad for students with limited funds, work commitments, or family obligations that prevent them from traveling for longer periods.

UNDERGRADUATE STUDY ABROAD BY STATE

As U.S. states compete in a global marketplace, they need talented individuals with global competencies and skills to attract business and international trade (Lane, Owens, Ziegler, 2014). Many state gubernatorial and legislative proclamations, such as the State of Minnesota’s International Education Week Proclamation (2013), recognize that study abroad, in parallel with other internationalization efforts, “contributes significantly to our nation’s foreign policy, economic competitiveness and national security.”

Despite these imperatives, only 10 percent of U.S. undergraduates study abroad during their degree program. While California and New York send the largest numbers of students overseas (Table 2.8), striking differences emerge across states when examining undergraduate study abroad participation rates (Fig. 10). For example, undergraduates in the District of Columbia are 4 times as likely to study abroad than the national average. Institutions in many northeast states send high proportions of students abroad, including Vermont, Rhode Island, Massachusetts, and Connecticut (Fig. 10), while southern states send lower proportions.



FIGURE 9 Duration of study abroad, 1994/95–2014/15

	U.S. students receiving undergraduate degrees*	U.S. undergraduates studying abroad	Est. study abroad participation %	
1	D.C.	9,384	3,793	40.4
2	Vermont	7,101	1,772	25.0
3	Rhode Island	14,384	3,289	22.9
4	Massachusetts	68,872	12,530	18.2
5	Connecticut	27,858	4,808	17.3
6	Delaware	8,551	1,440	16.8
7	Indiana	60,534	10,198	16.8
8	Minnesota	51,358	8,398	16.4
9	Wisconsin	50,786	7,606	15.0
10	South Carolina	35,519	5,261	14.8
11	Pennsylvania	113,577	16,751	14.7
12	Maine	10,275	1,477	14.4
13	Iowa	42,635	5,801	13.6
14	Georgia	64,949	8,560	13.2
15	North Carolina	81,060	10,451	12.9
16	New York	188,294	23,682	12.6
17	Colorado	41,056	4,879	11.9
18	Ohio	97,955	11,382	11.6
19	New Hampshire	14,424	1,612	11.2
20	South Dakota	7,816	863	11.0

FIGURE 10 Undergraduate study abroad participation rate by state, top 20 states, 2014/15

In order to increase overseas education across the country, states should focus on encouraging and supporting higher education institutions to prioritize study abroad, which benefits both students and the states they will work in after graduation.

* Data from National Center for Education Statistics, reflecting total number of U.S. students receiving undergraduate degrees in 2014/15

U.S. TRENDS

Intensive English Programs

Intensive English students in the United States dropped 14 percent in the 2015 calendar year to just over 133,000 students for a total of 1.9 million student-weeks, a calculation that represents one student studying for one week. Declines were widespread across countries and world regions (Fig. 11).

The large 34 percent drop from Latin America was primarily due to a 47 percent decline from Brazil, which ended its scholarship program that formerly supported many Brazilian IEP students. Large drops were also seen from Mexico, which fell by 32 percent, Colombia (13 percent decline), and Venezuela (29 percent decline).

Students from MENA fell 1 percent overall. Saudi Arabia, which accounts for 29 percent of all IEP students, grew less than 1 percent. Students dropped from Kuwait and the United Arab Emirates, by 10 percent and 6 percent, respectively (Table 3.6). Oman, which represents less than 1 percent of IEP students, increased by 36 percent in 2015 (Table 3.6).

Asia was the only region whose IEP students in the United States increased, growing by 3 percent in 2015. Despite the overall growth, there was wide variation across the region, with 8 percent growth from China, 52 percent growth from Vietnam, and 37 percent

growth from India; Japanese students rose by less than 1 percent. Students from other places in Asia declined, including South Korea (6 percent decline), Taiwan (11 percent decline), and Thailand (20 percent decline) (Table 3.6).

GLOBAL CHANGES IN INTENSIVE ENGLISH

Many leading host countries experienced shifts in intensive English enrollments in 2015 as increased availability of English courses at home and changing political and economic conditions in both sending and receiving countries impacted the flows of students seeking English training around the world. IEP students increased in Australia, Ireland, and New Zealand. Other leading hosts, including South Africa, Canada, the United States, UK, and Malta have each seen declines (Fig. 12). Collectively, the eight leading host countries for English training received an estimated 4 percent fewer students in 2015 than in the prior year (Norris, 2016), possibly indicating a global trend that the English language training field will face over the coming years. With IEP often leading to degree study, these declines may also signal future drops in degree study in some host countries.

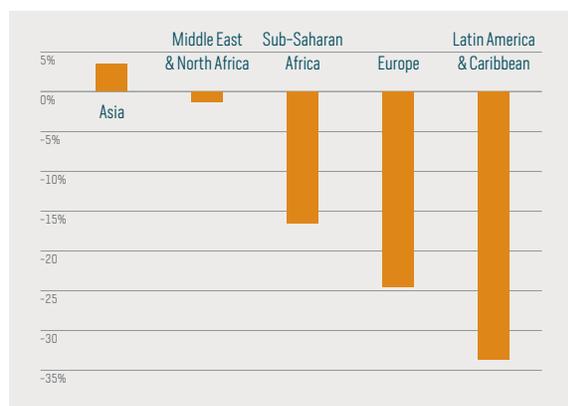


FIGURE 11 Percent change in IEP Students in the United States, by sending region, 2015

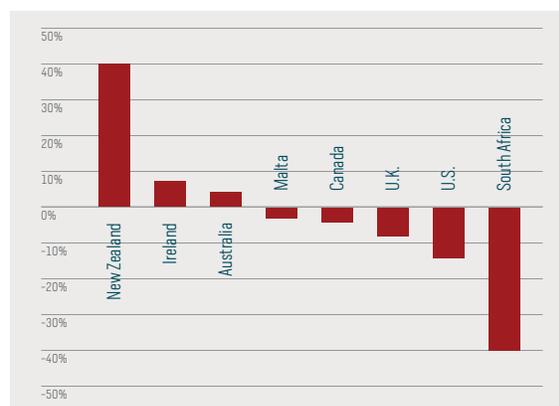


FIGURE 12 Percent change in IEP students in selected host countries, 2015

U.S. TRENDS

International Scholars in the United States

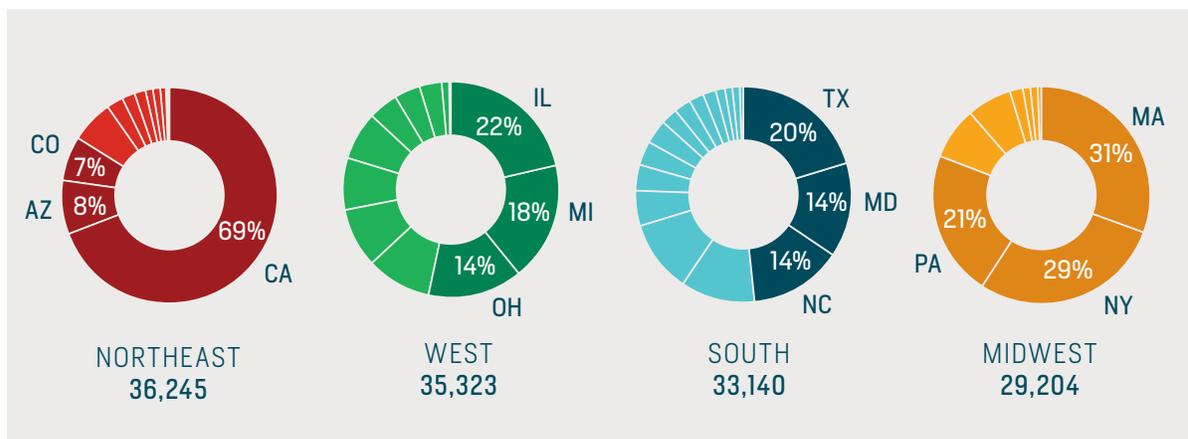


FIGURE 13 Top host states of international scholars, by U.S. region, 2015/16

Open Doors defines international scholars as nonimmigrant professionals engaged in temporary academic activities and who are not enrolled as students at U.S. colleges or universities. These academic faculty, clinicians, researchers, and post-doctoral fellows may come to the United States through individual relationships, institutional partnerships, or initiatives such as the U.S. Department of State's Fulbright Program and the Education Commission for Foreign Medical Graduates. These professionals bring their knowledge and experience to U.S. classrooms and build the networks necessary to tackle the challenges of our interconnected world.

In 2015/16, 134,014 international scholars engaged in academic activities at U.S. higher education institutions. Due to the strong reputation of U.S. institutions, these academics and practitioners come from all over the globe to lecture and teach, produce innovative research, conduct clinical studies, and engage in symposia and colloquia. China remains the leading place of origin (33 percent). Scholars from India make up 9 percent of all international scholars and were the fastest-growing, increasing 13 percent from the prior year.

International scholars primarily specialize in science,

technology, engineering, and mathematics (STEM) (76 percent) (Table 4.2). Although this trend has been consistent over the past fifteen years, the number of STEM researchers has increased with the overall numbers of scholars coming to the United States. There are now over 100,000 international academics engaged in the STEM fields, up from 79,651 in 2000/01.

U.S. DESTINATIONS OF INTERNATIONAL SCHOLARS

International scholars are dispersed throughout all four regions of the United States (Fig. 13). The Northeast accounts for 27 percent of the international scholars in the United States followed closely by the West (26 percent), South (25 percent), and Midwest (22 percent). Sizeable clusters of scholars are hosted in metropolitan areas spread across the United States. The top twenty metropolitan areas include urban centers, such as Boston and Los Angeles, as well as areas with large research institutions, such as Ann Arbor, Michigan and Raleigh-Durham-Chapel Hill in North Carolina. The large host cities in California, Massachusetts, and New York resulted in these states hosting 34 percent of all international scholars in 2015/16 (Table 4.6).

WORLD REGION TRENDS

Global Student Mobility

Protracted academic displacement warrants a strong international higher education response.

Many factors driving academic mobility have persisted for decades. Limited home country higher education capacity, access and equity, personal and professional goals, and human capital needs play a critical part in whether students pursue education abroad. Today, the scale of structured national scholarships and academic displacement also significantly impact the landscape of student mobility.

In 2013, there were an estimated 4.1 million globally mobile higher education students (UNESCO, 2016b). The United States, United Kingdom, China, France, and Australia rank as top host destinations of international students worldwide and collectively host an estimated two-thirds of all international students (Fig. 14) (Project

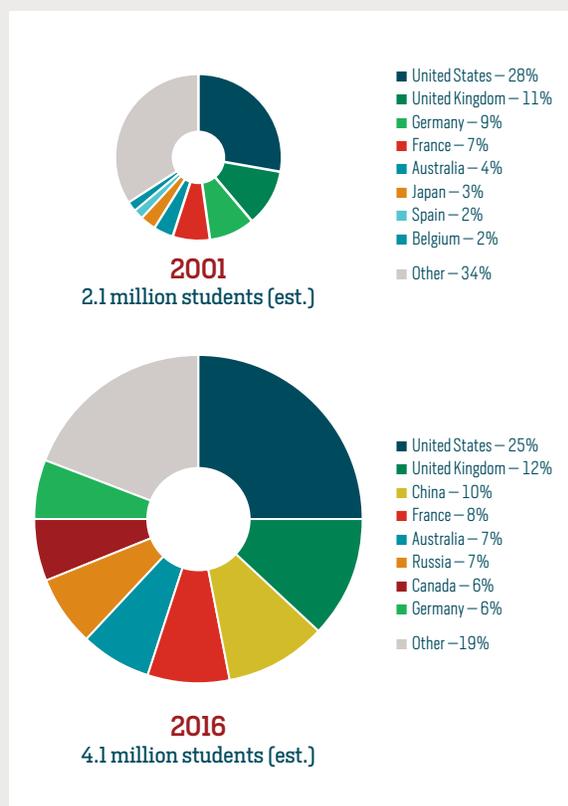


FIGURE 14 Top destinations of globally mobile students, 2001 & 2016 (year of data release) SOURCE: PROJECT ATLAS, 2016; UNESCO, 2016

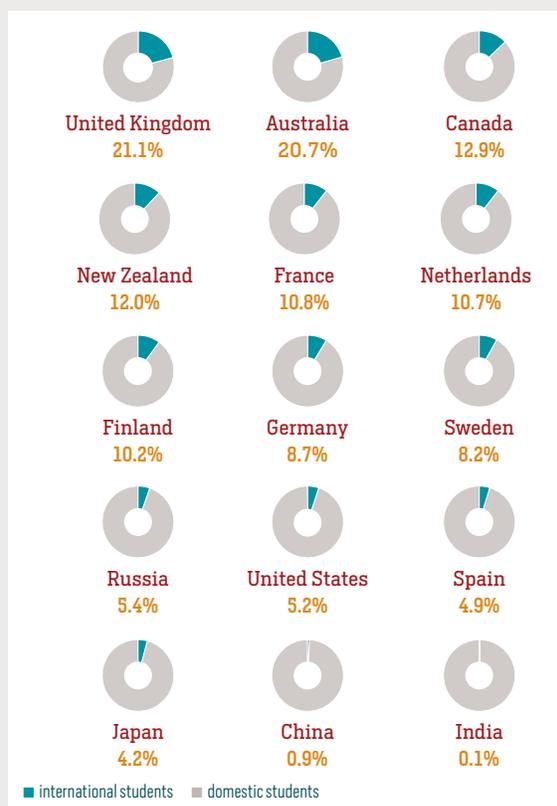


FIGURE 15 International students as percentage of total higher education in select host countries, 2016 (year of data release) SOURCE: PROJECT ATLAS, 2016

Atlas, 2016). In the United Kingdom and Australia, international students comprise over 20 percent of their total higher education populations, while in the United States they comprise just over 5 percent (Fig. 15) (Project Atlas, 2016).

The academic levels and degree types pursued by international students vary by destination. Degree-seeking undergraduates form the majority of international students in New Zealand (75 percent), Russia (54 percent), and Australia (50 percent), while Germany attracts more graduate full-degree students (53 percent). In the United States and the United Kingdom,

degree-seeking international students' academic levels are evenly divided. Driven by the desire to acquire advanced knowledge and specialized skills, a large proportion of students in these key destinations pursue STEM fields, including 50 percent of all international students in Germany and 46 percent in the United States.

SPOTLIGHT: ACADEMIC DISPLACEMENT

Not all higher education students willingly choose to pursue education outside of their home countries; some are forced to do so in order to continue their studies (United Nations, 2016b). In 2015, 21.3 million refugees were registered with the United Nations, with over half under the age of 18 who most likely have yet to enter tertiary education or have experienced a disruption of their higher education studies (UNHCR, 2016a). The 1948 Universal Declaration of Human Rights states that everyone has a right to access higher education (United Nations, 2016). Yet, only 1 percent of all college-age refugees are enrolled in higher education in comparison with 34 percent of tertiary-level age youth worldwide (Fig. 16) (UNHCR, 2016b). Syria is the largest source country of refugees worldwide due to continued conflict (nearly 5 million), but there are also millions of other displaced refugees worldwide, with the majority coming from Afghanistan, Somalia, and South Sudan in 2015 (UNHCR, 2016c).

Concerns over the access of displaced students and scholars to higher education and an understanding of the implications of an uneducated generation is only now becoming a concern for global higher education and the humanitarian community (De Wit & Altbach, 2016). Attention to this unprecedented crisis in tertiary education has been triggered by the prolonged displacement of the largely educated middle-class populations from countries such as Syria, Iraq, and Yemen, all of which had well-established tertiary systems and ambitious national higher education reforms in pre-conflict years (Barakat & Milton, 2015). Refugees from these countries are actively seeking higher education oppor-

tunities on a scale not seen in previous generations of refugee populations (Pacheco & Johnson, 2014; Watenpugh, Fricke & King, 2014).

With displacement projected to be protracted for refugees, there is a clear need for a stronger international response to integrate them into existing higher education systems worldwide. An estimated 45 percent of refugees worldwide have been displaced for at least five years, with an average period of displacement of 20 years (Ergyork, 2015). Higher education access for refugees is essential for integration into host societies and to redress personal and social disadvantages. Education provides access to professional development that in turn reduces dependence on international aid, protects from crime and conflict, and drives positive change and reconstruction upon repatriation (Barakat & Milton, 2015; Elmes, 2016; Ergyork, 2015; Magaziner, 2015; Pacheco & Johnson, 2014; Watenpugh, Fricke & King, 2014). Supporting displaced students' participation in higher education is an opportunity for host communities to internationalize their campuses and integrate talented and motivated youth into the national economy.

However, displaced individuals face many roadblocks in accessing higher education. Cost of tuition and travel, unavailability of identification and academic documents, lack of recognition of prior studies, language barriers, pressure to assume work or family responsibilities, host community discrimination, and difficulty obtaining information all restrict access to education (Elmes, 2016; Ergyork, 2015; IIE PEER, 2016; Magaziner, 2015; Watenpugh, Fricke & King, 2014).

Entities worldwide are leveraging resources to provide displaced students easier access to higher education. Utilizing technology and innovative ideas, universities and NGOs are using Massive Open Online Courses (MOOCs) to provide refugee youth high quality higher education courses online in their host countries and international organizations are partnering with universities to fund scholarships and sponsor refugee students (Africa News, 2016; Redden, 2015; Stampfl, 2015).

Much more still needs to be done to address the scale of growing academic displacement and to provide access to higher education for those affected. With 86 percent of refugees hosted in developing countries, dialogue, sponsoring education and travel costs, and strategic partnerships between refugee and displaced persons' host countries and universities worldwide are of critical importance.



FIGURE 16 Percent of refugee youth in higher education in comparison with youth worldwide SOURCES: UNESCO, 2014; UNHCR, 2015

WORLD REGION TRENDS

Asia



In 2015/16, students from across Asia accounted for 66 percent of all international students in the United States (Fig. 17). Since 2001/02, students from China and India have consistently accounted for the largest international student populations in the United States. In 2015/16, Chinese students reached a high of 328,547 students, comprising 32 percent of all international students in the United States and far exceeding those from any other country for the seventh consecutive year. Indian students in the United States totaled 165,918, growing by 25 percent in 2015/16, marking a second year of high growth.

While the number of South Korean students dropped, enrollments from Japan and Taiwan remained level in 2015/16. As some Asian student populations remain stable or decline, others have soared. Students from Nepal increased by 18 percent to 9,662 and Vietnam increased 14 percent to 21,403 students, making Vietnam the sixth leading source of international students in the United States.

Eleven percent of U.S. study abroad took place in Asia, a slight 2 percent decline from 2013/14. For the third year in a row, U.S. study in China declined, falling 7 percent to 12,790 students. Nevertheless, China remains the only non-European country among the top five U.S. study destinations, with 4 percent of all U.S. study abroad students in China. With over 30 countries in Asia, American students are increasing diversifying their study destinations in the region. In 2014/15, Cambodia, South Korea, Taiwan, and Thailand all hosted growing numbers of U.S. students (Table 2.7).

GLOBAL SPOTLIGHT: A SHIFTING LANDSCAPE OF SOUTH KOREA MOBILITY

For the first time in more than a decade, South Korea fell to the fourth place of origin of international students in the United States. Comprising 6 percent of the U.S. international student population in 2015/16, enroll-

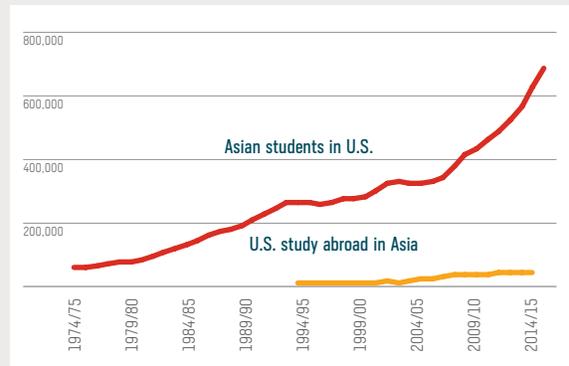


FIGURE 17 Student mobility between the United States and Asia, 1973/74–2015/16

ments dipped by 4 percent marking the fifth consecutive year of declines. Decreases in South Korean students are not unique to the United States. From 2011 to 2015, the number of South Korean students pursuing higher education abroad fell each year resulting in an 18 percent drop in overseas enrollments since their peak outbound mobility in 2011 (Fig. 18) (Ministry of Education Republic of Korea, 2015).

Between 2011 and 2015, other top destinations among South Korean students also saw enrollment shifts (Project Atlas, 2016). South Korean mobility to Canada fell by 58 percent, to Australia by 33 percent, and to Japan by 24 percent. On the other hand, after five years of flat enrollments, South Korea students in China increased 6 percent to 66,672 in 2014/15, surpassing the United States as the top destination for South Korean students. Intra-regional mobility schemes designed to advance economic growth within East Asia, such as those by the Asia Pacific Economic Cooperation (APEC), may contribute to increasing numbers of South Korean students pursuing education in China.

Shifts in South Korean student mobility partially reflect changing local attitudes towards the return on investment of study abroad. Studying abroad is no

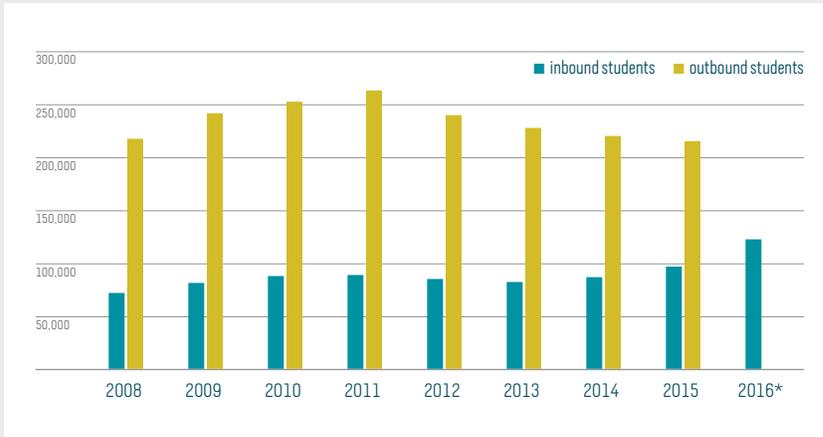


FIGURE 18 Inbound and outbound student mobility in South Korea, 2008–2016

SOURCES: MINISTRY OF JUSTICE REPUBLIC OF KOREA, 2016; MINISTRY OF EDUCATION REPUBLIC OF KOREA, 2015

* As of September 2016

longer necessarily perceived by Korean students and employers as providing a competitive edge in the domestic job market (Gibson, 2015; Kahng, 2015; Rubin, 2014; Yeo, 2015). National companies now often prefer domestically educated employees because of the belief that they will easily adjust to a collectivistic work culture and bring local connections cultivated throughout their university tenure.

Expensive foreign degrees are also becoming hard to justify with increasingly high domestic unemployment rates (Trading Economics, 2016). Not including other living costs, U.S. out-of-state annual tuition at a public institution averages \$23,893, in comparison with \$5,812 for South Korean universities (Kahng, 2015). International education hubs in the country also provide an alternative to overseas study by hosting international branch campuses that offer competitive tuition and international-style education close to home (Incheon Global Campus, 2016).

Demographic trends — particularly declining birth rates — have impacted both the number of South Korean students in domestic higher education, as well as those going overseas. Since 2012, the number of tertiary age students has decreased, prompting the government to close or merge institutions in anticipation of a surplus of unfilled higher education seats (ICEF, 2015a).

Partially in response to declines in domestic students, South Korea has made efforts to increase its international students. In 2015, the government set a goal of 200,000 international students by 2023, to make up 5 percent of all higher education. Initiatives to support this goal include: scholarships; regulations allowing universities to open international departments or programs; expansion of English instruction; and increased

post-graduation employment opportunities for international students in Korea (Custer, 2015; ICEF, 2015c).

Early indications suggest that these efforts are paying off. In September 2016, foreign students in South Korea reached a record high of 122,082, a 20 percent increase from September 2015 (Ministry of Justice Republic of Korea, 2016). Most students are from China and comprise 58 percent of Korea’s international students (Fig. 19) (Ministry of Justice Republic of Korea, 2016). Despite its early successes, this initiative has its critics. Opponents express concern that institutions may accept international students without fully assessing whether they meet academic requirements (Bothwell, 2015; Choi, 2016; Yonhap News Agency, 2016). Another concern is that specialized programs for international students may not support an inclusive global campus environment (Bothwell, 2015; Choi, 2016; Shin & Moon, 2016).

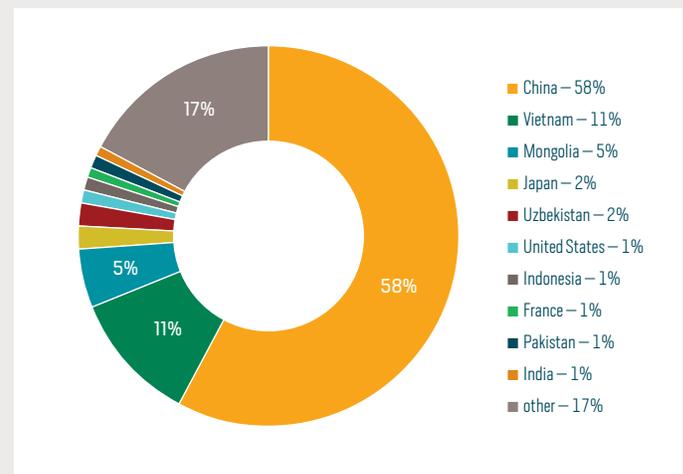


FIGURE 19 Places of origin of international students in South Korea, 2016
SOURCE: MINISTRY OF JUSTICE REPUBLIC OF KOREA, 2016

WORLD REGION TRENDS

Europe



European students comprised 9 percent of international students in the United States during the 2015/16 academic year, reaching almost 92,000 students and inching towards the 2001/02 peak of over 95,000 students from Europe (Fig. 20). Five countries — the United Kingdom, Turkey, Germany, France and Spain — accounted for more than half of all European students in the United States (52 percent). Among the top European places of origin, students from Spain and the United Kingdom increased at the highest rates (8 percent each) while German, Turkish, and French student populations remained stable.

Europe continues to attract the majority of U.S. students who go abroad for non-degree study. In 2014/15, 170,879 U.S. students studied in Europe for credit back at their home campuses, accounting for 54 percent of all U.S. study abroad and reflecting a 5 percent increase from 2013/14. The United Kingdom remains the leading destination for both American study abroad students and U.S. students seeking full degrees abroad. Over 38,000 American students chose the United Kingdom as their study abroad destination, in addition to 18,050 enrolled in full degree programs at U.K. universities.

Growth in U.S. study abroad to Europe is driven by a wide range of host countries. Italy, Spain, and France remain among top destinations for American students and high growth was seen to Greece, Austria, Ireland, Czech Republic, and Denmark in 2014/15 (Table 2.7). Over the last five years, Denmark and Ireland have seen large consistent growth (81 and 52 percent respectively). In 2009/10, 6,798 American students participated in study abroad to Ireland and in 2014/15, 10,230. In 2009/10, 2,228 students chose to study in Denmark and in 2014/15, 4,034, moving it from the 24th most popular destination for study abroad to 15th in just five years.

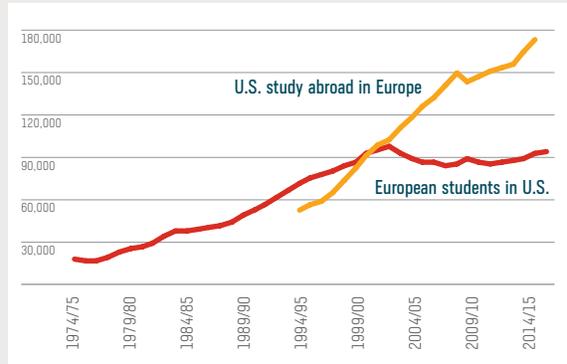


FIGURE 20 Student mobility between the United States and Europe 1973/74–2015/16

SPOTLIGHT: LOCALIZED MOBILITY IN THE POST-SOVIET STATES

The current landscape of academic mobility in the 15 post-Soviet countries is a result of their shared history throughout the twentieth century when these states constituted the Union of Soviet Socialist Republics (USSR) and experienced the impacts of the Cold War. The dissolution of the USSR in 1991 gave way to more international education opportunities after a period of low migration and isolation from global economies. However, remnants of former Russification policies such as imposing Russian as the common language, as well as various economic, social, and political links among these countries continue to position Russia as a natural destination for students from the region (Chankseliani, 2015). In addition to historical and diaspora linkages, Russia's appeal as a higher education destination for students from post-Soviet states lies in the sheer size of its higher education sector, bilateral academic mobility agreements with former Soviet states, and its affordability as a study abroad destination (Minsky, 2015; Study in Russia, 2016).

To date, 11 post-Soviet states have joined the European Higher Education Area (EHEA) and participate in the Bologna Process. To various degrees, these coun-

tries have aimed to align their higher education systems with Western European structures to increase the mobility of their students and the transferability of their degrees. Yet, despite national efforts to align post-Soviet systems with Bologna norms, many globally mobile students from these countries continue to study in other post-Soviet states, including those within and outside the EHEA (Heyneman & Skinner, 2014). This trend is juxtaposed against academic mobility patterns among other EHEA members, which collectively send only a small proportion of their students to post-Soviet countries.

In 2013, the 352,644 students from former Soviet states comprised approximately 9 percent of worldwide student mobility, with an estimated 63 percent of their outbound students choosing to study in another former Soviet state in 2014 (Center for Sociological Research, Ministry of Education & Science, 2016; UNESCO, 2016c & 2016d). Russia ranks among the top five destinations for all students from former Soviet states and is the number one destination for students from nine countries. Countries sending the highest proportion of their international students to Russia include Kazakhstan, Tajikistan, Belarus, and Uzbekistan. Together, students from these four countries

account for 44 percent of international students in Russia (Project Atlas, 2016).

Outside of post-Soviet countries, Europe — particularly Germany, the United Kingdom, Denmark, and the Netherlands — as well as the United States are popular destinations for those post-Soviet students pursuing education abroad (UNESCO, 2016d). In 2015/16, 12,862 students from these countries studied in the United States with the majority coming from Russia (42 percent), Kazakhstan (15 percent), and Ukraine (13 percent). Student mobility from post-Soviet countries to the United States reflects a 12 percent increase from 2005/06 to 2015/16.

Across all post-Soviet countries, greater proportions of domestic students study abroad than do international students who are hosted by post-Soviet countries. Moldova (14 percent), Azerbaijan (9 percent), Georgia (9 percent), and Latvia (7 percent) have the highest ratio of higher education students pursuing education abroad relative to their domestic higher education enrollments. Between 2003 and 2013, Belarus quadrupled and Tajikistan, Georgia, and Latvia more than doubled their outbound mobility ratios (UNESCO, 2016a), indicating growing student interest and opportunity to study abroad.

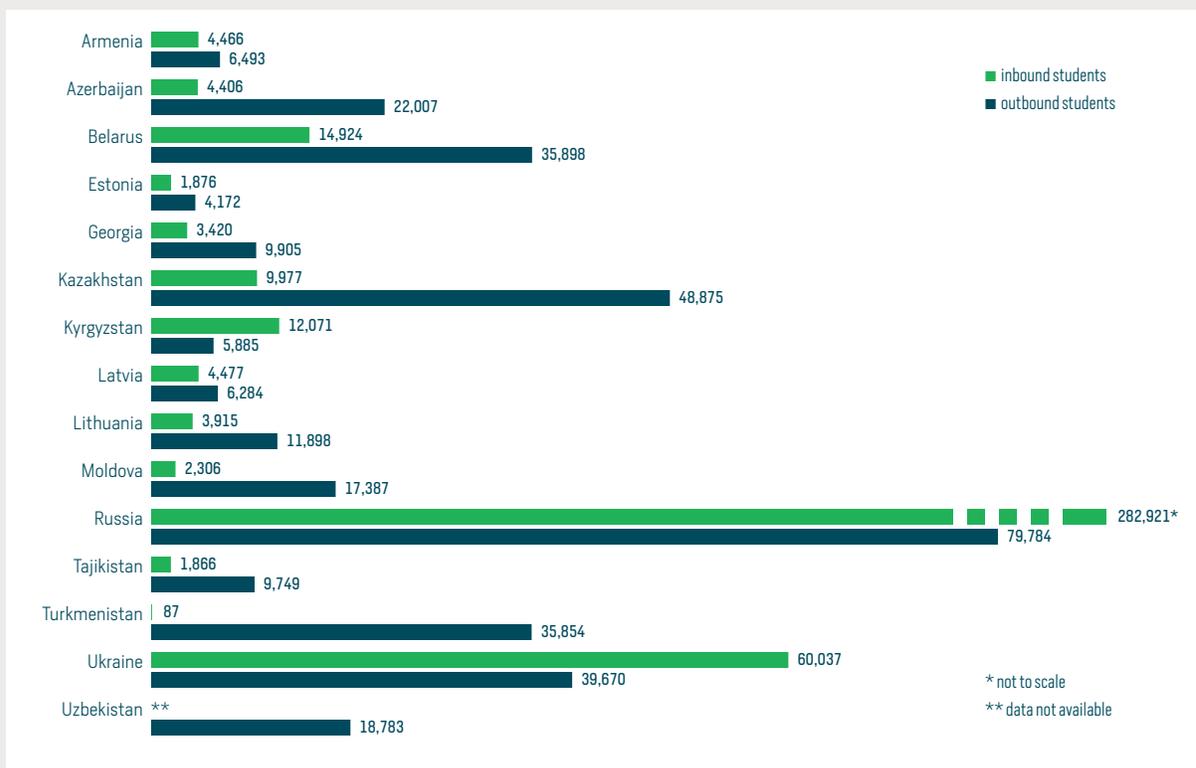


FIGURE 21 Inbound and outbound student mobility in post-Soviet countries, 2014 SOURCES: PROJECT ATLAS, 2016; UNESCO, 2016

WORLD REGION TRENDS

Latin America & the Caribbean



International student mobility from Latin America and the Caribbean to the United States declined by 2 percent to 84,908 students in 2015/16. This small decline was primarily due to an 18 percent decrease in Brazilian students following the freeze of Brazil's Scientific Mobility Program. However, when Brazil is removed from the equation, mobility to the United States from Latin America and the Caribbean increased by 5 percent, driven by strong growth from Colombia, Peru, and Venezuela (Table 1.14).

U.S. study abroad to Latin American and the Caribbean grew 2 percent in 2014/15, with 50,298 American students receiving academic credit for study abroad in the region, second only to Europe. Costa Rica and Mexico are the top destinations in the region for U.S. students and both saw increases in study abroad participation (9 percent and 6 percent, respectively). The eight countries that make up Mexico and Central America hosted more students than Sub-Saharan Africa and the Middle East and North Africa combined (Table 2.6). Latin American and the Caribbean is also the leading destination for U.S. students seeking a non-credit learning activity abroad. Of the 22,000 students choosing to participate in international work, internships and volunteering, 37 percent selected Latin America, most notably Mexico, Nicaragua, and the Dominican Republic (Table 2.14).

U.S.-MEXICO ACADEMIC MOBILITY*

Since 2011, the United States and Mexican governments have focused on promoting greater academic exchange between the two countries. On the U.S. side, President Obama launched 100,000 Strong in the Americas in 2011, with the goal of sending 100,000 students in each direction between the United States and Latin America, including Mexico. The Mexican government also established its own mobility initiative—Proyecto 100,000—with the goal of sending 100,000 Mexican students

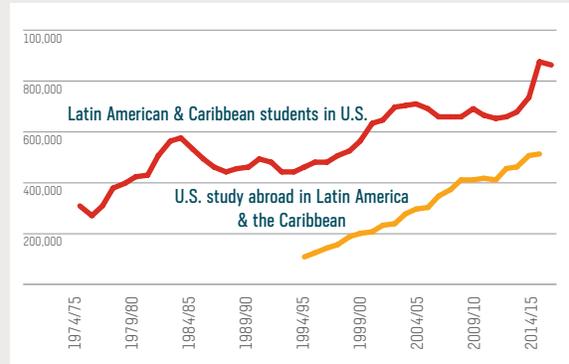


FIGURE 22 Student mobility between Latin America & Caribbean and the United States, 1973/74–2015/16

to study in the United States and bringing 50,000 U.S. students to Mexico.

Although robust data exists on the academic mobility of students and scholars between the United States and Mexico, many of the new mobility initiatives encompass educational activities that are outside the scope of current data collection projects, namely *Open Doors* and Mexico's *Patlani* project. These other forms of mobility that are growing in popularity include internships, student research placements, summer study, non-credit language courses, and other forms of non-credit education abroad.

To address the gaps between what is currently measured and these new forms of academic mobility, the IIE Center for Academic Mobility Research and Impact was commissioned by the United States Embassy in Mexico City to analyze the full scope of academic mobility between the United States and Mexico in the 2014/15 academic year. This section describes the key findings of that study, encompassing mobility flows in both directions and across a broad range of mobility types, including higher education, secondary students, vocational/technical, language training, scholars, and other exchange visitors.

*This section is adapted from Farrugia, C. (2016). *Beyond Borders: Measuring Academic Mobility between the United States and Mexico*. New York: Institute of International Education, prepared with the support of the U.S. Department of State.

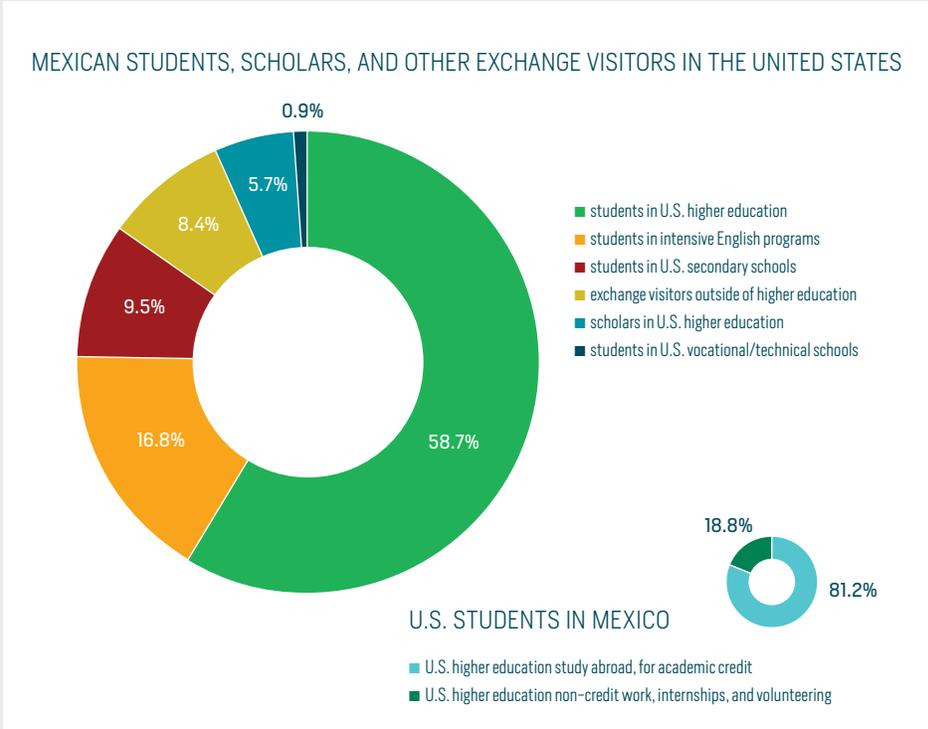


FIGURE 23 Inbound and outbound mobility between the United States and Mexico, all education levels, 2014/15
 SOURCE: FARRUGIA, 2016

Mexico to the United States Mexican students, scholars, and other educational exchange visitors engage in a wide array of activities in the United States. For Mexican students, higher education is the most attractive sector of U.S. education, accounting for more than half of all the academic mobility from Mexico to the United States. In 2014/15, there were an estimated 23,646 students and scholars from Mexico studying, teaching, or conducting research in U.S. higher education institutions. An additional 5,466 Mexican nationals travelled to the United States in fall 2014 to study in U.S. high schools, vocational schools, or to engage in exchange visitor activities outside of higher education. This brings the total number of Mexicans engaging in academic activities in the United States to 29,112 in 2014/15. The number of Mexican students and scholars in U.S. higher education experienced growth of 30 percent from 2013/14 to 2014/15. The highest rate of growth occurred among intensive English students, whose numbers increased by 2.5 times, growing from 1,945 in 2013 to 4,900 in 2014. However, this high rate of growth captured in this study was not sustained in the following year; as reported in this year's *Open Doors* statistics, the number of Mexican students

enrolled in intensive English programs fell to 3,384 in 2015. While this is a drop from the previous year, the number of Mexican students in intensive English still remained higher in 2015 than it was in 2013.

United States to Mexico Most U.S. students who study in Mexico do so through study abroad programs for which they receive academic credit back on their home campuses. After several years of declines in U.S. students in Mexico, the number of U.S. higher education students receiving academic credit for study abroad in Mexico increased 19 percent from 2012/13 to 2013/14, and increased another 6 percent in 2014/15 to reach 4,712 students.

In addition to this traditional form of study abroad, a large number of U.S. students in Mexico engage in non-credit work, internships, and volunteering abroad (WIVA), making Mexico the leading destination among all U.S. students engaged in non-credit WIVA around the world (Table 2.14). This component of U.S.–Mexico exchange is likely to continue attracting U.S. students. Expansion of these non-credit educational opportunities offers the potential for significantly increasing U.S. study in Mexico.

WORLD REGION TRENDS

Middle East & North Africa



The Middle East and North Africa (MENA) is the second largest home region of international students to the United States after Asia. Students from MENA increased 5 percent in 2015/16 to reach 108,227. Saudi Arabia, Iran, and Kuwait account for most students from the region and together make up 8 percent of all international students in the United States.

While most MENA students enroll in undergraduate or graduate degree programs (50 percent and 30 percent, respectively) (Table 1.15), many students also enroll in intensive English programs (IEPs), which provide a pathway to degree programs once students improve their English skills. After several years of growing IEP enrollment from MENA, in 2015 there was a 1 percent decline in IEP students at higher education institutions and independent providers (Table 3.5). This drop may portend future declines or slowing growth among students in degree programs, as fewer MENA students enter the IEP pipeline to further study in the United States. U.S. students in MENA grew by 8 percent to 6,844 students, with Israel as the most popular destination, attracting nearly two thirds of U.S. students in the region (Table 2.7).

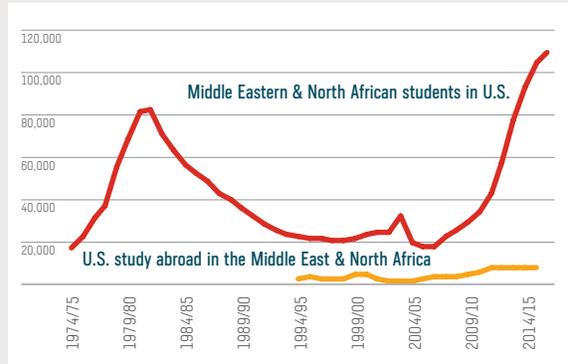


FIGURE 24 Student mobility between the United States and the Middle East & North Africa, 1973/74–2015/16

GLOBAL SPOTLIGHT: SAUDI STUDENTS AROUND THE WORLD

According to the Saudi Ministry of Education (2016), in 2014/15, 202,803 Saudi students pursued education around the world, with the majority (87 percent) fully-funded by the King Abdullah Scholarship Program (KASP). Hosting 60 percent of all mobile Saudi students in 2014/15, the United States is the top destination for both KASP and privately-funded students (Ministry of Education, 2016). Other Anglophone countries were also top destinations, including the United Kingdom (10 percent), Canada (8 percent), and Australia (6 percent) (Fig. 25).

Due to declining oil prices, reports in 2016 indicated budget cut-backs and changes to the KASP scholarship program in the coming year, even though the program would run as planned until at least 2020 (Gray, 2016; ICEF, 2016a; Kottasova, 2016; Redden, 2016as). Many press reports and U.S. universities have noted that restrictions on students’ academic eligibility, permissible fields of study, and the pool of U.S. institutions able to host Saudi scholarship students are beginning to impact applications and enrollments at certain institutions (ICEF, 2016b; Redden, 2016b; Walcutt, 2016).

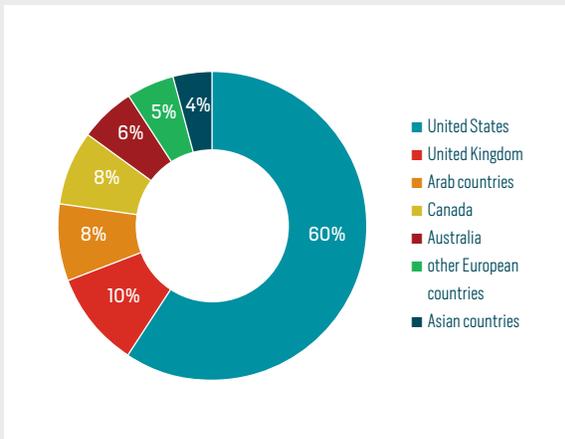


FIGURE 25 Destinations of Saudi students, 2014/15
SOURCE: MINISTRY OF EDUCATION, KINGDOM OF SAUDI ARABIA, 2016

WORLD REGION TRENDS

Sub-Saharan Africa



Over 35,000 students from Sub-Saharan Africa studied in the United States in 2015/16, increasing 5 percent from 2014/15 (Fig. 26). With 10,674 students on U.S. campuses, Nigeria is the only Sub-Saharan African country among the top 25 places of origin. Ghana and Kenya are also large senders from the region with more than 3,000 students each. Over the past 10 years, students from Angola and Ivory Coast have grown, more than doubling from 2005/06 to 2015/16, each sending over 1,200 students to the United States in 2015/16.

U.S. students in Sub-Saharan Africa fell sharply by 20 percent to 10,647 in 2014/15, due to the Ebola outbreak in the fall of 2014 that caused a 68 percent decrease in U.S. study in West Africa. Despite the drop to West Africa, U.S. students in South Africa, the leading destination on the continent, grew 6 percent to over 5,200 students.

SPOTLIGHT: REGIONALIZATION AND HIGHER EDUCATION MOBILITY

After Central Asia, students from Sub-Saharan Africa are the second most mobile students in the world with 264,774 students pursuing education outside their home counties in 2013 (UNESCO, 2016d). Top senders in 2015 include Nigeria, Cameroon, and Zimbabwe, representing three of four African sub-regions (Fig. 27).

Intra-African academic mobility has been identified by the African Union as key to achieving an integrated and prosperous Africa (Woldetensae, 2013). In 2014, over 60,000 Sub-Saharan African students pursued education intra-regionally (UNESCO, 2016d). To facilitate student flows, several African countries, including Rwanda, Ghana, and Benin, have abolished entry visas for fellow African nationals. Recent introduction of the African Union passport, expected to be fully implemented by 2018, should also lead to increased academic mobility (Study International, 2016).

While there have been efforts to promote intra-

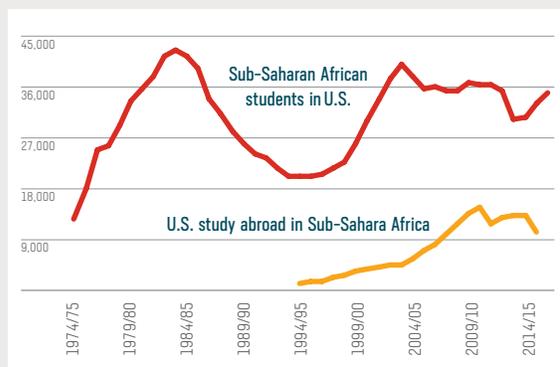


FIGURE 26 Student mobility between the United States and Sub-Saharan Africa, 1973/74–2015/16

regional mobility, there are still challenges in meeting academic mobility demands. Overall higher education enrollment in Africa has grown from 2 million students in 1999 to more than 6 million students in 2012, straining higher education capacity (ICEF, 2015b). This increase in students coincides with surging population growth and expansion of secondary systems across the continent (ICEF, 2014; UNESCO, 2010). Low funding for graduate programs, poor resources, brain drain of academics, and education costs still present obstacles for Sub-Saharan African students wishing to study within the region (Friesenhahn, 2014; Makoni, 2016).

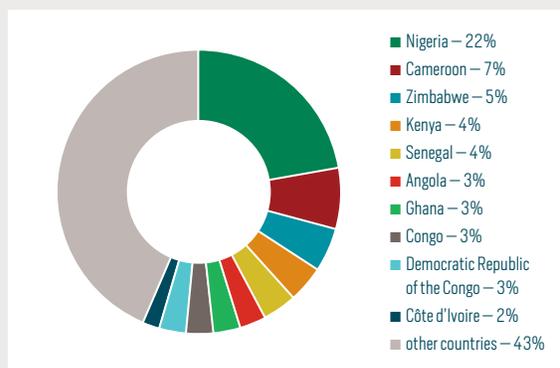


FIGURE 27 Leading sending countries of outbound Sub-Saharan African students, 2015 SOURCE: UNESCO, 2016

WORLD REGION TRENDS

North America and Oceania



Anglophone countries in North America and Oceania are among the top host destinations for international students worldwide and together host approximately 40 percent of all globally mobile students. While the United States hosts the largest number of international students worldwide, the sheer size of its higher education population makes foreign students account for only 5 percent of all U.S. higher education enrollments. In comparison, the proportion of international students in higher education in Australia (21 percent), Canada (13 percent), and New Zealand (12 percent) are among the largest in the world (Project Atlas, 2016).

The number of Canadian students in the United States fell for the second year in 2015/16, dropping 1 percent from the prior year to 26,973 students (Fig. 28). Despite recent declines, Canada remains the fifth leading sender of international students to the United States. Canada is also a popular destination for U.S. students, with over 8,000 enrolled in full-degree programs in Canada and 1,500 engaged in non-degree study in 2014/15.

In 2014/15, both Australia and New Zealand experienced a rise in U.S. students who received academic credit back home and together hosted 12,135 such students (Fig. 29). Additionally, in 2015 the two countries hosted more than 4,500 U.S. students in full-degree programs. The scale of mobility in the reverse direction is much smaller, with just 4,752 Australian and 1,608 New Zealand students pursuing higher education in the United States in 2015/16, most at the undergraduate level (Table 1.15).

CANADA'S SLOWING GROWTH

Between 2010 and 2015, international students in Canadian higher education institutions increased 51 percent (Project Atlas, 2016). While international students in Canada are at an all-time high, there is a slowing of international student enrollment from top sending

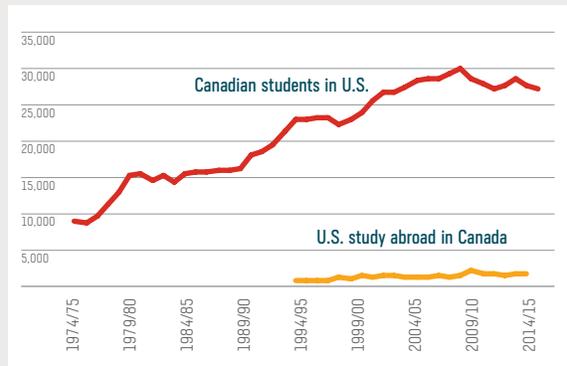


FIGURE 28 Student mobility between the United States and Canada, 1973/74–2015/16

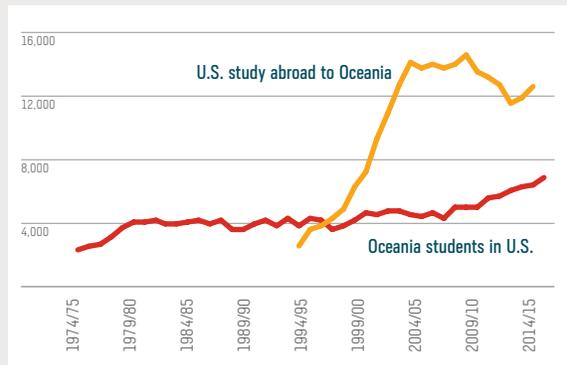


FIGURE 29 Student mobility between the United States and Oceania, 1973/74–2015/16

countries. Consistent with trends seen in the United States, Canada saw the numbers of international students from Brazil decline by 22 percent and Saudi Arabia students declined by 32 percent due to recent cutbacks in both these home government scholarship programs (CBIE, 2016).

The province of Quebec is host to a sizeable number of all students from France (18,525 students), who make up the third largest group of international students in Canada overall and make up 7 percent of the country's international students (Fig. 30). A shared language, as well as provincial tuition policies allowing students

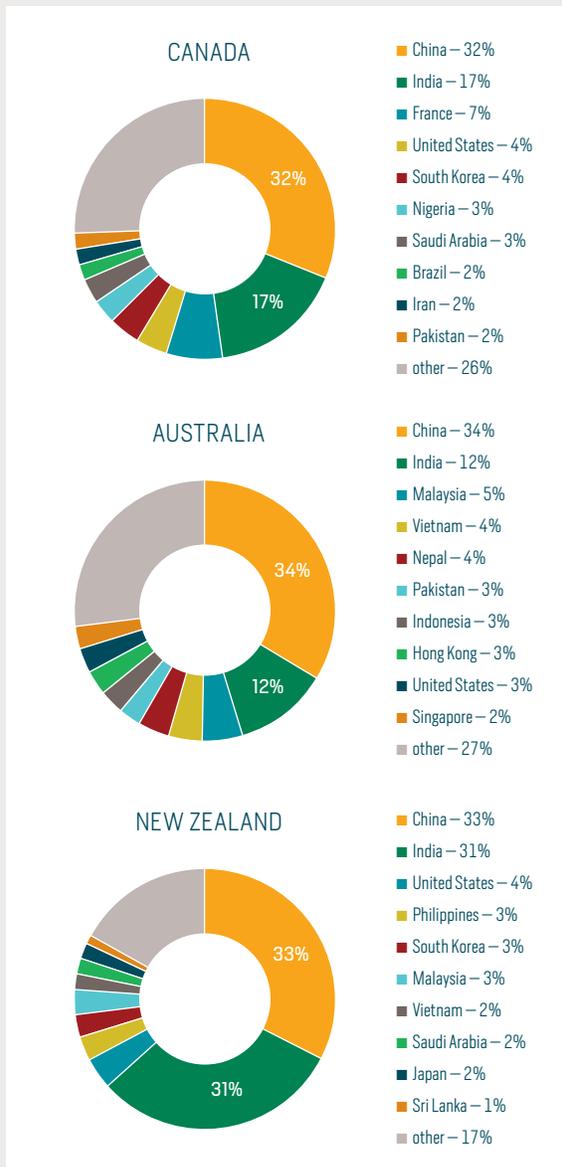


FIGURE 30 Places of origin of international students in Canada, Australia, and New Zealand, 2015 SOURCE: PROJECT ATLAS, 2016

from France to pay the same tuition rates as domestic Quebec students historically enticed many French students to study in Canada. However, new requirements enacted in 2015 have increased the tuition rates for students from France. They now must pay the same tuition fees as Canadians from outside Quebec, which may be contributing to slower growth among French students in Canada (Smith, 2016).

AUSTRALIA AND NEW ZEALAND: INTERNATIONAL EDUCATION LANDSCAPE

In 2015, international student enrollments in Australia (292,352) and New Zealand (50,525) increased 8 percent

each, with most international students coming from the Asia-Pacific region (Fig. 30).

China and India are the two leading places of origin in both Australia and New Zealand, with Chinese students comprising more than a third of all enrollments. Mirroring trends seen in the United States and Canada, Indian students had the steepest growth from the prior year, rising 44 percent in New Zealand and 34 percent in Australia. Undergraduates pursuing full-degrees comprise the vast majority of enrollments in New Zealand (75 percent) and Australia (50 percent).

Owing to the wide range of programs, experiential learning opportunities, and post-graduation employment and migration schemes, business and management studies and STEM fields are the most popular among international students in both countries (Fig. 31).

Among STEM fields, engineering was the most popular in Australia (31 percent) and mathematics and computer science in New Zealand (33 percent).

Capitalizing on its multicultural education environment, Australia promotes the global character of its business education, merging Eastern and Western perspectives, with courses that are recognized and accredited internationally (Studies in Australia, 2014). In addition to student work-study programs offered at institutions, Australia and New Zealand are strengthening their domestic skilled workforce by providing post-study, skilled graduate, and a variety of schematic work opportunities for international students (ICEF Monitor 2012; Joyce & Woodhouse, 2013; Studies in Australia, 2014). For example, international graduates of business and management, computer science, and engineering can apply for work experience through Australia's Professional Work Program, which not only provides students with professional training, but also increases their opportunities to qualify for permanent residence.

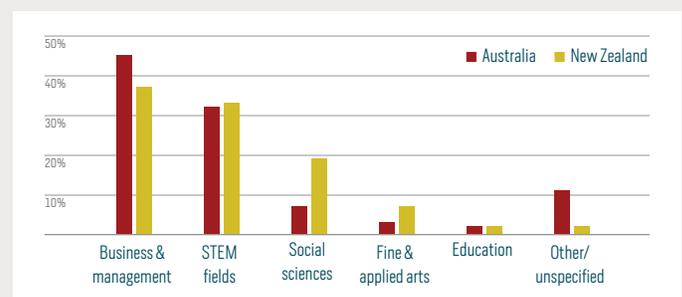


FIGURE 31 Fields of study of international students in Australia and New Zealand, 2015 SOURCE: PROJECT ATLAS, 2016

SPOTLIGHT

International Internships and Work Abroad

International experiential learning is an important component of a twenty-first-century higher education.

International experiential learning is an important component of a 21st century higher education. Employers are seeking new graduates who not only have cross-cultural competence and cutting-edge technical skills, but also those who have applied these skills in a professional environment. International internships provide valuable educational and career opportunities for students such as gaining an international perspective while putting their academic knowledge into practice; exposure to potential careers; building global professional networks; and possible offers to work abroad after graduation (Loretto, 2016; NACE, 2011 & 2015b).

Studies show that among new graduates, candidates who hold domestic or international internship experiences are most sought after by senior and hiring managers (Chronicle of Higher Education, 2012; Gardner, P.D., Chao, G.T., and Hearst, J., 2009; Hindbjorgen & Jambor-Smith, n.d.; NACE, 2015a; Trooboff, Vande Berg & Rayman, 2007–2008). Students have taken note and are responding to meet employers' standards. According to the National Association of Colleges and Employers (NACE) *Class of 2015 Student Survey* findings, 63 percent of respondents held an internship experience at home or abroad and more than half (52 percent) of 2015 U.S. interns matriculated into full-time hires (NACE, 2015a & 2015b).

Despite the importance assigned to experiential learning abroad, U.S. institutions face definitional inconsistencies and challenges when it comes measuring and reporting their students' experiential activities overseas. Many students who engage in international experiential learning do not seek academic credit for these experiences from their home campuses, resulting in an undercount of mobility for these increasingly popular non-credit educational experiences abroad (NCEA) experiences (Mahmoud & Farrugia, 2016).

This section focuses on internships and work abroad findings from an IIE study published in 2016 as part

of the Institute's Generation Study Abroad® initiative. The study examines the range of non-credit internship, work abroad, and other NCEA activities during the 2012/13 academic year as well as institutions' data collection practices and their capacity to track NCEA. Responses were received from 227 U.S. higher education institutions.

INTERNATIONAL INTERNSHIPS AND WORK ABROAD ARE GROWING

American students are pursuing both for-credit and non-credit international educational experiences in growing numbers. In 2014/15, of the 313,415 students who received academic credit for study abroad, 23,719 engaged in for-credit work, internship, and volunteer abroad (WIVA) experiences (Table 2.13). Not limiting themselves to for-credit opportunities, an additional 22,431 American students from 373 institutions participated in non-credit WIVA in 2014/15 (Table 2.14). This number is more than double the number of students reported as engaging in these activities in 2010/11 (8,700 students reported by 116 institutions) (Farrugia & Bhandari, 2013). This significant growth is attributed to both students' increased interest in experiential learning activities as well as more U.S. institutions' awareness and ability to measure and report these data.

RECOGNIZING THE EDUCATIONAL VALUE OF INTERNATIONAL INTERNSHIPS

Not all U.S. higher education institutions recognize internships and work abroad as legitimate non-credit educational activities. The study revealed that 68 percent of responding institutions define non-credit internships and work abroad as valid NCEA experiences (Mahmoud & Farrugia, 2016). Altogether, non-credit internship and work abroad comprise only 7 percent of all reported 2012/13 NCEA activity. Findings reveal that U.S. institutions may not recognize non-credit

international internships if they do not have an established formal definition for the experience, if the activity was not coordinated under the institution's auspices, or if they generally do not recognize non-credit activities as academically significant.

MORE U.S. INSTITUTIONS SHOULD PROVIDE NON-CREDIT INTERNATIONAL INTERNSHIP OPPORTUNITIES

Most students who engage in non-credit internships and work abroad arrange their activities through a third-party provider (50 percent) or independently (36 percent) rather than through their home campus (Fig. 32). Many institutions still do not offer non-credit international internship options resulting in students' looking outwards for these experiential opportunities. Given the demand by students and the job market, much more needs to be done by the field to provide students with both for-credit and non-credit internship experiences.

WHERE DO INTERNATIONAL INTERNS AND WORK ABROAD STUDENTS GO?

Almost all of the top destinations for non-credit internship and work abroad activities are countries that rank among the world's top economies (Heerman, 2016). With a booming economy and rising business opportunities, China emerges as the top destination for students seeking NCEA internship and work abroad experiences, hosting 11 percent of all activities reported in this category. Germany is the second most popular destination for students to pursue non-credit internship and work activities (9 percent). Costa Rica, the United Kingdom,

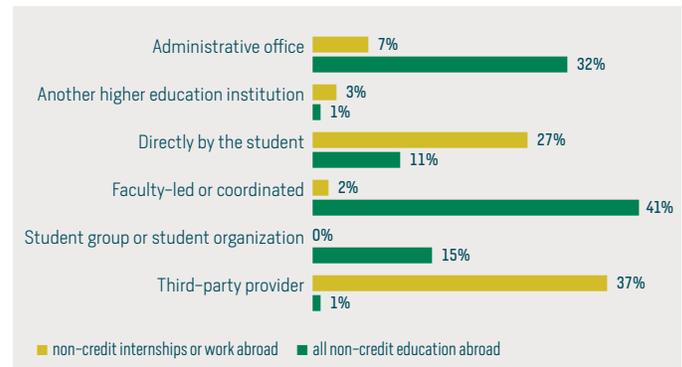


FIGURE 32 How U.S. students arrange their non-credit education abroad, overall versus internships or work abroad, 2012/13 SOURCE: MAHMOUD & FARRUGIA, 2016

Japan, and Brazil also place among the top destinations and illustrate the wide regional distribution among students' destinations for NCEA internship and work abroad (Fig. 33).

BETTER MEASUREMENT NEEDED

While institutions face challenges in defining and capturing data on international internships and other forms of NCEA mobility, student interest in these kinds of experiential activities is growing and has become a crucial component of the current education abroad landscape. As the context of education abroad changes, comprehensive and reliable data is crucial for affirming institutional goals of enhancing internationalization, and informing whether institutions need to implement new policies, partnerships, or curricula re-organization in order to meet students' and the competitive job market's demands.

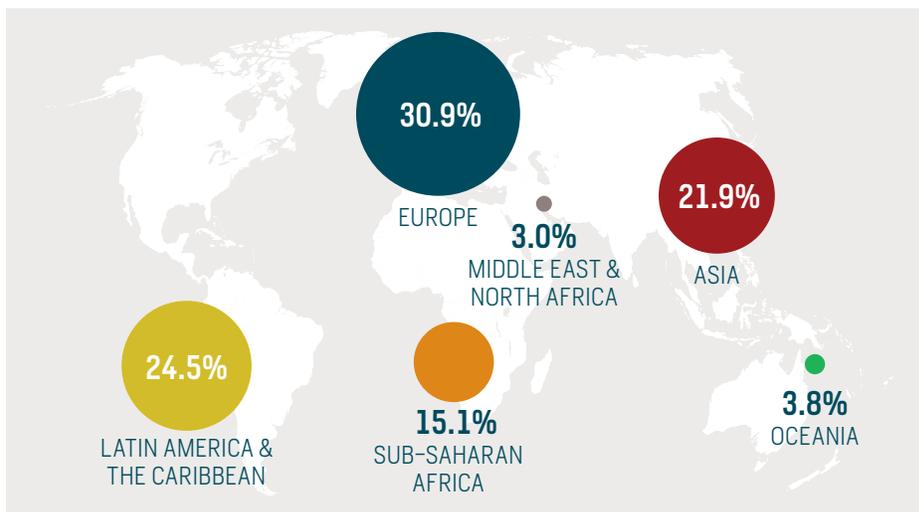


FIGURE 33 Internship or work abroad by host region, 2012/13 SOURCE: MAHMOUD & FARRUGIA, 2016

SPOTLIGHT

Internationalization of U.S. Faculty

American faculty contribute to campus internationalization and more needs to be known about their role.

Faculty play a key role in internationalizing U.S. higher education. As experts in their respective fields, faculty are connected to their academic peers through international networks all over the world. They review and learn from each other's work; they connect at academic conferences; collaborate on research; and within each field share an "academic language" and set of concepts that provide a natural point of connection and communication across national boundaries. This global interconnectedness of academic fields provides higher education institutions with a powerful mechanism for infusing internationalization into the core activities of higher education, specifically teaching, learning, and research. When faculty travel and engage in international activities, they take those ideas and knowledge back to their classrooms and often inspire the next generation of students and scholars to think globally.

Despite the active international engagement of faculty throughout the United States, there are limited data available to understand the full extent of how faculty are helping to internationalize U.S. higher education institutions. This section discusses what is known about how American faculty contribute to campus internationalization, as well as areas where we need to know more.

THE SCALE AND PROFILE OF U.S. FACULTY ABROAD

While IIE has some information on certain aspects of faculty-led U.S. study abroad, and we can draw on Fulbright statistics to understand the profiles of U.S. Fulbright scholars, we need to gather more comprehensive and reliable data on how many U.S. faculty are engaged internationally. This engagement may be through their physical mobility to another country, or other forms of international activity, such as research collaborations, consultation arrangements with foreign organizations, or collaborative online learning.

For about 20 years — from 1956 to 1974 — IIE collected some data on U.S. faculty abroad. At last count in 1974, there were 6,522 U.S. faculty who were abroad for teaching or research assignments (Fig. 34). More recent efforts toward estimating faculty mobility began with the 1992 Carnegie Foundation for the Advancement of Teaching's International Academic Professions Survey (in Altbach & Lewis, 1996). The most recent estimates from 2007/08 indicate that 11 percent of U.S. full-time faculty have taught abroad and 34 percent have studied abroad for one year or more since earning their baccalaureate degrees (Finkelstein, Conley & Schuster, 2016). Knowing how many faculty are engaged internationally, what they do while overseas and the countries and regions of the world with which they engage would provide vital



FIGURE 34 U.S. Faculty Abroad, 1955/56-1973/74

information to inform internationalization strategies at U.S. colleges and help universities to further globalize student learning, strengthen international ties, and increase their institution's global reach.

INSTITUTIONAL SUPPORT FOR INTERNATIONAL PROFESSIONAL DEVELOPMENT

Institutional policies can support or hinder the engagement of U.S. faculty overseas. The American Council on Education's (ACE) *Mapping Internationalization on U.S. Campuses* survey (2012) finds that while 68 percent of U.S. colleges and universities take international experiences and interests into account when hiring faculty, just 8 percent of higher education institutions have policies that consider international work as part of faculty promotion or tenure decisions. There is wide variation in funding available for U.S. faculty to engage overseas. The most common form of institutional support for faculty activity abroad is funding for travel to meetings and conferences overseas, with 48 percent of institutions providing such funding in 2011 (ACE, 2012). Funding for faculty to study or conduct research abroad was provided by 31 percent of U.S. colleges and universities, and 24 percent of institutions provided funding for faculty to teach at institutions abroad (ACE, 2012). Existing institutional policies for faculty international professional development provide a foundation for supporting faculty activity overseas, but more needs to be done to increase faculty mobility.

U.S. FACULTY INFLUENTIAL IN PROMOTING STUDY ABROAD AMONG U.S. STUDENTS

Based on the experiences of faculty and study abroad professionals in the United States, we know that faculty-led study abroad can help smooth the pathways for U.S. students studying abroad by making clear connections to coursework and providing a trusted presence for those students while they are abroad. While *Open Doors* does not collect statistics on faculty-led study abroad, other research conducted by IIE for Generation Study Abroad sheds some light on the popularity of faculty-led study abroad options. From this research we know that over 40 percent of U.S. students' non-credit education activities abroad are faculty-led, so clearly faculty are key to facilitating non-credit international activities for their students (Fig. 36) (Mahmoud & Farrugia, 2016).

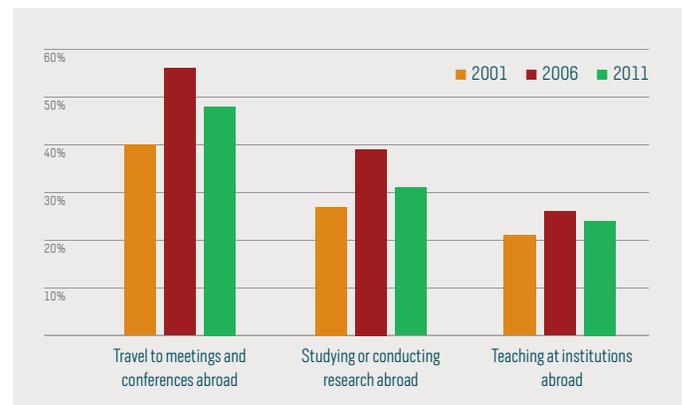


FIGURE 35 Percentage of U.S. institutions funding international programs and activities for faculty, 2001–2011 SOURCE: AMERICAN COUNCIL ON EDUCATION, 2012

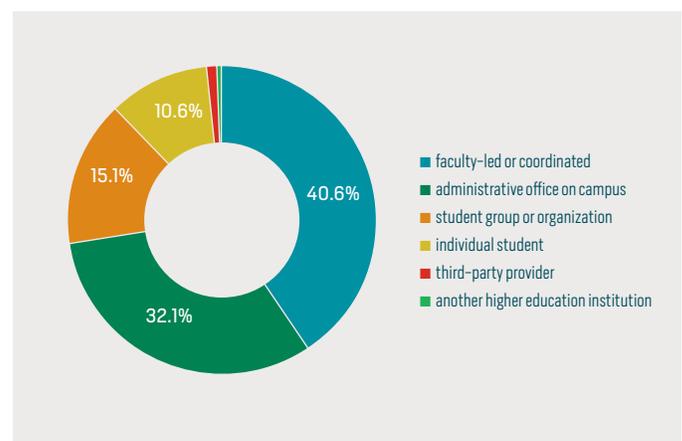


FIGURE 36 Coordination of non-credit education abroad, 2012/13 SOURCE: MAHMOUD & FARRUGIA, 2016

THE IMPACT OF FACULTY INTERNATIONALIZATION

Research has established that international experiences are often personally transformative for students and faculty alike (Eddy, 2014; Miller-Perrin & Thompson, 2014). At the same time, classroom instruction and the production of knowledge are profoundly shaped by the personal perspectives and experiences of faculty (Neumann, 2006; O'Meara, Terosky & Neumann, 2008). Taken together, these two strands of research suggest that international experiences can have a profound impact on how faculty carry out their teaching and research when they return to their U.S. campuses. However, little is known about how faculty apply their international learning in their teaching and research back home. Further research needs to be conducted to arrive at an understanding of whether international mobility of U.S. faculty generates changes in educational practices and their ultimate impact on research and student learning.

SPOTLIGHT

Scholarships for Post-Secondary Students from the Developing World

Providing higher education scholarships for students from the developing world is an important development goal, but there is insufficient data on how many scholarships are provided globally and to whom.

In 2015, the United Nations' new Sustainable Development Goals (SDGs) brought greater attention to the role of tertiary or higher education in the global development agenda. Within Goal 4's focus on education, target 4.b aspires to "increase support for scholarships available to developing countries" (United Nations, 2016). Despite the establishment of this important target which holds developed countries accountable for providing educational opportunities for students from the developing world, there exists insufficient data on how many government scholarships are being provided globally.

To address these data gaps, IIE partnered with the UNESCO Global Education Monitoring Report (GEM) to better understand the current status of global scholarships available to students from developing countries, and to establish a baseline against which future progress towards this target could be monitored. We reviewed data for 111 scholarships for the 2014/15 academic year, which included 54 programs by the governments of developed countries to support the outward mobility of tertiary-level students from developing countries, with the U.S. offering the most scholarships. While other non-governmental sources of scholarships (such as corporations and private foundations) were also examined, the data for these scholarships was not included in generating a baseline for measuring progress since Target 4.B focuses specifically on government-funded scholarships.

DATA GAPS AND LIMITATIONS

Our analysis suggests significant gaps in the collection and reporting of global data on tertiary sector scholarships, especially data on the total number of *recipients* (as opposed to those targeted by the program) as well

"By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small-island developing states and African countries, for enrollment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries."

FIGURE 37 U.N. Sustainable Development Goal 4, Target 4.B: Scholarships SOURCE: UNESCO

as socio-demographic characteristics of scholarship recipients and their national origin. Unless scholarship programs target specific countries or assign quotas for applicants from certain countries or regions, most programs do not provide clear data on the specific countries from which they invite applications. If the scholarship is open to students from all countries, it is difficult to assess the extent to which students from the developing world applied for and, more importantly, received the scholarships.

Some plausible reasons for these data gaps might be that governments and other providers do not see the

value in gathering detailed data on scholarship recipients. For others, the data might be confidential and proprietary and hence are not made available publicly. Regardless of the reason, our analysis underscores the importance of transparency, and for major scholarship programs to share information that can lead to a better understanding of how scholarship programs further the goal of development.

ESTABLISHING A TENTATIVE BASELINE FOR TARGET 4.B

Despite the limitations cited above, we were able to use data from 54 programs to arrive at a baseline for Target 4.B: an analysis of reported and estimated data for 2014/15 indicates that approximately 22,487 scholarships were provided by governments for individuals from developing countries. In addition, we estimated what proportion of globally mobile students from the developing world currently receive financial assistance from developed countries. In 2013, of the 3.5 million* tertiary-level students who were studying overseas in another country, 2.3 million were from developing countries (UNESCO, 2014). Therefore, based on the 22,487 number of awards calculated earlier, only one percent of internationally mobile students from developing countries receive awards from governments of developed countries.

While the 22,487 number provides a starting point, it is likely an underestimate of the actual number of awards currently provided by governments to developing world students. This is primarily due to the lack of publicly available data overall, and the lack of detailed data on program recipients in particular.

MEASURING THE PROVISION OF SCHOLARSHIPS GLOBALLY: FUTURE PROSPECTS

At a minimum, global scholarship programs should be encouraged to collect and report disaggregated data on the *intended* and *actual* recipients of the scholarship program, and the country of origin for both groups. This data would help assess gaps between the intent of the program and the actual outcomes for students from developing countries.

Even though their support is not counted towards the SDGs and Target 4.B, foundations and corporations currently play a significant role in funding scholarship programs that specifically target recipients from developing countries, and these contributions should not be ignored. Monitoring scholarships from these other

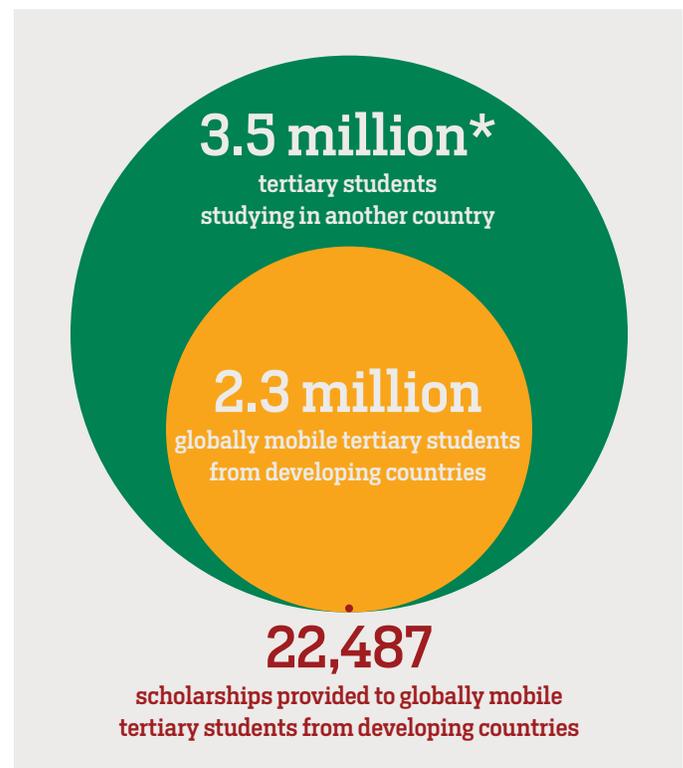


FIGURE 3B Scholarships for globally mobile students from the developing world SOURCE: UNESCO

sources provides a more comprehensive picture of the extent to which developing world students are receiving support for tertiary education regardless of the source of support. Such scholarship programs should also be monitored as their provision might affect the incentives of the governments of developed countries to either expand or limit their scholarship programs.

Lastly, even though scholarships provided by developing countries for their own citizens are not counted towards the target, the increasing role of developing countries in providing tertiary education and human capital development is critical. Many developing countries are investing significantly in training their own citizens. While this doesn't alleviate the responsibility of developed countries, it does suggest that developing countries be regarded as active participants and equal partners in shaping educational opportunities for their citizens rather than being viewed as passive recipients of aid.

*The 3.5 million number used for this calculation should not be compared with the 4.5 million UNESCO total reported elsewhere in this report or in other sources. The 3.5 million represents a total that has not been adjusted further for missing data.

International Students in the United States

INTERNATIONAL STUDENT TOTALS

- 1.1 International Student and U.S. Higher Education Enrollment, 1948/49–2015/16 35
 - 1.2 New International Student Enrollment, 2006/07–2015/16 37
-

ACADEMIC LEVELS AND STUDENT CHARACTERISTICS

- 1.3 International Students by Detailed Academic Level, 2014/15 & 2015/16 37
 - 1.4 International Students by Academic Level, 1979/80–2015/16 38
 - 1.5 Personal Characteristics of International Students, Selected Years, 1985/86–2015/16 39
 - 1.6 Number of International Students by Field of Study & Academic Level, 2014/15 & 2015/16 39
 - 1.7 Percent of International Students by Field of Study & Academic Level, 2015/16 41
 - 1.8 International Students' Fields of Study by Institutional Type, 2015/16 41
 - 1.9 International Students' Fields of Study for Selected Places of Origin, 2015/16 42
-

PLACES OF ORIGIN

- 1.10 International Students by World Region, 2014/15 & 2015/16 43
 - 1.11 Top 25 Places of Origin of International Students, 2014/15 & 2015/16 43
 - 1.12 Top 25 Places of Origin of International Students by Academic Level, 2014/15 & 2015/16 44
 - 1.13 Leading Place of Origin of International Students, 1949/50–2015/16 44
 - 1.14 International Students by Place of Origin, 2014/15 & 2015/16 46
 - 1.15 International Students by Place of Origin & Academic Level, 2014/15 & 2015/16 49
-

U.S. DESTINATIONS

- 1.16 International Students by U.S. State and Region, 2006/07–2015/16 57
 - 1.17 International Students as a Share of Total Higher Education Enrollment, Top 20 States, 2015/16 58
 - 1.18 Top 5 Places of Origin for the Top 15 U.S. States Hosting International Students, 2015/16 59
 - 1.19 Top 50 Metropolitan Areas Hosting International Students, 2014/15 & 2015/16 60
 - 1.20 Top 20 Metropolitan Areas Hosting International Students, 2005/06–2015/16 61
 - 1.21 Top 10 Places of Origin for the Top 15 Metropolitan Areas Hosting International Students, 2015/16 62
-

INSTITUTIONAL CHARACTERISTICS

- 1.22 International Students by Academic Level, Sector, and Size of Institution, 2015/16 64
- 1.23 International Students by Institutional Type and Academic Level, 2015/16 64
- 1.24 International Students by Institutional Type, 2014/15 & 2015/16 65
- 1.25 Top 25 Places of Origin of International Students by Institutional Type, 2015/16 66

[cont'd]

ECONOMIC CONTRIBUTIONS

- 1.26 Higher Education Receipts for Selected Places of Origin, 2007–2015 67
- 1.27 Financial Contributions of International Students to U.S. States & Territories, 2015/16 67
- 1.28 International Students' Primary Source of Funding by Academic Level, 2015/16 68
- 1.29 International Students' Primary Source of Funding by Institutional Type, 2015/16 68

INSTITUTIONAL RANKINGS

- 1.30 Top 25 Institutions Hosting International Students, 2014/15 & 2015/16 69
- 1.31 Institutions Hosting 1,000 or More International Students, Ranked by International Student Total, 2015/16 69
- 1.32 Top 40 Doctorate-Granting Universities Enrolling International Students, 2015/16 75
- 1.33 Top 40 Master's Colleges & Universities Enrolling International Students, 2015/16 76
- 1.34 Top 40 Baccalaureate Colleges Enrolling International Students, 2015/16 77
- 1.35 Top 40 Associate's Colleges Enrolling International Students, 2015/16 78
- 1.36 Top 40 Special Focus Institutions Enrolling International Students, 2015/16 79

1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49–2015/16

	Enrolled int'l students	Optional Practical Training (OPT)	Total int'l students	% annual change	Total U.S. enrollment*	% int'l
1948/49	—	—	25,464	—	2,403,400	1.1
1949/50	—	—	26,433	3.8	2,445,000	1.1
1950/51	—	—	29,813	12.8	2,281,000	1.3
1951/52	—	—	30,462	2.2	2,102,000	1.4
1952/53	—	—	33,675	10.5	2,134,000	1.6
1953/54	—	—	33,833	0.5	2,231,000	1.5
1954/55	—	—	34,232	1.2	2,447,000	1.4
1955/56	—	—	36,494	6.6	2,653,000	1.4
1956/57	—	—	40,666	11.4	2,918,000	1.4
1957/58	—	—	43,391	6.7	3,324,000	1.3
1958/59	—	—	47,245	8.9	no data	—
1959/60	—	—	48,486	2.6	3,640,000	1.3
1960/61	—	—	53,107	9.5	no data	—
1961/62	—	—	58,086	9.4	4,146,000	1.4
1962/63	—	—	64,705	11.4	no data	—
1963/64	—	—	74,814	15.6	4,780,000	1.6
1964/65	—	—	82,045	9.7	5,280,000	1.6
1965/66	—	—	82,709	0.8	5,921,000	1.4
1966/67	—	—	100,262	21.2	6,390,000	1.6
1967/68	—	—	110,315	10.0	6,912,000	1.6
1968/69	—	—	121,362	10.0	7,513,000	1.6
1969/70	—	—	134,959	11.2	8,005,000	1.7
1970/71	—	—	144,708	7.2	8,581,000	1.7
1971/72	—	—	140,126	-3.2	8,949,000	1.6
1972/73	—	—	146,097	4.3	9,215,000	1.6
1973/74	—	—	151,066	3.4	9,602,000	1.6
1974/75**	—	—	154,580	2.3	10,224,000	1.5
1975/76	—	—	179,344	16.0	11,185,000	1.6
1976/77	—	—	203,068	13.2	11,012,000	1.8
1977/78	—	—	235,509	16.0	11,286,000	2.1
1978/79	—	—	263,938	12.1	11,260,000	2.3
1979/80***	283,503	2,840	286,343	8.5	11,570,000	2.5
1980/81	308,432	3,450	311,882	8.9	12,097,000	2.6
1981/82	323,419	2,880	326,299	4.6	12,372,000	2.6
1982/83	333,365	3,620	336,985	3.3	12,426,000	2.7
1983/84	335,494	3,400	338,894	0.6	12,465,000	2.7
1984/85	337,803	4,310	342,113	0.9	12,242,000	2.8
1985/86	339,627	4,150	343,777	0.5	12,247,000	2.8
1986/87	344,879	4,730	349,609	1.7	12,504,000	2.8
1987/88	351,387	4,800	356,187	1.9	12,767,000	2.8
1988/89	359,334	7,020	366,354	2.9	13,055,000	2.8
1989/90	379,139	7,712	386,851	5.6	13,539,000	2.9

(cont'd)

1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49–2015/16 (cont'd)

	Enrolled int'l students	Optional Practical Training (OPT)	Total int'l students	% annual change	Total U.S. enrollment*	% int'l
1990/91	398,759	8,770	407,529	5.3	13,819,000	2.9
1991/92	411,355	8,230	419,585	3.0	14,359,000	2.9
1992/93	427,608	11,010	438,618	4.5	14,487,000	3.0
1993/94	438,319	11,430	449,749	2.5	14,305,000	3.1
1994/95	439,427	13,208	452,635	0.6	14,279,000	3.2
1995/96	438,337	15,450	453,787	0.3	14,262,000	3.2
1996/97	439,859	18,125	457,984	0.9	14,368,000	3.2
1997/98	464,698	16,582	481,280	5.1	14,502,000	3.3
1998/99	474,091	16,842	490,933	2.0	14,507,000	3.4
1999/00	489,866	24,857	514,723	4.8	14,791,000	3.5
2000/01	526,809	21,058	547,867	6.4	15,312,000	3.6
2001/02	560,251	22,745	582,996	6.4	15,928,000	3.7
2002/03	558,530	27,793	586,323	0.6	16,612,000	3.5
2003/04	543,169	29,340	572,509	-2.4	16,911,000	3.4
2004/05	532,040	32,999	565,039	-1.3	17,272,000	3.3
2005/06	526,670	38,096	564,766	-0.05	17,487,000	3.2
2006/07	541,324	41,660	582,984	3.2	17,672,000	3.3
2007/08	567,039	56,766	623,805	7.0	18,248,000	3.4
2008/09	605,015	66,601	671,616	7.7	19,103,000	3.5
2009/10	623,119	67,804	690,923	2.9	20,428,000	3.4
2010/11	647,246	76,031	723,277	4.7	20,550,000	3.5
2011/12	679,338	85,157	764,495	5.7	20,625,000	3.7
2012/13	724,725	94,919	819,644	7.2	21,253,000	3.9
2013/14	780,055	105,997	886,052	8.1	21,216,000	4.2
2014/15	854,639	120,287	974,926	10.0	20,300,000	4.8
2015/16	896,341	147,498	1,043,839	7.1	20,264,000	5.2

* Data from the National Center for Education Statistics (NCES).

** The data collection process was changed in 1974/75. Refugees were counted from 1975/76 to 1990/91.

*** OPT was first reported separately for the 1979/80 academic year.

1.2 NEW INTERNATIONAL STUDENT ENROLLMENT, 2006/07–2015/16

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
Undergraduate	63,749	68,195	82,136	79,365	84,543	90,903	102,069	109,486	112,765	119,262	5.8
Graduate	72,726	78,489	84,828	84,613	89,505	92,211	100,129	108,519	121,637	126,516	4.0
Non-degree	20,703	26,437	33,496	38,992	40,442	45,353	48,722	52,123	59,364	54,965	-7.4
TOTAL	157,178	173,121	200,460	202,970	214,490	228,467	250,920	270,128	293,766	300,743	2.4

1.3 INTERNATIONAL STUDENTS BY DETAILED ACADEMIC LEVEL, 2014/15 & 2015/16

	2014/15	%	2015/16	%	% change
TOTAL UNDERGRADUATE	398,824	40.9	427,313	40.9	7.1
Associate's	69,523	7.1	78,297	7.5	12.6
Bachelor's	329,301	33.8	349,016	33.4	6.0
Freshman	77,818	8.0	78,498	7.5	0.9
Sophomore	63,960	6.6	65,671	6.3	2.7
Junior	65,592	6.7	69,254	6.6	5.6
Senior	77,812	8.0	85,132	8.2	9.4
Bachelor's, unspecified	44,119	4.5	50,461	4.8	14.4
TOTAL GRADUATE	362,228	37.2	383,935	36.8	6.0
Master's	208,355	21.4	233,463	22.4	12.1
Doctoral	118,104	12.1	122,655	11.8	3.9
Professional	10,218	1.0	12,742	1.2	24.7
Graduate, unspecified	25,551	2.6	15,075	1.4	-41.0
TOTAL NON-DEGREE	93,587	9.6	85,093	8.2	-9.1
Non-degree, Intensive English	46,170	4.7	39,444	3.8	-14.6
Non-degree, other	47,417	4.9	45,649	4.4	-3.7
TOTAL ENROLLED STUDENTS	854,639	87.7	896,341	85.9	4.9
Optional Practical Training (OPT)	120,287	12.3	147,498	14.1	22.6
TOTAL INTERNATIONAL STUDENTS	974,926	100.0	1,043,839	100.0	7.1

Note: Percent distributions may not sum to 100.0 because of rounding.

1.4 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 1979/80–2015/16

	TOTAL	Undergraduate	%	Graduate	%	Non-degree	%	OPT	%
1979/80	286,343	172,520	60.2	94,130	32.9	16,850	5.9	2,840	1.0
1980/81	311,882	186,660	59.8	99,110	31.8	21,660	6.9	3,450	1.1
1981/82	326,299	195,150	59.8	106,290	32.6	21,980	6.7	2,880	0.9
1982/83	336,985	202,760	60.2	110,270	32.7	20,340	6.0	3,620	1.1
1983/84	338,894	197,480	58.3	118,820	35.1	19,190	5.7	3,400	1.0
1984/85	342,113	197,640	57.8	122,590	35.8	17,570	5.1	4,310	1.3
1985/86	343,777	187,660	54.6	132,430	38.5	19,540	5.7	4,150	1.2
1986/87	349,609	181,230	51.8	146,100	41.8	17,550	5.0	4,730	1.4
1987/88	356,187	176,669	49.6	156,366	43.9	18,352	5.2	4,800	1.3
1988/89	366,354	172,551	47.1	165,590	45.2	21,189	5.8	7,020	1.9
1989/90	386,851	184,527	47.7	169,827	43.9	24,785	6.4	7,712	2.0
1990/91	407,529	189,900	46.6	182,130	44.7	26,730	6.6	8,770	2.2
1991/92	419,585	197,070	47.0	191,330	45.6	22,960	5.5	8,230	2.0
1992/93	438,618	210,080	47.9	193,330	44.1	24,200	5.5	11,010	2.5
1993/94	449,749	213,610	47.5	201,030	44.7	23,680	5.3	11,430	2.5
1994/95	452,635	221,500	48.9	191,738	42.4	26,188	5.8	13,209	2.9
1995/96	453,787	218,620	48.2	190,092	41.9	29,625	6.5	15,450	3.4
1996/97	457,984	218,743	47.8	190,244	41.5	30,872	6.7	18,125	4.0
1997/98	481,280	223,276	46.4	207,510	43.1	33,912	7.0	16,582	3.4
1998/99	490,933	235,802	48.0	211,426	43.1	26,863	5.5	16,842	3.4
1999/00	514,723	237,211	46.1	218,219	42.4	34,436	6.7	24,857	4.8
2000/01	547,867	254,429	46.4	238,497	43.5	33,883	6.2	21,058	3.8
2001/02	582,996	261,079	44.8	264,749	45.4	34,423	5.9	22,745	3.9
2002/03	586,323	260,103	44.4	267,876	45.7	30,551	5.2	27,793	4.7
2003/04	572,509	248,200	43.4	274,310	47.9	20,659	3.6	29,340	5.1
2004/05	565,039	239,212	42.3	264,410	46.8	28,418	5.0	32,999	5.8
2005/06	564,766	236,342	41.8	259,717	46.0	30,611	5.4	38,096	6.7
2006/07	582,984	238,050	40.8	264,288	45.3	38,986	6.7	41,660	7.1
2007/08	623,805	243,360	39.0	276,842	44.4	46,837	7.5	56,766	9.1
2008/09	671,616	269,874	40.2	283,329	42.2	51,812	7.7	66,601	9.9
2009/10	690,923	274,431	39.7	293,885	42.5	54,803	7.9	67,804	9.8
2010/11	723,277	291,439	40.3	296,574	41.0	59,233	8.2	76,031	10.5
2011/12	764,495	309,342	40.5	300,430	39.3	69,566	9.1	85,157	11.1
2012/13	819,644	339,993	41.5	311,204	38.0	73,528	9.0	94,919	11.6
2013/14	886,052	370,724	41.7	329,854	37.3	79,477	8.9	105,997	12.0
2014/15	974,926	398,824	40.9	362,228	37.2	93,587	9.6	120,287	12.3
2015/16	1,043,839	427,313	40.9	383,935	36.8	85,093	8.2	147,498	14.1

Note: Percent distributions may not sum to 100.0 because of rounding.

1.5 PERSONAL CHARACTERISTICS OF INTERNATIONAL STUDENTS, SELECTED YEARS, 1985/86–2015/16

	TOTAL	Academic level (%)				Gender (%)		Marital status (%)		Visa (%)		
		Undergraduate	Graduate	Non-degree	OPT	Female	Male	Single	Married	F visa	J visa	Other
1985/86	343,777	54.6	38.5	5.7	1.2	29.3	70.7	80.0	20.0	81.5	9.2	9.3
1990/91	407,529	46.6	44.7	6.6	2.2	36.0	64.0	78.5	21.5	80.6	11.0	8.4
1995/96	453,787	48.2	41.9	6.5	3.4	41.1	58.9	82.6	17.4	84.9	7.7	7.4
2000/01	547,867	46.4	43.5	6.2	3.8	42.9	57.1	84.7	15.3	85.8	5.8	8.4
2005/06	564,766	41.8	46.0	5.4	6.7	44.4	55.6	86.1	13.9	86.6	5.2	8.2
2010/11	723,277	40.3	41.0	8.2	10.5	44.9	55.1	89.1	10.9	87.5	6.3	6.2
2015/16	1,043,839	40.9	36.8	8.2	14.1	43.3	56.7	91.1	8.9	91.7	5.0	3.3

Note: Percent distributions may not sum to 100.0 because of rounding.

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2014/15 & 2015/16

	2014/15 total	2015/16 total	% change	2015/16 undergraduate	2015/16 graduate	2015/16 non-degree	2015/16 OPT
Agriculture	12,278	12,318	0.3	3,755	6,361	443	1,759
Agriculture	8,271	8,043	-2.8	2,157	4,527	271	1,088
Natural resources and conservation	4,007	4,275	6.7	1,598	1,834	172	671
Business and management	197,258	200,312	1.5	108,481	56,265	8,044	27,522
Communications and journalism	20,161	21,160	5.0	12,237	5,278	828	2,817
Communication, journalism	16,964	18,483	7.0	10,666	4,681	730	2,406
Communications technologies/technicians	3,197	2,677	13.1	1,571	597	98	411
Education	17,675	19,483	10.2	4,219	12,565	739	1,960
Engineering	196,750	216,932	10.3	69,514	103,640	4,832	38,946
Engineering	184,603	201,145	9.0	62,402	97,779	4,385	36,579
Engineering technologies/technicians	9,149	12,871	40.7	4,836	5,628	219	2,188
Transportation and materials moving	2,192	1,799	-17.9	1,409	169	121	100
Mechanic and repair technologies/technicians	538	671	24.7	553	15	68	35
Construction trades	183	255	39.3	189	9	19	38
Precision production	69	75	8.7	39	11	19	6
Military technologies	16	116	625.0	86	29	1	0
Fine and applied arts	56,758	59,736	5.2	29,425	19,651	2,530	8,130
Visual and performing arts	43,251	45,605	5.4	24,062	13,204	2,172	6,167
Architecture	13,507	14,131	4.6	5,363	6,447	358	1,963
Health professions	33,399	33,947	1.6	11,421	17,040	1,449	4,037
Health professions	33,247	33,646	1.2	11,414	16,840	1,369	4,023
Residency programs	152	301	98.0	7	200	80	14

(cont'd)

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2014/15 & 2015/16 (cont'd)

	2014/15 total	2015/16 total	% change	2015/16 undergraduate	2015/16 graduate	2015/16 non-degree	2015/16 OPT
Humanities	17,504	17,664	0.9	5,044	9,640	1,404	1,576
Foreign languages, literatures, and linguistics	7,389	7,298	-1.2	1,617	4,725	264	692
English language and literature/letters	5,340	5,052	-5.4	1,986	1,717	979	370
Theology and religious vocations	2,674	3,144	17.6	609	2,066	96	373
Philosophy and religious studies	2,101	2,170	3.3	832	1,132	65	141
Intensive English	49,233	40,877	-17.0	2,562	220	37,264	831
Legal studies and law enforcement	13,778	15,077	9.4	2,137	9,132	894	2,914
Legal professions and studies	11,776	12,709	8.3	429	8,642	794	2,844
Homeland security, law enforcement, and firefighting	2,002	2,368	9.4	1,708	490	100	70
Math and computer science	112,950	141,651	25.4	36,297	70,503	1,559	33,292
Computer and information sciences	83,241	107,682	29.4	22,938	56,263	1,302	27,179
Mathematics and statistics	29,709	33,969	14.3	13,359	14,240	257	6,113
Physical and life sciences	73,838	75,385	2.1	26,239	36,834	1,209	11,103
Biological and biomedical sciences	39,294	40,184	2.3	15,746	17,594	656	6,188
Physical sciences	33,607	33,525	-0.2	9,350	18,966	490	4,719
Science technologies/technicians	937	1,676	78.9	1,143	274	63	196
Social sciences	75,951	81,304	7.0	41,513	28,386	2,172	9,233
Social sciences	49,371	52,568	6.5	29,495	15,835	1,319	5,919
Psychology	12,840	14,189	10.5	8,908	3,561	358	1,362
Public administration/social service professions	8,816	8,741	-0.9	1,152	5,987	130	1,472
Area, ethnic, cultural, and gender studies	2,504	2,656	6.1	963	1,181	192	320
History	2,420	3,150	30.2	995	1,822	173	160
Other fields of study	73,176	81,318	11.1	54,921	7,021	16,072	3,304
Liberal arts and sciences/general studies	45,762	50,360	10.0	38,183	596	10,736	845
Multi/interdisciplinary studies	14,912	17,795	19.3	10,362	3,608	2,303	1,522
Parks, recreation, leisure, and fitness studies	4,252	5,083	19.5	3,092	1,412	135	444
Family and consumer sciences/human sciences	4,158	3,869	-7.0	2,143	1,088	290	348
Basic skills	2,705	3,101	14.6	464	34	2,570	33
Personal and culinary services	1,078	737	-31.6	621	21	30	65
Library science	301	350	16.3	56	260	5	29
Reserve officer training corps	8	23	187.5	0	2	3	18
Undeclared	24,217	26,675	10.1	19,548	1,399	5,654	74
TOTAL INTERNATIONAL STUDENTS	974,926	1,043,839	7.1	427,313	383,935	85,093	147,498

1.7 PERCENT OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2015/16

	All academic levels	Academic level (%)			
		Undergraduate	Graduate	Non-degree	OPT
Science, technology, engineering, and math	46.1	34.5	61.1	11.1	60.4
<i>Engineering</i>	20.8	16.3	27.0	5.7	26.4
<i>Math and computer science</i>	13.6	8.5	18.4	1.8	22.6
<i>Physical and life sciences</i>	7.2	6.1	9.6	1.4	7.5
<i>Health professions</i>	3.3	2.7	4.4	1.7	2.7
<i>Agriculture</i>	1.2	0.9	1.7	0.5	1.2
Business and management	19.2	25.4	14.7	9.5	18.7
Social sciences	7.8	9.7	7.4	2.6	6.3
Fine and applied arts	5.7	6.9	5.1	3.0	5.5
Intensive english	3.9	0.6	0.1	43.8	0.6
Communications and journalism	2.0	2.9	1.4	1.0	1.9
Education	1.9	1.0	3.3	0.9	1.3
Humanities	1.7	1.2	2.5	1.6	1.1
Legal studies and law enforcement	1.4	0.5	2.4	1.1	2.0
Other fields of study	7.8	12.9	1.8	18.9	2.2
Undeclared	2.6	4.6	0.4	6.6	0.1

Read table as: "16.3 percent of all international undergraduate students were enrolled in engineering."

Note: Percent distribution may not total 100.0 due to rounding.

1.8 PERCENT OF INTERNATIONAL STUDENTS' FIELDS OF STUDY BY INSTITUTIONAL TYPE, 2015/16

	Doctorate universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Agriculture	1.5	0.5	1.1	0.3	0.0
Business and management	17.1	28.0	18.6	24.7	12.4
Communications and journalism	1.7	2.8	2.1	2.0	6.7
Education	1.7	3.2	3.2	1.3	0.3
Engineering	24.1	17.5	6.3	7.6	2.9
Fine and applied arts	4.3	3.1	4.0	4.8	51.7
Health professions	2.8	4.4	2.0	4.2	8.7
Humanities	1.6	1.9	3.0	0.8	3.2
Intensive English	2.9	5.3	2.7	7.3	0.5
Legal studies and law enforcement	3.0	0.9	0.8	0.6	0.7
Math and computer science	14.2	16.3	8.8	5.7	3.1
Physical and life sciences	8.2	4.4	8.3	3.8	5.5
Social sciences	8.8	4.8	14.4	3.6	1.8
Other fields of study	6.4	4.9	11.6	26.3	1.1
Undeclared	1.7	2.0	13.1	7.0	1.4
TOTAL INTERNATIONAL STUDENTS	718,710	159,501	34,622	95,376	35,630

Read table as: "Of the 718,710 international students enrolled at doctorate institutions, 24.1 percent pursued engineering as their major field of study."

1.9 INTERNATIONAL STUDENTS' FIELDS OF STUDY FOR SELECTED PLACES OF ORIGIN, 2015/16

	TOTAL STUDENTS	% of students											
		Business/ management	Education	Engineering*	Fine/ applied arts	Health professions*	Humanities	Intensive English	Math/computer science*	Physical/life sciences*	Social sciences	Other	Undeclared
Brazil	19,370	16.1	1.2	19.0	8.5	2.4	2.4	3.1	4.2	7.8	6.5	21.6	7.3
Canada	26,973	16.2	3.3	8.1	9.4	14.9	4.0	0.1	3.4	9.7	12.3	15.2	3.5
China	328,547	24.3	1.7	18.6	6.5	1.3	1.0	2.2	14.1	8.7	8.7	10.1	2.8
Colombia	7,815	20.0	2.4	14.3	10.2	2.8	3.8	5.4	4.4	9.3	9.4	15.0	2.9
France	8,764	24.8	1.0	12.6	6.7	1.3	5.5	1.4	4.6	5.6	9.3	23.0	4.2
Germany	10,145	25.8	1.4	7.3	4.3	1.6	6.2	0.4	3.8	7.6	12.8	23.3	5.4
Hong Kong	7,923	21.9	1.6	7.6	11.3	2.3	2.5	1.1	6.9	6.8	15.1	19.6	3.3
India	165,918	10.3	0.3	36.0	1.6	2.9	0.3	0.3	34.9	6.3	2.2	3.9	0.8
Indonesia	8,727	31.1	1.9	17.1	9.2	1.9	1.4	0.3	5.6	7.0	8.9	13.7	2.0
Iran	12,269	4.6	1.3	54.4	5.1	2.0	1.0	0.9	11.7	11.6	3.5	3.4	0.5
Japan	19,060	19.1	2.2	4.4	7.3	2.1	4.2	15.4	2.6	4.6	11.0	22.0	4.9
Kuwait	9,772	13.2	0.8	50.4	1.7	1.7	0.9	19.5	1.4	2.6	2.6	4.2	0.9
Malaysia	7,834	19.7	1.5	28.9	4.8	2.3	1.1	0.2	6.8	10.9	11.4	9.7	2.6
Mexico	16,733	18.8	2.3	14.1	9.5	3.4	3.4	4.5	4.5	8.0	9.6	16.1	6.0
Nepal	9,662	16.1	0.6	16.3	1.2	6.4	0.9	1.1	21.8	22.3	5.3	5.9	2.0
Nigeria	10,674	15.3	1.6	22.1	2.6	12.6	1.8	0.4	8.9	13.1	7.3	10.8	3.5
Saudi Arabia	61,287	17.2	3.6	25.7	2.3	6.3	1.3	18.6	8.2	4.5	3.0	7.3	2.1
South Korea	61,007	16.8	3.1	12.6	12.9	4.3	3.6	2.3	6.7	7.6	12.8	13.8	3.5
Spain	6,640	22.8	2.1	16.1	6.5	2.0	10.2	1.6	4.1	5.3	8.0	17.8	3.6
Taiwan	21,127	19.8	2.9	15.9	13.1	3.7	2.1	3.2	8.1	11.1	7.0	11.2	2.0
Thailand	7,113	23.9	1.5	14.6	9.4	3.9	0.9	3.6	7.7	10.1	7.4	14.3	2.7
Turkey	10,691	13.9	4.3	24.0	6.8	1.3	2.8	3.7	9.7	8.5	14.1	8.5	2.4
United Kingdom	11,599	17.8	3.1	4.2	8.4	3.2	5.9	0.1	3.1	7.0	16.0	25.2	5.9
Venezuela	8,267	28.6	2.2	15.8	8.9	3.6	1.3	6.9	3.9	5.2	6.1	13.7	3.8
Vietnam	21,403	29.8	1.2	9.6	3.9	3.8	1.1	9.8	8.8	7.7	5.1	10.6	8.4

* Science, Technology, Engineering, and Math (STEM) field
 Note: Percent distributions may not sum to 100.0 because of rounding.

1.10 INTERNATIONAL STUDENTS BY WORLD REGION, 2014/15 & 2015/16

	2014/15	%	2015/16	%	% change
Asia	627,306	64.3	689,525	66.1	9.9
Middle East & North Africa	103,307	10.6	108,227	10.4	4.8
Europe	90,625	9.3	91,915	8.8	1.4
Latin America & Caribbean	86,378	8.9	84,908	8.1	-1.7
Sub-Saharan Africa	33,593	3.4	35,364	3.4	5.3
North America	27,240	2.8	26,973	2.6	-1.0
Oceania	6,471	0.7	6,917	0.7	6.9
Stateless	6	0.0	10	0.0	*
WORLD TOTAL	974,926	100.0	1,043,839	100.0	7.1

*Percent change not calculated due to small totals for region.

Note: Percent distributions may not sum to 100.0 because of rounding.

1.11 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2014/15 & 2015/16

	2014/15	2015/16	% of total	% change
1 China	304,040	328,547	31.5	8.1
2 India	132,888	165,918	15.9	24.9
3 Saudi Arabia	59,945	61,287	5.9	2.2
4 South Korea	63,710	61,007	5.8	-4.2
5 Canada	27,240	26,973	2.6	-1.0
6 Vietnam	18,722	21,403	2.1	14.3
7 Taiwan	20,993	21,127	2.0	0.6
8 Brazil	23,675	19,370	1.9	-18.2
9 Japan	19,064	19,060	1.8	0.0
10 Mexico	17,052	16,733	1.6	-1.9
11 Iran	11,338	12,269	1.2	8.2
12 United Kingdom	10,743	11,599	1.1	8.0
13 Turkey	10,724	10,691	1.0	-0.3
14 Nigeria	9,494	10,674	1.0	12.4
15 Germany	10,193	10,145	1.0	-0.5
16 Kuwait	9,034	9,772	0.9	8.2
17 Nepal	8,158	9,662	0.9	18.4
18 France	8,743	8,764	0.8	0.2
19 Indonesia	8,188	8,727	0.8	6.6
20 Venezuela	7,890	8,267	0.8	4.8
21 Hong Kong	8,012	7,923	0.8	-1.1
22 Malaysia	7,231	7,834	0.8	8.3
23 Colombia	7,169	7,815	0.7	9.0
24 Thailand	7,217	7,113	0.7	-1.4
25 Spain	6,143	6,640	0.6	8.1
WORLD TOTAL	974,926	1,043,839	100.0	7.1

1.12 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 2014/15 & 2015/16

UNDERGRADUATE				GRADUATE					
		2014/15	2015/16	% change		2014/15	2015/16	% change	
1	China	124,552	135,629	8.9	1	China	120,331	123,250	2.4
2	Saudi Arabia	30,861	33,952	10.0	2	India	85,055	101,850	19.7
3	South Korea	34,651	32,695	-5.6	3	South Korea	17,605	16,613	-5.6
4	India	16,521	19,302	16.8	4	Saudi Arabia	12,584	13,210	5.0
5	Vietnam	12,449	14,390	15.6	5	Canada	10,605	10,220	-3.6
6	Canada	13,131	13,223	0.7	6	Iran	8,953	9,534	6.5
7	Mexico	8,210	9,640	17.4	7	Taiwan	9,607	9,164	-4.6
8	Japan	8,877	9,285	4.6	8	Turkey	5,357	5,125	-4.3
9	Brazil	6,874	6,990	1.7	9	Brazil	4,110	4,308	4.8
10	Kuwait	5,835	6,810	16.7	10	Mexico	3,994	4,169	4.4
11	Taiwan	6,069	6,358	4.8	11	Bangladesh	3,261	3,842	17.8
12	Indonesia	5,560	5,817	4.6	12	Nepal	3,309	3,825	15.6
13	United Kingdom	5,207	5,679	9.1	13	Nigeria	3,339	3,803	13.9
14	Malaysia	5,112	5,505	7.7	14	Vietnam	2,931	3,231	10.2
15	Nigeria	4,770	5,424	13.7	15	Japan	3,290	3,125	-5.0
16	Venezuela	5,150	5,273	2.4	16	Thailand	3,195	3,037	-4.9
17	Hong Kong	5,659	5,272	-6.8	17	Colombia	2,813	3,017	7.3
18	Nepal	3,332	4,394	31.9	18	Germany	2,828	2,862	1.2
19	Turkey	3,242	3,393	4.7	19	United Kingdom	2,637	2,682	1.7
20	Germany	3,155	3,165	0.3	20	France	2,464	2,419	-1.8
21	Colombia	2,932	3,165	7.9	21	Pakistan	2,134	2,373	11.2
22	France	2,987	2,964	-0.8	22	Spain	1,928	2,040	5.8
23	Thailand	2,787	2,786	0.0	23	Italy	1,954	2,021	3.4
24	Sweden	2,983	2,759	-7.5	24	Russia	2,004	1,975	-1.4
25	Pakistan	2,270	2,753	21.3	25	Egypt	1,470	1,662	13.1

1.13 LEADING PLACE OF ORIGIN OF INTERNATIONAL STUDENTS, 1949/50–2015/16

	Students	% of total		Students	% of total		Students	% of total			
1949/50	Canada	4,362	16.5	1961/62	Canada	6,571	11.3	1973/74	Hong Kong	10,764	7.1
1950/51	Canada	4,498	15.1	1962/63	Canada	7,004	10.8	1974/75	Iran	13,780	8.9
1951/52	Canada	4,232	13.9	1963/64	Canada	8,458	11.3	1975/76	Iran	19,900	11.1
1952/53	Canada	4,582	13.6	1964/65	Canada	9,253	11.3	1976/77	Iran	23,310	11.5
1953/54	Canada	4,775	14.1	1965/66	Canada	9,755	11.8	1977/78	Iran	36,220	15.4
1954/55	Canada	4,655	13.6	1966/67	Canada	12,117	12.1	1978/79	Iran	45,340	17.2
1955/56	Canada	4,990	13.6	1967/68	Canada	12,144	11.0	1979/80	Iran	51,310	17.9
1956/57	Canada	5,379	13.2	1968/69	Canada	12,852	10.6	1980/81	Iran	47,550	17.4
1957/58	Canada	5,271	12.1	1969/70	Canada	13,318	9.9	1981/82	Iran	35,860	11.0
1958/59	Canada	5,432	11.5	1970/71	Canada	12,595	8.7	1982/83	Iran	26,760	7.9
1959/60	Canada	5,679	11.7	1971/72	India	11,343	8.1	1983/84	Taiwan	21,960	6.5
1960/61	Canada	6,058	11.4	1972/73	India	10,656	7.3	1984/85	Taiwan	22,590	6.6

(cont'd)

NON-DEGREE					OPTIONAL PRACTICAL TRAINING				
		2014/15	2015/16	% change			2014/15	2015/16	% change
1	China	16,043	17,475	8.9	1	China	43,114	52,193	21.1
2	Saudi Arabia	15,322	12,630	-17.6	2	India	29,388	42,328	44.0
3	Brazil	11,581	6,751	-41.7	3	South Korea	6,635	7,039	6.1
4	Japan	5,612	5,234	-6.7	4	Taiwan	3,622	4,017	10.9
5	South Korea	4,819	4,660	-3.3	5	Canada	2,683	2,897	8.0
6	Germany	3,546	3,411	-3.8	6	Vietnam	1,578	1,670	5.8
7	India	1,924	2,438	26.7	7	Iran	1,425	1,624	14.0
8	France	2,323	2,248	-3.2	8	Mexico	1,298	1,519	17.0
9	United Kingdom	2,005	2,170	8.2	9	Saudi Arabia	1,178	1,495	26.9
10	Vietnam	1,764	2,112	19.7	10	Japan	1,285	1,416	10.2
11	Kuwait	2,180	2,000	-8.3	11	Turkey	1,231	1,379	12.0
12	Taiwan	1,695	1,588	-6.3	12	Brazil	1,110	1,321	19.0
13	Spain	1,337	1,410	5.5	13	Nepal	1,441	1,277	-11.4
14	Mexico	3,550	1,405	-60.4	14	Nigeria	1,198	1,231	2.8
15	Australia	1,043	1,021	-2.1	15	France	969	1,133	16.9
16	Turkey	894	794	-11.2	16	United Kingdom	894	1,068	19.5
17	Sweden	804	772	-4.0	17	Hong Kong	815	1,036	27.1
18	Italy	743	743	0.0	18	Malaysia	854	995	16.5
19	Venezuela	753	738	-2.0	19	Indonesia	789	990	25.5
20	Colombia	751	720	-4.1	20	Venezuela	769	972	26.4
21	Denmark	785	713	-9.2	21	Colombia	673	913	35.7
22	Netherlands	596	683	14.6	22	Thailand	705	782	10.9
23	Canada	821	633	-22.9	23	Bangladesh	597	759	27.1
24	Hong Kong	510	574	12.5	24	Russia	679	742	9.3
25	Thailand	530	508	-4.2	25	Spain	728	712	-2.2

(cont'd)

		Students	% of total		Students	% of total		Students	% of total		
1985/86	Taiwan	23,770	6.9	1997/98	Japan	46,958	9.8	2009/10	China	127,628	18.5
1986/87	Taiwan	25,660	7.3	1998/99	China	51,001	10.4	2010/11	China	157,558	21.8
1987/88	Taiwan	26,660	7.5	1999/00	China	54,466	10.6	2011/12	China	194,029	25.4
1988/89	China	29,040	7.9	2000/01	China	59,939	10.9	2012/13	China	235,597	28.7
1989/90	China	33,390	8.6	2001/02	India	66,836	11.5	2013/14	China	274,439	31.0
1990/91	China	39,600	9.7	2002/03	India	74,603	12.7	2014/15	China	304,040	31.2
1991/92	China	42,941	10.2	2003/04	India	79,736	13.9	2015/16	China	328,547	31.5
1992/93	China	45,126	10.3	2004/05	India	80,466	14.2				
1993/94	China	44,381	9.9	2005/06	India	76,503	13.5				
1994/95	Japan	45,276	10.0	2006/07	India	83,833	14.4				
1995/96	Japan	45,531	10.0	2007/08	India	94,563	15.2				
1996/97	Japan	46,292	10.1	2008/09	India	103,260	15.4				

1.14 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN, 2014/15 & 2015/16

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
AFRICA, SUB-SAHARAN	33,593	35,364	3.4	5.3	Cabo Verde/Cape Verde	64	102		59.4
East Africa	7,560	7,690	0.7	1.7	Côte d'Ivoire/Ivory Coast	1,227	1,229		0.2
Burundi	165	148		-10.3	Gambia	275	274		-0.4
Djibouti	7	9		28.6	Ghana	3,099	3,049		-1.6
Eritrea	108	109		0.9	Guinea	109	94		-13.8
Ethiopia	1,472	1,517		3.1	Guinea-Bissau	9	18		100.0
Kenya	3,072	3,019		-1.7	Liberia	168	205		22.0
Rwanda	800	928		16.0	Mali	356	331		-7.0
Seychelles	14	20		42.9	Mauritania	81	97		19.8
Somalia	32	35		9.4	Niger	199	246		23.6
South Sudan	28	36		28.6	Nigeria	9,494	10,674		12.4
Sudan	233	253		8.6	Saint Helena	–	3		–
Tanzania	867	840		-3.1	Senegal	633	603		-4.7
Uganda	762	776		1.8	Sierra Leone	152	167		9.9
Central Africa	3,032	3,311	0.3	9.2	Togo	238	209		-12.2
Cameroon	1,212	1,210		-0.2	ASIA	627,306	689,525	66.1	9.9
Central African Republic	13	13		0.0	East Asia	417,881	439,702	42.1	5.2
Chad	61	52		-14.8	China	304,040	328,547		8.1
Congo, Republic of the (Brazzaville)	288	337		17.0	Hong Kong	8,012	7,923		-1.1
Congo, Democratic Republic of the (Kinshasa)	755	949		25.7	Japan	19,064	19,060		0.0
Equatorial Guinea	314	339		8.0	Macau	573	586		2.3
Gabon	388	410		5.7	Mongolia	1,481	1,434		-3.2
São Tomé & Príncipe	1	1		0.0	North Korea	8	18		125.0
Southern Africa	6,043	6,263	0.6	3.6	South Korea	63,710	61,007		-4.2
Angola	1,184	1,296		9.5	Taiwan	20,993	21,127		0.6
Botswana	257	246		-4.3	South and Central Asia	158,560	195,135	18.7	23.1
Comoros	32	32		0.0	Afghanistan	471	498		5.7
Lesotho	56	61		8.9	Bangladesh	5,455	6,513		19.4
Madagascar	122	126		3.3	Bhutan	128	143		11.7
Malawi	272	289		6.3	India	132,888	165,918		24.9
Mauritius	231	250		8.2	Kazakhstan	2,017	1,935		-4.1
Mozambique	108	109		0.9	Kyrgyzstan	227	227		0.0
Namibia	67	76		13.4	Maldives	34	37		8.8
Reunion	1	5		400.0	Nepal	8,158	9,662		18.4
South Africa	1,838	1,813		-1.4	Pakistan	5,354	6,141		14.7
Swaziland	165	192		16.4	Sri Lanka	2,882	3,080		6.9
Zambia	465	473		1.7	Tajikistan	254	235		-7.5
Zimbabwe	1,245	1,295		4.0	Turkmenistan	201	216		7.5
West Africa	16,958	18,100	1.7	6.7	Uzbekistan	491	530		7.9
Benin	287	259		-9.8	Southeast Asia	50,865	54,688	5.2	7.5
Burkina Faso	567	540		-4.8	Brunei	73	59		-19.2
					Cambodia	492	499		1.4

(cont'd)

(cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
Indonesia	8,188	8,727		6.6	Montenegro	121	126		4.1
Laos	63	63		0.0	Netherlands	2,257	2,445		8.3
Malaysia	7,231	7,834		8.3	Norway	2,498	2,391		-4.3
Myanmar	1,067	1,194		11.9	Poland	1,493	1,460		-2.2
Philippines	3,026	2,886		-4.6	Portugal	915	919		0.4
Singapore	4,727	4,865		2.9	Romania	1,220	1,105		-9.4
Thailand	7,217	7,113		-1.4	Russia	5,562	5,444		-2.1
Timor-Leste/East Timor	59	45		-23.7	San Marino	1	3		200.0
Vietnam	18,722	21,403		14.3	Serbia	970	1,023		5.5
EUROPE	90,625	91,915	8.8	1.4	Slovakia	359	343		-4.5
Albania	670	705		5.2	Slovenia	245	256		4.5
Andorra	9	11		22.2	Spain	6,143	6,640		8.1
Armenia	304	270		-11.2	Sweden	4,507	4,297		-4.7
Austria	1,114	1,141		2.4	Switzerland	1,461	1,480		1.3
Azerbaijan	408	391		-4.2	Turkey	10,724	10,691		-0.3
Belarus	330	323		-2.1	Ukraine	1,551	1,680		8.3
Belgium	1,001	1,094		9.3	United Kingdom	10,743	11,599		8.0
Bosnia and Herzegovina	296	309		4.4	Vatican City/Holy See	2	6		200.0
Bulgaria	1,171	1,016		-13.2	Europe, unspecified	4	10		150.0
Croatia	523	527		0.8	LATIN AMERICA & CARIBBEAN	86,378	84,908	8.1	-1.7
Cyprus	417	401		-3.8	Caribbean	10,478	11,042	1.1	5.4
Czech Republic	796	749		-5.9	Anguilla	15	18		20.0
Denmark	1,602	1,486		-7.2	Antigua and Barbuda	120	228		90.0
Estonia	288	191		-33.7	Aruba	68	89		30.9
Finland	669	714		6.7	Bahamas	1,835	2,027		10.5
France	8,743	8,764		0.2	Barbados	278	319		14.7
Georgia	541	543		0.4	Bermuda	387	319		-17.6
Germany	10,193	10,145		-0.5	British Virgin Islands	99	95		-4.0
Gibraltar	6	4		-33.3	Cayman Islands	174	165		-5.2
Greece	2,147	2,199		2.4	Cuba	94	153		62.8
Hungary	720	773		7.4	Curacao	75	117		56.0
Iceland	396	382		-3.5	Dominica	166	238		43.4
Ireland	1,192	1,183		-0.8	Dominican Republic	1,535	1,513		-1.4
Italy	4,863	5,155		6.0	Grenada	145	186		28.3
Kosovo	170	268		57.6	Guadeloupe	11	11		0.0
Latvia	276	281		1.8	Haiti	934	946		1.3
Liechtenstein	8	8		0.0	Jamaica	2,440	2,510		2.9
Lithuania	293	315		7.5	Martinique	3	9		200.0
Luxembourg	97	86		-11.3	Montserrat	1	4		300.0
Macedonia	237	236		-0.4	St. Kitts and Nevis	182	222		22.0
Malta	29	23		-20.7	St. Lucia	275	265		-3.6
Moldova	322	281		-12.7	St. Vincent and Grenadines	75	89		18.7
Monaco	18	23		27.8	Sint Maarten	52	92		76.9

(cont'd)

1.14 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN, 2014/15 & 2015/16 (cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
Trinidad and Tobago	1,464	1,381		-5.7	Qatar	1,252	1,443		15.3
Turks and Caicos	36	44		22.2	Saudi Arabia	59,945	61,287		2.2
Caribbean, unspecified	14	2		-85.7	Syria	792	783		-1.1
Mexico and Central America	24,709	24,983	2.4	1.1	United Arab Emirates	2,878	2,920		1.5
Belize	312	308		-1.3	Yemen	516	599		16.1
Costa Rica	1,118	1,148		2.7	North Africa	6,692	7,301	0.7	9.1
El Salvador	1,460	1,632		11.8	Algeria	175	158		-9.7
Guatemala	1,205	1,245		3.3	Egypt	2,974	3,442		15.7
Honduras	1,760	1,985		12.8	Libya	1,578	1,514		-4.1
Mexico	17,052	16,733		-1.9	Morocco	1,373	1,495		8.9
Nicaragua	418	395		-5.5	Tunisia	592	692		16.9
Panama	1,384	1,537		11.1	NORTH AMERICA	27,240	26,973	2.6	-1.0
South America	51,191	48,883	4.7	-4.5	Canada	27,240	26,973		-1.0
Argentina	2,053	2,201		7.2	OCEANIA	6,471	6,917	0.7	6.9
Bolivia	1,116	1,142		2.3	Australia	4,511	4,752		5.3
Brazil	23,675	19,370		-18.2	Cook Islands	2	5		150.0
Chile	2,513	2,630		4.7	Fiji	89	111		24.7
Colombia	7,169	7,815		9.0	French Polynesia	23	31		34.8
Ecuador	2,797	2,889		3.3	Kiribati	41	53		29.3
Falkland Islands	3	2		-33.3	Marshall Islands	17	18		5.9
French Guiana	11	7		-36.4	Micronesia	39	22		-43.6
Guyana	230	246		7.0	Nauru	9	0		-100.0
Paraguay	505	564		11.7	New Caledonia	7	2		-71.4
Peru	2,763	3,256		17.8	New Zealand	1,472	1,608		9.2
Suriname	82	84		2.4	Niue	8	2		-75.0
Uruguay	384	410		6.8	Norfolk Island	0	2		-
Venezuela	7,890	8,267		4.8	Palau	10	12		20.0
MIDDLE EAST & NORTH AFRICA	103,307	108,227	10.4	4.8	Papua New Guinea	87	87		0.0
MIDDLE EAST	96,615	100,926	9.7	4.5	Samoa	21	60		185.7
Bahrain	474	469		-1.1	Solomon Islands	7	5		-28.6
Iran	11,338	12,269		8.2	Tonga	95	130		36.8
Iraq	1,727	1,901		10.1	Tuvalu	7	4		-42.9
Israel	2,370	2,343		-1.1	Vanuatu	8	9		12.5
Jordan	2,215	2,330		5.2	Wallis and Futuna	18	4		-77.8
Kuwait	9,034	9,772		8.2	Stateless	6	10	0.0	66.7
Lebanon	1,416	1,486		4.9	WORLD TOTAL	974,926	1,043,839	100.0	7.1
Oman	2,200	2,856		29.8					
Palestinian Territories	458	468		2.2					

Note: Percent distributions may not sum to 100.0 because of rounding.

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2014/15 & 2015/16

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING			
	2015/16	2014/15	2015/16	% of total change	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	% of total change	% of total change
AFRICA, SUB-SAHARAN	35,364	18,582	19,837	56.1	9,894	10,299	29.1	4.7	3,647	3,842	10.9	5.3
East Africa	7,690	4,148	4,302	55.9	2,377	2,328	30.3	-2.1	838	873	11.4	4.2
Burundi	148	127	112	75.7	20	21	14.2	5.0	5	2	1.4	-60.0
Djibouti	9	4	5	55.6	1	2	22.2	100.0	1	2	22.2	100.0
Eritrea	109	43	39	35.8	56	57	52.3	1.8	6	10	9.2	66.7
Ethiopia	1,517	828	864	57.0	431	442	29.1	2.6	180	183	12.1	1.7
Kenya	3,019	1,622	1,646	54.5	995	909	30.1	-8.6	394	384	12.7	-2.5
Rwanda	928	527	635	68.4	185	192	20.7	3.8	66	86	9.3	30.3
Seychelles	20	10	12	60.0	4	8	40.0	100.0	0	0	0.0	0.0
Somalia	35	27	31	88.6	1	2	5.7	100.0	0	0	0.0	0.0
South Sudan	36	19	20	55.6	7	13	36.1	85.7	0	2	5.6	-
Sudan	253	98	105	41.5	114	124	49.0	8.8	9	12	4.7	33.3
Tanzania	840	527	515	61.3	238	220	26.2	-7.6	74	90	10.7	21.6
Uganda	776	316	318	41.0	325	338	43.6	4.0	103	102	13.1	-1.0
Central Africa	3,311	1,978	2,199	66.4	537	567	17.1	5.6	238	230	6.9	-3.4
Cameroon	1,210	688	682	56.4	348	345	28.5	-0.9	130	121	10.0	-6.9
Central African Republic	13	7	8	61.5	0	3	23.1	-	3	0	0.0	-100.0
Chad	52	33	27	51.9	14	12	23.1	-14.3	5	8	15.4	60.0
Congo, Republic of the (Brazzaville)	337	189	235	69.7	39	57	16.9	46.2	11	13	3.9	18.2
Congo, Dem. Rep. of the (Kinshasa)	949	506	680	71.7	86	78	8.2	-9.3	48	45	4.7	-6.3
Equatorial Guinea	339	245	270	79.6	21	19	5.6	-9.5	9	12	3.5	33.3
Gabon	410	309	296	72.2	29	53	12.9	82.8	32	31	7.6	-3.1
São Tomé & Príncipe	1	1	1	100.0	0	0	0.0	0.0	0	0	0.0	0.0
Southern Africa	6,263	3,632	3,917	62.5	1,381	1,456	23.2	5.4	566	616	9.8	8.8
Angola	1,296	942	1,112	85.8	49	56	4.3	14.3	20	27	2.1	35.0
Botswana	246	123	154	62.6	92	77	31.3	-16.3	27	12	4.9	-55.6
Comoros	32	11	10	31.3	15	20	62.5	33.3	4	0	0.0	-100.0
Lesotho	61	39	43	70.5	11	12	19.7	9.1	6	4	6.6	-33.3
Madagascar	126	62	62	49.2	46	45	35.7	-2.2	8	12	9.5	50.0

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2014/15 & 2015/16 (cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING				
	2015/16	2014/15	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change		
Malawi	289	122	43.3	125	960	53.0	474	540	29.8	13.9	15	10	3.5	25	28	9.7	12.0
Mauritius	250	123	57.2	143	126	65.6	22	24	12.5	9.1	7	4	1.6	36	30	12.0	-16.7
Mozambique	109	52	56.9	62	296	62.6	121	119	25.2	-1.7	6	7	6.4	8	5	4.6	-37.5
Namibia	76	44	61.8	47	775	59.8	314	307	23.7	-2.2	1	0	0.0	3	8	10.5	166.7
Reunion	5	0	40.0	2	977	53.0	474	540	29.8	13.9	0	1	20.0	0	1	20.0	-
South Africa	1,813	977	53.0	960	117	65.6	22	24	12.5	9.1	209	110	6.1	178	203	11.2	14.0
Swaziland	192	117	65.6	126	290	62.6	121	119	25.2	-1.7	2	4	2.1	24	38	19.8	58.3
Zambia	473	290	62.6	296	730	59.8	314	307	23.7	-2.2	7	6	1.3	47	52	11.0	10.6
Zimbabwe	1,295	730	59.8	775	8,824	52.0	5,539	5,948	32.9	7.4	21	17	1.3	180	196	15.1	8.9
West Africa	18,100	8,824	52.0	9,419	6.7	6.7	5,539	5,948	32.9	7.4	590	610	3.4	2,005	2,123	11.7	5.9
Benin	259	170	57.5	149	175	70.3	49	60	23.2	22.4	31	21	8.1	37	29	11.2	-21.6
Burkina Faso	540	357	60.7	328	842	864	102	83	15.4	-18.6	68	71	13.1	40	58	10.7	45.0
Cabo Verde/Cape Verde	102	53	66.7	68	53	66.7	3	16	15.7	433.3	2	6	5.9	6	12	11.8	100.0
Côte d'Ivoire/Ivory Coast	1,229	842	70.3	864	191	73.0	45	47	17.2	4.4	90	82	6.7	120	109	8.9	-9.2
Gambia	274	191	73.0	200	1,400	39.3	1,400	1,323	43.4	-5.5	17	5	1.8	22	22	8.0	0.0
Ghana	3,049	1,261	39.3	1,197	71	58.5	19	15	16.0	-21.1	54	58	1.9	384	471	15.4	22.7
Guinea	94	71	58.5	55	7	94.4	142.9	0	0.0	-100.0	13	17	18.1	6	7	7.4	16.7
Guinea-Bissau	18	7	94.4	17	99	53.2	52	73	35.6	40.4	0	1	5.6	1	0	0.0	-100.0
Liberia	205	99	109	109	226	68.6	50	45	13.6	-10.0	8	10	4.9	9	13	6.3	44.4
Mali	331	226	68.6	227	50	53.6	15	21	21.6	40.0	47	29	8.8	33	30	9.1	-9.1
Mauritania	97	50	53.6	52	105	55.3	59	66	26.8	11.9	13	18	18.6	3	6	6.2	100.0
Niger	246	105	55.3	136	4,770	50.8	3,339	3,803	35.6	13.9	8	10	4.1	27	34	13.8	25.9
Nigeria	10,674	4,770	50.8	5,424	0	66.7	0	0	0.0	0.0	187	216	2.0	1,198	1,231	11.5	2.8
Saint Helena	3	0	66.7	2	396	60.5	130	136	22.6	4.6	0	1	33.3	0	0	0.0	0.0
Senegal	603	396	60.5	365	78	100	46	42	25.1	-8.7	23	38	6.3	84	64	10.6	-23.8
Sierra Leone	167	78	100	100	148	126	54	44	21.1	-18.5	13	12	7.2	15	13	7.8	-13.3
Togo	209	148	60.3	126	238,838	255,504	260,116	279,824	40.6	7.6	16	15	7.2	20	24	11.5	20.0
ASIA	689,525	238,838	255,504	37.1	7.0	7.0	34,936	36,878	5.3	5.6	93,416	117,319	17.0	25.6			
East Asia	439,702	181,176	190,530	43.3	5.2	5.2	28,871	29,724	6.8	3.0	55,635	65,904	15.0	18.5			
China	328,547	124,552	135,629	41.3	8.9	8.9	16,043	17,475	5.3	8.9	43,114	52,193	15.9	21.1			

(cont'd)

	TOTAL	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING						
		2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change				
	2015/16																
Hong Kong	7,923	5,659	5,272	66.5	-6.8	1,028	1,041	13.1	1.3	510	574	7.2	12.5	815	1,036	13.1	27.1
Japan	19,060	8,877	9,285	48.7	4.6	3,290	3,125	16.4	-5.0	5,612	5,234	27.5	-6.7	1,285	1,416	7.4	10.2
Macao	586	408	415	70.8	1.7	76	65	11.1	-14.5	41	39	6.7	-4.9	48	67	11.4	39.6
Mongolia	1,434	952	860	60.0	-9.7	282	285	19.9	8.8	151	153	10.7	1.3	116	136	9.5	17.2
North Korea	18	8	16	88.9	100.0	0	1	5.6	-	0	1	5.6	-	0	0	0.0	0.0
South Korea	61,007	34,651	32,695	53.6	-5.6	17,605	16,613	27.2	-5.6	4,819	4,660	7.6	-3.3	6,635	7,039	11.5	6.1
Taiwan	21,127	6,069	6,358	30.1	4.8	9,607	9,164	43.4	-4.6	1,695	1,588	7.5	-6.3	3,622	4,017	19.0	10.9
South and Central Asia	195,135	26,704	31,355	16.1	17.4	96,225	114,548	58.7	19.0	2,848	3,414	1.7	19.9	32,783	45,818	23.5	39.8
Afghanistan	498	205	214	43.0	4.4	227	240	48.2	5.7	16	16	3.2	0.0	23	28	5.6	21.7
Bangladesh	6,513	1,494	1,786	27.4	19.5	3,261	3,842	59.0	17.8	103	126	1.9	22.3	597	759	11.7	27.1
Bhutan	143	83	101	70.6	21.7	29	24	16.8	-17.2	3	6	4.2	100.0	13	12	8.4	-7.7
India	165,918	16,521	19,302	11.6	16.8	85,055	101,850	61.4	19.7	1,924	2,438	1.5	26.7	29,388	42,328	25.5	44.0
Kazakhstan	1,935	1,246	1,125	58.1	-9.7	359	484	24.0	29.2	302	225	11.6	-25.5	110	121	6.3	10.0
Kyrgyzstan	227	108	103	45.4	-4.6	67	72	31.7	7.5	29	21	9.3	-27.6	23	31	13.7	34.8
Maldives	37	20	23	62.2	15.0	7	8	21.6	14.3	2	1	2.7	-50.0	5	5	13.5	0.0
Nepal	9,662	3,332	4,394	45.5	31.9	3,309	3,825	39.6	15.6	76	166	1.7	118.4	1,441	1,277	13.2	-11.4
Pakistan	6,141	2,270	2,753	44.8	21.3	2,134	2,373	38.6	11.2	313	337	5.5	7.7	637	678	11.0	6.4
Sri Lanka	3,080	917	1,025	33.3	11.8	1,496	1,554	50.5	3.9	28	24	0.8	-14.3	441	477	15.5	8.2
Tajikistan	235	144	139	59.1	-3.5	71	57	24.3	-19.7	16	15	6.4	-6.3	23	24	10.2	4.3
Turkmenistan	216	127	127	58.8	0.0	49	52	24.1	6.1	12	13	6.0	8.3	13	24	11.1	84.6
Uzbekistan	530	237	263	49.6	11.0	161	187	35.3	16.1	24	26	4.9	8.3	69	54	10.2	-21.7
Southeast Asia	54,688	30,958	33,619	61.5	8.6	11,692	11,732	21.5	0.3	3,217	3,740	6.8	16.3	4,998	5,597	10.2	12.0
Brunei	59	34	39	66.1	14.7	21	16	27.1	-23.8	14	2	3.4	-85.7	4	2	3.4	-50.0
Cambodia	499	327	343	68.7	4.9	95	106	21.2	11.6	41	23	4.6	-43.9	29	27	5.4	-6.9
Indonesia	8,727	5,560	5,817	66.7	4.6	1,576	1,620	18.6	2.8	263	300	3.4	14.1	789	990	11.3	25.5
Laos	63	29	34	54.0	17.2	12	12	19.0	0.0	19	16	25.4	-15.8	3	1	1.6	-86.7
Malaysia	7,834	5,112	5,505	70.3	7.7	1,127	1,203	15.4	6.7	138	131	1.7	-5.1	854	995	12.7	16.5
Myanmar	1,194	788	859	71.9	9.0	172	176	14.7	2.3	36	67	5.6	86.1	71	92	7.7	29.6
Philippines	2,886	1,523	1,515	52.5	-0.5	985	908	31.5	-7.8	132	94	3.3	-28.8	386	369	12.8	-4.4
Singapore	4,865	2,308	2,298	47.2	-0.4	1,563	1,413	29.0	-9.6	277	487	10.0	75.8	579	667	13.7	15.2
Thailand	7,113	2,787	2,786	39.2	0.0	3,195	3,037	42.7	-4.9	530	508	7.1	-4.2	705	782	11.0	10.9
Timor-Leste/East Timor	45	41	33	73.3	-19.5	15	10	22.2	-33.3	3	0	0.0	-100.0	0	2	4.4	-
Vietnam	21,403	12,449	14,390	67.2	15.6	2,991	3,231	15.1	10.2	1,764	2,112	9.9	19.7	1,578	1,670	7.8	5.8

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2014/15 & 2015/16 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING			
	2015/16	2014/15	2015/16	% of total	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	% of total	% change
EUROPE	91,915	36,385	37,578	40.9	28,646	28,230	30.7	16,502	9,092	9,895	10.8	8.8
Albania	705	381	410	58.2	174	169	24.0	27	88	93	13.2	5.7
Andorra	11	5	5	45.5	1	5	400.0	3	0	0	0.0	0.0
Armenia	270	94	102	37.8	117	113	41.9	48	45	47	17.4	4.4
Austria	1,141	366	371	32.5	330	302	26.5	345	73	100	8.8	37.0
Azerbaijan	391	170	172	44.0	155	158	40.4	29	54	35	9.0	-35.2
Belarus	323	138	140	43.3	127	141	43.7	27	38	23	7.1	-39.5
Belgium	1,094	412	466	42.6	313	313	28.6	170	106	110	10.1	3.8
Bosnia and Herzegovina	309	185	193	62.5	59	61	19.7	9	43	50	16.2	16.3
Bulgaria	1,016	430	415	40.8	451	361	35.5	55	235	186	18.3	-20.9
Croatia	527	277	296	56.2	160	151	28.7	18	68	65	12.3	-4.4
Cyprus	401	187	167	41.6	155	143	35.7	20	55	57	14.2	3.6
Czech Republic	749	368	361	48.2	212	202	27.0	129	87	69	9.2	-20.7
Denmark	1,486	523	487	32.8	229	222	14.9	785	65	64	4.3	-1.5
Estonia	191	100	110	57.6	51	50	26.2	114	23	18	9.4	-21.7
Finland	714	335	349	48.9	148	139	19.5	135	51	51	7.1	0.0
France	8,764	2,987	2,964	33.8	2,464	2,419	27.6	2,323	969	1,133	12.9	16.9
Georgia	543	276	287	52.9	177	160	29.5	27	61	74	13.6	21.3
Germany	10,145	3,155	3,165	31.2	2,828	2,862	28.2	3,546	664	707	7.0	6.5
Gibraltar	4	2	2	50.0	2	1	25.0	2	0	0	0.0	0.0
Greece	2,199	669	711	32.3	1,121	1,067	48.5	63	294	363	16.5	23.5
Hungary	773	303	337	43.6	293	275	35.6	49	75	92	11.9	22.7
Iceland	382	186	168	44.0	138	136	35.6	22	50	46	12.0	-8.0
Ireland	1,183	470	489	41.3	351	341	28.8	261	110	120	10.1	9.1
Italy	5,155	1,624	1,764	34.2	1,954	2,021	39.2	743	542	627	12.2	15.7
Kosovo	288	64	86	32.1	79	146	54.5	12	15	18	6.7	20.0
Latvia	281	143	149	53.0	79	68	24.2	16	38	29	10.3	-23.7
Liechtenstein	8	3	3	37.5	1	2	25.0	3	1	2	25.0	100.0
Lithuania	315	164	174	55.2	78	88	27.9	27	24	25	7.9	4.2
Luxembourg	86	41	37	43.0	30	21	24.4	13	13	13	15.1	0.0
Macedonia	236	122	118	50.0	81	80	33.9	6	28	31	13.1	10.7
Malta	23	10	8	34.8	16	9	39.1	2	1	0	0.0	-100.0
Moldova	281	162	130	46.3	100	94	33.5	9	51	47	16.7	-7.8

(cont'd)

	TOTAL	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING					
		2015/16	2014/15	2015/16 of total % change	2014/15	2015/16 of total % change	2014/15	2015/16 of total % change	2014/15	2015/16 of total % change	2014/15	2015/16 of total % change				
Monaco	23	11	14	60.9	27.3	6	7	30.4	16.7	0	1	4.3	1	1	4.3	0.0
Montenegro	126	66	68	54.0	3.0	30	28	22.2	-6.7	10	13	10.3	15	17	13.5	13.3
Netherlands	2,445	979	1,081	44.2	10.4	532	525	21.5	-1.3	596	683	27.9	150	156	6.4	4.0
Norway	2,391	1,479	1,468	61.4	-0.7	427	386	16.1	-9.6	476	366	15.3	116	171	7.2	47.4
Poland	1,460	604	658	45.1	8.9	496	475	32.5	-4.2	206	164	11.2	187	163	11.2	-12.8
Portugal	919	411	417	45.4	1.5	329	300	32.6	-8.8	86	97	10.6	89	105	11.4	18.0
Romania	1,105	431	409	37.0	-5.1	554	487	44.1	-12.1	39	41	3.7	196	168	15.2	-14.3
Russia	5,444	2,348	2,321	42.6	-1.1	2,004	1,975	36.3	-1.4	531	406	7.5	679	742	13.6	9.3
San Marino	3	1	3	100.0	200.0	0	0	0.0	0.0	0	0	0.0	0	0	0.0	0.0
Serbia	1,023	524	561	54.8	7.1	311	306	29.9	-1.6	37	30	2.9	98	126	12.3	28.6
Slovakia	343	193	187	54.5	-3.1	90	89	25.9	-1.1	24	42	12.2	52	25	7.3	-51.9
Slovenia	256	101	101	39.5	0.0	75	68	26.6	-9.3	49	59	23.0	20	28	10.9	40.0
Spain	6,640	2,150	2,478	37.3	15.3	1,928	2,040	30.7	5.8	1,337	1,410	21.2	728	712	10.7	-2.2
Sweden	4,297	2,983	2,759	64.2	-7.5	386	391	9.1	1.3	804	772	18.0	334	375	8.7	12.3
Switzerland	1,480	623	609	41.1	-2.2	422	406	27.4	-3.8	248	315	21.3	168	150	10.1	-10.7
Turkey	10,691	3,242	3,393	31.7	4.7	5,357	5,125	47.9	-4.3	894	794	7.4	1,231	1,379	12.9	12.0
Ukraine	1,680	678	728	43.3	7.4	585	617	36.7	5.5	121	126	7.5	167	209	12.4	25.1
United Kingdom	11,599	5,207	5,679	49.0	9.1	2,637	2,682	23.1	1.7	2,005	2,170	18.7	894	1,068	9.2	19.5
Vatican City/Holy See	6	0	0	0.0	0.0	1	1	16.7	0.0	1	0	0.0	0	5	83.3	-
Europe, unspecified	10	2	8	80.0	300.0	2	2	20.0	0.0	0	0	0.0	0	0	0.0	0.0
LATIN AMERICA & CARIBBEAN	84,908	40,842	43,993	51.8	7.7	20,812	21,571	25.4	3.6	18,173	11,538	13.6	6,551	7,806	9.2	19.2
Caribbean	11,042	6,915	7,330	66.4	6.0	2,376	2,395	21.7	0.8	223	268	2.4	964	1,049	9.5	8.8
Anguilla	18	12	17	94.4	41.7	3	1	5.6	-66.7	0	0	0.0	0	0	0.0	0.0
Antigua and Barbuda	228	86	177	77.6	105.8	22	34	14.9	54.5	2	2	0.9	10	15	6.6	50.0
Aruba	89	46	64	71.9	39.1	8	11	12.4	37.5	0	3	3.4	14	11	12.4	-21.4
Bahamas	2,027	1,395	1,567	77.3	12.3	281	276	13.6	-1.8	14	7	0.3	145	177	8.7	22.1
Barbados	319	181	194	60.8	7.2	76	82	25.7	7.9	1	20	6.3	20	23	7.2	15.0
Bermuda	319	313	252	79.0	-19.5	57	34	10.7	-40.4	2	8	2.5	15	25	7.8	66.7
British Virgin Islands	95	89	74	77.9	-16.9	9	15	15.8	66.7	0	0	0.0	1	6	6.3	500.0
Cayman Islands	165	146	139	84.2	-4.8	16	17	10.3	6.3	6	4	2.4	6	5	3.0	-16.7
Cuba	153	71	83	54.2	16.9	19	47	30.7	147.4	4	13	8.5	0	10	6.5	-
Curacao	117	73	116	99.1	58.9	2	1	0.9	-50.0	0	0	0.0	0	0	0.0	0.0
Dominica	238	94	158	66.4	68.1	44	60	25.2	36.4	3	1	0.4	25	19	8.0	-24.0

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2014/15 & 2015/16 (cont'd)

	TOTAL 2015/16	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING						
		2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change	2014/15	2015/16	% of total change				
Dominican Republic	1,513	987	935	61.8	-5.3	365	371	24.5	1.6	52	71	4.7	36.5	131	136	9.0	3.8
Grenada	186	77	99	53.2	28.6	44	58	31.2	31.8	2	4	2.2	100.0	22	25	13.4	13.6
Guadeloupe	11	9	10	90.9	11.1	0	1	9.1	-	1	0	0.0	-100.0	1	0	0.0	-100.0
Haiti	946	696	661	69.9	-5.0	127	148	15.6	16.5	79	76	8.0	-3.8	32	61	6.4	90.6
Jamaica	2,510	1,448	1,504	59.9	3.9	664	689	27.5	3.8	35	33	1.3	-5.7	293	284	11.3	-3.1
Martinique	9	2	6	66.7	200.0	1	2	22.2	100.0	0	1	11.1	-	0	0	0.0	0.0
Montserrat	4	1	3	75.0	200.0	0	1	25.0	-	0	0	0.0	0.0	0	0	0.0	0.0
St. Kitts and Nevis	222	116	172	77.5	48.3	48	30	13.5	-37.5	0	1	0.5	-	18	19	8.6	5.6
St. Lucia	265	111	124	46.8	11.7	99	77	29.1	-22.2	1	0	0.0	-100.0	64	64	24.2	0.0
St. Vincent and Grenadines	89	57	54	60.7	-5.3	15	22	24.7	46.7	0	2	2.2	-	3	11	12.4	266.7
Sint Maarten	92	43	75	81.5	74.4	2	10	10.9	400.0	2	0	0.0	-100.0	5	7	7.6	40.0
Trinidad and Tobago	1,381	822	808	58.5	-1.7	465	400	29.0	-14.0	18	22	1.6	22.2	159	151	10.9	-5.0
Turks and Caicos	44	33	37	84.1	12.1	3	7	15.9	133.3	0	0	0.0	0.0	0	0	0.0	0.0
Caribbean, unspecified	2	7	1	50.0	-85.7	6	1	50.0	-83.3	1	0	0.0	-100.0	0	0	0.0	0.0
Mexico and Central America	24,983	13,446	15,266	61.1	13.5	5,480	5,730	22.9	4.6	3,881	1,810	7.2	-53.4	1,902	2,177	8.7	14.5
Belize	308	194	184	59.7	-5.2	73	84	27.3	15.1	9	11	3.6	22.2	36	29	9.4	-19.4
Costa Rica	1,148	544	562	49.0	3.3	405	409	35.6	1.0	42	43	3.7	2.4	127	134	11.7	5.5
El Salvador	1,632	1,143	1,287	78.9	12.6	166	179	11.0	7.8	92	89	5.5	-3.3	59	77	4.7	30.5
Guatemala	1,245	787	826	66.3	5.0	246	249	20.0	1.2	52	43	3.5	-17.3	120	127	10.2	5.8
Honduras	1,985	1,285	1,465	73.8	14.0	266	294	14.8	10.5	70	76	3.8	8.6	139	150	7.6	7.9
Mexico	16,733	8,210	9,640	57.6	17.4	3,994	4,169	24.9	4.4	3,550	1,405	8.4	-60.4	1,298	1,519	9.1	17.0
Nicaragua	395	275	250	63.3	-9.1	84	96	24.3	14.3	19	22	5.6	15.8	40	27	6.8	-32.5
Panama	1,537	1,008	1,052	68.4	4.4	246	250	16.3	1.6	47	121	7.9	157.4	83	114	7.4	37.3
South America	48,883	20,481	21,397	43.8	4.5	12,956	13,446	27.5	3.8	14,069	9,460	19.4	-32.8	3,685	4,580	9.4	24.3
Argentina	2,201	722	809	36.8	12.0	974	961	43.7	-1.3	140	151	6.9	7.9	217	280	12.7	29.0
Bolivia	1,142	746	760	66.5	1.9	199	212	18.6	6.5	61	48	4.2	-21.3	110	122	10.7	10.9
Brazil	19,370	6,874	6,990	36.1	1.7	4,110	4,308	22.2	4.8	11,581	6,751	34.9	-41.7	1,110	1,321	6.8	19.0
Chile	2,630	572	669	25.4	17.0	1,458	1,397	53.1	-4.2	276	289	11.0	4.7	207	275	10.5	32.9
Colombia	7,815	2,932	3,165	40.5	7.9	2,813	3,017	38.6	7.3	751	720	9.2	-4.1	673	913	11.7	35.7
Ecuador	2,889	1,516	1,599	55.3	5.5	842	838	29.0	-0.5	225	194	6.7	-13.8	214	258	8.9	20.6
Falkland Islands	2	0	1	50.0	-	0	0	0.0	0.0	0	0	0.0	0.0	3	1	50.0	-66.7
French Guiana	7	8	0	0.0	-100.0	1	0	0.0	-100.0	2	7	100.0	250.0	0	0	0.0	0.0

(cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL/PRACTICAL TRAINING				
	2015/16	2014/15	% of total change	2015/16	2014/15	% of total change	2015/16	2014/15	% of total change	2015/16	2014/15	% of total change	2015/16	2014/15	% of total change		
Guyana	246	149	64.6	6.7	66	61	24.8	-7.6	1	2	0.8	100.0	14	24	9.8	71.4	
Paraguay	564	339	66.7	10.9	91	112	19.9	23.1	47	31	5.5	-34.0	28	45	8.0	60.7	
Peru	3,256	1,291	42.4	7.0	991	1,069	32.8	7.9	204	499	15.3	144.6	277	307	9.4	10.8	
Suriname	84	58	71.4	3.4	15	16	19.0	6.7	1	0	0.0	-100.0	8	8	9.5	0.0	
Uruguay	410	124	37.8	25.0	178	171	41.7	-3.9	27	30	7.3	11.1	55	54	13.2	-1.8	
Venezuela	8,267	5,150	63.8	2.4	1,218	1,284	15.5	5.4	753	738	8.9	-2.0	769	972	11.8	26.4	
MIDDLE EAST & NORTH AFRICA	108,227	47,919	49.6	11.9	30,570	32,201	29.8	5.3	20,432	17,256	15.9	-15.50	4,386	5,132	4.7	17.0	
Middle East	100,926	45,422	50.3	11.8	27,749	29,147	28.9	5.0	19,665	16,632	16.5	-15.4	3,779	4,362	4.3	15.4	
Bahrain	469	327	34.2	72.9	4.6	86	18.3	-11.3	18	16	3.4	-11.1	32	25	5.3	-21.9	
Iran	12,269	757	84.2	6.9	8,953	9,534	77.7	6.5	203	269	2.2	32.5	1,425	1,624	13.2	14.0	
Iraq	1,901	240	26.4	13.9	1,176	1,461	76.9	24.2	263	132	6.9	-49.8	48	44	2.3	-8.3	
Israel	2,343	641	66.3	28.3	1,278	1,190	50.8	-6.9	154	160	6.8	3.9	297	330	14.1	11.1	
Jordan	2,330	836	90.8	39.0	1,013	1,022	43.9	0.9	144	162	7.0	12.5	222	238	10.2	7.2	
Kuwait	9,772	5,835	68.10	69.7	858	803	8.2	-6.4	2,180	2,000	20.5	-8.3	161	159	1.6	-1.2	
Lebanon	1,486	436	49.7	33.4	705	709	47.7	0.6	63	61	4.1	-3.2	212	219	14.7	3.3	
Oman	2,856	1,532	2,172	76.1	4.8	189	191	6.7	1.1	474	465	16.3	-1.9	5	28	1.0	460.0
Palestinian Territories	468	175	175	37.4	0.0	180	211	45.1	17.2	58	41	8.8	-29.3	45	41	8.8	-8.9
Qatar	1,443	990	1,222	84.7	23.4	63	73	5.1	15.9	194	133	9.2	-31.4	5	15	1.0	200.0
Saudi Arabia	61,287	30,861	33,952	55.4	10.0	12,584	13,210	21.6	5.0	15,322	12,630	20.6	-17.6	1,178	1,495	2.4	26.9
Syria	783	393	410	52.4	4.3	246	247	31.5	0.4	103	74	9.5	-28.2	50	52	6.6	4.0
United Arab Emirates	2,920	2,091	2,149	73.6	2.8	349	340	11.6	-2.6	368	367	12.6	-0.3	70	64	2.2	-8.6
Yemen	599	308	379	63.3	23.1	58	70	11.7	20.7	121	122	20.4	0.8	29	28	4.7	-3.4
North Africa	7,301	2,497	2,853	39.1	14.3	2,821	3,054	41.8	8.3	767	624	8.5	-18.6	607	770	10.5	26.9
Algeria	158	71	65	41.1	-8.5	65	55	34.8	-15.4	25	21	13.3	-16.0	14	17	10.8	21.4
Egypt	3,442	1,039	1,276	37.1	22.8	1,470	1,662	48.3	13.1	183	167	4.9	-8.7	282	337	9.8	19.5
Libya	1,514	261	328	21.7	25.7	849	822	54.3	-3.2	337	184	12.2	-45.4	131	180	11.9	37.4
Morocco	1,495	842	865	57.9	2.7	278	327	21.9	17.6	128	140	9.4	9.4	125	163	10.9	30.4
Tunisia	692	284	319	46.1	12.3	159	188	27.2	18.2	94	112	16.2	19.1	55	73	10.5	32.7
NORTH AMERICA	26,973	13,131	13,223	49.0	0.7	10,605	10,220	37.9	-3.6	821	633	2.3	-22.9	2,683	2,897	10.7	8.0
Canada	26,973	13,131	13,223	49.0	0.7	10,605	10,220	37.9	-3.6	821	633	2.3	-22.9	2,683	2,897	10.7	8.0

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE AND REGION, 2006/07–2015/16

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
Northeast	146,359	157,913	169,002	171,970	181,847	191,927	208,558	230,469	251,514	270,020	7.4
Connecticut	7,403	8,035	9,153	9,268	10,137	9,350	9,947	10,530	11,897	13,564	14.0
Maine	1,388	1,214	1,256	1,233	1,158	1,250	1,415	1,198	1,354	1,396	3.1
Massachusetts	28,680	31,817	33,838	35,313	38,698	41,258	46,486	51,240	55,447	59,436	7.2
New Hampshire	2,099	2,387	2,371	2,332	2,626	2,912	3,095	3,277	3,784	4,506	19.1
New Jersey	13,111	13,766	14,785	14,246	13,844	15,155	15,634	17,082	19,196	21,228	10.6
New York	65,884	69,844	74,934	76,146	78,888	82,436	88,250	98,906	106,758	114,316	7.1
Pennsylvania	23,182	26,090	27,529	28,097	30,507	33,398	37,280	41,446	45,704	48,453	6.0
Rhode Island	3,629	3,850	4,114	4,318	4,911	5,054	5,254	5,549	5,872	5,409	-7.9
Vermont	983	910	1,022	1,017	1,078	1,114	1,197	1,241	1,502	1,712	14.0
South	176,990	183,776	198,388	202,174	207,433	215,164	225,971	236,622	262,172	283,141	8.0
Alabama	6,933	7,139	6,814	6,364	6,340	6,450	7,092	7,451	7,901	8,561	8.4
Arkansas	2,899	3,316	3,349	3,549	4,172	4,217	5,011	4,964	5,918	5,665	-4.3
Delaware	1,964	2,097	1,672	3,005	3,825	3,754	4,337	4,228	4,051	5,052	24.7
D.C.	7,905	7,876	8,485	8,563	7,951	8,419	9,232	9,980	10,556	11,120	5.3
Florida	26,875	26,739	30,386	29,708	29,719	32,567	32,746	36,249	39,377	43,462	10.4
Georgia	12,183	13,216	14,026	14,707	15,359	16,193	16,670	17,781	19,758	21,122	6.9
Kentucky	5,156	5,053	4,760	4,669	5,111	5,787	6,364	7,370	8,104	8,043	-0.8
Louisiana	5,619	5,629	6,213	7,245	7,429	7,420	7,695	6,976	6,872	7,835	14.0
Maryland	13,562	13,325	14,232	14,498	13,422	13,969	15,522	16,121	16,862	18,304	8.6
Mississippi	2,274	2,635	2,589	2,467	2,537	2,621	2,699	2,840	3,101	3,533	13.9
North Carolina	10,064	10,961	12,220	12,307	12,824	13,770	15,027	15,943	17,319	18,884	9.0
Oklahoma	8,364	8,425	8,460	8,445	8,626	8,722	9,050	8,913	9,928	10,330	4.0
South Carolina	3,556	3,515	3,966	4,433	4,529	4,883	5,089	5,215	5,895	6,253	6.1
Tennessee	6,033	5,927	5,690	6,155	6,399	7,004	7,312	8,436	9,507	9,094	-4.3
Texas	49,081	51,824	58,188	58,934	61,636	61,511	62,923	64,277	75,588	82,184	8.7
Virginia	11,991	13,581	14,606	14,844	15,056	15,169	16,521	17,145	18,220	19,549	7.3
West Virginia	2,531	2,518	2,732	2,281	2,498	2,708	2,681	2,733	3,215	4,150	29.1
Midwest	126,291	137,987	147,664	156,744	168,055	178,225	190,613	206,341	225,819	237,231	5.1
Illinois	25,594	28,804	29,887	31,093	33,766	35,920	39,132	42,527	46,574	50,327	8.1
Indiana	14,450	15,548	17,098	18,569	20,112	22,194	24,408	26,406	28,104	29,219	4.0
Iowa	7,799	8,383	9,016	9,647	10,404	11,164	11,540	11,318	12,220	12,711	4.0
Kansas	6,139	7,623	8,668	8,922	9,389	9,277	9,568	10,631	12,020	10,351	-13.9
Michigan	21,143	22,857	23,617	24,214	24,668	25,551	26,930	29,648	32,015	33,848	5.7
Minnesota	9,048	9,890	10,848	11,550	12,091	12,735	13,232	13,765	14,438	14,941	3.5
Missouri	9,805	10,536	11,285	13,360	15,114	16,061	17,300	18,205	21,703	24,171	11.4
Nebraska	3,796	4,085	4,335	4,142	4,194	4,372	5,142	5,292	5,774	5,910	2.4
North Dakota	1,795	2,115	2,607	2,884	3,106	3,182	3,087	2,773	2,677	2,571	-4.0
Ohio	18,607	19,343	20,725	22,370	24,709	26,427	28,401	32,498	35,761	37,752	5.6
South Dakota	732	789	931	1,089	1,254	1,355	1,498	1,560	1,782	1,981	11.2
Wisconsin	7,383	8,014	8,647	8,904	9,248	9,987	10,375	11,718	12,751	13,449	5.5

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE AND REGION, 2006/07–2015/16 (cont'd)

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
West	132,239	142,965	155,423	158,990	164,955	178,197	193,465	211,675	234,872	252,655	7.6
Alaska	452	507	596	515	604	603	643	542	533	488	-8.4
Arizona	9,993	9,757	10,787	10,676	11,398	12,738	13,322	15,442	20,437	22,212	8.7
California	77,987	84,800	93,124	94,279	96,535	102,789	111,379	121,647	135,130	149,328	10.5
Colorado	5,315	5,898	6,857	6,980	7,688	8,445	8,983	9,621	10,800	11,346	5.1
Hawaii	6,032	5,645	5,275	5,000	4,768	4,446	4,450	4,388	4,035	4,295	6.4
Idaho	1,969	2,104	2,147	2,015	2,112	2,956	3,247	3,810	4,592	4,501	-2.0
Montana	958	1,153	1,227	1,226	1,301	1,323	1,607	1,691	2,146	1,735	-19.2
Nevada	3,170	3,066	3,006	2,874	2,795	2,551	2,360	2,336	2,556	2,518	-1.5
New Mexico	2,194	2,536	2,622	2,898	2,724	3,419	3,535	3,711	3,374	3,767	11.6
Oregon	5,767	6,154	6,648	7,506	8,929	9,896	11,674	13,360	14,422	14,382	-0.3
Utah	6,122	6,460	6,301	7,562	7,203	7,761	8,291	8,449	8,622	8,302	-3.7
Washington	11,663	14,171	15,943	16,449	17,811	20,198	22,877	25,554	27,051	28,624	5.8
Wyoming	617	714	890	1,010	1,087	1,072	1,097	1,124	1,174	1,157	-1.4
Other	1,105	1,164	1,139	1,045	987	982	1,037	945	549	792	44.3
Guam	66	54	33	32	*	*	*	*	*	*	—
Puerto Rico	945	977	952	863	858	888	936	849	453	703	55.2
Virgin Islands	94	133	154	150	129	94	101	96	96	89	-7.3
U.S. TOTAL	582,984	623,805	671,616	690,923	723,277	764,495	819,644	886,052	974,926	1,043,839	7.1

* Did not report

1.17 INTERNATIONAL STUDENTS AS A SHARE OF TOTAL HIGHER EDUCATION ENROLLMENT, TOP 20 STATES, 2015/16

	Total students*	International students	% int'l		Total students*	International students	% int'l
1 D.C.	90,053	11,120	12.3	11 Oregon	245,547	14,382	5.9
2 Massachusetts	510,912	59,436	11.6	12 Hawaii	73,505	4,295	5.8
3 New York	1,299,055	114,316	8.8	12 Missouri	419,900	24,171	5.8
4 Delaware	60,368	5,052	8.4	14 California	2,696,415	149,328	5.5
5 Washington	365,193	28,624	7.8	14 Michigan	619,438	33,848	5.5
6 Connecticut	201,928	13,564	6.7	14 Ohio	680,238	37,752	5.5
6 Indiana	436,327	29,219	6.7	17 Texas	1,555,462	82,184	5.3
8 Pennsylvania	750,651	48,453	6.5	18 Maryland	365,597	18,304	5.0
8 Rhode Island	83,499	5,409	6.5	19 New Jersey	436,208	21,228	4.9
10 Illinois	824,980	50,327	6.1	20 North Dakota	54,048	2,571	4.8
				20 Oklahoma	215,349	10,330	4.8

* Data from the National Center for Education Statistics (NCES), reflecting enrollment in fall 2014, the most recent year for which data were available.

1.18 TOP 5 PLACES OF ORIGIN FOR THE TOP 15 U.S. STATES HOSTING INTERNATIONAL STUDENTS, 2015/16

1 CALIFORNIA			6 PENNSYLVANIA			11 WASHINGTON		
	%			%			%	
1	China	35.3	1	China	38.8	1	China	36.0
2	India	12.4	2	India	15.0	2	Vietnam	7.9
3	South Korea	7.2	3	Saudi Arabia	7.0	3	Saudi Arabia	7.6
4	Saudi Arabia	3.9	4	South Korea	5.8	4	South Korea	7.2
5	Taiwan	3.4	5	Canada	2.5	5	Japan	6.1
	State total	149,328		State total	48,453		State total	28,624
	% of U.S. total	14.3		% of U.S. total	4.6		% of U.S. total	2.7
2 NEW YORK			7 FLORIDA			12 MISSOURI		
	%			%			%	
1	China	35.5	1	China	18.1	1	India	29.7
2	India	15.8	2	India	13.3	2	China	27.7
3	South Korea	8.0	3	Venezuela	7.7	3	Saudi Arabia	7.4
4	Canada	4.6	4	Saudi Arabia	6.0	4	South Korea	3.8
5	Taiwan	2.1	5	Brazil	4.1	5	Nepal	2.1
	State total	114,316		State total	43,462		State total	24,171
	% of U.S. total	11.0		% of U.S. total	4.2		% of U.S. total	2.3
3 TEXAS			8 OHIO			13 ARIZONA		
	%			%			%	
1	India	24.1	1	China	39.1	1	China	35.0
2	China	17.6	2	India	17.7	2	India	19.8
3	Mexico	8.9	3	Saudi Arabia	13.4	3	Saudi Arabia	9.8
4	Vietnam	5.2	4	South Korea	3.5	4	Kuwait	5.7
5	Saudi Arabia	5.0	5	Kuwait	1.6	5	South Korea	3.0
	State total	82,184		State total	37,752		State total	22,212
	% of U.S. total	7.9		% of U.S. total	3.6		% of U.S. total	2.1
4 MASSACHUSETTS			9 MICHIGAN			14 NEW JERSEY		
	%			%			%	
1	China	32.7	1	China	34.8	1	China	36.7
2	India	13.3	2	India	16.6	2	India	24.7
3	South Korea	5.0	3	Saudi Arabia	8.4	3	South Korea	5.9
4	Canada	4.0	4	South Korea	6.0	4	Saudi Arabia	2.2
5	Saudi Arabia	3.6	5	Canada	5.8	5	Canada	2.1
	State total	59,436		State total	33,848		State total	21,228
	% of U.S. total	5.7		% of U.S. total	3.2		% of U.S. total	2.0
5 ILLINOIS			10 INDIANA			15 GEORGIA		
	%			%			%	
1	China	34.2	1	China	38.0	1	China	29.7
2	India	23.3	2	India	18.8	2	India	16.0
3	South Korea	6.6	3	Saudi Arabia	7.5	3	South Korea	10.5
4	Saudi Arabia	2.9	4	South Korea	7.0	4	Saudi Arabia	3.4
5	Canada	2.2	5	Taiwan	2.0	5	Brazil	2.4
	State total	50,327		State total	29,219		State total	21,122
	% of U.S. total	4.8		% of U.S. total	2.8		% of U.S. total	2.0

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2014/15 & 2015/16

	No. of institutions	2014/15 students	2015/16 students	% of total	% change	
1	New York–Newark–Jersey City, NY–NJ–PA metro area	109	84,713	93,213	8.9	10.0
2	Los Angeles–Long Beach–Anaheim, CA metro area	68	59,842	66,483	6.4	11.1
3	Boston–Cambridge–Newton, MA–NH metro area	50	47,895	51,072	4.9	6.6
4	Chicago–Naperville–Elgin, IL–IN–WI metro area	60	28,829	32,119	3.1	11.4
5	San Francisco–Oakland–Hayward, CA metro area	37	25,204	27,417	2.6	8.8
6	Dallas–Fort Worth–Arlington, TX metro area	23	23,588	26,972	2.6	14.3
7	Washington–Arlington–Alexandria, DC–VA–MD–WV metro area	22	22,672	24,570	2.4	8.4
8	Philadelphia–Camden–Wilmington, PA–NJ–DE–MD metro area	41	21,273	22,974	2.2	8.0
9	Seattle–Tacoma–Bellevue, WA metro area	24	21,133	22,684	2.2	7.3
10	Houston–The Woodlands–Sugar Land, TX metro area	17	18,623	20,641	2.0	10.8
11	San Jose–Sunnyvale–Santa Clara, CA metro area	11	14,822	17,073	1.6	15.2
12	Phoenix–Mesa–Scottsdale, AZ metro area	19	13,975	15,330	1.5	9.7
13	Miami–Fort Lauderdale–West Palm Beach, FL metro area	18	13,489	14,541	1.4	7.8
14	San Diego–Carlsbad, CA metro area	19	12,283	14,210	1.4	15.7
15	Pittsburgh, PA metro area	20	12,517	13,528	1.3	8.1
16	Atlanta–Sandy Springs–Roswell, GA metro area	19	12,518	13,206	1.3	5.5
17	Champaign–Urbana, IL metro area	2	11,522	12,412	1.2	7.7
18	Lafayette–West Lafayette, IN metro area	1	10,230	10,563	1.0	3.3
19	Baltimore–Columbia–Towson, MD metro area	17	8,892	9,581	0.9	7.7
20	Minneapolis–St. Paul–Bloomington, MN–WI metro area	23	9,183	9,176	0.9	-0.1
21	Ann Arbor, MI metro area	3	8,344	8,533	0.8	2.3
22	Lansing–East Lansing, MI metro area	3	8,282	8,387	0.8	1.3
23	Buffalo–Cheektowaga–Niagara Falls, NY metro area	9	7,983	8,084	0.8	1.3
23	State College, PA metro area	1	7,728	8,084	0.8	4.6
25	Columbus, OH metro area	12	8,119	7,991	0.8	-1.6
26	Austin–Round Rock, TX metro area	8	7,580	7,689	0.7	1.4
27	Rochester, NY metro area	10	7,181	7,529	0.7	4.8
28	St. Louis, MO–IL metro area	20	7,008	7,422	0.7	5.9
29	Tampa–St. Petersburg–Clearwater, FL metro area	9	6,070	7,360	0.7	21.3
30	Cincinnati, OH–KY–IN metro area	9	6,411	7,251	0.7	13.1
31	Bloomington, IN metro area	1	7,009	7,159	0.7	2.1
32	Gainesville, FL metro area	2	6,471	7,007	0.7	8.3
33	College Station–Bryan, TX metro area	1	6,709	6,940	0.7	3.4
34	Madison, WI metro area	4	6,272	6,778	0.6	8.1
35	Detroit–Warren–Dearborn, MI metro area	13	6,158	6,740	0.6	9.5
36	Sacramento–Roseville–Arden–Arcade, CA metro area	7	5,452	6,582	0.6	20.7
37	Providence–Warwick, RI–MA metro area	14	6,717	6,395	0.6	-4.8
38	Ithaca, NY metro area	3	5,907	6,275	0.6	6.2
39	Syracuse, NY metro area	9	5,915	6,191	0.6	4.7
40	Durham–Chapel Hill, NC metro area	4	5,354	5,888	0.6	10.0
41	Raleigh, NC metro area	5	5,233	5,621	0.5	7.4
42	Cleveland–Elyria, OH metro area	13	4,861	5,516	0.5	13.5
43	Orlando–Kissimmee–Sanford, FL metro area	6	4,506	5,350	0.5	18.7
44	Hartford–West Hartford–East Hartford, CT metro area	9	4,470	5,325	0.5	19.1

(cont'd)

1.19 TOP 50 METROPOLITAN AREAS HOSTING INTERNATIONAL STUDENTS, 2014/15 & 2015/16 (cont'd)

	No. of institutions	2014/15 students	2015/16 students	% of total	% change
45 Tucson, AZ metro area	2	4,791	5,191	0.5	8.3
46 Oklahoma City, OK metro area	11	4,780	4,942	0.5	3.4
47 New Haven–Milford, CT metro area	8	4,615	4,923	0.5	6.7
48 Riverside–San Bernardino–Ontario, CA metro area	10	4,807	4,880	0.5	1.5
49 Akron, OH metro area	3	4,305	4,849	0.5	12.6
50 Dayton, OH metro area	9	4,573	4,845	0.5	5.9

* Metropolitan areas used in *Open Doors* are based on Core Based Statistical Areas (CBSA) defined by the U.S. Office of Management and Budget (OMB).

1.20 TOP 20 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2006/07–2015/16

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
1 New York, NY	51,973	54,861	59,322	60,791	61,884	64,823	69,018	77,779	84,713	93,213	10.0
2 Los Angeles, CA	35,870	38,825	42,897	42,103	43,045	45,542	50,155	54,891	59,842	66,483	11.1
3 Boston, MA	23,818	27,037	29,009	29,276	32,969	35,532	39,829	43,801	47,895	51,072	6.6
4 Chicago, IL	15,934	18,139	19,447	19,706	21,555	22,644	24,072	26,437	28,829	32,119	11.4
5 San Francisco, CA	12,918	14,775	16,544	17,633	18,444	20,439	21,956	24,030	25,204	27,417	8.8
6 Dallas, TX	13,290	14,246	15,818	16,054	17,472	17,646	20,039	20,414	23,588	26,972	14.3
7 Washington, DC	18,207	17,968	19,472	19,530	18,224	18,763	20,541	21,663	22,672	24,570	8.4
8 Philadelphia, PA	13,021	14,372	14,259	12,279	13,441	17,212	19,058	20,168	21,273	22,974	8.0
9 Seattle, WA	8,445	10,490	11,790	12,174	13,147	15,020	17,213	19,391	21,133	22,684	7.3
10 Houston, TX	12,079	13,242	16,192	17,395	17,982	17,529	17,266	16,983	18,623	20,641	10.8
TOP 10 TOTAL	205,555	223,955	244,750	246,941	258,163	275,150	299,147	325,557	353,772	388,145	9.7
11 San Jose, CA	9,490	10,996	11,678	10,847	11,740	11,977	12,212	13,405	14,822	17,073	15.2
12 Phoenix, AZ	5,657	5,690	7,010	7,042	7,088	8,102	8,073	10,105	13,975	15,330	9.7
13 Miami, FL	11,278	10,515	11,101	11,366	10,424	11,706	11,846	12,800	13,489	14,541	7.8
14 San Diego, CA	6,169	6,358	6,863	7,632	7,712	7,989	8,977	10,095	12,283	14,210	15.7
15 Pittsburgh, PA	5,647	6,378	6,928	8,419	9,433	7,729	8,870	11,253	12,517	13,528	8.1
16 Atlanta, GA	8,204	9,123	9,713	9,689	10,412	10,775	10,646	11,425	12,518	13,206	5.5
17 Champaign–Urbana, IL	5,415	6,255	6,878	7,619	8,262	9,313	10,093	11,138	11,522	12,412	7.7
18 Lafayette, IN	5,774	5,815	6,180	6,946	7,594	8,597	9,544	9,988	10,230	10,563	3.3
19 Baltimore, MD	6,288	6,564	6,887	7,136	6,822	6,973	8,079	8,292	8,892	9,581	7.7
20 Minneapolis–St. Paul, MN	5,470	5,769	6,029	6,440	6,944	7,477	8,001	8,563	9,183	9,176	-0.1
TOP 20 TOTAL	274,947	297,418	324,017	330,077	344,594	365,788	395,488	432,621	473,203	517,765	9.4

* Metropolitan areas used in *Open Doors* are based on Core Based Statistical Areas (CBSA) defined by the U.S. Office of Management and Budget (OMB).

1.21 TOP 10 PLACES OF ORIGIN FOR THE TOP 15 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2015/16

1 NEW YORK, NY			4 CHICAGO, IL			7 WASHINGTON, DC		
	%			%			%	
1	China	36.0	1	China	31.7	1	China	29.8
2	India	15.4	2	India	23.6	2	India	12.6
3	South Korea	8.2	3	South Korea	5.4	3	Saudi Arabia	6.9
4	Canada	3.5	4	Saudi Arabia	3.7	4	South Korea	5.6
5	Taiwan	2.3	5	Canada	2.8	5	Vietnam	2.0
6	Brazil	1.7	6	Brazil	2.3	6	Canada	1.8
7	Turkey	1.6	7	Taiwan	1.8	7	Brazil	1.6
8	United Kingdom	1.5	8	Mexico	1.4	8	Nigeria	1.5
9	Saudi Arabia	1.4	8	Spain	1.4	8	Taiwan	1.5
9	France	1.4	10	Iran	1.3	10	Mexico	1.3
	Metro area total	93,213		Metro area total	32,119	10	Colombia	1.3
	% of U.S. total	8.9		% of U.S. total	3.1	10	El Salvador	1.3
2 LOS ANGELES, CA			5 SAN FRANCISCO, CA			8 PHILADELPHIA, PA		
	%			%			%	
1	China	34.9	1	China	37.4	1	China	38.7
2	India	11.9	2	South Korea	8.7	2	India	15.0
3	South Korea	7.9	3	India	7.4	3	South Korea	5.3
4	Saudi Arabia	4.6	4	Taiwan	4.8	4	Saudi Arabia	4.4
5	Japan	3.5	5	Indonesia	3.3	5	Canada	3.1
6	Vietnam	3.3	6	Canada	2.6	6	Vietnam	1.8
7	Taiwan	3.2	6	Vietnam	2.6	7	Taiwan	1.7
8	Kuwait	2.3	8	Japan	2.5	8	Kuwait	1.6
9	Canada	2.2	9	Thailand	2.4	9	Brazil	1.5
10	Indonesia	1.8	10	Saudi Arabia	2.0	10	Turkey	1.3
	Metro area total	66,483		Metro area total	27,417		Metro area total	22,974
	% of U.S. total	6.4		% of U.S. total	2.6		% of U.S. total	2.2
3 BOSTON, MA			6 DALLAS, TX			9 SEATTLE, WA		
	%			%			%	
1	China	32.7	1	India	36.8	1	China	39.1
2	India	12.9	2	China	19.9	2	Vietnam	8.4
3	South Korea	5.0	3	Vietnam	5.2	3	South Korea	7.6
4	Canada	4.3	4	Saudi Arabia	4.2	4	Indonesia	5.4
5	Saudi Arabia	3.7	4	South Korea	4.2	5	Japan	5.3
6	Taiwan	2.2	6	Nepal	3.9	6	Taiwan	5.1
7	Vietnam	1.8	7	Taiwan	2.3	7	Saudi Arabia	4.7
8	Brazil	1.6	8	Nigeria	1.9	8	Hong Kong	4.4
9	United Kingdom	1.5	9	Iran	1.6	9	India	4.3
9	Turkey	1.5	9	Mexico	1.6	10	Thailand	1.5
	Metro area total	51,072		Metro area total	26,972		Metro area total	22,684
	% of U.S. total	4.9		% of U.S. total	2.6		% of U.S. total	2.2

[cont'd]

10 HOUSTON, TX	%	12 PHOENIX, AZ	%	14 SAN DIEGO, CA	%
1 India	16.8	1 China	33.0	1 China	40.0
2 China	14.8	2 India	25.3	2 India	11.4
3 Mexico	10.8	3 Saudi Arabia	9.5	3 South Korea	7.4
4 Vietnam	9.7	4 Kuwait	5.1	4 Saudi Arabia	3.6
5 Saudi Arabia	5.2	5 South Korea	2.8	4 Japan	3.6
6 Nigeria	3.7	6 Brazil	2.2	6 Taiwan	3.0
7 Venezuela	3.0	7 Qatar	2.1	7 Germany	2.7
8 South Korea	2.5	8 Peru	1.6	8 Kuwait	2.3
9 Pakistan	1.9	9 Taiwan	1.5	9 Hong Kong	2.0
10 Angola	1.7	9 United Arab Emirates	1.5	10 Vietnam	1.7
Metro area total	20,641	Metro area total	15,330	Metro area total	14,210
% of U.S. total	2.0	% of U.S. total	1.5	% of U.S. total	1.4
11 SAN JOSE, CA	%	13 MIAMI, FL	%	15 PITTSBURGH, PA	%
1 India	30.4	1 Venezuela	16.4	1 China	44.0
2 China	23.5	2 China	16.0	2 India	20.5
3 South Korea	4.9	3 Saudi Arabia	4.7	3 Saudi Arabia	7.6
4 Vietnam	4.7	4 Brazil	4.6	4 South Korea	4.0
5 Canada	3.1	5 India	4.2	5 Taiwan	2.7
6 Taiwan	2.8	6 Colombia	4.1	6 Canada	2.3
7 Japan	2.7	7 Canada	3.0	7 Turkey	1.2
8 Indonesia	2.3	8 Spain	1.9	8 Japan	1.0
9 Hong Kong	2.2	9 Mexico	1.8	9 Brazil	0.9
10 Singapore	1.4	9 Jamaica	1.8	9 Singapore	0.9
Metro area total	17,073	Metro area total	14,541	Metro area total	13,528
% of U.S. total	1.6	% of U.S. total	1.4	% of U.S. total	1.3

* Metropolitan areas in *Open Doors* based on Core Based Statistical Areas (CBSA) defined by the U.S. Office of Management and Budget (OMB).

1.22 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, SECTOR, AND SIZE OF INSTITUTION, 2015/16

	% of international student enrollment				
	Undergraduate	Graduate	Non-degree	OPT	All levels
Sector					
Public	69.2	59.3	74.5	59.4	64.2
Private not-for-profit	29.2	39.4	24.7	39.0	34.3
Private for-profit	1.6	1.3	0.8	1.6	1.5
Size of institution					
Very small (under 1,000)	0.9	0.7	0.4	0.5	0.9
Small (1,000–4,999)	12.9	5.6	8.4	5.9	9.8
Mid-size (5,000–9,999)	12.7	11.5	13.6	10.3	12.7
Large (10,000–19,999)	21.0	21.8	22.8	21.5	21.7
Very large (20,000 and above)	52.5	60.4	54.8	61.8	54.9
TOTAL INTERNATIONAL STUDENTS	427,313	383,935	85,093	147,498	1,043,839

Note: Percent distributions may not sum to 100.0 because of rounding.

1.23 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE* AND ACADEMIC LEVEL, 2015/16

	Enrollment	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
Doctorate-granting universities	718,710	68.9	56.6	83.4	61.5	81.4
Master's colleges & universities	159,501	15.3	16.1	13.0	20.1	12.4
Baccalaureate colleges	34,622	3.3	6.4	0.3	2.8	1.7
Associate's colleges	95,376	9.1	17.9	0.0	14.3	1.6
Special focus institutions	35,630	3.4	3.0	3.3	1.3	2.9
TOTAL INTERNATIONAL STUDENTS	1,043,839		427,313	383,935	85,093	147,498

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

Note: Percent distributions may not sum to 100.0 because of rounding.

1.24 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE*, 2014/15 & 2015/16

	2014/15	2015/16	% change
Doctorate-granting universities	670,147	718,710	7.2
Doctoral universities (highest research activity)	473,515	512,003	8.1
Doctoral universities (higher research activity)	134,368	142,242	5.9
Doctoral universities (moderate research activity)	62,264	64,465	3.5
Master's colleges & universities	143,538	159,501	11.1
Master's colleges & universities (larger programs)	118,110	130,255	10.3
Master's colleges & universities (medium programs)	18,787	20,738	10.4
Master's colleges & universities (small programs)	6,641	8,508	28.1
Baccalaureate colleges	32,221	34,622	7.5
Baccalaureate colleges (arts and sciences focus)	21,158	22,114	4.5
Baccalaureate colleges (diverse fields)	11,063	12,508	13.1
Associate's Colleges	94,022	95,376	1.4
Associate's colleges (high transfer)	55,922	58,430	4.5
Associate's colleges (high vocational and technical)	2,251	2,578	14.5
Associate's colleges (mixed transfer/vocational and technical)	19,516	18,500	-5.2
Baccalaureate/associate's colleges	16,333	15,868	12.4
Special focus institutions	34,998	35,630	1.8
Arts, music, and design schools	20,283	21,627	6.6
Business and management schools	4,951	4,704	-5.0
Engineering schools	647	568	-12.2
Faith-related institutions	2,369	2,061	-13.0
Law schools	153	121	-20.9
Medical schools and centers	3,937	3,869	-1.7
Other health professions schools	2,019	2,071	2.6
Other special focus institutions	550	521	-5.3
Other technology-related schools	89	88	-1.1
Tribal colleges	0	0	0.0
ALL INSTITUTIONS	974,926	1,043,839	7.1

*Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

1.25 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE, 2015/16

Doctorate-granting universities			Master's colleges & universities		Baccalaureate colleges		Associate's colleges		Special focus institutions	
		%		%		%		%		%
1	China	36.4	India	22.1	China	23.1	China	19.1	China	29.5
2	India	16.7	China	16.3	South Korea	5.7	Vietnam	9.6	South Korea	13.1
3	South Korea	5.7	Saudi Arabia	13.1	Canada	5.6	South Korea	7.5	India	8.1
4	Saudi Arabia	4.9	South Korea	4.5	India	5.0	Japan	5.7	Taiwan	4.9
5	Canada	2.5	Canada	2.7	Japan	3.7	Mexico	4.8	Canada	4.5
6	Taiwan	2.1	Japan	2.3	Saudi Arabia	3.6	Saudi Arabia	4.7	Saudi Arabia	3.1
7	Brazil	1.7	Vietnam	2.2	Vietnam	3.5	Venezuela	2.6	Mexico	2.0
8	Iran	1.5	Brazil	2.2	United Kingdom	2.8	Indonesia	2.4	Thailand	1.9
9	Mexico	1.3	Nepal	2.1	Brazil	2.3	Brazil	2.4	Brazil	1.8
10	Japan	1.2	Germany	1.7	Nigeria	1.7	India	2.0	Vietnam	1.4
11	Turkey	1.1	Nigeria	1.6	Nepal	1.5	Hong Kong	2.0	Turkey	1.3
12	Vietnam	1.1	United Kingdom	1.4	Mexico	1.5	Taiwan	1.8	Indonesia	1.3
13	Kuwait	1.1	Taiwan	1.3	France	1.4	Colombia	1.6	Venezuela	1.3
14	United Kingdom	1.0	Mexico	1.1	Germany	1.3	Nepal	1.3	Japan	1.3
15	Nigeria	0.9	Kuwait	1.1	Pakistan	1.2	Sweden	1.3	Colombia	1.3
16	Germany	0.8	France	0.9	Spain	1.2	Canada	1.3	United Kingdom	1.2
17	Malaysia	0.8	Venezuela	0.8	Ghana	1.2	Nigeria	1.2	Sweden	1.1
18	France	0.8	Indonesia	0.7	Hong Kong	1.2	Pakistan	0.9	Germany	1.0
19	Indonesia	0.7	Sweden	0.7	Bahamas	0.9	Thailand	0.9	Hong Kong	1.0
20	Bangladesh	0.7	Turkey	0.7	Australia	0.9	El Salvador	0.9	Russia	0.9
21	Colombia	0.7	Spain	0.7	Taiwan	0.9	United Kingdom	0.8	Nigeria	0.8
22	Thailand	0.6	Bangladesh	0.7	Kenya	0.8	France	0.7	France	0.8
23	Nepal	0.6	Malaysia	0.6	Ethiopia	0.8	Turkey	0.7	Nepal	0.8
24	Spain	0.6	Colombia	0.6	Sweden	0.7	Russia	0.7	Singapore	0.7
25	Hong Kong	0.6	Thailand	0.6	Jamaica	0.7	Germany	0.6	Italy	0.6
WORLD TOTAL		718,710		159,501		34,622		95,376		35,630

Read table as: "Of the 718,710 international students enrolled at doctorate institutions, 36.4 percent are from China."

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

1.26 HIGHER EDUCATION RECEIPTS FOR SELECTED PLACES OF ORIGIN, 2007–2015

(millions of U.S. dollars)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	% of total	% change
China	1,881	2,377	3,049	4,014	5,123	6,420	8,041	9,793	11,429	32.0	16.7
India	2,299	2,713	3,077	3,199	3,269	3,273	3,272	3,648	5,014	14.0	37.4
European Union	1,601	1,708	1,800	1,820	1,895	1,983	2,057	2,224	2,452	6.9	10.3
South Korea	1,705	1,978	2,115	2,146	2,265	2,307	2,310	2,333	2,303	6.4	-1.3
Saudi Arabia	214	284	362	452	688	1,016	1,334	1,747	2,061	5.8	18.0
Canada	820	885	917	903	915	922	971	1,054	1,076	3.0	2.1
Brazil	194	220	243	*	265	280	340	473	820	2.3	73.4
Taiwan	779	812	787	777	758	731	707	712	739	2.1	3.8
Vietnam	*	*	*	*	*	*	542	585	694	1.9	18.6
Japan	927	916	800	709	640	613	595	605	620	1.7	2.5
Mexico	376	418	431	*	433	450	473	508	605	1.7	19.1

* Data not available from the U.S. Department of Commerce

Source: Bureau of Economic Analysis, U.S. Department of Commerce, www.bea.gov/international

1.27 FINANCIAL CONTRIBUTIONS OF INTERNATIONAL STUDENTS TO U.S. STATES AND TERRITORIES, 2015/16

	Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution
Alabama	8,561	220,558,015	Louisiana	7,835	216,934,461	Oklahoma	10,330	274,843,440
Alaska	488	12,556,708	Maine	1,396	53,582,246	Oregon	14,382	481,699,169
Arizona	22,212	620,431,270	Maryland	18,304	576,430,477	Pennsylvania	48,453	1,699,470,627
Arkansas	5,665	149,247,524	Massachusetts	59,436	2,330,248,046	Puerto Rico	703	14,976,325
California	149,328	5,215,216,463	Michigan	33,848	1,066,426,720	Rhode Island	5,409	217,528,418
Colorado	11,346	378,305,535	Minnesota	14,941	418,482,303	South Carolina	6,253	171,814,578
Connecticut	13,564	518,345,206	Mississippi	3,533	78,122,649	South Dakota	1,981	37,866,405
Delaware	5,052	133,224,724	Missouri	24,171	696,403,012	Tennessee	9,094	289,523,916
D.C.	11,120	438,083,778	Montana	1,735	50,464,096	Texas	82,184	1,922,928,083
Florida	43,462	1,327,163,373	Nebraska	5,910	148,351,312	Utah	8,302	193,116,176
Georgia	21,122	683,357,606	Nevada	2,518	72,473,370	Vermont	1,712	75,228,958
Hawaii	4,295	108,921,674	New Hampshire	4,506	162,509,082	Virgin Islands	89	2,455,947
Idaho	4,501	112,248,304	New Jersey	21,228	650,026,198	Virginia	19,549	587,648,103
Illinois	50,327	1,573,813,946	New Mexico	3,767	91,194,906	Washington	28,624	825,595,791
Indiana	29,219	956,552,218	New York	114,316	3,947,531,859	West Virginia	4,150	115,390,627
Iowa	12,711	365,819,224	North Carolina	18,884	508,622,547	Wisconsin	13,449	363,980,322
Kansas	10,351	247,218,763	North Dakota	2,571	54,528,379	Wyoming	1,157	22,019,470
Kentucky	8,043	217,154,670	Ohio	37,752	1,100,694,672	U.S. TOTAL	1,043,839	32,797,331,691

Source: NAFSA: Association of International Educators. Analysis prepared by Jason Baumgartner of Indiana University–Bloomington, based on data from *Open Doors* and other sources. For more information, see <http://www.nafsa.org/economicvalue>.

1.28 INTERNATIONAL STUDENTS' PRIMARY SOURCE OF FUNDING BY ACADEMIC LEVEL, 2015/16

	Students	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
Personal and family	694,152	66.5	81.2	57.6	61.7	44.2
U.S. college or university*	177,453	17.0	7.4	34.6	8.9	6.4
Foreign government or university	77,244	7.4	9.0	5.0	20.8	0.6
Current employment	68,893	6.6	0.0	0.6	4.0	46.9
Foreign private sponsor	9,395	0.9	0.9	0.9	1.2	0.6
U.S. government	4,175	0.4	0.2	0.5	1.1	0.0
U.S. private sponsor	3,132	0.3	0.4	0.2	0.5	0.1
International organization	2,088	0.2	0.1	0.2	0.6	0.0
Other source	7,307	0.7	0.8	0.4	1.2	1.2
TOTAL INTERNATIONAL STUDENTS	1,043,839	100.0	427,313	383,935	85,093	147,498

Read table as: "Of the 427,313 international undergraduate students, 81.2 percent rely primarily on personal and family funds to pay for their studies."

* Funding from U.S. colleges or universities includes teaching and research assistantships, which are often federal government research grants disbursed to the student through the institution.

Note: Percent distributions may not sum to 100.0 because of rounding.

1.29 INTERNATIONAL STUDENTS' PRIMARY SOURCE OF FUNDING BY INSTITUTIONAL TYPE*, 2015/16

	% of students				
	Doctorate-granting universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Personal and family	62.1	70.6	58.9	89.3	73.5
U.S. college or university**	20.1	9.1	29.6	1.6	14.3
Foreign government or university	6.5	15.5	6.5	6.4	2.5
U.S. government	8.5	2.7	2.2	0.3	3.6
U.S. private sponsor	1.1	0.7	0.6	0.9	3.2
Foreign private sponsor	0.3	0.5	1.0	0.6	0.1
International organization	0.2	0.3	0.7	0.8	1.0
Current employment	0.2	0.3	0.2	0.1	0.2
Other source	1.0	0.3	0.3	0.0	1.6
TOTAL INTERNATIONAL STUDENTS	718,710	159,501	34,622	95,376	35,630

Read table as: "Of the 718,710 international students enrolled at doctorate institutions, 62.1 percent rely primarily on personal and family funds to pay for their studies."

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** Funding from U.S. colleges or universities includes teaching and research assistantships, which are often federal government research grants disbursed to the student through the institution.

1.30 TOP 25 INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2014/15 & 2015/16

				2014/15	2015/16	% change
1	New York University	New York	NY	13,178	15,543	17.9
2	University of Southern California	Los Angeles	CA	12,334	13,340	8.2
3	Arizona State University — Tempe	Tempe	AZ	11,330	12,751	12.5
4	Columbia University	New York	NY	11,510	12,740	10.7
5	University of Illinois — Urbana-Champaign	Champaign	IL	11,223	12,085	7.7
6	Northeastern University — Boston	Boston	MA	10,559	11,702	10.8
7	University of California — Los Angeles	Los Angeles	CA	10,209	11,513	12.8
8	Purdue University — West Lafayette	West Lafayette	IN	10,230	10,563	3.3
9	Boston University	Boston	MA	7,860	8,455	7.6
10	University of Washington	Seattle	WA	8,035	8,259	2.8
11	Michigan State University	East Lansing	MI	8,146	8,256	1.4
12	University of Texas — Dallas	Richardson	TX	7,064	8,145	15.3
13	Pennsylvania State University — University Park	University Park	PA	7,728	8,084	4.6
14	University of Michigan — Ann Arbor	Ann Arbor	MI	7,423	7,630	2.8
15	University of California — San Diego	La Jolla	CA	5,898	7,556	28.1
16	University of California — Berkeley	Berkeley	CA	6,874	7,313	6.4
17	Indiana University — Bloomington	Bloomington	IN	7,009	7,159	2.1
18	Ohio State University — Columbus	Columbus	OH	7,121	7,117	-0.1
19	Carnegie Mellon University	Pittsburgh	PA	6,198	7,051	13.8
20	University of Minnesota — Twin Cities	Minneapolis	MN	6,984	7,037	0.8
21	SUNY University at Buffalo	Buffalo	NY	6,852	7,026	2.5
22	Texas A&M University — College Station	College Station	TX	6,690	6,940	3.7
23	University of Florida	Gainesville	FL	6,148	6,751	9.8
24	University of Wisconsin — Madison	Madison	WI	5,977	6,440	7.7
25	University of Pennsylvania	Philadelphia	PA	6,167	6,221	0.9
TOP 25 TOTAL (21.6% of all international students)				208,747	225,677	8.1

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, RANKED BY INTERNATIONAL STUDENT TOTAL, 2015/16

1	New York University	New York	NY	15,543
2	University of Southern California	Los Angeles	CA	13,340
3	Arizona State University — Tempe	Tempe	AZ	12,751
4	Columbia University	New York	NY	12,740
5	University of Illinois — Urbana-Champaign	Champaign	IL	12,085
6	Northeastern University — Boston	Boston	MA	11,702
7	University of California — Los Angeles	Los Angeles	CA	11,513
8	Purdue University — West Lafayette	West Lafayette	IN	10,563
9	Boston University	Boston	MA	8,455
10	University of Washington	Seattle	WA	8,259
11	Michigan State University	East Lansing	MI	8,256
12	University of Texas — Dallas	Richardson	TX	8,145

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2015/16 (cont'd)

13	Pennsylvania State University—University Park	University Park	PA	8,084
14	University of Michigan—Ann Arbor	Ann Arbor	MI	7,630
15	University of California—San Diego	La Jolla	CA	7,556
16	University of California—Berkeley	Berkeley	CA	7,313
17	Indiana University—Bloomington	Bloomington	IN	7,159
18	Ohio State University—Columbus	Columbus	OH	7,117
19	Carnegie Mellon University	Pittsburgh	PA	7,051
20	University of Minnesota—Twin Cities	Minneapolis	MN	7,037
21	SUNY University at Buffalo	Buffalo	NY	7,026
22	Texas A&M University—College Station	College Station	TX	6,940
23	University of Florida	Gainesville	FL	6,751
24	University of Wisconsin—Madison	Madison	WI	6,440
25	University of Pennsylvania	Philadelphia	PA	6,221
26	University of Texas—Arlington	Arlington	TX	6,169
27	University of Texas—Austin	Austin	TX	6,069
28	Rutgers University—New Brunswick	New Brunswick	NJ	6,040
29	Cornell University	Ithaca	NY	6,008
30	Georgia Institute of Technology	Atlanta	GA	5,979
31	University of Maryland—College Park	College Park	MD	5,802
32	Harvard University	Cambridge	MA	5,679
33	University of California—Irvine	Irvine	CA	5,647
34	SUNY Stony Brook University	Stony Brook	NY	5,609
35	University of Houston	Houston	TX	5,552
36	Academy of Art University	San Francisco	CA	5,542
37	University of California—Davis	Davis	CA	5,381
38	Illinois Institute of Technology	Chicago	IL	5,362
39	North Carolina State University	Raleigh	NC	5,266
40	Syracuse University	Syracuse	NY	5,259
41	University of South Florida—Tampa	Tampa	FL	5,203
42	Stanford University	Stanford	CA	5,107
43	Northwestern University	Evanston	IL	5,062
44	Johns Hopkins University	Baltimore	MD	5,058
45	George Washington University	Washington	DC	5,038
46	University of Arizona	Tucson	AZ	4,956
47	Iowa State University	Ames	IA	4,636
48	Massachusetts Institute of Technology	Cambridge	MA	4,575
49	University of Illinois—Chicago	Chicago	IL	4,558
50	University of Iowa	Iowa City	IA	4,540
51	Oregon State University—Corvallis	Corvallis	OR	4,287
52	University of Oregon	Eugene	OR	4,139
53	The New School	New York	NY	4,042
54	Virginia Polytechnic Institute and State University	Blacksburg	VA	4,020
55	Drexel University	Philadelphia	PA	3,984
56	University of Pittsburgh—Pittsburgh	Pittsburgh	PA	3,946
57	University of Cincinnati	Cincinnati	OH	3,932
58	California State University—Northridge	Northridge	CA	3,924
59	University of Chicago	Chicago	IL	3,869
60	Duke University and Medical Center	Durham	NC	3,747

(cont'd)

61	University of Connecticut	Storrs	CT	3,732
62	San Jose State University	San Jose	CA	3,720
63	University of Central Missouri	Warrensburg	MO	3,707
64	Temple University	Philadelphia	PA	3,665
65	California State University—Fullerton	Fullerton	CA	3,602
66	Florida International University	Miami	FL	3,563
67	Santa Monica College	Santa Monica	CA	3,551
68	University of Miami	Coral Gables	FL	3,459
69	University of Rochester	Rochester	NY	3,432
70	Kent State University—Kent	Kent	OH	3,397
71	SUNY Binghamton University	Binghamton	NY	3,395
72	University of North Texas	Denton	TX	3,279
73	University of Delaware	Newark	DE	3,272
74	Rochester Institute of Technology	Rochester	NY	3,248
75	California State University—Long Beach	Long Beach	CA	3,153
76	George Mason University	Fairfax	VA	3,123
77	Yale University	New Haven	CT	3,089
78	New Jersey Institute of Technology	Newark	NJ	3,088
79	Wayne State University	Detroit	MI	3,076
80	Georgetown University	Washington	DC	3,047
80	Washington University in St. Louis	Saint Louis	MO	3,047
82	Stevens Institute of Technology	Hoboken	NJ	3,045
83	University of Utah	Salt Lake City	UT	3,017
84	Texas A&M University—Kingsville	Kingsville	TX	3,002
85	University of Missouri—Columbia	Columbia	MO	2,990
86	University of Nebraska—Lincoln	Lincoln	NE	2,957
87	University of Colorado—Boulder	Boulder	CO	2,951
88	De Anza College	Cupertino	CA	2,921
89	University of Massachusetts—Amherst	Amherst	MA	2,897
90	New York Institute of Technology—Old Westbury	Old Westbury	NY	2,895
91	San Diego State University	San Diego	CA	2,837
92	Emory University	Atlanta	GA	2,783
93	Fordham University	Bronx	NY	2,772
94	Texas Tech University	Lubbock	TX	2,725
95	University of North Carolina—Charlotte	Charlotte	NC	2,697
96	Savannah College of Art and Design	Savannah	GA	2,636
97	University of Kansas	Lawrence	KS	2,592
98	University of Virginia—Charlottesville	Charlottesville	VA	2,573
99	Florida Institute of Technology	Melbourne	FL	2,572
100	University of California—Santa Barbara	Santa Barbara	CA	2,557
101	Case Western Reserve University	Cleveland	OH	2,447
102	Wright State University—Dayton	Dayton	OH	2,439
103	CUNY Baruch College	New York	NY	2,430
104	University of Central Florida	Orlando	FL	2,412
105	Florida State University	Tallahassee	FL	2,402
106	University of Georgia	Athens	GA	2,391
107	Oklahoma State University—Stillwater	Stillwater	OK	2,385
108	Indiana University—Purdue University Indianapolis	Indianapolis	IN	2,366
109	Portland State University	Portland	OR	2,353
110	University of Kentucky	Lexington	KY	2,340
111	West Virginia University	Morgantown	WV	2,332

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2015/16 (cont'd)

112	University of Massachusetts—Boston	Boston	MA	2,320
113	Colorado State University	Fort Collins	CO	2,305
114	Kansas State University	Manhattan	KS	2,297
114	Washington State University	Pullman	WA	2,297
116	San Francisco State University	San Francisco	CA	2,291
117	Miami University—Oxford	Oxford	OH	2,281
118	Pace University—New York	New York	NY	2,210
119	University of Oklahoma—Norman	Norman	OK	2,199
120	Southern Illinois University—Carbondale	Carbondale	IL	2,170
121	Clemson University	Clemson	SC	2,155
122	Louisiana State University and A&M College	Baton Rouge	LA	2,139
123	University of Dayton	Dayton	OH	2,108
124	Georgia State University	Atlanta	GA	2,081
125	University of Toledo	Toledo	OH	2,069
126	University of San Francisco	San Francisco	CA	2,055
127	DePaul University	Chicago	IL	2,037
128	Wichita State University	Wichita	KS	2,036
129	Princeton University	Princeton	NJ	2,034
130	University of North Carolina—Chapel Hill	Chapel Hill	NC	2,025
131	Western Michigan University	Kalamazoo	MI	2,022
132	School of Visual Arts	New York	NY	2,019
133	University of Missouri—Kansas City	Kansas City	MO	2,007
134	SUNY University at Albany	Albany	NY	1,974
135	Rice University	Houston	TX	1,956
136	Cleveland State University	Cleveland	OH	1,951
137	University of Texas—San Antonio	San Antonio	TX	1,915
138	Ohio University—Athens	Athens	OH	1,891
139	University of Bridgeport	Bridgeport	CT	1,883
140	Southern Methodist University	Dallas	TX	1,882
141	University of Wisconsin—Milwaukee	Milwaukee	WI	1,862
142	Northern Virginia Community College	Annandale	VA	1,855
143	Boston College	Chestnut Hill	MA	1,852
144	Seattle Central College	Seattle	WA	1,848
145	Brown University	Providence	RI	1,842
146	University of California—Riverside	Riverside	CA	1,839
147	Pratt Institute	Brooklyn	NY	1,824
148	Miami-Dade College	Miami	FL	1,817
149	Montgomery College	Rockville	MD	1,791
150	University of Arkansas—Fayetteville	Fayetteville	AR	1,781
151	Diablo Valley College	Pleasant Hill	CA	1,773
152	California State University—Los Angeles	Los Angeles	CA	1,770
153	Green River College	Auburn	WA	1,750
154	Missouri State University	Springfield	MO	1,749
155	Suffolk University	Boston	MA	1,744
156	University of South Carolina—Columbia	Columbia	SC	1,737
157	Virginia Commonwealth University	Richmond	VA	1,703
158	Missouri University of Science and Technology	Rolla	MO	1,697
159	University of Denver	Denver	CO	1,688

(cont'd)

160	Worcester Polytechnic Institute	Worcester	MA	1,681
161	Brandeis University	Waltham	MA	1,676
162	International Technological University	San Jose	CA	1,667
163	University of Alabama — Tuscaloosa	Tuscaloosa	AL	1,658
164	Auburn University — Auburn	Auburn University	AL	1,639
165	Foothill College	Los Altos Hills	CA	1,636
166	Brigham Young University	Provo	UT	1,630
167	Northern Illinois University	DeKalb	IL	1,627
168	University of Massachusetts — Lowell	Lowell	MA	1,608
169	University of Tennessee — Knoxville	Knoxville	TN	1,605
170	University of Texas — El Paso	El Paso	TX	1,601
171	Fairleigh Dickinson University	Teaneck	NJ	1,589
172	Santa Clara University	Santa Clara	CA	1,583
173	Michigan Technological University	Houghton	MI	1,574
174	University of New Mexico — Albuquerque	Albuquerque	NM	1,569
175	Vanderbilt University	Nashville	TN	1,561
176	Tulane University	New Orleans	LA	1,531
177	Edmonds Community College	Lynnwood	WA	1,524
178	Western Kentucky University	Bowling Green	KY	1,522
179	American University	Washington	DC	1,517
180	Rutgers University — Newark	Newark	NJ	1,513
181	Lamar University	Beaumont	TX	1,510
182	Valencia College	Orlando	FL	1,509
183	University of Houston — Clear Lake	Houston	TX	1,494
184	New York Film Academy	Burbank	CA	1,492
185	Johnson and Wales University — Providence	Providence	RI	1,486
186	California State University — East Bay	Hayward	CA	1,484
187	University of Central Oklahoma	Edmond	OK	1,482
188	Rensselaer Polytechnic Institute — Troy	Troy	NY	1,459
189	University of Colorado — Denver	Denver	CO	1,446
190	St. John's University	Queens	NY	1,433
191	Santa Barbara City College	Santa Barbara	CA	1,424
192	University of New Haven	West Haven	CT	1,420
193	University of Akron — Akron	Akron	OH	1,416
194	University of Illinois — Springfield	Springfield	IL	1,413
195	Lehigh University	Bethlehem	PA	1,388
196	New Mexico State University — Las Cruces	Las Cruces	NM	1,386
197	California State University — San Bernardino	San Bernardino	CA	1,370
198	Dartmouth College	Hanover	NH	1,367
199	Southern New Hampshire University	Manchester	NH	1,358
200	Hofstra University	Hempstead	NY	1,312
201	Central Michigan University	Mount Pleasant	MI	1,306
202	SUNY Fashion Institute of Technology	New York	NY	1,296
203	Idaho State University	Pocatello	ID	1,294
204	University of Maryland — Baltimore County	Baltimore	MD	1,291
205	Southeast Missouri State University	Cape Girardeau	MO	1,289
206	University of Tulsa	Tulsa	OK	1,284
207	Bentley University	Waltham	MA	1,281
207	Minnesota State University — Mankato	Mankato	MN	1,281
209	School of the Art Institute of Chicago	Chicago	IL	1,280
210	Northern Arizona University	Flagstaff	AZ	1,278

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2015/16 (cont'd)

211	Tufts University	Medford	MA	1,274
212	University of Notre Dame	Notre Dame	IN	1,271
212	Texas A&M University—Commerce	Commerce	TX	1,271
214	Richland College	Dallas	TX	1,252
215	St. Cloud State University—St. Cloud	Saint Cloud	MN	1,245
216	Middle Tennessee State University	Murfreesboro	TN	1,240
217	University of Hawaii—Manoa	Honolulu	HI	1,236
218	University of Nebraska—Omaha	Omaha	NE	1,231
219	Murray State University	Murray	KY	1,224
220	Nova Southeastern University	Fort Lauderdale	FL	1,222
221	City College of San Francisco	San Francisco	CA	1,213
222	Indiana State University	Terre Haute	IN	1,210
223	Orange Coast College	Costa Mesa	CA	1,205
224	Teachers College, Columbia University	New York	NY	1,204
225	Florida Atlantic University	Boca Raton	FL	1,203
226	Bellevue College	Bellevue	WA	1,198
227	The University of Tampa	Tampa	FL	1,187
228	Lindenwood University—St. Charles	St. Charles	MO	1,172
229	University of Nevada—Las Vegas	Las Vegas	NV	1,169
230	Pepperdine University	Malibu	CA	1,148
231	California State Polytechnic University—Pomona	Pomona	CA	1,139
232	Embry-Riddle Aeronautical University—Daytona Beach	Daytona Beach	FL	1,134
232	Babson College	Babson Park	MA	1,134
234	University of California—Santa Cruz	Santa Cruz	CA	1,125
235	University of Michigan—Dearborn	Dearborn	MI	1,117
236	Monroe College	New Rochelle	NY	1,112
237	Northwest Missouri State University	Maryville	MO	1,110
238	Wilmington University	New Castle	DE	1,090
239	California State University—Fresno	Fresno	CA	1,081
240	University of New Hampshire	Durham	NH	1,073
241	Indiana University of Pennsylvania	Indiana	PA	1,065
241	Tennessee Technological University	Cookeville	TN	1,065
243	Loyola University Chicago	Chicago	IL	1,063
244	Liberty University	Lynchburg	VA	1,062
245	Boise State University	Boise	ID	1,056
246	Shoreline Community College	Shoreline	WA	1,051
247	Pasadena City College	Pasadena	CA	1,038
248	Clark University	Worcester	MA	1,036
249	Old Dominion University	Norfolk	VA	1,029
250	St. Louis University—St. Louis	Saint Louis	MO	1,019
250	North Seattle College	Seattle	WA	1,019
252	Brigham Young University—Hawaii	Laie, Oahu	HI	1,009
253	Nassau Community College	Garden City	NY	1,006
254	University of Idaho	Moscow	ID	1,003
255	North Dakota State University—Fargo	Fargo	ND	1,002

1.32 TOP 40 DOCTORATE-GRANTING UNIVERSITIES ENROLLING INTERNATIONAL STUDENTS, 2015/16

				Total int'l students
1	New York University	New York	NY	15,543
2	University of Southern California	Los Angeles	CA	13,340
3	Arizona State University— Tempe	Tempe	AZ	12,751
4	Columbia University	New York	NY	12,740
5	University of Illinois— Urbana-Champaign	Champaign	IL	12,085
6	Northeastern University— Boston	Boston	MA	11,702
7	University of California— Los Angeles	Los Angeles	CA	11,513
8	Purdue University— West Lafayette	West Lafayette	IN	10,563
9	Boston University	Boston	MA	8,455
10	University of Washington	Seattle	WA	8,259
11	Michigan State University	East Lansing	MI	8,256
12	University of Texas— Dallas	Richardson	TX	8,145
13	Pennsylvania State University— University Park	University Park	PA	8,084
14	University of Michigan— Ann Arbor	Ann Arbor	MI	7,630
15	University of California— San Diego	La Jolla	CA	7,556
16	University of California— Berkeley	Berkeley	CA	7,313
17	Indiana University— Bloomington	Bloomington	IN	7,159
18	Ohio State University— Columbus	Columbus	OH	7,117
19	Carnegie Mellon University	Pittsburgh	PA	7,051
20	University of Minnesota— Twin Cities	Minneapolis	MN	7,037
21	SUNY University at Buffalo	Buffalo	NY	7,026
22	Texas A&M University— College Station	College Station	TX	6,940
23	University of Florida	Gainesville	FL	6,751
24	University of Wisconsin— Madison	Madison	WI	6,440
25	University of Pennsylvania	Philadelphia	PA	6,221
26	University of Texas— Arlington	Arlington	TX	6,169
27	University of Texas— Austin	Austin	TX	6,069
28	Rutgers University— New Brunswick	New Brunswick	NJ	6,040
29	Cornell University	Ithaca	NY	6,008
30	Georgia Institute of Technology	Atlanta	GA	5,979
31	University of Maryland— College Park	College Park	MD	5,802
32	Harvard University	Cambridge	MA	5,679
33	University of California— Irvine	Irvine	CA	5,647
34	SUNY Stony Brook University	Stony Brook	NY	5,609
35	University of Houston	Houston	TX	5,552
36	University of California— Davis	Davis	CA	5,381
37	Illinois Institute of Technology	Chicago	IL	5,362
38	North Carolina State University	Raleigh	NC	5,266
39	Syracuse University	Syracuse	NY	5,259
40	University of South Florida— Tampa	Tampa	FL	5,203

1.33 TOP 40 MASTER'S COLLEGES & UNIVERSITIES ENROLLING INTERNATIONAL STUDENTS, 2015/16

				Total int'l students
1	California State University—Northridge	Northridge	CA	3,924
2	San Jose State University	San Jose	CA	3,720
3	University of Central Missouri	Warrensburg	MO	3,707
4	California State University—Long Beach	Long Beach	CA	3,153
5	New York Institute of Technology—Old Westbury	Old Westbury	NY	2,895
6	CUNY Baruch College	New York	NY	2,430
7	University of Bridgeport	Bridgeport	CT	1,883
8	California State University—Los Angeles	Los Angeles	CA	1,770
9	Missouri State University	Springfield	MO	1,749
10	International Technological University	San Jose	CA	1,667
11	Santa Clara University	Santa Clara	CA	1,583
12	Western Kentucky University	Bowling Green	KY	1,522
13	University of Houston—Clear Lake	Houston	TX	1,494
14	Johnson and Wales University—Providence	Providence	RI	1,486
15	California State University—East Bay	Hayward	CA	1,484
16	University of Central Oklahoma	Edmond	OK	1,482
17	University of New Haven	West Haven	CT	1,420
18	University of Illinois—Springfield	Springfield	IL	1,413
19	California State University—San Bernardino	San Bernardino	CA	1,370
20	Southern New Hampshire University	Manchester	NH	1,358
21	SUNY Fashion Institute of Technology	New York	NY	1,296
22	Southeast Missouri State University	Cape Girardeau	MO	1,289
23	Bentley University	Waltham	MA	1,281
23	Minnesota State University—Mankato	Mankato	MN	1,281
25	St. Cloud State University—St. Cloud	Saint Cloud	MN	1,245
26	Murray State University	Murray	KY	1,224
27	The University of Tampa	Tampa	FL	1,187
28	California State Polytechnic University—Pomona	Pomona	CA	1,139
29	Embry-Riddle Aeronautical University—Daytona Beach	Daytona Beach	FL	1,134
30	University of Michigan—Dearborn	Dearborn	MI	1,117
31	Monroe College	New Rochelle	NY	1,112
32	Northwest Missouri State University	Maryville	MO	1,110
33	Troy University	Troy	AL	982
33	Full Sail University	Winter Park	FL	982
35	Purdue University—Calumet	Hammond	IN	971
36	Saginaw Valley State University	University Center	MI	929
37	Gannon University	Erie	PA	911
38	Arkansas State University—Jonesboro	Jonesboro	AR	906
39	Loyola Marymount University	Los Angeles	CA	904
40	Long Island University—Brooklyn	Brooklyn	NY	902

1.34 TOP 40 BACCALAUREATE COLLEGES ENROLLING INTERNATIONAL STUDENTS, 2015/16

				Total int'l students
1	Brigham Young University — Hawaii	Laie, Oahu	HI	1,009
2	Brigham Young University — Idaho	Rexburg	ID	820
3	Mount Holyoke College	South Hadley	MA	706
4	Smith College	Northampton	MA	434
5	University of Richmond	Richmond	VA	430
6	Calvin College	Grand Rapids	MI	428
7	Bryn Mawr College	Bryn Mawr	PA	387
8	Trine University	Angola	IN	370
9	Bard College	Annandale-on-Hudson	NY	365
10	Pennsylvania State University — Penn State Erie — Behrend College	Erie	PA	360
11	La Roche College	Pittsburgh	PA	357
12	Franklin and Marshall College	Lancaster	PA	349
13	Macalester College	Saint Paul	MN	348
14	Wellesley College	Wellesley	MA	337
15	Middlebury College	Middlebury	VT	326
16	Wesleyan University	Middletown	CT	324
17	Willamette University	Salem	OR	309
18	Colgate University	Hamilton	NY	292
19	Trinity College	Hartford	CT	290
20	Colby College	Waterville	ME	287
20	Kendall College	Chicago	IL	287
22	Skidmore College	Saratoga Springs	NY	286
23	Grinnell College	Grinnell	IA	279
24	Oberlin College	Oberlin	OH	265
25	Dickinson College	Carlisle	PA	260
26	Embry-Riddle Aeronautical University — Prescott	Prescott	AZ	257
27	Bucknell University	Lewisburg	PA	254
28	Lewis and Clark College	Portland	OR	252
29	Saint Olaf College	Northfield	MN	250
30	Lafayette College	Easton	PA	248
30	Earlham College	Richmond	IN	248
32	Drew University	Madison	NJ	245
33	Johnson & Wales University — North Miami	North Miami	FL	242
33	Missouri Valley College	Marshall	MO	242
35	Barnard College	New York	NY	241
35	Saint Lawrence University	Canton	NY	241
37	University of South Carolina — Aiken	Aiken	SC	235
38	Claremont McKenna College	Claremont	CA	229
39	SUNY Farmingdale State College	Farmingdale	NY	228
40	Carleton College	Northfield	MN	227

1.35 TOP 40 ASSOCIATE'S COLLEGES ENROLLING INTERNATIONAL STUDENTS, 2015/16

				Total int'l students
1	Houston Community College System	Houston	TX	5,649
2	Santa Monica College	Santa Monica	CA	3,551
3	Lone Star College System	The Woodlands	TX	3,025
4	De Anza College	Cupertino	CA	2,921
5	Northern Virginia Community College	Annandale	VA	1,855
6	Seattle Central College	Seattle	WA	1,848
7	Miami-Dade College	Miami	FL	1,817
8	Montgomery College	Rockville	MD	1,791
9	Diablo Valley College	Pleasant Hill	CA	1,773
10	Green River College	Auburn	WA	1,750
11	Foothill College	Los Altos Hills	CA	1,636
12	Edmonds Community College	Lynnwood	WA	1,524
13	Valencia College	Orlando	FL	1,509
14	Santa Barbara City College	Santa Barbara	CA	1,424
15	Richland College	Dallas	TX	1,252
16	City College of San Francisco	San Francisco	CA	1,213
17	Orange Coast College	Costa Mesa	CA	1,205
18	Bellevue College	Bellevue	WA	1,198
19	Shoreline Community College	Shoreline	WA	1,051
20	Pasadena City College	Pasadena	CA	1,038
21	North Seattle College	Seattle	WA	1,019
22	Nassau Community College	Garden City	NY	1,006
23	Peralta Community College District	Oakland	CA	983
24	Collin County Community College District	McKinney	TX	955
25	Bunker Hill Community College	Boston	MA	944
26	CUNY Borough of Manhattan Community College	New York	NY	854
27	Kapiolani Community College	Honolulu	HI	815
28	Irvine Valley College	Irvine	CA	773
29	El Camino College	Torrance	CA	770
30	East Los Angeles College	Monterey Park	CA	735
31	Portland Community College	Portland	OR	702
32	South Seattle College	Seattle	WA	695
33	Glendale Community College	Glendale	CA	692
34	Bergen Community College	Paramus	NJ	652
35	North Lake College	Irving	TX	629
36	Grossmont College	El Cajon	CA	620
37	Perimeter College of Georgia State University	Clarkston	GA	610
38	CUNY LaGuardia Community College	Long Island City	NY	607
39	Citrus College	Glendora	CA	595
40	Mesa Community College	Mesa	AZ	578
40	Broward College	Fort Lauderdale	FL	578

1.36 TOP 40 SPECIAL FOCUS INSTITUTIONS ENROLLING INTERNATIONAL STUDENTS, 2015/16

				Total int'l students
1	Academy of Art University	San Francisco	CA	5,542
2	Savannah College of Art and Design	Savannah	GA	2,636
3	School of Visual Arts	New York	NY	2,019
4	Pratt Institute	Brooklyn	NY	1,824
5	New York Film Academy	Burbank	CA	1,492
6	School of the Art Institute of Chicago	Chicago	IL	1,280
7	Babson College	Babson Park	MA	1,134
8	Berkeley College — New York	New York	NY	947
9	Massachusetts College of Pharmacy & Health Sciences University	Boston	MA	928
9	Rhode Island School of Design	Providence	RI	928
11	California College of the Arts	Oakland	CA	728
12	Lincoln University	Oakland	CA	719
13	ArtCenter College of Design	Pasadena	CA	676
14	University of Texas Health Science Center — Houston	Houston	TX	654
15	Musicians Institute	Hollywood	CA	416
16	Maryland Institute College of Art	Baltimore	MD	393
17	California Institute of the Arts	Valencia	CA	371
18	Loma Linda University	Loma Linda	CA	370
19	Rose-Hulman Institute of Technology	Terre Haute	IN	338
20	University of Nebraska Medical Center	Omaha	NE	303
21	University of Maryland — Baltimore	Baltimore	MD	290
22	Baylor College of Medicine	Houston	TX	277
23	Juilliard School	New York	NY	274
24	Tufts University — Fletcher School	Medford	MA	239
25	Ringling College of Art and Design	Sarasota	FL	216
26	DeVry University — New York	New York	NY	215
27	South Dakota School of Mines and Technology	Rapid City	SD	184
28	San Francisco Art Institute	San Francisco	CA	175
29	University of California — San Francisco	San Francisco	CA	170
30	Art Institute of Fort Lauderdale	Fort Lauderdale	FL	162
31	University of Massachusetts Medical School	Worcester	MA	161
32	University of Texas Southwestern Medical Center — Dallas	Dallas	TX	160
33	New England College of Optometry	Boston	MA	159
34	University of Texas Health Science Center — San Antonio	San Antonio	TX	155
35	University of Texas Medical Branch — Galveston	Galveston	TX	152
36	American Film Institute Conservatory	Los Angeles	CA	151
37	Cleveland Institute of Music	Cleveland	OH	146
38	San Francisco Conservatory of Music	San Francisco	CA	143
39	Thomas Jefferson University	Philadelphia	PA	140
40	Trinity Evangelical Divinity School	Deerfield	IL	133

U.S. Study Abroad

U.S. STUDY ABROAD TOTALS

- 2.1 U.S. Study Abroad Trends, Selected Years 1989/90–2014/15 81
-

STUDENT CHARACTERISTICS

- 2.2 Profile of U.S. Study Abroad Students, 2003/04–2014/15 81
- 2.3 Number of U.S. Study Abroad Students by Field of Study, 2013/14 & 2014/15 82
- 2.4 Percent of U.S. Study Abroad Students by Field of Study, 2004/05–2014/15 83
-

DESTINATIONS

- 2.5 Top 25 Destinations of U.S. Study Abroad Students, 2013/14 & 2014/15 84
- 2.6 Host Regions of U.S. Study Abroad Students, 2003/04–2014/15 84
- 2.7 Destinations of U.S. Study Abroad Students, 2013/14 & 2014/15 85
-

INSTITUTION AND PROGRAM CHARACTERISTICS

- 2.8 U.S. Study Abroad by U.S. State, 2005/06–2014/15 88
- 2.9 U.S. Study Abroad by Students' Home Institutional Type and Sector, 2013/14 & 2014/15 89
- 2.10 Duration of Study Abroad, 2010/11–2014/15 90
- 2.11 Duration of Study Abroad by Institutional Type, 2014/15 90
- 2.12 Detailed Duration of U.S. Study Abroad, 2002/03–2014/15 90
- 2.13 Program Sponsorship; For-credit Internships or Work Abroad; Financial Support, 2013/14 & 2014/15 91
- 2.14 Non-credit Work, Internships & Volunteering Abroad, 2013/14 & 2014/15 92
-

INSTITUTIONAL RANKINGS

- 2.15 Top 25 Institutions Awarding Credit for Study Abroad, Ranked by Student Total, 2014/15 93
- 2.16A Undergraduate Participation in Study Abroad: Top 40 Doctorate-granting Universities, 2014/15 94
- 2.16B Total Number of Study Abroad Students: Top 40 Doctorate-granting Universities, 2014/15 95
- 2.17A Undergraduate Participation in Study Abroad: Top 40 Master's Colleges & Universities, 2014/15 96
- 2.17B Total Number of Study Abroad Students: Top 40 Master's Colleges & Universities, 2014/15 97
- 2.18A Undergraduate Participation in Study Abroad: Top 40 Baccalaureate Colleges, 2014/15 98
- 2.18B Total Number of Study Abroad Students: Top 40 Baccalaureate Colleges, 2014/15 99
- 2.19 Total Number of Study Abroad Students: Top Associate's Colleges & Special Focus Institutions, 2014/15 100
- 2.20 Leading Institutions by Long-term Duration of Study Abroad and Institutional Type, 2014/15 101
- 2.21 Leading Institutions by Mid-length Duration of Study Abroad and Institutional Type, 2014/15 103
- 2.22 Leading Institutions by Short-term Duration of Study Abroad and Institutional Type, 2014/15 105

2.1 U.S. STUDY ABROAD TRENDS, SELECTED YEARS, 1989/90–2014/15*

1989/90	70,727	1997/98	113,959	2003/04	191,321	2009/10	270,604
1991/92	71,154	1998/99	129,770	2004/05	205,983	2010/11	273,996
1993/94	76,302	1999/00	143,590	2005/06	223,534	2011/12	283,332
1994/95	84,403	2000/01	154,168	2006/07	241,791	2012/13	289,408
1995/96	89,242	2001/02	160,920	2007/08	262,416	2013/14	304,467
1996/97	99,448	2002/03	174,629	2008/09	260,327	2014/15	313,415

* U.S. study abroad data not collected in 1990/91 and 1992/93.

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2003/04–2014/15

	% of students											
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
ACADEMIC LEVEL												
Undergraduate	87.1	88.6	88.1	89.3	89.4	88.2	85.4	85.6	86.2	86.4	87.0	87.6
Associate's	1.6	2.7	2.7	2.7	2.2	1.1	0.1	0.2	1.1	1.1	1.7	1.8
Freshman	3.0	3.1	3.7	3.3	3.5	3.4	3.5	3.3	3.3	3.8	3.9	3.9
Sophomore	12.0	12.2	12.8	12.9	13.1	13.9	13.2	12.6	13.0	13.7	13.1	13.1
Junior	34.7	35.8	34.2	36.6	35.9	36.8	35.8	35.8	36.0	34.7	33.9	33.1
Senior	19.3	19.6	19.8	21.3	21.3	21.6	21.8	23.4	24.4	24.7	25.3	26.4
Bachelor's, unspecified	16.3	15.2	14.9	12.5	13.4	11.3	11.0	10.3	8.4	8.4	9.1	9.3
Graduate	8.7	8.9	10.0	10.5	10.5	11.8	13.6	13.5	13.5	13.5	12.7	12.1
Master's	4.1	3.4	4.8	5.9	6.3	6.6	8.1	8.5	8.3	8.4	7.6	7.4
Graduate, professional*	1.6	1.7	1.8	1.6	1.9	2.2	2.4	2.3	2.6	2.3	2.0	1.9
Graduate, unspecified	0.5	0.4	0.4	0.4	0.3	0.4	0.6	0.6	0.7	0.8	0.7	0.7
Doctoral	2.4	3.4	3.0	2.6	2.0	2.6	2.5	2.1	1.9	2.0	2.4	2.1
Other academic level	4.2	2.5	1.9	0.0	0.1	0.0	1.0	0.9	0.3	0.1	0.3	0.3
GENDER												
Women	65.6	65.5	65.5	65.1	65.1	64.2	63.5	64.4	64.8	65.3	65.3	66.6
Men	34.4	34.5	34.5	34.9	34.9	35.8	36.5	35.6	35.2	34.7	34.7	33.4
RACE/ETHNICITY												
White	83.7	83.0	83.0	81.9	81.8	80.5	78.7	77.8	76.4	76.3	74.3	72.9
Hispanic or Latino(a)	5.0	5.6	5.4	6.0	5.9	6.0	6.4	6.9	7.6	7.6	8.3	8.8
Asian, Native Hawaiian or other Pacific Islander	6.1	6.3	6.3	6.7	6.6	7.3	7.9	7.9	7.7	7.3	7.7	8.1
Black or African-American	3.4	3.5	3.5	3.8	4.0	4.2	4.7	4.8	5.3	5.3	5.6	5.6
Multiracial	1.3	1.2	1.2	1.2	1.2	1.6	1.9	2.1	2.5	3.0	3.6	4.1
American Indian or Alaska Native	0.5	0.4	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
DISABILITY STATUS*												
No disability	–	–	–	96.7	97.0	96.4	96.0	95.9	95.0	94.9	94.3	94.7
Disability	–	–	–	2.6	3.0	3.6	4.0	4.1	5.0	5.1	5.7	5.3

(cont'd)

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2003/04–2014/15 (cont'd)

	% of students											
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Type of disability												
Learning disability	–	–	–	50.5	47.0	48.1	52.2	51.3	43.4	46.4	43.8	42.1
Mental disability	–	–	–	25.4	28.6	24.6	20.9	19.9	28.0	27.9	25.9	27.0
Physical disability	–	–	–	8.0	8.1	7.2	5.5	6.9	7.6	5.9	4.7	5.2
Sensory disability	–	–	–	5.8	5.3	5.1	6.5	7.3	3.8	3.8	5.0	5.0
Other disability	–	–	–	10.2	11.0	15.0	14.9	14.6	17.2	16.0	20.6	20.7
# of institutions reporting disability status	–	–	–	116	150	207	210	215	269	265	273	322
Total students with disabilities reported	–	–	–	1,006	1,401	1,874	1,827	1,876	2,786	3,194	3,638	3,831
TOTAL U.S. STUDY ABROAD	191,231	205,983	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415

* Reported for the first time in 2006/07.

Note: Percent distributions may not sum to 100.0 because of rounding.

2.3 NUMBER OF U.S. STUDY ABROAD STUDENTS BY FIELDS OF STUDY, 2013/14 & 2014/15

	2013/14	2014/15	% change		2013/14	2014/15	% change
Agriculture	5,726	7,258	26.8	Foreign language and international studies	23,818	24,077	1.1
Agriculture	3,996	3,703	-7.3	Foreign languages, literatures, and linguistics	14,007	13,379	-4.5
Natural resources and conservation	1,730	3,555	105.5	International/global studies	9,811	10,698	9.0
Business	59,687	63,015	5.6	Health professions	18,331	19,769	7.8
Communications and journalism	17,140	18,106	5.6	Health professions	18,234	19,747	8.3
Communication, journalism	16,386	17,200	5.0	Residency programs	97	22	-77.3
Communications technologies/technicians	754	906	20.2	Humanities	12,622	12,035	-4.7
Education	11,238	10,844	-3.5	English language and literature/letters	9,758	9,329	-4.4
Engineering	13,986	15,616	11.7	Philosophy and religious studies	2,273	2,223	-2.2
Engineering	12,585	14,279	13.5	Theology and religious vocations	591	483	-18.3
Engineering technologies/technicians	788	697	-11.5	Legal studies and law enforcement	4,683	4,992	6.6
Transportation and materials moving	368	415	12.8	Legal professions and studies	3,401	3,176	-6.6
Construction trades	153	177	15.7	Homeland security, law enforcement, and firefighting	1,282	1,816	41.7
Military technologies	50	16	-68.0	Math and computer science	6,457	7,026	8.8
Precision production	35	23	-34.3	Mathematics and statistics	3,357	3,476	3.5
Mechanic and repair technologies/technicians	7	9	28.6	Computer and information sciences	3,100	3,550	14.5
Fine and applied arts	21,191	21,693	2.4	Physical and life sciences	24,298	25,396	4.5
Visual and performing arts	16,100	16,871	4.8	Biological and biomedical sciences	16,533	18,337	10.9
Architecture	5,091	4,822	-5.3	Physical sciences	7,576	6,824	-9.9
				Science technologies/technicians	189	235	24.3

(cont'd)

2.3 NUMBER OF U.S. STUDY ABROAD STUDENTS BY FIELDS OF STUDY, 2013/14 & 2014/15 (cont'd)

	2013/14	2014/15	% change		2013/14	2014/15	% change
Social sciences	57,067	54,295	-4.9	Parks, recreation, leisure & fitness studies	3,013	3,438	14.1
Social sciences	29,273	26,028	-11.1	Family & consumer sciences/ human sciences	2,999	2,804	-6.5
Psychology	13,373	13,857	3.6	Personal & culinary services	394	775	96.7
History	6,407	6,317	-1.4	Library science	242	204	-15.7
Public administration & social service professions	4,185	4,287	2.4	Reserve Officer Training Corps	68	5	-92.6
Area, ethnic, cultural & gender studies	3,829	3,806	-0.6	Basic skills	9	4	-55.6
Other fields of study	20,266	21,248	4.8	Undeclared	7,957	8,045	1.1
Liberal arts & sciences/general studies	8,140	8,944	9.9				
Multi/interdisciplinary studies	5,401	5,074	-6.1	ALL FIELDS OF STUDY	304,467	313,415	2.9

Note: Percent distributions may not sum to 100.0 because of rounding.

2.4 FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS, 2004/05–2014/15

	U.S. study abroad students (%)										
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
STEM fields*	16.3	16.4	17.5	17.6	17.7	18.9	19.8	21.1	22.5	22.6	23.9
<i>Physical or life sciences</i>	7.1	6.9	7.3	7.2	7.3	7.5	7.9	8.6	8.8	8.0	8.1
<i>Health professions</i>	3.4	3.8	4.1	4.5	4.5	4.7	5.3	5.7	6.4	6.0	6.3
<i>Engineering</i>	2.9	2.9	3.1	3.1	3.2	3.9	3.5	3.9	4.1	4.6	5.0
<i>Math or computer science</i>	1.7	1.5	1.5	1.6	1.6	1.5	1.8	1.7	1.9	2.1	2.2
<i>Agriculture</i>	1.2	1.3	1.5	1.2	1.1	1.3	1.3	1.2	1.3	1.9	2.3
Business and management	17.5	17.7	19.1	20.2	19.5	20.8	20.5	20.5	20.4	19.6	20.1
Social sciences	22.6	21.7	21.4	21.5	20.7	22.3	22.9	22.4	22.1	18.7	17.3
Foreign language and international studies***	–	–	–	–	–	–	–	–	–	7.8	7.7
Fine or applied arts	7.6	7.5	7.7	8.4	7.3	8.3	8.2	7.8	7.8	7.0	6.9
Communications and journalism***	–	–	–	–	–	–	–	–	–	5.6	5.8
Humanities	13.3	14.2	13.2	13.3	12.3	12.1	11.3	10.8	10.4	4.1	3.8
Education	4.1	4.1	4.2	4.1	4.0	4.1	4.2	4.1	4.0	3.7	3.5
Legal studies and law enforcement***	–	–	–	–	–	–	–	–	–	1.5	1.6
Foreign languages***	7.5	7.8	7.2	6.2	6.1	5.8	5.6	5.3	4.9	–	–
Other fields of study	7.8	7.2	6.6	5.4	8.9	3.2	4.8	5.0	5.2	6.7	6.8
Undeclared	3.4	3.4	3.1	3.3	3.5	4.5	2.7	3.0	2.7	2.6	2.6
TOTAL U.S. STUDY ABROAD	205,983	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415

* Science, Technology, Engineering, and Math

** Beginning in 2013/14, changes were made in the classification of fields of study reported in the Open Doors U.S. Study Abroad Survey. Figures reported in 2013/14 are not entirely comparable to prior years.

*** Beginning in 2013/14, Communications & Journalism and Legal Studies & Law Enforcement were reported separately and Foreign Language was merged with International Studies.

Note: Percent distributions may not sum to 100.0 because of rounding.

2.5 TOP 25 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2013/14 & 2014/15

	2013/14	2014/15	% of total	% change		2013/14	2014/15	% of total	% change
1 United Kingdom	38,250	38,189	12.2	-0.2	14 Czech Republic	3,572	4,093	1.3	14.6
2 Italy	31,166	33,768	10.8	8.3	15 Denmark	3,545	4,034	1.3	13.8
3 Spain	26,949	28,325	9.0	5.1	16 Brazil	4,226	3,836	1.2	-9.2
4 France	17,597	18,198	5.8	3.4	17 Ecuador	3,699	3,746	1.2	1.3
5 China	13,763	12,790	4.1	-7.1	18 Argentina	4,301	3,708	1.2	-13.8
6 Germany	10,377	11,010	3.5	6.1	19 Greece	3,066	3,628	1.2	18.3
7 Ireland	8,823	10,230	3.3	15.9	20 South Korea	3,219	3,520	1.1	9.4
8 Costa Rica	8,578	9,305	3.0	8.5	21 Peru	3,396	3,481	1.1	2.5
9 Australia	8,369	8,810	2.8	5.3	22 New Zealand	3,021	3,325	1.1	10.1
10 Japan	5,978	6,053	1.9	1.3	23 Israel	2,876	3,317	1.1	15.3
11 South Africa	4,968	5,249	1.7	5.7	24 Austria	2,744	3,211	1.0	17.0
12 Mexico	4,445	4,712	1.5	6.0	25 Chile	3,333	3,136	1.0	-5.9
13 India	4,583	4,438	1.4	-3.2	TOTAL	304,467	313,415	100.0	2.9

Note: Percent distribution may not total 100.0 due to rounding.

2.6 HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 2003/04-2014/15

	U.S. study abroad students (%)											
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Africa, Sub-Saharan*	3.0	3.5	3.8	4.2	4.5	5.3	5.5	4.3	4.5	4.6	4.4	3.4
Asia	6.9	8.0	9.3	10.3	11.1	11.4	12.0	11.7	12.4	12.4	11.9	11.4
Europe**	60.9	60.3	58.3	57.4	56.3	54.5	53.5	54.6	53.3	53.3	53.3	54.5
Latin America	15.2	14.4	15.2	15.0	15.3	15.4	15.0	14.6	15.8	15.7	16.2	16.0
Middle East & North Africa*	0.5	1.0	1.2	1.1	1.3	1.4	1.8	2.6	2.5	2.2	2.1	2.2
North America	0.6	0.5	0.5	0.6	0.4	0.5	0.7	0.5	0.6	0.5	0.5	0.5
Oceania	7.4	6.7	6.3	5.7	5.3	5.5	5.0	4.8	4.5	4.0	3.9	4.0
Antarctica	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Multiple destinations	5.5	5.6	5.5	5.6	5.7	6.0	6.5	6.8	6.4	7.3	7.7	7.9
TOTAL U.S. STUDY ABROAD	191,321	205,983	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415

* North Africa was moved from the Africa category to the Middle East & North Africa (MENA) category in 2010/11.

** Cyprus and Turkey were moved from the Middle East category to the Europe category in 2004/05.

Note: Percent distribution may not total 100.0 due to rounding.

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2013/14 & 2014/15

	2013/14	2014/15	% of total	% change		2013/14	2014/15	% of total	% change
AFRICA, SUB-SAHARAN	13,266	10,647	3.4	-19.7	Cote d'Ivoire / Ivory Coast	15	4		-73.3
Central Africa	251	152		-39.4	Gambia	118	25		-78.8
Cameroon	175	92		-47.4	Ghana	2,301	737		-68.0
Central African Republic	0	0		0.0	Guinea	4	0		-100.0
Chad	0	0		0.0	Guinea-Bissau	5	0		-100.0
Congo, Dem. Rep. of [Kinshasa]	16	15		-6.3	Liberia	70	3		-95.7
Congo, Rep. of [Brazzaville]	3	3		0.0	Mali	16	3		-81.3
Equatorial Guinea	12	17		41.7	Mauritania	1	0		-100.0
Gabon	45	20		-55.6	Niger	5	3		-40.0
São Tomé and Príncipe	0	5		-	Nigeria	18	11		-38.9
East Africa	3,580	2,919		-18.5	Saint Helena	11	0		-100.0
Burundi	1	2		100.0	Senegal	381	199		-47.8
Djibouti	1	0		-100.0	Sierra Leone	128	3		-97.7
Eritrea	1	0		-100.0	Togo	36	5		-86.1
Ethiopia	235	261		11.1	ASIA	36,290	35,713	11.4	-1.6
Kenya	1,022	634		-38.0	East Asia	25,460	24,825		-2.5
Rwanda	332	275		-17.2	China	13,763	12,790		-7.1
Seychelles	1	0		-100.0	Hong Kong	1,596	1,508		-5.5
Somalia	1	0		-100.0	Japan	5,978	6,053		1.3
South Sudan	7	3		-57.1	Macau	18	3		-83.3
Sudan	0	1		-	Mongolia	85	71		-16.5
Tanzania	1,294	1,216		-6.0	South Korea	3,219	3,520		9.4
Uganda	685	527		-23.1	Taiwan	801	880		9.9
Southern Africa	6,247	6,542		4.7	South & Central Asia	5,337	5,162		-3.3
Angola	0	1		-	Afghanistan	2	0		-100.0
Botswana	268	279		4.1	Bangladesh	54	81		50.0
Comoros	0	1		-	Bhutan	38	41		7.9
Lesotho	26	14		-46.2	India	4,583	4,438		-3.2
Madagascar	138	114		-17.4	Kazakhstan	37	55		48.6
Malawi	223	195		-12.6	Kyrgyzstan	27	30		11.1
Mauritius	4	4		0.0	Maldives	1	0		-100.0
Mozambique	44	32		-27.3	Nepal	460	368		-20.0
Namibia	167	227		35.9	Pakistan	6	10		66.7
Reunion	1	0		-100.0	Sri Lanka	100	121		21.0
South Africa	4,968	5,249		5.7	Tajikistan	26	18		-30.8
Swaziland	70	89		27.1	Turkmenistan	0	0		0.0
Zambia	291	299		2.7	Uzbekistan	3	0		-100.0
Zimbabwe	47	38		-19.1	Southeast Asia	5,493	5,726		4.2
West Africa	3,188	1,034		-67.6	Brunei	0	25		-
Benin	46	15		-67.4	Cambodia	381	482		26.5
Burkina Faso	31	8		-74.2	Indonesia	508	534		5.1
Cabo Verde / Cape Verde	2	18		800.0	Laos	5	15		200.0

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2013/14 & 2014/15 (cont'd)

	2013/14	2014/15	% of total	% change		2013/14	2014/15	% of total	% change
Malaysia	159	152		-4.4	Norway	606	631		4.1
Myanmar	61	67		9.8	Poland	601	730		21.5
Philippines	329	353		7.3	Portugal	319	423		32.6
Singapore	1,124	1,080		-3.9	Romania	270	181		-33.0
Thailand	1,919	2,096		9.2	Russia	1,527	1,187		-22.3
Timor-Leste/East Timor	7	0		-100.0	San Marino	0	0		0.0
Vietnam	1,000	922		-7.8	Serbia	85	76		-10.6
EUROPE	162,282	170,879	54.5	5.3	Slovakia	59	70		18.6
Albania	17	22		29.4	Slovenia	75	47		-37.3
Andorra	0	0		0.0	Spain	26,949	28,325		5.1
Armenia	39	42		7.7	Sweden	1,224	1,404		14.7
Austria	2,744	3,211		17.0	Switzerland	1,809	1,738		-3.9
Azerbaijan	16	22		37.5	Turkey	2,163	1,889		-12.7
Belarus	0	0		0.0	Ukraine	38	7		-81.6
Belgium	1,458	1,477		1.3	United Kingdom	38,250	38,189		-0.2
Bosnia and Herzegovina	111	58		-47.7	Vatican City/Holy See	16	2		-87.5
Bulgaria	117	42		-64.1	LATIN AMERICA & CARIBBEAN	49,312	50,298	16.0	2.0
Croatia	330	350		6.1	Caribbean	7,350	8,344		13.5
Cyprus	229	278		21.4	Anguilla	12	0		-100.0
Czech Republic	3,572	4,093		14.6	Antigua And Barbuda	52	22		-57.7
Denmark	3,545	4,034		13.8	Aruba	1	14		1,300.0
Estonia	145	92		-36.6	Bahamas	750	900		20.0
Finland	263	330		25.5	Barbados	156	169		8.3
France	17,597	18,198		3.4	Bermuda	163	119		-27.0
Georgia	20	94		370.0	British Virgin Islands	58	140		141.4
Germany	10,377	11,010		6.1	Cayman Islands	92	90		-2.2
Gibraltar	1	0		-100.0	Cuba	1,845	2,384		29.2
Greece	3,066	3,628		18.3	Curacao	46	25		-45.7
Hungary	806	899		11.5	Dominica	83	147		77.1
Iceland	485	513		5.8	Dominican Republic	1,698	2,146		26.4
Ireland	8,823	10,230		15.9	Grenada	28	32		14.3
Italy	31,166	33,768		8.3	Guadeloupe	10	3		-70.0
Kosovo	31	18		-41.9	Haiti	740	532		-28.1
Latvia	67	75		11.9	Jamaica	975	1,047		7.4
Liechtenstein	0	0		0.0	Martinique	42	43		2.4
Lithuania	152	110		-27.6	Montserrat	0	0		0.0
Luxembourg	357	372		4.2	Saint Kitts & Nevis	52	54		3.8
Macedonia	7	4		-42.9	Saint Lucia	56	54		-3.6
Malta	128	65		-49.2	Saint Vincent & Grenadines	0	15		-
Moldova	6	10		66.7	Sint Maarten	4	1		-75.0
Monaco	1	1		0.0	Trinidad and Tobago	349	282		-19.2
Montenegro	0	5		-	Turks and Caicos	138	125		-9.4
Netherlands	2,615	2,929		12.0					

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2013/14 & 2014/15 (cont'd)

	2013/14	2014/15	% of total	% change		2013/14	2014/15	% of total	% change
Mexico & Central America	21,847	22,788		4.3	North Africa	1,346	1,568		16.5
Belize	2,667	2,590		-2.9	Algeria	2	0		-100.0
Costa Rica	8,578	9,305		8.5	Egypt	37	109		194.6
El Salvador	242	298		23.1	Libya	2	0		-100.0
Guatemala	2,168	2,195		1.2	Morocco	1,255	1,413		12.6
Honduras	757	693		-8.5	Tunisia	50	46		-8.0
Mexico	4,445	4,712		6.0	NORTH AMERICA	1,470	1,569	0.5	6.7
Nicaragua	1,884	1,930		2.4	Canada	1,470	1,569		6.7
Panama	1,106	1,065		-3.7	OCEANIA	11,923	12,614	4.0	5.8
South America	20,115	19,166		-4.7	Australia	8,369	8,810		5.3
Argentina	4,301	3,708		-13.8	Cook Islands	1	1		0.0
Bolivia	353	320		-9.3	Fiji	260	249		-4.2
Brazil	4,226	3,836		-9.2	French Polynesia	110	64		-41.8
Chile	3,333	3,136		-5.9	Kiribati	1	0		-100.0
Colombia	439	664		51.3	Marshall Islands	2	3		50.0
Ecuador	3,699	3,746		1.3	Micronesia	56	18		-67.9
Falkland Islands	0	0		0.0	Nauru	0	0		0.0
French Guiana	2	0		-100.0	New Caledonia	0	0		0.0
Guyana	114	72		-36.8	New Zealand	3,021	3,325		10.1
Paraguay	14	48		242.9	Niue	0	0		0.0
Peru	3,396	3,481		2.5	Norfolk Island	0	0		0.0
Suriname	0	13		-	Palau	37	65		75.7
Uruguay	201	116		-42.3	Papua New Guinea	7	6		-14.3
Venezuela	37	26		-29.7	Samoa	43	55		27.9
MIDDLE EAST & NORTH AFRICA	6,349	6,844	2.2	7.8	Solomon Islands	0	3		-
Middle East	5,003	5,276		5.5	Tonga	14	15		7.1
Bahrain	14	16		14.3	Tuvalu	0	0		0.0
Iran	15	2		-86.7	Vanuatu	2	0		-100.0
Iraq	6	0		-100.0	Wallis and Futuna	0	0		0.0
Israel	2,876	3,317		15.3	Antarctica	15	64	0.0	326.7
Jordan	1,085	985		-9.2	Multi-destination	23,560	24,787	7.9	5.2
Kuwait	28	28		0.0	WORLD TOTAL	304,467	313,415	100.0	2.9
Lebanon	26	37		42.3					
Oman	71	92		29.6					
Palestinian Territories	22	30		36.4					
Qatar	99	138		39.4					
Saudi Arabia	25	11		-56.0					
Syria	0	1		-					
United Arab Emirates	735	619		-15.8					
Yemen	1	0		-100.0					

2.8 U.S. STUDY ABROAD BY U.S. STATE, 2005/06–2014/15

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	% change from 2013/14
Alabama	788	1,669	2,022	2,135	2,320	2,479	2,834	2,665	2,702	3,014	11.5
Alaska	46	120	142	106	94	93	88	81	112	102	-8.9
Arizona	3,770	3,915	3,825	3,849	4,185	3,481	3,645	3,981	3,821	4,415	15.5
Arkansas	686	901	1,043	1,016	1,055	1,254	1,164	1,391	1,372	1,558	13.6
California	22,468	24,000	27,133	26,715	27,206	26,743	26,008	27,322	29,177	30,142	3.3
Colorado	3,217	3,803	4,287	4,463	4,467	4,745	5,005	5,067	5,355	5,350	-0.1
Connecticut	2,352	3,180	3,548	3,623	3,889	4,050	4,234	4,497	4,740	4,666	-1.6
Delaware	1,671	1,561	1,737	1,532	1,551	1,544	1,611	1,517	1,455	1,492	2.5
District of Columbia	3,226	3,918	4,479	4,405	4,813	5,252	5,403	5,464	5,196	5,500	5.9
Florida	8,146	8,284	8,761	7,985	8,195	8,470	10,079	10,149	11,084	11,195	1.0
Georgia	7,348	7,580	7,777	7,774	8,408	8,100	8,945	8,682	9,920	10,488	5.7
Hawaii	648	649	757	627	451	646	572	660	542	638	17.7
Idaho	150	478	507	484	585	474	565	501	564	729	29.3
Illinois	8,039	8,936	9,525	9,377	9,499	9,627	10,021	9,903	10,384	9,917	-4.5
Indiana	8,034	8,088	8,990	9,049	9,825	9,792	10,055	9,119	9,649	10,395	7.7
Iowa	4,705	4,696	5,245	4,848	5,442	5,621	5,128	5,514	5,806	6,076	4.7
Kansas	2,250	2,644	2,867	2,495	2,511	2,471	2,340	2,391	2,357	2,540	7.8
Kentucky	2,509	2,957	3,019	2,946	2,913	3,366	3,632	4,032	4,427	4,207	-5.0
Louisiana	1,850	1,775	1,726	1,490	1,749	1,638	1,701	1,349	1,852	2,164	16.8
Maine	1,260	1,301	1,382	1,290	1,237	1,375	1,298	1,319	1,672	1,727	3.3
Maryland	4,067	4,110	4,591	4,598	4,954	5,306	5,279	5,196	5,062	5,167	2.1
Massachusetts	9,991	10,916	12,587	12,752	13,790	13,984	14,394	14,782	14,762	15,063	2.0
Michigan	8,293	9,250	9,580	9,043	8,982	8,949	9,384	9,698	10,289	10,760	4.6
Minnesota	8,614	8,484	9,579	9,050	8,904	8,885	9,249	9,022	9,353	8,958	-4.2
Mississippi	857	1,111	941	985	940	795	1,064	777	1,157	1,339	15.7
Missouri	4,246	4,668	4,927	5,054	5,070	4,650	4,938	4,947	4,951	5,417	9.4
Montana	264	478	316	699	660	513	667	760	764	861	12.7
Nebraska	1,499	1,556	1,799	1,749	1,761	1,643	1,806	1,700	1,857	1,860	0.2
Nevada	748	761	743	796	695	821	745	835	737	961	30.4
New Hampshire	1,437	1,518	1,603	1,828	1,759	1,740	1,954	1,715	1,706	1,711	0.3
New Jersey	2,443	2,975	3,263	3,072	3,052	3,143	3,036	3,799	3,609	3,694	2.4
New Mexico	880	871	756	757	701	807	844	879	936	1,032	10.3
New York	18,563	19,178	21,277	21,055	23,022	23,916	24,646	25,906	26,206	26,725	2.0
North Carolina	8,089	8,454	9,098	8,948	9,624	9,958	10,415	10,846	11,068	11,506	4.0
North Dakota	418	348	363	248	413	469	420	391	494	481	-2.6
Ohio	9,753	10,223	11,149	10,980	10,763	11,264	11,124	11,415	12,729	12,868	1.1
Oklahoma	1,228	1,047	1,404	1,448	1,717	1,837	2,054	2,329	2,798	2,655	-5.1
Oregon	3,544	3,527	3,561	3,861	3,530	3,676	3,736	3,939	3,736	3,767	0.8
Pennsylvania	14,058	15,170	16,326	16,881	17,225	17,997	18,676	18,668	19,039	18,927	-0.6
Puerto Rico	0	0	5	6	0	0	0	0	11	9	-18.2
Rhode Island	1,723	2,217	2,493	2,693	2,806	2,909	2,899	2,660	3,075	3,196	3.9
South Carolina	2,635	3,201	3,428	3,096	3,359	3,476	4,143	4,425	4,737	5,380	13.6
South Dakota	228	321	399	474	534	642	609	767	757	890	17.6
Tennessee	2,893	3,513	3,712	4,033	4,427	4,865	5,305	5,716	5,842	5,699	-2.4

(cont'd)

2.8 U.S. STUDY ABROAD BY U.S. STATE, 2005/06–2014/15 (cont'd)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	% change from 2013/14
Texas	8,901	10,357	10,922	10,934	11,856	12,216	12,864	13,216	14,946	16,605	11.1
Utah	2,769	2,845	2,597	3,070	3,355	3,377	3,242	3,108	3,531	3,568	1.0
Vermont	1,694	1,648	1,838	1,942	2,001	1,945	1,968	1,910	1,988	1,944	-2.2
Virgin Islands	0	0	0	0	10	10	11	12	0	0	0.0
Virginia	7,942	8,751	9,054	8,508	8,786	8,283	8,737	9,641	10,023	10,400	3.8
Washington	5,294	6,212	6,480	6,433	6,647	5,997	6,327	6,203	6,327	6,194	-2.1
West Virginia	756	1,007	1,022	1,311	1,010	1,284	990	1,050	938	1,182	26.0
Wisconsin	6,318	6,264	7,525	7,558	7,574	7,002	7,115	7,132	8,428	7,911	-6.1
Wyoming	226	355	306	256	282	416	363	360	424	370	-12.7
TOTAL U.S. STUDY ABROAD	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415	2.9

2.9 U.S. STUDY ABROAD BY STUDENTS' HOME INSTITUTIONAL TYPE AND SECTOR, 2013/14 & 2014/15

HOME INSTITUTION TYPE*	U.S. study abroad students (%)	
	2013/14	2014/15
Doctorate-granting universities	61.6	62.1
Master's colleges & universities	23.0	23.0
Baccalaureate colleges	12.2	11.6
Associate's colleges	2.2	2.3
Special focus institutions	1.0	1.1
Total U.S. study abroad	304,467	313,415

HOME INSTITUTION SECTOR	U.S. study abroad students (%)		% of 2014/15
	2013/14	2014/15	
Private for-profit	54	119	0.0
Private not-for-profit	133,655	134,565	42.9
Public	170,758	178,731	57.0
Total U.S. study abroad	304,467	313,415	100.0

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.
Note: Percent distribution may not total 100.0 due to rounding.

2.10 DURATION OF STUDY ABROAD, 2010/11–2014/15

	2010/11	%	2011/12	%	2012/13	%	2013/14	%	2014/15	%
Short-term (summer, or eight weeks or less)	159,206	58.1	166,882	58.9	174,513	60.3	189,074	62.1	197,883	63.1
Mid-length (one semester, or one or two quarters)	104,139	38.0	107,383	37.9	105,634	36.5	106,259	34.9	107,559	34.3
Long-term (academic or calendar year)	10,651	3.9	9,067	3.2	9,261	3.2	9,134	3.0	7,973	2.5
TOTAL U.S. STUDY ABROAD	273,996	100.0	283,332	100.0	289,408	100.0	304,467	100.0	313,415	100.0

2.11 DURATION OF STUDY ABROAD BY INSTITUTIONAL TYPE*, 2014/15

	All Institution types	Doctorate-granting universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Short-term (%)	63.1	64.4	65.7	48.4	87.5	62.4
Mid-length (%)	34.3	33.1	31.7	48.7	11.7	34.6
Long-term (%)	2.5	2.5	2.6	2.9	0.8	3.0
TOTAL STUDENTS	313,415	194,516	72,014	36,372	7,105	3,408

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

2.12 DETAILED DURATION OF U.S. STUDY ABROAD, 2004/05–2014/15

	U.S. study abroad students (%)										
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Summer term	37.2	37.2	38.7	38.1	35.8	37.8	37.7	37.1	37.8	38.1	39.0
<i>More than eight weeks</i>	–	–	–	–	–	–	–	–	–	–	2.7
<i>Two to eight weeks</i>	–	–	–	–	–	–	34.4	33.4	33.7	33.5	30.9
<i>Fewer than two weeks</i>	–	–	–	–	–	–	3.3	3.7	4.1	4.6	5.4
One semester	37.5	36.9	36.3	35.5	37.3	35.8	34.5	35.0	33.6	31.9	31.8
8 weeks or less during academic year	8.0	9.5	9.8	11.0	11.7	11.9	13.3	14.4	15.3	16.5	16.7
<i>Two to eight weeks</i>	–	–	–	–	–	–	5.0	6.5	6.9	6.6	6.5
<i>Fewer than two weeks</i>	–	–	–	–	–	–	8.3	7.9	8.4	9.9	10.2
January term	6.0	5.4	6.8	7.2	7.0	6.9	7.1	7.0	7.1	7.5	7.4
Academic year	6.0	5.3	4.3	4.1	4.1	3.8	3.7	3.2	3.1	2.9	2.5
One quarter	3.3	3.3	3.4	3.4	3.3	3.1	3.0	2.5	2.4	2.4	2.2
Two quarters	1.3	0.9	0.5	0.6	0.5	0.4	0.5	0.4	0.3	0.6	0.3
Calendar year	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other	0.5	1.3	0.1	0.0	0.2	0.1	0.1	0.3	0.3	0.0	0.1
TOTAL U.S. STUDY ABROAD	205,983	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415

Note: Percent distributions may not sum to 100.0 because of rounding.

2.13 PROGRAM SPONSORSHIP; FOR-CREDIT INTERNSHIPS OR WORK ABROAD; FINANCIAL SUPPORT, 2013/14 & 2014/15

PROGRAM SPONSORSHIP	% of students	
	2013/14	2014/15
Solely own institution	75.7	75.7
Other institutions/organizations	24.3	24.3
Total U.S. study abroad students	304,467	313,415

FOR-CREDIT INTERNSHIPS OR WORK ABROAD BY INSTITUTIONAL TYPE*	% of students	
	2013/14	2014/15
Doctorate-granting universities	63.1	60.5
Master's colleges & universities	21.0	24.5
Baccalaureate colleges	13.7	11.7
Associate's colleges	1.5	2.0
Special focus institutions	0.7	1.3
Total students	18,982	23,719

TYPE OF FINANCIAL SUPPORT (percentage of programs)	2013/14			2014/15		
	Institution's own programs	Approved outside programs	Other programs	Institution's own programs	Approved outside programs	Other programs
Federal aid	95.4	95.0	48.6	94.8	96.0	49.7
State aid	92.0	88.4	39.2	92.5	90.4	41.5
Need-based institutional aid	92.7	79.2	21.9	90.8	79.7	24.8
Merit-based institutional aid	91.4	78.1	21.6	89.3	77.8	23.6
Other aid	92.0	89.3	36.2	91.6	88.6	40.7
Reporting institutions**		712			775	

Read table as: "94.8 percent of institutions awarded federal aid for students to study abroad on the institution's own programs in 2014/15."

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** Not all institutions provided financial support data.

2.14 NON-CREDIT WORK, INTERNSHIPS & VOLUNTEERING ABROAD*, 2013/14** & 2014/15

DESTINATIONS	2014/15	% of total		2014/15	% of total
Africa, Sub-Saharan	942	4.2			
Ghana	171	0.8	Chile	140	0.6
Kenya	139	0.6	Costa Rica	432	1.9
South Africa	314	1.4	Dominican Republic	984	4.4
Tanzania	130	0.6	Ecuador	547	2.4
Uganda	188	0.8	El Salvador	205	0.9
Asia	2,155	9.6	Guatemala	877	3.9
China	829	3.7	Haiti	372	1.7
India	596	2.7	Honduras	772	3.4
Indonesia	67	0.3	Jamaica	442	2.0
Japan	459	2.0	Mexico	1,088	4.9
South Korea	204	0.9	Nicaragua	1,070	4.8
Europe	3,194	14.2	Panama	400	1.8
France	420	1.9	Peru	462	2.1
Germany	608	2.7	Other regions	922	4.1
Greece	67	0.3	Australia	178	0.8
Ireland	394	1.8	Canada	533	2.4
Italy	535	2.4	Israel	169	0.8
Spain	463	2.1	New Zealand	42	0.2
United Kingdom	707	3.2	Unknown destination	6,940	30.9
Latin America & Caribbean	8,278	36.9			
Belize	219	1.0		2013/14	2014/15
Brazil	268	1.2	TOTAL STUDENTS	20,544	22,431
			Reporting institutions	326	373

* Students engaging in non-credit work, internships, and volunteering abroad are in addition to the totals for U.S. study abroad cited throughout *Open Doors*.

** Total differs from figure reported in *Open Doors* 2015, which was subsequently updated.

Note: Percent of total may not sum to 100.0 due to rounding.

2.15 TOP 25 INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, RANKED BY STUDENT TOTAL, 2014/15

				Study abroad students
1	New York University	New York	NY	4,310
2	Texas A&M University— College Station	College Station	TX	3,219
3	University of Texas — Austin	Austin	TX	2,948
4	University of Southern California	Los Angeles	CA	2,891
5	University of Michigan — Ann Arbor	Ann Arbor	MI	2,714
6	University of Minnesota — Twin Cities	Minneapolis	MN	2,705
7	Michigan State University	East Lansing	MI	2,668
8	Ohio State University— Columbus	Columbus	OH	2,603
9	San Diego State University	San Diego	CA	2,422
10	Indiana University — Bloomington	Bloomington	IN	2,395
11	University of Florida	Gainesville	FL	2,286
12	Florida State University	Tallahassee	FL	2,262
13	University of Georgia	Athens	GA	2,237
14	University of California — Los Angeles	Los Angeles	CA	2,204
15	University of Illinois — Urbana-Champaign	Champaign	IL	2,193
16	University of Wisconsin — Madison	Madison	WI	2,152
17	Northeastern University — Boston	Boston	MA	2,149
18	Arizona State University — Tempe	Tempe	AZ	2,102
19	University of North Carolina — Chapel Hill	Chapel Hill	NC	2,068
20	University of Washington	Seattle	WA	2,056
21	Boston University	Boston	MA	2,049
22	Miami University — Oxford	Oxford	OH	2,046
23	University of Pennsylvania	Philadelphia	PA	1,953
24	Purdue University — West Lafayette	West Lafayette	IN	1,917
25	University of Virginia — Charlottesville	Charlottesville	VA	1,915

**2.16A INSTITUTIONS BY UNDERGRADUATE PARTICIPATION IN STUDY ABROAD:
TOP 40 DOCTORATE-GRANTING UNIVERSITIES*, 2014/15**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Pepperdine University	Malibu	CA	646	772	83.7
2	American University	Washington	DC	1,123	1,580	71.1
3	University of Denver	Denver	CO	788	1,160	67.9
4	University of Notre Dame	Notre Dame	IN	1,302	2,028	64.2
5	New York University	New York	NY	3,080	4,964	62.0
6	Wake Forest University	Winston-Salem	NC	692	1,131	61.2
7	University of San Diego	San Diego	CA	793	1,304	60.8
8	University of St. Thomas	Saint Paul	MN	760	1,358	56.0
9	Stanford University	Stanford	CA	810	1,459	55.5
10	Princeton University	Princeton	NJ	617	1,147	53.8
11	Yale University	New Haven	CT	638	1,191	53.6
12	Duke University and Medical Center	Durham	NC	894	1,698	52.7
13	Washington University in St. Louis	Saint Louis	MO	786	1,495	52.6
14	Georgetown University	Washington	DC	863	1,649	52.3
15	Boston College	Chestnut Hill	MA	1,134	2,226	50.9
15	Dartmouth College	Hanover	NH	520	1,021	50.9
17	Miami University—Oxford	Oxford	OH	1,679	3,421	49.1
17	Boston University	Boston	MA	1,697	3,458	49.1
19	Worcester Polytechnic Institute	Worcester	MA	409	836	48.9
20	Vanderbilt University	Nashville	TN	735	1,543	47.6
21	George Washington University	Washington	DC	1,114	2,347	47.5
22	College of William and Mary	Williamsburg	VA	740	1,560	47.4
23	University of Chicago	Chicago	IL	540	1,178	45.8
24	Georgia Institute of Technology	Atlanta	GA	1,313	2,933	44.8
25	Tulane University	New Orleans	LA	758	1,740	43.6
26	Villanova University	Villanova	PA	752	1,728	43.5
27	Tufts University	Medford	MA	556	1,290	43.1
28	Syracuse University	Syracuse	NY	1,296	3,156	41.1
29	Case Western Reserve University	Cleveland	OH	330	814	40.5
30	Emory University	Atlanta	GA	668	1,681	39.7
31	St. John's University	Queens	NY	761	1,972	38.6
32	Fordham University	Bronx	NY	713	1,878	38.0
33	Catholic University of America	Washington	DC	300	792	37.9
34	University of Virginia—Charlottesville	Charlottesville	VA	1,340	3,624	37.0
35	Southern Methodist University	Dallas	TX	497	1,412	35.2
36	Northwestern University	Evanston	IL	700	2,029	34.5
37	University of Minnesota—Twin Cities	Minneapolis	MN	2,282	6,649	34.3
38	Lehigh University	Bethlehem	PA	382	1,117	34.2
39	University of North Carolina—Chapel Hill	Chapel Hill	NC	1,532	4,488	34.1
40	San Diego State University	San Diego	CA	2131	6476	32.9

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** U.S. students (excluding international students) receiving undergraduate degrees.

*** Estimates of undergraduate participation rates may exceed 100 percent due to factors such as student attrition and varying cohort sizes from year to year.

**2.16B INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS:
TOP 40 DOCTORATE-GRANTING UNIVERSITIES*, 2014/15**

				Study abroad students
1	New York University	New York	NY	4,310
2	Texas A&M University—College Station	College Station	TX	3,219
3	University of Texas—Austin	Austin	TX	2,948
4	University of Southern California	Los Angeles	CA	2,891
5	University of Michigan—Ann Arbor	Ann Arbor	MI	2,714
6	University of Minnesota—Twin Cities	Minneapolis	MN	2,705
7	Michigan State University	East Lansing	MI	2,668
8	Ohio State University—Columbus	Columbus	OH	2,603
9	San Diego State University	San Diego	CA	2,422
10	Indiana University—Bloomington	Bloomington	IN	2,395
11	University of Florida	Gainesville	FL	2,286
12	Florida State University	Tallahassee	FL	2,262
13	University of Georgia	Athens	GA	2,237
14	University of California—Los Angeles	Los Angeles	CA	2,204
15	University of Illinois—Urbana-Champaign	Champaign	IL	2,193
16	University of Wisconsin—Madison	Madison	WI	2,152
17	Northeastern University—Boston	Boston	MA	2,149
18	Arizona State University—Tempe	Tempe	AZ	2,102
19	University of North Carolina—Chapel Hill	Chapel Hill	NC	2,068
20	University of Washington	Seattle	WA	2,056
21	Boston University	Boston	MA	2,049
22	Miami University—Oxford	Oxford	OH	2,046
23	University of Pennsylvania	Philadelphia	PA	1,953
24	Purdue University—West Lafayette	West Lafayette	IN	1,917
25	University of Virginia—Charlottesville	Charlottesville	VA	1,915
26	Pennsylvania State University—University Park	University Park	PA	1,889
27	University of Maryland—College Park	College Park	MD	1,879
28	George Washington University	Washington	DC	1,870
29	Brigham Young University	Provo	UT	1,713
30	University of South Carolina—Columbia	Columbia	SC	1,698
31	University of California—Berkeley	Berkeley	CA	1,688
32	Cornell University	Ithaca	NY	1,670
33	University of Pittsburgh—Pittsburgh	Pittsburgh	PA	1,595
34	University of Colorado—Boulder	Boulder	CO	1,592
35	Georgetown University	Washington	DC	1,589
36	Georgia Institute of Technology	Atlanta	GA	1,509
37	University of Cincinnati	Cincinnati	OH	1,501
38	American University	Washington	DC	1,494
39	University of California—Davis	Davis	CA	1,454
40	Iowa State University	Ames	IA	1,449

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

**2.17A INSTITUTIONS BY UNDERGRADUATE PARTICIPATION IN STUDY ABROAD:
TOP 40 MASTER'S COLLEGES & UNIVERSITIES*, 2014/15**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Arcadia University	Glenside	PA	800	482	166.0
2	Elon University	Elon	NC	1,319	1,285	102.6
3	University of Dallas	Irving	TX	270	291	92.8
4	Hamline University	Saint Paul	MN	422	456	92.5
5	Lee University	Cleveland	TN	530	751	70.6
6	Fairfield University	Fairfield	CT	544	874	62.2
7	Bryant University	Smithfield	RI	415	690	60.1
8	Loyola University Maryland	Baltimore	MD	543	905	60.0
9	Rollins College	Winter Park	FL	352	592	59.5
10	Drake University	Des Moines	IA	356	635	56.1
11	University of Redlands	Redlands	CA	471	850	55.4
12	Champlain College	Burlington	VT	284	530	53.6
13	Naropa University	Boulder	CO	52	101	51.5
14	University of New England	Biddeford	ME	217	433	50.1
14	Bentley University	Waltham	MA	446	891	50.1
16	Carroll University	Waukesha	WI	319	638	50.0
17	Wingate University	Wingate	NC	174	349	49.9
18	Saint Edward's University	Austin	TX	390	789	49.4
19	Saint Mary's College of California	Moraga	CA	355	720	49.3
20	Queens University of Charlotte	Charlotte	NC	173	366	47.3
21	University of Evansville	Evansville	IN	242	514	47.1
22	Gonzaga University	Spokane	WA	534	1,138	46.9
23	Marist College	Poughkeepsie	NY	586	1,312	44.7
24	Belmont University	Nashville	TN	550	1,234	44.6
25	Trinity University	San Antonio	TX	215	485	44.3
26	SUNY Geneseo	Geneseo	NY	444	1,004	44.2
27	Whitworth University	Spokane	WA	228	517	44.1
28	Butler University	Indianapolis	IN	344	781	44.0
28	Providence College	Providence	RI	389	884	44.0
30	Roger Williams University	Bristol	RI	412	958	43.0
31	Eastern Mennonite University	Harrisonburg	VA	142	339	41.9
32	Chapman University	Orange	CA	603	1,444	41.8
33	University of Dubuque	Dubuque	IA	149	357	41.7
34	College of Charleston	Charleston	SC	906	2,199	41.2
35	Berry College	Mount Berry	GA	170	414	41.1
36	Saint Francis University	Loretto	PA	144	355	40.6
37	Mercyhurst University	Erie	PA	210	529	39.7
38	North Central College	Naperville	IL	284	723	39.3
39	Wheelock College	Boston	MA	71	181	39.2
40	Point Loma Nazarene University	San Diego	CA	214	548	39.1

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** U.S. students (excluding international students) receiving undergraduate degrees.

*** Estimates of undergraduate participation rates may exceed 100 percent due to factors such as student attrition and varying cohort sizes from year to year.

**2.17B INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS:
TOP 40 MASTER'S COLLEGES & UNIVERSITIES*, 2014/15**

				Study abroad students
1	Elon University	Elon	NC	1,434
2	James Madison University	Harrisonburg	VA	1,161
3	Appalachian State University	Boone	NC	970
4	College of Charleston	Charleston	SC	948
5	Arcadia University	Glenside	PA	939
6	University of North Carolina — Wilmington	Wilmington	NC	897
7	California State University — Long Beach	Long Beach	CA	829
8	California Polytechnic State University — San Luis Obispo	San Luis Obispo	CA	782
9	Belmont University	Nashville	TN	678
10	Grand Valley State University	Allendale	MI	658
11	Chapman University	Orange	CA	650
12	Loyola Marymount University	Los Angeles	CA	639
13	Loyola University Maryland	Baltimore	MD	603
14	Hamline University	Saint Paul	MN	594
15	Gonzaga University	Spokane	WA	591
16	Marist College	Poughkeepsie	NY	586
17	University of North Florida	Jacksonville	FL	578
18	Lee University	Cleveland	TN	549
19	Fairfield University	Fairfield	CT	544
20	Western Kentucky University	Bowling Green	KY	533
21	Johnson and Wales University	Providence	RI	531
22	Western Washington University	Bellingham	WA	530
23	Bentley University	Waltham	MA	522
24	Rollins College	Winter Park	FL	519
25	Slippery Rock University of Pennsylvania	Slippery Rock	PA	509
25	SUNY Fashion Institute of Technology	New York	NY	509
27	University of Redlands	Redlands	CA	506
28	Ithaca College	Ithaca	NY	494
29	University of Wisconsin — Eau Claire	Eau Claire	WI	471
30	Bryant University	Smithfield	RI	456
31	West Chester University of Pennsylvania	West Chester	PA	450
32	SUNY Geneseo	Geneseo	NY	448
33	Seattle University	Seattle	WA	444
34	Saint Edward's University	Austin	TX	442
35	California State University — Chico	Chico	CA	433
36	Drake University	Des Moines	IA	429
36	Saint Joseph's University	Philadelphia	PA	429
38	Salisbury University	Salisbury	MD	418
39	Quinnipiac University	Hamden	CT	414
39	University of Northern Iowa	Cedar Falls	IA	414

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

**2.18A INSTITUTIONS BY UNDERGRADUATE PARTICIPATION IN STUDY ABROAD:
TOP 40 BACCALAUREATE COLLEGES*, 2014/15**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Centenary College of Louisiana	Shreveport	LA	240	127	189.0
2	Goucher College	Baltimore	MD	332	283	117.3
3	Centre College	Danville	KY	379	324	117.0
4	DePauw University	Greencastle	IN	491	435	112.9
5	Hanover College	Hanover	IN	252	234	107.7
6	Taylor University	Upland	IN	443	426	104.0
7	Saint Olaf College	Northfield	MN	653	641	101.9
8	Soka University of America	Aliso Viejo	CA	63	66	95.5
9	Wofford College	Spartanburg	SC	355	377	94.2
10	Susquehanna University	Selinsgrove	PA	425	452	94.0
11	Colorado College	Colorado Springs	CO	411	461	89.2
12	Hartwick College	Oneonta	NY	272	308	88.3
13	Luther College	Decorah	IA	449	520	86.3
14	Earlham College	Richmond	IN	120	140	85.7
15	Carleton College	Northfield	MN	373	440	84.8
16	Colby College	Waterville	ME	374	449	83.3
17	Eckerd College	St. Petersburg	FL	396	490	80.8
18	Transylvania University	Lexington	KY	154	191	80.6
19	Agnes Scott College	Decatur	GA	132	169	78.1
20	Wellesley College	Wellesley	MA	373	480	77.7
21	Cornell College	Mount Vernon	IA	186	244	76.2
22	Washington and Lee University	Lexington	VA	339	452	75.0
23	Augustana University	Sioux Falls	SD	278	372	74.7
24	Calvin College	Grand Rapids	MI	524	725	72.3
25	Oberlin College	Oberlin	OH	492	690	71.3
25	Saint Lawrence University	Canton	NY	392	550	71.3
27	Lewis and Clark College	Portland	OR	329	482	68.3
28	Davidson College	Davidson	NC	305	450	67.8
29	Bates College	Lewiston	ME	305	454	67.2
30	Union College	Schenectady	NY	327	488	67.0
31	University of Richmond	Richmond	VA	497	743	66.9
32	Macalester College	Saint Paul	MN	262	392	66.8
33	Lafayette College	Easton	PA	369	563	65.5
34	Trinity College	Hartford	CT	307	472	65.0
35	Colgate University	Hamilton	NY	441	682	64.7
36	College of Saint Benedict/Saint John's University	Collegeville	MN	524	846	61.9
37	Bard College	Annandale-on-Hudson	NY	208	337	61.7
38	Austin College	Sherman	TX	164	268	61.2
39	Dickinson College	Carlisle	PA	319	532	60.0
40	Saint Mary's College	Notre Dame	IN	194	324	59.9

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** U.S. students (excluding international students) receiving undergraduate degrees.

*** Estimates of undergraduate participation rates may exceed 100 percent due to factors such as student attrition and varying cohort sizes from year to year.

**2.18B INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS:
TOP 40 BACCALAUREATE COLLEGES*, 2014/15**

			Study abroad students
1	Saint Olaf College	Northfield MN	653
2	University of Richmond	Richmond VA	577
3	Calvin College	Grand Rapids MI	524
3	College of Saint Benedict/Saint John's University	Collegeville MN	524
5	Oberlin College	Oberlin OH	492
6	DePauw University	Greencastle IN	491
7	Luther College	Decorah IA	449
8	Taylor University	Upland IN	443
9	Colgate University	Hamilton NY	441
10	Bucknell University	Lewisburg PA	433
11	Susquehanna University	Selinsgrove PA	425
12	Colorado College	Colorado Springs CO	417
13	Eckerd College	St. Petersburg FL	396
14	Saint Lawrence University	Canton NY	392
15	Centre College	Danville KY	379
16	Colby College	Waterville ME	374
17	Wellesley College	Wellesley MA	373
18	Carleton College	Northfield MN	369
18	Lafayette College	Easton PA	369
18	Middlebury College	Middlebury VT	369
21	Wofford College	Spartanburg SC	355
22	Gettysburg College	Gettysburg PA	354
23	Furman University	Greenville SC	340
24	Washington and Lee University	Lexington VA	339
25	Skidmore College	Saratoga Springs NY	338
26	Goucher College	Baltimore MD	332
27	Lewis and Clark College	Portland OR	329
28	Union College	Schenectady NY	327
29	Spelman College	Atlanta GA	324
30	Dickinson College	Carlisle PA	319
31	Hobart and William Smith Colleges	Geneva NY	315
32	Carthage College	Kenosha WI	309
33	Trinity College	Hartford CT	307
34	Bates College	Lewiston ME	305
34	Davidson College	Davidson NC	305
34	Gustavus Adolphus College	Saint Peter MN	305
37	Hope College	Holland MI	304
38	Messiah College	Mechanicsburg PA	301
39	Augustana College	Rock Island IL	285
40	Augustana University	Sioux Falls SD	278

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

**2.19 INSTITUTIONS BY TOTAL NUMBER OF STUDY ABROAD STUDENTS:
TOP ASSOCIATE'S COLLEGES & SPECIAL FOCUS INSTITUTIONS*, 2014/15**

ASSOCIATE'S COLLEGES				Study abroad students
1	Tarrant County College	Fort Worth	TX	246
2	College of DuPage	Glen Ellyn	IL	228
3	Pellissippi State Community College	Knoxville	TN	204
4	Kirkwood Community College	Cedar Rapids	IA	161
5	Santa Barbara City College	Santa Barbara	CA	147
6	Riverside Community College	Riverside	CA	142
7	Miami-Dade College	Miami	FL	138
8	Glendale Community College	Glendale	CA	127
9	Orange Coast College	Costa Mesa	CA	125
10	Valencia College	Orlando	FL	118
11	Citrus College	Glendora	CA	113
12	St. Petersburg College	St. Petersburg	FL	109
13	Oklahoma College	Fremont	CA	105
14	Pasadena City College	Pasadena	CA	95
15	Saddleback College	Mission Viejo	CA	91
16	Mesa Community College	Mesa	AZ	89
17	SUNY Broome Community College	Binghamton	NY	88
18	San Diego Mesa College	San Diego	CA	87
18	Tulsa Community College	Tulsa	OK	87
20	Cottey College	Nevada	MO	76
20	San Diego Mesa College	San Diego	CA	70

SPECIAL FOCUS INSTITUTIONS**

1	Pratt Institute	Brooklyn	NY	500
2	Savannah College of Art and Design	Savannah	GA	488
3	Babson College	Babson Park	MA	345
4	School of the Art Institute of Chicago	Chicago	IL	208
5	Rhode Island School of Design	Providence	RI	192
6	Middlebury College—Language Schools	Middlebury	VT	140
7	Massachusetts College of Art and Design	Boston	MA	115
8	Chicago School of Professional Psychology	Chicago	IL	102
9	Otis College of Art and Design	Los Angeles	CA	101
10	Maryland Institute College of Art	Baltimore	MD	91

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** Top ten special focus institutions reported due to small totals for other institutions.

2.20 LEADING INSTITUTIONS BY LONG-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15

DOCTORATE-GRANTING UNIVERSITIES				Study abroad students
1	Pepperdine University	Malibu	CA	268
2	New York University	New York	NY	263
3	San Francisco State University	San Francisco	CA	175
4	American University	Washington	DC	128
5	University of California—Santa Barbara	Santa Barbara	CA	126
6	Florida State University	Tallahassee	FL	103
7	University of Wisconsin—Madison	Madison	WI	101
8	University of Texas—Austin	Austin	TX	100
9	University of Illinois—Urbana-Champaign	Champaign	IL	76
10	University of Washington	Seattle	WA	75
10	University of Hawaii—Manoa	Honolulu	HI	75
12	San Diego State University	San Diego	CA	71
13	Indiana University—Bloomington	Bloomington	IN	66
14	University of California—Los Angeles	Los Angeles	CA	65
15	University of Colorado—Boulder	Boulder	CO	52
15	Portland State University	Portland	OR	52
17	University of Michigan—Ann Arbor	Ann Arbor	MI	51
18	University of Notre Dame	Notre Dame	IN	50
19	University of South Carolina—Columbia	Columbia	SC	49
20	Tufts University	Medford	MA	48

MASTER'S COLLEGES & UNIVERSITIES

1	Touro College	New York	NY	253
2	California State University—Chico	Chico	CA	113
3	SUNY Fashion Institute of Technology	New York	NY	71
4	Sonoma State University	Rohnert Park	CA	67
5	California State University—Long Beach	Long Beach	CA	55
6	California Polytechnic State University—San Luis Obispo	San Luis Obispo	CA	52
7	California State University—Monterey Bay	Seaside	CA	50
8	Marist College	Poughkeepsie	NY	46
9	California State University—Sacramento	Sacramento	CA	41
10	Naropa University	Boulder	CO	38
11	Walla Walla University—College Place	College Place	WA	33
12	University of Portland	Portland	OR	27
12	California State University—San Marcos	San Marcos	CA	27
14	California State University—San Bernardino	San Bernardino	CA	25
15	Loyola University Maryland	Baltimore	MD	24
15	California State Polytechnic University—Pomona	Pomona	CA	24
15	University of Minnesota—Duluth	Duluth	MN	24
18	Grand Valley State University	Allendale	MI	23
18	University of Wisconsin—Whitewater	Whitewater	WI	23
18	California State University—Northridge	Northridge	CA	23

(cont'd)

2.20 LEADING INSTITUTIONS BY LONG-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE, 2014/15 (cont'd)

BACCALAUREATE COLLEGES				Study abroad students
1	College of the Holy Cross	Worcester	MA	98
2	Smith College	Northampton	MA	71
3	Sarah Lawrence College	Bronxville	NY	66
4	Wellesley College	Wellesley	MA	52
5	Dickinson College	Carlisle	PA	46
6	Middlebury College	Middlebury	VT	35
6	University of Puget Sound	Tacoma	WA	35
8	Lewis and Clark College	Portland	OR	32
9	Juniata College	Huntingdon	PA	28
10	University of Richmond	Richmond	VA	22
11	Bowdoin College	Brunswick	ME	20
11	Kalamazoo College	Kalamazoo	MI	20
13	Kenyon College	Gambier	OH	19
14	Mount Holyoke College	South Hadley	MA	18
15	Hamilton College	Clinton	NY	16
16	Barnard College	New York	NY	15
17	Colby College	Waterville	ME	14
18	Oberlin College	Oberlin	OH	12
18	Saint Mary's College	Notre Dame	IN	12
18	Union College	Lincoln	NE	12
20	Wesleyan University	Middletown	CT	12
20	Saint Michael's College	Colchester	VT	12
20	Colorado College	Colorado Springs	CO	12
20	Haverford College	Haverford	PA	12

Note: Associate's colleges and special focus institutions not listed due to small institutional totals.

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

2.21 LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15

DOCTORATE-GRANTING UNIVERSITIES				Study abroad students
1	New York University	New York	NY	2,341
2	Boston University	Boston	MA	1,218
3	Syracuse University	Syracuse	NY	1,093
4	University of Wisconsin — Madison	Madison	WI	1,082
5	Indiana University — Bloomington	Bloomington	IN	958
6	George Washington University	Washington	DC	937
7	University of Colorado — Boulder	Boulder	CO	854
8	University of Illinois — Urbana-Champaign	Champaign	IL	852
9	University of Washington	Seattle	WA	833
10	University of Southern California	Los Angeles	CA	832
11	University of Minnesota — Twin Cities	Minneapolis	MN	824
12	American University	Washington	DC	801
13	Boston College	Chestnut Hill	MA	760
14	University of California — Berkeley	Berkeley	CA	758
15	University of Massachusetts — Amherst	Amherst	MA	753
16	University of North Carolina — Chapel Hill	Chapel Hill	NC	723
17	Cornell University	Ithaca	NY	701
18	University of Maryland — College Park	College Park	MD	694
19	University of Notre Dame	Notre Dame	IN	683
20	Pennsylvania State University — University Park	University Park	PA	680

MASTER'S COLLEGES & UNIVERSITIES

1	Elon University	Elon	NC	580
2	Loyola University Maryland	Baltimore	MD	426
3	Marist College	Poughkeepsie	NY	422
4	Fairfield University	Fairfield	CT	412
5	Quinnipiac University	Hamden	CT	395
6	California Polytechnic State University — San Luis Obispo	San Luis Obispo	CA	375
7	College of Charleston	Charleston	SC	367
8	Ithaca College	Ithaca	NY	363
9	Gonzaga University	Spokane	WA	356
10	Santa Clara University	Santa Clara	CA	348
11	Chapman University	Orange	CA	326
12	Bentley University	Waltham	MA	312
13	Loyola Marymount University	Los Angeles	CA	304
14	University of North Carolina — Wilmington	Wilmington	NC	300
15	University of Redlands	Redlands	CA	295
16	Arcadia University	Glenside	PA	280
16	SUNY Oswego	Oswego	NY	280
18	James Madison University	Harrisonburg	VA	267
19	Providence College	Providence	RI	263
20	Roger Williams University	Bristol	RI	260
20	Saint Mary's College of California	Moraga	CA	230

[cont'd]

2.21 LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15 (cont'd)

BACCALAUREATE COLLEGES				Study abroad students
1	Colgate University	Hamilton	NY	376
2	Gettysburg College	Gettysburg	PA	339
3	Carleton College	Northfield	MN	336
4	Middlebury College	Middlebury	VT	310
5	College of Saint Benedict/Saint John's University	Collegeville	MN	307
6	University of Richmond	Richmond	VA	291
7	Skidmore College	Saratoga Springs	NY	281
8	Lewis and Clark College	Portland	OR	280
9	Colby College	Waterville	ME	272
10	Bates College	Lewiston	ME	271
11	Hobart and William Smith Colleges	Geneva	NY	270
12	Macalester College	Saint Paul	MN	260
13	Stonehill College	Easton	MA	256
14	Saint Lawrence University	Canton	NY	251
15	Wesleyan University	Middletown	CT	245
16	Trinity College	Hartford	CT	243
17	Vassar College	Poughkeepsie	NY	232
18	Bowdoin College	Brunswick	ME	224
19	Davidson College	Davidson	NC	223
20	Dickinson College	Carlisle	PA	220

ASSOCIATE'S COLLEGES **

1	Citrus College	Glendora	CA	113
2	SUNY Broome Community College	Binghamton	NY	64
3	Pasadena City College	Pasadena	CA	52
4	Green River College	Auburn	WA	39
5	Fullerton College	Fullerton	CA	37
6	Santa Barbara City College	Santa Barbara	CA	18
6	Johnson County Community College	Overland Park	KS	18
8	SUNY College of Technology at Alfred	Alfred	NY	17
9	Brookdale Community College	Lincroft	NJ	16
10	College of DuPage	Glen Ellyn	IL	15
10	College of San Mateo	San Mateo	CA	11

SPECIAL FOCUS INSTITUTIONS**

1	Savannah College of Art and Design	Savannah	GA	349
2	Pratt Institute	Brooklyn	NY	210
3	Babson College	Babson Park	MA	165
4	Rhode Island School of Design	Providence	RI	56
5	Concordia University—Portland	Portland	OR	40

(cont'd)

2.21 LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15 (cont'd)

				Study abroad students
6	Maryland Institute College of Art	Baltimore	MD	37
7	ArtCenter College of Design	Pasadena	CA	31
8	LIM College	New York	NY	22
9	Rose-Hulman Institute of Technology	Terre Haute	IN	21
10	California Institute of the Arts	Valencia	CA	13

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

** Top ten associate's colleges and special focus institutions listed due to small totals for other institutions.

2.22 LEADING INSTITUTIONS BY SHORT-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15

DOCTORATE-GRANTING UNIVERSITIES				Study abroad students
1	Texas A&M University—College Station	College Station	TX	2,860
2	Michigan State University	East Lansing	MI	2,467
3	Ohio State University—Columbus	Columbus	OH	2,461
4	University of Texas—Austin	Austin	TX	2,188
5	University of Michigan—Ann Arbor	Ann Arbor	MI	2,063
6	University of Minnesota—Twin Cities	Minneapolis	MN	1,870
7	University of Florida	Gainesville	FL	1,823
8	San Diego State University	San Diego	CA	1,747
9	New York University	New York	NY	1,740
10	University of Georgia	Athens	GA	1,718
11	Purdue University—West Lafayette	West Lafayette	IN	1,604
12	Miami University—Oxford	Oxford	OH	1,603
13	University of Virginia—Charlottesville	Charlottesville	VA	1,587
14	University of California—Los Angeles	Los Angeles	CA	1,508
15	University of Pennsylvania	Philadelphia	PA	1,451
16	Indiana University—Bloomington	Bloomington	IN	1,448
17	University of North Carolina—Chapel Hill	Chapel Hill	NC	1,368
18	Brigham Young University	Provo	UT	1,359
19	University of Cincinnati	Cincinnati	OH	1,329
20	University of Illinois—Urbana-Champaign	Champaign	IL	1,325

MASTER'S COLLEGES & UNIVERSITIES

1	James Madison University	Harrisonburg	VA	879
2	Elon University	Elon	NC	847
3	Appalachian State University	Boone	NC	788
4	Arcadia University	Glenside	PA	697
5	Belmont University	Nashville	TN	590

(cont'd)

2.22 LEADING INSTITUTIONS BY SHORT-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15 (cont'd)

				Study abroad students
6	University of North Carolina—Wilmington	Wilmington	NC	586
7	College of Charleston	Charleston	SC	576
8	California State University—Long Beach	Long Beach	CA	544
9	University of North Florida	Jacksonville	FL	524
10	Lee University	Cleveland	TN	510
11	Grand Valley State University	Allendale	MI	485
12	Slippery Rock University of Pennsylvania	Slippery Rock	PA	479
13	Western Kentucky University	Bowling Green	KY	442
14	Johnson and Wales University	Providence	RI	431
15	Rollins College	Winter Park	FL	405
16	West Chester University of Pennsylvania	West Chester	PA	386
17	California Polytechnic State University— San Luis Obispo	San Luis Obispo	CA	368
18	Missouri State University	Springfield	MO	353
19	University of Wisconsin—Oshkosh	Oshkosh	WI	349
20	University of Northern Iowa	Cedar Falls	IA	343

BACCALAUREATE COLLEGES

1	Saint Olaf College	Northfield	MN	490
2	Bucknell University	Lewisburg	PA	441
3	Calvin College	Grand Rapids	MI	383
4	Taylor University	Upland	IN	373
5	Luther College	Decorah	IA	372
6	DePauw University	Greencastle	IN	346
7	Oberlin College	Oberlin	OH	327
8	Eckerd College	St. Petersburg	FL	302
9	Centre College	Danville	KY	277
10	University of Richmond	Richmond	VA	273
11	Carthage College	Kenosha	WI	269
12	Augustana University	Sioux Falls	SD	267
13	Augustana College	Rock Island	IL	260
13	Washington and Lee University	Lexington	VA	260
15	Hartwick College	Oneonta	NY	259
16	Colorado College	Colorado Springs	CO	256
17	Centenary College of Louisiana	Shreveport	LA	255
18	Susquehanna University	Selinsgrove	PA	233
19	Hanover College	Hanover	IN	232
20	Brigham Young University—Idaho	Rexburg	ID	220
20	Wofford College	Spartanburg	SC	220

ASSOCIATE'S COLLEGES

1	Tarrant County College	Fort Worth	TX	246
2	College of DuPage	Glen Ellyn	IL	213

(cont'd)

2.22 LEADING INSTITUTIONS BY SHORT-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE*, 2014/15 (cont'd)

			Study abroad students
3	Pellissippi State Community College	Knoxville TN	204
4	Kirkwood Community College	Cedar Rapids IA	160
5	Santa Barbara City College	Santa Barbara CA	129
6	Orange Coast College	Costa Mesa CA	125
7	Miami-Dade College	Miami FL	124
8	Valencia College	Orlando FL	112
9	St. Petersburg College	St. Petersburg FL	94
10	Mesa Community College	Mesa AZ	90
11	Tulsa Community College	Tulsa OK	87
12	Cottey College	Nevada MO	74
12	Hillsborough Community College	Tampa FL	74
12	Northwestern Michigan College	Traverse City MI	74
15	Northampton Community College	Bethlehem PA	73
16	Roane State Community College	Harriman TN	66
17	Howard Community College	Columbia MD	65
18	CUNY Borough of Manhattan Community College	New York NY	64
18	Southwest Tennessee Community College	Memphis TN	64
20	Broward College	Fort Lauderdale FL	58

SPECIAL FOCUS INSTITUTIONS

1	Pratt Institute	Brooklyn NY	290
2	Babson College	Babson Park MA	170
3	Rhode Island School of Design	Providence RI	167
4	School of the Art Institute of Chicago	Chicago IL	164
5	Savannah College of Art and Design	Savannah GA	122
6	Massachusetts College of Art and Design	Boston MA	107
7	Chicago School of Professional Psychology	Chicago IL	104
8	Middlebury College—Language Schools	Middlebury VT	91
9	Otis College of Art and Design	Los Angeles CA	81
10	University of Texas Southwestern Medical Center—Dallas	Dallas TX	63
11	University of Nebraska Medical Center	Omaha NE	58
12	South Dakota School of Mines and Technology	Rapid City SD	57
13	Maryland Institute College of Art	Baltimore MD	54
14	LIM College	New York NY	42
15	ArtCenter College of Design	Pasadena CA	38
16	Concordia University—Portland	Portland OR	35
17	Regis College	Weston MA	30
18	SUNY Upstate Medical University	Syracuse NY	29
19	Pennsylvania State University— Penn State Hershey	Hershey PA	27
20	University of California—San Francisco	San Francisco CA	26

* Based on the 2015 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

U.S. Intensive English Programs

INTENSIVE ENGLISH PROGRAM TOTALS

- 3.1 IEP Enrollment by Total Students and Total Student-Weeks, 2000–2015 109
-

PROGRAM AND STUDENT CHARACTERISTICS

- 3.2 IEP Students and Student-Weeks by Program Type and Enrollment Status, 2015 109
3.3 IEP as Pathways to Full-Degree Programs, 2015 110
3.4 IEP Students Intending to Continue Further (Non-IEP) Study in the United States, 2015 110
-

PLACES OF ORIGIN

- 3.5 World Region of Origin of IEP Students, 2015 111
3.6 Top 25 Places of Origin of IEP Students, 2015 111
3.7 IEP Students and Student-Weeks by Place of Origin, 2015 112
-

U.S. DESTINATIONS

- 3.8 IEP Students and Student-Weeks by U.S. State, 2015 116
3.9 IEP Students and Student-Weeks by Enrollment Status for Top 4 Host States, 2015 116
3.10 Top 20 Places of Origin for the Top 4 States Hosting IEP Students, 2015 117

3.1 IEP ENROLLMENT BY TOTAL STUDENTS AND TOTAL STUDENT-WEEKS, 2000–2015

	IEP students	Student-weeks	Average weeks per student
2000	85,238	866,715	10.2
2001	78,521	865,603	11.0
2002	51,179	565,174	11.0
2003	43,003	495,939	11.5
2004	44,565	490,122	11.0
2005	43,580	557,311	12.8
2006	45,167	636,522	14.1
2007	54,487	694,830	12.8
2008	57,666	737,411	12.8
2009	51,282	731,867	14.3
2010	50,676	718,624	14.2
2011	72,711	1,089,296	15.0
2012	110,870	1,567,811	14.1
2013	125,973	1,861,385	14.8
2014	126,016	1,853,569	14.7
2015	133,335	1,993,917	15.0

3.2 IEP STUDENTS AND STUDENT-WEEKS BY PROGRAM TYPE AND ENROLLMENT STATUS, 2015

Programs	Total students	Students taking fewer than 18 hours	Students taking 18 hours or more	Total student-weeks	Student-weeks with fewer than 18 hours	Student-weeks with 18 hours or more	
INDEPENDENT PROVIDERS	121	41,627	9,572	32,055	545,531	105,721	439,810
For-profit	107	34,763	8,456	26,307	463,940	96,437	367,503
Affiliated by contract with a higher education institution	76	23,384	6,425	16,959	318,026	82,556	235,470
Not affiliated by contract with a higher education institution	31	11,379	2,031	9,348	145,914	13,881	132,033
Not-for-profit	14	6,864	1,116	5,748	81,591	9,284	72,307
Affiliated by contract with a higher education institution	9	4,061	530	3,531	58,187	4,312	53,875
Not affiliated by contract with a higher education institution	5	2,803	586	2,217	23,404	4,972	18,432
COLLEGE OR UNIVERSITY GOVERNED	232	66,246	10,648	55,598	1,104,434	135,399	969,035
Private institution	62	11,359	1,486	9,873	199,140	17,378	181,762
Public institution	170	54,887	9,162	45,725	905,294	118,021	787,273
UNSPECIFIED PROGRAM TYPE	66	25,462	2,453	23,009	343,952	29,826	314,126
ALL PROGRAMS	419	133,335	22,673	110,662	1,993,917	270,946	1,722,971

3.3 IEP AS PATHWAYS TO FULL-DEGREE PROGRAMS, 2015

	Programs reporting	% for which IEP is part of a formal pathway program to further study at own or another institution
INDEPENDENT PROVIDERS*	57	57.9
For-profit*	43	53.5
Not-for-profit	14	71.4
Affiliated by contract with a higher education institution	9	77.8
Not affiliated by contract with a higher education institution	5	60.0
COLLEGE OR UNIVERSITY GOVERNED	229	83.8
Private institution	60	80.0
Public institution	169	85.2
ALL PROGRAMS REPORTING	287	78.7

* Data on independent providers should be interpreted with caution as only 40 percent of for-profit providers responded to this question.

3.4 IEP STUDENTS INTENDING TO CONTINUE FURTHER (NON-IEP) STUDY IN THE UNITED STATES, 2015

% of students intending further study	# of programs
25% or fewer	37
26% to 50%	42
51% to 75%	84
76% or greater	171
All reporting programs*	334
ALL PROGRAMS	419

Read table as: "Thirty-seven programs reported that 25% or fewer of their IEP students intended to continue further (non-IEP) study in the United States."

	Students	% of IEP students
Estimated IEP students intending further study in the United States	83,068	62.3

* Not all programs provided further study data.

3.5 WORLD REGION OF ORIGIN OF IEP STUDENTS, 2015

	2015 students	% of world total	% change from 2014*
Asia	54,487	40.9	3.4
Middle East & North Africa	47,533	35.6	-1.3
Latin America & Caribbean	19,688	14.8	-33.7
Europe	9,377	7.0	-24.6
Africa, Sub-Saharan	2,141	1.6	-16.6
Oceania	76	0.1	**
North America	32	0.0	**
Stateless	1	0.0	**
TOTAL	133,335	100.0	-14.4

* Through this report, rates of change listed for the Intensive English Program survey have been controlled for increased survey response rates. Comparisons with the total reported in prior *Open Doors* are not possible.

** Rate of change not reported due to small totals for region.

3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2015

	Students			Student-weeks			Average weeks per student, 2015
	2015 students	% of total	% change from 2014*	2015 student-weeks	% of total	% change from 2014*	
WORLD TOTAL	133,335	100.0	-14.4	1,993,917	100.0	-12.3	15.0
1 Saudi Arabia	37,982	28.5	0.6	731,019	36.7	-2.7	19.2
2 China	23,446	17.6	8.0	358,706	18.0	7.0	15.3
3 Japan	12,576	9.4	0.5	151,105	7.6	1.9	12.0
4 Brazil	8,908	6.7	-47.2	73,958	3.7	-59.2	8.3
5 South Korea	7,094	5.3	-6.2	101,598	5.1	-7.0	14.3
6 Kuwait	4,566	3.4	-9.5	77,297	3.9	-4.8	16.9
7 Taiwan	3,848	2.9	-11.4	52,297	2.6	-6.2	13.6
8 Vietnam	3,443	2.6	51.8	56,371	2.8	76.0	16.4
9 Mexico	3,384	2.5	-31.5	28,362	1.4	-23.5	8.4
10 Turkey	2,241	1.7	-15.8	27,616	1.4	-25.7	12.3
11 Colombia	2,190	1.6	-13.4	26,929	1.4	-10.6	12.3
12 Venezuela	1,885	1.4	-29.4	29,058	1.5	-32.3	15.4
13 Switzerland	1,648	1.2	-47.0	13,503	0.7	-48.2	8.2
14 Thailand	1,257	0.9	-19.9	19,996	1.0	-17.6	15.9
15 India	1,072	0.8	36.7	13,158	0.7	25.6	12.3
16 Italy	1,047	0.8	1.1	7,911	0.4	5.4	7.6
17 France	994	0.7	-21.0	8,664	0.4	-17.7	8.7
18 Oman	896	0.7	35.8	16,336	0.8	8.5	18.2
19 Libya	872	0.7	-7.2	14,159	0.7	-19.2	16.2
20 Spain	775	0.6	-17.1	7,688	0.4	-16.5	9.9

(cont'd)

3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2015 (cont'd)

		Students			Student-weeks			Average weeks per student, 2015
		2015 students	% of total	% change from 2014*	2015 student-weeks	% of total	% change from 2014*	
21	United Arab Emirates	753	0.6	-5.5	12,082	0.6	-17.0	16.0
22	Russia	716	0.5	-37.2	6,412	0.3	-36.9	9.0
23	Germany	647	0.5	-32.5	4,673	0.2	-36.5	7.2
24	Ecuador	603	0.5	9.4	9,202	0.5	6.9	15.3
25	Peru	599	0.4	186.1	4,390	0.2	36.3	7.3

* Through this report, rates of change listed for the Intensive English Program survey have been controlled for increased survey response rates. Comparisons with the total reported in prior *Open Doors* are not possible.

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2015

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
AFRICA, SUB-SAHARAN	2,141	35,913	16.8	Southern Africa	492	10,084	20.5
Central Africa	644	10,859	16.9	Angola	442	9,412	21.3
Cameroon	92	1,243	13.5	Botswana	5	41	8.2
Central African Republic	1	18	18.0	Comoros	4	63	15.8
Chad	16	135	8.4	Lesotho	2	32	16.0
Congo, Dem. Rep. of (Kinshasa)	258	4,648	18.0	Madagascar	7	79	11.3
Congo, Rep. of (Brazzaville)	54	941	17.4	Malawi	2	37	18.5
Equatorial Guinea	111	2,464	22.2	Mauritius	1	20	20.0
Gabon	108	1,341	12.4	Mozambique	4	79	19.8
Sao Tome and Principe	4	69	17.3	Namibia	1	4	4.0
East Africa	180	2,427	13.5	Reunion	0	0	—
Burundi	22	330	15.0	South Africa	8	82	10.3
Djibouti	2	37	18.5	Swaziland	6	71	11.8
Eritrea	11	104	9.5	Zambia	0	0	—
Ethiopia	31	442	14.3	Zimbabwe	10	164	16.4
Kenya	18	180	10.0	West Africa	825	12,543	15.2
Rwanda	18	275	15.3	Benin	63	931	14.8
Seychelles	0	0	—	Burkina Faso	156	2,273	14.6
Somalia	7	115	16.4	Cabo Verde/Cape Verde	15	263	17.5
South Sudan	19	191	10.1	Cote d'Ivoire (Ivory Coast)	202	3,130	15.5
Sudan	24	263	11.0	Gambia	1	32	32.0
Tanzania	18	358	19.9	Ghana	13	259	19.9
Uganda	10	132	13.2	Guinea	33	514	15.6
				Guinea-Bissau	0	0	—

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2015 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Liberia	12	205	17.1	Philippines	40	568	14.2
Mali	90	1,415	15.7	Singapore	6	96	16.0
Mauritania	38	615	16.2	Thailand	1,257	19,996	15.9
Niger	18	275	15.3	Timor-Leste/East Timor	4	69	17.3
Nigeria	91	1,354	14.9	Vietnam	3,443	56,371	16.4
Saint Helena	1	15	15.0				
Senegal	63	870	13.8	EUROPE	9,377	90,014	9.6
Sierra Leone	7	71	10.1	Albania	44	532	12.1
Togo	22	321	14.6	Andorra	4	30	7.5
ASIA	54,487	778,501	14.3	Armenia	10	82	8.2
East Asia	47,440	670,954	14.1	Austria	54	354	6.6
China	23,446	358,706	15.3	Azerbaijan	18	184	10.2
Hong Kong	189	2,683	14.2	Belarus	36	405	11.3
Japan	12,576	151,105	12.0	Belgium	132	1,163	8.8
Macau	51	1,038	20.4	Bosnia and Herzegovina	7	144	20.6
Mongolia	236	3,527	14.9	Bulgaria	11	92	8.4
North Korea	0	0	—	Croatia	23	156	6.8
South Korea	7,094	101,598	14.3	Cyprus	6	82	13.7
Taiwan	3,848	52,297	13.6	Czech Republic	76	784	10.3
South & Central Asia	2,021	26,627	13.2	Denmark	40	361	9.0
Afghanistan	71	422	5.9	Estonia	2	26	13.0
Bangladesh	65	796	12.2	Finland	25	247	9.9
Bhutan	4	32	8.0	France	994	8,664	8.7
India	1,072	13,158	12.3	Georgia	19	198	10.4
Kazakhstan	363	6,160	17.0	Germany	647	4,673	7.2
Kyrgyzstan	24	375	15.6	Gibraltar	1	21	21.0
Maldives	0	0	—	Greece	15	193	12.9
Nepal	203	2,779	13.7	Hungary	44	449	10.2
Pakistan	125	1,577	12.6	Iceland	5	21	4.2
Sri Lanka	28	397	14.2	Ireland	2	32	16.0
Tajikistan	19	375	19.7	Italy	1,047	7,911	7.6
Turkmenistan	12	121	10.1	Kosovo	1	20	20.0
Uzbekistan	35	435	12.4	Latvia	2	18	9.0
Southeast Asia	5,026	80,920	16.1	Liechtenstein	4	16	4.0
Brunei	0	0	—	Lithuania	4	70	17.5
Cambodia	29	470	16.2	Luxembourg	0	0	—
Indonesia	138	1,747	12.7	Macedonia	2	18	9.0
Laos	40	540	13.5	Malta	0	0	—
Malaysia	38	519	13.7	Moldova	13	137	10.5
Myanmar	31	544	17.5	Monaco	0	0	—
				Montenegro	5	78	15.6
				Netherlands	54	594	11.0
				Norway	21	357	17.0

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2015 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Poland	100	963	9.6				
Portugal	46	630	13.7				
Romania	19	260	13.7				
Russia	716	6,412	9.0				
San Marino	1	5	5.0				
Serbia	11	186	16.9				
Slovakia	23	242	10.5				
Slovenia	5	67	13.4				
Spain	775	7,688	9.9				
Sweden	148	1,333	9.0				
Switzerland	1,648	13,503	8.2				
Turkey	2,241	27,616	12.3				
Ukraine	228	2,379	10.4				
United Kingdom	48	618	12.9				
Vatican City/Holy See	0	0	—				
LATIN AMERICA & CARIBBEAN	19,688	199,176	10.1				
Caribbean	197	2,483	12.6				
Anguilla	0	0	—				
Antigua and Barbuda	0	0	—				
Aruba	1	15	15.0				
Bahamas	1	21	21.0				
Barbados	1	20	20.0				
Bermuda	1	16	16.0				
British Virgin Islands	1	16	16.0				
Cayman Islands	1	42	42.0				
Cuba	23	279	12.1				
Curacao	0	0	—				
Dominica	1	8	8.0				
Dominican Republic	115	1,201	10.4				
Grenada	0	0	—				
Guadeloupe	1	1	1.0				
Haiti	46	791	17.2				
Jamaica	2	26	13.0				
Martinique	0	0	—				
Montserrat	0	0	—				
Sint Maarten	1	11	11.0				
St. Kitts and Nevis	0	0	—				
St. Lucia	0	0	—				
St. Vincent and the Grenadines	0	0	—				
Trinidad and Tobago	2	36	18.0				
Turks and Caicos Islands	0	0	—				
				Mexico & Central America	4,228	39,882	9.4
				Belize	0	0	—
				Costa Rica	84	696	8.3
				El Salvador	58	914	15.8
				Guatemala	71	981	13.8
				Honduras	79	1,125	14.2
				Mexico	3,384	28,362	8.4
				Nicaragua	35	464	13.3
				Panama	517	7,340	14.2
				South America	15,263	156,811	10.3
				Argentina	303	3,149	10.4
				Bolivia	115	1,576	13.7
				Brazil	8,908	73,958	8.3
				Chile	502	6,625	13.2
				Colombia	2,190	26,929	12.3
				Ecuador	603	9,202	15.3
				Falkland Islands	0	0	—
				French Guiana	2	33	16.5
				Guyana	0	0	—
				Paraguay	127	1,494	11.8
				Peru	599	4,390	7.3
				Suriname	0	0	—
				Uruguay	29	397	13.7
				Venezuela	1,885	29,058	15.4
				MIDDLE EAST & NORTH AFRICA	47,533	888,533	18.7
				Middle East	46,337	870,185	18.8
				Bahrain	29	387	13.3
				Iran	287	4,806	16.7
				Iraq	471	8,197	17.4
				Israel	58	899	15.5
				Jordan	345	4,485	13.0
				Kuwait	4,566	77,297	16.9
				Lebanon	45	572	12.7
				Oman	896	16,336	18.2
				Palestinian Territories	73	1,257	17.2
				Qatar	396	7,207	18.2
				Saudi Arabia	37,982	731,019	19.2
				Syria	147	2,155	14.7
				United Arab Emirates	753	12,082	16.0
				Yemen	289	3,486	12.1

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2015 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
North Africa	1,196	18,348	15.3	Nauru	0	0	—
Algeria	29	274	9.4	New Caledonia	0	0	—
Egypt	134	1,853	13.8	New Zealand	7	127	18.1
Libya	872	14,159	16.2	Niue	0	0	—
Morocco	125	1,700	13.6	Norfolk Islands	0	0	—
Tunisia	36	362	10.1	Palau	0	0	—
NORTH AMERICA	76	1,239	16.3	Papua New Guinea	1	26	26.0
Canada	76	1,239	16.3	Samoa	1	11	11.0
OCEANIA	32	520	16.3	Solomon Islands	0	0	—
Australia	18	251	13.9	Tonga	2	42	21.0
Cook Islands	0	0	—	Tuvalu	0	0	—
Fiji	1	18	18.0	Vanuatu	0	0	—
French Polynesia	1	20	20.0	Wallis and Futuna	1	25	25.0
Kiribati	0	0	—	STATELESS	1	21	21.0
Marshall Islands	0	0	—	TOTAL	133,335	1,993,917	15.0
Micronesia	0	0	—				

3.8 IEP STUDENTS AND STUDENT-WEEKS BY U.S. STATE, 2015

	Programs	Total students	Student-weeks		Programs	Total students	Student-weeks
Alabama	7	1,406	23,598	Montana	2	313	4,206
Alaska	*	*	*	Nebraska	5	755	13,447
Arizona	3	3,573	56,569	Nevada	1	240	2,859
Arkansas	4	682	11,115	New Hampshire	3	590	9,008
California	53	31,963	406,316	New Jersey	5	600	7,701
Colorado	10	2,354	32,257	New Mexico	2	407	6,647
Connecticut	5	1,117	13,486	New York	26	12,773	191,235
Delaware	1	1,698	34,799	North Carolina	6	1,654	25,496
District of Columbia	8	1,251	12,689	North Dakota	2	189	3,242
Florida	18	6,725	78,491	Ohio	14	3,641	60,106
Georgia	9	2,467	38,257	Oklahoma	7	1,334	29,681
Hawaii	6	2,564	25,834	Oregon	9	3,080	53,312
Idaho	2	498	8,432	Pennsylvania	18	4,147	61,729
Illinois	19	3,932	58,314	Rhode Island	4	427	6,066
Indiana	10	2,186	36,702	South Carolina	4	723	12,586
Iowa	5	738	11,842	South Dakota	3	104	2,152
Kansas	6	2,492	37,721	Tennessee	7	1,355	23,730
Kentucky	4	448	8,300	Texas	27	8,617	142,704
Louisiana	6	467	7,509	Utah	6	1,319	24,163
Maine	1	24	202	Vermont	2	294	3,350
Maryland	6	1,342	20,398	Virginia	10	2,611	40,062
Massachusetts	10	4,771	57,839	Washington	16	7,213	153,317
Michigan	10	2,374	49,402	West Virginia	4	601	8,666
Minnesota	6	1,332	18,116	Wisconsin	11	1,372	22,193
Mississippi	5	823	11,473	Wyoming	*	*	*
Missouri	11	1,749	26,598	U.S. TOTAL	419	133,335	1,993,917

* Data not available. Programs with multiple locations in different states that did not provide separate data for each program are not included in the state breakdown.

3.9 IEP STUDENTS AND STUDENT-WEEKS BY ENROLLMENT STATUS FOR TOP 4 HOST STATES, 2014

	ALL STATES	CALIFORNIA	NEW YORK	TEXAS	WASHINGTON
	% of students	% of students	% of students	% of students	% of students
Full-time (18 or more hours per week)	83.7	87.9	79.8	85.9	81.0
Part-time	16.3	12.1	20.0	14.1	19.0
Total students	133,335	31,963	12,773	8,617	7,213
	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks
Full-time (18 or more hours per week)	87.7	90.4	87.3	88.5	88.5
Part-time	12.3	9.6	12.7	11.5	11.5
Total student-weeks	1,993,917	406,316	191,235	142,704	153,317

3.10 TOP 20 PLACES OF ORIGIN FOR THE TOP 4 STATES HOSTING IEP STUDENTS, 2015

1. CALIFORNIA				2. NEW YORK			
	Students	% of students	Student-weeks		Students	% of students	Student-weeks
State total	31,963	100.0	406,316	State total	12,773	100.0	191,235
1 China	6,946	21.7	86,353	1 China	4,189	32.8	70,131
2 Saudi Arabia	5,618	17.6	114,255	2 Saudi Arabia	1,571	12.3	25,593
3 Japan	5,488	17.2	57,541	3 Japan	1,228	9.6	15,047
4 Brazil	2,985	9.3	20,039	4 South Korea	1,161	9.1	21,184
5 South Korea	2,103	6.6	22,573	5 Taiwan	649	5.1	10,552
6 Kuwait	1,612	5.0	23,868	6 Brazil	630	4.9	6,096
7 Taiwan	1,469	4.6	18,256	7 Mexico	435	3.4	3,514
8 Vietnam	1,027	3.2	14,763	8 Turkey	374	2.9	3,006
9 Mexico	510	1.6	2,829	9 Colombia	237	1.9	3,478
9 Turkey	510	1.6	5,228	10 Thailand	204	1.6	3,336
11 Thailand	390	1.2	5,887	11 Russia	172	1.3	1,525
12 France	278	0.9	2,390	12 Italy	155	1.2	1,749
13 Italy	263	0.8	1,449	13 France	139	1.1	1,909
14 Germany	228	0.7	1,301	14 India	97	0.8	1,513
15 Russia	194	0.6	1,620	15 Spain	84	0.7	1,663
16 Colombia	164	0.5	1,949	16 Venezuela	76	0.6	1,585
17 Kazakhstan	138	0.4	2,373	17 Chile	69	0.5	1,639
18 India	132	0.4	1,093	18 Peru	63	0.5	698
19 United Arab Emirates	124	0.4	1,872	19 Dominican Republic	61	0.5	358
20 Spain	117	0.4	983	19 Vietnam	61	0.5	764
3. TEXAS				4. WASHINGTON			
	Students	% of students	Student-weeks		Students	% of students	Student-weeks
State total	8,617	100.0	142,704	State total	7,213	100.0	153,317
1 Saudi Arabia	2,674	31.0	54,797	1 Saudi Arabia	1,857	25.7	49,409
2 Mexico	869	10.1	9,904	2 China	1,385	19.2	35,842
3 China	625	7.2	10,215	3 Japan	1,360	18.9	17,463
4 Vietnam	509	5.9	7,982	4 Vietnam	671	9.3	16,622
5 Brazil	425	4.9	4,190	5 Taiwan	464	6.4	6,207
6 South Korea	413	4.8	6,137	6 South Korea	429	5.9	7,060
7 Venezuela	377	4.4	6,282	7 Brazil	99	1.4	1,834
8 Taiwan	276	3.2	4,117	8 Thailand	94	1.3	1,813
9 Turkey	252	2.9	3,953	9 Kuwait	91	1.3	2,046
10 Japan	214	2.5	2,982	10 Hong Kong	66	0.9	1,168
11 Angola	213	2.5	4,551	11 Mongolia	59	0.8	1,242
12 Colombia	182	2.1	2,931	12 Mexico	42	0.6	786
13 India	118	1.4	1,151	13 Libya	36	0.5	686
14 Oman	96	1.1	2,372	14 Colombia	32	0.4	609
15 Thailand	85	1.0	1,304	15 Indonesia	29	0.4	495
16 Kuwait	79	0.9	2,317	16 France	27	0.4	594
17 France	65	0.8	736	16 Italy	27	0.4	873
18 Cote d'Ivoire (Ivory Coast)	63	0.7	1,205	18 Germany	26	0.4	615
19 Qatar	60	0.7	1,557	19 Venezuela	24	0.3	590
20 Equatorial Guinea	59	0.7	1,121	20 India	22	0.3	360
20 Libya	59	0.7	992	20 Russia	22	0.3	345
				20 Spain	22	0.3	513

* Data not available.

International Scholars in the United States

SCHOLAR CHARACTERISTICS

- 4.1 Visa Status, Sex, and Primary Function of International Scholars, Selected Years, 1999/00–2015/16 119
 - 4.2 Major Field of Specialization of International Scholars, Selected Years, 1999/00–2015/16 119
 - 4.3 Detailed Major Field of Specialization of International Scholars, 2014/15 & 2015/16 120
-

PLACES OF ORIGIN

- 4.4 Top 25 Places of Origin of International Scholars, 2014/15 & 2015/16 121
 - 4.5 International Scholar Totals by Place of Origin, 2014/15 & 2015/16 122
-

U.S. DESTINATIONS AND INSTITUTIONS

- 4.6 International Scholars by State or Territory, 2011/12–2015/16 125
- 4.7 Leading Institutions Hosting International Scholars, 2015/16 127

4.1 VISA STATUS, SEX, AND PRIMARY FUNCTION OF INTERNATIONAL SCHOLARS, SELECTED YEARS, 1999/00–2015/16

		% of scholars				
		1999/00	2004/05	2009/10	2014/15	2015/16
Visa status	J-1 Scholar	71.6	54.0	62.6	72.4	71.2
	H-1B	20.5	37.4	30.3	20.3	19.4
	F-1 OPT*	–	–	–	–	3.5
	B*	–	–	–	–	2.3
	TN	1.5	1.4	1.2	1.2	1.1
	O-1	0.8	0.8	0.5	0.5	0.5
	Other	5.5	6.4	5.4	5.6	2.0
Sex	Male	71.8	66.5	64.2	61.1	60.0
	Female	28.2	33.5	35.8	38.9	40.0
Primary function	Research	76.5	73.2	77.4	77.1	80.9
	Teaching	10.4	13.3	8.6	6.9	7.6
	Both research & teaching	7.8	7.1	6.3	9.4	4.6
	Clinical**	–	–	–	–	2.2
	Other function	5.3	6.4	7.7	6.6	4.7
TOTAL		74,571	89,634	115,098	124,861	134,014

* Beginning in 2015/16 B and F-1OPT visas were reported separately.

** Beginning in 2015/16 the Primary Function of “Clinical” was reported separately.

Note: International scholar data include only scholars at higher education institutions and does not include scholars in non-university settings.

4.2 MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, SELECTED YEARS, 1999/00–2015/16

		% of scholars				
		1999/00	2004/05	2009/10	2014/15	2015/16
Science, technology, engineering, and math		76.4	77.5	75.7	74.2	76.0
<i>Agriculture</i>		3.6	3.7	4.0	4.5	4.2
<i>Engineering</i>		11.9	11.6	13.1	16.2	16.6
<i>Health professions</i>		23.8	21.9	18.1	13.1	14.2
<i>Math and computer science</i>		5.5	5.5	5.6	5.7	6.2
<i>Physical and life sciences</i>		31.6	34.7	34.9	34.7	34.7
Social sciences		7.3	7.4	7.7	8.0	7.7
Humanities		4.9	3.5	3.7	3.8	3.7
Business and management		2.5	2.8	3.8	3.3	3.5
Education		1.4	1.6	1.7	1.9	2.0
Fine and applied arts		2.1	1.7	1.7	1.7	2.0
Legal studies and law enforcement*		–	–	–	1.6	1.6
Communication and journalism*		–	–	–	0.9	0.9
Other fields of study		5.3	5.4	5.2	4.3	2.7

*Beginning in 2014/15, communications & journalism and legal studies & law enforcement were reported separately.

Note: Percent of total may not sum to 100.0 due to rounding.

4.3 DETAILED MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2014/15 & 2015/16

	2014/15	2015/16	% change		2014/15	2015/16	% change
Agriculture	5,628	5,600	-0.5	Legal studies and law enforcement	2,003	2,193	9.5
Agriculture	4,574	4,485	-1.9	Legal professions and studies	1,931	2,117	9.6
Natural resources and conservation	1,054	1,115	5.8	Homeland security, law enforcement, and firefighting	72	76	5.6
Business and management	4,072	4,692	15.2	Math and computer science	7,172	8,356	16.5
Communications and journalism	1,128	1,151	2.0	Computer and information science services	4,044	4,884	20.8
Communication, journalism	1,056	1,097	3.9	Mathematics and statistics	3,128	3,472	11.0
Communications technologies/technicians	72	54	-25.0	Physical and life sciences	43,311	46,557	7.5
Education	2,343	2,659	13.5	Biological and biomedical sciences	29,681	32,402	9.2
Engineering	20,381	22,266	9.2	Physical sciences	13,469	13,973	3.7
Engineering	19,658	21,325	8.5	Science technologies/technicians	161	182	13.0
Engineering technologies/technicians	677	881	30.1	Social sciences	10,061	10,300	2.4
Transportation and materials moving	37	34	-8.1	Social sciences	5,004	5,193	3.8
Mechanic and repair technologies/technicians	6	6	0.0	Psychology	1,322	1,432	8.3
Construction trades	2	6	200.0	Public administration and social service professions	1,053	1,129	7.2
Precision production	0	6	—	Area, ethnic, cultural, and gender studies	2,009	1,840	-8.4
Military technologies	1	8	700.0	History	673	706	4.9
Fine and applied arts	2,213	2,660	20.2	Other fields of study	5,428	3,585	-34.0
Visual and performing arts	1,310	1,626	24.1	Liberal arts and sciences/general studies	344	476	38.4
Architecture	903	1,034	14.5	Multi/interdisciplinary studies	865	986	14.0
Health professions	16,444	19,065	15.9	Parks, recreation, leisure, and fitness studies	316	348	10.1
Health professions	15,149	17,629	16.4	Family and consumer sciences/human sciences	271	253	-6.6
Residency programs	1,295	1,436	10.9	Basic skills	23	44	91.3
Humanities	4,677	4,930	5.4	Personal and culinary services	12	37	208.3
Foreign languages, literatures, and linguistics	2,835	3,022	6.6	Library science	420	335	-20.2
English language and literature/letters	861	990	15.0	Reserve Officer Training Corps	1	2	100.0
Theology and religious vocations	118	47	-60.2	Other	3,176	1,104	-65.2
Philosophy and religious studies	863	871	0.9	TOTAL	124,861	134,014	7.3

4.4 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL SCHOLARS, 2014/15 & 2015/16

	2014/15	2015/16	% of total	% change
WORLD TOTAL	124,861	134,014	100.0	7.3
1 China	40,193	44,490	33.2	10.7
2 India	10,937	12,379	9.2	13.2
3 South Korea	7,415	7,395	5.5	-0.3
4 Germany	5,318	5,345	4.0	0.5
5 Canada	4,611	4,976	3.7	7.9
6 France	4,511	4,545	3.4	7.0
7 Japan	4,394	4,478	3.3	-0.7
8 Brazil	4,249	4,345	3.2	-1.1
9 Italy	3,866	4,036	3.0	4.4
10 Spain	2,886	3,112	2.3	7.8
11 United Kingdom	2,635	2,687	2.0	2.0
12 Turkey	2,218	2,303	1.7	3.8
13 Taiwan	1,871	2,024	1.5	8.2
14 Mexico	1,646	1,914	1.4	16.3
15 Iran	1,522	1,891	1.4	28.2
16 Israel	1,475	1,633	1.2	7.3
17 Netherlands	1,162	1,188	0.9	2.2
18 Australia	1,019	1,156	0.9	13.4
19 Russia	1,010	1,004	0.7	-0.6
20 Pakistan	862	989	0.7	14.7
21 Greece	920	961	0.7	4.5
22 Colombia	826	930	0.7	12.6
23 Egypt	784	872	0.7	11.2
24 Poland	757	863	0.6	14.0
25 Switzerland	715	725	0.5	1.4

4.5 INTERNATIONAL SCHOLAR TOTALS BY PLACE OF ORIGIN, 2014/15 & 2015/16

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
AFRICA, SUB-SAHARAN	1,989	2,057	1.5	3.4	Cabo Verde/Cape Verde	2	2		0.0
East Africa	560	620	0.5	10.7	Côte d'Ivoire/Ivory Coast	16	7		-56.3
Burundi	2	4		100.0	Gambia	6	13		116.7
Djibouti	3	1		-66.7	Ghana	225	218		-3.1
Eritrea	7	5		-28.6	Guinea	4	1		-75.0
Ethiopia	115	182		58.3	Guinea-Bissau	1	0		-100.0
Kenya	203	180		-11.3	Liberia	20	26		30.0
Rwanda	33	42		27.3	Mali	20	14		-30.0
Seychelles	0	3		–	Mauritania	1	1		0.0
Somalia	1	0		-100.0	Niger	17	5		-70.6
South Sudan	3	5		66.7	Nigeria	395	462		17.0
Sudan	20	32		60.0	Saint Helena	2	0		-100.0
Tanzania	61	55		-9.8	Senegal	28	41		46.4
Uganda	112	111		-0.9	Sierra Leone	10	12		20.0
Central Africa	151	132	0.1	-12.6	Togo	10	4		-60.0
Cameroon	110	91		-17.3	ASIA	69,515	75,915	56.6	9.2
Central African Republic	3	2		-33.3	East Asia	54,278	58,680	43.8	8.1
Chad	3	5		66.7	China	40,193	44,490		10.7
Congo, Rep. of the (Brazzaville)	9	10		11.1	Hong Kong	250	260		4.0
Congo, Dem. Rep. of the (Kinshasa)	18	20		11.1	Japan	4,511	4,478		-0.7
Equatorial Guinea	2	0		-100.0	Macau	8	11		37.5
Gabon	6	4		-33.3	Mongolia	30	22		-26.7
São Tomé and Príncipe	0	0		0.0	North Korea	–	–		–
Southern Africa	504	474	0.4	-6.0	South Korea	7,415	7,395		-0.3
Angola	8	1		-87.5	Taiwan	1,871	2,024		8.2
Botswana	21	16		-23.8	South & Central Asia	12,835	14,554	10.9	13.4
Comoros	1	5		400.0	Afghanistan	40	34		-15.0
Lesotho	7	3		-57.1	Bangladesh	251	299		19.1
Madagascar	9	19		111.1	Bhutan	10	12		20.0
Malawi	39	38		-2.6	India	10,937	12,379		13.2
Mauritius	21	14		-33.3	Kazakhstan	176	162		-8.0
Mozambique	21	15		-28.6	Kyrgyzstan	17	23		35.3
Namibia	10	10		0.0	Maldives	3	1		-66.7
Reunion	1	2		100.0	Nepal	296	354		19.6
South Africa	227	222		-2.2	Pakistan	862	989		14.7
Swaziland	9	13		44.4	Sri Lanka	214	254		18.7
Zambia	32	24		-25.0	Tajikistan	8	20		150.0
Zimbabwe	98	92		-6.1	Turkmenistan	2	3		50.0
West Africa	774	831	0.6	7.4	Uzbekistan	19	24		26.3
Benin	7	14		100.0	Southeast Asia	2,402	2,681	2.0	11.6
Burkina Faso	10	11		10.0	Brunei	6	2		-66.7
					Cambodia	11	22		100.0

(cont'd)

(cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
Indonesia	221	250		13.1	Montenegro	12	11		-8.3
Laos	4	2		-50.0	Netherlands	1,162	1,188		2.2
Malaysia	329	309		-6.1	Norway	454	492		8.4
Myanmar	80	54		-32.5	Poland	757	863		14.0
Philippines	328	347		5.8	Portugal	516	535		3.7
Singapore	275	344		25.1	Romania	319	282		-11.6
Thailand	711	721		1.4	Russia	1,010	1,004		-0.6
Timor-Leste/East Timor	1	4		300.0	San Marino	1	2		100.0
Vietnam	436	626		43.6	Serbia	167	169		1.2
EUROPE	32,336	33,496	25.0	3.6	Slovakia	114	110		-3.5
Albania	45	35		-22.2	Slovenia	83	90		8.4
Andorra	3	2		-33.3	Spain	2,886	3,112		7.8
Armenia	66	65		-1.5	Sweden	614	667		8.6
Austria	569	561		-1.4	Switzerland	715	725		1.4
Azerbaijan	33	34		3.0	Turkey	2,218	2,303		3.8
Belarus	58	69		19.0	Ukraine	282	312		10.6
Belgium	582	565		-2.9	United Kingdom	2,635	2,687		2.0
Bosnia and Herzegovina	30	26		-13.3	Vatican City/Holy See	0	0		0.0
Bulgaria	175	198		13.1	LATIN AMERICA & CARIBBEAN	9,546	9,931	7.4	4.0
Croatia	137	138		0.7	Caribbean	378	352	0.3	-6.9
Cyprus	70	69		-1.4	Anguilla	1	1		0.0
Czech Republic	211	173		-18.0	Antigua and Barbuda	2	4		100.0
Denmark	520	577		11.0	Aruba	1	2		100.0
Estonia	50	48		-4.0	Bahamas	32	35		9.4
Finland	312	359		15.1	Barbados	25	12		-52.0
France	4,249	4,545		7.0	Bermuda	3	2		-33.3
Georgia	107	92		-14.0	British Virgin Islands	10	1		-90.0
Germany	5,318	5,345		0.5	Cayman Islands	0	1		-
Gibraltar	0	1		-	Cuba	37	55		48.6
Greece	920	961		4.5	Curacao	0	0		0.0
Hungary	321	306		-4.7	Dominica	10	8		-20.0
Iceland	71	45		-36.6	Dominican Republic	32	30		-6.3
Ireland	483	499		3.3	Grenada	2	4		100.0
Italy	3,866	4,036		4.4	Guadeloupe	0	0		0.0
Kosovo	10	22		120.0	Haiti	47	13		-72.3
Latvia	29	30		3.4	Jamaica	81	91		12.3
Liechtenstein	10	10		0.0	Martinique	0	1		-
Lithuania	58	53		-8.6	Montserrat	0	0		0.0
Luxembourg	25	24		-4.0	Saint Kitts & Nevis	0	1		-
Macedonia	31	31		0.0	Saint Lucia	10	10		0.0
Malta	4	4		0.0	Saint Vincent & Grenadines	3	3		0.0
Moldova	27	21		-22.2	Sint Maarten	0	2		-
Monaco	1	0		-100.0					

(cont'd)

4.5 INTERNATIONAL SCHOLAR TOTALS BY PLACE OF ORIGIN, 2014/15 & 2015/16 (cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
Trinidad and Tobago	80	75		-6.3	Saudi Arabia	479	480		0.2
Turks and Caicos	2	1		-50.0	Syria	132	145		9.8
Mexico & Central America	2,038	2,315	1.7	13.6	United Arab Emirates	27	26		-3.7
Belize	16	18		12.5	Yemen	20	19		-5.0
Costa Rica	91	84		-7.7	North Africa	1,141	1,220	0.9	6.9
El Salvador	48	56		16.7	Algeria	69	71		2.9
Guatemala	69	65		-5.8	Egypt	784	872		11.2
Honduras	80	56		-30.0	Libya	47	49		4.3
Mexico	1,646	1,914		16.3	Morocco	113	123		8.8
Nicaragua	17	19		11.8	Tunisia	128	105		-18.0
Panama	71	103		45.1	NORTH AMERICA	4,611	4,976	3.7	7.9
South America	7,130	7,264	5.4	1.9	Canada	4,611	4,976		7.9
Argentina	640	712		11.3	OCEANIA	1,252	1,398	1.0	11.7
Bolivia	42	51		21.4	Australia	1,019	1,156		13.4
Brazil	4,394	4,345		-1.1	Cook Islands	0	0		0.0
Chile	487	467		-4.1	Fiji	4	2		-50.0
Colombia	826	930		12.6	French Polynesia	0	0		0.0
Ecuador	151	119		-21.2	Kiribati	0	0		0.0
Falkland Islands	0	0		0.0	Marshall Islands	0	0		0.0
French Guiana	3	1		-66.7	Micronesia	1	0		-100.0
Guyana	13	13		0.0	Nauru	0	1		-
Paraguay	18	22		22.2	New Caledonia	0	0		0.0
Peru	291	277		-4.8	New Zealand	223	232		4.0
Suriname	2	3		50.0	Niue	0	0		0.0
Uruguay	66	80		21.2	Norfolk Island	0	0		0.0
Venezuela	197	244		23.9	Palau	0	2		-
MIDDLE EAST & NORTH AFRICA	5,608	6,238	4.7	11.2	Papua New Guinea	4	3		-25.0
Middle East	4,467	5,018	3.7	12.3	Samoa	0	0		0.0
Bahrain	12	16		33.3	Solomon Islands	0	0		0.0
Iran	1,475	1,891		28.2	Tonga	1	2		100.0
Iraq	136	171		25.7	Tuvalu	0	0		0.0
Israel	1,522	1,633		7.3	Vanuatu	0	0		0.0
Jordan	243	227		-6.6	Wallis and Futuna	0	0		0.0
Kuwait	40	42		5.0	STATELESS	4	3	0.0	-25.0
Lebanon	313	305		-2.6	WORLD TOTAL	124,861	134,014	100.0	7.3
Oman	14	13		-7.1					
Palestinian Territories	45	34		-24.4					
Qatar	9	16		77.8					

Note: Percent distributions may not sum to 100.0 because of rounding.

4.6 INTERNATIONAL SCHOLARS BY STATE OR TERRITORY, 2011/12–2015/16

	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
Alabama	947	969	938	1,159	1,176	1.5
Alaska	76	18	16	22	103	368.2
Arizona	1,758	1,934	2,108	2,466	2,840	15.2
Arkansas	461	543	436	362	402	11.0
California	20,672	21,725	21,602	22,252	24,505	10.1
Colorado	1,925	1,854	1,915	1,879	2,387	27.0
Connecticut	2,689	2,612	2,749	2,815	2,869	1.9
Delaware	446	298	567	559	458	-18.1
District of Columbia	1,310	606	610	613	657	7.2
Florida	4,379	4,475	3,470	3,561	3,614	1.5
Georgia	3,716	3,638	3,576	3,542	3,630	2.5
Hawaii	566	575	556	603	537	-10.9
Idaho	37	43	36	51	62	21.6
Illinois	5,874	6,100	5,869	5,855	6,312	7.8
Indiana	2,466	2,654	2,553	2,698	2,802	3.9
Iowa	1,495	1,619	1,340	1,308	1,264	-3.4
Kansas	828	1,032	1,045	1,021	1,135	11.2
Kentucky	1,347	1,453	1,232	1,129	1,241	9.9
Louisiana	748	755	638	466	824	76.8
Maine	123	103	79	95	120	26.3
Maryland	2,337	2,243	4,852	4,754	4,662	-1.9
Massachusetts	9,928	10,313	9,659	10,011	11,178	11.7
Michigan	4,682	5,422	5,302	4,938	5,197	5.2
Minnesota	1,642	1,810	2,241	2,190	2,159	-1.4
Mississippi	278	315	170	323	312	-3.4
Missouri	2,428	2,423	2,209	2,407	2,605	8.2
Montana	253	206	168	187	260	39.0
Nebraska	510	518	576	839	966	15.1
Nevada	321	371	416	402	458	13.9
New Hampshire	437	449	459	421	386	-8.3
New Jersey	1,961	2,093	2,389	2,246	2,361	5.1
New Mexico	422	460	534	470	376	-20.0
New York	9,065	9,450	9,016	9,756	10,337	6.0
North Carolina	3,943	4,518	4,404	4,520	4,624	2.3
North Dakota	398	343	339	386	308	-20.2
Ohio	3,667	3,731	3,845	3,916	4,152	6.0
Oklahoma	558	546	343	571	834	46.1
Oregon	915	1,008	990	866	908	4.8
Pennsylvania	5,490	7,211	6,669	7,283	7,787	6.9
Rhode Island	705	756	789	834	773	-7.3

(cont'd)

4.6 INTERNATIONAL SCHOLARS BY STATE OR TERRITORY, 2010/11–2015/16 (cont'd)

	2011/12	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
South Carolina						
South Dakota	786	838	887	879	769	-12.5
Tennessee	137	161	88	36	49	36.1
Texas	1,322	1,441	1,594	1,766	1,749	-1.0
Utah	5,913	5,358	5,447	5,603	6,765	20.7
Vermont	669	565	637	625	692	10.7
Virginia	325	346	349	267	434	62.5
Washington	1,317	1,239	1,271	1,206	1,256	4.1
West Virginia	2,225	2,222	2,155	2,262	2,195	-3.0
Wisconsin	241	273	154	165	167	1.2
Wyoming	2,053	2,326	2,583	2,210	2,255	2.0
Puerto Rico	*	*	*	*	*	*
Virgin Islands	126	98	44	66	102	54.5
	*	*	*	*	*	*
U.S. TOTAL	116,917	122,059	121,914	124,861	134,014	7.3

* Did not report

4.7 LEADING INSTITUTIONS HOSTING INTERNATIONAL SCHOLARS, 2015/16

			International scholars
1	Harvard University	Cambridge MA	4,951
2	University of California — Los Angeles	Los Angeles CA	3,512
3	Stanford University	Stanford CA	3,512
4	University of California — Berkeley	Berkeley CA	3,399
5	University of Michigan — Ann Arbor	Ann Arbor MI	3,155
6	Columbia University	New York NY	3,082
7	University of California — San Diego	La Jolla CA	2,853
8	Johns Hopkins University	Baltimore MD	2,625
9	Yale University	New Haven CT	2,565
10	Massachusetts Institute of Technology	Cambridge MA	2,408
11	University of California — Davis	Davis CA	2,202
12	University of Illinois — Urbana-Champaign	Champaign IL	2,083
13	University of Minnesota — Twin Cities	Minneapolis MN	1,844
14	University of Wisconsin — Madison	Madison WI	1,840
15	Ohio State University — Columbus	Columbus OH	1,834
16	University of Pennsylvania	Philadelphia PA	1,796
17	Duke University and Medical Center	Durham NC	1,777
18	University of Pittsburgh — Pittsburgh	Pittsburgh PA	1,768
19	University of Arizona	Tucson AZ	1,751
20	University of California — San Francisco	San Francisco CA	1,735
21	University of Southern California	Los Angeles CA	1,629
22	University of Texas — Austin	Austin TX	1,620
23	University of Florida	Gainesville FL	1,527
24	Northwestern University	Evanston IL	1,431
25	University of North Carolina — Chapel Hill	Chapel Hill NC	1,372
26	Pennsylvania State University — University Park	University Park PA	1,350
27	Boston University	Boston MA	1,329
28	Purdue University — West Lafayette	West Lafayette IN	1,323
29	University of Maryland — College Park	College Park MD	1,309
30	University of Chicago	Chicago IL	1,302
31	New York University	New York NY	1,257
32	University of California — Irvine	Irvine CA	1,256
33	Washington University in St. Louis	Saint Louis MO	1,208
34	Cornell University	Ithaca NY	1,145
35	Michigan State University	East Lansing MI	1,137
36	Rutgers University — New Brunswick, Camden, Newark	New Brunswick NJ	1,127
37	Princeton University	Princeton NJ	1,114
38	Georgia Institute of Technology	Atlanta GA	1,064
39	Emory University	Atlanta GA	1,035
40	Arizona State University — Tempe	Tempe AZ	1,006

Methodology

IN THIS SECTION

- 5.1 Place of Origin Codes by World Region 130
- 5.2 Field of Study Codes 132
- 5.3 Institutions Surveyed and Response Rates: International Student Census, Selected Years, 1964/65–2015/16 133
- 5.4 Response Rate for Individual Variables: International Student Census, 2005/06–2015/16 134
- 5.5 Response Rate for Individual Variables: U.S. Study Abroad Survey, 2004/05–2014/15 134
- 5.6 Response Rate for Individual Variables: Intensive English Program Survey, 2015 135
- 5.7 Response Rate for Individual Variables: International Scholar Survey, 2005/06–2015/16 135

HISTORY OF OPEN DOORS

Since its founding in 1919, the Institute of International Education (IIE) has conducted an annual census of international students in the United States. For the first 30 years, IIE and the Committee on Friendly Relations Among Foreign Students carried out this effort jointly. IIE's first independent publication of the results of the annual census was titled *Education for One World*, and it reported on data for the 1948/49 academic year. It was renamed the *Open Doors Report on International Educational Exchange* in 1954/55, and in 1972 began receiving support from the Bureau of Educational and Cultural Affairs of the United States Information Agency (USIA), now part of the U.S. Department of State. *Open Doors* has long been regarded as the comprehensive source of data on trends in the enrollment of international students in U.S. higher education and in intensive English programs (IEPs) in the United States, as well as U.S. students studying abroad and international scholars teaching and conducting research at U.S. colleges and universities.

COUNTRY CLASSIFICATION SYSTEM

The classification of countries and other places of origin into regional groupings used throughout this report (Table 5.1) is based primarily on the U.S. Department of State's list of world regions and states.¹

The two-letter code of the U.S. Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS) for each place of origin is listed beside the four-digit *Open Doors* country code. The SEVIS codes for the territories of Gaza Strip (GZ) and the West Bank (WE) are combined as Palestinian Territories in the *Open Doors* classification.

1. See www.state.gov for more information.

2. See <http://nces.ed.gov/ipeds/cipcode>.

3. See <http://carnegieclassifications.iu.edu>.

Beginning with *Open Doors 2006*, the Eastern and Western Europe sub-regions were combined into a single Europe category, and Turkey and Cyprus, which were previously classified in the Middle East, were reclassified in the Europe category.

Beginning with *Open Doors 2010*, the countries listed in some African sub-regions were reclassified to better reflect modern geographic reality. Beginning with *Open Doors 2013*, North Africa was grouped with the Middle East to form the Middle East and North Africa region. The remaining African sub-regions were renamed Sub-Saharan Africa. Also beginning in 2013, Bermuda was reclassified from North America to the Caribbean sub-region.

FIELDS OF STUDY

The fields of study used in this book are from *Classification of Instructional Programs, 2010 Edition*, published by the National Center for Education Statistics (NCES) of the U.S. Department of Education.² Table 5.2 lists the major fields of study used by *Open Doors*. In addition to the NCES fields, IIE has a separate category for Intensive English Language.

Before *Open Doors 2015*, the U.S. Study Abroad Survey fields of study did not follow the NCES's *Classification of Instructional Programs, 2010 Edition*. As such, figures reported in prior years of the study abroad survey may not be entirely comparable to the current classification. In addition, IIE added a separate category of International/Global Studies for the study abroad survey. This field, combined with the NCES classification of Foreign Languages, Literatures and Linguistics, allows for deeper analysis of study abroad trends from these fields.

CARNEGIE CLASSIFICATION SYSTEM

Beginning with *Open Doors 2016*, the 2015 Carnegie Classification of Institu-

tions of Higher Education for institutional types has been used.³ *Open Doors 2010* through *2015* used the 2010 codes; *Open Doors 2008* through *2009* used the 2005 codes; *Open Doors 2004* through *2007* used the 2000 codes; and previous volumes of *Open Doors* used the 1994 codes. In the changes from the 2010 to the 2015 system as well as from 2005 to the 2010 system, some institutional categories were revised, and as a result, the institutional classifications of some institutions have changed. As *Open Doors* uses the Carnegie system for its institutional-level analyses and rankings, comparisons within institutional categories from previous *Open Doors* reports are not always possible.

U.S. HIGHER EDUCATION ENROLLMENT

For the first two decades of the survey, *Open Doors* used enrollment data from the U.S. Department of Education's National Center for Education Statistics (NCES) to calculate the proportion of international students in U.S. higher education. From 1987/88 to 2006/07, IIE relied on the College Board for U.S. total higher education enrollment. Beginning with *Open Doors 2008*, IIE reverted to using enrollment data from the NCES. Due to this change, the proportion of international students in U.S. higher education reported in previous editions of *Open Doors* may differ. The NCES enrollment data used in *Open Doors* calculations are current at the time of that year's *Open Doors* publication and are not adjusted to reflect subsequent revisions made by NCES.

DEFINITION OF INTERNATIONAL STUDENT

For the purposes of the International Student Census, an international student is defined as an individual enrolled for courses at an accredited, degree-granting higher education institution in the United States on a

5.1 PLACE OF ORIGIN CODES BY WORLD REGION

1000	SUB-SAHARAN AFRICA	1500	West Africa	2255	UZ	Uzbekistan		
1100	East Africa	1510	BN	Benin	2300	Southeast Asia		
1115	BY	Burundi	1585	UV	Burkina Faso	2305	BX	Brunei
1105	DJ	Djibouti	1505	CV	Cabo Verde/Cape Verde	2320	CB	Cambodia
1195	ER	Eritrea	1535	IV	Côte d'Ivoire/Ivory Coast	2315	ID	Indonesia
1125	ET	Ethiopia	1515	GA	Gambia	2325	LA	Laos
1130	KE	Kenya	1520	GH	Ghana	2330	MY	Malaysia
1165	RW	Rwanda	1525	GV	Guinea	2310	BM	Myanmar
1170	SE	Seychelles	1530	PU	Guinea-Bissau	2335	RP	Philippines
1175	SO	Somalia	1540	LI	Liberia	2345	SN	Singapore
1112	OD	South Sudan	1545	ML	Mali	2370	TT	Timor-Leste/East Timor
1370	SU	Sudan	1550	MR	Mauritania	2350	TH	Thailand
1180	TZ	Tanzania	1555	NG	Niger	2360	VM	Vietnam
1185	UG	Uganda	1560	NI	Nigeria	3000	EUROPE	
1200	Central Africa	1565	SH	Saint Helena	3110	AL	Albania	
1220	CM	Cameroon	1570	SG	Senegal	3203	AN	Andorra
1230	CT	Central African Republic	1575	SL	Sierra Leone	3189	AM	Armenia
1240	CD	Chad	1580	TO	Togo	3206	AU	Austria
1250	CF	Congo, Republic of the (Brazzaville)	2000	ASIA	3174	AJ	Azerbaijan	
1290	CG	Congo, Dem. Rep. of the (Kinshasa)	2100	East Asia	3181	BO	Belarus	
1260	EK	Equatorial Guinea	2110	CH	China	3210	BE	Belgium
1270	GB	Gabon	2130	HK	Hong Kong	3193	BK	Bosnia and Herzegovina
1280	TP	São Tomé & Príncipe	2140	JA	Japan	3120	BU	Bulgaria
1400	Southern Africa	2170	MC	Macau	3191	HR	Croatia	
1210	AO	Angola	2180	MG	Mongolia	3125	CY	Cyprus
1410	BC	Botswana	2150	KN	North Korea	3131	EZ	Czech Republic
1120	CN	Comoros	2160	KS	South Korea	3213	DA	Denmark
1420	LT	Lesotho	2120	TW	Taiwan	3183	EN	Estonia
1135	MA	Madagascar	2200	South & Central Asia	3220	FI	Finland	
1140	MI	Malawi	2205	AF	Afghanistan	3223	FR	France
1145	MP	Mauritius	2210	BG	Bangladesh	3188	GG	Georgia
1150	MZ	Mozambique	2215	BT	Bhutan	3226	GM	Germany
1430	WA	Namibia	2220	IN	India	3233	GI	Gibraltar
1155	RE	Reunion	2260	KZ	Kazakhstan	3236	GR	Greece
1440	SF	South Africa	2265	KG	Kyrgyzstan	3150	HU	Hungary
1450	WZ	Swaziland	2225	MV	Maldives	3243	IC	Iceland
1190	ZA	Zambia	2230	NP	Nepal	3246	EI	Ireland
1160	ZI	Zimbabwe	2235	PK	Pakistan	3250	IT	Italy
			2245	CE	Sri Lanka	3142	KV	Kosovo
			2270	TI	Tajikistan	3184	LG	Latvia
			2250	TX	Turkmenistan	3253	LS	Liechtenstein
					3185	LH	Lithuania	

3256	LU	Luxembourg	4160	MB	Martinique	6225	KR	Kiribati
3194	MK	Macedonia	4153	MH	Montserrat	6227	RM	Marshall Islands
3260	MT	Malta	4154	SC	St. Kitts and Nevis	6260	FM	Micronesia
3187	MD	Moldova	4193	ST	St. Lucia	6230	NR	Nauru
3263	MN	Monaco	4194	VC	St. Vincent and Grenadines	6235	NC	New Caledonia
3197	MJ	Montenegro	4195	NN	Sint Maarten	6250	NE	Niue
3266	NL	Netherlands	4180	TD	Trinidad & Tobago	6255	NF	Norfolk Island
3270	NO	Norway	4185	TK	Turks and Caicos Islands	6263	PS	Palau
3160	PL	Poland				6240	PP	Papua New Guinea
3273	PO	Portugal	4200	Mexico & Central America		6280	WS	Samoa
3170	RO	Romania	4210	BH	Belize	6205	BP	Solomon Islands
3186	RS	Russia	4230	CS	Costa Rica	6270	TN	Tonga
3276	SM	San Marino	4240	ES	El Salvador	6271	TV	Tuvalu
3172	RB	Serbia	4250	GT	Guatemala	6245	NH	Vanuatu
3132	LO	Slovakia	4260	HO	Honduras	6275	WF	Wallis and Futuna
3192	SI	Slovenia	4270	MX	Mexico			
3280	SP	Spain	4280	NU	Nicaragua	8000	MIDDLE EAST & NORTH AFRICA	
3283	SW	Sweden	4290	PM	Panama			
3286	SZ	Switzerland				2400	Middle East	
3288	TU	Turkey	4300	South America		2405	BA	Bahrain
3182	UP	Ukraine	4305	AR	Argentina	2415	IR	Iran
3290	UK	United Kingdom	4310	BL	Bolivia	2420	IZ	Iraq
3240	VT	Vatican City/Holy See	4315	BR	Brazil	2425	IS	Israel
3190	YO	Yugoslavia	4320	CI	Chile	2430	JO	Jordan
			4325	CO	Colombia	2435	KU	Kuwait
4000	LATIN AMERICA & CARIBBEAN		4330	EC	Ecuador	2440	LE	Lebanon
			4335	FK	Falkland Islands	2445	MU	Oman
4100	Caribbean		4340	FG	French Guiana	2443	GZ	Palestinian Territories
4155	AV	Anguilla	4345	GY	Guyana	WE		
4151	AC	Antigua and Barbuda	4350	PA	Paraguay	2450	QA	Qatar
4103	AA	Aruba	4355	PE	Peru	2455	SA	Saudi Arabia
4105	BF	Bahamas	4360	NS	Suriname	2460	SY	Syria
4110	BB	Barbados	4365	UY	Uruguay	2470	AE	United Arab Emirates
5110	BD	Bermuda	4370	VE	Venezuela	2485	YM	Yemen
4152	VI	British Virgin Islands						
4115	CJ	Cayman Islands	5000	NORTH AMERICA		1300	North Africa	
4120	CU	Cuba	5120	CA	Canada	1310	AG	Algeria
4123	UC	Curacao				1330	EG	Egypt
4191	DO	Dominica	6000	OCEANIA		1340	LY	Libya
4125	DR	Dominican Republic	6110	AS	Australia	1350	MO	Morocco
4192	GJ	Grenada	6120	NZ	New Zealand	1380	TS	Tunisia
4130	GP	Guadeloupe	6210	CW	Cook Islands			
4135	HA	Haiti	6215	FJ	Fiji	7000	AY	ANTARCTICA
4140	JM	Jamaica	6220	FP	French Polynesia	9901	U3	STATELESS

temporary visa that allows for academic study, and who is not an immigrant (permanent resident with an I-151 or Green Card), a citizen, an undocumented immigrant, an individual with deferred action status, or a refugee/asylee. Since *Open Doors 2007*, individuals holding a student visa who are participating in Optional Practical Training (OPT) have been reported separately. These individuals are considered students in the Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS) and are also included in the *Open Doors* international student totals.

DATA COLLECTION

Beginning with *Open Doors 2010*, the International Student Census was made available to survey respondents as an online survey. The most current survey was administered in winter 2015 to 2,818 institutions, with follow-ups continuing through summer 2016. As in the past, closed (non-active) institutions and long-term non-respondents were excluded. This year 1,765 institutions responded to the survey, yielding a 62.6 percent response rate [Table 5.3]. Data imputation is also carried out to account for non-responding institutions. The reporting institutions and those for whom data were imputed together account for 74 percent of all institutions that were surveyed. (See the section on Imputation and Estimation for more details).

This year's response rate was obtained through four rounds of email follow-ups, as well as several rounds of telephone follow-ups by IIE. The response rates are very high for a voluntary survey. Extensive outreach to surveyed institutions and collaboration with partner higher education associations contributed to higher response rates. Partner organizations that contributed to *Open Doors* outreach are listed in the Acknowledgements.

A total of 1,719 institutions (97 percent of responding institutions) reported international students in 2015/16 [Table 5.3], with 1,678 institutions (95 percent) providing detailed information on student characteristics. Key variables, including academic level,

enrollment status, gender, visa status, field of study, and place of origin had response rates ranging from 89 percent to 99 percent [Table 5.4]. Response rates for primary source of funding and marital status were 51 percent and 30 percent, respectively.

5.2 FIELD OF STUDY CODES

AGRICULTURE

- 01 Agriculture, agriculture operations, and related sciences
- 03 Natural resources and conservation

BUSINESS AND MANAGEMENT

- 52 Business, management, marketing, and related support services

COMMUNICATION

- 09 Communication, journalism, and related programs
- 10 Communication technologies/technicians and support services

EDUCATION

- 13 Education

ENGINEERING

- 14 Engineering
- 15 Engineering technologies/technicians
- 29 Military technologies and applied sciences
- 46 Construction trades
- 47 Mechanic and repair technologies/technicians
- 48 Precision production
- 49 Transportation and materials moving

FINE AND APPLIED ARTS

- 04 Architecture and related services
- 50 Visual and performing arts

HEALTH PROFESSIONS

- 51 Health professions and related clinical services
- 60 Residency programs

HUMANITIES

- 16 Foreign languages, literatures, and linguistics
- 23 English language and literature/letters
- 38 Philosophy and religious studies
- 39 Theology and religious vocations

INTENSIVE ENGLISH

- 96* Intensive English

LEGAL STUDIES AND LAW ENFORCEMENT

- 22 Legal professions and studies
- 43 Homeland security, law enforcement, firefighting, and related protective services

MATH AND COMPUTER SCIENCE

- 11 Computer and information sciences and support services
- 27 Mathematics and statistics

PHYSICAL AND LIFE SCIENCES

- 26 Biological and biomedical sciences
- 40 Physical sciences
- 41 Science technologies/technicians

SOCIAL SCIENCES AND HISTORY

- 05 Area, ethnic, cultural, and gender studies
- 42 Psychology
- 44 Public administration and social service professions
- 45 Social sciences
- 54 History

OTHER FIELDS OF STUDY

- 12 Personal and culinary services
- 19 Family and consumer sciences/human sciences
- 24 Liberal arts and sciences & general studies
- 25 Library sciences
- 28 Reserve Officer Training Corps (ROTC)
- 30 Multi/interdisciplinary studies
- 31 Parks, recreation, leisure, and fitness studies
- 32 Basic skills

UNDECLARED

- 90 Undeclared

OPTIONAL PRACTICAL TRAINING (OPT)

- 95* Optional practical training

* IIE Code

Source: National Center for Education Statistics (NCES), <http://nces.ed.gov/ipeds/cipcode>

The U.S. Department of Homeland Security’s Student and Exchange Visitor Information System (SEVIS) data provide a reliable cross-check of the *Open Doors* international student totals in this report. When compared with the SEVIS totals that have been adjusted for differences in the data collection schedule and response categories, *Open Doors* figures are closely congruent with

those reported to SEVIS by all U.S. higher education institutions hosting international students.

COLLECTION OF DETAILED STUDENT DATA

Previously, *Open Doors* collected detailed data on fields of study by gender and academic level for all international students (known as the Individual

Data Survey or Step 3 of the Annual Census) on a biannual basis from 1979/80 through 1997/98. The results were published as a separate volume titled *Profiles: The Foreign Student in the United States from 1979/80 through 1991/92*, then incorporated into *Open Doors 1994/95* and *Open Doors 1996/97*. The Step 3 survey was discontinued in 1999 due to the declining response rate. Beginning with *Open Doors 2010*, IIE resumed collection of detailed data on the fields of study of students from the top 25 places of origin. The response rate for this variable was 77 percent in *Open Doors 2016* (Table 5.4).

5.3 INSTITUTIONS SURVEYED AND RESPONSE RATES: INTERNATIONAL STUDENT CENSUS, SELECTED YEARS, 1964/65–2015-16

	Institutions surveyed	Institutions with int'l students	Institutions without int'l students	Total responding institutions	% response
1964/65	2,556	1,859	434	2,293	89.7
1969/70	2,859	1,734	265	1,999	69.9
1974/75	3,085	1,760	148	1,908	61.8
1979/80	3,186	2,651	299	2,950	92.6
1984/85	2,833	2,492	274	2,766	97.6
1989/90	2,891	2,546	294	2,840	98.2
1990/91	2,879	2,543	241	2,784	96.7
1991/92	2,823	2,436	228	2,646	94.4
1992/93	2,783	2,417	166	2,583	92.8
1993/94	2,743	2,451	163	2,614	95.3
1994/95	2,758	2,517	167	2,684	97.3
1995/96	2,715	2,403	176	2,579	95.7
1996/97	2,732	2,428	185	2,613	95.6
1997/98	2,726	2,394	177	2,571	94.3
1998/99	2,708	2,446	142	2,588	95.6
1999/00	2,696	2,367	126	2,493	92.5
2000/01	2,699	2,344	120	2,464	91.3
2001/02	2,697	2,284	100	2,384	88.4
2002/03	2,697	2,307	113	2,420	90.0
2003/04	2,685	2,225	118	2,345	87.3
2004/05	2,898	1,958	84	2,042	70.5
2005/06	2,877	1,913	91	2,004	69.7
2006/07	2,702	1,691	71	1,763	65.2
2007/08	2,657	1,648	66	1,714	64.5
2008/09	2,866	1,830	65	1,895	66.1
2009/10	2,673	1,611	63	1,674	63.0
2010/11	2,881	1,424	51	1,475	51.2
2011/12	2,880	1,363	45	1,408	48.9
2012/13	2,816	1,597	49	1,657	58.8
2013/14	2,814	1,692	52	1,744	62.0
2014/15	2,808	1,605	48	1,653	58.9
2015/16	2,818	1,719	46	1,765	62.6

U.S. STUDY ABROAD SURVEY

The U.S. study abroad population is defined as U.S. citizens and permanent residents enrolled for a degree at an accredited, degree-granting higher education institution in the United States, who received academic credit from their home institution for study abroad during the 2014/15 academic year (including summer 2015). Students engaging in educational activities abroad without receiving academic credit are not included in the overall study abroad figure, but are reported separately in Table 2.14. Hence, the overall study abroad figure presents a conservative picture of U.S. study abroad activity. Data reported for the U.S. Study Abroad Survey lag one year behind data reported for the International Student Census due to the time required for credit transfer to take place after students return to their home campuses.

Beginning with *Open Doors 2009*, the U.S. Study Abroad Survey has been conducted online with detailed instructions available for download from the *Open Doors* website. The current survey was administered in winter 2015 and spring 2016 with follow-ups continuing through summer 2016. Study abroad data were obtained from 1,210 or 66.7

percent of the 1,814 institutions surveyed. As with the International Student Census, closed institutions and long-term non-respondents were excluded from the survey. This year's response rate was obtained by four rounds of phone and email follow-ups.

Most institutions provided detailed information on the characteristics of their students (Table 5.5). Response rates for key variables ranged from 98 percent for duration and destination to 73 percent for race/ethnicity. Data on the disability status of study abroad students have been collected since

Open Doors 2008, with the assistance of Mobility International USA (MIUSA). The response rate for the disability variable this year was 23 percent. Data on non-credit work, internships, and volunteering abroad (WIVA) has been collected since *Open Doors 2012*; this year's response rate for non-credit WIVA was 31 percent.

STUDY ABROAD PARTICIPATION RATES

The undergraduate participation rate is a proxy estimate of the proportion of students in both two- or four-year cohorts that studied abroad at least

once during their undergraduate careers. Undergraduate completion data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) are used to calculate the undergraduate participation rates. The participation rate is calculated by dividing the total number of undergraduates who studied abroad in a given year (as reported in the *Open Doors* U.S. Study Abroad survey) by the total number of U.S. students (excluding international students) receiving undergraduate degrees, as reported by IPEDS. Due to various factors, such as students

5.4 RESPONSE RATE FOR INDIVIDUAL VARIABLES: INTERNATIONAL STUDENT CENSUS, 2005/06–2015/16

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Academic level	99.9	98.7	97.9	99.7	96.8	88.8	96.2	98.3	98.6	98.6	98.5
Enrollment status	91.9	93.2	90.4	92.5	92.8	81.3	92.0	93.7	91.7	94.1	92.3
Gender	92.9	93.5	89.4	91	92.1	81.4	92.8	94.0	88.0	86.1	91.2
Marital status	40.3	37.9	36.4	37.3	38.5	29.5	31.0	44.6	30.5	29.6	30.0
Visa	93.9	96.7	91.4	93.5	93.4	94.3	94.1	97.6	96.1	95.2	94.0
Source of funding	48.9	52.5	47.4	44.8	64.3	42.2	65.8	56.7	49.1	53.5	51.0
Field of study	99.8	95.9	90.1	78.1	90.4	79.2	90.5	93.7	87.7	88.0	88.7
Place of origin	91.7	93.4	92.6	84.2	94.4	83.6	90.6	95.6	93.4	93.3	93.6
New and continuing	-	-	-	82.3	92.2	78.6	92.4	94.1	88.5	92.0	92.2
"Profiles"	-	-	-	-	61.7	59.6	43.8	70.5	71.1	72.6	76.5
TOTAL REPORTED	564,766	582,984	623,805	671,616	690,923	723,277	764,495	819,644	886,052	974,926	1,043,839

5.5 RESPONSE RATE FOR INDIVIDUAL VARIABLES: U.S. STUDY ABROAD SURVEY, 2004/05–2014/15

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Academic level	95.5	100.0	92.9	94.0	93.9	86.4	88.1	95.2	94.7	95.8	94.8
Gender	85.1	89.3	89.2	90.1	92.0	84.3	85.4	92.2	92.8	93.0	92.6
Race/ethnicity	54.4	57.8	58.5	61.3	60.9	58.9	61.4	67.2	68.8	71.2	73.1
Field of study	84.1	88.4	86.8	89.3	91.5	84.9	87.2	94.5	95.9	96.0	95.2
Destination	97.3	97.9	99.2	98.0	98.0	90.2	94.0	98.6	97.4	97.9	98.0
Program sponsorship	91.8	95.1	93.7	95.6	94.4	86.3	86.8	94.1	92.5	94.4	94.1
Duration	95.6	97.5	97.1	98.2	97.4	89.8	91.3	98.9	98.2	97.7	97.5
Disability	-	-	13.8	19.4	21.3	17.5	16.3	20.1	22.5	21.9	23.4
Non-credit WIVA	-	-	-	-	-	-	20.5	20.0	27.6	29.2	30.8
TOTAL REPORTED	205,983	223,534	241,791	262,416	260,327	270,604	273,996	283,332	289,408	304,467	313,415

dropping out before graduation (non-completions) and varying cohort sizes from year to year, participation rates for individual institutions may exceed 100 percent. The IPEDS data used may lag one year behind the *Open Doors* data if IPEDS data for the corresponding year are not available at the time of the *Open Doors* data analysis, release, and publication. A national study abroad participation rate has been calculated since 2006/07 using the same methodology.

U.S. STUDENTS ENROLLED OVERSEAS

From 1954/55 through 1971/72, *Open Doors* collected data on U.S. students enrolled at foreign institutions directly from overseas institutions. This survey was discontinued in 1974 due to the low response rate.

Beginning in 2011, IIE began to again collect data on U.S. students enrolled for a full degree program in another

country. These data are collected through partner organizations in other countries that are members of IIE's *Project Atlas*, and cover the 2015/16 academic year, or the most recent year for which *Project Atlas* partners had data available. Data were not available from some *Project Atlas* partners.

INTENSIVE ENGLISH PROGRAMS SURVEY

IIE, with the assistance of two leading professional intensive English program (IEP) associations, English USA and University and College Intensive English Programs (UCIEP), annually collects national-level data on IEP enrollments in the U.S., a known pathway toward enrollment in full degree programs. Programs that are not members of English USA and/or UCIEP programs were also invited to participate in the survey.

These programs were taken from IIE's

Intensive English USA 2015 directory.

Reporting institutions include university and college-affiliated programs, as well as for-profit entities that offer English language training. This year's IEP survey reflects student enrollment during the 2015 calendar year (January 1, 2015, to December 31, 2015). Data elements in this survey include place of origin, program sponsorship, percentage of students intending to continue further (non-IEP) study in the U.S., and program duration (18 hours or more, fewer than 18 hours). Both total student enrollment and total student-weeks (one student studying for one week) are captured. These two measures provide a more complete picture of IEP enrollments in the United States. Because they cover different populations, enrollment data from the IEP survey are not always congruent with IEP enrollment data from the International Student Census.

5.6 RESPONSE RATE FOR INDIVIDUAL VARIABLES: INTENSIVE ENGLISH PROGRAM SURVEY, 2015

	# reporting	% of reporting
Total number of students	356	100.0
Total number of student-weeks	341	95.8
Place of origin, number of students	344	96.6
Place of origin, number of student-weeks	331	93.0
Enrollment status, number of students	266	74.7
Enrollment status, number of student-weeks	254	71.3
Percent of students intending further (non-IEP) study	327	91.9
Program sponsorship	353	99.2

5.7 RESPONSE RATE FOR INDIVIDUAL VARIABLES: INTERNATIONAL SCHOLAR SURVEY, 2005/06–2015/16

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Primary function	77.2	88.0	94.8	86.5	91.0	77.3	81.1	90.2	85.4	92.2	90.3
Visa	100.0	92.6	96.9	98.9	99.5	87.8	90.9	99.9	99.9	98.7	99.1
Gender	88.1	86.8	95.1	95.8	96.9	83.7	85.8	97.2	94.1	94.0	94.6
Field of specialization	86.7	88.0	93.6	90.5	90.9	81.1	82.5	89.9	88.1	88.9	90.9
Place of origin	91.9	88.8	96.9	97.8	96.9	85.2	88.1	98.1	95.1	95.2	96.8
TOTAL REPORTED	96,981	98,239	106,123	113,494	115,098	115,313	116,917	122,059	121,914	124,861	134,088

In all, 727 programs were contacted by email, and responses were obtained from 356 programs, for an overall response rate of 49.0 percent. The response rate was obtained through four email follow-ups, as well as reminders sent out by the two associations to their members. As with the other surveys, not all programs were able to provide data for every variable; response rates ranged from 100 percent for total number of students to 71 percent for enrollment status by student-weeks (Table 5.6).

Beginning with *Open Doors 2014*, data imputation was carried out to account for non-reporting intensive English programs. The reporting programs and those for whom data were imputed together account for 57 percent of all institutions that were surveyed. (See the section on Imputation and Estimation for more details).

INTERNATIONAL SCHOLARS SURVEY

For the purposes of this survey, international scholars are defined as scholars on nonimmigrant visas engaged in temporary academic activities and not enrolled as a student at a U.S. college or university. The pool of surveyed institutions includes doctorate, master's, and baccalaureate institutions, as well as community colleges that are known to host international scholars. Institutions that indicated they do not host international scholars were removed from the survey pool. Scholars affiliated with public or private research institutes, research laboratories, or think tanks are not included. This web-based survey captured data for the period beginning July 1, 2015, and ending June 30, 2016. Institutions were asked to report on the primary function of the scholars (research, teaching, both, clinical, or other), place of origin, academic field of specialization, gender, and visa status. Responses were received from 535 of the 1,760 institutions polled,

for a response rate of 30.4 percent. Data imputation is also carried out to account for non-reporting institutions. The reporting institutions and those for whom data were imputed together account for 41 percent of all institutions that were surveyed. (See the section on Imputation and Estimation for more details). This year's response rate was obtained through four rounds of email and telephone follow-ups.

Most of the institutions that reported hosting international scholars in 2015/16 were able to provide detailed information on the characteristics of their scholars (Table 5.7). The response rates for individual variables ranged from 99 percent for visa status to 91 percent for field of specialization.

IMPUTATION AND ESTIMATION

Throughout this publication, totals for international students, U.S. study abroad totals, international scholar totals, IEP enrollment totals, and the various percentages reported were calculated directly from campus-based survey responses. Student counts for other variables, such as field of study, place of origin, and so forth, were determined by imputation, as not all campuses were able to provide detailed breakdowns for all variables. Estimates of the number of students for each variable were imputed from the total number of students reported. For each imputation, base or raw counts were multiplied by a correction factor that reflected the ratio of the difference between the sum of the categories being imputed and the total number of students reported by institutions. For this reason, student totals may vary slightly within this publication. For example, differences may exist between the number of non-degree intensive English students in Table 1.3 and the number of students studying intensive English as their field of study in Table 1.6.

In addition, due to rounding, percentages may not always add up to 100.0 percent (regardless of whether or not numbers were imputed).

While most institutions reported academic level breakdowns by place of origin, others were unable to do so. *Open Doors* uses the overall academic level breakdowns, not the academic level by place of origin, as the basis for calculating changes from year to year and for analyses.

In addition, to account for potential instability in annual institution-level counts, estimates based on counts from recent reporting years are sometimes used to account for non-reporting institutions that have a history of reporting to the *Open Doors* surveys and whose previous years' figures were not themselves estimated. For each *Open Doors* survey these estimates are based on a prior year's number adjusted by the percent change among institutions that reported in both the prior and the current year.

The data collection methodology currently in use was designed to produce stable, national estimates of international education activity. Analysis for units that reflect relatively small numbers of students (such as certain places of origin, fields of study, sources of financial support, etc.), and especially those that are cross-tabulated with other variables, may reflect greater error variation than variables with a larger response base.

While estimation refinements were made for this edition and will continue to be made for future editions, the general practice of estimating based on previous years' numbers is entirely consistent with past years' *Open Doors* analysis protocols.

Please visit the *Open Doors* website: www.iie.org/opendoors, where you will find additional data tables and special analyses not printed in this report.

ACKNOWLEDGMENTS

Publishing the *Open Doors Report* involves the cooperation and contributions of many individuals and organizations.

The Bureau of Educational and Cultural Affairs of the U.S. Department of State has supported the project since 1972. This annual grant enables IIE to collect, analyze, publish, and widely disseminate data on international students, U.S. students abroad, and international scholars.

The American Association of Collegiate Registrars and Admissions Officers (AACRAO), the College Board, Council of Graduate Schools (CGS), the National Association for College Admission Counseling (NACAC), and NAFSA: Association of International Educators serve on the *Open Doors* advisory group and participate in the annual joint fall international enrollment survey. The American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), and the Association of Public and Land-Grant Universities (APLU) also participate in the annual joint fall international enrollment survey.

Members of the *Open Doors* Study Abroad Working Group assisted with improving the *Open Doors* Study Abroad survey and response rates. The working group includes Martha Johnson of University of Minnesota, Bill Nolting and Amy Conger of University of Michigan, Wayne Wheeler and Kent Philippe of the American Association of Community Colleges (AACC), Rosalind Latiner Raby of California Colleges for International Education (CCIE), Annmarie Whalen and Brian Whalen of the Forum on Education Abroad, Alicia Martinez of the Hispanic Association of Colleges and Universities (HACU), Caroline Donovan White of NAFSA: Association of International Educators, and Joyce Payne of the Thurgood Marshall College Fund (TMCFF).

EducationUSA advisers and Regional Educational Advising Coordinators (REACs) assisted with improving data quality and providing contextual background for mobility trends within their region. With support from NAFSA, Jason Baumgartner of Indiana University-Bloomington calculated the economic impact of international students in the U.S. using *Open Doors* enrollment data.

English USA and University and College Intensive English Programs (UCIEP) assisted in publicizing the IEP survey.

At IIE, Peggy Blumenthal, Senior Counselor to the President, provided overall guidance for the project. Julie Baer managed data collection and assisted with editing and analysis, and also assisted with the fall international enrollment survey. Alexa Rowland assisted with data collection and Natalya Andrejko assisted with data analysis. Ola Mahmoud assisted with the global student mobility section. Laila Kabbash, Ning Luo, and Radomir Ray Mitic provided research support as student interns. Sharon Witherell and Shana Childs disseminated the data to the media and wider audiences. Michael San Filippo, Nicole Lebonson Angulo, and Daniel McShane managed the *Open Doors* website.

Finally, without the work of thousands of colleagues at higher education institutions across the U.S. who voluntarily provide their institutional data each year, *Open Doors* would not be the comprehensive and reliable data source that it is.

We thank you all for your support and hope that *Open Doors* will continue to serve as a valuable information resource for those interested in academic mobility and international educational exchange.

PROJECT ATLAS PARTNERS AND RESEARCH AFFILIATES

IIE wishes to acknowledge our partners and research affiliates who contribute their time and expertise to collecting comparable data on global student mobility worldwide. Our thanks also to the U.S. Department of State's Bureau of Educational and Cultural Affairs for its financial support of IIE's work on *Project Atlas*.

Project Atlas Data Partners

Australia: Australian Government Department of Education and Training

Canada: Canadian Bureau for International Education (CBIE)

Chile: Ministry of Education, Higher Education Division

China: China Scholarship Council

Denmark: Danish Agency for Higher Education

Dominican Republic: ConnectDR

Finland: Centre for International Mobility (CIMO)

France: CampusFrance

Germany: The German Academic Exchange Service (DAAD)

India: Association of Indian Universities (AIU)

Ireland: Education in Ireland

Japan: Japan Student Services Organization (JASSO)

Malaysia: Ministry of Higher Education Malaysia

Mexico: National Association of Universities and Higher Education Institutions (ANUIES)

Netherlands: Netherlands Organization for International Cooperation in Higher Education (NUFFIC)

Norway: Norwegian Centre for International Cooperation in Education (SIU)

New Zealand: New Zealand Ministry of Education

Republic of the Philippines: Commission on Higher Education (CHED)

Russia: Center for Sociological Research, Ministry of Education and Science

South Africa: International Education Association of South Africa (IEASA)

Spain: Spanish Service for the Internationalization of Education (SEPIE)

Sweden: Swedish Institute

United Arab Emirates: Center for Higher Education Data and Statistics, Ministry of Higher Education and Scientific Research (MOHESR)

United Kingdom: British Council

United States: Institute of International Education (IIE)

Project Atlas Research Affiliates

African Network for Internationalization of Education (ANIE)

Center for International Higher Education, Boston College (CIHE)

International Association of Universities (IAU)

Organisation for Economic Co-operation and Development (OECD)

Taipei Economic and Cultural Office in New York (TECO-NY)

UNESCO Institute for Statistics (UIS)

REFERENCES

- Africa News. (2016, November 18). Congolese refugees in Rwanda get a second chance at education. Retrieved from: <http://www.africanews.com/2016/11/18/congolese-refugees-in-rwanda-get-a-second-chance-at-education/>
- Altbach, P.G. & L. S. Lewis (1996). The academic profession in international perspective. In P. G. Altbach (Ed.). *The International Academic Profession: Portraits of Fourteen Countries*. Pg. 3–48. Princeton, NJ; Carnegie Foundation for the Advancement of Teaching.
- American Council on Education (ACE) (2012). *Mapping Internationalization on U.S. Campuses: 2012 Edition*. Washington, D.C.: American Council on Education.
- Banks, C., M. Clark & S. Harrison (2012). *Models for U.S. Study Abroad to Indonesia*. New York: Institute of International Education.
- Banks, C. & S. Harrison (2011). *Expanding U.S. Study Abroad to Indonesia: U.S. and Indonesian Perspectives and Strategies for Expansion*. New York: Institute of International Education.
- Barakat, S. & Milton, S. (2015). Houses of wisdom matter: The responsibility to protect and rebuild higher education in the arab world. Brookings Doha Center. Retrieved from: <https://www.brookings.edu/wp-content/uploads/2016/06/En-Higher-Ed-Web.pdf>
- Bothwell, E. (2015, August 14). South Korea plans ‘ghettoised’ university courses for foreign students. *Times Higher Education*. Retrieved from: <https://www.timeshighereducation.com/news/south-korea-plans-ghettoised-university-courses-foreign-students>
- Canadian Bureau for International Education (2016). *A World of Learning*. Ottawa: Canadian Bureau for International Education
- Chankseliani, M. (2015). Escaping homelands with limited employment and tertiary education opportunities: Outbound student mobility from post-Soviet countries. *Population, Space, and Place*, 22(3), pg. 301–316
- Choi, S. (2016, March 14). Korean universities neglect foreign students. *The Korea Times*. Retrieved from: http://www.koreatimes.co.kr/www/news/nation/2016/03/116_200321.html
- Chow, P. & C. Gale (2012). *Expanding U.S. Study Abroad to Brazil: A Guide for Institutions*. New York: Institute of International Education.
- Chow, P. & K. Cho (2011a). *Expanding U.S. Study Abroad to India: A Guide for Institutions*. New York: Institute of International Education.
- Chow, P. & K. Cho (2011b). *Expanding U.S. Study Abroad to Turkey: A Guide for Institutions*. New York: Institute of International Education.
- Chronicle of Higher Education. (2012). The role of higher education in career development: Employer perceptions [PowerPoint Slides]. Retrieved from: <http://www.chronicle.com/items/biz/pdf/Employers%20Survey.pdf>
- Custer, S. (2015, July 20). Korea revamps plans to attract foreign students. *The Pie News*. Retrieved from: <http://thepienews.com/news/korea-revamps-plans-to-attract-foreign-students/>
- De Wit, H. & Altbach, P.G. (2016). The Syrian refugee crisis and higher education. *International Higher Education* (84), pg. 9–10. Retrieved from: <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/9109/8209>
- Eddy, P. (2014). Faculty as border crossers: A study of Fulbright faculty. *New Directions for Higher Education*, no. 165, 19–30.
- Elmes, J. (2016, November 23). Australian universities have ‘moral obligation’ to support refugee students. *Times Higher Education*. Retrieved from: <https://www.timeshighereducation.com/news/australian-universities-have-moral-obligation-support-refugee-students>
- Ergyork. (2015, October 16). *Higher education, global wellbeing and the refugee crisis*. University of York. The Department of Education. Retrieved from <https://ergyork.wordpress.com/2015/10/16/higher-education-global-wellbeing-and-the-refugee-crisis/>
- European Higher Education Area (EHEA) (2016). Full members. Retrieved from: <http://www.ehea.info/pid34249/members.html>
- Farrugia, C. (2016). *Beyond Borders: Measuring Academic Mobility between the United States and Mexico*. New York: Institute of International Education.
- Farrugia, C. A. & Bhandari, R. (2013). *Open Doors 2013 Report on International Educational Exchange*. New York: Institute of International Education.
- Finkelstein, M. J., V. Martin Conley & J. H. Schuster (2016). *The Faculty Factor*. Baltimore: Johns Hopkins University Press.
- Forum on Education Abroad (2016). *Advocacy Clearinghouse*. Retrieved from: <https://forumea.org/resources/advocacy/>
- Friesenhahn, I. (2014, June 25). *Making higher education work for Africa: Facts and figures*. Sci Dev Net. Retrieved from <http://www.scidev.net/global/education/feature/higher-education-africa-facts-figures.html>
- Gardner, P.D., Chao, G.T., and Hearst, J. (2009). Ready for prime time? How internships and co-ops affect decisions on full-time job offers. *Collegiate Employment Research Institute and Monster Research Brief*. Michigan State University: East Lansing. Retrieved from: <http://ceri.msu.edu/publications/pdf/internwhite.pdf>
- Gibson, J. (2015). *Korean study abroad numbers drop as return on investment falters*. Korea Economic Institute of America. Retrieved from: <http://keia.org/korean-study-abroad-numbers-drop-return-investment-falters>
- Gray, J. (2016, October 11). KASP operating on a new normal, English USA is told. *The Pie News*. Retrieved from: <http://thepienews.com/news/kasp-operating-new-normal-english-usa-told/>
- Heerman, K. (2016). *International macroeconomic data set*. U.S. Department of Agriculture Economic Research Service. Retrieved from: <http://www.ers.usda.gov/data-products/international-macroeconomic-data-set.aspx>
- Heyneman, S. P. & Skinner, B. T. (2014). The bologna process in the countries of the former Soviet Union: an outsider’s perspective. *Journal of the European Higher Education Area*, 1, pg 55–71. Retrieved from: <https://my.vanderbilt.edu/stephenheyneinan/files/2011/09/The-Bologna-Process-in-the-Countries-of-the-Former-Soviet-Union-An-Outsider%E2%80%99s-Perspective2.pdf>
- Hindbjorgen, K. & Jambor-Smith, C. (n.d.) *Reviewing the impact of experience abroad on employment*. Retrieved from: https://capa.org/sites/default/files/Career_Integration_Booklet_lowres.pdf
- ICEF (2012, April 3). New data shows New Zealand increasingly attractive to international students. *ICEF Monitor*. Retrieved from: http://monitor.icef.com/2012/04/new-data-shows-new-zealand-increasingly-attractive-to-international-students/?utm_source=rss&utm_medium=rss&utm_campaign=new-data-shows-new-zealand-increasingly-attractive-to-international-students&utm_source=twitterfeed&utm_medium=facebook
- ICEF (2014, September 1). Surging demand provides new opportunities in sub-Saharan Africa. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2014/09/surging-demand-provides-new-opportunities-in-sub-saharan-africa/>
- ICEF (2015a, February 10). Number of Korean students abroad declines for third straight year. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2015/02/number-korean-students-abroad-declines-third-straight-year/>
- ICEF (2015b, March 16). African summit calls for major expansion of higher education. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2015/03/african-summit-calls-for-major-expansion-of-higher-education/>
- ICEF (2015c, October 13). Korea aims for 200,000 foreign students by 2023. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2015/10/korea-aims-for-200000-foreign-students-by-2023/>
- ICEF (2016a, February 10). Report: Saudi scholarship programme to sharpen focus on top universities. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2016/02/report-saudi-scholarship-programme-to-sharpen-focus-on-top-universities/>

- ICEF (2016b, April 11). US English programmes reporting declines in Saudi enrolment this year. *ICEF Monitor*. Retrieved from: <http://monitor.icef.com/2016/04/us-english-programmes-reporting-declines-in-saudi-enrolment-this-year/>
- IIE PEER. (2016). *Platform for education in emergencies response*. Retrieved from: <https://www.iiepeer.org/>
- Incheon Global Campus. (2016). Universities. Retrieved from: <http://www.sgu.or.kr/en/univ/univ.do>
- Joyce, S. & Woodhouse, M. (2013). *Changes to attract more international students to NZ*. Retrieved from: <https://www.beehive.govt.nz/release/changes-attract-more-international-students-nz>
- Kahng, J. H. (2015, December 8). Overseas study loses allure for South Koreans. *Reuters*. Retrieved from: <http://www.reuters.com/article/us-southkorea-education-idUSKBN0TR0GY20151208>
- Kottasova, I. (2016, February 9). Saudi Arabia cuts funding for students abroad. *CNN*. Retrieved from: www.money.cnn.com/2016/02/09/news/saudi-arabia-students-overseas/
- Lane, J. E., Owens, T. L., Ziegler, P. (2014). *States Go Global: State Government Engagement in Higher Education Internationalization*. Albany, NY: The Nelson A. Rockefeller Institute of Government.
- Loretto, P. (2016, June, 6). *What is an Internship?* The Balance. Retrieved from <https://www.thebalance.com/what-is-an-internship-1986729>
- Magaziner, J. (2015, December 7). The importance of higher education for Syrian refugees. *World Education News & Reviews*. Retrieved from: <http://wenr.wes.org/2015/12/the-importance-of-higher-education-for-syrian-refugees>
- Mahmoud, O. & Farrugia C. (2016). *The World is the New Classroom: Non-Credit Education Abroad*. New York: Institute of International Education.
- Makoni, M. (2016, August 26). Will the new African passport improve academic mobility? *University World News* No. 245. Retrieved from: <http://www.universityworldnews.com/article.php?story=20160822130319374>
- Migration Policy Institute (2014). *U.S. Immigrant Population by State and County*. Retrieved from: <http://www.migrationpolicy.org/programs/data-hub/charts/us-immigrant-population-state-and-county?width=1000&height=850&iframe=true>
- Miller-Perrin, C. & D. Thompson (2014). Outcomes of global education: External and internal change associated with study abroad. *New Directions for Student Services*, no. 146, 77–89.
- Ministry of Education Republic of Korea. (2015). *2015 Brief Statistics on Korean Education* Retrieved from: http://std.kedi.re.kr/eng/publ/publFile/pdfjs?survSeq=2015&menuSeq=3648&publSeq=4&menuCd=66688&itemCode=02&menuId=3_8&language=en
- Ministry of Education, Kingdom of Saudi Arabia. (2016). *Education and training. Statistical Yearbook of 2015*. Retrieved from: <http://www.stats.gov.sa/ar/413-0>
- Ministry of Justice Republic of Korea. (2016). *September 2016 issue of Monthly Statistics*. Retrieved from: https://www.immigration.go.kr/HP/COM/bbs_003/ListShowData.do?strNbodCd=noti0097&strWrtNo=213&strAnsNo=A&strOrgGbnCd=104000&strRtnURL=IMM_6070&strAllOrgYn=N&strThisPage=1&strFilePath=imm/
- Minsky, C. (2015, October 9) India, Russia and Eastern Europe are cheapest places to study at a ranked university. *Times Higher Education*. Retrieved from: <https://www.timeshighereducation.com/student/news/india-russia-and-eastern-europe-are-cheapest-places-study-ranked-university>
- NAFSA (2016). *The International Student Economic Value Tool*. Website. Washington, DC: NAFSA. Retrieved from: <http://www.nafsa.org/economicvalue>. (*Economic impact analysis produced in partnership with IIE and Jason Baumgartner of Indiana University.*)
- National Association of Colleges and Employers (NACE). (2011). *Position statement: U.S. internships. A definition and criteria to assess opportunities and determine the implications for compensation*. Retrieved from: <http://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx>
- National Association of Colleges and Employers (NACE). (2015a, October 7). *Percentage of students with internship experience climbs*. Retrieved from: <http://www.naceweb.org/sio072015/internship-co-op-student-survey.aspx>
- National Association of Colleges and Employers (NACE). (2015b). *2015 internship & co-op survey executive summary*. Retrieved from: <https://www.naceweb.org/uploadedfiles/content/static-assets/downloads/executive-summary/2015-internship-co-op-survey-executive-summary.pdf>
- Neumann, A. (2006). Professing passion: Emotion in the scholarship of professors at research universities. *American Education Research Journal*, 43(3), 381–424.
- Norris, B. (2016). Global Market 2015. *Study Travel Magazine*. December 2016.
- O'Meara, K. A., A. L. Terosky & A. Neumann (2008). *Faculty Career and Work Lives: A Professional Growth Perspective*. ASHE Higher Education Report, 34(3). San Francisco: Jossey-Bass.
- Pacheco, I. F. & Johnson, A. T. (2014, January 10). Higher education and conflict in Colombia and Kenya. *University World News*. Retrieved from: <http://www.universityworldnews.com/article.php?story=20140108163022841>
- Project Atlas. (2016). Institute of International Education. New York, NY. Retrieved from: www.iie.org/atlas
- Project Atlas. (2016). International Students in Canada. Retrieved from: <http://www.iie.org/Services/Project-Atlas/Canada/International-Students-In-Canada>
- Redden, E. (2015, September 25). The refugee crisis and higher ed. *Times Higher Ed*. Retrieved from: https://www.insidehighered.com/news/2015/09/25/syrian-refugee-crisis-and-higher-education?utm_source=Inside%20Higher%20Ed&utm_campaign=02e016a3a5-DNU20150925&utm_medium=email&utm_term=0_f1fbc04421-02e016a3a5-198582001
- Redden, E. (2016a, February 25). Will Saudi student boom end? *Inside Higher Ed*. Retrieved from: <https://www.insidehighered.com/news/2016/02/25/will-us-colleges-and-universities-see-decline-saudi-funded-students>
- Redden, E. (2016b, July 18). Saudi enrollment declines. *Inside Higher Ed*. Retrieved from: <https://www.insidehighered.com/news/2016/07/18/saudi-student-numbers-fall-many-campuses>
- Rubin, K. (2014). *The changing tide of South Korean student flows*. *International Educator*, March/April: 28–34. Retrieved from http://www.nafsa.org/_/file/_/ie_marpar14_south_korea.pdf
- Shin, G. & Moon, R. (2016, May 20). South Korean universities remain challenging places for foreign students and faculty. *The Conversation*. Retrieved from: www.theconversation.com/south-korean-universities-remain-challenging-places-for-foreign-students-and-faculty-42014
- Smith, B. (2016, November 15). Canada: international students up 8% but growth slowing. *The Pie News*. Retrieved from: <https://thepienews.com/news/canada-international-students-up-8-but-growth-slowing/>
- Stampfl, N. S. (2015). *Kiron university for refugees: Studying without papers*. Retrieved from: <https://www.goethe.de/en/kul/wis/2066817.html>
- State of Minnesota (2013). Proclamation of International Education Week. *Office of Governor Mark Dayton & Lt. Governor Tina Smith*. Retrieved from: https://mn.gov/governor/assets/2013_11_06_proclamation_international_education_week.pdf_tcm1055-94623.pdf.
- Studies in Australia. (2014). *The advantages of studying business in Australia*. Retrieved from: <https://www.studiesinaustralia.com/Blog/about-australia/the-advantages-of-studying-business-in-australia>
- Study In Russia (2016). *Russian requirements for foreign education documents*. Retrieved from: <http://studyinrussia.ru/en/study-in-russia/certification/foreign-diplomas/>

- Study International. (2016, September 9). *African Union passport may encourage Africa students to study closer to home*. Retrieved from: <http://www.studyinternational.com/news/african-union-passport-student-mobility>
- Trading Economics. (2016). *South Korea unemployment rate*. Retrieved from: <http://www.tradingeconomics.com/south-korea/unemployment-rate>
- Trooboff, S., Vande Berg, M. & Rayman, J. (2007–2008). Employer attitudes toward study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 17–33.
- United Nations (2016a). *Goal 4: Ensure inclusive and quality education for all and promote lifelong learning*. Retrieved from: <http://www.un.org/sustainabledevelopment/education/>
- United Nations (2016b). *Universal Declaration of Human Rights*. Retrieved from <http://www.un.org/en/universal-declaration-human-rights/>
- UNESCO (2010). *Trends in tertiary education: Sub-Saharan Africa*. Retrieved from: <http://www.uis.unesco.org/Library/Documents/fs10-trends-tertiary-education-sub-saharan-africa-2010-en.pdf>
- UNESCO (2014). *International student mobility in tertiary education: Inbound internationally mobile students by country of origin*. Retrieved from: <http://data.uis.unesco.org/Index.aspx?queryid=171>
- UNESCO (2016a). *Education: Outbound mobility ratio by host region*. Retrieved from <http://data.uis.unesco.org/Index.aspx?queryid=172>
- UNESCO (2016b). *Global flow of tertiary-level students*. Retrieved from: <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>
- UNESCO (2016c). *Table A: Education: Inbound internationally mobile students by continent of origin*. Retrieved from: <http://data.uis.unesco.org/Index.aspx?queryid=172>
- UNESCO (2016d). *Table B: Education: Outbound internationally mobile students by host region*. Retrieved from <http://data.uis.unesco.org/Index.aspx?queryid=172>
- UNHCR (2016a). *The world in numbers. UNHCR Statistics*. Retrieved from: <http://popstats.unhcr.org/en/overview>
- UNHCR (2016b). *Aiming higher. The other one per cent*. Retrieved from: <http://www.unhcr.org/en-us/aiming-higher.html?query=higher%20education>
- UNHCR (2016c). *Facts and figures about refugees*. Retrieved from: <http://www.unhcr.ie/about-unhcr/facts-and-figures-about-refugees>
- U.S. Department of Commerce (2016). *Table 2.2. U.S. Trade in Services, by Country or Affiliation and by Type of Service*. Washington, DC: U.S. Department of Commerce Bureau of Economic Analysis.
- U.S. Department of Education (2012). *2011–12 National Postsecondary Student Aid Study (NPSAS:12)*. Institute of Education Sciences, National Center for Education Statistics. Washington, DC. Retrieved from: <https://nces.ed.gov/datalab/>
- U.S. Department of Education (2016). *Integrated Postsecondary Education Data System: 12 month enrollment by degree of urbanization (2014/15)*. Institute of Education Sciences, National Center for Education Statistics. Washington, DC. Retrieved from <https://nces.ed.gov/ipeds/datacenter>
- Walcutt, L. (2016, September 28). The scholarship struggle Saudi Arabian students are facing. *Forbes*. Retrieved from: www.forbes.com/sites/leifwalcutt/2016/09/28/the-scholarship-struggle-saudi-arabian-students-are-facing/#4ec54cb61171
- Watenpugh, K. D., Fricke, A. L. & King, J. R. (2014) *We will stop here and go no further: Syrian university students and scholars in turkey*. Retrieved from: <http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/We-Will-Stop-Here-And-Go-No-Further-Syrian-University-Students-And-Scholars-In-Turkey#.WEI87-YrJPZ>
- Woldetensae, Y. (2013). *African union initiatives in higher education*. Retrieved from: http://eacea.ec.europa.eu/intra_acp_mobility/events/docs/ghana/presentations/african_union_initiatives.pdf
- Yeo, J. (2015, November 17). Number of kids studying abroad falls 63% in 8 years. *The Korea Herald*. Retrieved from: www.koreaherald.com/view.php?ud=20151117001034
- Yonhap News Agency. (2016, March 29). *Attraction and carelessness Policies on foreign students should be revamped*. Retrieved from: <http://english.yonhapnews.co.kr/news/2016/03/29/0200000000AEN20160329000700315.html>

RESOURCES AND PUBLICATIONS

GLOBAL MOBILITY RESOURCES

Open Doors® Report on International Educational Exchange

www.iie.org/opendoors

The Open Doors Report on International Educational Exchange, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of postsecondary academic mobility between the U.S. and other nations, with over 65 years of trend data.

Project Atlas®

www.iie.org/projectatlas

Project Atlas tracks the flows of the millions of students who pursue education outside of their home countries each year. Data are collected on global student mobility patterns as well as leading countries involved in international higher education mobility.

IIE Center for Academic Mobility Research and Impact

www.iie.org/mobility

The IIE Center for Academic Mobility Research and Impact brings together the Institute's in-house research expertise to conduct and disseminate timely research in the field of international student and faculty mobility. The Center is also a leader in the field of studying the impact of international exchange, leadership, and scholarship programs in education

INTERNATIONAL EDUCATION PROGRAMS AND INITIATIVES

The Fulbright Program

www.eca.state.gov/fulbright

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries.

Benjamin A. Gilman International Scholarship

www.iie.org/gilman

The Gilman Scholarship Program is an undergraduate grant program for U.S. citizens of limited financial means to enable them to study abroad, thereby internationalizing their outlook and better preparing them to thrive in the global economy.

EducationUSA

<https://educationusa.state.gov/>

EducationUSA is a U.S. Department of State network of over 400 international student advising centers in more than 170 countries. The network promotes U.S. higher education to students around the world by offering accurate, comprehensive, and current information about opportunities to study at accredited postsecondary institutions in the United States. EducationUSA also provides services to the U.S. higher education community to help institutional leaders meet their recruitment and campus internationalization goals. EducationUSA centers are located in U.S. embassies and consulates, Fulbright commissions, bi-national centers, universities, and non-profit organizations.

USA Study Abroad

<https://studyabroad.state.gov/>

USA Study Abroad's mission is to increase and diversify US study abroad and prepare students for 21st century jobs and global challenges.

Generation Study Abroad

www.iie.org/programs/Generation-Study-Abroad

Generation Study Abroad is a five-year initiative of the Institute of International Education (IIE) to mobilize resources with the goal of doubling the number of U.S. students studying abroad by the end of the decade.

International Education Week

www.eca.state.gov/programs-initiatives/international-education-week

International Education Week (IEW) is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of our efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences.

RESEARCH REPORTS FROM THE IIE CENTER FOR ACADEMIC MOBILITY RESEARCH AND IMPACT

Women on the Move: The Gender Dimensions of Academic Mobility (2017)

Beyond Borders: Measuring Academic Mobility between the United States and Mexico (2016)

The World is the New Classroom: Non-Credit Education Abroad (2016)

What International Students Think about U.S. Higher Education: Attitudes and Perceptions of Prospective Students from Around the World (2015)

Charting New Pathways to Higher Education (2014)

English-Taught Masters Programs in Europe: A 2013 Update (2013)

New Frontiers: U.S. Students Pursing Degrees Abroad (2013)

U.S. Students in China: Meeting the Goals of the 100,000 Strong Initiative (2013)

RELATED IIE PUBLICATIONS

Global Perspectives on Strategic International Partnerships (IIE/DAAD, 2016)

How to Develop Partnerships between U.S. and Russian Universities (IIE/HEWG, 2016)

Asia: The Next Higher Education Superpower? (IIE/AIFS Research Series, 2015)

A Parent Guide to Study Abroad (IIE/AIFS, 2015)

What Will it Take to Double Study Abroad? (2014)

A Student Guide to Study Abroad (IIE/AIFS, 2013)

Global Perspectives on International Joint and Double Degree Programs (2013)

Latin America's New Knowledge Economy: Higher Education, Government, and International Collaboration (IIE/AIFS Research Series, 2013)

Women in the Global Economy: Leading Social Change (IIE/AIFS Research Series, 2013)

Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (IIE/AIFS Research Series, 2011)

Developing Strategic International Partnerships (IIE/AIFS Research Series, 2011)

Weaving Success: Voices of Change in African Higher Education (2011)

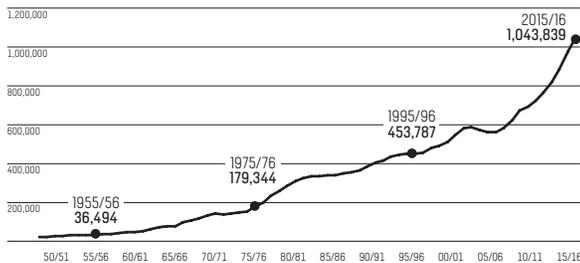
INTERNATIONAL STUDENTS IN THE U.S.

NEW INTERNATIONAL STUDENT ENROLLMENT

2010/11	214,490	New international student
2011/12	228,467	enrollment — students
2012/13	250,920	enrolling for the first time
2013/14	270,128	at a U.S. institution in
2014/15	293,766	fall 2015 — increased by 2.4%
2015/16	300,743	over the previous year.

INTERNATIONAL STUDENT TRENDS

In 2015/16, the number of international students in the U.S. increased by 7.1% to 1,043,839 students.



	Total int'l students	% change	U.S. higher education total*	% int'l
2004/05	565,039	-1.3	17,272,000	3.3
2005/06	564,766	-0.1	17,487,000	3.2
2006/07	582,984	3.2	17,672,000	3.3
2007/08	623,805	7.0	18,248,000	3.4
2008/09	671,616	7.7	19,103,000	3.5
2009/10	690,923	2.9	20,428,000	3.4
2010/11	723,277	4.7	20,550,000	3.5
2011/12	764,495	5.7	20,625,000	3.7
2012/13	819,644	7.2	21,253,000	3.9
2013/14	886,052	8.1	21,216,000	4.2
2014/15	974,926	10.0	20,300,000	4.8
2015/16	1,043,839	7.1	20,264,000	5.2

*Data from the National Center of Education Statistics

TOP U.S. STATES HOSTING INTERNATIONAL STUDENTS

	2014/15	2015/16	% change
1 California	135,130	149,328	10.5
2 New York	106,758	114,316	7.1
3 Texas	75,588	82,184	8.7
4 Massachusetts	55,447	59,436	7.2
5 Illinois	46,574	50,327	8.1
6 Pennsylvania	45,704	48,453	6.0
7 Florida	39,377	43,462	10.4
8 Ohio	35,761	37,752	5.6
9 Michigan	32,015	33,848	5.7
10 Indiana	28,104	29,219	4.0

The Institute of International Education (IIE) has conducted an annual census of international students in the U.S. since its founding in 1919. Known as the *Open Doors Report* since 1954, and supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State since 1972, the report provides detailed data on student flows into and out of the U.S. Visit us online at: <http://www.iie.org/opendoors>.

TOP PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

	2014/15	2015/16	% of total	% change
WORLD TOTAL	974,926	1,043,839	100.0	7.1
1 China	304,040	328,547	31.5	8.1
2 India	132,888	165,918	15.9	24.9
3 Saudi Arabia	59,945	61,287	5.9	2.2
4 South Korea	63,710	61,007	5.8	-4.2
5 Canada	27,240	26,973	2.6	-1.0
6 Vietnam	18,722	21,403	2.1	14.3
7 Taiwan	20,993	21,127	2.0	0.6
8 Brazil	23,675	19,370	1.9	-18.2
9 Japan	19,064	19,060	1.8	0.0
10 Mexico	17,052	16,733	1.6	-1.9
11 Iran	11,338	12,269	1.2	8.2
12 United Kingdom	10,743	11,599	1.1	8.0
13 Turkey	10,724	10,691	1.0	-0.3
14 Nigeria	9,494	10,674	1.0	12.4
15 Germany	10,193	10,145	1.0	-0.5
16 Kuwait	9,034	9,772	0.9	8.2
17 Nepal	8,158	9,662	0.9	18.4
18 France	8,743	8,764	0.8	0.2
19 Indonesia	8,188	8,727	0.8	6.6
20 Venezuela	7,890	8,267	0.8	4.8
21 Hong Kong	8,012	7,923	0.8	-1.1
22 Malaysia	7,231	7,834	0.8	8.3
23 Colombia	7,169	7,815	0.7	9.0
24 Thailand	7,217	7,113	0.7	-1.4
25 Spain	6,143	6,640	0.6	8.1

TOP U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2015/16

	2015/16	City	State	Number of Students
1 New York University	15,543	New York	NY	15,543
2 University of Southern California	13,340	Los Angeles	CA	13,340
3 Arizona State University — Tempe	12,751	Tempe	AZ	12,751
4 Columbia University	12,740	New York	NY	12,740
5 University of Illinois — Urbana-Champaign	12,085	Champaign	IL	12,085
6 Northeastern University — Boston	11,702	Boston	MA	11,702
7 University of California — Los Angeles	11,513	Los Angeles	CA	11,513
8 Purdue University — West Lafayette	10,563	West Lafayette	IN	10,563
9 Boston University	8,455	Boston	MA	8,455
10 University of Washington	8,259	Seattle	WA	8,259
11 Michigan State University	8,256	East Lansing	MI	8,256
12 University of Texas — Dallas	8,145	Richardson	TX	8,145
13 Penn State University — University Park	8,084	University Park	PA	8,084
14 University of Michigan — Ann Arbor	7,630	Ann Arbor	MI	7,630
15 University of California — San Diego	7,556	La Jolla	CA	7,556
16 University of California — Berkeley	7,313	Berkeley	CA	7,313
17 Indiana University — Bloomington	7,159	Bloomington	IN	7,159
18 Ohio State University — Columbus	7,117	Columbus	OH	7,117
19 Carnegie Mellon University	7,051	Pittsburgh	PA	7,051
20 University of Minnesota — Twin Cities	7,037	Minneapolis	MN	7,037

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

	Under-graduate	% change	Graduate	% change	Non-degree	% change	OPT	% change
2011/12	309,342	6.1	300,430	1.3	69,566	17.4	85,157	12.0
2012/13	339,993	9.9	311,204	3.6	73,528	5.7	94,919	11.5
2013/14	370,724	9.0	329,854	6.0	79,477	8.1	105,997	11.7
2014/15	398,824	7.6	362,228	9.8	93,587	17.8	120,287	13.5
2015/16	427,313	7.1	383,935	6.0	85,093	-9.1	147,498	22.6

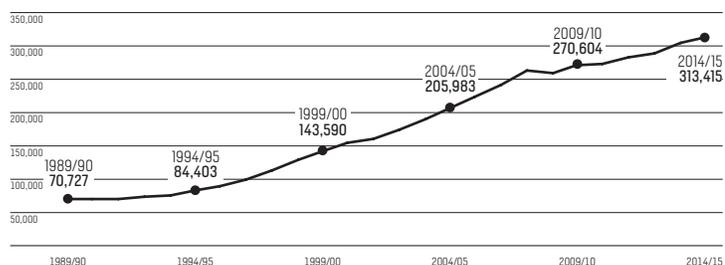
INTERNATIONAL STUDENTS IN THE U.S. (cont'd)

PRIMARY FUNDING SOURCE	2014/15	2015/16	% of total
Personal and family	619,999	694,152	66.5
U.S. college or university	203,337	177,453	17.0
Foreign government or university	75,042	77,244	7.4
Current employment	48,632	68,893	6.6
Foreign private sponsor	9,735	9,395	0.9
U.S. government	4,915	4,175	0.4
U.S. private sponsor	4,124	3,132	0.3
International organization	2,489	2,088	0.2
Other source	6,653	7,307	0.7
TOTAL INT'L STUDENTS	974,926	1,043,839	100.0

SELECTED FIELDS OF STUDY	2014/15	2015/16	% of total	% change
Engineering	196,750	216,932	20.8	10.3
Business & management	197,258	200,312	19.2	1.5
Math & computer science	112,950	141,651	13.6	25.4
Social sciences	75,951	81,304	7.8	7.0
Physical and life sciences	73,838	75,385	7.2	2.1
Fine & applied arts	56,758	59,736	5.7	5.2
Intensive English	49,233	40,877	3.9	-17.0
Health professions	33,399	33,947	3.3	1.6
Communications & journalism	20,161	21,160	2.0	5.0
Education	17,675	19,483	1.9	10.2
Humanities	17,504	17,664	1.7	0.9
Legal studies & law enforcement	13,778	15,077	1.4	9.4
Agriculture	12,278	12,318	1.2	0.3

U.S. STUDENTS STUDYING ABROAD

313,415 U.S. students studied abroad for academic credit in 2014/15, an increase of 2.9% over the previous year.



TOP FIVE MAJOR FIELDS OF STUDY	2013/14	2014/15	% of total
Science, technology, engineering & math	68,798	75,065	23.9
Business	59,687	63,015	20.1
Social sciences	57,067	54,295	17.3
Foreign language & international studies	23,818	24,077	7.7
Fine & applied arts	21,191	21,693	6.9

RACE/ETHNICITY	2004/05	2009/10	2014/15
White	83.0	78.7	72.9
Hispanic or Latino(a)	5.6	6.4	8.8
Asian or Pacific Islander	6.3	7.9	8.1
Black or African-American	3.5	4.7	5.6
Multiracial	1.2	1.9	4.1
American Indian or Alaska Native	0.4	0.5	0.5
TOTAL U.S. STUDENTS ABROAD	205,983	270,604	313,415

HOST REGIONS*	2013/14 total	% of total	2014/15 total	% of total	% change
Europe	162,282	53.3	170,879	54.5	5.3
Latin America & Caribbean	49,312	16.2	50,298	16.0	2.0
Asia	36,290	11.9	35,713	11.4	-1.6
Oceania	11,923	3.9	12,614	4.0	5.8
Sub-Saharan Africa	13,266	4.4	10,647	3.4	-19.7
Middle East & North Africa	6,349	2.1	6,844	2.2	7.8
North America	1,470	0.5	1,569	0.5	6.7
Antarctica	15	0.0	64	0.0	326.7
Multiple	23,560	7.7	24,787	7.9	5.2
TOTAL	304,467	100.0	313,415	100.0	5.2

*Cyprus and Turkey are included in Europe; Mexico is included in Latin America

OTHER FORMS OF EDUCATION ABROAD

In addition to the 313,415 U.S. students who received academic credit for study abroad in 2014/15, 22,431 U.S. students participated in non-credit work, internships, and volunteering abroad.

DESTINATIONS	2013/14	2014/15	% of total	% change
1 United Kingdom	38,250	38,189	12.2	-0.2
2 Italy	31,166	33,768	10.8	8.3
3 Spain	26,949	28,325	9.0	5.1
4 France	17,597	18,198	5.8	3.4
5 China	13,763	12,790	4.1	-7.1
6 Germany	10,377	11,010	3.5	6.1
7 Ireland	8,823	10,230	3.3	15.9
8 Costa Rica	8,578	9,305	3.0	8.5
9 Australia	8,369	8,810	2.8	5.3
10 Japan	5,978	6,053	1.9	1.3
11 South Africa	4,968	5,249	1.7	5.7
12 Mexico	4,445	4,712	1.5	6.0
13 India	4,583	4,438	1.4	-3.2
14 Czech Republic	3,572	4,093	1.3	14.6
15 Denmark	3,545	4,034	1.3	13.8
16 Brazil	4,226	3,836	1.2	-9.2
17 Ecuador	3,699	3,746	1.2	1.3
18 Argentina	4,301	3,708	1.2	-13.8
19 Greece	3,066	3,628	1.2	18.3
20 South Korea	3,219	3,520	1.1	9.4
21 Peru	3,396	3,481	1.1	2.5
22 New Zealand	3,021	3,325	1.1	10.1
23 Israel	2,876	3,317	1.1	15.3
24 Austria	2,744	3,211	1.0	17.0
25 Chile	3,333	3,136	1.0	-5.9
WORLD TOTAL	304,467	313,415	100.0	2.9

PARTICIPATION	U.S. study abroad total	U.S. higher education total	%
All U.S. undergraduates studying abroad in 2014/15	274,551	16,762,364*	1.6
All U.S. undergraduates who study abroad during their degree program	274,551	2,733,371**	10.0
U.S. bachelors students who study abroad during their degree program	268,910	1,785,452***	15.1

* Total enrollment of U.S. undergraduates (excluding international students) in higher education
 ** U.S. students (excluding international students) receiving Associate and Bachelor's degrees
 *** U.S. students (excluding international students) receiving Bachelor's degrees

DURATION	2013/14	2014/15
Short-term (summer, or eight weeks or less)	62.1	63.1
Mid-length (one semester, or one or two quarters)	34.9	34.3
Long-term (academic or calendar year)	3.0	2.5

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is expected to reach 1.7 billion by the year 2015 (UNESCO 2003).

There are many reasons for the increase in illiteracy. One of the main reasons is the lack of access to education, particularly in rural areas.

Another reason is the high cost of education, which is often beyond the reach of many people.

A third reason is the lack of interest in education, particularly among young people.

There are many ways to reduce illiteracy. One way is to improve access to education, particularly in rural areas.

Another way is to reduce the cost of education, so that it is more affordable for many people.

A third way is to increase interest in education, particularly among young people.

There are many other ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

Illiteracy is a major problem in many countries, and it is important to find ways to reduce it.

There are many ways to reduce illiteracy, and it is important to find the best way for each country.

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Open Doors® is the only long-standing, comprehensive information resource on international students and scholars in the United States and on American students studying abroad for academic credit. *Open Doors* features graphic displays, data tables, and policy-oriented analyses, and is the essential resource for those concerned with U.S. international educational exchange.

The Institute of International Education (IIE), one of the largest and most experienced higher education exchange agencies in the world, has conducted an annual statistical survey of international educational exchange activity into and out of the United States since 1948, with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since 1972. The results of the survey are published annually as the *Open Doors Report on International Educational Exchange*.

The *Open Doors 2016 Report* provides 142 pages of detailed information and analysis on the 1,043,839 international students in the U.S. in 2015/16, including national origin, field of study, geographic location in the U.S., host institutional type, finances, and personal characteristics. The report also contains detailed information on the 313,415 U.S. students who studied abroad for academic credit in 2014/15, on the 134,014 international scholars who taught and conducted research at U.S. colleges and universities in 2015/16, and on the 133,335 international students enrolled in intensive English programs in the U.S. in 2015.

Open Doors data tables are also available online at www.iie.org/opendoors, where you will find additional resources, data, and commentary not contained in this report. Also featured online are historical student mobility data and a library of resources for people seeking expert opinion on international mobility issues.

Cover: Janet Echelman, *1.8 London* (detail), 2016; fiber, buildings, and sky combined with colored lighting, Wifi, and interactive computer programming; 100 x 45 x 20'

JANET ECHELMAN is an artist who defies categorization. Her work intersects across the boundaries of sculpture, architecture, urban design and planning, material science, structural and aeronautical engineering, and computer science. The art shifts from being an object to look at to a living environment to get lost in. Using unlikely materials — from fibers stronger than steel to atomized water particles — Echelman combines ancient craft with computational design software to create artworks that have become focal points for urban life on four continents.

In 1997/78 Echelman was a U.S. Fulbright Scholar to India, where she began creating net sculptures for the first time. She is also a recipient of a Guggenheim Fellowship, a Harvard Loeb Fellowship, and an Aspen Institute Henry Crown Fellowship. Echelman was named an *Architectural Digest* Innovator for "changing the very essence of urban spaces." Her TED talk "Taking Imagination Seriously" has been translated into 34 languages with more than one million views.

INSTITUTE OF
INTERNATIONAL
EDUCATION



\$79.95

