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2017

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

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REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

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## Foreword

In the 2016/17 academic year, close to 1,080,000 international students — a record number — studied or pursued Optional Practical Training in the United States, growing 3 percent from the previous year. This was the second consecutive year that U.S. colleges and universities hosted more than one million international students, and the eleventh consecutive year of continued expansion of the total number of international students in U.S. higher education. The number of international students in the United States in the past decade has increased by 85 percent since 2006/07, when there were fewer than 600,000 international students in U.S. higher education. However, the new findings signal a slowing of growth, with a three percent increase compared to increases of seven to ten percent for the previous three years. The number of new international students — those enrolled at a U.S. institution for the first time in fall 2016 — declined by nearly 10,000 students to about 291,000, a three percent decrease from the previous year. This development is also reflected in the findings of snapshot surveys of the U.S. higher education sector that were conducted by IIE in 2017 in partnership with other higher education associations.

Despite the slowing growth in international enrollments, IIE's data have shown a continuing strong demand for a high-quality American education among international students from around the world. 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.

This report shows that study abroad by U.S. students increased by four percent from the previous year, and has more than tripled in the past two decades. The U.S. study abroad population continues to diversify, with greater inclusion of students from underrepresented racial and ethnic backgrounds, and a wider range of majors and study destinations.

Countries and multinational employers around the world are competing to attract top talent. As more countries become active hosts of international students and implement national strategies to attract them, the competition for top global talent in higher education and the workforce will only intensify.

But it is critical for U.S. institutions to set strategic goals and be proactive both in promoting study abroad and in reaching out to students and families in a wide range of countries. America benefits economically, diplomatically, and academically in keeping its academic doors open to students from all over the world. The efforts that campuses have made to let students know they are welcome and the information and assistance that EducationUSA offices around the world provide to students who are interested in studying in the United States will continue to play a vital role as students decide where to study.

We are grateful to the U.S. Department of State's Bureau of Educational and Cultural Affairs for their partnership in supporting *Open Doors* since the 1970s, 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 1 Top 25 Places of Origin of International Students in the United States, 2016/17

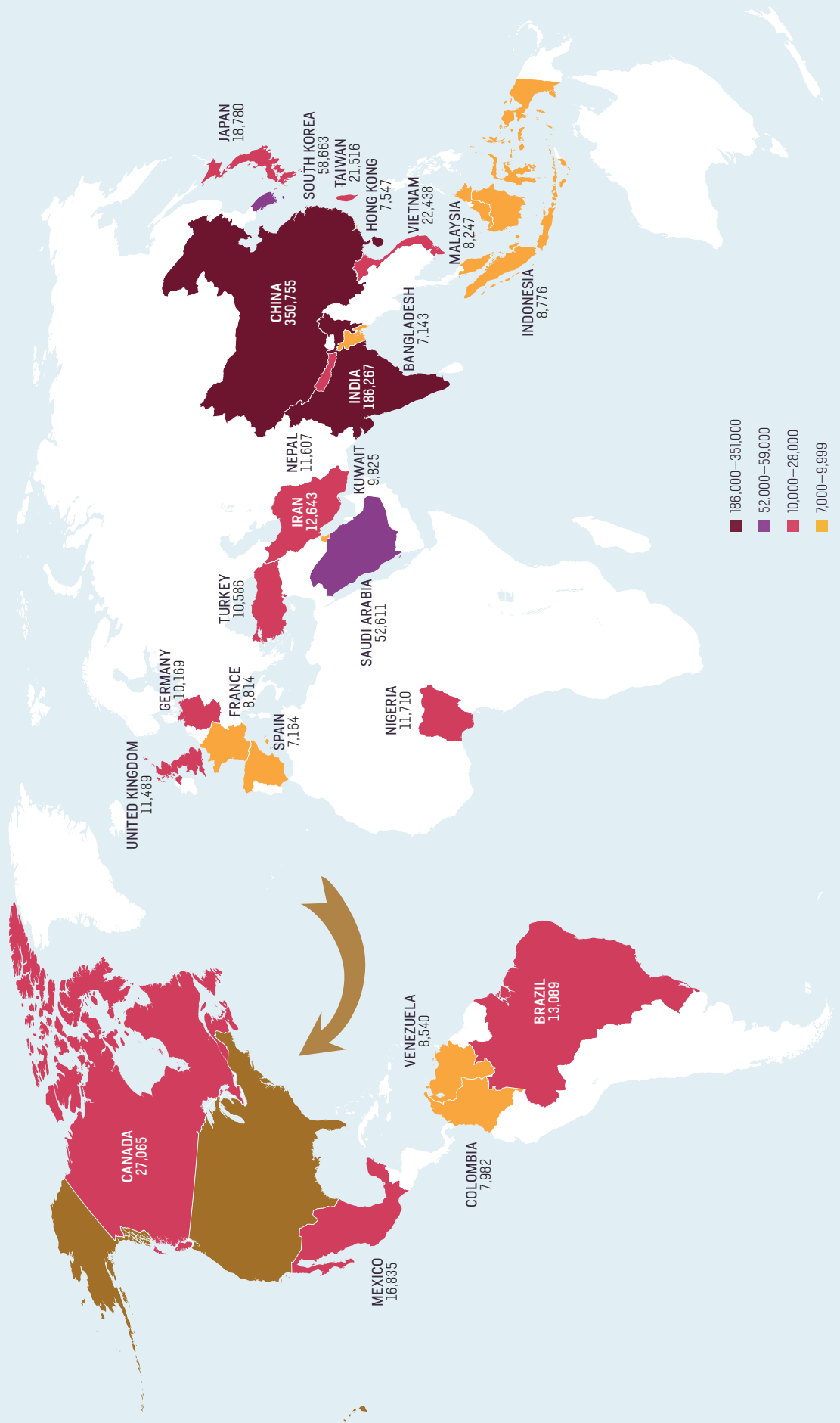
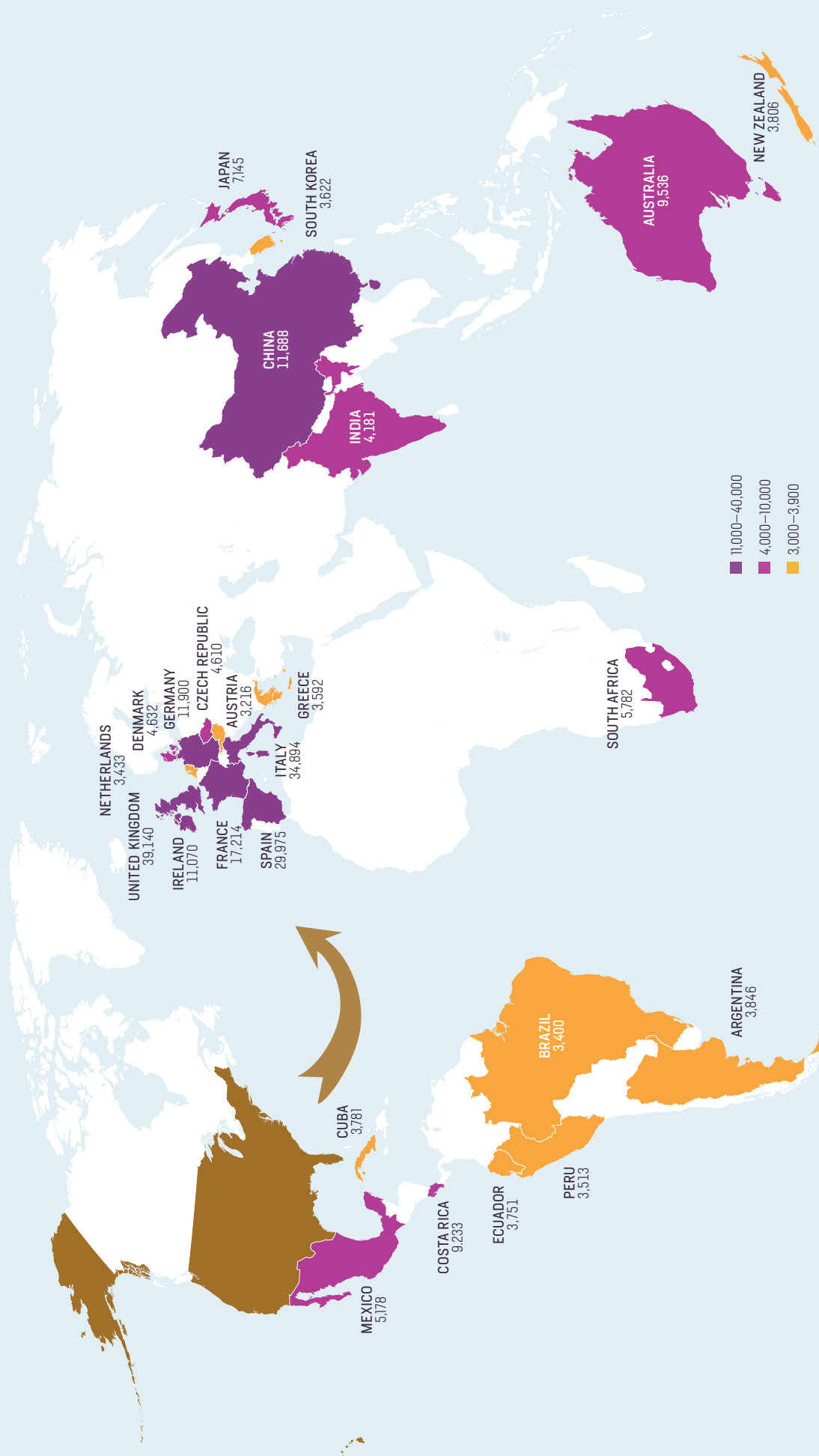


FIGURE 2 Top 25 Study Abroad Destinations of U.S. Students, 2015/16



## U.S. TRENDS

# International Students in the United States

Students pursuing OPT following graduation drove overall increases in 2016/17, while current international enrollments in academic programs have flattened.

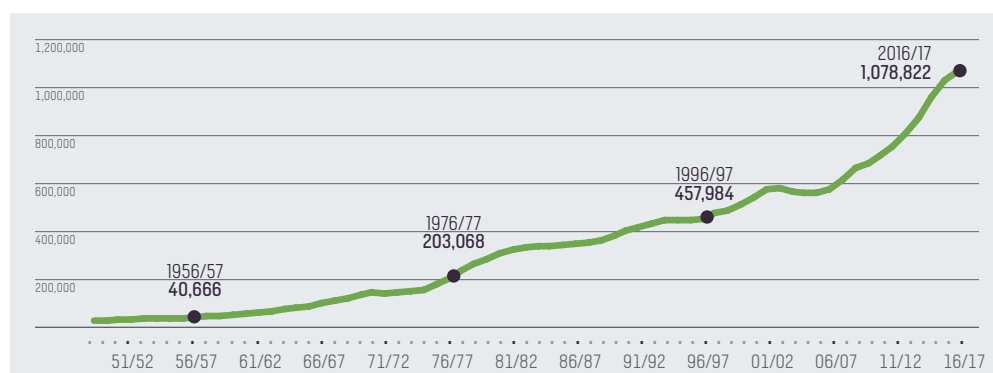


FIGURE 3  
International students  
in the United States,  
1948/49–2016/17

International students continue to be drawn to the excellent quality and reputation of institutions in the United States, which remains the top destination globally for students studying outside their home countries. In 2016/17, more than 1 million students from over 200 countries pursued U.S. higher education. The number of international students grew by a modest 3 percent from the prior year, the lowest rate of growth since 2009/10 (Fig. 3).

Students pursuing Optional Practical Training (OPT) opportunities after graduation primarily drove this year's growth in international students, increasing by 19 percent to reach 176,000 students in 2016/17 (Table 1.1). The continued strong growth in OPT is due to the OPT STEM (Science, Technology, Engineering, and Math) extension which allows STEM majors to work in the United States for an additional 24 months beyond the standard 12-month period available for all international students. In comparison, international students enrolled in undergraduate, graduate, and non-degree programs (all students excluding OPT) grew by just 1 percent in 2016/17.

With students from Asia making up the majority of international students in the United States (68 percent) and increasing by a strong 7 percent in 2016/17, mobility from the region drove this year's growth. China remained the leading place of origin with over

350,000 students, up 7 percent over the prior year. For the third year, Indian students studying in the United States grew by double digits (+12 percent) to over 186,000 students. Beyond these two leading places of origin in Asia, countries throughout South Asia exhibited notable growth, with double-digit increases from Nepal (+20 percent), Bangladesh (+10 percent), and Pakistan (+14 percent).

Strong growth from Asia was partially offset by steep declines in students from Brazil (-32 percent) and Saudi Arabia (-14 percent), due to the scaling back of those countries' large-scale scholarship programs that previously supported many of their students to pursue higher education abroad.

### FLATTENING NEW ENROLLMENTS

While overall international student enrollment increased in 2016/17 because of more OPT students remaining in the United States for longer periods, the number of new international students studying for the first time at a U.S. college or university fell by 3 percent to nearly 291,000, a decrease of approximately 10,000 students. This marks the first time the number of new students enrolling at U.S. higher education institutions has declined since *Open Doors* began reporting new enrollments in 2005.



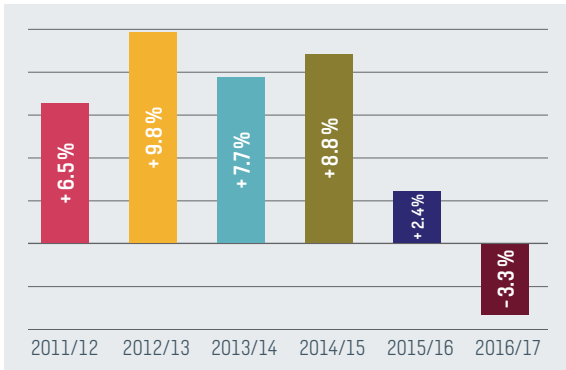


FIGURE 4 Percent change in new international student enrollment, 2011/12–2016/17

The drop in newly enrolled students was evident across all academic levels, with both new undergraduates and graduates falling slightly, by 3 percent and 1 percent, respectively. While absolute numbers of newly enrolled students fell for the first time in 2016/17, slowing growth in new enrollment was first evident in 2015/16 (Fig. 4). In addition to new enrollments, in 2016 students in intensive English programs — often a pathway for further degree study in the United States — declined for a second year, down 19 percent from the prior year (Table 3.6). Taken together, these shifts in new degree-seeking and intensive English students portend a possible shrinking of overall international student numbers in coming years. Early evidence suggests that the downward trend is likely to continue; a fall 2017 snapshot survey conducted by IIE and nine partner organizations found that new enrollment continues to decline, with approximately 500 U.S. higher education institutions reporting an overall 7 percent drop in new students from fall 2016 to fall 2017 (Baer, 2017).

#### INTERNATIONAL STUDENTS INCREASINGLY SELF-FUNDED

In addition to the significant benefits that international students bring through enriching the diversity of classrooms and communities, they also contribute substantially to the U.S. economy. According to the U.S. Department of Commerce (2017), international students contributed an estimated \$39.4 billion to the U.S. economy in 2016. NAFSA (2017) estimates that international students support over 450,000 jobs in the United States.

The economic contributions of international students have grown significantly over the past decade due to the rising number of students as well as shifts in how students fund their studies. While the vast majority of undergraduates have consistently financed their

education through personal and family sources, graduate and non-degree students are increasingly relying on personal funding as well (Fig. 5).

In 2006/07, roughly equal proportions of graduate students (including master’s, professional, and PhD students) received funding through personal sources (45 percent) and college and university funding (47 percent). Since then, the percentage of graduate students funding their studies through personal and family means has grown to 61 percent, likely due to the rapid increase in the number of international master’s students who may be less likely to receive research or teaching assistantships that are more common at the doctoral level. At the non-degree level, student reliance on foreign government funding was relatively high from 2008/09 through 2014/15 largely due to high growth in non-degree students — primarily those in intensive English programs — who were sponsored by the Saudi Arabia and Brazil governments. However, as these two governments’ scholarships have declined, larger proportions of non-degree students now rely on their own funds to support their U.S. studies.

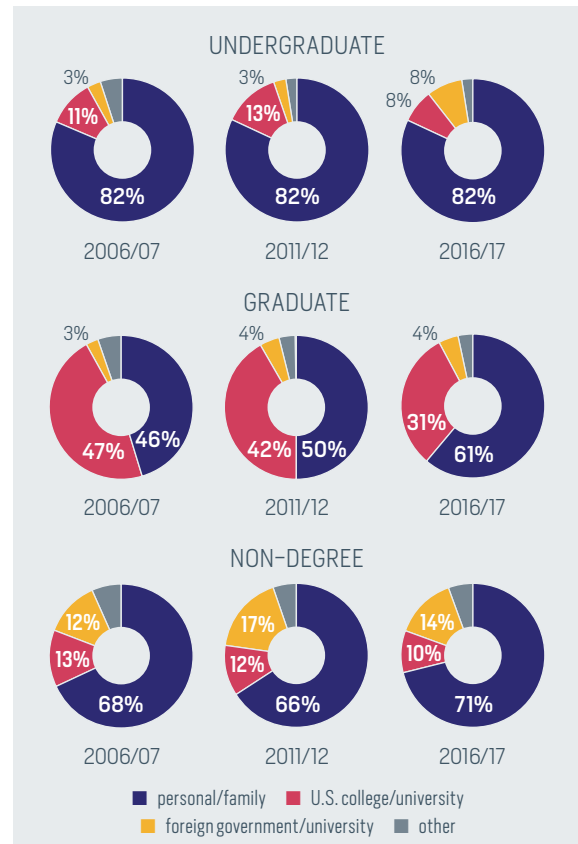


FIGURE 5 International students' primary sources of funding by academic level, selected years, 2006/07–2016/17

## U.S. TRENDS

# U.S. Destinations of International Students

## Enrollment patterns of new international students vary across institutional types and U.S. destinations.

International students pursued higher education opportunities in all 50 states, the District of Columbia, Puerto Rico and other territories in 2016/17. Students were relatively evenly dispersed throughout the United States with 26 percent studying in the Northeast, 27 percent in the South, 24 percent in the West, and 22 percent in the Midwest. Among individual states and territories, a majority (34 states) increased their international student numbers, with 24 states growing faster than the national average (Table 1.16). California, New York, and Texas continue to host the most international students due to the capacity of their large higher education systems.

### DECLINE IN NEW ENROLLMENT VARIED BY INSTITUTIONAL CHARACTERISTICS

International students in the United States enroll in a wide range of institutional types and academic programs. Nationally, new international students declined by 3 percent in 2016/17 (Table 1.2). However, significant variations exist in new international student enrollment trends across the broad array of institutions and geographic regions of the United States.

**Sector** In 2016/17, most international students in the United States attended public institutions (64 percent) while an additional 35 percent enrolled at private not-for-profit institutions (Table 1.22). Changes in new enrollment differed between these two sectors, with public institutions declining by 4 percent and private not-for-profit institutions remaining relatively flat with a 1 percent decline reported.

**Institutional Type** Many international students are attracted to doctorate-granting institutions due to their considerable capacity, global reputation, and the ability of students to study at all academic levels. In 2016/17, 69 percent of all international students enrolled at doctorate-granting institutions (Table 1.23). Amid overall

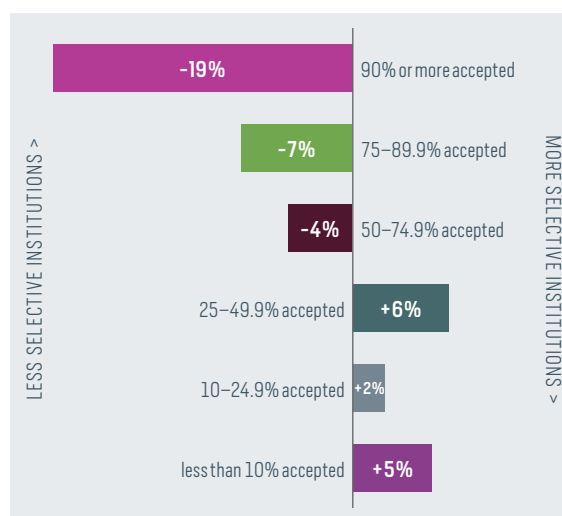


FIGURE 6 Percent change in new international student enrollment by institutions' admissions selectivity,\* 2016/17

declines in new international students, their numbers at doctorate-granting institutions held relatively steady in 2016/17. In contrast, new international students at master's and associate's institutions both declined substantially, by 10 percent and 13 percent, respectively. New international students at baccalaureate colleges declined by a modest 2 percent and special focus institutions grew by 1 percent.

**Selectivity** New international student enrollment also varies by an institution's overall admissions selectivity.\* More selective institutions experienced steady growth in new international students in 2016/17, while declines occurred among institutions that admitted over 50 percent of all applicants (Fig. 6).

**Geographic Region** Notable differences in new international enrollment are also found across U.S. regions.

\* Admissions selectivity is based on data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) on the proportion of admitted students out of applicants (including U.S. and international applicants) in 2016, the most recent year for which data was available at the time of analysis.

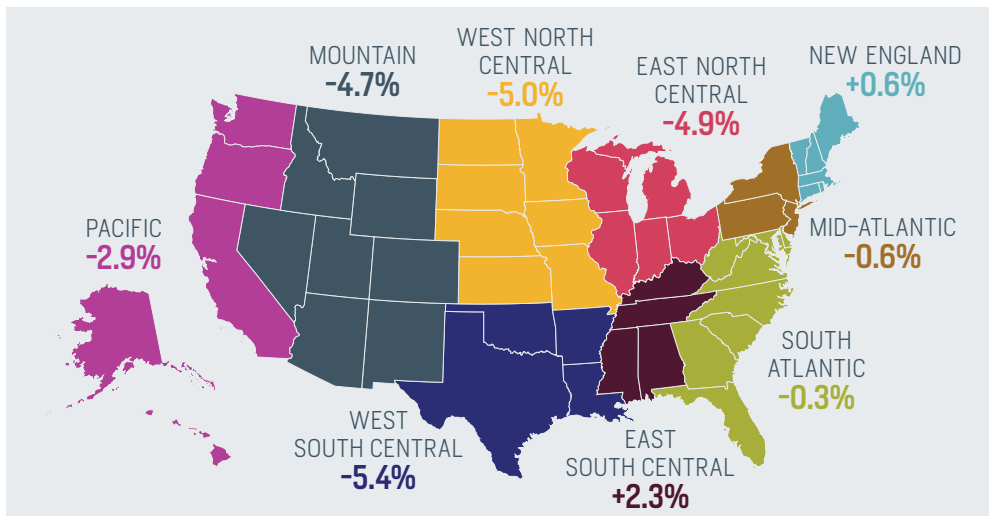


FIGURE 7  
Percent change in new international student enrollment by U.S. geographic divisions, 2016/17

Across the nine geographic areas defined by the U.S. Census Bureau, states in the center of the United States saw the steepest drops in new enrollment in 2016/17, while coastal states experienced smaller declines (Fig. 7). The only two regions in the United States with growth in new international students were the East South Central region (+2 percent) and New England (+1 percent).

#### BUILDING A GLOBAL BRAND HELPS ATTRACT INTERNATIONAL STUDENTS

With concerns about declining new enrollments, colleges and universities are increasingly working to build their visibility among students, parents, and educators abroad. Institutions have implemented initiatives to increase their reputation abroad, including attending educational fairs overseas, creating branding initiatives to highlight unique characteristics, working with international alumni, and implementing innovative social media campaigns, such as the recent #YouAreWelcomeHere that reassures prospective international students that they are welcome on U.S. campuses. Many of these initiatives not only build name recognition, but also cultivate an online presence that reaches international students who rely on the internet to research information about potential places to study. As institutions work to build recruitment activities and global recognition both online and through in-person events, EducationUSA — a U.S. Department of State network of over 425 international student advising centers in more than 175 countries — provides services to assist U.S. colleges and universities in reaching their internationalization goals.

In seeking to understand the impact of colleges' and universities' online presence, new enrollment growth was compared with a global traffic ranking of institution's websites (Alexa, 2017). Institutions with higher rankings in global website traffic exhibited stronger growth in new international students in 2016/17. Colleges and universities that rank in the top 5,000 websites across the world, and therefore likely have a better global brand recognition, saw new international student enrollment grow by 5 percent, while institutions falling outside of top sites exhibited declines in 2016/17 (Fig. 8).

These findings are in line with a recent snapshot survey conducted by IIE with nine partner associations in fall 2017. The survey found that, among institutions reporting increases in the number of new international students, growing the reputation and visibility of their institution, active recruitment efforts, and active outreach to admitted students were the top three reasons for enrollment growth (Baer, 2017).

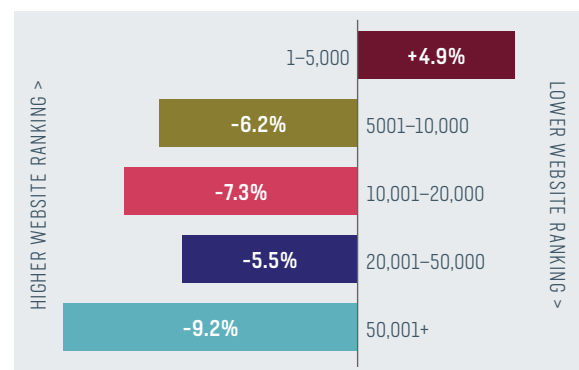


FIGURE 8  
Percent change in new international student enrollment by institutions' global website rankings, 2016/17

## U.S. TRENDS

# U.S. Study Abroad

**While many trends in U.S. study abroad remain consistent, shifts over the past decade indicate that U.S. study abroad is diversifying.**

In 2015/16, 325,399 U.S. students studied abroad for academic credit from their home campus, an increase of nearly 4 percent from the prior year. Italy, Spain, Japan, and Cuba each increased by more than 1,000 U.S. students. In a changing higher education landscape, many U.S. study abroad trends remain consistent. European countries continue to host over half of U.S. students abroad and the UK remains the leading destination, a position the country has held since *Open Doors* began reporting U.S. study abroad data in 1986. The gender breakdown of U.S. students abroad also remains uniform with women representing about 65 percent of study abroad participants and men making up 35 percent (Table 2.2).

While some trends remain consistent, shifts over the past decade indicate that U.S. study abroad is diversifying in several ways. Students are broadening their destinations—growing numbers are venturing outside of Europe and choosing Asia (11 percent of study abroad students) and Latin America and the Caribbean (16 percent) (Table 2.6). The form of programs abroad is also expanding as more students seek non-credit work, internships, and volunteering opportunities. Over 300 U.S. campuses reported more than 23,000 students who participated in these activities in 2015/16 (Table 2.14).

### GLOBAL EVENTS DRIVE STUDY ABROAD DECISIONS

Shifting global events often impact flows of students around the world. Such factors can include safety and health concerns, natural disasters, and political instability, all of which may bear on students' study abroad decisions. In 2015/16, safety and health concerns in some host countries contributed to declining numbers of U.S. students. France experienced a 5 percent decline from the prior year, likely the result of a terror attack in November 2015 that deterred students in the following spring and summer semesters. Likewise, security concerns also contributed to a steep 63 percent decline in U.S. students in Turkey in 2015/16, dropping to 705 students, the lowest number since 2005/06. In South America, Brazil experienced an 11 percent drop, likely due to student concerns about the Zika virus outbreak as well as political instability in the country in 2015 and 2016.

Past experience suggests that while host country events may cause study abroad numbers to drop, these dips are usually short-lived. For example, in 2014/15 U.S. students in West Africa fell by 68 percent due to the Ebola outbreak that began in 2014, but in 2015/16 their numbers started to rebound as U.S. students began returning to the region (Fig. 9). Similarly, over the past five years, study abroad to Japan has increased steadily

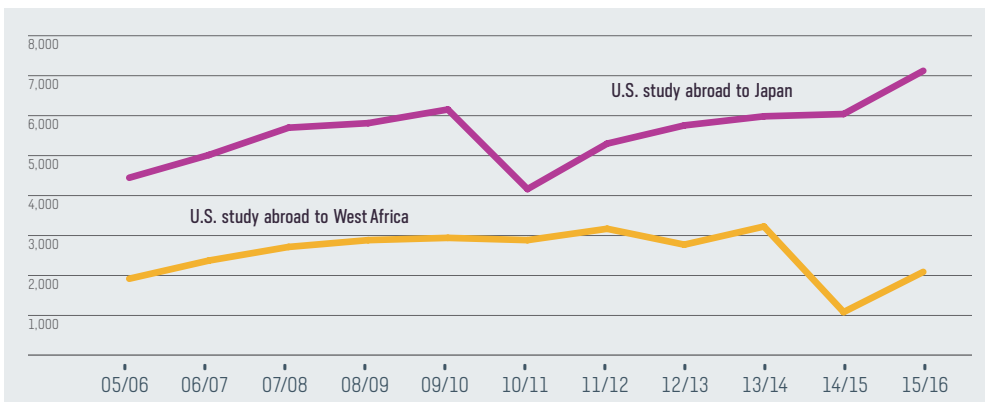


FIGURE 9 U.S. study abroad to Japan and West Africa, 2005/06–2015/16



following the large drop in 2011 due to the earthquake and tsunami that affected the country. In 2015/16, U.S. students in Japan reached over 7,000, the highest number seen in the last 15 years (Fig. 9).

### UNDERREPRESENTED STUDENTS ABROAD

Study abroad students from underrepresented races or ethnicities have increased, but have yet to reflect the diversity of the U.S. undergraduate classroom. In 2005/06, 17 percent of U.S. students abroad identified as a member of an underrepresented racial or ethnic group and by 2015/16, that proportion grew to 28 percent (Fig. 10).

Hispanic or Latino students are the fastest growing segment of U.S. undergraduates, comprising 19 percent of total undergraduate enrollment in 2015 (U.S. Department of Education, 2017a), but they make up only 10 percent of study abroad participants. Similarly, Black or African American students comprise 14 percent of undergraduates and just 6 percent of study abroad. Asian American students participate in study abroad at rates slightly higher than their overall enrollment, comprising 7 percent of undergraduates and 8 percent of study abroad. In 2015/16, 72 percent of study abroad students identified as white while representing 57 percent U.S. undergraduates. Challenges to study abroad participation among underrepresented students include financial barriers, family and community influences, lack of information, and concerns about on-time graduation (Engel, 2017).

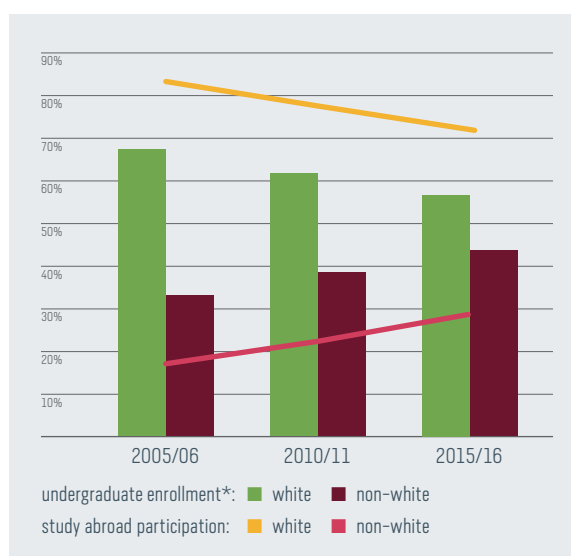


FIGURE 10 Study abroad participation by race/ethnicity, 2005/06–2015/16

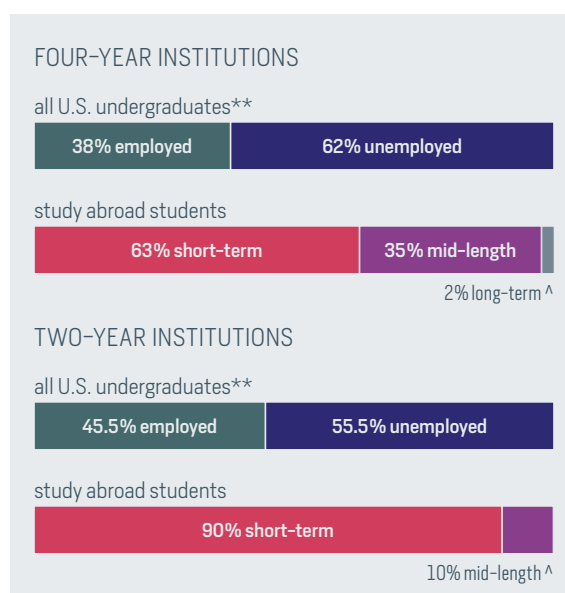


FIGURE 11 Undergraduate employment and study abroad duration at four-year and two-year institutions, 2015/16

### STUDENT EMPLOYMENT AND STUDY ABROAD ACCESS

More than ever, U.S. students are balancing work, family, and education. Figures on student employment\*\* suggest the extent to which students' financial situations can be a barrier to study abroad participation (U.S. Department of Education, 2017c). With 38 percent of full-time students at four-year institutions working either full- or part-time, leaving home for an extended period presents several financial obstacles, including forgone income while abroad and retaining their jobs upon return. Employed students may be more inclined to participate in short-term study abroad programs that allow them to more easily retain their employment. In 2015/16, 63 percent of U.S. study abroad students participated in a short-term program, either in the summer or during the academic year.

Students in two-year colleges are employed at even higher rates than full-time students at four-year institutions (Fig. 11). Forty-five percent of students at two-year colleges work full or part time (U.S. Department of Education, 2017c) leaving little time to participate in study abroad. Of the 6,905 community college students who participated in study abroad in 2015/16, 90 percent of them chose a short-term program.

\* Data from the National Center for Education Statistics.

\*\* Data on student employment status reflects students enrolled from 2013 through 2015, the most recent years for which data was available at the time of analysis.

## U.S. TRENDS

# Intensive English Programs

Many international students come to the United States to improve their language skills in intensive English programs, including those offered by higher education institutions, as well as independent providers. In the 2016 calendar year, the number of intensive English program (IEP) students in the United States declined for the second year to just over 108,000 students (-19 percent). These students studied in the United States for a total of 1.5 million student-weeks (-23 percent), which represents one student studying for one week.

### DECLINING GOVERNMENT-SPONSORED SCHOLARSHIPS IMPACTED IEP ENROLLMENTS

While enrollment in IEPs declined among students from all world regions (Table 3.5), the 2016 decline was largely driven by changes in the Saudi Arabia and Brazil government scholarship programs (Fig. 12). The tightening of student eligibility requirements for the Saudi government’s scholarship program resulted in a 45 percent decline in Saudi IEP students, falling to nearly 21,000 students in 2016, their lowest number since 2010.

Because of these declines, in 2016 Saudi Arabia fell from the top place of origin for IEP students—a position the country held for the prior six years—to the second leading sender, with China surpassing Saudi Arabia as the top country of origin of IEP students in the United States.

The number of Brazilian IEP students fell for the second year in a row, causing the country to drop from its peak position as the third leading sender in 2014 to the sixth leading sender in 2016, with 4,732 IEP students (Table 3.6). These steep declines are due to the end of the Brazil Scientific Mobility Program which previously provided scholarships for Brazilian students, many of whom enrolled in intensive English.

Amid broad declines from most top places of origin, IEP students from Mexico grew substantially by 40 percent to reach 4,963 students, likely stimulated in part by collaboration between U.S. and Mexican higher education institutions supported by the U.S.’s 100,000 Strong in the Americas initiative and Mexico’s Proyecta 100,000.

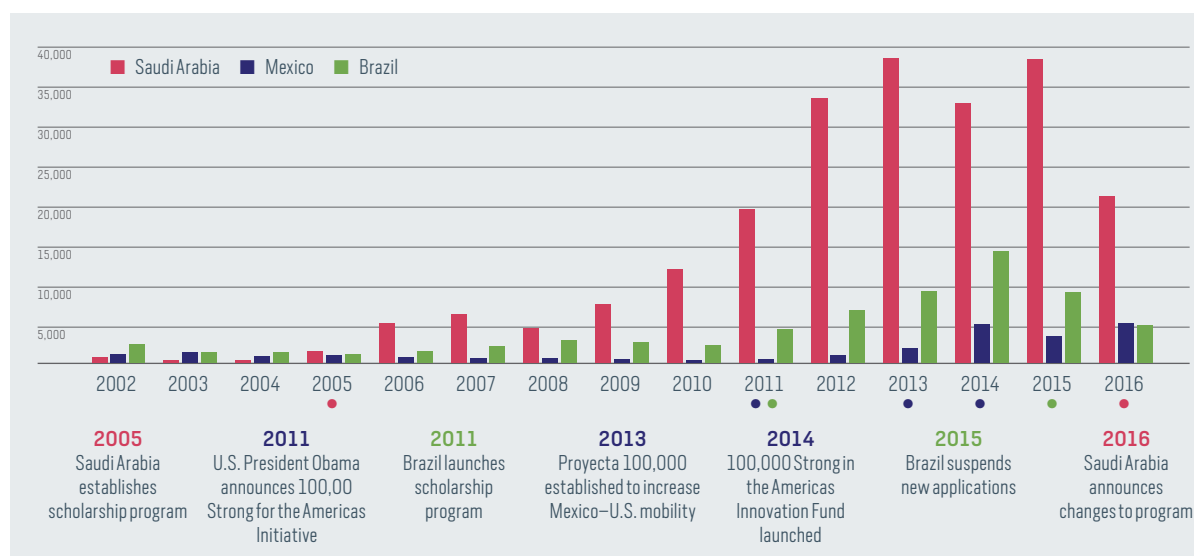


FIGURE 12 Intensive English students from Saudi Arabia, Mexico, and Brazil, 2002–2016

## U.S. TRENDS

# International Scholars in the United States

International scholars in the United States are defined by *Open Doors* as professionals on nonimmigrant visas who are engaged in temporary academic activities and are not enrolled as students at U.S. colleges or universities. Collectively, international scholars include academic faculty, researchers, clinicians, and post-doctoral fellows who bring their knowledge and experience to U.S. classrooms; provide global perspectives to U.S. students; and strengthen ties between U.S. faculty and universities and research institutes around the world.

In 2016/17, 134,379 international scholars engaged in academic activities at U.S. higher education institutions. China remains the leading place of origin increasing by 1 percent from the prior year. Numbering at 12,447, scholars from India make up 9 percent of all international scholars and their numbers remain flat from the previous year.

While international scholars contribute to all academic fields, they primarily specialize in the science, technology, engineering, and mathematics (STEM) fields (76 percent) (Table 4.2). In 2016/17, for the second year in a row, the number of scholars specializing in STEM remains over 100,000. Of STEM scholars, the largest proportion (44 percent) focus on the physical and life sciences. The heavy focus of international scholars in physical and life sciences stands in contrast to international students, among whom the top field of study is engineering.

### GENDER GAP FOR INTERNATIONAL SCHOLARS

The gender balance of international scholars is uneven, with male scholars making up 58.5 percent and female scholars comprising 41.5 percent in 2016/17 (Table 4.1). While this gender gap is comparable to the profile of full-time faculty in U.S. higher education (54 percent male; 46 percent female in 2015) (U.S. Department of Education, 2017b), the gap for international scholars is smaller than that of faculty in the STEM fields

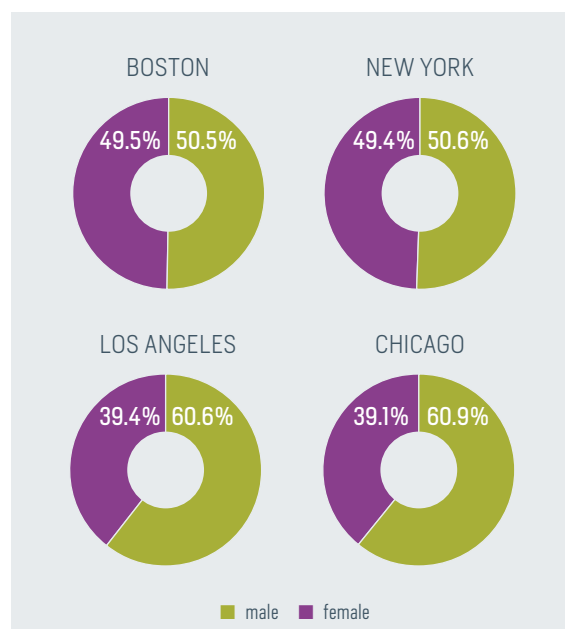


FIGURE 13 Gender of international scholars in selected U.S. metropolitan areas, 2016/17

(67 percent male; 34 percent female in 2015) (National Science Foundation, 2015). The gender balance of international scholars is also comparable to that of international students (56 percent male; 44 percent female in 2016/17) (Table 1.5).

Notably, there is variation in the gender balance of international scholars across leading metro areas hosting them. For example, the Boston and New York City metro areas have a relatively even balance of male and female scholars (51 and 49 percent respectively), while the Los Angeles and Chicago metro areas have relatively higher proportions of male scholars than the national average (Fig. 13). These gender differences may be related to the large presence of scholars in the STEM fields in Los Angeles (80 percent) and Chicago (86 percent), while somewhat lower proportions of scholars specialize in STEM in New York (63 percent) and Boston (76 percent).

# Global Student Mobility

## Many countries turn to international education in the competition for global talent.

Internationally mobile students from all over the world are choosing to study abroad in larger numbers and in different countries. Overall, the volume of student mobility is at an all-time high. The OECD estimates that 4.6 million students crossed a border to pursue an international education experience in 2015, demonstrating a massive increase from the 2.1 million students who went abroad in 2001 (Fig. 14) (OECD, 2017; Project Atlas, 2017). While the desire to pursue an education abroad is only expected to grow in the coming years, what has given new shape to student flows are the many initiatives competing to attract global talent. In this section we will examine the expanding range of favorable policies and programs in some of the countries aiming to edge past competitors.

### EDGING PAST THE COMPETITION: ESTABLISHED AND EMERGING PLAYERS

English-speaking countries are among the largest hosts of international students, with the United States enrolling about one-quarter of all the world’s globally mobile students, more than double the number of international students enrolled in the UK, the next largest host (Project Atlas, 2017). Taken together, 50 percent of the

world’s international students enroll in five English-speaking countries (United States, UK, Australia, Canada, and New Zealand) (Project Atlas, 2017).

In recent years, with the expanding scale of knowledge-based and innovation-driven economies worldwide, some countries are turning to international higher education to provide a pool from which to recruit highly skilled job applicants. Canada, Germany, Japan, and China are among the many countries that have initiated policies to not only bolster the enrollment of international students, but also to retain them in their labor markets (CBIE, 2016; Hemmadi, 2016; ICEF, 2017a; Liu-Farrar, 2009; Nafie, 2017).

In the case of **Canada**, where the goal is to attract 450,000 international students by 2022 (Fig. 15), the number of international students choosing to study there has sharply increased. In 2016, Canada hosted more than 312,100 international students (Project Atlas, 2017). In November 2016, Canada adjusted its immigration process to better retain international students in the workforce, by giving additional points to applicants for residency who hold job offers and whose degrees were obtained in the country (Hemmadi, 2016). An initiative was also launched to attract foreign researchers

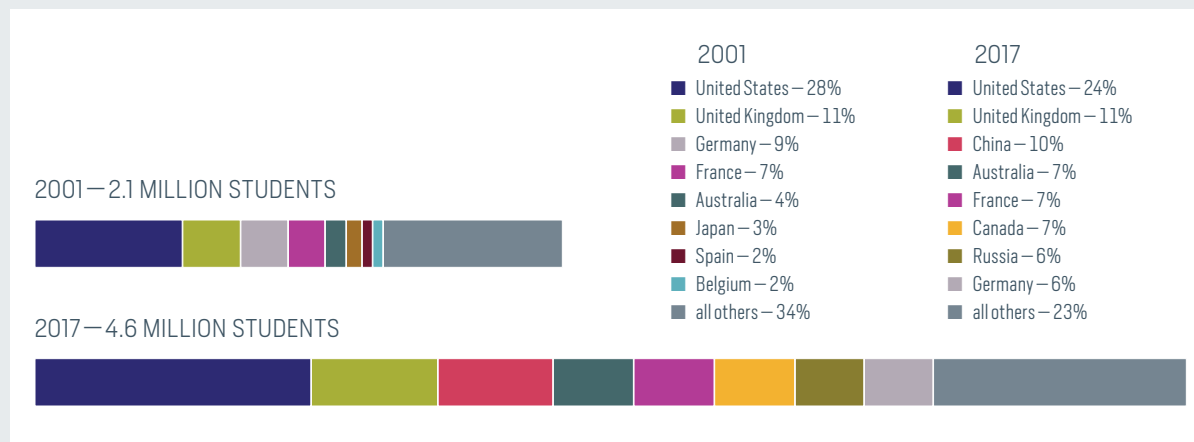


FIGURE 14 Host destinations of globally mobile students, 2001 & 2017 SOURCE: PROJECT ATLAS, 2017; UNESCO, 2017



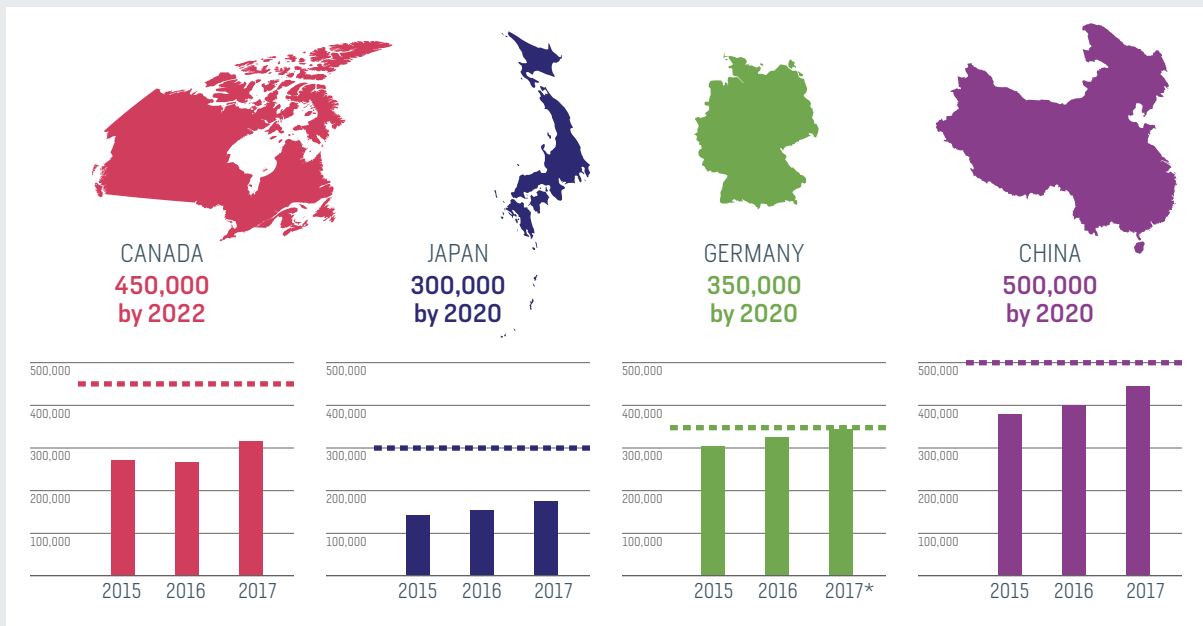


FIGURE 15 International student enrollment targets SOURCE: PROJECT ATLAS, 2017

coming to work on short-term contracts at public universities, by removing the requirement for a work-permit (PIE Review, 2017). Reflecting positive overall views of the country’s higher education initiatives, a study by the Canadian Bureau for International Education (CBIE) found that 51 percent of international students plan to apply for permanent residence after graduation (CBIE, 2016).

Offering degree programs with minimal fees, career incentives, and more English-taught graduate programs, **Germany’s** higher education sector is becoming increasingly attractive. These concerted efforts have drawn more international students to Germany’s institutions. In the 2017 reporting year, reflecting 2016 enrollment, 251,542 international students were enrolled in German institutions, representing a 7 percent increase since 2016 (Project Atlas, 2017). The country’s target to increase international student enrollment to 350,000 by 2020 was surpassed in late 2017, three years before the target date (Fig. 15) (Kennedy, 2017; Nafie, 2017). International graduates from non-EU countries have 18 months to find employment in Germany and a large number take advantage of this policy. According to the German Academic Exchange Service (DAAD), half of the foreign students who earn a degree in Germany choose to stay, and an estimated 40 percent plan to remain for at least 10 years (Nafie, 2017).

Looking to the East, emerging destinations like

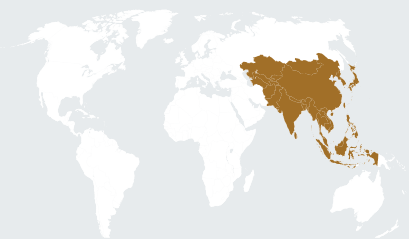
China and Japan have recently stepped up initiatives to attract global talent. In **China**, the cohort of 442,773 internationally mobile students hosted in 2015/16 are benefiting from new opportunities to undertake internships, smoother pathways to residency permits, and a variety of programs which enable graduates to stay in-country to work. The aspiration is to host 500,000 international students by 2020 (Fig. 15). Several cities — including Beijing, Shanghai, and Shenzhen — have put policies into place to address local skills gaps and create opportunities for international students in high-technology and e-commerce programs to transition easily into the workforce (Sharma, 2017).

In **Japan**, the goal of international higher education initiatives is to boost student enrollment to 300,000 by 2020 (Fig. 15). To support this target, a large recruitment effort by the Japanese government and institutions in targeted regions offers both educational and employment opportunities to prospective students. Subsidized company internships, job search assistance, additional Japanese language courses, and a more streamlined process for work visas are among the incentives for both graduates and employers (ICEF, 2017a). These types of offerings provide the opportunity to develop international work skills that can be attractive assets in the Japanese job market down the line.

\* Date refers to the 2017 *Project Atlas* reporting year, reflecting 2016 enrollment. Germany has since surpassed its target (Kennedy, 2017).

## WORLD REGION TRENDS

### Asia



In 2016/17, tertiary-level students from across Asia totaled 734,309, accounting for 68 percent of all international students in the United States. Students from China and India account for half of all international students. In 2016/17, China was the leading place of origin of international students for the eighth consecutive year, reaching a high of 350,755 students. The number of Indian students in the United States continued to grow, increasing by 12 percent in 2016/17. While the growth of both Chinese and Indian students remains high, both countries grew at lower rates than the very high growth rates of over 20 percent in the recent past.

Students from South Asian countries including Bangladesh, Nepal, Pakistan, and Sri Lanka increased in 2016/17. Although with smaller absolute numbers than their neighbor, India, students from these four countries increased 14 percent. Notably, students from Nepal grew 20 percent in 2016/17, marking a second year of high growth, and for the first time Bangladesh moved into the top 25 places of origin.

Overall, students from Asia pursue undergraduate and graduate degrees in fairly even proportions, with 36 percent enrolled at the undergraduate level and 39 percent enrolled in graduate programs (Table 1.15). An additional 5 percent enroll in non-degree programs, such as intensive English study or certificate programs, and 19 percent pursue Optional Practical Training following the receipt of their degree. Students from some places in Asia enroll primarily in undergraduate programs, including Hong Kong (66 percent undergraduate), Indonesia (62 percent), Japan (48 percent), Malaysia (68 percent), Nepal (54 percent), South Korea (51 percent), and Vietnam (68 percent). Students from countries such as Bangladesh and India enroll in graduate programs at high rates (61 percent and 56 percent, respectively). Among the leading Asian places of origin, students from Japan enroll in non-degree programs at the highest rate, accounting for 28 percent of

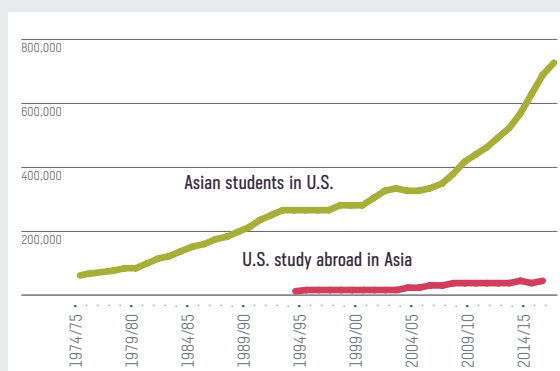


FIGURE 16 Student mobility between the United States and Asia 1974/75–2016/17

all Japanese students in the United States in 2016/17. Indian students pursue OPT at the highest rate, making up 30 percent of Indian students in the United States.

The proportion of U.S. study abroad to Asia has plateaued over the last decade, with 11 percent of U.S. study abroad taking place in Asia in 2015/16. For the fourth year in a row, U.S. students in China declined, falling 9 percent to 11,688 students, causing China to descend from the fifth to the sixth leading destination of U.S. students. While the number of students traveling to China has declined, American students in other Asian destinations continue to increase. In 2015/16, Cambodia, Japan, Hong Kong, South Korea, and Vietnam all hosted growing numbers of U.S. students (Table 2.7).

#### SPOTLIGHT: EAST ASIA'S ADVANCES IN ACADEMIC MOBILITY

Increasing economic prosperity and higher education competitiveness in East Asia have created a more level playing field in student mobility. The rapid pace of institutional linkages and support for mobility in all directions offers new momentum to East Asia's enhanced position in the global higher education landscape. In addition to fostering mobility into and out of the region, governments and institutions are also turning their

focus to the circulation of intellectual capital within the region (Batalova, Shymonyak, & Sugiyarto, 2017; ICEF, 2017d). As a result, in recent years, intraregional academic exchange and collaboration has strengthened substantially.

In 2015/16, over 1 million students from East Asia comprised approximately 23 percent of worldwide student mobility, with an estimated 36 percent of these students choosing to study within the region. China is the number one destination for students from five of the seven countries in East Asia. Anglo-phone countries — including the United States, Australia, and the UK — remain among the top five destinations for East Asian students seeking an international higher education outside of the region (Project Atlas, 2017; UNESCO, 2017c).

Taking a closer look at East Asia, the top three host and sending countries in the region — China, Japan, and South Korea (Fig. 17) — have solidified mutual exchange agreements and joint education programs through a collaborative initiative, known as the Collective Action for the Mobility Program of University Students (CAMPUS Asia). Initiated in 2011, CAMPUS Asia launched its second pilot round in 2016, facilitating undergraduate and graduate regional mobility through academic credit transfer agreements, dual degree and joint degree offerings. This program is expected to yield many important benefits, including strengthening

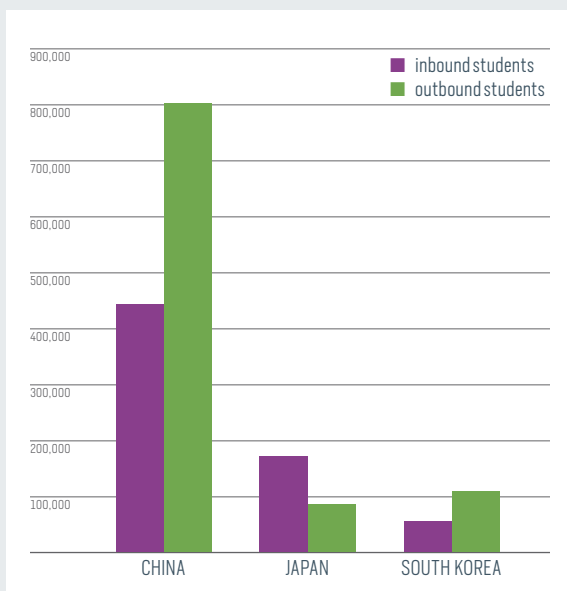


FIGURE 17 Inbound and outbound student flows in select East Asian countries, 2015/16 SOURCE: JASSO, 2017; MINISTRY OF EDUCATION (CHINA), 2017; UNESCO, 2017

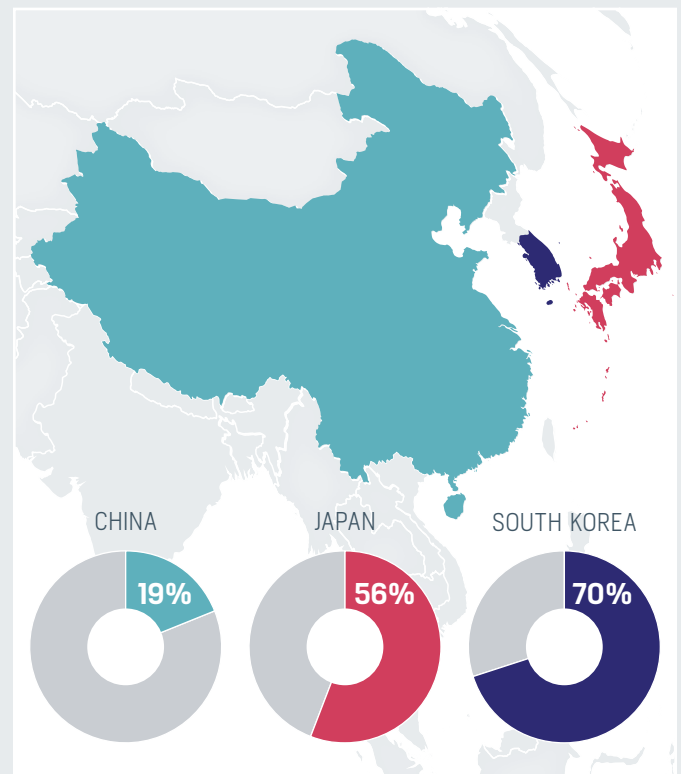


FIGURE 18 Intraregional inbound students as a percentage of all inbound students in select East Asian countries, 2015/16 SOURCE: PROJECT ATLAS, 2017; UNESCO, 2017

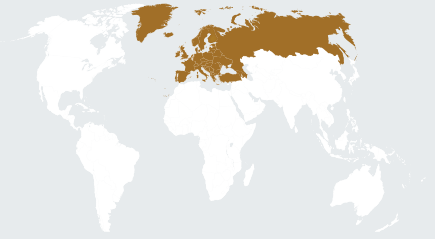
circulation of intellectual capital, increasing cross-cultural understanding, supporting knowledge sharing, and deepening regional stability (Choi, 2017; Yonezawa, Hoshino & Shinmauchi, 2017).

While China, Japan, and South Korea remain top host countries in the region, the rise in the number of world-class universities and competitive programs are giving new shape to students' decisions about where to study within the region (Fig. 18). Increasing regional and multilateral exchange agreements and academic networks and collaborations that are mutual in nature define the relationships among East Asian universities (Yonezawa, Hoshino & Shinmauchi, 2017). Attracting students from around the world to institutions in East Asia is the growing use of English as a common academic language.

East Asian countries hosted an estimated 715,000 students from around the world in 2015/16, accounting for 16 percent of the more than 4.6 million students who pursued an education abroad. Together, the top three destinations — China (62 percent), Japan (24 percent), and South Korea (8 percent) — hosted approximately 92 percent of all inbound students in the region (Project Atlas, 2017; UNESCO, 2017c).

## WORLD REGION TRENDS

# Europe



European students comprised 9 percent of international students in the United States in 2016/17, reaching almost 92,000 students. Five countries — France, Germany, Spain, Turkey, and the UK — remain among the top 25 places of origin for international students, well behind the top senders in Asia. Growth from the overall region was flat while student numbers from a few countries rose. Students from Italy and Spain increased at the highest rates, 9 and 8 percent respectively.

Europe continues to attract the majority of U.S. students who study abroad. In 2015/16, 176,890 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 4 percent increase from the prior year. The United Kingdom, Italy, Spain, France, and Germany were the leading five destinations of U.S. students worldwide in 2015/16, with Ireland, Denmark, Greece, Czech Republic, Netherlands, and Austria also among the top 25 hosts of U.S. students. Among these top destinations in Europe, the strongest growth in U.S. students was among those studying in Denmark (+15 percent), Czech Republic (+13 percent), and the Netherlands (+17 percent).

### SPOTLIGHT: 30 YEARS OF ERASMUS SUPPORT FOR ACADEMIC MOBILITY

Considered Europe’s flagship program to support learning mobility across the region, Erasmus celebrated its 30-year anniversary in 2017. Erasmus has long attracted students who have a desire for international experience as well as an interest in improving their career prospects. The program was first established by the European Commission in 1987 with the goal of promoting student and cultural exchange between European countries. At that time, relatively few tertiary-level students pursued an education

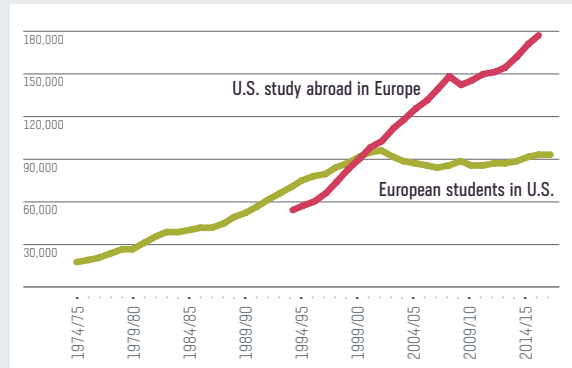


FIGURE 19 Student mobility between the United States and Europe 1974/75–2016/17

abroad. Enabling higher education students from European Union (EU) countries to undertake a short period of learning abroad, Erasmus programs are generally completed during one academic semester. Since the program’s inception 30 years ago, an estimated 9 million Europeans have studied, trained or volunteered abroad through Erasmus (European Commission, 2017b) (Fig. 20).

In recent years, Erasmus has expanded the range of learners served. The Erasmus Mundus program provides opportunities to earn joint degrees between institutions within and outside the EU and the Erasmus+ program expands study, training, and volunteer opportunities to young people, students, adults, teachers, trainers, volunteers, and youth workers (European Commission, 2017a; 2017b). Special focus has been given to social inclusion and one in three Erasmus+ youth participants are from disadvantaged backgrounds.

The top destinations for the 291,383 Erasmus+ students in 2014/15 were Spain (14 percent), Germany (11 percent), the United Kingdom (10 percent), France (10 percent), and Italy (7 percent). In 2014/15, the countries of origin of the most mobile students were France (14 percent), Germany (14 percent), Spain (13 percent), Italy (11 percent), and Poland (6 percent) (European Commission, 2017b) (Fig. 21).



Strategic partnerships across Europe offer new opportunities for staff and professionals in the European Union to train or exchange experience, learning from their host-country peers (European Commission, 2017c). Facilitating employability skills and career development is another key focus of the Erasmus+ program, with new offerings for young people to gain work experience through traineeships, apprenticeships, youth exchanges, and European Voluntary Service opportunities (European Commission, 2017b). In 2015, 678,000 people, including students and others, participated in Erasmus+ expanded programs (European Commission, 2017d).

While the inability to speak a foreign language held some prospective Erasmus students back from participation in previous years (Souto-Otero, Huisman, Beerkens, De Wit & Vujić, 2013), language learning opportunities are now provided to all Erasmus+ enrollees (European Commission, 2017c). Work responsibilities in one's home country and perceptions about low levels of available funding are two other common barriers (Souto-Otero, et al, 2013), which may be countered by international work experience opportunities and an increase in overall funding for the program.

To support its extended range of programs, Erasmus+ received approximately 16.6 billion USD of support from the EU. Erasmus+ is benefiting from an increase of 40 percent more funding than its predecessor initiative, the Lifelong Learning Programme (2007-13). Two-thirds of the Erasmus+ budget is allocated to support learning opportunities abroad and one-third provides funding for institutional partnerships and reforms of the education and youth sectors (European Commission, 2017c).

Erasmus has been found to yield a number of important benefits for the students who study abroad through its many programs. A recent report, *The Erasmus Impact Study*, revealed that the program positively impacts employment outcomes. The risk of long-term unemployment is significantly reduced, the likeliness of working in an international environment significantly increases, and alumni are measurably more mobile across Europe even after completion of tertiary studies (European Commission, 2016). Eastern European students benefit particularly from Erasmus+, with their long-term unemployment being reduced by 83 percent when compared with their non-mobile peers (ICEF, 2016). It is also notable that of all Erasmus alumni, more hold management positions 5 to 10 years after graduation than do their non-mobile peers (ICEF,

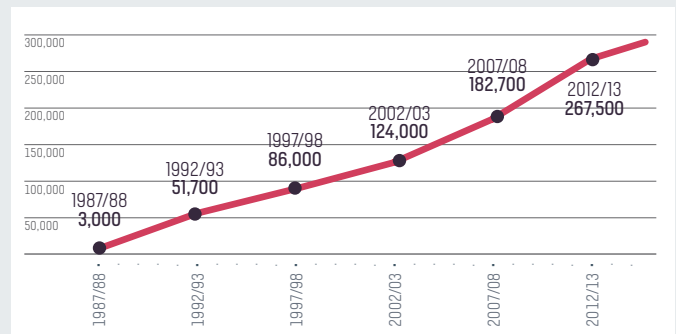


FIGURE 20 Erasmus to Erasmus+: 30 years of mobility, 1987-2015  
SOURCE: EUROPEAN COMMISSION, 2017B

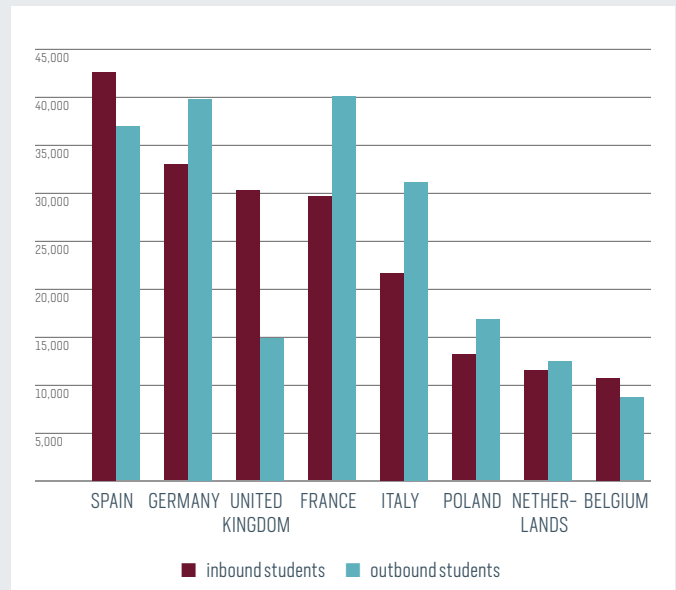


FIGURE 21 Erasmus+ inbound and outbound mobility in select countries, 2014/15  
SOURCE: EUROPEAN COMMISSION, 2017B

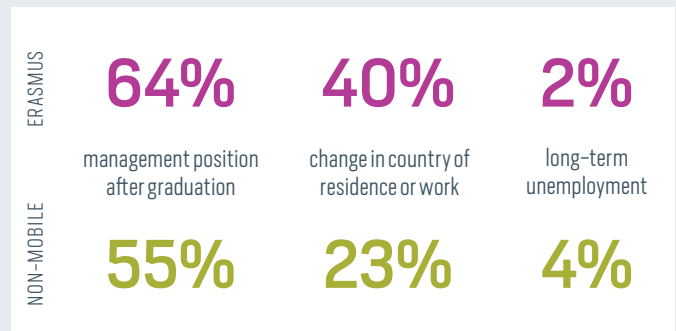


FIGURE 22 Selected career outcomes of Erasmus alumni and non-mobile students  
SOURCE: EUROPEAN COMMISSION, 2016

2016) (Fig. 22). Fostering not only a sense of shared European identity and citizenship, Erasmus also promotes an international outlook. More than 90 percent of Erasmus students from all regions report that they can “easily imagine living abroad at some point in the future” (European Commission, 2016).

## WORLD REGION TRENDS

# Latin America & the Caribbean



Student mobility from Latin America and the Caribbean to the United States declined by 6 percent to 79,655 students in 2016/17. This sizable decline was primarily due to a 32 percent decrease in Brazilian students following the end of Brazil's Scientific Mobility Program. Students from both Venezuela and Colombia increased slightly (3 percent and 2 percent, respectively) while the number of students from Mexico remained flat.

U.S. students in Latin America and the Caribbean grew 6 percent in 2015/16, with 53,105 American students receiving academic credit for study in the region, second only to Europe. Costa Rica and Mexico continue to be top destinations, with Mexico seeing a 10 percent increase, while Costa Rica remained flat. Cuba had a 59 percent increase in U.S. students in 2015/16, marking the fifth consecutive year of double-digit growth and moving the country for the first time into the top twenty destinations of U.S. students. The region leads as a destination for U.S. students seeking a non-credit work, internship, or volunteer experience, with 38 percent of these students pursuing non-credit education in the region, most notably in Nicaragua, Mexico, and the Dominican Republic (Table 2.14).

### INTRAREGIONAL MOBILITY IN LATIN AMERICA AND THE CARIBBEAN\*

Of the 96,000 international students who studied in Latin America and the Caribbean in 2014, more than 55,000 students (57 percent) came from another country in the region (UNESCO, 2017e), with the largest numbers of intraregional students hailing from Haiti, Bolivia, Peru, Colombia, and Venezuela

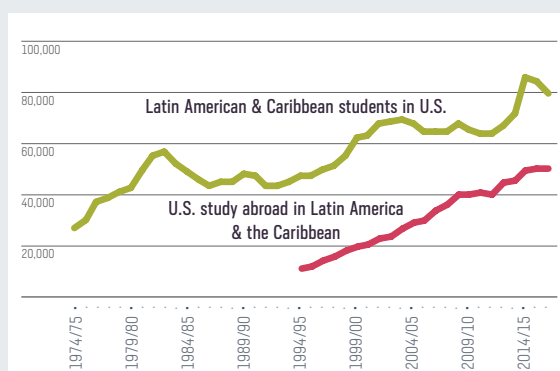


FIGURE 23 Student mobility between Latin America & Caribbean and the United States, 1974/75–2016/17

(UNESCO, 2017e). Many of these sending countries have limited higher education capacity at home, pushing students towards study in another country, while personal financial constraints cause students to seek study options in nearby countries. In some cases, proximity plays a role in intraregional mobility patterns, as in the case of Haitian students who study in large numbers in the Dominican Republic; Bolivian students who study in Brazil and Chile; and Venezuelan students in Colombia (UNESCO, 2017c).

Cuba, Brazil, Dominican Republic, Colombia, Chile, and Ecuador host the largest numbers of students from within the region (UNESCO, 2017d) (Fig. 24). For some host countries, the size of their higher education systems and strength of their internationalization efforts helps attract students broadly from the region. Growing interregional cooperation among national and regional higher education associations accounts for some of the growth in intraregional mobility, as well as intraregional efforts towards broader regional integration, such as those occurring as part of the Mercado Común del Sur (MECOSUR) alliance and the Caribbean Community (CARICOM) (CARICOM, 2017; Jaramillo & de Wit, 2011; Martínez Larrechea & Chiancone Castro, 2009).

\* These sections are excerpted from C. Farrugia (2018), Academic Mobility in the Americas: Patterns and Prospects. *Revista Educación Superior y Sociedad*. UNESCO-IIESALC, Vol. temático Núm. 21. Tema: Internacionalización de la Educación Superior, 93–118 (see <http://ess.iesalc.unesco.org.ve/ess3>), and C. Robles (2018), *Expanding Vistas: International Academic Mobility in Brazil*. New York: Institute of International Education (see [www.iie.org](http://www.iie.org)).

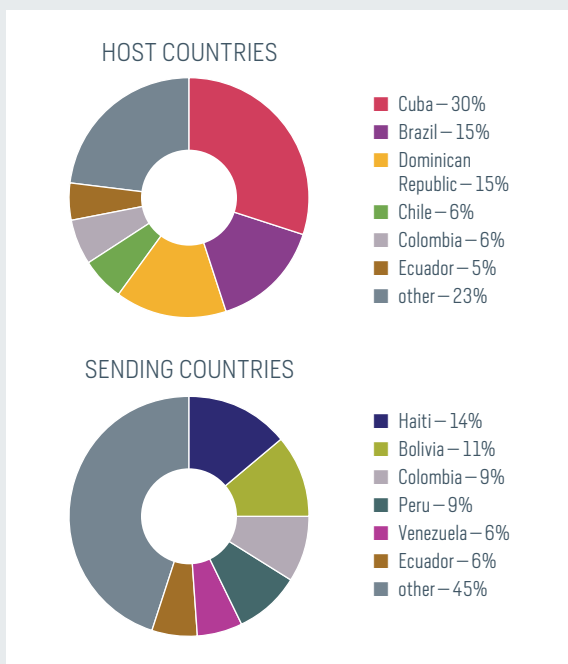


FIGURE 24 Largest hosts and senders of intraregionally mobile students in Latin America and the Caribbean, 2014 SOURCE: UNESCO, 2017

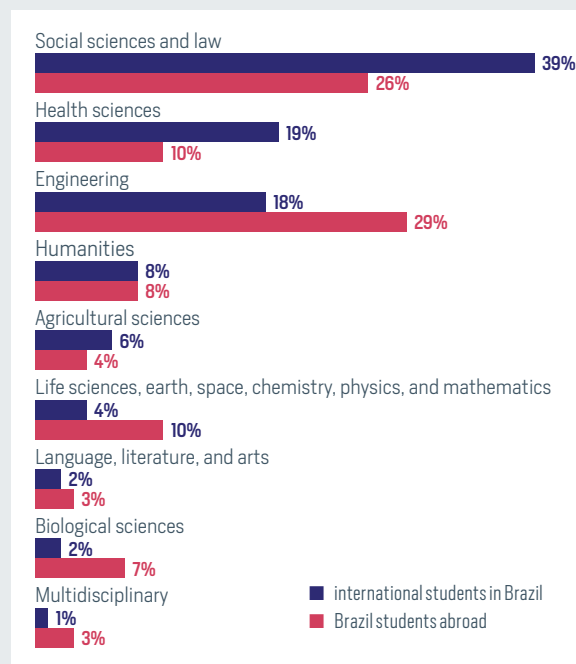


FIGURE 25 Fields of study of international students in Brazil and Brazil students abroad, 2016 SOURCE: ROBLES, 2018

### SPOTLIGHT: BRAZIL\*

In recent years, Brazil has had a rising role in the field of international education. Despite significant political and economic shifts over the past two years, Brazil has continued to make strides toward internationalizing its higher education sector. Across the country’s universities, internationalization is visible in the provision of programs and courses taught in English, virtual learning, and initiatives to support inbound and outbound student flows. However, while global engagement is increasing in many directions, little is known about the trends, challenges, and opportunities for internationalization that define Brazil’s higher education sector. It is within this context that, in 2017, IIE conducted a pilot study of higher education institutions in Brazil to glean insight into global mobility in the country’s tertiary education sector. The study was conducted in partnership with the Brazilian Federal Agency for Support and Evaluation of Graduate Education (CAPES) and the Brazilian Association for International Education (FAUBAI), with support from the Australian Government Department of Education and Training. This section presents selected findings from the study based on survey responses from 158 institutions.

In the 2016 academic year, Brazil hosted 20,523 international students in degree and non-degree programs, most of whom studied in metropolitan areas in the

Southeastern region, which is the country’s economic and industrial hub containing many highly ranked universities (Bothwell, 2017). The prestige of the universities in this region may be among the factors that draw international students to the Southeast. The majority of international students study at the undergraduate level (83 percent) and most are classified as full-degree students (74 percent).

The country has relatively low outbound mobility, with just 0.6 percent of Brazilian students studying abroad in 2016. Language poses a barrier for Brazilian students who would prefer to study in the United States or Europe but have not met English language requirements. Brazilian undergraduates may be less likely to study abroad due to the good quality of higher education available at home as well as “generally strong cultural ties to their local setting” (European Commission, 2012).

Outbound student flows are largely at the undergraduate level (77 percent). Outbound mobility is concentrated in science, technology, engineering, and math (STEM), including engineering (29 percent); life sciences, earth, space, chemistry, physics, and mathematics (10 percent); and biological sciences (7 percent) (Fig. 25). These patterns are largely due to the Brazil Scientific Mobility program (2011–2016), which provided scholarships for study abroad in STEM fields.

## WORLD REGION TRENDS

# Middle East & North Africa



The Middle East and North Africa (MENA) is the second largest sending region of international students to the United States after Asia, accounting for 9 percent of international students. Students from MENA decreased 8 percent in 2016/17 to 100,014. Most students from the region hail from Saudi Arabia, Iran, or Kuwait.

Saudi students in the United States have increased substantially over the past ten years. In 2006/07, fewer than 8,000 studied in the United States, rising to a peak of 61,287 in 2015/16 as large numbers received scholarships from the Saudi government to sponsor their U.S. studies. In 2016/17, Saudi students declined 14 percent to 52,611 students due to a narrowing of scholarship eligibility requirements. As the leading source of students from the region, the drop in Saudi students has led to an overall decline in enrollment from the region. Many U.S. higher education institutions (76 percent) also report concern about future enrollment from MENA as tightened visa vetting for individuals from the region may impact students' willingness or ability to study in the United States (Baer, 2017).

U.S. study abroad to MENA has been low historically, accounting for only 2 percent of all study abroad in 2015/16. Israel remains the region's top destination for U.S. students, hosting over 2,000 students. Jordan, the United Arab Emirates, and Morocco each hosted between 700 and 1,400 students in 2015/16 (Table 2.7).

### SPOTLIGHT: KUWAITI STUDENTS AROUND THE WORLD

Kuwait is emerging as one of the MENA region's top senders of students overseas, with 21,930 of the country's students abroad in the 2016 reporting year (UNESCO, 2017c). The top destination is the United States, hosting 9,825 Kuwaiti students in 2016/17 (Fig. 2). Other top destinations for students from Kuwait include Jordan, Egypt, the United Kingdom, United Arab Emirates, and Australia (UNESCO, 2017c) (Fig. 27).

Bolstered by the expansion of generous government scholarships supporting overseas study, Kuwaiti

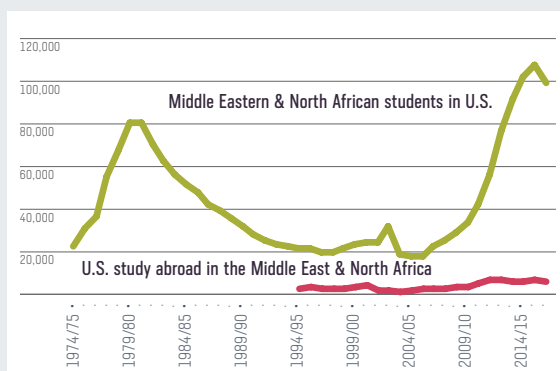


FIGURE 26 Student mobility between the United States and the Middle East & North Africa, 1974/75–2016/17

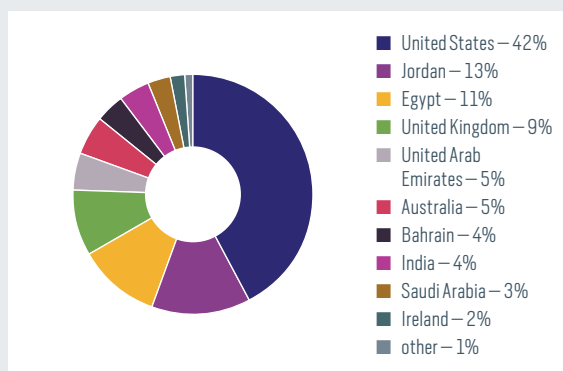


FIGURE 27 Proportion of mobile Kuwaiti students by study destinations, 2016/17 SOURCE: OPEN DOORS, 2017; UNESCO, 2017

students are taking advantage of opportunities to undertake an education abroad. While domestic higher education is provided free of cost to Kuwaiti citizens, individual family wealth also enables many students to self-fund their studies abroad (ICEF, 2015).

A small higher education sector also accounts for some of Kuwait's outbound mobility. Kuwait's higher education sector is comprised of one public and three private universities. Students who wish to enroll in higher education courses not offered in the country, such as social sciences and humanities fields, often pursue an international education (Chronicle of Higher Education, 2017).

## WORLD REGION TRENDS

# Sub-Saharan Africa



Almost 38,000 students from Sub-Saharan Africa studied in the United States in 2016/17, up 7 percent from the prior year (Fig. 28). Students from Nigeria — the leading place of origin from the region — increased for the fifth year in a row, growing by 10 percent in 2016/17 to reach 11,710 students. Ghana and Kenya are also large senders, each with more than 3,000 students enrolled in U.S. higher education.

U.S. students in Sub-Saharan Africa increased sharply by 20 percent to 12,738 in 2015/16, almost fully rebounding from an equally steep decline in 2014/15 tied to the Ebola outbreak in several West African countries. While study abroad to Ebola-affected countries has been low historically, Ghana — a country that experienced declines because of its proximity to affected areas (Ortega, 2014) — hosts the majority of the region’s U.S. students and drove the region’s growth in 2015/16. The number of U.S. students in Ghana more than doubled in 2015/16 to over 1,500 students. Also contributing to the rise in U.S. students in Sub-Saharan Africa was a 10 percent increase to South Africa — the leading host in the region — reaching 5,782 students in 2015/16.

### SPOTLIGHT: EAST AFRICAN HIGHER EDUCATION AREA

Students from East Africa are increasingly mobile, with an estimated 53,391 pursuing a higher education outside of their home countries in 2016, more than double the number in 2001 (UNESCO, 2017b). Top senders include Kenya, Sudan, Ethiopia, Rwanda, and Uganda (Fig. 29).

While East Africa is comprised of a diverse set of countries, common issues hinder academic mobility into and out of the region. Significant and persistent challenges for students who wish to study abroad include: overall limited access to higher education; lack of funding; university management issues; questions about the quality of education; the transferability of credits; and difficulty retaining intellectual capital at the faculty level (Teferra & Altbach, 2004; Waruru, 2017b).

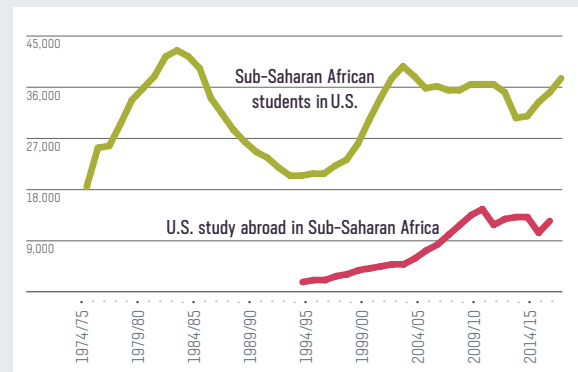


FIGURE 28 Student mobility between the United States and Sub-Saharan Africa, 1974/75–2016/17

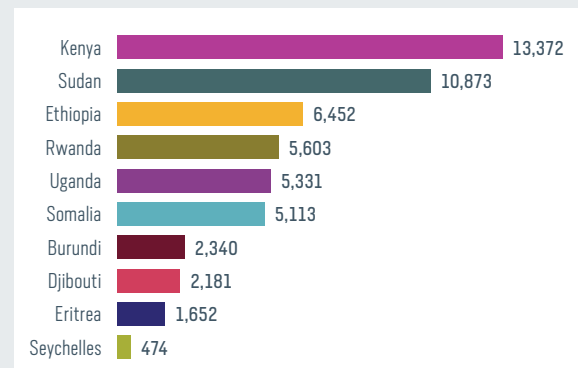
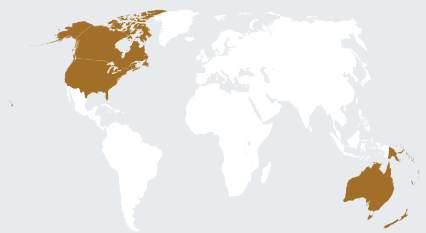


FIGURE 29 Outbound East African students from select countries, 2016 SOURCE: UNESCO, 2017

In order to promote mobility within the region, efforts to address such challenges have been announced as a priority of the East Africa Higher Education Area, which was formalized by the East African Community (EAC) in May 2017. Five countries head the initiative — Kenya, Uganda, Tanzania, Rwanda, and Burundi. The agenda includes the development of regional standards, guidelines, and national commissions and councils for higher education. To facilitate student flows, EAC students will be able to enroll in any of the 100 universities in the region without taking a special exam, and credits will be transferable across institutions (Waruru, 2017a).

## WORLD REGION TRENDS

# North America and Oceania



Anglophone countries in North America\* and Oceania are among the top hosts of international students worldwide. Expansive program options, state of the art education facilities, and practical training are some reasons why — together — the United States, Canada, Australia, and New Zealand host approximately 40 percent of all globally mobile students (Project Atlas, 2017).

Canada remains the fifth leading sender of international students to the United States, with 27,065 students in 2016/17 (Fig. 30). The number of U.S. students in Canada grew in 2015/16, with 1,716 students receiving academic credit from their U.S. institution for study abroad in Canada. Most U.S. students in Canada enroll in full-degree programs, numbering at over 8,000 U.S. students (Project Atlas, 2016).

Both Australia and New Zealand continue to see growth in U.S. students. In 2015/16, the combined number hosted by these two countries was 13,342, a 10 percent increase from the prior year (Fig. 31). Additionally, 4,800 American students pursued a full degree in Australia or New Zealand (Project Atlas, 2017). The scale of mobility in the reverse direction is much smaller, with the United States hosting 7,222 students from Oceania in 2016/17, 92 percent of whom were from Australia and New Zealand.

### CANADA'S GROWING INBOUND STUDENT FLOWS

Attracted by the quality of Canada's education system, its reputation as a safe country, the diversity of its population, and its skilled immigration policies, 312,100 international students studied in Canada in 2016, an increase of 18 percent from the prior year (CBIE, 2016; Project Atlas, 2017). The country's recent growth as a host of international students is tied to its national and provincial initiatives to internationalize its higher education system as well as shifting international student demand in other leading Anglophone host countries.

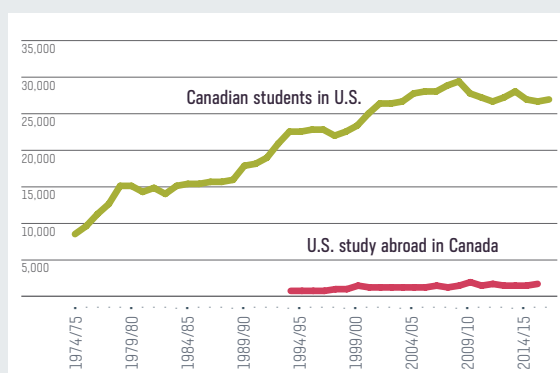


FIGURE 30 Student mobility between the United States and Canada, 1974/75–2016/17

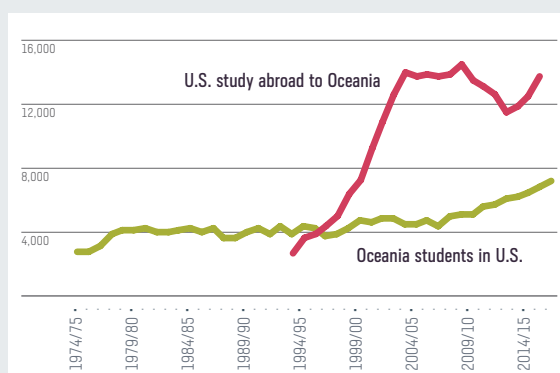


FIGURE 31 Student mobility between the United States and Oceania, 1974/75–2016/17

China, India, and South Korea are the leading places of origin in Canada, with students from these countries comprising 74 percent of international enrollments (Project Atlas, 2017) (Fig. 32). Canada is also increasingly popular among Vietnamese students. Owing to Vietnam's rising middle class, as well as the recently-launched Canada Express Study Program, and Canada's post-graduation employment and immigration opportunities, enrollments of Vietnamese students have grown more than five-fold since 2013 (EducationUSA, 2017; UNESCO, 2017c).

\* For the purposes of *Open Doors* analysis, Mexico is grouped in Latin America and the Caribbean.



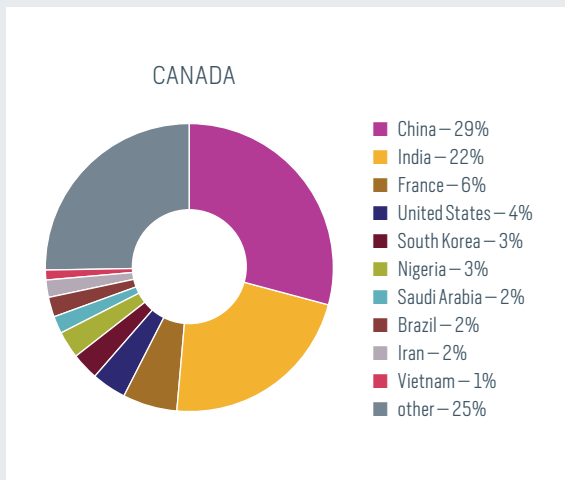


FIGURE 32 Places of origin of international students in Canada, 2015/16 SOURCE: PROJECT ATLAS, 2017; CANADIAN BUREAU FOR INTERNATIONAL EDUCATION, 2017

While Canada is a popular destination for inbound international students, the number of Canadians pursuing full-degrees abroad totaled 49,771 in 2016 (UNESCO, 2017c), and just 11 percent of Canadian undergraduates completing degrees in Canada participate in a short-term exchange (Crace, 2017). Renewing attention to the value of international education for Canadian students, the Report of the Study Group on Global Education was released in November 2017. Proposed is a 10-year national strategy to support more Canadians gaining international competencies and connections, particularly in emerging destinations and with special initiatives to support students from the least-advantaged backgrounds (University of Toronto & University of Ottawa, 2017).

#### AUSTRALIA AND NEW ZEALAND: A COMPARATIVE PERSPECTIVE

In 2015/16, international student enrollments in Australia (327,606) and New Zealand (62,570) increased by 12 percent and 2 percent, respectively, with most international students coming from the Asia-Pacific Region (Fig. 33).

China and India remain the two leading places of origin in both Australia and New Zealand, with Chinese students comprising more than a third of all international enrollments in Australia (Fig. 33). Mirroring trends in the United States, Indian and Nepali students had the steepest growth in Australia, rising 26 percent and 24 percent, respectively, from the previous year. In New Zealand, the number of students from the Philippines and Malaysia surged upward by 18 percent

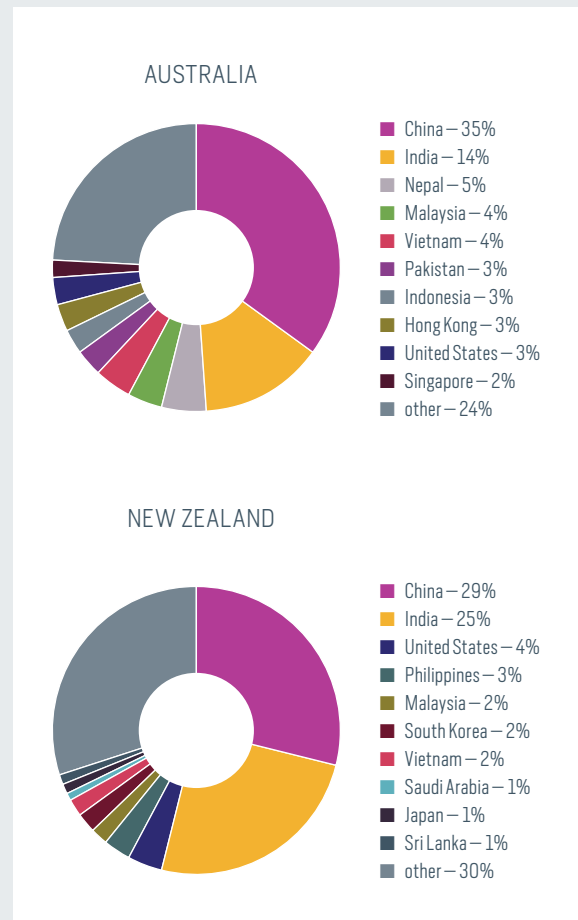


FIGURE 33 Places of origin of international students in Australia and New Zealand, 2015/16 SOURCE: PROJECT ATLAS, 2017; AUSTRALIAN GOVERNMENT DEPARTMENT OF EDUCATION AND TRAINING, 2017; NEW ZEALAND MINISTRY OF EDUCATION, 2017

and 15 percent, respectively, from the previous year. Undergraduates pursuing full degrees comprise the majority of enrollments in New Zealand (65 percent) and Australia (50 percent) (Project Atlas, 2017).

Comprehensive national strategies recently released by both countries' governments guide the expansion of international higher education in Australia and New Zealand. Australia's National Strategy for International Education 2025 emphasizes stronger student support services, increased quality assurance mechanisms, and expanded opportunities to integrate work and learning opportunities for foreign students (ICEF, 2017b). In 2017, the government of New Zealand released a draft international education strategy that encourages high quality and sustainable growth among higher education institutes. Among the priorities is the diversification of sending countries by encouraging greater linkages with emerging economies (ICEF, 2017c).

## Internationalization at Minority Serving Institutions

### Minority Serving Institutions broaden the diversity of U.S. study abroad and international students in the United States.

Minority Serving Institutions (MSIs) play a large role in serving underrepresented students throughout the United States, and educate 26 percent of students enrolled in U.S. higher education (Conrad and Gasman, 2015). As institutions globalize their campuses through educational exchanges, MSIs provide potential opportunities for a diverse group of students to engage in study abroad and meet international students from different regions across the world. While MSIs offer meaningful opportunities to broaden students' global engagement, these institutions account for only 11 percent of the 325,000 U.S. students who received academic credit for study abroad in 2015/16 and 18 percent of the over one million international students in the United States in 2016/17.

#### MSI STUDENTS STUDYING ABROAD IN INCREASING NUMBERS

Although students studying abroad from MSIs only comprise 11 percent of all study abroad, the number of students going abroad grew by 5 percent in 2015/16. All MSI types experienced growth, with Hispanic Serving Institutions (HSIs) sending the most students abroad for academic credit (21,188 students), followed by Asian American Native American Pacific Islander Serving Institutions (AANAPISIs), which sent 16,825 students abroad. Historically Black Colleges and Universities (HBCUs) sent 2,036 students abroad.\*

MSIs enroll students from all racial and ethnic backgrounds, but as institutions with high representation of minority students, their education abroad programs contribute to the overall diversity of U.S. students overseas. Students identifying as racial or ethnic minorities represented 28 percent of all U.S. study abroad in 2015/16 (Table 2.2) and of these students, study abroad from MSIs account for 24 percent of all Hispanic or Latino(a) study abroad and 21 percent of Black or

African American study abroad nationally, thereby serving as important contributors in making study abroad accessible for students from underrepresented backgrounds.

Reflecting overall U.S. study abroad trends, students at MSIs study in Europe at high rates (50 percent of study abroad from MSIs). However, students from MSIs are more likely to study in a diverse range of destinations, particularly in Asia, Sub-Saharan Africa, and Latin America and the Caribbean (Fig. 34). The top destinations for each MSI type vary, likely driven by cultural, language, and heritage connections. This is particularly true at HSIs where Spain is the top study abroad destination and Mexico ranks as the fifth most popular destination. Students at HBCUs study abroad in much higher proportions to countries in Latin America and the Caribbean and Sub-Saharan Africa than national averages (Fig. 34). However, the leading destination for HBCU students is China, which has been supported through programs such as the HBCU-China Scholarship Network that is implementing 1,000 scholarship awards for students from HBCUs to study in China (U.S. Department of Education, 2014). Study abroad destinations from AANAPISIs are similar to national trends.

#### DIVERSE POPULATIONS OF INTERNATIONAL STUDENTS ARE ATTRACTED TO MINORITY SERVING INSTITUTIONS

With just 5 percent of U.S. undergraduates at MSIs studying abroad before earning their degree (compared to 10 percent nationally), students can still gain global perspectives in the classroom and on campus by engaging with international students. Together, all MSIs enrolled just over 198,000 international students, accounting for 18 percent of all international students in the United States in 2016/17. In 2016/17, HSIs enrolled the most international students with 118,316 students, AANAPISIs enrolled 96,745 students, and HBCUs enrolled 7,868 international students.

\* The sum of students does not equal the overall number of students as some institutions may have more than one MSI designation.

MSIs attract international students from more diverse places of origin than all other institutions. While Chinese and Indian students comprise half of all students nationally, they make up only 11 percent of students at HBCUs and 38 percent at HSIs (Fig. 35). HBCUs have higher proportions of international students from Sub-Saharan Africa and the Middle East, particularly Saudi Arabia and Nigeria. Approximately 16 percent of international students attending HSIs come from the Latin America and Caribbean region, with both Mexico and Venezuela among the top ten

places of origin. Comparable to the national trend, most AANAPISI international students are from Asia, with a notably higher proportion of international students from Vietnam.

Engineering is the most popular field of study for international students both nationally and at HBCUs, while business and management ranks as the top field at HSIs and AANAPISIs. Looking at all STEM fields combined, HBCUs have a high percentage of students studying STEM — 61 percent at HBCUs compared with 48 percent nationally (Fig. 36).

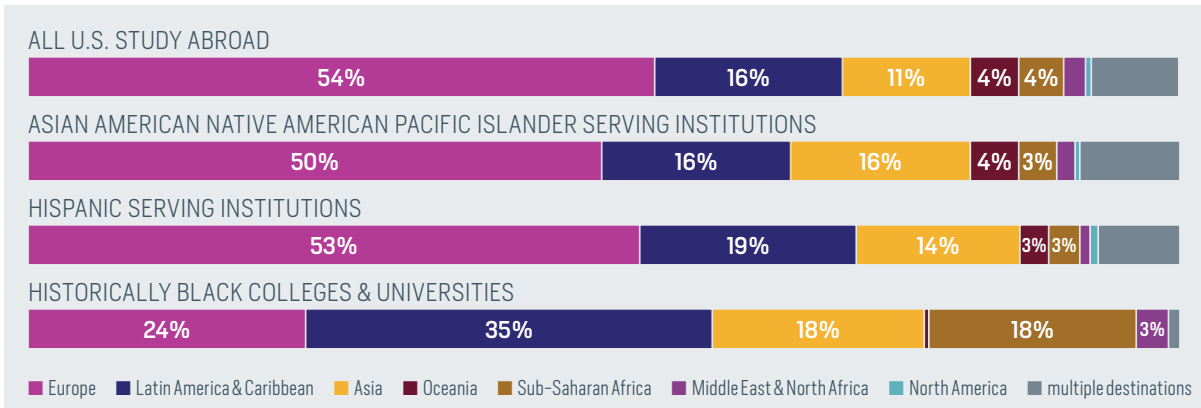


FIGURE 34 Destination regions of study abroad students from Minority Serving Institutions and all U.S. study abroad, 2015/16

	ALL INT'L STUDENTS	AANAPISI	HSI	HBCU
1	China 32.5	China 34.1	China 20.0	Saudi Arabia 29.3
2	India 17.3	India 17.1	India 18.3	Nigeria 11.9
3	South Korea 5.4	South Korea 6.3	Mexico 5.8	India 8.2
4	Saudi Arabia 4.9	Vietnam 5.2	Saudi Arabia 5.4	Jamaica 5.1
5	Canada 2.5	Saudi Arabia 2.9	Vietnam 4.9	Bahamas 4.0
6	Vietnam 2.1	Japan 2.9	South Korea 4.6	China 3.1
7	Taiwan 2.0	Taiwan 2.7	Venezuela 2.7	Nepal 2.9
8	Japan 1.7	Indonesia 1.4	Japan 2.4	Kuwait 2.4
9	Mexico 1.6	Hong Kong 1.3	Nepal 2.0	Ghana 1.7
10	Brazil 1.2	Nepal 1.3	Taiwan 1.7	Trinidad & Tobago 1.6

FIGURE 35 Top 10 places of origin of international students at Minority Serving Institutions and all U.S. higher education institutions, 2016/17

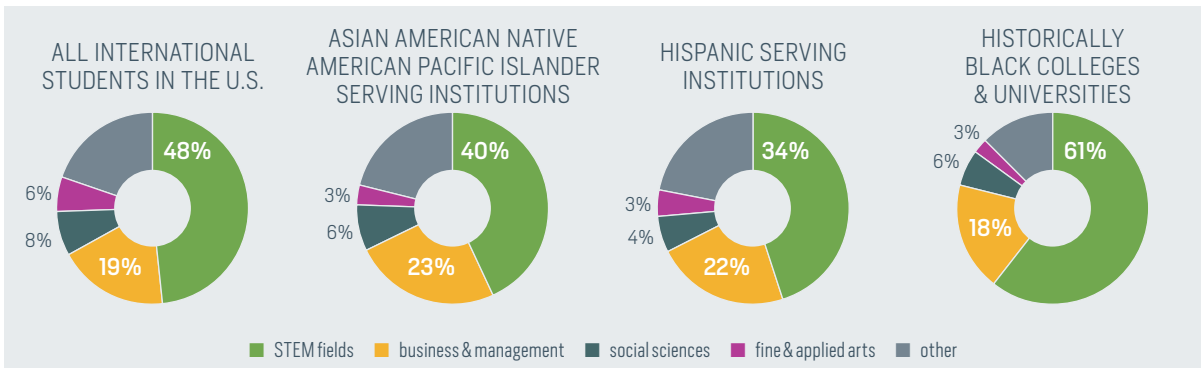


FIGURE 36 Top fields of study of international students at Minority Serving Institutions and all U.S. higher education institutions, 2016/17

# Developing Career Skills Through Study Abroad

**Study abroad has an overall positive impact on the development of a wide range of 21st-century job skills.**

In the growing body of research on study abroad and its outcomes, there is a common thread of developing intercultural competence (Deardorff, 2009). Outside of the study abroad field, organizations such as the American Management Association (AMA); the National Academy of Sciences, and the National Association of Colleges and Employers (NACE) have defined the critical skills needed for employment in today's workforce (Hodge and Lear, 2011; Pellegrino and Hilton, 2012). Yet, not enough is known about the specific career-related skills developed as a result of studying abroad. Building on this work, in 2017 IIE conducted research on the connection between study abroad programs and employment outcomes and the development of 21st-century job skills.

Conducted through IIE's Generation Study Abroad® initiative, this national study surveyed over 4,500 alumni of U.S. higher education institutions who studied abroad between 1999/00 and 2016/17, and included in-depth interviews with a segment of respondents to gain a more nuanced understanding of the links between study abroad and employability. In recent years, the value of study abroad has been scrutinized from an employment and student outcomes perspective, and this study contributes to the field by providing detailed evidence on the role of study abroad in employment outcomes. This section shares key findings from the study.

## HOW DOES STUDY ABROAD CONTRIBUTE TO CAREER SUCCESS?

Study abroad has an overall positive impact on the development of a wide range of 21st-century job skills. Of the 15 skills surveyed, the largest portion of respondents reported developing a broad range of intrapersonal, cognitive, and interpersonal skills to a significant degree through study abroad (Fig. 37).

**The skills gained through study abroad have a long-term impact on career progression and promotion.** More than half of respondents believed that study abroad contributed to a subsequent job offer. Among interviewees who were not sure or who did not believe that studying abroad contributed to a job offer, most still viewed the skills gained as relevant and useful throughout their careers, particularly as they were promoted to management positions where communication, interpersonal skills, and the ability to understand and work with different individuals were key criteria for promotion.

## Longer periods of study abroad have a high impact on subsequent job offers and the development of most skills.

Short-term programs are most effective at developing teamwork. Among alumni who studied abroad for one academic year, 68 percent reported study abroad contributed to a job offer, compared to just 43 percent of alumni who went abroad for fewer than eight weeks. The strongest impact of program duration on skill development was seen in foreign language and communication skills. At the same time, teamwork was more highly developed through short-term programs, which tend to be more structured and team-oriented than longer programs where students might pursue more independent experiences.

## STEM majors highly value the gains made in skills outside of their majors during study abroad.

Science majors who studied abroad outside of their field mostly reported that study abroad contributed to a job offer (47 percent), whereas those who studied abroad in the sciences were uncertain whether the experience contributed to a job offer (48 percent), and only 28 percent reported it contributing to a job offer. STEM majors described academic programs at home as insular and viewed study abroad as an opportunity to gain "soft" skills that others in their field lack.

This section is excerpted from Farrugia, C. & J. Sanger (2017). *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills and Career Prospects in the United States*. New York: Institute of International Education. See [www.iie.org](http://www.iie.org) for the full report.

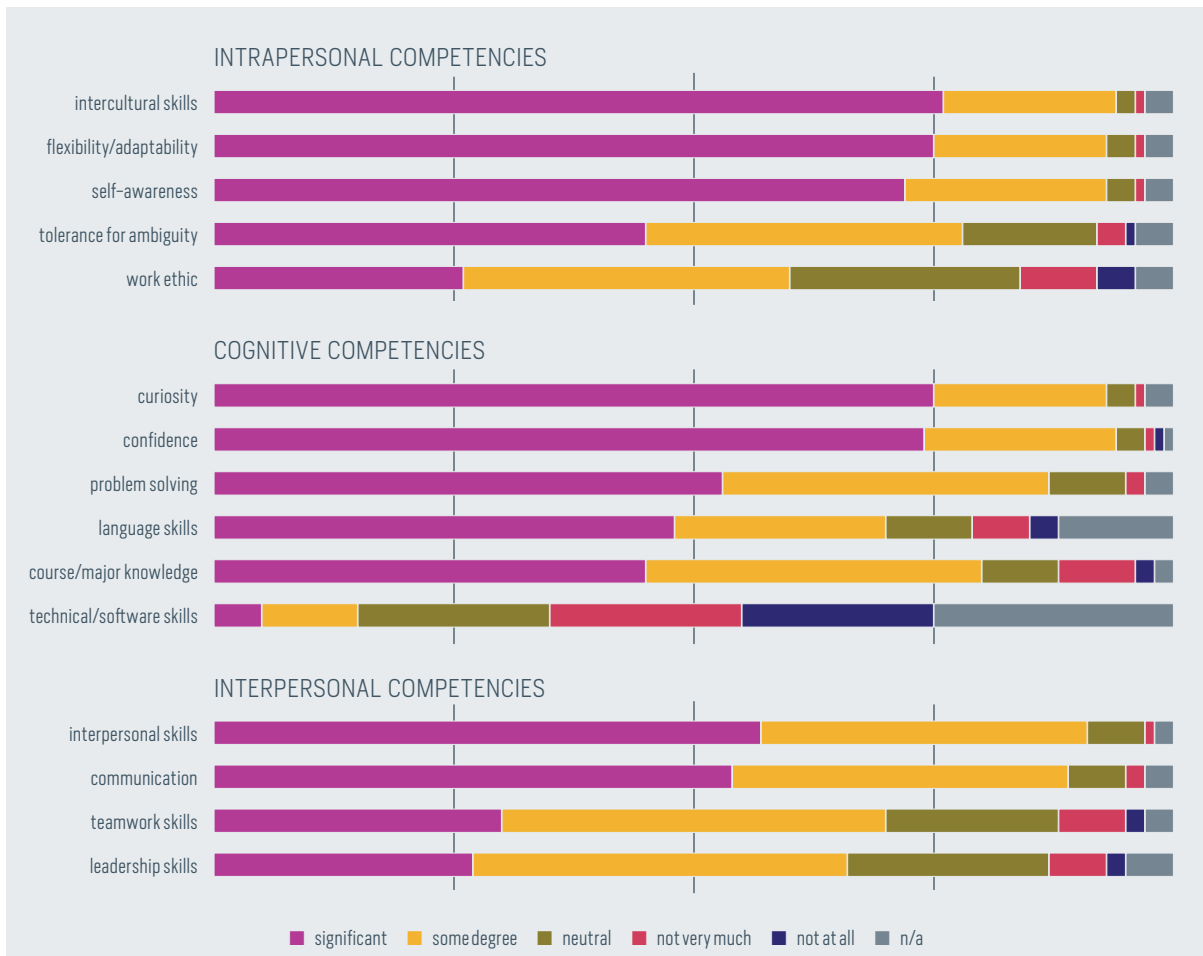


FIGURE 37 Reported skill development or improvement through study abroad

**Choosing a less familiar destination was positively associated with skill development and sense of career impact.**

Interviewees who described wanting to choose a “different” location, meaning a country or region they had not previously visited or a location they viewed as less traveled or less culturally similar to the United States, were more likely to describe a clear impact on skill development and career utility.

**Student intentionality and highly structured programs contribute to skill development.** Having career prospects in mind prior to study abroad had a positive impact on the ability to articulate skill development and its career impacts. These respondents were also much more likely to have studied abroad in highly structured programs. Such programs, particularly those incorporating group activities, were a common factor among those reporting significant gains in collaborative, interpersonal, teamwork, and leadership skills.

**PREPARING STUDENTS FOR A GLOBAL ECONOMY**

In today’s global economy, most students will move into jobs where they work for or do business with international companies, as well as work with diverse colleagues. Accordingly, the work-related skills gained through study abroad can be powerful tools for career success. To effectively prepare students with a range of 21st-century job skills, it is important for higher education institutions and study abroad providers to integrate clear employment-related learning outcomes into the design of study abroad programs. Study abroad and career services offices should work collaboratively to infuse explicit career-oriented learning goals when designing study abroad programs, as well as help students to explicitly identify the transferrable skills they hope to gain through study abroad. These goals should be incorporated into all kinds of study abroad programs, including short-term and long-term programs, those that are classroom-based, and experiential programs such as internships.

## Globally Mobile Youth

### Steady growth of international secondary students is beginning to shift the landscape of international student recruitment for U.S. colleges and universities.

With many pathways available for international students to access U.S. higher education, a growing phenomenon over the past several years has been the strong increase in the number of international students at the secondary level who enroll in U.S. high schools for the purposes of preparing for enrollment in U.S. higher education. The steady growth of these students is beginning to shift the landscape of international student recruitment for U.S. colleges and universities. Many U.S. higher education institutions are seeing an increase in international undergraduate applicants who are already in the United States as high school students and they are able to approach these students through domestic outreach.

In 2017, IIE conducted a follow-up study to its 2014 one (Farrugia, 2014) which provided the first evidence of the rising numbers of international students coming to the United States for secondary education with the intention of progressing to U.S. higher education. The 2017 report tracks these students' evolving enrollment patterns since 2013 (Farrugia, 2017). In this section, we share the report's findings and discuss key implications for U.S. higher education.

**International secondary students are growing in Anglophone host countries.** Similar to the United States, other leading host countries of international students at the postsecondary level also host sizeable numbers of international secondary students, albeit in smaller numbers than the United States due to their smaller education sectors. Over the past several years, Australia, Canada, and the UK have seen increased numbers of secondary students. Australia grew the fastest over the time period, increasing by 34 percent from 2013 to 2016, although from the smallest base of students among the Anglophone hosts. International secondary students in the other four countries grew at roughly similar rates,

with the United States increasing by 12 percent, Canada by 9 percent, and the UK by 7 percent.

**Most international secondary students in the United States ultimately seek to enroll in higher education.** Of the 81,981 international students enrolled in U.S. high schools in 2016, the vast majority (72 percent) were directly enrolled on an F-1 visa, indicating their intent to earn a high school diploma (Fig. 38). Most of these diploma-seeking students plan to enroll in U.S. higher education institutions following their secondary studies. Just 28 percent of international secondary students in the United States in fall 2016 studied on a J-1 visa through a cultural exchange program for a semester or a year, mostly from Europe.

International students seeking U.S. high school diplomas often believe that their U.S. high school

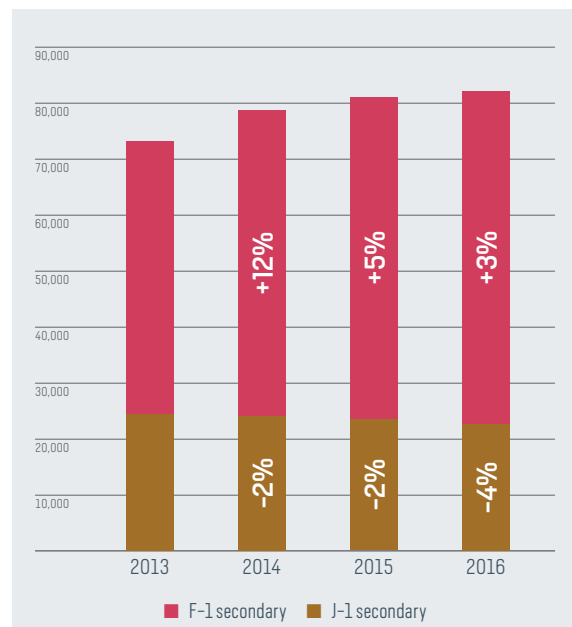


FIGURE 38 Diploma-seeking (F-1) and exchange students (J-1) at the secondary level, 2013–2016



education will set them apart from other international students when they apply to a U.S. college or university. While international secondary students do benefit from improving their English skills and gaining academic experience in U.S. classrooms, some may still face language or academic challenges when they enter higher education. In this sense, international students in U.S. high schools are a unique category of applicant that are in some ways similar to other U.S. students but also similar to other international students who may be applying directly from their home countries.

**International secondary student numbers continue to grow, but at a slower rate.** International secondary students more than tripled from 2004 to 2016, but the growth has been slowing in recent years. The annual growth of diploma-seeking students was 12 percent from fall 2013 to fall 2014, followed by 5 percent growth in fall 2015 and 3 percent growth in fall 2016 (Fig. 38). At the same time, the number of J-1 exchange students has fallen, declining annually by 2 percent each year in 2014 and 2015, and 4 percent in 2016 (Fig. 38).

With lower rates of growth in recent years, the market for international secondary students may be slowing. It is also possible that younger international students may be seeking exposure to international education through other experiences, such as summer camps or pre-college programs. In light of their limited numbers and slowing growth, international applicants from outside the United States continue to make up the vast majority of international students applying to U.S. undergraduate programs.

**Students from China continue to drive the growth in international secondary students in the United States.** Chinese students make up 42 percent of all international secondary students and their enrollments have driven the overall growth of international secondary students (Fig. 39).

About 69 percent of international students seeking diplomas at U.S. high schools are from East Asia — primarily from China, as well as South Korea. There are much smaller numbers of diploma-seeking high school students from Latin America and Europe, and hardly any from Sub-Saharan Africa, South Asia, or the Middle East. These demographic factors mean that higher education institutions that desire a broad diversity among international applicants cannot rely on recruit-

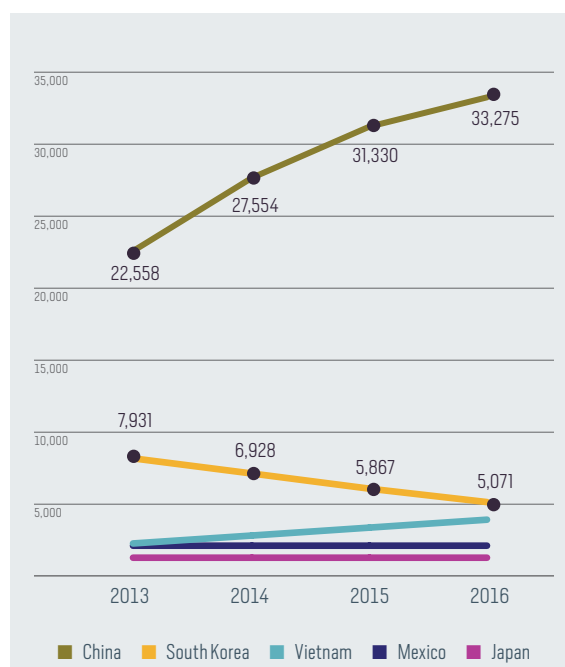


FIGURE 39 Leading places of origin of F-1 secondary students, 2013–2016

ing at U.S. secondary schools and will need to continue seeking those applicants in other ways, such as through outreach to prospective students overseas as well as those enrolled in U.S. community colleges or intensive English programs.

**Strong links with domestic admissions staff and high school counselors can ease the application process.** College and university domestic admissions staff interact with international students who are already in the United States. Accordingly, there is a need for cross-training and collaboration among domestic and international admissions staff so that all students receive the information they need from the admissions staff they encounter during school visits and college fairs (Levinson, 2017).

Admissions policies for international high school students vary widely across higher education institutions. For instance, some institutions group these applicants with the domestic applicant pool, while others group them with the international applicant pool. English language testing requirements can also vary. The array of admissions policies can be confusing for students and their high school counselors, many of whom report feeling underprepared to address the unique needs of their international students during the college application process (Nicola, 2017). Clarity and communication can help overcome these admissions challenges.

## Who is an International Student?

**Amid consensus that international students are those who cross national boundaries, there is variation in how international students are defined.**

The number of students pursuing an education abroad continues to rise steadily, growing from less than one million in the late 1970s to more than 4.6 million in 2015 (OECD, 2017). There is a general consensus that international students are defined as individuals who cross national boundaries with the primary objective of pursuing an education. However, there is significant variance in key elements that factor into different definitions, including the place of citizenship or prior residence, the duration of study, and the form or level of the academic program. For instance, in the United States, international students are defined as those who travel to the country on a temporary, non-immigrant visa that allows for academic study. The United Arab Emirates and other Gulf countries provide a different example in which all non-citizens are counted as international students regardless of whether they have come to the country to study or if they or their families are primarily there for employment. Therefore, expatriates and their children may be counted as international students even if they have resided in the country for decades.

Beyond these differences in defining international students, unprecedented changes in recent years — including political shifts, the surge in refugee populations, and the rapid expansion of learning opportunities that reach more learners than ever before— have influenced the global mobility landscape. In this section, we examine ways that international students are defined and the populations and learning mobilities that fall outside traditional definitions and are therefore not included in typical mobility statistics.

### REFUGEES

Among enrollees who hail from abroad and share some similarities with traditional international students, yet are not captured by statistics, are refugee populations. The number of refugees has surged in recent years. UNHCR estimates that in 2017, there were 65.6 million

people worldwide — including 22.5 million refugees and 10 million stateless people — who have been displaced from their homes (UNHCR, 2017). Over half of all refugees are under the age of 18 and have yet to enter higher education, or have experienced a disruption of their tertiary studies (UNHCR, 2017). Displaced individuals of a range of ages enroll in higher education, often as part of initiatives offered to facilitate entry into new cultures and economies. For instance, Germany's state-funded integration courses, which provide German Language instruction, and pathway colleges (Studienkollegs) enable displaced populations to enter the country's higher education system (Streitweiser & Morris-Lange, 2016).

While there have been various global responses to create pathways for displaced individuals into higher education, students who arrived in a country as refugees are generally not identified as international. Such populations typically do not hold student visas — a common criteria used to track inbound student flows — and therefore are not captured by all international student counts. Yet, their academic and social needs are often similar to those of international students.

### UNDOCUMENTED STUDENTS

Similar to the situation of refugee populations, undocumented students in many countries are not identified as international students. Undocumented migrants, who comprise indispensable portions of labor markets and informal economies globally, represent relatively small but growing populations in higher education. For example, in the United States where undocumented higher education students are estimated at over 240,000, students in public institutions may be considered out-of-state or in-state students depending on state policies, or as domestic or international students in private institutions (Capps, Fix & Zong, 2017; Golash-Boza & Merlin, 2016).

### EXPANSION OF LEARNING MOBILITIES

The type or form of academic program can also factor into international student counts. For example, in France, only foreign citizens enrolled in a diploma- or degree-granting higher education program for at least one year are counted as international students, while other countries like the United States and Germany include both short-term and full-degree students in their counts. More and more, however, students are pursuing shorter periods of study abroad, experiential and non-credit learning opportunities, and joint and

dual degrees — all examples of mobility that may go undetected by some criteria.

The explosion of transnational or offshore, cross-border, and borderless higher education learning opportunities have also called for broadening definitions. Transnational or offshore education is defined as the provision of education by an institution based in one country to students located in another country (Knight & McNamara, 2017). Students enrolled in a country’s international branch campuses and related transnational offerings are counted by some countries, including Australia, Russia, and the United Kingdom (Fig. 40), while countries such as the United States are not able to generate such counts. This type of mobile learning calls into question whether a higher education provider’s country of origin or the individual’s country of citizenship should determine a student’s international status.

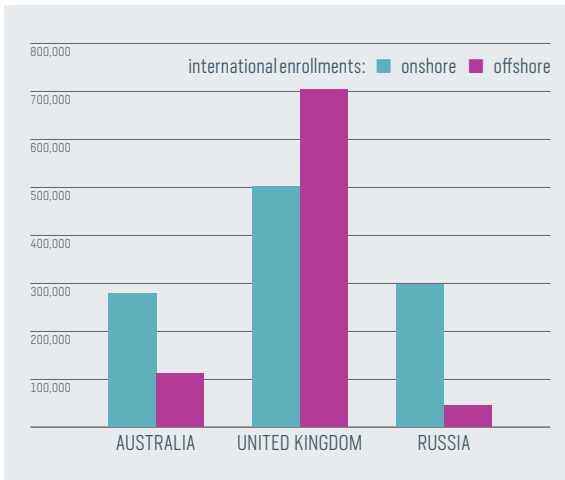


FIGURE 40 Onshore and offshore international enrollment in selected countries, 2016 SOURCE: PROJECT ATLAS, 2017; AUSTRALIAN GOVERNMENT DEPT. OF EDUCATION AND TRAINING, 2017; BRITISH COUNCIL, 2017; CENTER FOR SOCIOLOGICAL RESEARCH, MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION, 2017

### EVOLVING DEFINITIONS

Now more than ever, accurately tracking and understanding international student movements is an imperative of countries, organizations, and individuals that monitor global trends. Identifying and interpreting the implications of international mobility for economic and other types of development depends on the criteria used and the comparability of definitions across countries. With the shifting landscape of global mobility, the definition of who is international might widen in scope to take account of the developments discussed above.

STUDENTS WHO ...	GERMANY	JAPAN	MEXICO	UNITED STATES
are legal residents in the country of study but do not hold citizenship	yes	no	no	no
hold dual citizenship from the country of study and another country	no	yes	yes	no
are refugees or asylees	yes	no	no	no
are undocumented (students who reside in the country but do not have any legal residency status)	no	no	yes	no
enroll in language training institutes	no	no	yes	yes
enroll in distance learning (online) courses or programs, reside outside of the country, and are not citizens of the host institution’s country	yes	no	no	no

FIGURE 41 Defining international students, selected countries SOURCE: PROJECT ATLAS, 2017

## Global Scholarships for the Developing World

**Countries vary in data collection methodology, data management systems, and the various players involved in the collection of data on scholarships.**

Global scholarships to enable postsecondary study remain an important strategy for developing human capital and for enabling access to higher education (UNESCO, 2017a). The 17 Sustainable Development Goals (SDGs) adopted by the UN in September 2015 include 169 targets, among which is Target 4.b which seeks to “. . . substantially expand globally the number of scholarships available to developing 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” (United Nations, 2016). However, to meet this target, it is important for stakeholders to know exactly what data exist on scholarship provision globally, how they are collected, and how governments can be encouraged to collect more complete and accurate data.

### SCHOLARSHIP DATA IN FIVE KEY COUNTRIES

In April 2017, IIE conducted a study for UNESCO of five countries to examine the current available data on scholarships; their data collection and management approaches; and best practices and challenges in gathering data on global scholarships (Bhandari & Yaya, 2017). Data for this study were collected from a sample of scholarship program managers or their designated representatives in Australia, Canada, France, Germany, and the United Kingdom.\* These countries were selected based on a combination of three criteria: they are among the world’s top destinations for globally mobile students; all five are part of the OECD Development Assistance Committee (DAC) and provide development assistance, a portion of which is dedicated to funding higher education scholarships; and the existing partnership of these countries in *Project Atlas*, a unique global community which brings together 25 national agencies with the

goal of collecting and reporting accurate, timely and comprehensive data on global student mobility.\*\*

This study builds on the previous work commissioned by UNESCO and carried out by IIE in 2016 which found that although an estimated 22,487 scholarship awards are currently provided by governments for individuals from developing countries to pursue higher education, the real figures are difficult to ascertain due to the absence or limited accessibility of scholarship data monitoring and reporting systems (Bhandari & Mirza, 2016; UNESCO, 2016). The previous research indicated that in order to meet Target 4.b, more information is needed on how countries with well-established scholarship programs maintain and share data on these efforts so that these best practices can be adopted by other developed countries that provide similar scholarships to citizens of the developing world. The 2017 study (discussed here) helped address this important gap in information.

### LESSONS LEARNED

Based on surveys and interviews of scholarship management agencies, the study found that providing scholarships to students from developing countries is a well-established practice in the five countries surveyed as part of this pilot study (Fig. 42 provides a listing of scholarship programs by country). Data collected on scholarship recipients usually include their country of origin and destination, their field of study, and type of education. This study reveals, however, that countries are yet to adapt their scholarship support to the realities of the new era; only two of the six programs surveyed collect data on whether their scholarships

\* Although the United States is the top destination for globally mobile students, it was not included in this round of the study as data available from U.S.-based scholarship programs were covered in the first study, while the second study focused on other countries that are key scholarship providers.

\*\* [www.iie.org/projectatlas](http://www.iie.org/projectatlas)

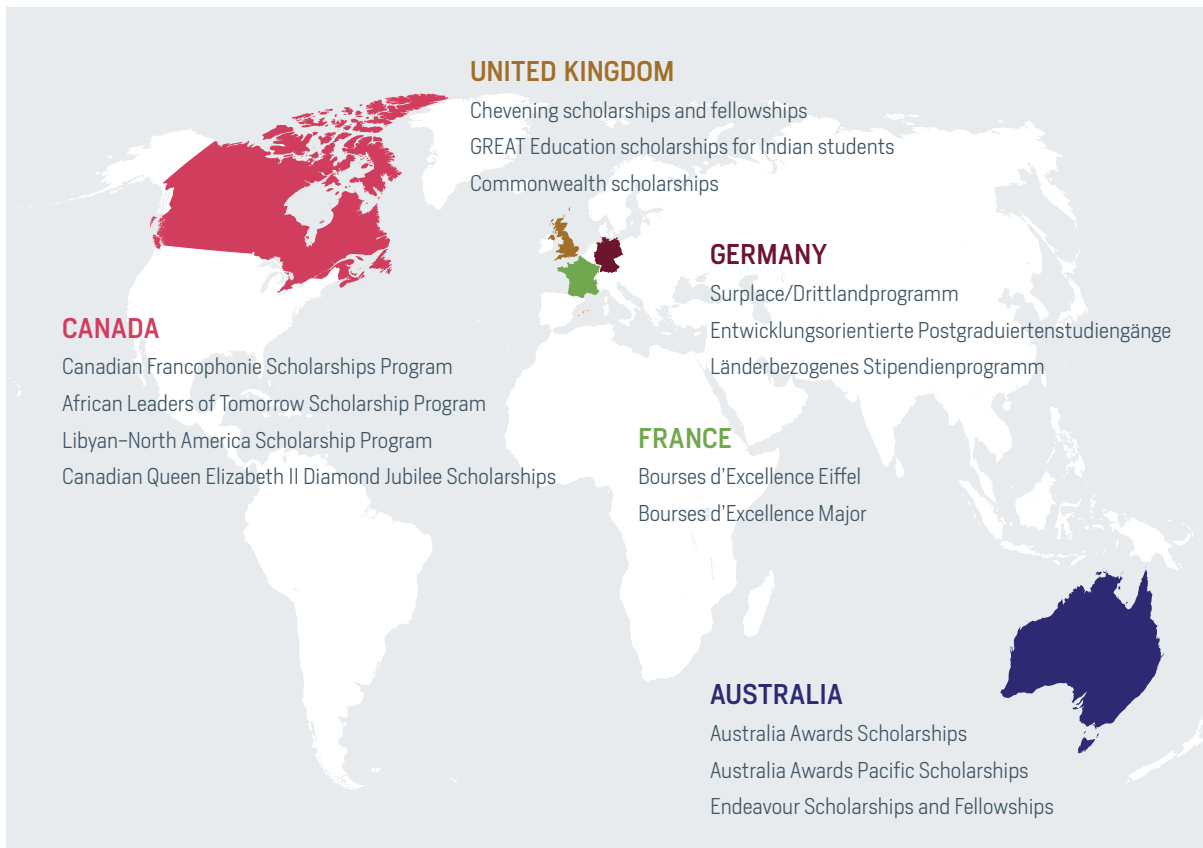


FIGURE 42 Select scholarships provided by five developed countries to students from the developing world

support remote or distance learning. Plus, most of the data pertain to recipients who study in the developed countries; there is little information that is collected or provided about residents of developing countries who chose to remain in their countries for study.

The study revealed a substantial variation across countries in data collection methodology, data management systems, and in the various players involved in the collection of data. As such, key recommendations from the study include the following:

**Strengthen existing capacities.** While data collection systems do exist, capacity is uneven and thus impacts the accuracy of the data. Regardless of their agenda, it is important for governments that provide scholarships to consider their contractors' capacity to collect regular data as an integral part of the scholarship program. This means that donors should allocate a portion of their funding to the capacity-building of the contractors in developed countries and sub-contractors in developing countries.

**Standardize data collection around Target 4.b.** While the indicators required to track progress on Target 4.b are manageable and data can be easily collected by any programs, the actual indicators currently in use are not consistent across the board and point to the need for global standards. Therefore, there is a need for UNESCO and other global actors to facilitate a debate on the standardization of indicators and data points. These standards should apply to both agencies in developed countries that provide scholarships and to their partners in developing countries (universities, NGOs, diplomatic missions, etc.).

**Facilitate collaboration.** For better dissemination of best practices, it is important that an entity such as the Global Education Monitoring (GEM) Report tracks progress, but it is also necessary to establish a real network or community of practice that allows scholarship program managers from both developed and developing countries to directly engage with each other. For this reason, it is crucial to establish an online platform or regular meetings where practices are shared and concerns are addressed.





# International Students in the United States

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1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49–2016/17

	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, 1948/49–2016/17 (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
2016/17	<b>903,127</b>	<b>175,695</b>	<b>1,078,822</b>	<b>3.4</b>	<b>20,185,000</b>	<b>5.3</b>

\* 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, 2007/08–2016/17

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
Undergraduate	68,195	82,136	79,365	84,543	90,903	102,069	109,486	112,765	119,262	115,841	-2.9
Graduate	78,489	84,828	84,613	89,505	92,211	100,129	108,519	121,637	126,516	124,888	-1.3
Non-degree	26,437	33,496	38,992	40,442	45,353	48,722	52,123	59,364	54,965	50,107	-8.8
<b>TOTAL</b>	<b>173,121</b>	<b>200,460</b>	<b>202,970</b>	<b>214,490</b>	<b>228,467</b>	<b>250,920</b>	<b>270,128</b>	<b>293,766</b>	<b>300,743</b>	<b>290,836</b>	<b>-3.3</b>

## 1.3 INTERNATIONAL STUDENTS BY DETAILED ACADEMIC LEVEL, 2015/16 & 2016/17

	2015/16		2016/17		% change
	N	%	N	%	
<b>TOTAL UNDERGRADUATE</b>	<b>427,313</b>	<b>40.9</b>	<b>439,019</b>	<b>40.7</b>	<b>2.7</b>
Associate's	78,297	7.5	76,353	7.1	-2.5
<b>Bachelor's</b>	<b>349,016</b>	<b>33.4</b>	<b>362,666</b>	<b>33.6</b>	<b>3.9</b>
Freshman	78,498	7.5	76,789	7.1	-2.2
Sophomore	65,671	6.3	67,513	6.3	2.8
Junior	69,254	6.6	72,443	6.7	4.6
Senior	85,132	8.2	88,553	8.2	4.0
Bachelor's, unspecified	50,461	4.8	57,368	5.3	13.7
<b>TOTAL GRADUATE</b>	<b>383,935</b>	<b>36.8</b>	<b>391,124</b>	<b>36.3</b>	<b>1.9</b>
Master's	233,463	22.4	237,679	22.0	1.8
Doctoral	122,655	11.8	124,705	11.6	1.7
Professional	12,742	1.2	12,138	1.1	-4.7
Graduate, unspecified	15,075	1.4	16,602	1.5	10.1
<b>TOTAL NON-DEGREE</b>	<b>85,093</b>	<b>8.2</b>	<b>72,984</b>	<b>6.8</b>	<b>-14.2</b>
Non-degree, Intensive English	39,444	3.8	30,331	2.8	-23.1
Non-degree, other	45,649	4.4	42,653	4.0	-6.6
<b>TOTAL ENROLLED STUDENTS</b>	<b>896,341</b>	<b>85.9</b>	<b>903,127</b>	<b>83.7</b>	<b>0.8</b>
Optional Practical Training (OPT)	147,498	14.1	175,695	16.3	19.1
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>1,043,839</b>	<b>100.0</b>	<b>1,078,822</b>	<b>100.0</b>	<b>3.4</b>

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

1.4 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 1979/80–2016/17

	TOTAL	Undergraduate		Graduate		Non-degree		Optional Practical Training	
		N	%	N	%	N	%	N	%
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
2016/17	1,078,822	439,019	40.7	391,124	36.3	72,984	6.8	175,695	16.3

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



### 1.5 PERSONAL CHARACTERISTICS OF INTERNATIONAL STUDENTS, SELECTED YEARS, 1986/87–2016/17

	TOTAL	Academic level (%)				Gender (%)		Marital status (%)		Visa (%)		
		Undergraduate	Graduate	Non-degree	OPT	Female	Male	Single	Married	F visa	J visa	Other
1986/87	349,609	51.8	41.8	5.0	1.4	31.1	68.9	79.7	20.3	81.0	11.0	8.0
1991/92	419,585	47.0	45.6	5.5	2.0	36.3	63.7	80.7	19.3	84.6	9.5	5.9
1996/97	457,984	47.8	41.5	6.7	4.0	41.0	59.0	84.4	15.6	85.6	6.8	7.6
2001/02	582,996	44.8	45.4	5.9	3.9	43.0	57.0	86.0	14.0	86.2	5.1	8.7
2006/07	582,984	40.8	45.3	6.7	7.1	45.0	55.0	86.6	13.4	87.2	5.2	7.6
2011/12	764,495	40.5	39.3	9.1	11.1	44.4	55.6	90.2	9.8	90.4	5.5	4.4
2016/17	1,078,822	40.7	36.3	6.8	16.3	43.6	56.4	90.0	10.0	92.2	4.2	3.6

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

### 1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2015/16 & 2016/17

	2015/16 total	2016/17 total	% change	Academic level (2016/17)			
				Undergraduate	Graduate	Non-degree	OPT
<b>Agriculture</b>	<b>12,318</b>	<b>12,602</b>	<b>2.3</b>	<b>4,026</b>	<b>6,281</b>	<b>289</b>	<b>2,006</b>
Agriculture	8,043	7,798	-3.0	2,215	4,216	160	1,207
Natural resources and conservation	4,275	4,804	12.4	1,811	2,065	129	799
<b>Business and management</b>	<b>200,312</b>	<b>200,754</b>	<b>0.2</b>	<b>106,669</b>	<b>57,167</b>	<b>8,539</b>	<b>28,379</b>
<b>Communications and journalism</b>	<b>21,160</b>	<b>21,913</b>	<b>3.6</b>	<b>12,395</b>	<b>5,759</b>	<b>547</b>	<b>3,212</b>
Communication, journalism	18,483	18,622	0.8	10,924	4,608	488	2,602
Communications technologies/technicians	2,677	3,291	22.9	1,471	1,151	59	610
<b>Education</b>	<b>19,483</b>	<b>17,993</b>	<b>-7.6</b>	<b>4,503</b>	<b>10,867</b>	<b>622</b>	<b>2,001</b>
<b>Engineering</b>	<b>216,932</b>	<b>230,711</b>	<b>6.4</b>	<b>71,622</b>	<b>105,060</b>	<b>3,262</b>	<b>50,767</b>
Engineering	201,145	212,140	5.5	63,416	98,746	2,682	47,296
Engineering technologies/technicians	12,871	15,309	18.9	5,877	6,068	105	3,259
Transportation and materials moving	1,799	1,975	9.8	1,379	107	366	123
Mechanic and repair technologies/technicians	671	659	-1.8	569	0	54	36
Construction trades	255	276	8.2	173	54	25	24
Military technologies	116	267	130.2	156	76	21	14
Precision production	75	85	13.3	52	9	9	15
<b>Fine and applied arts</b>	<b>59,736</b>	<b>61,506</b>	<b>3.0</b>	<b>29,955</b>	<b>20,196</b>	<b>2,064</b>	<b>9,291</b>
Visual and performing arts	45,605	46,174	1.2	24,342	13,087	1,853	6,892
Architecture	14,131	15,332	8.5	5,613	7,109	211	2,399
<b>Health professions</b>	<b>33,947</b>	<b>34,395</b>	<b>1.3</b>	<b>12,331</b>	<b>16,454</b>	<b>1,423</b>	<b>4,187</b>
Health professions	33,646	34,181	1.6	12,271	16,318	1,423	4,169
Residency programs	301	214	-28.9	60	136	0	18

(cont'd)

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2015/16 & 2016/17 (cont'd)

	2015/16 total	2016/17 total	% change	Academic level (2016/17)			
				Undergraduate	Graduate	Non-degree	OPT
<b>Humanities</b>	<b>17,664</b>	<b>17,561</b>	<b>-0.6</b>	<b>5,037</b>	<b>9,877</b>	<b>1,280</b>	<b>1,367</b>
Foreign languages, literatures, and linguistics	7,298	7,521	3.1	1,686	4,876	230	729
English language and literature/letters	5,052	5,105	1.0	2,108	1,854	777	366
Philosophy and religious studies	2,170	2,524	16.3	972	1,304	100	148
Theology and religious vocations	3,144	2,411	-23.3	271	1,843	173	124
<b>Intensive English</b>	<b>40,877</b>	<b>30,309</b>	<b>-25.9</b>	<b>1,501</b>	<b>161</b>	<b>28,211</b>	<b>436</b>
<b>Legal studies and law enforcement</b>	<b>15,077</b>	<b>15,306</b>	<b>1.5</b>	<b>2,321</b>	<b>9,053</b>	<b>667</b>	<b>3,265</b>
Legal professions and studies	12,709	13,025	2.5	597	8,690	589	3,149
Homeland security, law enforcement, and firefighting	2,368	2,281	-3.7	1,724	363	78	116
<b>Math and computer science</b>	<b>141,651</b>	<b>167,180</b>	<b>18.0</b>	<b>43,847</b>	<b>76,113</b>	<b>1,453</b>	<b>45,767</b>
Computer and information sciences	107,682	127,324	18.2	28,352	60,181	1,169	37,622
Mathematics and statistics	33,969	39,856	17.3	15,495	15,932	284	8,145
<b>Physical and life sciences</b>	<b>75,385</b>	<b>76,838</b>	<b>1.9</b>	<b>26,965</b>	<b>37,056</b>	<b>961</b>	<b>11,856</b>
Biological and biomedical sciences	40,184	41,589	3.5	16,611	17,599	556	6,823
Physical sciences	33,525	34,484	2.9	9,652	19,423	393	5,016
Science technologies/technicians	1,676	765	-54.4	702	34	12	17
<b>Social sciences</b>	<b>81,304</b>	<b>83,046</b>	<b>2.1</b>	<b>42,761</b>	<b>28,188</b>	<b>2,557</b>	<b>9,540</b>
Social sciences	52,568	54,116	2.9	30,177	16,269	1,488	6,182
Psychology	14,189	14,912	5.1	9,291	3,777	319	1,525
Public administration and social service professions	8,741	8,641	-1.1	1,172	5,860	230	1,379
Area, ethnic, cultural, and gender studies	2,656	2,805	5.6	1,086	1,182	284	253
History	3,150	2,572	-18.3	1,035	1,100	236	201
<b>Other fields of study</b>	<b>81,318</b>	<b>87,577</b>	<b>7.7</b>	<b>59,730</b>	<b>7,579</b>	<b>16,732</b>	<b>3,536</b>
Liberal arts and sciences/general studies	50,360	54,005	7.2	41,708	825	10,585	887
Multi/interdisciplinary studies	17,795	20,359	14.4	11,164	4,366	3,133	1,696
Parks, recreation, leisure, and fitness studies	5,083	5,299	4.2	3,469	1,183	172	475
Family and consumer sciences/human sciences	3,869	3,763	-2.7	2,263	917	235	348
Basic skills	3,101	2,847	-8.2	228	37	2,576	6
Personal and culinary services	737	979	32.8	859	20	26	74
Library science	350	320	-8.6	35	230	5	50
Reserve Officer Training Corps	23	5	-78.3	4	1	0	0
<b>Undeclared</b>	<b>26,675</b>	<b>21,131</b>	<b>-20.8</b>	<b>15,356</b>	<b>1,313</b>	<b>4,377</b>	<b>85</b>
<b>TOTAL</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>3.4</b>	<b>439,019</b>	<b>391,124</b>	<b>72,984</b>	<b>175,695</b>

## 1.7 PERCENT OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2016/17

	All academic levels	Academic level (%)			
		Undergraduate	Graduate	Non-degree	OPT
Science, technology, engineering, and math	48.4	36.1	61.7	10.1	65.1
<i>Engineering</i>	21.4	16.3	26.9	4.5	28.9
<i>Math and computer science</i>	15.5	10.0	19.5	2.0	26.0
<i>Physical and life sciences</i>	7.1	6.1	9.5	1.3	6.7
<i>Health professions</i>	3.2	2.8	4.2	1.9	2.4
<i>Agriculture</i>	1.2	0.9	1.6	0.4	1.1
Business and management	18.6	24.3	14.6	11.7	16.2
Social sciences	7.7	9.7	7.2	3.5	5.4
Fine and applied arts	5.7	6.8	5.2	2.8	5.3
Intensive English	2.8	0.3	0.0	38.7	0.2
Communications and journalism	2.0	2.8	1.5	0.7	1.8
Education	1.7	1.0	2.8	0.9	1.1
Humanities	1.6	1.1	2.5	1.8	0.8
Legal studies and law enforcement	1.4	0.5	2.3	0.9	1.9
Other fields of study	8.1	13.6	1.9	22.9	2.0
Undeclared	2.0	3.5	0.3	6.0	0.0

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, 2016/17

	Doctorate universities (%)	Master's colleges & universities (%)	Baccalaureate colleges (%)	Associate's colleges (%)	Special focus institutions (%)
Agriculture	1.5	0.4	1.1	0.4	0.0
Business and management	16.6	29.2	15.9	23.4	13.8
Communications and journalism	1.8	2.6	1.8	2.0	6.2
Education	1.6	2.6	2.0	1.3	0.4
Engineering	25.0	16.8	7.3	7.9	4.6
Fine and applied arts	4.5	3.8	4.0	4.7	45.8
Health professions	2.7	4.4	1.8	4.7	8.4
Humanities	1.7	1.3	3.7	0.8	3.2
Intensive English	2.1	3.3	1.6	6.5	0.7
Legal studies and law enforcement	1.6	1.0	0.9	0.7	0.4
Math and computer science	15.8	19.4	11.1	7.5	5.9
Physical and life sciences	8.1	4.1	9.2	4.1	6.0
Social sciences	8.7	4.8	15.9	3.8	1.8
Other fields of study	6.7	4.8	10.4	30.3	1.5
Undeclared	1.6	1.5	13.3	1.9	1.3
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>747,175</b>	<b>162,418</b>	<b>36,073</b>	<b>96,472</b>	<b>36,684</b>

Read table as: "Of the 747,175 international students enrolled at doctorate institutions, 25.0 percent pursued engineering as their major field of study."

1.9 INTERNATIONAL STUDENTS' FIELDS OF STUDY FOR SELECTED PLACES OF ORIGIN, 2016/17

	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 fields of study	Undeclared
Brazil	13,089	26.9	1.7	12.6	7.7	3.0	3.1	2.9	4.9	9.1	8.9	2.3	17.0
Canada	27,065	16.2	3.3	8.9	8.8	14.4	3.7	0.1	5.8	10.0	10.9	3.1	14.9
China	350,755	23.1	1.8	18.7	6.0	1.3	1.1	2.4	15.5	8.2	8.9	2.4	10.5
Colombia	7,982	21.5	2.8	14.5	9.0	2.4	4.2	4.4	5.4	9.3	10.5	1.5	14.4
France	8,814	27.2	1.0	12.3	5.6	1.4	5.6	1.2	5.3	5.4	9.9	4.2	20.8
Germany	10,169	25.8	1.5	7.7	3.9	1.6	5.4	0.4	3.9	6.9	11.8	5.2	25.8
Hong Kong	7,547	20.1	1.6	8.3	11.0	2.4	2.6	1.6	8.8	6.7	14.3	3.7	19.0
India	186,267	10.4	0.5	36.2	1.6	2.7	0.4	0.3	35.4	5.8	2.3	0.8	3.6
Indonesia	8,776	30.3	2.0	16.0	7.0	1.9	1.6	1.8	7.1	6.5	9.7	2.0	14.1
Iran	12,643	5.0	0.9	53.2	4.6	2.2	1.2	0.6	11.8	11.7	4.1	0.3	4.4
Japan	18,780	18.2	2.2	4.9	6.6	2.4	3.7	15.9	3.2	5.0	10.3	5.0	22.7
Kuwait	9,825	12.2	0.6	57.9	1.5	1.5	0.4	12.2	1.2	3.6	2.5	0.8	5.5
Malaysia	8,247	20.7	1.6	27.9	4.4	2.2	1.4	0.2	7.7	10.5	11.4	2.1	9.9
Mexico	16,835	19.4	2.6	16.1	7.6	3.3	3.1	6.2	5.1	8.3	9.3	2.6	16.3
Nepal	11,607	15.0	0.7	16.1	1.1	5.2	1.0	0.9	24.5	19.3	4.9	1.8	9.4
Nigeria	11,710	15.0	1.8	22.3	2.3	12.4	2.5	0.6	9.2	11.4	7.5	1.5	13.5
Saudi Arabia	52,611	18.7	3.3	30.0	2.1	6.6	1.2	9.4	9.1	5.2	3.2	1.8	9.3
South Korea	58,663	15.4	2.9	13.5	12.1	4.3	3.7	2.6	8.2	7.1	13.1	3.0	14.1
Spain	7,164	25.5	1.5	17.0	5.7	2.2	9.0	1.3	4.5	5.3	7.9	4.2	15.9
Taiwan	21,516	20.9	2.5	17.3	11.0	3.4	2.2	3.3	9.4	10.4	6.6	1.5	11.4
Thailand	6,893	23.5	1.5	14.1	8.9	4.3	1.6	3.5	8.7	9.2	7.8	2.2	14.7
Turkey	10,586	14.0	3.8	25.8	6.7	1.1	2.6	3.1	9.7	8.4	13.8	1.9	9.0
United Kingdom	11,489	18.7	3.2	5.1	7.4	3.1	5.7	0.1	3.9	7.4	14.6	5.8	25.1
Venezuela	8,540	28.3	1.4	16.7	8.0	3.4	1.3	7.1	4.6	4.4	5.7	0.8	18.2
Vietnam	22,438	30.9	1.2	10.0	3.1	4.4	1.2	5.4	11.0	7.5	5.8	2.8	16.7

\* 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, 2015/16 & 2016/17

	2015/16		2016/17		% change
	N	%	N	%	
Asia	689,525	66.1	734,309	68.1	6.5
Middle East & North Africa	108,227	10.4	100,014	9.3	-7.6
Europe	91,915	8.8	92,820	8.6	1.0
Latin America & Caribbean	84,908	8.1	79,655	7.4	-6.2
Sub-Saharan Africa	35,364	3.4	37,735	3.5	6.7
North America	26,973	2.6	27,065	2.5	0.3
Oceania	6,917	0.7	7,222	0.7	4.4
Stateless	10	0.0	2	0.0	*
<b>WORLD TOTAL</b>	<b>1,043,839</b>	<b>100.0</b>	<b>1,078,822</b>	<b>100.0</b>	<b>3.4</b>

\*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, 2015/16 & 2016/17

	2015/16	2016/17	% of total	% change
<b>WORLD TOTAL</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>100.0</b>	<b>3.4</b>
1 China	328,547	350,755	32.5	6.8
2 India	165,918	186,267	17.3	12.3
3 South Korea	61,007	58,663	5.4	-3.8
4 Saudi Arabia	61,287	52,611	4.9	-14.2
5 Canada	26,973	27,065	2.5	0.3
6 Vietnam	21,403	22,438	2.1	4.8
7 Taiwan	21,127	21,516	2.0	1.8
8 Japan	19,060	18,780	1.7	-1.5
9 Mexico	16,733	16,835	1.6	0.6
10 Brazil	19,370	13,089	1.2	-32.4
11 Iran	12,269	12,643	1.2	3.0
12 Nigeria	10,674	11,710	1.1	9.7
13 Nepal	9,662	11,607	1.1	20.1
14 United Kingdom	11,599	11,489	1.1	-0.9
15 Turkey	10,691	10,586	1.0	-1.0
16 Germany	10,145	10,169	0.9	0.2
17 Kuwait	9,772	9,825	0.9	0.5
18 France	8,764	8,814	0.8	0.6
19 Indonesia	8,727	8,776	0.8	0.6
20 Venezuela	8,267	8,540	0.8	3.3
21 Malaysia	7,834	8,247	0.8	5.3
22 Colombia	7,815	7,982	0.7	2.1
23 Hong Kong	7,923	7,547	0.7	-4.7
24 Spain	6,640	7,164	0.7	7.9
25 Bangladesh	6,513	7,143	0.7	9.7

## 1.12 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 2015/16 & 2016/17

UNDERGRADUATE				GRADUATE					
		2015/16	2016/17	% change		2015/16	2016/17	% change	
1	China	135,629	142,851	5.3	1	China	123,250	128,320	4.1
2	Saudi Arabia	33,952	32,538	-4.2	2	India	101,850	104,899	3.0
3	South Korea	32,695	30,080	-8.0	3	South Korea	16,613	16,471	-0.9
4	India	19,302	21,977	13.9	4	Saudi Arabia	13,210	12,268	-7.1
5	Vietnam	14,390	15,266	6.1	5	Canada	10,220	10,113	-1.0
6	Canada	13,223	13,191	-0.2	6	Iran	9,534	9,578	0.5
7	Mexico	9,640	9,395	-2.5	7	Taiwan	9,164	8,948	-2.4
8	Japan	9,285	9,095	-2.0	8	Turkey	5,125	4,776	-6.8
9	Kuwait	6,810	7,203	5.8	9	Bangladesh	3,842	4,319	12.4
10	Taiwan	6,358	6,546	3.0	10	Nigeria	3,803	4,239	11.5
11	Brazil	6,990	6,310	-9.7	11	Mexico	4,169	4,107	-1.5
12	Nepal	4,394	6,256	42.4	12	Nepal	3,825	3,991	4.3
13	Nigeria	5,424	5,798	6.9	13	Brazil	4,308	3,977	-7.7
14	United Kingdom	5,679	5,779	1.8	14	Vietnam	3,231	3,503	8.4
15	Malaysia	5,505	5,580	1.4	15	Colombia	3,017	3,028	0.4
16	Indonesia	5,817	5,408	-7.0	16	Japan	3,125	2,967	-5.1
17	Venezuela	5,273	5,274	0.0	17	United Kingdom	2,682	2,727	1.7
18	Hong Kong	5,272	4,927	-6.5	18	Pakistan	2,373	2,698	13.7
19	Turkey	3,393	3,521	3.8	19	Germany	2,862	2,657	-7.2
20	Colombia	3,165	3,250	2.7	20	Thailand	3,037	2,615	-13.9
21	Germany	3,165	3,182	0.5	21	France	2,419	2,388	-1.3
22	Pakistan	2,753	3,124	13.5	22	Spain	2,040	2,057	0.8
23	France	2,964	3,054	3.0	23	Italy	2,021	2,036	0.7
24	Spain	2,478	2,808	13.3	24	Russia	1,975	1,925	-2.5
25	Thailand	2,786	2,794	0.3	25	Indonesia	1,620	1,755	8.3

## 1.13 LEADING PLACE OF ORIGIN OF INTERNATIONAL STUDENTS, 1949/50–2016/17

		International students	% of total			International students	% of total			International 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				
		2015/16	2016/17	% change			2015/16	2016/17	% change
1	China	17,475	19,749	13.0	1	China	52,193	59,835	14.6
2	Saudi Arabia	12,630	5,861	-53.6	2	India	42,328	57,132	35.0
3	Japan	5,234	5,271	0.7	3	South Korea	7,039	7,784	10.6
4	South Korea	4,660	4,328	-7.1	4	Taiwan	4,017	4,223	5.1
5	Germany	3,411	3,513	3.0	5	Canada	2,897	3,139	8.4
6	India	2,438	2,259	-7.3	6	Vietnam	1,670	2,019	20.9
7	France	2,248	2,189	-2.6	7	Saudi Arabia	1,495	1,944	30.0
8	United Kingdom	2,170	1,879	-13.4	8	Iran	1,624	1,867	15.0
9	Mexico	1,405	1,867	32.9	9	Brazil	1,321	1,688	27.8
10	Taiwan	1,588	1,799	13.3	10	Turkey	1,379	1,468	6.5
11	Vietnam	2,112	1,650	-21.9	11	Mexico	1,519	1,466	-3.5
12	Spain	1,410	1,484	5.2	12	Japan	1,416	1,447	2.2
13	Kuwait	2,000	1,389	-30.6	13	Nigeria	1,231	1,435	16.6
14	Brazil	6,751	1,114	-83.5	14	France	1,133	1,183	4.4
15	Venezuela	738	974	32.0	15	Indonesia	990	1,181	19.3
16	Australia	1,021	943	-7.6	16	Malaysia	995	1,177	18.3
17	Turkey	794	821	3.4	17	Nepal	1,277	1,172	-8.2
18	Italy	743	795	7.0	18	United Kingdom	1,068	1,104	3.4
19	Colombia	720	719	-0.1	19	Venezuela	972	997	2.6
20	Sweden	772	669	-13.3	20	Colombia	913	985	7.9
21	Netherlands	683	667	-2.3	21	Hong Kong	1,036	978	-5.6
22	Denmark	713	658	-7.7	22	Bangladesh	759	911	20.0
23	Canada	633	622	-1.7	23	Thailand	782	868	11.0
24	Thailand	508	616	21.3	24	Pakistan	678	848	25.1
25	Hong Kong	574	494	-13.9	25	Germany	707	817	15.6

(cont'd)

		International students	% of total			International students	% of total			International 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	2016/17	China	350,755	32.5
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, 2015/16 & 2016/17

	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
<b>AFRICA, SUB-SAHARAN</b>	<b>35,364</b>	<b>37,735</b>	<b>3.5</b>	<b>6.7</b>	Cabo Verde/Cape Verde	102	80		-21.6
<b>East Africa</b>	<b>7,690</b>	<b>8,480</b>	<b>0.8</b>	<b>10.3</b>	Côte d'Ivoire/Ivory Coast	1,229	1,353		10.1
Burundi	148	180		21.6	Gambia	274	299		9.1
Djibouti	9	10		11.1	Ghana	3,049	3,111		2.0
Eritrea	109	138		26.6	Guinea	94	94		0.0
Ethiopia	1,517	1,847		21.8	Guinea-Bissau	18	9		-50.0
Kenya	3,019	3,189		5.6	Liberia	205	221		7.8
Rwanda	928	1,088		17.2	Mali	331	310		-6.3
Seychelles	20	16		-20.0	Mauritania	97	103		6.2
Somalia	35	50		42.9	Niger	246	177		-28.0
South Sudan	36	48		33.3	Nigeria	10,674	11,710		9.7
Sudan	253	324		28.1	Saint Helena	3	1		-66.7
Tanzania	840	811		-3.5	Senegal	603	569		-5.6
Uganda	776	779		0.4	Sierra Leone	167	209		25.1
<b>Central Africa</b>	<b>3,311</b>	<b>3,545</b>	<b>0.3</b>	<b>7.1</b>	Togo	209	210		0.5
Cameroon	1,210	1,334		10.2	<b>ASIA</b>	<b>689,525</b>	<b>734,309</b>	<b>68.1</b>	<b>6.5</b>
Central African Republic	13	15		15.4	<b>East Asia</b>	<b>439,702</b>	<b>459,284</b>	<b>42.6</b>	<b>4.5</b>
Chad	52	66		26.9	China	328,547	350,755		6.8
Congo, Republic of the (Brazzaville)	337	268		-20.5	Hong Kong	7,923	7,547		-4.7
Congo, Dem. Rep. of the (Kinshasa)	949	1,137		19.8	Japan	19,060	18,780		-1.5
Equatorial Guinea	339	360		6.2	Macau	586	605		3.2
Gabon	410	363		-11.5	Mongolia	1,434	1,410		-1.7
São Tomé & Príncipe	1	2		100.0	North Korea	18	8		-55.6
<b>Southern Africa</b>	<b>6,263</b>	<b>6,473</b>	<b>0.6</b>	<b>3.4</b>	South Korea	61,007	58,663		-3.8
Angola	1,296	1,257		-3.0	Taiwan	21,127	21,516		1.8
Botswana	246	296		20.3	<b>South and Central Asia</b>	<b>195,135</b>	<b>218,937</b>	<b>20.3</b>	<b>12.2</b>
Comoros	32	10		-68.8	Afghanistan	498	506		1.6
Lesotho	61	59		-3.3	Bangladesh	6,513	7,143		9.7
Madagascar	126	143		13.5	Bhutan	143	148		3.5
Malawi	289	317		9.7	India	165,918	186,267		12.3
Mauritius	250	283		13.2	Kazakhstan	1,935	1,792		-7.4
Mozambique	109	120		10.1	Kyrgyzstan	227	216		-4.8
Namibia	76	93		22.4	Maldives	37	40		8.1
Reunion	5	2		-60.0	Nepal	9,662	11,607		20.1
South Africa	1,813	1,911		5.4	Pakistan	6,141	7,015		14.2
Swaziland	192	183		-4.7	Sri Lanka	3,080	3,263		5.9
Zambia	473	469		-0.8	Tajikistan	235	204		-13.2
Zimbabwe	1,295	1,330		2.7	Turkmenistan	216	231		6.9
<b>West Africa</b>	<b>18,100</b>	<b>19,237</b>	<b>1.8</b>	<b>6.3</b>	Uzbekistan	530	505		-4.7
Benin	259	248		-4.2	<b>Southeast Asia</b>	<b>54,688</b>	<b>56,088</b>	<b>5.2</b>	<b>2.6</b>
Burkina Faso	540	533		-1.3	Brunei	59	53		-10.2
					Cambodia	499	512		2.6

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	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
Indonesia	8,727	8,776		0.6	Montenegro	126	101		-19.8
Laos	63	91		44.4	Netherlands	2,445	2,551		4.3
Malaysia	7,834	8,247		5.3	Norway	2,391	2,293		-4.1
Myanmar	1,194	1,351		13.1	Poland	1,460	1,489		2.0
Philippines	2,886	3,006		4.2	Portugal	919	929		1.1
Singapore	4,865	4,677		-3.9	Romania	1,105	1,173		6.2
Thailand	7,113	6,893		-3.1	Russia	5,444	5,412		-0.6
Timor-Leste/East Timor	45	44		-2.2	San Marino	3	2		-33.3
Vietnam	21,403	22,438		4.8	Serbia	1,023	1,055		3.1
<b>EUROPE</b>	<b>91,915</b>	<b>92,820</b>	<b>8.6</b>	<b>1.0</b>	Slovakia	343	348		1.5
Albania	705	781		10.8	Slovenia	256	245		-4.3
Andorra	11	16		45.5	Spain	6,640	7,164		7.9
Armenia	270	280		3.7	Sweden	4,297	4,053		-5.7
Austria	1,141	1,111		-2.6	Switzerland	1,480	1,487		0.5
Azerbaijan	391	386		-1.3	Turkey	10,691	10,586		-1.0
Belarus	323	319		-1.2	Ukraine	1,680	1,817		8.2
Belgium	1,094	1,087		-0.6	United Kingdom	11,599	11,489		-0.9
Bosnia and Herzegovina	309	303		-1.9	Vatican City/Holy See	6	0		-100.0
Bulgaria	1,016	929		-8.6	Europe, Unspecified	10	4		-60.0
Croatia	527	537		1.9	<b>LATIN AMERICA &amp; CARIBBEAN</b>	<b>84,908</b>	<b>79,655</b>	<b>7.4</b>	<b>-6.2</b>
Cyprus	401	388		-3.2	<b>Caribbean</b>	<b>11,042</b>	<b>11,351</b>	<b>1.1</b>	<b>2.8</b>
Czech Republic	749	772		3.1	Anguilla	18	14		-22.2
Denmark	1,486	1,490		0.3	Antigua and Barbuda	228	225		-1.3
Estonia	191	179		-6.3	Aruba	89	73		-18.0
Finland	714	737		3.2	Bahamas	2,027	2,252		11.1
France	8,764	8,814		0.6	Barbados	319	319		0.0
Georgia	543	558		2.8	Bermuda	319	315		-1.3
Germany	10,145	10,169		0.2	British Virgin Islands	95	76		-20.0
Gibraltar	4	15		275.0	Cayman Islands	165	165		0.0
Greece	2,199	2,318		5.4	Cuba	153	119		-22.2
Hungary	773	730		-5.6	Curacao	117	118		0.9
Iceland	382	402		5.2	Dominica	238	271		13.9
Ireland	1,183	1,217		2.9	Dominican Republic	1,513	1,428		-5.6
Italy	5,155	5,593		8.5	Grenada	186	194		4.3
Kosovo	268	244		-9.0	Guadeloupe	11	9		-18.2
Latvia	281	244		-13.2	Haiti	946	958		1.3
Liechtenstein	8	8		0.0	Jamaica	2,510	2,797		11.4
Lithuania	315	333		5.7	Martinique	9	9		0.0
Luxembourg	86	118		37.2	Montserrat	4	3		-25.0
Macedonia	236	245		3.8	St. Kitts and Nevis	222	218		-1.8
Malta	23	25		8.7	St. Lucia	265	268		1.1
Moldova	281	252		-10.3	St. Vincent and Grenadines	89	83		-6.7
Monaco	23	22		-4.3	Sint Maarten	92	78		-15.2

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1.14 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN, 2015/16 & 2016/17 (cont'd)

	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
Trinidad and Tobago	1,381	1,304		-5.6	Qatar	1,443	1,420		-1.6
Turks and Caicos	44	50		13.6	Saudi Arabia	61,287	52,611		-14.2
Caribbean, Unspecified	2	5		150.0	Syria	783	827		5.6
<b>Mexico and Central America</b>	<b>24,983</b>	<b>25,158</b>	<b>2.3</b>	<b>0.7</b>	United Arab Emirates	2,920	2,753		-5.7
Belize	308	356		15.6	Yemen	599	658		9.8
Costa Rica	1,148	1,148		0.0	<b>North Africa</b>	<b>7,301</b>	<b>7,544</b>	<b>0.7</b>	<b>3.3</b>
El Salvador	1,632	1,570		-3.8	Algeria	158	192		21.5
Guatemala	1,245	1,217		-2.2	Egypt	3,442	3,715		7.9
Honduras	1,985	2,046		3.1	Libya	1,514	1,311		-13.4
Mexico	16,733	16,835		0.6	Morocco	1,495	1,634		9.3
Nicaragua	395	398		0.8	Tunisia	692	692		0.0
Panama	1,537	1,588		3.3	<b>NORTH AMERICA</b>	<b>26,973</b>	<b>27,065</b>	<b>2.5</b>	<b>0.3</b>
<b>South America</b>	<b>48,883</b>	<b>43,146</b>	<b>4.0</b>	<b>-11.7</b>	Canada	26,973	27,065		0.3
Argentina	2,201	2,219		0.8	<b>OCEANIA</b>	<b>6,917</b>	<b>7,222</b>	<b>0.7</b>	<b>4.4</b>
Bolivia	1,142	1,207		5.7	Australia	4,752	4,933		3.8
Brazil	19,370	13,089		-32.4	Cook Islands	5	0		-100.0
Chile	2,630	2,523		-4.1	Fiji	111	100		-9.9
Colombia	7,815	7,982		2.1	French Polynesia	31	30		-3.2
Ecuador	2,889	3,032		4.9	Kiribati	53	64		20.8
Falkland Islands	2	0		-100.0	Marshall Islands	18	10		-44.4
French Guiana	7	1		-85.7	Micronesia	22	28		27.3
Guyana	246	250		1.6	Nauru	0	1		-
Paraguay	564	587		4.1	New Caledonia	2	5		150.0
Peru	3,256	3,200		-1.7	New Zealand	1,608	1,741		8.3
Suriname	84	83		-1.2	Niue	2	4		100.0
Uruguay	410	433		5.6	Norfolk Island	2	1		-50.0
Venezuela	8,267	8,540		3.3	Palau	12	15		25.0
<b>MIDDLE EAST &amp; NORTH AFRICA</b>	<b>108,227</b>	<b>100,014</b>	<b>9.3</b>	<b>-7.6</b>	Papua New Guinea	87	77		-11.5
<b>Middle East</b>	<b>100,926</b>	<b>92,470</b>	<b>8.6</b>	<b>-8.4</b>	Samoa	60	56		-6.7
Bahrain	469	475		1.3	Solomon Islands	5	8		60.0
Iran	12,269	12,643		3.0	Tonga	130	133		2.3
Iraq	1,901	1,698		-10.7	Tuvalu	4	3		-25.0
Israel	2,343	2,393		2.1	Vanuatu	9	11		22.2
Jordan	2,330	2,312		-0.8	Wallis and Futuna	4	2		-50.0
Kuwait	9,772	9,825		0.5	<b>Stateless</b>	<b>10</b>	<b>2</b>	<b>0.0</b>	<b>-80.0</b>
Lebanon	1,486	1,556		4.7	<b>WORLD TOTAL</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>100.0</b>	<b>3.4</b>
Oman	2,856	2,876		0.7					
Palestinian Territories	468	423		-9.6					

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

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2015/16 & 2016/17

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL/PRACTICAL TRAINING			
	2016/17	2015/16	2016/17	% of total change	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	% of total change	% of total change
<b>AFRICA, SUB-SAHARAN</b>	<b>37,735</b>	<b>19,837</b>	<b>21,123</b>	<b>56.0</b>	<b>10,299</b>	<b>10,813</b>	<b>28.7</b>	<b>5.0</b>	<b>1,386</b>	<b>1,420</b>	<b>3.8</b>	<b>2.5</b>
<b>East Africa</b>	<b>8,480</b>	<b>4,302</b>	<b>4,928</b>	<b>58.1</b>	<b>2,328</b>	<b>2,300</b>	<b>27.1</b>	<b>-1.2</b>	<b>187</b>	<b>246</b>	<b>2.9</b>	<b>31.6</b>
Burundi	180	112	129	71.7	21	26	14.4	23.8	13	13	7.2	0.0
Djibouti	10	5	7	70.0	2	2	20.0	0.0	0	0	0.0	0.0
Eritrea	138	39	49	35.5	57	75	54.3	31.6	3	7	5.1	133.3
Ethiopia	1,847	864	1,092	59.1	442	476	25.8	7.7	28	69	3.7	146.4
Kenya	3,189	1,646	1,805	56.6	909	869	27.2	-4.4	80	86	2.7	7.5
Rwanda	1,088	635	758	69.7	192	210	19.3	9.4	15	22	2.0	46.7
Seychelles	16	12	4	25.0	8	7	43.8	-12.5	0	1	6.3	-
Somalia	50	31	45	90.0	2	1	2.0	-50.0	2	2	4.0	0.0
South Sudan	48	20	34	70.8	13	7	14.6	-46.2	1	1	2.1	0.0
Sudan	324	105	144	44.4	124	129	39.8	4.0	12	19	5.9	58.3
Tanzania	811	515	516	63.6	220	179	22.1	-18.6	15	15	1.8	0.0
Uganda	779	318	345	44.3	338	319	40.9	-5.6	18	11	1.4	-38.9
<b>Central Africa</b>	<b>3,545</b>	<b>2,199</b>	<b>2,363</b>	<b>66.7</b>	<b>567</b>	<b>570</b>	<b>16.1</b>	<b>0.5</b>	<b>315</b>	<b>324</b>	<b>9.1</b>	<b>2.9</b>
Cameroon	1,334	682	761	57.0	345	353	26.5	2.3	62	62	4.6	0.0
Central African Republic	15	8	11	73.3	3	2	13.3	-33.3	2	2	13.3	0.0
Chad	66	27	35	53.0	12	18	27.3	50.0	5	7	10.6	40.0
Congo, Republic of the (Brazzaville)	288	235	203	75.7	57	24	9.0	-57.9	32	22	8.2	-31.3
Congo, Dem. Rep. of the (Kinshasa)	1,137	680	814	71.6	78	118	10.4	51.3	146	137	12.0	-6.2
Equatorial Guinea	360	270	275	76.4	19	16	4.4	-15.8	38	59	16.4	55.3
Gabon	363	296	263	72.5	53	39	10.7	-26.4	30	35	9.6	16.7
São Tomé & Príncipe	2	1	1	50.0	0	0	0.0	0.0	0	0	0.0	0.0
<b>Southern Africa</b>	<b>6,473</b>	<b>3,917</b>	<b>4,047</b>	<b>62.5</b>	<b>1,456</b>	<b>1,487</b>	<b>23.0</b>	<b>2.1</b>	<b>274</b>	<b>231</b>	<b>3.6</b>	<b>-15.7</b>
Angola	1,257	1,112	1,083	86.2	56	74	5.9	32.1	101	64	5.1	-36.6
Botswana	296	154	153	51.7	77	114	38.5	48.1	3	10	3.4	233.3
Comoros	10	10	5	50.0	20	5	50.0	-75.0	2	0	0.0	-100.0
Lesotho	59	43	37	62.7	12	10	16.9	-16.7	2	1	1.7	-50.0
Madagascar	143	62	79	55.2	45	38	26.6	-15.6	7	7	4.9	0.0

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2015/16 & 2016/17 (cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING		
	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change
Malawi	317	125	140 44.2	120	126	136 42.9	7.9	10	12	3.8	20.0	28	29	9.1	3.6
Mauritius	283	143	171 60.4	19.6	73	65 23.0	-11.0	4	11	3.9	175.0	30	36	12.7	20.0
Mozambique	120	62	68 56.7	9.7	35	41 34.2	17.1	7	4	3.3	-42.9	5	7	5.8	40.0
Namibia	93	47	55 59.1	17.0	21	35 37.6	66.7	0	1	1.1	-	8	2	2.2	-75.0
Reunion	2	2	2 100.0	0.0	1	0 0.0	-100.0	1	0	0.0	-100.0	1	0	0.0	-100.0
South Africa	1,911	960	1,045 54.7	8.9	540	519 27.2	-3.9	110	84	4.4	-23.6	203	263	13.8	29.6
Swaziland	183	126	119 65.0	-5.6	24	21 11.5	-12.5	4	2	1.1	-50.0	38	41	22.4	7.9
Zambia	469	296	284 60.6	-4.1	119	116 24.7	-2.5	6	16	3.4	166.7	52	53	11.3	1.9
Zimbabwe	1,330	775	806 60.6	4.0	307	313 23.5	2.0	17	19	1.4	11.8	196	192	14.4	-2.0
<b>West Africa</b>	<b>19,237</b>	<b>9,419</b>	<b>9,785 50.9</b>	<b>3.9</b>	<b>5,948</b>	<b>6,456 33.6</b>	<b>8.5</b>	<b>610</b>	<b>619</b>	<b>3.2</b>	<b>1.5</b>	<b>2,123</b>	<b>2,377</b>	<b>12.4</b>	<b>12.0</b>
Benin	248	149	135 54.4	-9.4	60	62 25.0	3.3	21	19	7.7	-9.5	29	32	12.9	10.3
Burkina Faso	533	328	311 58.3	-5.2	83	83 15.6	0.0	71	77	14.4	8.5	58	62	11.6	6.9
Cabo Verde/Cape Verde	80	68	55 68.8	-19.1	16	8 10.0	-50.0	6	0	0.0	-100.0	12	17	21.3	41.7
Côte d'Ivoire/Ivory Coast	1,353	864	952 70.4	10.2	174	178 13.2	2.3	82	83	6.1	1.2	109	140	10.3	28.4
Gambia	299	200	188 62.9	-6.0	47	66 22.1	40.4	5	9	3.0	80.0	22	36	12.0	63.6
Ghana	3,111	1,197	1,187 38.2	-0.8	1,323	1,387 44.6	4.8	58	59	1.9	1.7	471	478	15.4	1.5
Guinea	94	55	62 66.0	12.7	15	20 21.3	33.3	17	11	11.7	-35.3	7	1	1.1	-85.7
Guinea-Bissau	9	17	8 88.9	-52.9	0	1 11.1	-	1	0	0.0	-100.0	0	0	0.0	0.0
Liberia	221	109	130 58.8	19.3	73	71 32.1	-2.7	10	10	4.5	0.0	13	10	4.5	-23.1
Mali	310	227	192 61.9	-15.4	45	55 17.7	22.2	29	31	10.0	6.9	30	32	10.3	6.7
Mauritania	103	52	69 67.0	32.7	21	19 18.4	-9.5	18	8	7.8	-55.6	6	7	6.8	16.7
Niger	177	136	111 62.7	-18.4	66	47 26.6	-28.8	10	7	4.0	-30.0	34	12	6.8	-64.7
Nigeria	11,710	5,424	5,798 49.5	6.9	3,803	4,239 36.2	11.5	216	238	2.0	10.2	1,231	1,435	12.3	16.6
Saint Helena	1	2	1 100.0	-50.0	0	0 0.0	0.0	1	0	0.0	-100.0	0	0	0.0	0.0
Senegal	569	365	337 59.2	-7.7	136	122 21.4	-10.3	38	37	6.5	-2.6	64	73	12.8	14.1
Sierra Leone	209	100	128 61.2	28.0	42	53 25.4	26.2	12	9	4.3	-25.0	13	19	9.1	46.2
Togo	210	126	121 57.6	-4.0	44	45 21.4	2.3	15	21	10.0	40.0	24	23	11.0	-4.2
<b>ASIA</b>	<b>734,309</b>	<b>255,504</b>	<b>265,228 36.1</b>	<b>3.8</b>	<b>279,824</b>	<b>288,630 39.3</b>	<b>3.1</b>	<b>36,878</b>	<b>38,582</b>	<b>5.3</b>	<b>4.6</b>	<b>117,319</b>	<b>141,869</b>	<b>19.3</b>	<b>20.9</b>
<b>East Asia</b>	<b>459,284</b>	<b>190,530</b>	<b>194,715 42.4</b>	<b>2.2</b>	<b>153,544</b>	<b>158,213 34.4</b>	<b>3.0</b>	<b>29,724</b>	<b>31,854</b>	<b>6.9</b>	<b>7.2</b>	<b>65,904</b>	<b>74,502</b>	<b>16.2</b>	<b>13.0</b>
China	350,755	135,629	142,851 40.7	5.3	123,250	128,320 36.6	4.1	17,475	19,749	5.6	13.0	52,193	59,895	17.1	14.6

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	TOTAL	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
		2016/17	2015/16	2016/17 of total	% change	2015/16	2016/17 of total	% change	2015/16	2016/17 of total	% change	2015/16	2016/17 of total	% change																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	7,547	5,272	4,927	65.3	-6.5	1,041	1,148	15.2	10.3	574	494	6.5	-13.9	1,036	978	13.0	-5.6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Hong Kong	18,780	9,285	9,095	48.4	-2.0	3,125	2,967	15.8	-5.1	5,234	5,271	28.1	0.7	1,416	1,447	7.7	2.2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Japan	605	415	389	64.3	-6.3	65	90	14.9	38.5	39	50	8.3	28.2	67	76	12.6	13.4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Macao	1,410	860	820	58.2	-4.7	285	269	19.1	-5.6	153	162	11.5	5.9	136	159	11.3	16.9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Mongolia	8	16	7	87.5	-56.3	1	0	0.0	-100.0	1	1	12.5	0.0	0	0	0.0	0.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
North Korea	58,663	32,695	30,080	51.3	-8.0	16,613	16,471	28.1	-0.9	4,660	4,328	7.4	-7.1	7,039	7,784	13.3	10.6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
South Korea	21,516	6,358	6,546	30.4	3.0	9,164	8,948	41.6	-2.4	1,588	1,799	8.4	13.3	4,017	4,223	19.6	5.1	Taiwan	<b>218,937</b>	<b>31,355</b>	<b>36,149</b>	<b>16.5</b>	<b>15.3</b>	<b>114,548</b>	<b>118,615</b>	<b>54.2</b>	<b>3.6</b>	<b>3,414</b>	<b>3,210</b>	<b>1.5</b>	<b>-6.0</b>	<b>45,818</b>	<b>60,963</b>	<b>27.8</b>	<b>33.1</b>	South and Central Asia	506	214	229	45.3	7.0	240	232	45.8	-3.3	16	13	2.6	-18.8	28	32	6.3	14.3	Afghanistan	7,143	1,786	1,816	25.4	1.7	3,842	4,319	60.5	12.4	126	97	1.4	-23.0	759	911	12.8	20.0	Bangladesh	148	101	111	75.0	9.9	24	22	14.9	-8.3	6	5	3.4	-16.7	12	10	6.8	-16.7	Bhutan	186,267	19,302	21,977	11.8	13.9	101,850	104,899	56.3	3.0	2,438	2,259	1.2	-7.3	42,328	57,132	30.7	35.0	India	1,792	1,125	926	51.7	-17.7	484	486	27.1	4.7	225	179	10.0	-20.4	121	201	11.2	66.1	Kazakhstan	216	103	93	43.1	-9.7	72	70	32.4	-2.8	21	24	11.1	14.3	31	29	13.4	-6.5	Kyrgyzstan	40	23	25	62.5	8.7	8	7	17.5	-12.5	1	1	2.5	0.0	5	7	17.5	40.0	Maldives	11,607	4,394	6,256	53.9	42.4	3,825	3,991	34.4	4.3	166	188	1.6	13.3	1,277	1,172	10.1	-8.2	Nepal	7,015	2,753	3,124	44.5	13.5	2,373	2,698	38.5	13.7	337	345	4.9	2.4	678	848	12.1	25.1	Pakistan	3,263	1,025	1,088	33.3	6.1	1,554	1,626	49.8	4.6	24	32	1.0	33.3	477	517	15.8	8.4	Sri Lanka	204	139	116	56.9	-16.5	57	50	24.5	-12.3	15	13	6.4	-13.3	24	25	12.3	4.2	Tajikistan	231	127	135	58.4	6.3	52	56	24.2	7.7	13	24	10.4	84.6	24	16	6.9	-33.3	Turkmenistan	505	263	253	50.1	-3.8	187	159	31.5	-15.0	26	30	5.9	15.4	54	63	12.5	16.7	Uzbekistan	<b>56,088</b>	<b>33,619</b>	<b>34,364</b>	<b>61.3</b>	<b>2.2</b>	<b>11,732</b>	<b>11,802</b>	<b>21.0</b>	<b>0.6</b>	<b>3,740</b>	<b>3,518</b>	<b>6.3</b>	<b>-5.9</b>	<b>5,597</b>	<b>6,404</b>	<b>11.4</b>	<b>14.4</b>	Southeast Asia	53	39	32	60.4	-17.9	16	15	28.3	-6.3	2	1	1.9	-50.0	2	5	9.4	150.0	Brunei	512	343	348	68.0	1.5	106	96	18.8	-9.4	23	41	8.0	78.3	27	27	5.3	0.0	Cambodia	8,776	5,817	5,408	61.6	-7.0	1,620	1,755	20.0	8.3	300	432	4.9	44.0	990	1,181	13.5	19.3	Indonesia	91	34	51	56.0	50.0	12	12	13.2	0.0	16	24	26.4	50.0	1	4	4.4	300.0	Laos	8,247	5,505	5,580	67.7	1.4	1,203	1,269	15.4	5.5	131	221	2.7	68.7	995	1,177	14.3	18.3	Malaysia	1,351	859	987	73.1	14.9	176	210	15.5	19.3	67	41	3.0	-38.8	92	113	8.4	22.8	Myanmar	3,006	1,515	1,622	54.0	7.1	908	902	30.0	-0.7	94	120	4.0	27.7	369	362	12.0	-1.9	Philippines	4,677	2,298	2,242	47.9	-2.4	1,413	1,418	30.3	0.4	487	371	7.9	-23.8	667	646	13.8	-3.1	Singapore	6,893	2,786	2,794	40.5	0.3	3,097	2,615	37.9	-13.9	508	616	8.9	21.3	782	868	12.6	11.0	Thailand	44	33	34	77.3	3.0	10	7	15.9	-30.0	0	1	2.3	-	2	2	4.5	0.0	Timor-Leste/East Timor	22,438	14,390	15,266	68.0	6.1	3,231	3,503	15.6	8.4	2,112	1,650	7.4	-21.9	1,670	2,019	9.0	20.9	Vietnam																	
Taiwan	<b>218,937</b>	<b>31,355</b>	<b>36,149</b>	<b>16.5</b>	<b>15.3</b>	<b>114,548</b>	<b>118,615</b>	<b>54.2</b>	<b>3.6</b>	<b>3,414</b>	<b>3,210</b>	<b>1.5</b>	<b>-6.0</b>	<b>45,818</b>	<b>60,963</b>	<b>27.8</b>	<b>33.1</b>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
South and Central Asia	506	214	229	45.3	7.0	240	232	45.8	-3.3	16	13	2.6	-18.8	28	32	6.3	14.3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Afghanistan	7,143	1,786	1,816	25.4	1.7	3,842	4,319	60.5	12.4	126	97	1.4	-23.0	759	911	12.8	20.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Bangladesh	148	101	111	75.0	9.9	24	22	14.9	-8.3	6	5	3.4	-16.7	12	10	6.8	-16.7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Bhutan	186,267	19,302	21,977	11.8	13.9	101,850	104,899	56.3	3.0	2,438	2,259	1.2	-7.3	42,328	57,132	30.7	35.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
India	1,792	1,125	926	51.7	-17.7	484	486	27.1	4.7	225	179	10.0	-20.4	121	201	11.2	66.1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Kazakhstan	216	103	93	43.1	-9.7	72	70	32.4	-2.8	21	24	11.1	14.3	31	29	13.4	-6.5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Kyrgyzstan	40	23	25	62.5	8.7	8	7	17.5	-12.5	1	1	2.5	0.0	5	7	17.5	40.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Maldives	11,607	4,394	6,256	53.9	42.4	3,825	3,991	34.4	4.3	166	188	1.6	13.3	1,277	1,172	10.1	-8.2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Nepal	7,015	2,753	3,124	44.5	13.5	2,373	2,698	38.5	13.7	337	345	4.9	2.4	678	848	12.1	25.1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Pakistan	3,263	1,025	1,088	33.3	6.1	1,554	1,626	49.8	4.6	24	32	1.0	33.3	477	517	15.8	8.4																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Sri Lanka	204	139	116	56.9	-16.5	57	50	24.5	-12.3	15	13	6.4	-13.3	24	25	12.3	4.2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Tajikistan	231	127	135	58.4	6.3	52	56	24.2	7.7	13	24	10.4	84.6	24	16	6.9	-33.3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Turkmenistan	505	263	253	50.1	-3.8	187	159	31.5	-15.0	26	30	5.9	15.4	54	63	12.5	16.7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Uzbekistan	<b>56,088</b>	<b>33,619</b>	<b>34,364</b>	<b>61.3</b>	<b>2.2</b>	<b>11,732</b>	<b>11,802</b>	<b>21.0</b>	<b>0.6</b>	<b>3,740</b>	<b>3,518</b>	<b>6.3</b>	<b>-5.9</b>	<b>5,597</b>	<b>6,404</b>	<b>11.4</b>	<b>14.4</b>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Southeast Asia	53	39	32	60.4	-17.9	16	15	28.3	-6.3	2	1	1.9	-50.0	2	5	9.4	150.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Brunei	512	343	348	68.0	1.5	106	96	18.8	-9.4	23	41	8.0	78.3	27	27	5.3	0.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Cambodia	8,776	5,817	5,408	61.6	-7.0	1,620	1,755	20.0	8.3	300	432	4.9	44.0	990	1,181	13.5	19.3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Indonesia	91	34	51	56.0	50.0	12	12	13.2	0.0	16	24	26.4	50.0	1	4	4.4	300.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Laos	8,247	5,505	5,580	67.7	1.4	1,203	1,269	15.4	5.5	131	221	2.7	68.7	995	1,177	14.3	18.3																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Malaysia	1,351	859	987	73.1	14.9	176	210	15.5	19.3	67	41	3.0	-38.8	92	113	8.4	22.8																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Myanmar	3,006	1,515	1,622	54.0	7.1	908	902	30.0	-0.7	94	120	4.0	27.7	369	362	12.0	-1.9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Philippines	4,677	2,298	2,242	47.9	-2.4	1,413	1,418	30.3	0.4	487	371	7.9	-23.8	667	646	13.8	-3.1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Singapore	6,893	2,786	2,794	40.5	0.3	3,097	2,615	37.9	-13.9	508	616	8.9	21.3	782	868	12.6	11.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Thailand	44	33	34	77.3	3.0	10	7	15.9	-30.0	0	1	2.3	-	2	2	4.5	0.0																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Timor-Leste/East Timor	22,438	14,390	15,266	68.0	6.1	3,231	3,503	15.6	8.4	2,112	1,650	7.4	-21.9	1,670	2,019	9.0	20.9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
Vietnam																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							

(cont'd)



1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2015/16 & 2016/17 (cont'd)

	TOTAL 2016/17	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING					
		2015/16	2016/17	% of total change	2015/16	2016/17	% of total change	2015/16	2016/17	% of total change	2015/16	2016/17	% of total change			
<b>EUROPE</b>	92,820	37,578	38,941	42.0	27,524	29.7	-2.5	16,212	15,699	16.9	-3.2	9,895	10,656	11.5	7.7	
Albania	781	410	479	61.3	198	25.4	17.2	33	25	3.2	-24.2	93	79	10.1	-15.1	
Andorra	16	5	3	18.8	5	31.3	0.0	1	4	25.0	300.0	0	4	25.0	-	
Armenia	280	102	107	38.2	113	41.4	2.7	8	21	7.5	162.5	47	36	12.9	-23.4	
Austria	1,111	371	394	35.5	302	31.1	28.0	368	294	26.5	-20.1	100	112	10.1	12.0	
Azerbaijan	386	172	148	38.3	158	149	38.6	-5.7	26	38	9.8	46.2	35	51	13.2	45.7
Belarus	319	140	121	37.9	141	129	40.4	-8.5	19	26	8.2	36.8	23	43	13.5	87.0
Belgium	1,087	466	466	42.9	313	295	27.1	-5.8	205	203	18.7	-1.0	110	123	11.3	11.8
Bosnia and Herzegovina	303	193	205	67.7	61	56	18.5	-8.2	5	7	2.3	40.0	50	35	11.6	-30.0
Bulgaria	929	415	388	41.8	361	334	36.0	-7.5	54	37	4.0	-31.5	186	170	18.3	-8.6
Croatia	537	296	307	57.2	151	136	25.3	-9.9	15	21	3.9	40.0	65	73	13.6	12.3
Cyprus	388	167	201	51.8	143	118	30.4	-17.5	34	14	3.6	-58.8	57	55	14.2	-3.5
Czech Republic	772	361	401	51.9	202	203	26.3	0.5	117	89	11.5	-23.9	69	79	10.2	14.5
Denmark	1,490	487	547	36.7	222	219	14.7	-1.4	713	658	44.2	-7.7	64	66	4.4	3.1
Estonia	179	110	87	48.6	50	49	27.4	-2.0	13	16	8.9	23.1	18	27	15.1	50.0
Finland	737	349	403	54.7	139	138	18.7	-0.7	175	140	19.0	-20.0	51	56	7.6	9.8
France	8,814	2,964	3,054	34.6	2,419	2,388	27.1	-1.3	2,248	2,189	24.8	-2.6	1,133	1,183	13.4	4.4
Georgia	558	287	301	53.9	160	164	29.4	2.5	22	26	4.7	18.2	74	67	12.0	-9.5
Germany	10,169	3,165	3,182	31.3	2,862	2,657	26.1	-7.2	3,411	3,513	34.5	3.0	707	817	8.0	15.6
Gibraltar	15	2	6	40.0	1	5	33.3	400.0	1	0	0.0	-100.0	0	4	26.7	-
Greece	2,318	711	739	31.9	1,067	1,119	48.3	4.9	58	58	2.5	0.0	363	402	17.3	10.7
Hungary	730	337	315	43.2	275	264	36.2	-4.0	69	67	9.2	-2.9	92	84	11.5	-8.7
Iceland	402	168	205	51.0	136	132	32.8	-2.9	32	27	6.7	-15.6	46	38	9.5	-17.4
Ireland	1,217	489	473	38.9	341	363	29.8	6.5	233	268	22.0	15.0	120	113	9.3	-5.8
Italy	5,593	1,764	2,021	36.1	2,021	2,036	36.4	0.7	743	795	14.2	7.0	627	741	13.2	18.2
Kosovo	244	86	81	33.2	146	134	54.9	-8.2	18	11	4.5	-38.9	18	18	7.4	0.0
Latvia	244	149	148	60.7	68	62	25.4	-8.8	35	10	4.1	-71.4	29	24	9.8	-17.2
Liechtenstein	8	3	3	37.5	2	3	37.5	50.0	1	1	12.5	0.0	2	1	12.5	-50.0
Lithuania	333	174	189	56.8	88	81	24.3	-8.0	28	22	6.6	-21.4	25	41	12.3	64.0
Luxembourg	118	37	50	42.4	21	31	26.3	47.6	15	21	17.8	40.0	13	16	13.6	23.1
Macedonia	245	118	129	52.7	80	72	29.4	-10.0	7	6	2.4	-14.3	31	38	15.5	22.6
Malta	25	8	11	44.0	9	10	40.0	11.1	6	2	8.0	-66.7	0	2	8.0	-
Moldova	252	130	123	48.8	94	80	31.7	-14.9	10	8	3.2	-20.0	47	41	16.3	-12.8

(cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING			
	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	
Monaco	22	14	72.7	16	7	4	18.2	-42.9	1	1	4.5	0.0	1	1	4.5	0.0
Montenegro	101	68	64.4	65	28	24	23.8	-14.3	13	0	0.0	-100.0	17	12	11.9	-29.4
Netherlands	2,551	1,081	45.5	1,161	525	545	21.4	3.8	683	667	26.1	-2.3	156	178	7.0	14.1
Norway	2,293	1,468	61.0	1,399	386	302	13.2	-21.8	366	387	16.9	5.7	171	205	8.9	19.9
Poland	1,489	658	49.8	742	475	446	30.0	-6.1	164	143	9.6	-12.8	163	158	10.6	-3.1
Portugal	929	417	46.9	436	300	297	32.0	-1.0	97	72	7.8	-25.8	105	124	13.3	18.1
Romania	1,173	409	40.6	476	487	458	39.0	-6.0	41	55	4.7	34.1	168	184	15.7	9.5
Russia	5,412	2,321	43.3	2,345	1,975	1,925	35.6	-2.5	406	424	7.8	4.4	742	718	13.3	-3.2
San Marino	2	3	100.0	2	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Serbia	1,055	561	55.8	589	306	316	30.0	3.3	30	21	2.0	-30.0	126	129	12.2	2.4
Slovakia	348	187	51.1	178	89	90	25.9	1.1	42	32	9.2	-23.8	25	48	13.8	92.0
Slovenia	245	101	43.3	106	68	75	30.6	10.3	59	44	18.0	-25.4	28	20	8.2	-28.6
Spain	7,164	2,478	39.2	2,808	2,040	2,057	28.7	0.8	1,410	1,484	20.7	5.2	712	815	11.4	14.5
Sweden	4,053	2,759	63.4	2,571	391	381	9.4	-2.6	772	669	16.5	-13.3	375	432	10.7	15.2
Switzerland	1,487	609	43.0	640	406	396	26.6	-2.5	315	262	17.6	-16.8	150	189	12.7	26.0
Turkey	10,586	3,393	33.3	3,521	5,125	4,776	45.1	-6.8	794	821	7.8	3.4	1,379	1,488	13.9	6.5
Ukraine	1,817	728	45.0	817	617	647	35.6	4.9	126	121	6.7	-4.0	209	232	12.8	11.0
United Kingdom	11,489	5,679	50.3	5,779	2,682	2,727	23.7	1.7	2,170	1,879	16.4	-13.4	1,068	1,104	9.6	3.4
Vatican City/Holy See	0	0	0.0	0	1	0	0.0	-100.0	0	0	0.0	0.0	5	0	0.0	-100.0
Europe, unspecified	4	8	75.0	3	2	1	25.0	-50.0	0	0	0.0	0.0	0	0	0.0	0.0
<b>LATIN AMERICA &amp; CARIBBEAN</b>	<b>79,655</b>	<b>43,993</b>	<b>54.7</b>	<b>43,558</b>	<b>21,571</b>	<b>21,074</b>	<b>26.5</b>	<b>-2.3</b>	<b>11,538</b>	<b>6,340</b>	<b>8.0</b>	<b>-45.1</b>	<b>7,806</b>	<b>8,683</b>	<b>10.9</b>	<b>11.2</b>
<b>Caribbean</b>	<b>11,351</b>	<b>7,330</b>	<b>66.3</b>	<b>7,528</b>	<b>2,395</b>	<b>2,317</b>	<b>20.4</b>	<b>-3.3</b>	<b>268</b>	<b>276</b>	<b>2.4</b>	<b>3.0</b>	<b>1,049</b>	<b>1,230</b>	<b>10.8</b>	<b>17.3</b>
Anguilla	14	17	85.7	12	1	2	14.3	100.0	0	0	0.0	0.0	0	0	0.0	0.0
Antigua and Barbuda	225	177	70.7	159	34	33	14.7	-2.9	2	1	0.4	-50.0	15	32	14.2	113.3
Aruba	73	64	80.8	59	11	3	4.1	-72.7	3	4	5.5	33.3	11	7	9.6	-36.4
Bahamas	2,252	1,567	77.8	1,751	276	267	11.9	-3.3	7	20	0.9	185.7	177	214	9.5	20.9
Barbados	319	194	66.5	212	82	73	22.9	-11.0	20	11	3.4	-45.0	23	23	7.2	0.0
Bermuda	315	252	82.2	259	34	37	11.7	8.8	8	1	0.3	-87.5	25	18	5.7	-28.0
British Virgin Islands	76	74	78.9	60	15	11	14.5	-26.7	0	1	1.3	-	6	4	5.3	-33.3
Cayman Islands	165	139	84.2	139	17	20	12.1	17.6	4	0	0.0	-100.0	5	6	3.6	20.0
Cuba	119	83	50.4	60	47	43	36.1	-8.5	13	14	11.8	7.7	10	2	1.7	-80.0
Curacao	118	116	94.9	112	1	2	1.7	100.0	0	0	0.0	0.0	0	4	3.4	-
Dominica	271	158	67.5	183	60	53	19.6	-11.7	1	5	1.8	400.0	19	30	11.1	57.9

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2015/16 & 2016/17 (cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING		
	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change	2016/17	2015/16	% of total change
Dominican Republic	1,428	935	58.3 -10.9	833	639	77.8 -30.0	330	296	23.1 -11.1	84	71	5.9 18.3	181	136	12.7 33.1
Grenada	194	99	61.3 20.2	119	66	77.8 -30.0	49	33	25.3 -15.5	2	4	1.0 -50.0	24	25	12.4 -4.0
Guadeloupe	9	10	7 77.8 -30.0	7	10	7 77.8 -30.0	2	1	2 22.2 100.0	0	0	0.0 0.0	0	0	0.0 0.0
Haiti	958	661	639 66.7 -3.3	639	661	639 66.7 -3.3	170	148	17.7 14.9	64	76	6.7 -15.8	85	61	8.9 39.3
Jamaica	2,797	1,504	1,704 60.9 13.3	1,704	1,504	1,704 60.9 13.3	708	689	25.3 2.8	42	33	1.5 27.3	343	284	12.3 20.8
Martinique	9	6	7 77.8 16.7	7	6	7 77.8 16.7	1	2	1 11.1 -50.0	1	1	11.1 0.0	0	0	0.0 0.0
Montserrat	3	3	2 66.7 -33.3	2	3	2 66.7 -33.3	0	1	0 0.0 -100.0	0	0	0.0 0.0	1	0	33.3 -
St. Kitts and Nevis	218	172	161 73.9 -6.4	161	172	161 73.9 -6.4	38	30	17.4 26.7	2	1	0.9 100.0	17	19	7.8 -10.5
St. Lucia	268	124	123 45.9 -0.8	123	124	123 45.9 -0.8	74	77	27.6 -3.9	4	0	1.5 -	67	64	25.0 4.7
St. Vincent and Grenadines	83	54	54 65.1 0.0	54	54	54 65.1 0.0	21	22	25.3 -4.5	1	2	1.2 -50.0	7	11	8.4 -36.4
Sint Maarten	78	75	63 80.8 -16.0	63	75	63 80.8 -16.0	5	10	6.4 -50.0	0	0	0.0 0.0	10	7	12.8 42.9
Trinidad and Tobago	1,304	808	766 58.7 -5.2	766	808	766 58.7 -5.2	369	400	28.3 -7.8	19	22	1.5 -13.6	150	151	11.5 -0.7
Turks and Caicos	50	37	41 82.0 10.8	41	37	41 82.0 10.8	4	7	8.0 -42.9	0	0	0.0 0.0	5	0	10.0 -
Caribbean, unspecified	5	1	3 60.0 200.0	3	1	3 60.0 200.0	2	1	4 40.0 100.0	0	0	0.0 0.0	0	0	0.0 0.0
<b>Mexico and Central America</b>	<b>25,158</b>	<b>15,266</b>	<b>14,945 59.4 -2.1</b>	<b>14,945</b>	<b>15,266</b>	<b>14,945 59.4 -2.1</b>	<b>5,722</b>	<b>5,790</b>	<b>22.7 -0.1</b>	<b>2,262</b>	<b>1,810</b>	<b>9.0 25.0</b>	<b>2,229</b>	<b>2,177</b>	<b>8.9 2.4</b>
Belize	356	184	222 62.4 20.7	222	184	222 62.4 20.7	79	84	22.2 -6.0	7	11	2.0 -36.4	48	29	13.5 65.5
Costa Rica	1,148	562	554 48.3 -1.4	554	562	554 48.3 -1.4	421	409	36.7 2.9	40	43	3.5 -7.0	133	134	11.6 -0.7
El Salvador	1,570	1,287	1,216 77.5 -5.5	1,216	1,287	1,216 77.5 -5.5	191	179	12.2 6.7	65	89	4.1 -27.0	98	77	6.2 27.3
Guatemala	1,217	826	786 64.6 -4.8	786	826	786 64.6 -4.8	255	249	21.0 2.4	40	43	3.3 -7.0	136	127	11.2 7.1
Honduras	2,046	1,465	1,452 71.0 -0.9	1,452	1,465	1,452 71.0 -0.9	332	294	16.2 12.9	98	76	4.8 28.9	164	150	8.0 9.3
Mexico	16,835	9,640	9,395 55.8 -2.5	9,395	9,640	9,395 55.8 -2.5	4,107	4,169	24.4 -1.5	1,867	1,405	11.1 32.9	1,466	1,519	8.7 -3.5
Nicaragua	398	250	228 57.3 -8.8	228	250	228 57.3 -8.8	111	96	27.9 15.6	24	22	6.0 9.1	35	27	8.8 29.6
Panama	1,588	1,052	1,092 68.8 3.8	1,092	1,052	1,092 68.8 3.8	226	250	14.2 -9.6	121	121	7.6 0.0	149	114	9.4 30.7
<b>South America</b>	<b>43,146</b>	<b>21,397</b>	<b>21,085 48.9 -1.5</b>	<b>21,085</b>	<b>21,397</b>	<b>21,085 48.9 -1.5</b>	<b>13,035</b>	<b>13,446</b>	<b>30.2 -3.1</b>	<b>3,802</b>	<b>9,460</b>	<b>8.8 -59.8</b>	<b>5,224</b>	<b>4,580</b>	<b>12.1 14.1</b>
Argentina	2,219	809	866 39.0 7.0	866	809	866 39.0 7.0	911	961	41.1 -5.2	146	151	6.6 -3.3	296	280	13.3 5.7
Bolivia	1,207	760	795 65.9 4.6	795	760	795 65.9 4.6	195	212	16.2 -8.0	67	48	5.6 39.6	150	122	12.4 23.0
Brazil	13,089	6,990	6,310 48.2 -9.7	6,310	6,990	6,310 48.2 -9.7	3,977	4,308	30.4 -7.7	1,114	6,751	8.5 -83.5	1,688	1,321	12.9 27.8
Chile	2,523	669	675 26.8 0.9	675	669	675 26.8 0.9	1,298	1,397	51.4 -7.1	290	289	11.5 0.3	260	275	10.3 -5.5
Colombia	7,982	3,165	3,250 40.7 2.7	3,250	3,165	3,250 40.7 2.7	3,028	3,017	37.9 0.4	719	720	9.0 -0.1	985	913	12.3 7.9
Ecuador	3,032	1,599	1,605 52.9 0.4	1,605	1,599	1,605 52.9 0.4	874	898	28.8 4.3	222	194	7.3 14.4	331	258	10.9 28.3
Falkland Islands	0	1	0 0.0 -100.0	0	1	0 0.0 -100.0	0	0	0.0 0.0	0	0	0.0 0.0	0	1	0.0 -100.0
French Guiana	1	0	0 0.0 0.0	0	0	0 0.0 0.0	0	0	0.0 0.0	7	7	100.0 -85.7	0	0	0.0 0.0

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	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL/PRACTICAL TRAINING			
	2016/17	2015/16	% change	2016/17	2015/16	% change	2016/17	2015/16	% change	2016/17	2015/16	% change	2016/17	2015/16	% change	
Guyana	250	159	65.2	163	60	24.0	61	2	4	1.6	100.0	24	23	9.2	-4.2	
Paraguay	587	376	69.8	410	112	109	18.6	31	20	3.4	-35.5	45	48	8.2	6.7	
Peru	3,200	1,381	47.4	1,517	1,069	33.7	0.8	499	213	6.7	-57.3	307	392	12.3	27.7	
Suriname	83	60	61.4	51	16	24.1	25.0	0	2	2.4	-	8	10	12.0	25.0	
Uruguay	433	155	39.0	169	171	190	43.9	11.1	30	30	6.9	0.0	54	44	10.2	-18.5
Venezuela	8,540	5,273	61.8	5,274	1,284	1,295	15.2	0.9	738	974	11.4	32.0	972	997	11.7	2.6
<b>MIDDLE EAST &amp; NORTH AFRICA</b>	<b>100,014</b>	<b>53,638</b>	<b>53.1</b>	<b>53,151</b>	<b>32,201</b>	<b>31,343</b>	<b>31.3</b>	<b>-2.7</b>	<b>17,256</b>	<b>9,219</b>	<b>9.2</b>	<b>-46.60</b>	<b>5,132</b>	<b>6,301</b>	<b>6.3</b>	<b>22.8</b>
<b>Middle East</b>	<b>92,470</b>	<b>50,785</b>	<b>54.1</b>	<b>50,009</b>	<b>29,147</b>	<b>28,240</b>	<b>30.5</b>	<b>-3.1</b>	<b>16,632</b>	<b>8,760</b>	<b>9.5</b>	<b>-47.3</b>	<b>4,362</b>	<b>5,461</b>	<b>5.9</b>	<b>25.2</b>
Bahrain	475	342	65.5	311	86	98	20.6	14.0	16	28	5.9	75.0	25	38	8.0	52.0
Iran	12,643	842	97.1	971	9,534	9,578	75.8	0.5	269	227	1.8	-15.6	1,624	1,867	14.8	15.0
Iraq	1,698	264	229	229	1,461	1,343	79.1	-8.1	132	69	4.1	-47.7	44	57	3.4	29.5
Israel	2,393	663	68.6	686	1,190	1,188	49.6	-0.2	160	169	7.1	5.6	330	350	14.6	6.1
Jordan	2,312	908	91.4	914	1,022	1,000	43.3	-2.2	162	131	5.7	-19.1	238	267	11.5	12.2
Kuwait	9,825	6,810	7.203	7,203	803	875	8.9	9.0	2,000	1,389	14.1	-30.6	159	358	3.6	125.2
Lebanon	1,556	497	493	493	709	703	45.2	-0.8	61	66	4.2	8.2	219	294	18.9	34.2
Oman	2,876	2,172	2,352	2,352	191	214	7.4	12.0	465	261	9.1	-43.9	28	49	1.7	75.0
Palestinian Territories	423	175	185	185	211	179	42.3	-15.2	41	30	7.1	-26.8	41	29	6.9	-29.3
Qatar	1,420	1,222	1,220	1,220	73	95	6.7	30.1	133	91	6.4	-31.6	15	14	1.0	-6.7
Saudi Arabia	52,611	33,952	32,538	32,538	13,210	12,268	23.3	-7.1	12,630	5,861	11.1	-53.6	1,495	1,944	3.7	30.0
Syria	827	410	442	442	247	254	30.7	2.8	74	52	6.3	-29.7	52	79	9.6	51.9
United Arab Emirates	2,753	2,149	2,007	2,007	340	360	13.1	5.9	367	295	10.7	-19.6	64	91	3.3	42.2
Yemen	658	379	458	458	70	85	12.9	21.4	122	91	13.8	-25.4	28	24	3.6	-14.3
<b>North Africa</b>	<b>7,544</b>	<b>2,853</b>	<b>3,142</b>	<b>3,142</b>	<b>3,054</b>	<b>3,103</b>	<b>41.1</b>	<b>1.6</b>	<b>624</b>	<b>459</b>	<b>6.1</b>	<b>-26.4</b>	<b>770</b>	<b>840</b>	<b>11.1</b>	<b>9.1</b>
Algeria	192	65	95	95	55	58	30.2	5.5	21	20	10.4	-4.8	17	19	9.9	11.8
Egypt	3,715	1,276	1,523	1,523	1,662	1,673	45.0	0.7	167	139	3.7	-16.8	337	380	10.2	12.8
Libya	1,311	328	312	312	822	762	58.1	-7.3	184	65	5.0	-64.7	180	172	13.1	-4.4
Morocco	1,634	865	891	891	327	409	25.0	25.1	140	137	8.4	-2.1	163	197	12.1	20.9
Tunisia	692	319	321	321	188	201	29.0	6.9	112	98	14.2	-12.5	73	72	10.4	-1.4
<b>NORTH AMERICA</b>	<b>27,065</b>	<b>13,223</b>	<b>13,191</b>	<b>13,191</b>	<b>10,220</b>	<b>10,113</b>	<b>37.4</b>	<b>-1.0</b>	<b>633</b>	<b>622</b>	<b>2.3</b>	<b>-1.7</b>	<b>2,897</b>	<b>3,139</b>	<b>11.6</b>	<b>8.4</b>
Canada	27,065	13,223	13,191	13,191	10,220	10,113	37.4	-1.0	633	622	2.3	-1.7	2,897	3,139	11.6	8.4

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2015/16 & 2016/17 (cont'd)

	TOTAL		UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING					
	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17		
			% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total	% of total		
			change	change	change	change	change	change	change	change	change	change	change	change	change		
<b>OCEANIA</b>	7,222	3,539	3,826	53.0	8.1	1,589	1,626	22.5	2.3	1,183	1,102	15.3	-6.8	606	668	9.2	10.2
Australia	4,933	2,218	2,396	48.6	8.0	1,105	1,139	23.1	3.1	1,021	943	19.1	-7.6	408	455	9.2	11.5
Cook Islands	0	1	0	0.0	-100.0	0	0	0.0	0.0	0	0	0.0	0.0	4	0	0.0	-100.0
Fiji	100	83	75	75.0	-9.6	15	19	19.0	26.7	3	2	2.0	-33.3	10	4	4.0	-60.0
French Polynesia	30	24	25	83.3	4.2	4	2	6.7	-50.0	3	3	10.0	0.0	0	0	0.0	0.0
Kiribati	64	45	54	84.4	20.0	6	8	12.5	33.3	1	2	3.1	100.0	1	0	0.0	-100.0
Marshall Islands	10	16	10	100.0	-37.5	1	0	0.0	-100.0	1	0	0.0	-100.0	0	0	0.0	0.0
Micronesia	28	18	26	92.9	44.4	4	2	7.1	-50.0	0	0	0.0	0.0	0	0	0.0	0.0
Nauru	1	0	0	0.0	0.0	0	0	0.0	0.0	0	1	100.0	-	0	0	0.0	0.0
New Caledonia	5	2	1	20.0	-50.0	0	4	80.0	-	0	0	0.0	0.0	0	0	0.0	0.0
New Zealand	1,741	871	978	56.2	12.3	426	419	24.1	-1.6	135	143	8.2	5.9	176	201	11.5	14.2
Niue	4	1	1	25.0	0.0	1	1	25.0	0.0	0	0	0.0	0.0	0	2	50.0	-
Norfolk Island	1	2	0	0.0	-100.0	0	0	0.0	0.0	0	1	100.0	-	0	0	0.0	0.0
Palau	15	9	10	66.7	11.1	3	1	6.7	-66.7	0	4	26.7	-	0	0	0.0	0.0
Papua New Guinea	77	63	54	70.1	-14.3	15	18	23.4	20.0	3	1	1.3	-66.7	6	4	5.2	-33.3
Samoa	56	57	52	92.9	-8.8	2	3	5.4	50.0	1	1	1.8	0.0	0	0	0.0	0.0
Solomon Islands	8	3	2	25.0	-33.3	1	5	62.5	400.0	0	0	0.0	0.0	1	1	12.5	0.0
Tonga	133	113	130	97.7	15.0	5	2	1.5	-60.0	12	0	0.0	-100.0	0	1	0.8	-
Tuvalu	3	3	2	66.7	-33.3	1	1	33.3	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Vanuatu	11	9	10	90.9	11.1	0	1	9.1	-	0	0	0.0	0.0	0	0	0.0	0.0
Wallis and Futuna	2	1	0	0.0	-100.0	0	1	50.0	-	3	1	50.0	-66.7	0	0	0.0	0.0
Stateless	2	1	1	50.0	0.0	1	1	50.0	0.0	7	0	0.0	-100.0	1	0	0.0	-100.0
<b>WORLD TOTAL</b>	<b>1,078,822</b>	<b>427,313</b>	<b>439,019</b>	<b>40.7</b>	<b>2.7</b>	<b>383,935</b>	<b>391,124</b>	<b>36.3</b>	<b>1.9</b>	<b>85,093</b>	<b>72,984</b>	<b>6.8</b>	<b>-14.2</b>	<b>147,498</b>	<b>175,695</b>	<b>16.3</b>	<b>19.1</b>

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

1.16 INTERNATIONAL STUDENTS BY U.S. STATE AND REGION, 2007/08–2016/17

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
<b>Northeast</b>	<b>157,913</b>	<b>169,002</b>	<b>171,970</b>	<b>181,847</b>	<b>191,927</b>	<b>208,558</b>	<b>230,469</b>	<b>251,514</b>	<b>270,020</b>	<b>283,055</b>	<b>4.8</b>
Connecticut	8,035	9,153	9,268	10,137	9,350	9,947	10,530	11,897	13,564	14,711	8.5
Maine	1,214	1,256	1,233	1,158	1,250	1,415	1,198	1,354	1,396	1,341	-3.9
Massachusetts	31,817	33,838	35,313	38,698	41,258	46,486	51,240	55,447	59,436	62,926	5.9
New Hampshire	2,387	2,371	2,332	2,626	2,912	3,095	3,277	3,784	4,506	4,671	3.7
New Jersey	13,766	14,785	14,246	13,844	15,155	15,634	17,082	19,196	21,228	22,708	7.0
New York	69,844	74,934	76,146	78,888	82,436	88,250	98,906	106,758	114,316	118,424	3.6
Pennsylvania	26,090	27,529	28,097	30,507	33,398	37,280	41,446	45,704	48,453	51,129	5.5
Rhode Island	3,850	4,114	4,318	4,911	5,054	5,254	5,549	5,872	5,409	5,378	-0.6
Vermont	910	1,022	1,017	1,078	1,114	1,197	1,241	1,502	1,712	1,767	3.2
<b>South</b>	<b>183,776</b>	<b>198,388</b>	<b>202,174</b>	<b>207,433</b>	<b>215,164</b>	<b>225,971</b>	<b>236,622</b>	<b>262,172</b>	<b>283,141</b>	<b>296,098</b>	<b>4.6</b>
Alabama	7,139	6,814	6,364	6,340	6,450	7,092	7,451	7,901	8,561	9,549	11.5
Arkansas	3,316	3,349	3,549	4,172	4,217	5,011	4,964	5,918	5,665	6,455	13.9
Delaware	2,097	1,672	3,005	3,825	3,754	4,337	4,228	4,051	5,052	5,664	12.1
D.C.	7,876	8,485	8,563	7,951	8,419	9,232	9,980	10,556	11,120	12,204	9.7
Florida	26,739	30,386	29,708	29,719	32,567	32,746	36,249	39,377	43,462	45,718	5.2
Georgia	13,216	14,026	14,707	15,359	16,193	16,670	17,781	19,758	21,122	21,510	1.8
Kentucky	5,053	4,760	4,669	5,111	5,787	6,364	7,370	8,104	8,043	7,832	-2.6
Louisiana	5,629	6,213	7,245	7,429	7,420	7,695	6,976	6,872	7,835	7,698	-1.7
Maryland	13,325	14,232	14,498	13,422	13,969	15,522	16,121	16,862	18,304	19,501	6.5
Mississippi	2,635	2,589	2,467	2,537	2,621	2,699	2,840	3,101	3,533	3,765	6.6
North Carolina	10,961	12,220	12,307	12,824	13,770	15,027	15,943	17,319	18,884	20,112	6.5
Oklahoma	8,425	8,460	8,445	8,626	8,722	9,050	8,913	9,928	10,330	9,789	-5.2
South Carolina	3,515	3,966	4,433	4,529	4,883	5,089	5,215	5,895	6,253	6,636	6.1
Tennessee	5,927	5,690	6,155	6,399	7,004	7,312	8,436	9,507	9,094	9,957	9.5
Texas	51,824	58,188	58,934	61,636	61,511	62,923	64,277	75,588	82,184	85,116	3.6
Virginia	13,581	14,606	14,844	15,056	15,169	16,521	17,145	18,220	19,549	20,400	4.4
West Virginia	2,518	2,732	2,281	2,498	2,708	2,681	2,733	3,215	4,150	4,192	1.0
<b>Midwest</b>	<b>137,987</b>	<b>147,664</b>	<b>156,744</b>	<b>168,055</b>	<b>178,225</b>	<b>190,613</b>	<b>206,341</b>	<b>225,819</b>	<b>237,231</b>	<b>240,980</b>	<b>1.6</b>
Illinois	28,804	29,887	31,093	33,766	35,920	39,132	42,527	46,574	50,327	52,225	3.8
Indiana	15,548	17,098	18,569	20,112	22,194	24,408	26,406	28,104	29,219	30,600	4.7
Iowa	8,383	9,016	9,647	10,404	11,164	11,540	11,318	12,220	12,711	12,488	-1.8
Kansas	7,623	8,668	8,922	9,389	9,277	9,568	10,631	12,020	10,351	10,231	-1.2
Michigan	22,857	23,617	24,214	24,668	25,551	26,930	29,648	32,015	33,848	34,296	1.3
Minnesota	9,890	10,848	11,550	12,091	12,735	13,232	13,765	14,438	14,941	15,389	3.0
Missouri	10,536	11,285	13,360	15,114	16,061	17,300	18,205	21,703	24,171	23,261	-3.8
Nebraska	4,085	4,335	4,142	4,194	4,372	5,142	5,292	5,774	5,910	6,089	3.0
North Dakota	2,115	2,607	2,884	3,106	3,182	3,087	2,773	2,677	2,571	2,393	-6.9
Ohio	19,343	20,725	22,370	24,709	26,427	28,401	32,498	35,761	37,752	38,680	2.5
South Dakota	789	931	1,089	1,254	1,355	1,498	1,560	1,782	1,981	2,108	6.4
Wisconsin	8,014	8,647	8,904	9,248	9,987	10,375	11,718	12,751	13,449	13,220	-1.7

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE AND REGION, 2007/08–2016/17 (cont'd)

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
<b>West</b>	<b>142,965</b>	<b>155,423</b>	<b>158,990</b>	<b>164,955</b>	<b>178,197</b>	<b>193,465</b>	<b>211,675</b>	<b>234,872</b>	<b>252,655</b>	<b>257,984</b>	<b>2.1</b>
Alaska	507	596	515	604	603	643	542	533	488	419	-14.1
Arizona	9,757	10,787	10,676	11,398	12,738	13,322	15,442	20,437	22,212	22,670	2.1
California	84,800	93,124	94,279	96,535	102,789	111,379	121,647	135,130	149,328	156,879	5.1
Colorado	5,898	6,857	6,980	7,688	8,445	8,983	9,621	10,800	11,346	11,527	1.6
Hawaii	5,645	5,275	5,000	4,768	4,446	4,450	4,388	4,035	4,295	3,855	-10.2
Idaho	2,104	2,147	2,015	2,112	2,956	3,247	3,810	4,592	4,501	3,733	-17.1
Montana	1,153	1,227	1,226	1,301	1,323	1,607	1,691	2,146	1,735	1,720	-0.9
Nevada	3,066	3,006	2,874	2,795	2,551	2,360	2,336	2,556	2,518	2,901	15.2
New Mexico	2,536	2,622	2,898	2,724	3,419	3,535	3,711	3,374	3,767	3,595	-4.6
Oregon	6,154	6,648	7,506	8,929	9,896	11,674	13,360	14,422	14,382	13,209	-8.2
Utah	6,460	6,301	7,562	7,203	7,761	8,291	8,449	8,622	8,302	8,520	2.6
Washington	14,171	15,943	16,449	17,811	20,198	22,877	25,554	27,051	28,624	27,801	-2.9
Wyoming	714	890	1,010	1,087	1,072	1,097	1,124	1,174	1,157	1,155	-0.2
<b>Other</b>	<b>1,164</b>	<b>1,139</b>	<b>1,045</b>	<b>987</b>	<b>982</b>	<b>1,037</b>	<b>945</b>	<b>549</b>	<b>792</b>	<b>705</b>	<b>-11.0</b>
Guam	54	33	32	*	*	*	*	*	*	*	—
Puerto Rico	977	952	863	858	888	936	849	453	703	609	-13.4
Virgin Islands	133	154	150	129	94	101	96	96	89	96	7.9
<b>U.S. TOTAL</b>	<b>623,805</b>	<b>671,616</b>	<b>690,923</b>	<b>723,277</b>	<b>764,495</b>	<b>819,644</b>	<b>886,052</b>	<b>974,926</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>3.4</b>

\* Did not report

1.17 INTERNATIONAL STUDENTS AS A SHARE OF TOTAL HIGHER EDUCATION ENROLLMENT, TOP 20 STATES, 2016/17

	Total students*	International students	% int'l		Total students*	International students	% int'l
1 District of Columbia	93,995	12,204	13.0	11 California	2,688,355	156,879	5.8
2 Massachusetts	510,396	62,926	12.3	11 Ohio	667,760	38,680	5.8
3 Delaware	60,392	5,664	9.4	13 Michigan	600,203	34,296	5.7
4 New York	1,285,420	118,424	9.2	13 Missouri	409,996	23,261	5.7
5 Washington	365,412	27,801	7.6	15 Hawaii	69,331	3,855	5.6
6 Connecticut	199,666	14,711	7.4	16 Oregon	240,646	13,209	5.5
7 Indiana	426,363	30,600	7.2	17 Maryland	363,931	19,501	5.4
8 Pennsylvania	736,670	51,129	6.9	17 New Jersey	423,779	22,708	5.4
9 Illinois	802,243	52,225	6.5	17 Texas	1,570,614	85,116	5.4
9 Rhode Island	82,292	5,378	6.5	20 Kansas	220,222	10,231	4.6
				20 Oklahoma	210,904	9,789	4.6

\* Data from the National Center for Education Statistics (NCES), reflecting enrollment in fall 2015, 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, 2016/17

<b>1 CALIFORNIA</b>	<b>%</b>	<b>6 PENNSYLVANIA</b>	<b>%</b>	<b>11 WASHINGTON</b>	<b>%</b>
1 China	38.4	1 China	39.6	1 China	36.8
2 India	12.6	2 India	15.4	2 Vietnam	8.2
3 South Korea	6.6	3 Saudi Arabia	7.0	3 South Korea	6.8
4 Taiwan	3.4	4 South Korea	5.5	4 Japan	6.4
5 Saudi Arabia	3.2	5 Canada	2.3	5 Saudi Arabia	5.6
<b>State total</b>	<b>156,879</b>	<b>State total</b>	<b>51,129</b>	<b>State total</b>	<b>27,801</b>
<b>% of U.S. total</b>	<b>14.5</b>	<b>% of U.S. total</b>	<b>4.7</b>	<b>% of U.S. total</b>	<b>2.6</b>
<b>2 NEW YORK</b>	<b>%</b>	<b>7 FLORIDA</b>	<b>%</b>	<b>12 MISSOURI</b>	<b>%</b>
1 China	37.7	1 China	17.5	1 India	29.7
2 India	16.5	2 India	14.3	2 China	28.6
3 South Korea	7.4	3 Venezuela	7.9	3 Saudi Arabia	6.6
4 Canada	4.3	4 Saudi Arabia	4.4	4 South Korea	3.8
5 Taiwan	2.0	5 Brazil	4.1	5 Nepal	2.2
<b>State total</b>	<b>118,424</b>	<b>State total</b>	<b>45,718</b>	<b>State total</b>	<b>23,261</b>
<b>% of U.S. total</b>	<b>11.0</b>	<b>% of U.S. total</b>	<b>4.2</b>	<b>% of U.S. total</b>	<b>2.2</b>
<b>3 TEXAS</b>	<b>%</b>	<b>8 OHIO</b>	<b>%</b>	<b>13 NEW JERSEY</b>	<b>%</b>
1 India	25.8	1 China	39.9	1 China	38.9
2 China	18.1	2 India	19.2	2 India	27.3
3 Mexico	7.9	3 Saudi Arabia	11.1	3 South Korea	4.8
4 Vietnam	5.6	4 South Korea	3.2	4 Canada	1.9
5 South Korea	4.2	5 Kuwait	1.6	5 Saudi Arabia	1.7
<b>State total</b>	<b>85,116</b>	<b>State total</b>	<b>38,680</b>	<b>State total</b>	<b>22,708</b>
<b>% of U.S. total</b>	<b>7.9</b>	<b>% of U.S. total</b>	<b>3.6</b>	<b>% of U.S. total</b>	<b>2.1</b>
<b>4 MASSACHUSETTS</b>	<b>%</b>	<b>9 MICHIGAN</b>	<b>%</b>	<b>14 ARIZONA</b>	<b>%</b>
1 China	33.6	1 China	34.5	1 China	36.4
2 India	15.2	2 India	20.5	2 India	22.4
3 South Korea	4.7	3 Saudi Arabia	6.7	3 Saudi Arabia	7.9
4 Canada	3.9	4 South Korea	5.8	4 Kuwait	6.1
5 Saudi Arabia	2.6	5 Canada	5.4	5 Mexico	3.1
<b>State total</b>	<b>62,926</b>	<b>State total</b>	<b>34,296</b>	<b>State total</b>	<b>22,670</b>
<b>% of U.S. total</b>	<b>5.8</b>	<b>% of U.S. total</b>	<b>3.2</b>	<b>% of U.S. total</b>	<b>2.1</b>
<b>5 ILLINOIS</b>	<b>%</b>	<b>10 INDIANA</b>	<b>%</b>	<b>15 GEORGIA</b>	<b>%</b>
1 China	34.5	1 China	35.6	1 China	30.2
2 India	25.8	2 India	21.7	2 India	17.0
3 South Korea	6.0	3 Saudi Arabia	7.1	3 South Korea	9.8
4 Saudi Arabia	2.8	4 South Korea	6.8	4 Saudi Arabia	2.1
5 Canada	2.1	5 Taiwan	2.1	5 Nigeria	2.0
<b>State total</b>	<b>52,225</b>	<b>State total</b>	<b>30,600</b>	<b>State total</b>	<b>21,510</b>
<b>% of U.S. total</b>	<b>4.8</b>	<b>% of U.S. total</b>	<b>2.8</b>	<b>% of U.S. total</b>	<b>2.0</b>

1.19 TOP 50 METROPOLITAN AREAS\* HOSTING INTERNATIONAL STUDENTS, 2015/16 & 2016/17

	No. of institutions	2015/16 students	2016/17 students	% of total	% change	
1	New York–Newark–Jersey City, NY–NJ–PA metro area	111	93,213	97,492	9.0	4.6
2	Los Angeles–Long Beach–Anaheim, CA metro area	68	66,483	70,005	6.5	5.3
3	Boston–Cambridge–Newton, MA–NH metro area	49	51,072	53,979	5.0	5.7
4	Chicago–Naperville–Elgin, IL–IN–WI metro area	59	32,119	33,068	3.1	3.0
5	Dallas–Fort Worth–Arlington, TX metro area	23	26,972	29,374	2.7	8.9
6	San Francisco–Oakland–Hayward, CA metro area	34	27,417	27,449	2.5	0.1
7	Washington–Arlington–Alexandria, DC–VA–MD–WV metro area	23	24,570	26,691	2.5	8.6
8	Philadelphia–Camden–Wilmington, PA–NJ–DE–MD metro area	42	22,974	24,195	2.2	5.3
9	Seattle–Tacoma–Bellevue, WA metro area	24	22,684	21,990	2.0	-3.1
10	Houston–The Woodlands–Sugar Land, TX metro area	18	20,641	20,856	1.9	1.0
11	San Jose–Sunnyvale–Santa Clara, CA metro area	11	17,073	18,044	1.7	5.7
12	San Diego–Carlsbad, CA metro area	18	14,210	15,940	1.5	12.2
13	Phoenix–Mesa–Scottsdale, AZ metro area	19	15,330	15,795	1.5	3.0
14	Miami–Fort Lauderdale–West Palm Beach, FL metro area	17	14,541	15,002	1.4	3.2
15	Pittsburgh, PA metro area	20	13,528	14,107	1.3	4.3
16	Atlanta–Sandy Springs–Roswell, GA metro area	18	13,206	13,889	1.3	5.2
17	Champaign–Urbana, IL metro area	2	12,412	12,727	1.2	2.5
18	Lafayette–West Lafayette, IN metro area	1	10,563	11,288	1.0	6.9
19	Baltimore–Columbia–Towson, MD metro area	17	9,581	10,372	1.0	8.3
20	Minneapolis–St. Paul–Bloomington, MN–WI metro area	22	9,176	9,326	0.9	1.6
21	State College, PA metro area	1	8,084	9,134	0.8	13.0
22	Ann Arbor, MI metro area	3	8,533	9,043	0.8	6.0
23	Columbus, OH metro area	11	7,991	8,693	0.8	8.8
23	Buffalo–Cheektowaga–Niagara Falls, NY metro area	9	8,084	8,230	0.8	1.8
25	Rochester, NY metro area	10	7,529	8,089	0.7	7.4
26	Tampa–St. Petersburg–Clearwater, FL metro area	9	7,360	8,073	0.7	9.7
27	Lansing–East Lansing, MI metro area	3	8,387	7,887	0.7	-6.0
28	Austin–Round Rock, TX metro area	8	7,689	7,800	0.7	1.4
29	Cincinnati, OH–KY–IN metro area	8	7,251	7,701	0.7	6.2
30	Bloomington, IN metro area	1	7,159	7,502	0.7	4.8
31	St. Louis, MO–IL metro area	21	7,422	7,435	0.7	0.2
32	Detroit–Warren–Dearborn, MI metro area	13	6,740	7,413	0.7	10.0
33	Gainesville, FL metro area	2	7,007	7,412	0.7	5.8
34	Sacramento–Roseville–Arden–Arcade, CA metro area	7	6,582	7,400	0.7	12.4
35	Madison, WI metro area	3	6,778	7,033	0.7	3.8
36	College Station–Bryan, TX metro area	1	6,940	6,960	0.6	0.3
37	Ithaca, NY metro area	3	6,275	6,627	0.6	5.6
38	Syracuse, NY metro area	9	6,191	6,499	0.6	5.0
39	Providence–Warwick, RI–MA metro area	14	6,395	6,396	0.6	0.0
40	Durham–Chapel Hill, NC metro area	4	5,888	6,238	0.6	5.9
41	Raleigh, NC metro area	5	5,621	6,001	0.6	6.8
42	Orlando–Kissimmee–Sanford, FL metro area	5	5,350	5,776	0.5	8.0
43	Hartford–West Hartford–East Hartford, CT metro area	10	5,325	5,702	0.5	7.1
44	Cleveland–Elyria, OH metro area	13	5,516	5,643	0.5	2.3

(cont'd)

1.19 TOP 50 METROPOLITAN AREAS HOSTING INTERNATIONAL STUDENTS, 2015/16 & 2016/17 (cont'd)

	No. of institutions	2015/16 students	2016/17 students	% of total	% change
45 Tucson, AZ metro area	2	5,191	5,179	0.5	-0.2
46 Springfield, MA metro area	10	4,665	5,160	0.5	10.6
47 Riverside–San Bernardino–Ontario, CA metro area	11	4,880	5,039	0.5	3.3
48 Akron, OH metro area	3	4,849	5,021	0.5	3.5
49 New Haven–Milford, CT metro area	8	4,923	4,984	0.5	1.2
50 Ames, IA metro area	1	4,636	4,749	0.4	2.4

\* 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).

1.20 TOP 20 METROPOLITAN AREAS\* HOSTING INTERNATIONAL STUDENTS, 2007/08–2016/17

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
1 New York, NY	54,861	59,322	60,791	61,884	64,823	69,018	77,779	84,713	93,213	97,492	4.6
2 Los Angeles, CA	38,825	42,897	42,103	43,045	45,542	50,155	54,891	59,842	66,483	70,005	5.3
3 Boston, MA	27,037	29,009	29,276	32,969	35,532	39,829	43,801	47,895	51,072	53,979	5.7
4 Chicago, IL	18,139	19,447	19,706	21,555	22,644	24,072	26,437	28,829	32,119	33,068	3.0
5 Dallas, TX	14,246	15,818	16,054	17,472	17,646	20,039	20,414	23,588	26,972	29,374	8.9
6 San Francisco, CA	14,775	16,544	17,633	18,444	20,439	21,956	24,030	25,204	27,417	27,449	0.1
7 Washington, DC	17,968	19,472	19,530	18,224	18,763	20,541	21,663	22,672	24,570	26,691	8.6
8 Philadelphia, PA	14,372	14,259	12,279	13,441	17,212	19,058	20,168	21,273	22,974	24,195	5.3
9 Seattle, WA	10,490	11,790	12,174	13,147	15,020	17,213	19,391	21,133	22,684	21,990	-3.1
10 Houston, TX	13,242	16,192	17,395	17,982	17,529	17,266	16,983	18,623	20,641	20,856	1.0
<b>TOP 10 TOTAL</b>	<b>223,955</b>	<b>244,750</b>	<b>246,941</b>	<b>258,163</b>	<b>275,150</b>	<b>299,147</b>	<b>325,557</b>	<b>353,772</b>	<b>388,145</b>	<b>405,099</b>	<b>4.4</b>
11 San Jose, CA	10,996	11,678	10,847	11,740	11,977	12,212	13,405	14,822	17,073	18,044	5.7
12 San Diego, CA	6,358	6,863	7,632	7,712	7,989	8,977	10,095	12,283	14,210	15,940	12.2
13 Phoenix, AZ	5,690	7,010	7,042	7,088	8,102	8,073	10,105	13,975	15,330	15,795	3.0
14 Miami, FL	10,515	11,101	11,366	10,424	11,706	11,846	12,800	13,489	14,541	15,002	3.2
15 Pittsburgh, PA	6,378	6,928	8,419	9,433	7,729	8,870	11,253	12,517	13,528	14,107	4.3
16 Atlanta, GA	9,123	9,713	9,689	10,412	10,775	10,646	11,425	12,518	13,206	13,889	5.2
17 Champaign–Urbana, IL	6,255	6,878	7,619	8,262	9,313	10,093	11,138	11,522	12,412	12,727	2.5
18 Lafayette, IN	5,815	6,180	6,946	7,594	8,597	9,544	9,988	10,230	10,563	11,288	6.9
19 Baltimore, MD	6,564	6,887	7,136	6,822	6,973	8,079	8,292	8,892	9,581	10,372	8.3
20 Minneapolis–St. Paul, MN	5,769	6,029	6,440	6,944	7,477	8,001	8,563	9,183	9,176	9,326	1.6
<b>TOP 20 TOTAL</b>	<b>297,418</b>	<b>324,017</b>	<b>330,077</b>	<b>344,594</b>	<b>365,788</b>	<b>395,488</b>	<b>432,621</b>	<b>473,203</b>	<b>517,765</b>	<b>541,589</b>	<b>4.6</b>

\* 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, 2016/17

<b>1 NEW YORK, NY</b>			<b>4 CHICAGO, IL</b>			<b>7 WASHINGTON, DC</b>		
		%			%			%
1	China	38.8	1	China	32.1	1	China	31.7
2	India	16.7	2	India	27.0	2	India	13.1
3	South Korea	7.3	3	South Korea	5.1	3	Saudi Arabia	7.4
4	Canada	3.3	4	Saudi Arabia	3.3	4	South Korea	4.7
5	Taiwan	2.2	5	Canada	2.8	5	Vietnam	2.0
6	Turkey	1.4	6	Taiwan	1.8	6	Canada	1.6
7	United Kingdom	1.3	7	Spain	1.7	7	Taiwan	1.5
8	Brazil	1.3	8	Brazil	1.2	8	Nigeria	1.5
9	France	1.3	9	Iran	1.2	9	Brazil	1.3
10	Japan	1.2	10	Turkey	1.1	10	Iran	1.2
	<b>Metro area total</b>	<b>97,492</b>		<b>Metro area total</b>	<b>33,068</b>		<b>Metro area total</b>	<b>26,691</b>
	<b>% of U.S. total</b>	<b>9.0</b>		<b>% of U.S. total</b>	<b>3.1</b>		<b>% of U.S. total</b>	<b>2.5</b>
<b>2 LOS ANGELES, CA</b>			<b>5 DALLAS, TX</b>			<b>8 PHILADELPHIA, PA</b>		
		%			%			%
1	China	38.5	1	India	37.6	1	China	39.0
2	India	13.1	2	China	20.1	2	India	16.5
3	South Korea	7.2	3	Nepal	5.5	3	South Korea	4.9
4	Japan	3.4	4	Vietnam	5.3	4	Saudi Arabia	4.3
5	Saudi Arabia	3.4	5	South Korea	3.3	5	Canada	2.7
6	Taiwan	3.1	6	Saudi Arabia	2.7	6	Vietnam	2.0
7	Vietnam	3.1	7	Taiwan	2.2	7	Kuwait	1.7
8	Canada	2.2	8	Nigeria	1.8	8	Taiwan	1.5
9	Indonesia	1.8	9	Mexico	1.6	9	Turkey	1.2
10	Hong Kong	1.6	10	Iran	1.6	10	United Kingdom	1.1
	<b>Metro area total</b>	<b>70,005</b>		<b>Metro area total</b>	<b>29,374</b>		<b>Metro area total</b>	<b>24,195</b>
	<b>% of U.S. total</b>	<b>6.5</b>		<b>% of U.S. total</b>	<b>2.7</b>		<b>% of U.S. total</b>	<b>2.2</b>
<b>3 BOSTON, MA</b>			<b>6 SAN FRANCISCO, CA</b>			<b>9 SEATTLE, WA</b>		
		%			%			%
1	China	33.6	1	China	39.6	1	China	40.0
2	India	14.8	2	South Korea	8.4	2	Vietnam	8.6
3	South Korea	4.9	3	India	7.2	3	South Korea	7.4
4	Canada	4.2	4	Taiwan	4.9	4	Japan	5.9
5	Saudi Arabia	2.6	5	Indonesia	3.2	5	Taiwan	5.3
6	Taiwan	2.1	6	Canada	2.7	6	Indonesia	5.1
7	Vietnam	1.8	7	Japan	2.4	7	India	4.7
8	Turkey	1.5	8	Vietnam	2.2	8	Hong Kong	3.9
9	United Kingdom	1.5	9	Saudi Arabia	1.9	9	Saudi Arabia	2.7
10	Brazil	1.4	10	Thailand	1.8	10	Thailand	1.4
	<b>Metro area total</b>	<b>53,979</b>		<b>Metro area total</b>	<b>27,449</b>		<b>Metro area total</b>	<b>21,990</b>
	<b>% of U.S. total</b>	<b>5.0</b>		<b>% of U.S. total</b>	<b>2.5</b>		<b>% of U.S. total</b>	<b>2.0</b>

[cont'd]

<b>10 HOUSTON, TX</b>	<b>%</b>	<b>12 SAN DIEGO, CA</b>	<b>%</b>	<b>14 MIAMI, FL</b>	<b>%</b>
1 India	17.9	1 China	42.7	1 Venezuela	16.8
2 China	15.9	2 India	11.9	2 China	14.1
3 Vietnam	11.4	3 South Korea	6.2	3 Brazil	5.1
4 Mexico	9.5	4 Japan	3.3	4 India	4.8
5 Nigeria	3.9	5 Taiwan	3.1	5 Colombia	4.0
6 Venezuela	3.9	6 Saudi Arabia	3.0	6 Saudi Arabia	3.5
7 Saudi Arabia	2.3	7 Kuwait	2.9	7 Canada	3.1
8 South Korea	2.2	8 Germany	2.6	8 Kuwait	2.2
9 Pakistan	2.2	9 Hong Kong	1.8	9 Spain	1.7
10 Nepal	1.7	10 Mexico	1.8	10 Jamaica	1.7
<b>Metro area total</b>	<b>20,856</b>	<b>Metro area total</b>	<b>15,940</b>	<b>Metro area total</b>	<b>15,002</b>
<b>% of U.S. total</b>	<b>1.9</b>	<b>% of U.S. total</b>	<b>1.5</b>	<b>% of U.S. total</b>	<b>1.4</b>
<b>11 SAN JOSE, CA</b>	<b>%</b>	<b>13 PHOENIX, AZ</b>	<b>%</b>	<b>15 PITTSBURGH, PA</b>	<b>%</b>
1 India	26.7	1 China	35.6	1 China	44.9
2 China	26.4	2 India	28.6	2 India	21.3
3 Vietnam	4.7	3 Saudi Arabia	7.5	3 Saudi Arabia	6.8
4 South Korea	4.6	4 Kuwait	5.2	4 South Korea	3.8
5 Canada	3.3	5 South Korea	2.5	5 Taiwan	2.6
6 Taiwan	3.1	6 Qatar	1.7	6 Canada	2.4
7 Japan	2.8	7 Taiwan	1.6	7 Japan	1.3
8 Indonesia	2.0	8 Mexico	1.5	8 Turkey	1.0
9 Hong Kong	1.7	9 United Arab Emirates	1.3	9 Singapore	0.9
10 Singapore	1.3	10 Iran	1.2	10 Iran	0.8
<b>Metro area total</b>	<b>18,044</b>	<b>Metro area total</b>	<b>15,795</b>	<b>Metro area total</b>	<b>14,107</b>
<b>% of U.S. total</b>	<b>1.7</b>	<b>% of U.S. total</b>	<b>1.5</b>	<b>% of U.S. total</b>	<b>1.3</b>

\* 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, 2016/17

	% of international student enrollment					All levels
	Undergraduate	Graduate	Non-degree	OPT		
<b>Sector</b>						
Public	69.4	58.9	73.2	59.5		63.9
Private not-for-profit	29.0	39.9	25.4	38.8		34.6
Private for-profit	1.5	1.2	1.4	1.7		1.5
<b>Size of institution</b>						
Very small (under 1,000)	0.8	0.6	0.5	0.4		0.9
Small (1,000–4,999)	12.8	6.1	8.5	6.1		9.8
Mid-size (5,000–9,999)	12.6	11.4	12.5	12.7		12.5
Large (10,000–19,999)	20.6	21.4	22.9	21.3		21.3
Very large (20,000 and above)	53.2	60.5	55.6	59.5		55.5
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>439,019</b>	<b>391,124</b>	<b>72,984</b>	<b>175,695</b>		<b>1,078,822</b>

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

## 1.23 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE\* AND ACADEMIC LEVEL, 2016/17

	Enrollment	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
Doctorate-granting universities	747,175	69.3	57.6	83.4	60.9	79.7
Master's colleges & universities	162,418	15.1	15.9	12.8	17.7	14.6
Baccalaureate colleges	36,073	3.3	6.1	0.4	2.8	1.5
Associate's colleges	96,472	8.9	17.2	0.0	16.9	1.4
Special focus institutions	36,684	3.4	3.2	3.4	1.7	2.8
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>1,078,822</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

\* 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\*, 2015/16 & 2016/17

	2015/16 students	2016/17 students	% change
<b>Doctorate-granting universities</b>	<b>718,710</b>	<b>747,175</b>	<b>4.0</b>
Doctoral universities (highest research activity)	512,003	540,185	5.5
Doctoral universities (higher research activity)	142,242	143,965	1.2
Doctoral universities (moderate research activity)	64,465	63,025	-2.2
<b>Master's colleges &amp; universities</b>	<b>159,501</b>	<b>162,418</b>	<b>1.8</b>
Master's colleges & universities (larger programs)	130,255	132,735	1.9
Master's colleges & universities (medium programs)	20,738	20,708	-0.1
Master's colleges & universities (small programs)	8,508	8,975	5.5
<b>Baccalaureate colleges</b>	<b>34,622</b>	<b>36,073</b>	<b>4.2</b>
Baccalaureate colleges (arts and sciences focus)	22,114	22,869	3.4
Baccalaureate colleges (diverse fields)	12,508	13,204	5.6
<b>Associate's Colleges</b>	<b>95,376</b>	<b>96,472</b>	<b>1.1</b>
Associate's colleges (high transfer)	58,430	58,851	0.7
Associate's colleges (high vocational and technical)	2,578	2,527	-2.0
Associate's colleges (mixed transfer/vocational and technical)	18,500	18,677	1.0
Baccalaureate/associate's colleges	15,868	16,417	3.5
<b>Special focus institutions</b>	<b>35,630</b>	<b>36,684</b>	<b>3.0</b>
Arts, music, and design schools	21,627	22,575	4.4
Business and management schools	4,704	5,167	9.8
Engineering schools	568	593	4.4
Faith-related institutions	2,061	1,885	-8.5
Law schools	121	121	0.0
Medical schools and centers	3,869	3,886	0.4
Other health professions schools	2,071	2,249	8.6
Other special focus institutions	521	166	-68.1
Other technology-related schools	88	42	-52.3
Tribal colleges	0	0	0.0
<b>ALL INSTITUTIONS</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>3.4</b>

\*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, 2016/17

Doctorate-granting universities			Master's colleges & universities		Baccalaureate colleges		Associate's colleges		Special focus institutions	
		%		%		%		%		%
1	China	37.5	India	25.1	China	23.4	China	20.1	China	33.1
2	India	17.8	China	15.9	India	6.2	Vietnam	9.9	South Korea	12.8
3	South Korea	5.3	Saudi Arabia	11.4	South Korea	5.4	South Korea	6.6	India	9.6
4	Saudi Arabia	4.0	South Korea	4.1	Canada	5.4	Japan	5.5	Taiwan	4.8
5	Canada	2.5	Canada	2.6	Saudi Arabia	3.9	Mexico	4.3	Canada	4.5
6	Taiwan	2.0	Nepal	2.4	Vietnam	3.8	Saudi Arabia	3.8	Saudi Arabia	2.3
7	Iran	1.5	Japan	2.3	Japan	3.6	Venezuela	3.0	Mexico	1.7
8	Mexico	1.3	Vietnam	2.2	United Kingdom	2.7	Nepal	2.9	Thailand	1.3
9	Vietnam	1.2	Nigeria	1.7	Nepal	1.6	Brazil	2.6	Venezuela	1.3
10	Japan	1.2	Germany	1.6	Brazil	1.6	India	2.3	Brazil	1.3
11	Kuwait	1.1	United Kingdom	1.5	Nigeria	1.6	Taiwan	1.9	Colombia	1.2
12	Turkey	1.1	Taiwan	1.3	Pakistan	1.4	Indonesia	1.9	Indonesia	1.2
13	Brazil	1.1	Mexico	1.2	France	1.4	Hong Kong	1.7	Turkey	1.2
14	United Kingdom	1.0	Brazil	1.2	Mexico	1.4	Nigeria	1.6	Japan	1.2
15	Nigeria	0.9	France	0.9	Ghana	1.2	Colombia	1.5	Vietnam	1.2
16	Germany	0.8	Spain	0.8	Germany	1.2	Canada	1.2	Sweden	1.2
17	Malaysia	0.8	Colombia	0.7	Spain	1.2	Sweden	1.1	Hong Kong	1.1
18	France	0.8	Indonesia	0.7	Hong Kong	1.0	Pakistan	0.9	Germany	1.1
19	Bangladesh	0.7	Venezuela	0.7	Bahamas	1.0	Thailand	0.9	United Kingdom	0.9
20	Indonesia	0.7	Turkey	0.7	Kenya	0.9	Turkey	0.8	Nigeria	0.9
21	Spain	0.6	Malaysia	0.7	Ethiopia	0.8	France	0.7	Russia	0.8
22	Colombia	0.6	Bangladesh	0.6	Taiwan	0.8	United Kingdom	0.7	France	0.7
23	Nepal	0.6	Sweden	0.6	Philippines	0.8	Russia	0.7	Singapore	0.6
24	Pakistan	0.6	Pakistan	0.6	Colombia	0.8	El Salvador	0.7	Italy	0.6
25	Thailand	0.6	Kuwait	0.6	Australia	0.8	Malaysia	0.6	Iran	0.6
<b>WORLD TOTAL</b>		<b>747,175</b>		<b>162,418</b>		<b>36,073</b>		<b>96,472</b>		<b>36,684</b>

Read table as: "Of the 747,175 international students enrolled at doctorate institutions, 37.5 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, 2008–2016

(millions of U.S. dollars)

	2008	2009	2010	2011	2012	2013	2014	2015	2016	% of total	% change
<b>WORLD TOTAL</b>	<b>17,956</b>	<b>19,689</b>	<b>20,937</b>	<b>22,823</b>	<b>24,710</b>	<b>27,241</b>	<b>30,795</b>	<b>35,760</b>	<b>39,425</b>	<b>100.0</b>	<b>10.2</b>
China	2,377	3,049	4,014	5,123	6,420	8,041	9,793	11,429	12,551	31.8	9.8
India	2,713	3,077	3,199	3,269	3,273	3,272	3,648	5,014	6,543	16.6	30.5
European Union	1,708	1,800	1,820	1,895	1,983	2,057	2,224	2,452	2,584	6.6	5.4
South Korea	1,978	2,115	2,146	2,265	2,307	2,310	2,333	2,303	2,251	5.7	-2.3
Saudi Arabia	284	362	452	688	1,016	1,334	1,747	2,061	2,160	5.5	4.8
Canada	885	917	903	915	922	971	1,054	1,076	1,088	2.8	1.1
Vietnam	*	*	*	*	*	542	585	694	818	2.1	17.9
Taiwan	812	787	777	758	731	707	712	739	774	2.0	4.7
Brazil	220	243	*	265	280	340	473	820	676	1.7	-17.6
Japan	916	800	709	640	613	595	605	620	636	1.6	2.6
Mexico	418	431	*	433	450	473	508	605	617	1.6	2.0

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

Source: Bureau of Economic Analysis, U.S. Department of Commerce, [www.bea.gov/international](http://www.bea.gov/international)

## 1.27 FINANCIAL CONTRIBUTIONS OF INTERNATIONAL STUDENTS TO U.S. STATES AND TERRITORIES, 2016/17

	Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution
Alabama	9,549	262,925,048	Louisiana	7,698	227,857,424	Oklahoma	9,789	289,383,942
Alaska	419	10,764,369	Maine	1,341	53,290,131	Oregon	13,209	471,642,044
Arizona	22,670	686,027,164	Maryland	19,501	679,373,135	Pennsylvania	51,129	1,977,440,358
Arkansas	6,455	160,372,115	Massachusetts	62,926	2,725,628,662	Puerto Rico	609	9,909,688
California	156,879	5,970,676,107	Michigan	34,296	1,144,927,514	Rhode Island	5,378	235,166,300
Colorado	11,527	429,392,370	Minnesota	15,389	457,630,933	South Carolina	6,636	201,814,500
Connecticut	14,711	585,070,344	Mississippi	3,765	87,071,546	South Dakota	2,108	39,616,762
Delaware	5,664	160,216,411	Missouri	23,261	706,137,669	Tennessee	9,957	333,164,944
D.C.	12,204	554,222,596	Montana	1,720	52,782,038	Texas	85,116	2,143,884,093
Florida	45,718	1,438,658,254	Nebraska	6,089	170,397,036	Utah	8,520	200,949,676
Georgia	21,510	747,041,655	Nevada	2,901	78,269,349	Vermont	1,767	83,098,013
Hawaii	3,855	111,355,314	New Hampshire	4,671	173,295,583	Virgin Islands	96	2,749,923
Idaho	3,733	94,422,819	New Jersey	22,708	790,196,387	Virginia	20,400	688,341,154
Illinois	52,225	1,774,518,192	New Mexico	3,595	92,977,882	Washington	27,801	841,793,213
Indiana	30,600	1,035,920,003	New York	118,424	4,636,786,475	West Virginia	4,192	121,903,764
Iowa	12,488	378,515,332	North Carolina	20,112	608,711,394	Wisconsin	13,220	396,334,085
Kansas	10,231	261,243,116	North Dakota	2,393	52,887,373	Wyoming	1,155	24,689,621
Kentucky	7,832	227,681,683	Ohio	38,680	1,175,534,100	<b>U.S. TOTAL</b>	<b>1,078,822</b>	<b>36,864,659,603</b>

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, 2016/17

	Students	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
<b>International funding sources</b>	<b>722,369</b>	<b>66.9</b>	<b>90.9</b>	<b>66.6</b>	<b>86.6</b>	<b>0.0</b>
Personal and family	650,960	60.3	82.0	61.1	71.2	0.0
Foreign government or university	61,837	5.7	7.9	4.4	13.9	0.0
Foreign private sponsor	7,559	0.7	0.8	0.9	1.0	0.0
International organization	2,013	0.2	0.2	0.2	0.5	0.0
<b>U.S. funding sources</b>	<b>349,039</b>	<b>32.4</b>	<b>8.4</b>	<b>32.5</b>	<b>12.1</b>	<b>100.0</b>
Current employment	177,773	16.5	0.0	0.4	0.2	100.0
U.S. college or university*	162,134	15.0	7.7	31.1	9.5	0.0
U.S. government	5,941	0.6	0.3	0.8	1.7	0.0
U.S. private sponsor	3,191	0.3	0.4	0.2	0.7	0.0
<b>Other sources</b>	<b>7,414</b>	<b>0.7</b>	<b>0.7</b>	<b>0.8</b>	<b>1.3</b>	<b>0.0</b>
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>1,078,822</b>	<b>100.0</b>	<b>439,019</b>	<b>391,124</b>	<b>72,984</b>	<b>175,695</b>

Read table as: "Of the 439,019 international undergraduate students, 82.0 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\*, 2016/17

	% of students				
	Doctorate-granting universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
<b>International funding sources</b>	<b>62.4</b>	<b>75.8</b>	<b>59.2</b>	<b>93.6</b>	<b>69.7</b>
Personal and family	56.5	63.7	53.4	86.8	67.8
Foreign government or university	5.0	11.3	4.9	5.4	1.4
Foreign private sponsor	0.7	0.5	0.4	1.4	0.5
International organization	0.2	0.3	0.5	0.0	0.0
<b>U.S. funding sources</b>	<b>36.8</b>	<b>24.0</b>	<b>40.5</b>	<b>5.9</b>	<b>30.2</b>
Current employment	18.6	16.4	8.2	2.8	23.0
U.S. college or university**	17.4	7.2	30.9	1.4	7.0
U.S. government	0.6	0.2	0.8	0.6	0.0
U.S. private sponsor	0.2	0.2	0.6	1.1	0.2
<b>Other sources</b>	<b>0.8</b>	<b>0.2</b>	<b>0.3</b>	<b>0.5</b>	<b>0.1</b>
<b>TOTAL INTERNATIONAL STUDENTS</b>	<b>747,175</b>	<b>162,418</b>	<b>36,073</b>	<b>96,472</b>	<b>36,684</b>

Read table as: "Of the 747,175 international students enrolled at doctorate institutions, 56.5 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.

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**1.30 TOP 25 INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2015/16 & 2016/17**

				2015/16	2016/17	% change
1	New York University	New York	NY	15,543	17,326	11.5
2	University of Southern California	Los Angeles	CA	13,340	14,327	7.4
3	Columbia University	New York	NY	12,740	14,096	10.6
4	Northeastern University — Boston	Boston	MA	11,702	13,201	12.8
5	Arizona State University — Tempe	Tempe	AZ	12,751	13,164	3.2
6	University of Illinois — Urbana-Champaign	Champaign	IL	12,085	12,454	3.1
7	University of California — Los Angeles	Los Angeles	CA	11,513	12,199	6.0
8	Purdue University — West Lafayette	West Lafayette	IN	10,563	11,288	6.9
9	University of Texas — Dallas	Richardson	TX	8,145	9,305	14.2
10	Pennsylvania State University — University Park	University Park	PA	8,084	9,134	13.0
11	University of California — San Diego	La Jolla	CA	7,556	9,065	20.0
12	Boston University	Boston	MA	8,455	8,992	6.4
13	University of Michigan — Ann Arbor	Ann Arbor	MI	7,630	8,163	7.0
14	University of Washington	Seattle	WA	8,259	8,019	-2.9
15	University of California — Berkeley	Berkeley	CA	7,313	8,000	9.4
16	Michigan State University	East Lansing	MI	8,256	7,779	-5.8
17	Ohio State University — Columbus	Columbus	OH	7,117	7,684	8.0
18	Carnegie Mellon University	Pittsburgh	PA	7,051	7,653	8.5
19	Indiana University — Bloomington	Bloomington	IN	7,159	7,502	4.8
20	University of Texas — Arlington	Arlington	TX	6,169	7,277	18.0
21	SUNY University at Buffalo	Buffalo	NY	7,026	7,252	3.2
22	University of Minnesota — Twin Cities	Minneapolis	MN	7,037	7,197	2.3
23	University of Florida	Gainesville	FL	6,751	7,107	5.3
24	Texas A&M University — College Station	College Station	TX	6,940	6,960	0.3
25	University of California — Irvine	Irvine	CA	5,647	6,792	20.3
<b>TOP 25 TOTAL (22.4% of all international students)</b>				<b>224,832</b>	<b>241,936</b>	<b>7.6</b>

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**1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS,  
RANKED BY INTERNATIONAL STUDENT TOTAL, 2016/17**

1	New York University	New York	NY	17,326		
2	University of Southern California	Los Angeles	CA	14,327		
3	Columbia University	New York	NY	14,096		
4	Northeastern University — Boston	Boston	MA	13,201		
5	Arizona State University — Tempe	Tempe	AZ	13,164		
6	University of Illinois — Urbana-Champaign	Champaign	IL	12,454		
7	University of California — Los Angeles	Los Angeles	CA	12,199		
8	Purdue University — West Lafayette	West Lafayette	IN	11,288		
9	University of Texas — Dallas	Richardson	TX	9,305		
10	Pennsylvania State University — University Park	University Park	PA	9,134		
11	University of California — San Diego	La Jolla	CA	9,065		
12	Boston University	Boston	MA	8,992		(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2016/17 (cont'd)

13	University of Michigan—Ann Arbor	Ann Arbor	MI	8,163
14	University of Washington	Seattle	WA	8,019
15	University of California—Berkeley	Berkeley	CA	8,000
16	Michigan State University	East Lansing	MI	7,779
17	Ohio State University—Columbus	Columbus	OH	7,684
18	Carnegie Mellon University	Pittsburgh	PA	7,653
19	Indiana University—Bloomington	Bloomington	IN	7,502
20	University of Texas—Arlington	Arlington	TX	7,277
21	SUNY University at Buffalo	Buffalo	NY	7,252
22	University of Minnesota—Twin Cities	Minneapolis	MN	7,197
23	University of Florida	Gainesville	FL	7,107
24	Texas A&M University—College Station	College Station	TX	6,960
25	University of California—Irvine	Irvine	CA	6,792
26	University of Wisconsin—Madison	Madison	WI	6,769
27	Rutgers University—New Brunswick	New Brunswick	NJ	6,531
28	University of Pennsylvania	Philadelphia	PA	6,471
29	Cornell University	Ithaca	NY	6,385
30	University of California—Davis	Davis	CA	6,266
31	University of Texas—Austin	Austin	TX	6,198
32	University of Maryland—College Park	College Park	MD	6,061
33	Georgia Institute of Technology	Atlanta	GA	6,049
34	Harvard University	Cambridge	MA	5,978
35	University of South Florida—Tampa	Tampa	FL	5,922
36	SUNY Stony Brook University	Stony Brook	NY	5,739
37	Illinois Institute of Technology	Chicago	IL	5,694
38	North Carolina State University	Raleigh	NC	5,604
39	Syracuse University	Syracuse	NY	5,556
40	University of Houston	Houston	TX	5,507
41	George Washington University	Washington	DC	5,455
42	Stanford University	Stanford	CA	5,413
43	Johns Hopkins University	Baltimore	MD	5,381
44	Northwestern University	Evanston	IL	5,363
45	San Jose State University	San Jose	CA	5,235
46	Academy of Art University	San Francisco	CA	5,156
47	University of Arizona	Tucson	AZ	4,881
48	Iowa State University	Ames	IA	4,749
49	Massachusetts Institute of Technology	Cambridge	MA	4,685
50	University of Illinois—Chicago	Chicago	IL	4,631
51	University of Iowa	Iowa City	IA	4,300
52	Oregon State University—Corvallis	Corvallis	OR	4,232
52	Virginia Polytechnic Institute and State University	Blacksburg	VA	4,232
54	University of Chicago	Chicago	IL	4,215
55	The New School	New York	NY	4,194
56	University of Connecticut	Storrs	CT	4,103
57	Duke University and Medical Center	Durham	NC	4,022
58	University of Pittsburgh—Pittsburgh	Pittsburgh	PA	4,018
59	University of Cincinnati	Cincinnati	OH	4,013
60	Drexel University	Philadelphia	PA	3,989

(cont'd)

61	Temple University	Philadelphia	PA	3,825
62	University of Central Missouri	Warrensburg	MO	3,768
63	Florida International University	Miami	FL	3,702
64	Rochester Institute of Technology	Rochester	NY	3,658
65	Kent State University—Kent	Kent	OH	3,625
66	University of Rochester	Rochester	NY	3,621
67	California State University—Fullerton	Fullerton	CA	3,534
68	Santa Monica College	Santa Monica	CA	3,532
69	University of Oregon	Eugene	OR	3,515
70	Texas A&M University—Kingsville	Kingsville	TX	3,501
71	George Mason University	Fairfax	VA	3,486
72	California State University—Northridge	Northridge	CA	3,430
73	University of Colorado—Boulder	Boulder	CO	3,424
74	University of Massachusetts—Amherst	Amherst	MA	3,364
75	California State University—Long Beach	Long Beach	CA	3,354
76	University of Miami	Coral Gables	FL	3,347
77	Stevens Institute of Technology	Hoboken	NJ	3,305
78	Yale University	New Haven	CT	3,250
79	SUNY Binghamton University	Binghamton	NY	3,239
80	Washington University in St. Louis	Saint Louis	MO	3,220
81	University of Delaware	Newark	DE	3,188
82	Wayne State University	Detroit	MI	3,102
83	University of Nebraska—Lincoln	Lincoln	NE	3,056
84	San Diego State University	San Diego	CA	3,039
84	University of Utah	Salt Lake City	UT	3,039
86	Fordham University	Bronx	NY	3,029
87	Lone Star College System	The Woodlands	TX	3,025
88	Georgetown University	Washington	DC	2,985
89	University of North Carolina—Charlotte	Charlotte	NC	2,980
90	Emory University	Atlanta	GA	2,951
91	New Jersey Institute of Technology	Newark	NJ	2,908
92	University of North Texas	Denton	TX	2,903
93	University of California—Santa Barbara	Santa Barbara	CA	2,895
94	Texas Tech University	Lubbock	TX	2,891
95	University of Virginia—Charlottesville	Charlottesville	VA	2,815
96	De Anza College	Cupertino	CA	2,792
96	University of Missouri—Columbia	Columbia	MO	2,792
98	Savannah College of Art and Design	Savannah	GA	2,705
99	Miami University—Oxford	Oxford	OH	2,654
100	Georgia State University	Atlanta	GA	2,651
101	University of Kansas	Lawrence	KS	2,615
102	New York Institute of Technology—Old Westbury	Old Westbury	NY	2,598
103	CUNY Baruch College	New York	NY	2,572
104	Case Western Reserve University	Cleveland	OH	2,565
105	Pace University—New York	New York	NY	2,561
106	Florida Institute of Technology	Melbourne	FL	2,543
107	University of Central Florida	Orlando	FL	2,496
108	Colorado State University	Fort Collins	CO	2,495
109	Indiana University—Purdue University Indianapolis	Indianapolis	IN	2,487
110	University of Massachusetts—Boston	Boston	MA	2,427
111	Florida State University	Tallahassee	FL	2,419

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2016/17 (cont'd)

112	Wright State University—Dayton	Dayton	OH	2,372
113	Portland State University	Portland	OR	2,357
114	Washington State University	Pullman	WA	2,343
115	Clemson University	Clemson	SC	2,294
116	University of Georgia	Athens	GA	2,273
117	Oklahoma State University—Stillwater	Stillwater	OK	2,270
118	School of Visual Arts	New York	NY	2,269
119	West Virginia University	Morgantown	WV	2,263
120	University of Oklahoma—Norman	Norman	OK	2,247
121	Auburn University—Auburn	Auburn	AL	2,235
122	University of Bridgeport	Bridgeport	CT	2,208
123	University of Toledo	Toledo	OH	2,200
124	Princeton University	Princeton	NJ	2,196
125	Kansas State University	Manhattan	KS	2,188
126	Louisiana State University and A&M College	Baton Rouge	LA	2,174
127	University of Kentucky	Lexington	KY	2,166
128	Wichita State University	Wichita	KS	2,162
129	San Francisco State University	San Francisco	CA	2,134
130	University of North Carolina—Chapel Hill	Chapel Hill	NC	2,089
131	University of South Carolina—Columbia	Columbia	SC	2,088
132	Southern Methodist University	Dallas	TX	2,085
133	DePaul University	Chicago	IL	2,066
134	Rice University	Houston	TX	2,041
135	Northern Virginia Community College	Annandale	VA	2,027
136	Rutgers University—Newark	Newark	NJ	2,026
137	University of San Francisco	San Francisco	CA	2,016
138	Western Michigan University	Kalamazoo	MI	2,015
139	Miami-Dade College	Miami	FL	1,995
140	Cleveland State University	Cleveland	OH	1,973
141	University of Missouri—Kansas City	Kansas City	MO	1,955
142	Southern Illinois University—Carbondale	Carbondale	IL	1,954
143	Montgomery College	Rockville	MD	1,933
143	Boston College	Chestnut Hill	MA	1,933
145	SUNY University at Albany	Albany	NY	1,920
146	University of California—Riverside	Riverside	CA	1,902
147	Brown University	Providence	RI	1,895
148	Pratt Institute	Brooklyn	NY	1,893
149	University of Dayton	Dayton	OH	1,837
150	Green River College	Auburn	WA	1,789
151	University of Massachusetts—Lowell	Lowell	MA	1,776
151	University of Illinois—Springfield	Springfield	IL	1,776
153	Valencia College	Orlando	FL	1,764
154	California State University—Los Angeles	Los Angeles	CA	1,751
154	Worcester Polytechnic Institute	Worcester	MA	1,751
156	University of Wisconsin—Milwaukee	Milwaukee	WI	1,747
157	Vanderbilt University	Nashville	TN	1,744
158	Brigham Young University	Provo	UT	1,736
159	University of Tennessee—Knoxville	Knoxville	TN	1,725

(cont'd)

160	University of Arkansas — Fayetteville	Fayetteville	AR	1,722
161	Missouri State University	Springfield	MO	1,715
162	Brandeis University	Waltham	MA	1,703
163	University of Texas — San Antonio	San Antonio	TX	1,664
164	Diablo Valley College	Pleasant Hill	CA	1,641
164	Fairleigh Dickinson University — Metropolitan Campus	Teaneck	NJ	1,641
166	University of Texas — El Paso	El Paso	TX	1,637
167	Northern Illinois University	DeKalb	IL	1,630
168	Suffolk University	Boston	MA	1,623
169	American University	Washington	DC	1,613
170	University of Nevada — Las Vegas	Las Vegas	NV	1,608
171	Virginia Commonwealth University	Richmond	VA	1,600
172	Tulane University	New Orleans	LA	1,597
173	Rensselaer Polytechnic Institute — Troy	Troy	NY	1,588
173	Ohio University — Athens	Athens	OH	1,588
173	Seattle Central College	Seattle	WA	1,588
176	St. John's University	Queens	NY	1,581
177	University of New Mexico — Albuquerque	Albuquerque	NM	1,577
178	St. Cloud State University — St. Cloud	Saint Cloud	MN	1,569
179	Foothill College	Los Altos Hills	CA	1,516
180	University of Denver	Denver	CO	1,494
181	Edmonds Community College	Lynnwood	WA	1,491
182	University of Alabama — Tuscaloosa	Tuscaloosa	AL	1,476
183	Michigan Technological University	Houghton	MI	1,472
184	Middle Tennessee State University	Murfreesboro	TN	1,470
185	New York Film Academy — Burbank	Burbank	CA	1,466
186	Central Michigan University	Mount Pleasant	MI	1,444
187	University of California — Santa Cruz	Santa Cruz	CA	1,431
188	Southern Arkansas University — Magnolia	Magnolia	AR	1,408
189	Johnson and Wales University — Providence	Providence	RI	1,399
190	University of South Alabama	Mobile	AL	1,391
190	Bentley University	Waltham	MA	1,391
192	Minnesota State University — Mankato	Mankato	MN	1,374
193	Monroe College	New Rochelle	NY	1,373
194	Dartmouth College	Hanover	NH	1,372
195	Santa Clara University	Santa Clara	CA	1,367
195	University of Akron — Akron	Akron	OH	1,367
197	University of Central Oklahoma	Edmond	OK	1,364
198	California State University — East Bay	Hayward	CA	1,362
199	School of the Art Institute of Chicago	Chicago	IL	1,344
200	Northern Arizona University	Flagstaff	AZ	1,337
201	University of Maryland — Baltimore County	Baltimore	MD	1,332
202	Western Kentucky University	Bowling Green	KY	1,328
203	Lawrence Technological University	Southfield	MI	1,323
204	Missouri University of Science and Technology	Rolla	MO	1,322
205	University of New Haven	West Haven	CT	1,320
205	University of Notre Dame	Notre Dame	IN	1,320
207	International Technological University	San Jose	CA	1,318
208	University of Houston — Clear Lake	Houston	TX	1,317
209	California State Polytechnic University — Pomona	Pomona	CA	1,313
210	Peralta Community College District	Oakland	CA	1,310

(cont'd)



1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2016/17 (cont'd)

211	Orange Coast College	Costa Mesa	CA	1,286
212	Nova Southeastern University	Fort Lauderdale	FL	1,271
213	Bellevue College	Bellevue	WA	1,263
214	Lehigh University	Bethlehem	PA	1,261
215	Hofstra University	Hempstead	NY	1,249
216	Goldey-Beacom College	Wilmington	DE	1,246
217	SUNY Fashion Institute of Technology	New York	NY	1,244
218	Santa Barbara City College	Santa Barbara	CA	1,242
219	Florida Atlantic University	Boca Raton	FL	1,240
220	Tufts University	Medford	MA	1,232
221	Pepperdine University	Malibu	CA	1,231
222	New Mexico State University — Las Cruces	Las Cruces	NM	1,220
223	Southeast Missouri State University	Cape Girardeau	MO	1,211
224	Southern New Hampshire University	Manchester	NH	1,208
225	California State University — San Bernardino	San Bernardino	CA	1,169
226	Richland College	Dallas	TX	1,162
227	Teachers College, Columbia University	New York	NY	1,156
228	University of Tulsa	Tulsa	OK	1,150
229	Collin County Community College District	McKinney	TX	1,146
230	University of Hawaii — Manoa	Honolulu	HI	1,142
231	Babson College	Wellesley	MA	1,141
232	Embry-Riddle Aeronautical University — Daytona Beach	Daytona Beach	FL	1,138
233	University of Michigan — Dearborn	Dearborn	MI	1,125
234	Texas A&M University — Commerce	Commerce	TX	1,124
235	The University of Tampa	Tampa	FL	1,110
236	University of New Hampshire	Durham	NH	1,105
237	California State University — Fresno	Fresno	CA	1,104
238	Troy University	Troy	AL	1,091
239	Wilmington University	New Castle	DE	1,090
240	Arkansas State University — Jonesboro	Jonesboro	AR	1,086
241	Full Sail University	Winter Park	FL	1,083
242	South Dakota State University	Brookings	SD	1,076
243	University of Colorado — Denver	Denver	CO	1,051
244	Kennesaw State University	Kennesaw	GA	1,033
245	Murray State University	Murray	KY	1,030
246	Brigham Young University — Hawaii	Laie, Oahu	HI	1,008
247	Indiana State University	Terre Haute	IN	1,006
248	Indiana University of Pennsylvania	Indiana	PA	1,004
249	Bunker Hill Community College	Boston	MA	1,003
250	Morgan State University	Baltimore	MD	1,002

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**1.32 TOP 40 DOCTORATE-GRANTING UNIVERSITIES ENROLLING INTERNATIONAL STUDENTS, 2016/17**

				Total int'l students
1	New York University	New York	NY	17,326
2	University of Southern California	Los Angeles	CA	14,327
3	Columbia University	New York	NY	14,096
4	Northeastern University — Boston	Boston	MA	13,201
5	Arizona State University — Tempe	Tempe	AZ	13,164
6	University of Illinois — Urbana-Champaign	Champaign	IL	12,454
7	University of California — Los Angeles	Los Angeles	CA	12,199
8	Purdue University — West Lafayette	West Lafayette	IN	11,288
9	University of Texas — Dallas	Richardson	TX	9,305
10	Pennsylvania State University — University Park	University Park	PA	9,134
11	University of California — San Diego	La Jolla	CA	9,065
12	Boston University	Boston	MA	8,992
13	University of Michigan — Ann Arbor	Ann Arbor	MI	8,163
14	University of Washington	Seattle	WA	8,019
15	University of California — Berkeley	Berkeley	CA	8,000
16	Michigan State University	East Lansing	MI	7,779
17	Ohio State University — Columbus	Columbus	OH	7,684
18	Carnegie Mellon University	Pittsburgh	PA	7,653
19	Indiana University — Bloomington	Bloomington	IN	7,502
20	University of Texas — Arlington	Arlington	TX	7,277
21	SUNY University at Buffalo	Buffalo	NY	7,252
22	University of Minnesota — Twin Cities	Minneapolis	MN	7,197
23	University of Florida	Gainesville	FL	7,107
24	Texas A&M University — College Station	College Station	TX	6,960
25	University of California — Irvine	Irvine	CA	6,792
26	University of Wisconsin — Madison	Madison	WI	6,769
27	Rutgers University — New Brunswick	New Brunswick	NJ	6,531
28	University of Pennsylvania	Philadelphia	PA	6,471
29	Cornell University	Ithaca	NY	6,385
30	University of California — Davis	Davis	CA	6,266
31	University of Texas — Austin	Austin	TX	6,198
32	University of Maryland — College Park	College Park	MD	6,061
33	Georgia Institute of Technology	Atlanta	GA	6,049
34	Harvard University	Cambridge	MA	5,978
35	University of South Florida — Tampa	Tampa	FL	5,922
36	SUNY Stony Brook University	Stony Brook	NY	5,739
37	Illinois Institute of Technology	Chicago	IL	5,694
38	North Carolina State University	Raleigh	NC	5,604
39	Syracuse University	Syracuse	NY	5,556
40	University of Houston	Houston	TX	5,507

### 1.33 TOP 40 MASTER'S COLLEGES & UNIVERSITIES ENROLLING INTERNATIONAL STUDENTS, 2016/17

				Total int'l students
1	San Jose State University	San Jose	CA	5,235
2	University of Central Missouri	Warrensburg	MO	3,768
3	California State University—Northridge	Northridge	CA	3,430
4	California State University—Long Beach	Long Beach	CA	3,354
5	New York Institute of Technology—Old Westbury	Old Westbury	NY	2,598
6	CUNY Baruch College	New York	NY	2,572
7	University of Bridgeport	Bridgeport	CT	2,208
8	University of Illinois—Springfield	Springfield	IL	1,776
9	California State University—Los Angeles	Los Angeles	CA	1,751
10	Missouri State University	Springfield	MO	1,715
11	Fairleigh Dickinson University—Metropolitan Campus	Teaneck	NJ	1,641
12	St. Cloud State University—St. Cloud	Saint Cloud	MN	1,569
13	Southern Arkansas University—Magnolia	Magnolia	AR	1,408
14	Johnson and Wales University—Providence	Providence	RI	1,399
15	Bentley University	Waltham	MA	1,391
16	Minnesota State University—Mankato	Mankato	MN	1,374
17	Monroe College	New Rochelle	NY	1,373
18	Santa Clara University	Santa Clara	CA	1,367
19	University of Central Oklahoma	Edmond	OK	1,364
20	California State University—East Bay	Hayward	CA	1,362
21	Western Kentucky University	Bowling Green	KY	1,328
22	Lawrence Technological University	Southfield	MI	1,323
23	University of New Haven	West Haven	CT	1,320
24	International Technological University	San Jose	CA	1,318
25	University of Houston—Clear Lake	Houston	TX	1,317
26	California State Polytechnic University—Pomona	Pomona	CA	1,313
27	SUNY Fashion Institute of Technology	New York	NY	1,244
28	Southeast Missouri State University	Cape Girardeau	MO	1,211
29	Southern New Hampshire University	Manchester	NH	1,208
30	California State University—San Bernardino	San Bernardino	CA	1,169
31	Embry-Riddle Aeronautical University—Daytona Beach	Daytona Beach	FL	1,138
32	University of Michigan—Dearborn	Dearborn	MI	1,125
33	The University of Tampa	Tampa	FL	1,110
34	Troy University	Troy	AL	1,091
35	Arkansas State University—Jonesboro	Jonesboro	AR	1,086
36	Full Sail University	Winter Park	FL	1,083
37	Murray State University	Murray	KY	1,030
38	Loyola Marymount University	Los Angeles	CA	985
39	Northwest Missouri State University	Maryville	MO	975
40	Purdue University Northwest—Hammond	Hammond	IN	956

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**1.34 TOP 40 BACCALAUREATE COLLEGES ENROLLING INTERNATIONAL STUDENTS, 2016/17**

				Total int'l students
1	Brigham Young University — Hawaii	Laie, Oahu	HI	1,008
2	Brigham Young University — Idaho	Rexburg	ID	952
3	Mount Holyoke College	South Hadley	MA	699
4	Trine University	Angola	IN	566
5	Calvin College	Grand Rapids	MI	476
6	Smith College	Northampton	MA	453
7	University of Richmond	Richmond	VA	422
8	Wesleyan University	Middletown	CT	400
8	Bryn Mawr College	Bryn Mawr	PA	400
10	Pennsylvania State University — Penn State Erie — Behrend College	Erie	PA	396
11	Franklin and Marshall College	Lancaster	PA	380
12	Macalester College	Saint Paul	MN	356
13	Wellesley College	Wellesley	MA	340
14	Grinnell College	Grinnell	IA	329
15	Bard College	Annandale-on-Hudson	NY	328
16	Barnard College	New York	NY	318
17	Middlebury College	Middlebury	VT	317
18	Colgate University	Hamilton	NY	310
19	Drew University	Madison	NJ	307
20	Skidmore College	Saratoga Springs	NY	305
21	Kendall College	Chicago	IL	304
22	Oberlin College	Oberlin	OH	296
23	Dickinson College	Carlisle	PA	290
24	La Roche College	Pittsburgh	PA	287
25	Trinity College	Hartford	CT	282
26	Lafayette College	Easton	PA	278
27	St. Olaf College	Northfield	MN	276
28	Bucknell University	Lewisburg	PA	273
29	Montana Tech of the University of Montana	Butte	MT	264
30	Earlham College	Richmond	IN	261
31	Missouri Valley College	Marshall	MO	257
32	University of South Carolina — Aiken	Aiken	SC	255
33	Colby College	Waterville	ME	252
34	Williams College	Williamstown	MA	233
35	Claremont McKenna College	Claremont	CA	232
36	Vassar College	Poughkeepsie	NY	231
37	Carleton College	Northfield	MN	230
38	Saint Lawrence University	Canton	NY	226
39	University of Wisconsin — Superior	Superior	WI	223
40	DePauw University	Greencastle	IN	222

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**1.35 TOP 40 ASSOCIATE'S COLLEGES ENROLLING INTERNATIONAL STUDENTS, 2016/17**

				Total int'l students
1	Houston Community College System	Houston	TX	5,982
2	Santa Monica College	Santa Monica	CA	3,532
3	Lone Star College System	The Woodlands	TX	3,025
4	De Anza College	Cupertino	CA	2,792
5	Northern Virginia Community College	Annandale	VA	2,027
6	Miami-Dade College	Miami	FL	1,995
7	Montgomery College	Rockville	MD	1,933
8	Green River College	Auburn	WA	1,789
9	Valencia College	Orlando	FL	1,764
10	Diablo Valley College	Pleasant Hill	CA	1,641
11	Seattle Central College	Seattle	WA	1,588
12	Foothill College	Los Altos Hills	CA	1,516
13	Edmonds Community College	Lynnwood	WA	1,491
14	Peralta Community College District	Oakland	CA	1,310
15	Orange Coast College	Costa Mesa	CA	1,286
16	Bellevue College	Bellevue	WA	1,263
17	Santa Barbara City College	Santa Barbara	CA	1,242
18	Richland College	Dallas	TX	1,162
19	Collin County Community College District	McKinney	TX	1,146
20	Bunker Hill Community College	Boston	MA	1,003
21	Pasadena City College	Pasadena	CA	983
21	Shoreline Community College	Shoreline	WA	983
23	City College of San Francisco	San Francisco	CA	967
24	North Seattle College	Seattle	WA	892
25	Irvine Valley College	Irvine	CA	866
26	CUNY Borough of Manhattan Community College	New York	NY	846
27	North Lake College	Irving	TX	838
28	East Los Angeles College	Monterey Park	CA	814
29	El Camino College	Torrance	CA	810
30	Portland Community College	Portland	OR	694
31	Broward College	Fort Lauderdale	FL	682
32	Glendale Community College	Glendale	CA	658
33	College of San Mateo	San Mateo	CA	652
34	Kapiolani Community College	Honolulu	HI	641
35	CUNY LaGuardia Community College	Long Island City	NY	634
36	Mt. San Antonio College	Walnut	CA	614
37	Highline College	Des Moines	WA	587
38	South Seattle College	Seattle	WA	585
39	Bergen Community College	Paramus	NJ	561
40	Latter-Day Saints Business College	Salt Lake City	UT	553

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**1.36 TOP 40 SPECIAL FOCUS INSTITUTIONS ENROLLING INTERNATIONAL STUDENTS, 2016/17**

				Total int'l students
1	Academy of Art University	San Francisco	CA	5,156
2	Savannah College of Art and Design	Savannah	GA	2,705
3	School of Visual Arts	New York	NY	2,269
4	Pratt Institute	Brooklyn	NY	1,893
5	New York Film Academy— Burbank	Burbank	CA	1,466
6	School of the Art Institute of Chicago	Chicago	IL	1,344
7	Goldey-Beacom College	Wilmington	DE	1,246
8	Babson College	Wellesley	MA	1,141
9	MCPHS University	Boston	MA	996
10	Rhode Island School of Design	Providence	RI	972
11	California College of the Arts	San Francisco	CA	822
12	ArtCenter College of Design	Pasadena	CA	816
13	Berkeley College— New York	New York	NY	786
14	Musicians Institute	Hollywood	CA	634
15	The University of Texas Health Science Center — Houston	Houston	TX	587
16	Maryland Institute College of Art	Baltimore	MD	470
17	Loma Linda University	Loma Linda	CA	399
18	Rose-Hulman Institute of Technology	Terre Haute	IN	367
19	New England Conservatory of Music	Boston	MA	360
20	Otis College of Art and Design	Los Angeles	CA	325
21	University of Maryland— Baltimore	Baltimore	MD	307
22	University of Nebraska Medical Center	Omaha	NE	289
23	Juilliard School	New York	NY	271
24	Baylor College of Medicine	Houston	TX	266
25	Tufts University— Fletcher School	Medford	MA	253
26	Ringling College of Art and Design	Sarasota	FL	244
27	Central Baptist Theological Seminary	Shawnee	KS	239
28	Moody Bible Institute	Chicago	IL	228
29	DeVry College of New York	New York	NY	222
30	Carlos Albizu University— Miami	Miami	FL	203
31	South Dakota School of Mines and Technology	Rapid City	SD	191
32	University of Texas Health Science Center — San Antonio	San Antonio	TX	183
33	University of Texas Southwestern Medical Center — Dallas	Dallas	TX	181
34	College for Creative Studies	Detroit	MI	174
35	University of California— San Francisco	San Francisco	CA	165
35	San Francisco Art Institute	San Francisco	CA	165
37	San Francisco Conservatory of Music	San Francisco	CA	159
38	University of Massachusetts Medical School	Worcester	MA	157
39	American Film Institute Conservatory	Los Angeles	CA	155
39	Thomas Jefferson University	Philadelphia	PA	155

# U.S. Study Abroad

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## 2.1 U.S. STUDY ABROAD TRENDS, SELECTED YEARS, 1989/90–2015/16\*

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
						2015/16	325,339

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

## 2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2004/05–2015/16

	% of students											
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
<b>ACADEMIC LEVEL</b>												
<b>Undergraduate</b>	88.6	88.1	89.3	89.4	88.2	85.4	85.6	86.2	86.4	87.0	87.6	87.7
Associate's	2.7	2.7	2.7	2.2	1.1	0.1	0.2	1.1	1.1	1.7	1.8	1.7
Freshman	3.1	3.7	3.3	3.5	3.4	3.5	3.3	3.3	3.8	3.9	3.9	3.6
Sophomore	12.2	12.8	12.9	13.1	13.9	13.2	12.6	13.0	13.7	13.1	13.1	12.7
Junior	35.8	34.2	36.6	35.9	36.8	35.8	35.8	36.0	34.7	33.9	33.1	32.9
Senior	19.6	19.8	21.3	21.3	21.6	21.8	23.4	24.4	24.7	25.3	26.4	27.7
Bachelor's, unspecified	15.2	14.9	12.5	13.4	11.3	11.0	10.3	8.4	8.4	9.1	9.3	9.1
<b>Graduate</b>	8.9	10.0	10.5	10.5	11.8	13.6	13.5	13.5	13.5	12.7	12.1	12.1
Master's	3.4	4.8	5.9	6.3	6.6	8.1	8.5	8.3	8.4	7.6	7.4	7.0
Graduate, professional	1.7	1.8	1.6	1.9	2.2	2.4	2.3	2.6	2.3	2.0	1.9	0.7
Graduate, unspecified	0.4	0.4	0.4	0.3	0.4	0.6	0.6	0.7	0.8	0.7	0.7	2.1
Doctoral	3.4	3.0	2.6	2.0	2.6	2.5	2.1	1.9	2.0	2.4	2.1	2.3
<b>Other academic level</b>	2.5	1.9	0.0	0.1	0.0	1.0	0.9	0.3	0.1	0.3	0.3	0.2
<b>GENDER</b>												
Women	65.5	65.5	65.1	65.1	64.2	63.5	64.4	64.8	65.3	65.3	66.6	66.5
Men	34.5	34.5	34.9	34.9	35.8	36.5	35.6	35.2	34.7	34.7	33.4	33.5
<b>RACE/ETHNICITY</b>												
White	83.0	83.0	81.9	81.8	80.5	78.7	77.8	76.4	76.3	74.3	72.9	71.6
Hispanic or Latino(a)	5.6	5.4	6.0	5.9	6.0	6.4	6.9	7.6	7.6	8.3	8.8	9.7
Asian, Native Hawaiian or other Pacific Islander	6.3	6.3	6.7	6.6	7.3	7.9	7.9	7.7	7.3	7.7	8.1	8.4
Black or African-American	3.5	3.5	3.8	4.0	4.2	4.7	4.8	5.3	5.3	5.6	5.6	5.9
Multiracial	1.2	1.2	1.2	1.2	1.6	1.9	2.1	2.5	3.0	3.6	4.1	3.9
American Indian or Alaska Native	0.4	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
<b>DISABILITY STATUS*</b>												
No disability	–	–	96.7	97.0	96.4	96.0	95.9	95.0	94.9	94.3	94.7	91.2
Disability	–	–	2.6	3.0	3.6	4.0	4.1	5.0	5.1	5.7	5.3	8.8

(cont'd)



2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2004/05–2015/16 (cont'd)

Type of disability	% of students											
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Learning disability	–	–	50.5	47.0	48.1	52.2	51.3	43.4	46.4	43.8	42.1	34.4
Mental disability	–	–	25.4	28.6	24.6	20.9	19.9	28.0	27.9	25.9	27.0	27.7
Physical disability	–	–	8.0	8.1	7.2	5.5	6.9	7.6	5.9	4.7	5.2	3.6
Sensory disability	–	–	5.8	5.3	5.1	6.5	7.3	3.8	3.8	5.0	5.0	4.4
Autism spectrum disorder**	–	–	–	–	–	–	–	–	–	–	–	1.8
Chronic health disorder**	–	–	–	–	–	–	–	–	–	–	–	23.2
Other disability	–	–	10.2	11.0	15.0	14.9	14.6	17.2	16.0	20.6	20.7	4.9
# of institutions reporting disability status	–	–	116	150	207	210	215	269	265	273	322	341
Total students with disabilities reported	–	–	1,006	1,401	1,874	1,827	1,876	2,786	3,194	3,638	3,831	5,641
<b>TOTAL U.S. STUDY ABROAD</b>	<b>205,983</b>	<b>223,534</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>

\* Reported for the first time in 2006/07.

\*\* Starting in 2015/16 Autism Spectrum Disorder and Chronic Health Disorder were reported separately.

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, 2014/15 & 2015/16

	2014/15	2015/16	% change		2014/15	2015/16	% change
<b>Agriculture</b>	<b>7,258</b>	<b>8,130</b>	<b>12.0</b>	<b>Foreign language and international studies</b>	<b>24,077</b>	<b>23,917</b>	<b>-0.7</b>
Agriculture	3,703	4,068	9.9	Foreign languages, literatures, and linguistics	13,379	13,024	-2.7
Natural resources and conservation	3,555	4,062	14.3	International/global studies	10,698	10,893	1.8
<b>Business</b>	<b>63,015</b>	<b>68,122</b>	<b>8.1</b>	<b>Health professions</b>	<b>19,769</b>	<b>22,957</b>	<b>16.1</b>
<b>Communications and journalism</b>	<b>18,106</b>	<b>18,650</b>	<b>3.0</b>	Health professions	19,747	22,923	16.1
Communication, journalism	17,200	17,975	4.5	Residency programs	22	34	54.5
Communications technologies/technicians	906	675	-25.5	<b>Humanities</b>	<b>12,035</b>	<b>11,937</b>	<b>-0.8</b>
<b>Education</b>	<b>10,844</b>	<b>10,938</b>	<b>0.9</b>	English language and literature/letters	9,329	9,025	-3.3
<b>Engineering</b>	<b>15,616</b>	<b>16,575</b>	<b>6.1</b>	Philosophy and religious studies	2,223	2,125	-4.4
Engineering	14,279	15,035	5.3	Theology and religious vocations	483	787	62.9
Engineering technologies/technicians	697	777	11.5	<b>Legal studies and law enforcement</b>	<b>4,992</b>	<b>4,781</b>	<b>-4.2</b>
Transportation and materials moving	415	557	34.2	Legal professions and studies	3,176	2,936	-7.6
Construction trades	177	164	-7.3	Homeland security, law enforcement, and firefighting	1,816	1,845	1.6
Military technologies	16	13	-18.8	<b>Math and computer science</b>	<b>7,026</b>	<b>7,805</b>	<b>11.1</b>
Precision production	23	20	-13.0	Mathematics and statistics	3,476	3,294	-5.2
Mechanic and repair technologies/technicians	9	9	0.0	Computer and information sciences	3,550	4,511	27.1
<b>Fine and applied arts</b>	<b>21,693</b>	<b>22,328</b>	<b>2.9</b>	<b>Physical and life sciences</b>	<b>25,396</b>	<b>26,381</b>	<b>3.9</b>
Visual and performing arts	16,871	17,308	2.6	Biological and biomedical sciences	18,337	19,638	7.1
Architecture	4,822	5,020	4.1	Physical sciences	6,824	6,464	-5.3

### 2.3 NUMBER OF U.S. STUDY ABROAD STUDENTS BY FIELDS OF STUDY, 2014/15 & 2015/16 (cont'd)

	2014/15	2015/16	% change		2014/15	2015/16	% change
Science technologies/technicians	235	279	18.7	Multi/interdisciplinary studies	5,074	4,949	-2.5
<b>Social sciences</b>	<b>54,295</b>	<b>55,607</b>	<b>2.4</b>	Parks, recreation, leisure, and fitness studies	3,438	3,320	-3.4
Social sciences	26,028	27,454	5.5	Family and consumer sciences/ human sciences	2,804	3,138	11.9
Psychology	13,857	14,348	3.5	Personal and culinary services	775	537	-30.7
History	6,317	5,540	-12.3	Library science	204	216	5.9
Public administration and social service professions	4,287	4,400	2.6	Reserve Officer Training Corps	5	34	580.0
Area, ethnic, cultural, and gender studies	3,806	3,865	1.6	Basic skills	4	15	275.0
<b>Other fields of study</b>	<b>21,248</b>	<b>21,104</b>	<b>-0.7</b>	<b>Undeclared</b>	<b>8,045</b>	<b>6,107</b>	<b>-24.1</b>
Liberal arts and sciences/general studies	8,944	8,895	-0.5	<b>ALL FIELDS OF STUDY</b>	<b>313,415</b>	<b>325,339</b>	<b>3.8</b>

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

### 2.4 FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS, 2005/06–2015/16

	U.S. study abroad students (%)										
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
STEM fields*	16.4	17.5	17.6	17.7	18.9	19.8	21.1	22.5	22.6	23.9	25.2
<i>Physical or life sciences</i>	6.9	7.3	7.2	7.3	7.5	7.9	8.6	8.8	8.0	8.1	8.1
<i>Health professions</i>	3.8	4.1	4.5	4.5	4.7	5.3	5.7	6.4	6.0	6.3	7.1
<i>Engineering</i>	2.9	3.1	3.1	3.2	3.9	3.5	3.9	4.1	4.6	5.0	5.1
<i>Math or computer science</i>	1.5	1.5	1.6	1.6	1.5	1.8	1.7	1.9	2.1	2.2	2.4
<i>Agriculture</i>	1.3	1.5	1.2	1.1	1.3	1.3	1.2	1.3	1.9	2.3	2.5
Business and management	17.7	19.1	20.2	19.5	20.8	20.5	20.5	20.4	19.6	20.1	20.9
Social sciences	21.7	21.4	21.5	20.7	22.3	22.9	22.4	22.1	18.7	17.3	17.1
Foreign language and international studies***	–	–	–	–	–	–	–	–	7.8	7.7	7.4
Fine or applied arts	7.5	7.7	8.4	7.3	8.3	8.2	7.8	7.8	7.0	6.9	6.9
Communications and journalism***	–	–	–	–	–	–	–	–	5.6	5.8	5.7
Humanities	14.2	13.2	13.3	12.3	12.1	11.3	10.8	10.4	4.1	3.8	3.7
Education	4.1	4.2	4.1	4.0	4.1	4.2	4.1	4.0	3.7	3.5	3.4
Legal studies and law enforcement***	–	–	–	–	–	–	–	–	1.5	1.6	1.5
Foreign languages***	7.8	7.2	6.2	6.1	5.8	5.6	5.3	4.9	–	–	–
Other fields of study	7.2	6.6	5.4	8.9	3.2	4.8	5.0	5.2	6.7	6.8	6.5
Undeclared	3.4	3.1	3.3	3.5	4.5	2.7	3.0	2.7	2.6	2.6	1.9
<b>TOTAL U.S. STUDY ABROAD</b>	<b>223,534</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>

\* 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, 2014/15 & 2015/16

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
<b>WORLD TOTAL</b>	<b>313,415</b>	<b>325,339</b>	<b>100.0</b>	<b>3.8</b>					
1 United Kingdom	38,189	39,140	12.0	2.5	13 Denmark	4,034	4,632	1.4	14.8
2 Italy	33,768	34,894	10.7	3.3	14 Czech Republic	4,093	4,610	1.4	12.6
3 Spain	28,325	29,975	9.2	5.8	15 India	4,438	4,181	1.3	-5.8
4 France	18,198	17,214	5.3	-5.4	16 Argentina	3,708	3,846	1.2	3.7
5 Germany	11,010	11,900	3.7	8.1	17 New Zealand	3,325	3,806	1.2	14.5
6 China	12,790	11,688	3.6	-8.6	18 Cuba	2,384	3,781	1.2	58.6
7 Ireland	10,230	11,070	3.4	8.2	19 Ecuador	3,746	3,751	1.2	0.1
8 Australia	8,810	9,536	2.9	8.2	20 South Korea	3,520	3,622	1.1	2.9
9 Costa Rica	9,305	9,233	2.8	-0.8	21 Greece	3,628	3,592	1.1	-1.0
10 Japan	6,053	7,145	2.2	18.0	22 Peru	3,481	3,513	1.1	0.9
11 South Africa	5,249	5,782	1.8	10.2	23 Netherlands	2,929	3,433	1.1	17.2
12 Mexico	4,712	5,178	1.6	9.9	24 Brazil	3,836	3,400	1.0	-11.4
					25 Austria	3,211	3,216	1.0	0.2

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

## 2.6 HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 2004/05-2015/16

	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	2015/16
Africa, Sub-Saharan*	3.5	3.8	4.2	4.5	5.3	5.5	4.3	4.5	4.6	4.4	3.4	3.9
Asia	8.0	9.3	10.3	11.1	11.4	12.0	11.7	12.4	12.4	11.9	11.4	11.1
Europe**	60.3	58.3	57.4	56.3	54.5	53.5	54.6	53.3	53.3	53.3	54.5	54.4
Latin America	14.4	15.2	15.0	15.3	15.4	15.0	14.6	15.8	15.7	16.2	16.0	16.3
Middle East & North Africa*	1.0	1.2	1.1	1.3	1.4	1.8	2.6	2.5	2.2	2.1	2.2	1.9
North America	0.5	0.5	0.6	0.4	0.5	0.7	0.5	0.6	0.5	0.5	0.5	0.5
Oceania	6.7	6.3	5.7	5.3	5.5	5.0	4.8	4.5	4.0	3.9	4.0	4.2
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	5.6	5.5	5.6	5.7	6.0	6.5	6.8	6.4	7.3	7.7	7.9	7.6
<b>TOTAL U.S. STUDY ABROAD</b>	<b>205,983</b>	<b>223,534</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>

\* North Africa was moved from the Africa category to the Middle East 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, 2014/15 & 2015/16**

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
<b>AFRICA, SUB-SAHARAN</b>	<b>10,647</b>	<b>12,738</b>	<b>3.9</b>	<b>19.6</b>	Cote d'Ivoire / Ivory Coast	4	4		0.0
<b>Central Africa</b>	<b>152</b>	<b>99</b>		<b>-34.9</b>	Gambia	25	73		192.0
Cameroon	92	53		-42.4	Ghana	737	1,564		112.2
Central African Republic	0	0		0.0	Guinea	0	7		-
Chad	0	1		-	Guinea-Bissau	0	0		0.0
Congo, Dem. Rep. of (Kinshasa)	15	7		-53.3	Liberia	3	15		400.0
Congo, Rep. of (Brazzaville)	3	2		-33.3	Mali	3	3		0.0
Equatorial Guinea	17	22		29.4	Mauritania	0	0		0.0
Gabon	20	14		-30.0	Niger	3	5		66.7
São Tomé and Príncipe	5	0		-100.0	Nigeria	11	11		0.0
					Saint Helena	0	0		0.0
<b>East Africa</b>	<b>2,919</b>	<b>3,384</b>		<b>15.9</b>	Senegal	199	281		41.2
Burundi	2	0		-100.0	Sierra Leone	3	29		866.7
Djibouti	0	0		0.0	Togo	5	22		340.0
Eritrea	0	1		-					
Ethiopia	261	302		15.7	<b>ASIA</b>	<b>35,713</b>	<b>36,193</b>	<b>11.1</b>	<b>1.3</b>
Kenya	634	681		7.4	<b>East Asia</b>	<b>24,825</b>	<b>25,122</b>		<b>1.2</b>
Rwanda	275	411		49.5	China	12,790	11,688		-8.6
Seychelles	0	0		0.0	Hong Kong	1,508	1,612		6.9
Somalia	0	0		0.0	Japan	6,053	7,145		18.0
South Sudan	3	12		300.0	Macau	3	4		33.3
Sudan	1	1		0.0	Mongolia	71	71		0.0
Tanzania	1,216	1,254		3.1	South Korea	3,520	3,622		2.9
Uganda	527	722		37.0	Taiwan	880	980		11.4
<b>Southern Africa</b>	<b>6,542</b>	<b>7,185</b>		<b>9.8</b>	<b>South and Central Asia</b>	<b>5,162</b>	<b>4,980</b>		<b>-3.5</b>
Angola	1	0		-100.0	Afghanistan	0	2		-
Botswana	279	266		-4.7	Bangladesh	81	27		-66.7
Comoros	1	0		-100.0	Bhutan	41	114		178.0
Lesotho	14	6		-57.1	India	4,438	4,181		-5.8
Madagascar	114	175		53.5	Kazakhstan	55	56		1.8
Malawi	195	217		11.3	Kyrgyzstan	30	59		96.7
Mauritius	4	4		0.0	Maldives	0	0		0.0
Mozambique	32	45		40.6	Nepal	368	370		0.5
Namibia	227	245		7.9	Pakistan	10	6		-40.0
Reunion	0	3		-	Sri Lanka	121	145		19.8
South Africa	5,249	5,782		10.2	Tajikistan	18	17		-5.6
Swaziland	89	122		37.1	Turkmenistan	0	1		-
Zambia	299	262		-12.4	Uzbekistan	0	2		-
Zimbabwe	38	58		52.6					
					<b>Southeast Asia</b>	<b>5,726</b>	<b>6,091</b>		<b>6.4</b>
<b>West Africa</b>	<b>1,034</b>	<b>2,070</b>		<b>100.2</b>	Brunei	25	11		-56.0
Benin	15	42		180.0	Cambodia	482	594		23.2
Burkina Faso	8	5		-37.5	Indonesia	534	597		11.8
Cabo Verde / Cape Verde	18	9		-50.0	Laos	15	12		-20.0

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2014/15 & 2015/16 (cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
Malaysia	152	279		83.6	Norway	631	583		-7.6
Myanmar/Burma	67	55		-17.9	Poland	730	789		8.1
Philippines	353	460		30.3	Portugal	423	523		23.6
Singapore	1,080	969		-10.3	Romania	181	275		51.9
Thailand	2,096	2,093		-0.1	Russia	1,187	1,319		11.1
Timore-Leste/East Timor	0	9		-	San Marino	0	0		0.0
Vietnam	922	1,012		9.8	Serbia	76	179		135.5
<b>EUROPE</b>	<b>170,879</b>	<b>176,890</b>	<b>54.4</b>	<b>3.5</b>	Slovakia	70	41		-41.4
Albania	22	29		31.8	Slovenia	47	49		4.3
Andorra	0	0		0.0	Spain	28,325	29,975		5.8
Armenia	42	43		2.4	Sweden	1,404	1,441		2.6
Austria	3,211	3,216		0.2	Switzerland	1,738	2,032		16.9
Azerbaijan	22	23		4.5	Turkey	1,889	705		-62.7
Belarus	0	7		-	Ukraine	7	34		385.7
Belgium	1,477	1,285		-13.0	United Kingdom	38,189	39,140		2.5
Bosnia and Herzegovina	58	72		24.1	Vatican City/Holy See	2	12		500.0
Bulgaria	42	85		102.4	<b>LATIN AMERICA &amp; CARIBBEAN</b>	<b>50,298</b>	<b>53,105</b>	<b>16.3</b>	<b>5.6</b>
Croatia	350	406		16.0	<b>Caribbean</b>	<b>8,344</b>	<b>10,257</b>		<b>22.9</b>
Cyprus	278	125		-55.0	Anguilla	0	1		-
Czech Republic	4,093	4,610		12.6	Antigua and Barbuda	22	18		-18.2
Denmark	4,034	4,632		14.8	Aruba	14	3		-78.6
Estonia	92	151		64.1	Bahamas	900	1,137		26.3
Finland	330	396		20.0	Barbados	169	177		4.7
France	18,198	17,214		-5.4	Bermuda	119	131		10.1
Georgia	94	58		-38.3	British Virgin Islands	140	159		13.6
Germany	11,010	11,900		8.1	Cayman Islands	90	91		1.1
Gibraltar	0	1		-	Cuba	2,384	3,781		58.6
Greece	3,628	3,592		-1.0	Curacao	25	17		-32.0
Hungary	899	1,086		20.8	Dominica	147	139		-5.4
Iceland	513	688		34.1	Dominican Republic	2,146	2,001		-6.8
Ireland	10,230	11,070		8.2	Grenada	32	37		15.6
Italy	33,768	34,894		3.3	Guadeloupe	3	7		133.3
Kosovo	18	29		61.1	Haiti	532	689		29.5
Latvia	75	77		2.7	Jamaica	1,047	1,153		10.1
Liechtenstein	0	0		0.0	Martinique	43	85		97.7
Lithuania	110	154		40.0	Montserrat	0	0		0.0
Luxembourg	372	334		-10.2	Saint Kitts & Nevis	54	66		22.2
Macedonia	4	3		-25.0	Saint Lucia	54	67		24.1
Malta	65	144		121.5	Saint Vincent and the Grenadines	15	8		-46.7
Moldova	10	1		-90.0	Sint Maarten	1	12		1,100.0
Monaco	1	3		200.0	Trinidad and Tobago	282	356		26.2
Montenegro	5	32		540.0	Turks and Caicos	125	122		-2.4
Netherlands	2,929	3,433		17.2					

(cont'd)

## 2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2014/15 &amp; 2015/16 (cont'd)

	2014/15	2015/16	% of total	% change		2014/15	2015/16	% of total	% change
<b>Mexico and Central America</b>	<b>22,788</b>	<b>23,961</b>		<b>5.1</b>	<b>North Africa</b>	<b>1,568</b>	<b>1,546</b>		<b>-1.4</b>
Belize	2,590	2,703		4.4	Algeria	0	0		0.0
Costa Rica	9,305	9,233		-0.8	Egypt	109	124		13.8
El Salvador	298	120		-59.7	Libya	0	0		0.0
Guatemala	2,195	2,292		4.4	Morocco	1,413	1,403		-0.7
Honduras	693	859		24.0	Tunisia	46	19		-58.7
Mexico	4,712	5,178		9.9	<b>NORTH AMERICA</b>	<b>1,569</b>	<b>1,716</b>	<b>0.5</b>	<b>9.4</b>
Nicaragua	1,930	2,320		20.2	Canada	1,569	1,716		9.4
Panama	1,065	1,256		17.9	<b>OCEANIA</b>	<b>12,614</b>	<b>13,815</b>	<b>4.2</b>	<b>9.5</b>
<b>South America</b>	<b>19,166</b>	<b>18,887</b>		<b>-1.5</b>	Australia	8,810	9,536		8.2
Argentina	3,708	3,846		3.7	Cook Islands	1	5		400.0
Bolivia	320	286		-10.6	Fiji	249	266		6.8
Brazil	3,836	3,400		-11.4	French Polynesia	64	107		67.2
Chile	3,136	2,942		-6.2	Kiribati	0	0		0.0
Colombia	664	828		24.7	Marshall Islands	3	5		66.7
Ecuador	3,746	3,751		0.1	Micronesia	18	0		-100.0
Falkland Islands	0	0		0.0	Nauru	0	0		0.0
French Guiana	0	4		-	New Caledonia	0	0		0.0
Guyana	72	37		-48.6	New Zealand	3,325	3,806		14.5
Paraguay	48	87		81.3	Niue	0	0		0.0
Peru	3,481	3,513		0.9	Norfolk Island	0	0		0.0
Suriname	13	28		115.4	Palau	65	34		-47.7
Uruguay	116	142		22.4	Papua New Guinea	6	3		-50.0
Venezuela	26	23		-11.5	Samoa	55	37		-32.7
<b>MIDDLE EAST &amp; NORTH AFRICA</b>	<b>6,844</b>	<b>6,044</b>	<b>1.9</b>	<b>-11.7</b>	Solomon Islands	3	3		0.0
<b>Middle East</b>	<b>5,276</b>	<b>4,498</b>		<b>-14.7</b>	Tonga	15	11		-26.7
Bahrain	16	23		43.8	Tuvalu	0	0		0.0
Iran	2	3		50.0	Vanuatu	0	2		-
Iraq	0	1		-	Wallis and Futuna	0	0		0.0
Israel	3,317	2,435		-26.6	<b>ANTARCTICA</b>	<b>64</b>	<b>87</b>	<b>0.0</b>	<b>35.9</b>
Jordan	985	969		-1.6	<b>MULTI-DESTINATION</b>	<b>24,787</b>	<b>24,751</b>	<b>7.6</b>	<b>-0.1</b>
Kuwait	28	23		-17.9	<b>WORLD TOTAL</b>	<b>313,415</b>	<b>325,339</b>	<b>100.0</b>	<b>3.8</b>
Lebanon	37	29		-21.6					
Oman	92	143		55.4					
Palestinian Territories	30	15		-50.0					
Qatar	138	122		-11.6					
Saudi Arabia	11	16		45.5					
Syria	1	1		0.0					
United Arab Emirates	619	718		16.0					
Yemen	0	0		0.0					

2.8 U.S. STUDY ABROAD BY U.S. STATE, 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
Alabama	1,669	2,022	2,135	2,320	2,479	2,834	2,665	2,702	3,014	3,562	18.2
Alaska	120	142	106	94	93	88	81	112	102	82	-19.6
Arizona	3,915	3,825	3,849	4,185	3,481	3,645	3,981	3,821	4,415	4,657	5.5
Arkansas	901	1,043	1,016	1,055	1,254	1,164	1,391	1,372	1,558	1,717	10.2
California	24,000	27,133	26,715	27,206	26,743	26,008	27,322	29,177	30,142	32,125	6.6
Colorado	3,803	4,287	4,463	4,467	4,745	5,005	5,067	5,355	5,350	5,524	3.3
Connecticut	3,180	3,548	3,623	3,889	4,050	4,234	4,497	4,740	4,666	4,618	-1.0
Delaware	1,561	1,737	1,532	1,551	1,544	1,611	1,517	1,455	1,492	1,572	5.4
District of Columbia	3,918	4,479	4,405	4,813	5,252	5,403	5,464	5,196	5,500	5,545	0.8
Florida	8,284	8,761	7,985	8,195	8,470	10,079	10,149	11,084	11,195	11,543	3.1
Georgia	7,580	7,777	7,774	8,408	8,100	8,945	8,682	9,920	10,488	11,429	9.0
Hawaii	649	757	627	451	646	572	660	542	638	583	-8.6
Idaho	478	507	484	585	474	565	501	564	729	784	7.5
Illinois	8,936	9,525	9,377	9,499	9,627	10,021	9,903	10,384	9,917	9,434	-4.9
Indiana	8,088	8,990	9,049	9,825	9,792	10,055	9,119	9,649	10,395	10,883	4.7
Iowa	4,696	5,245	4,848	5,442	5,621	5,128	5,514	5,806	6,076	5,670	-6.7
Kansas	2,644	2,867	2,495	2,511	2,471	2,340	2,391	2,357	2,540	2,783	9.6
Kentucky	2,957	3,019	2,946	2,913	3,366	3,632	4,032	4,427	4,207	4,216	0.2
Louisiana	1,775	1,726	1,490	1,749	1,638	1,701	1,349	1,852	2,164	2,077	-4.0
Maine	1,301	1,382	1,290	1,237	1,375	1,298	1,319	1,672	1,727	1,548	-10.4
Maryland	4,110	4,591	4,598	4,954	5,306	5,279	5,196	5,062	5,167	5,179	0.2
Massachusetts	10,916	12,587	12,752	13,790	13,984	14,394	14,782	14,762	15,063	14,642	-2.8
Michigan	9,250	9,580	9,043	8,982	8,949	9,384	9,698	10,289	10,760	11,146	3.6
Minnesota	8,484	9,579	9,050	8,904	8,885	9,249	9,022	9,353	8,958	8,577	-4.3
Mississippi	1,111	941	985	940	795	1,064	777	1,157	1,339	1,364	1.9
Missouri	4,668	4,927	5,054	5,070	4,650	4,938	4,947	4,951	5,417	5,844	7.9
Montana	478	316	699	660	513	667	760	764	861	747	-13.2
Nebraska	1,556	1,799	1,749	1,761	1,643	1,806	1,700	1,857	1,860	1,985	6.7
Nevada	761	743	796	695	821	745	835	737	961	992	3.2
New Hampshire	1,518	1,603	1,828	1,759	1,740	1,954	1,715	1,706	1,711	1,830	7.0
New Jersey	2,975	3,263	3,072	3,052	3,143	3,036	3,799	3,609	3,694	4,346	17.7
New Mexico	871	756	757	701	807	844	879	936	1,032	1,158	12.2
New York	19,178	21,277	21,055	23,022	23,916	24,646	25,906	26,206	26,725	26,950	0.8
North Carolina	8,454	9,098	8,948	9,624	9,958	10,415	10,846	11,068	11,506	12,650	9.9
North Dakota	348	363	248	413	469	420	391	494	481	524	8.9
Ohio	10,223	11,149	10,980	10,763	11,264	11,124	11,415	12,729	12,868	14,136	9.9
Oklahoma	1,047	1,404	1,448	1,717	1,837	2,054	2,329	2,798	2,655	2,839	6.9
Oregon	3,527	3,561	3,861	3,530	3,676	3,736	3,939	3,736	3,767	3,877	2.9
Pennsylvania	15,170	16,326	16,881	17,225	17,997	18,676	18,668	19,039	18,927	19,524	3.2
Puerto Rico	0	5	6	0	0	0	0	11	9	7	-22.2
Rhode Island	2,217	2,493	2,693	2,806	2,909	2,899	2,660	3,075	3,196	2,912	-8.9
South Carolina	3,201	3,428	3,096	3,359	3,476	4,143	4,425	4,737	5,380	5,671	5.4
South Dakota	321	399	474	534	642	609	767	757	890	834	-6.3
Tennessee	3,513	3,712	4,033	4,427	4,865	5,305	5,716	5,842	5,699	6,129	7.5

(cont'd)

2.8 U.S. STUDY ABROAD BY U.S. STATE, 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
Texas	10,357	10,922	10,934	11,856	12,216	12,864	13,216	14,946	16,605	17,929	8.0
Utah	2,845	2,597	3,070	3,355	3,377	3,242	3,108	3,531	3,568	3,944	10.5
Vermont	1,648	1,838	1,942	2,001	1,945	1,968	1,910	1,988	1,944	1,957	0.7
Virgin Islands	0	0	0	10	10	11	12	0	0	0	0.0
Virginia	8,751	9,054	8,508	8,786	8,283	8,737	9,641	10,023	10,400	10,789	3.7
Washington	6,212	6,480	6,433	6,647	5,997	6,327	6,203	6,327	6,194	6,599	6.5
West Virginia	1,007	1,022	1,311	1,010	1,284	990	1,050	938	1,182	1,189	0.6
Wisconsin	6,264	7,525	7,558	7,574	7,002	7,115	7,132	8,428	7,911	8,355	5.6
Wyoming	355	306	256	282	416	363	360	424	370	362	-2.2
<b>TOTAL U.S. STUDY ABROAD</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>	<b>3.8</b>

2.9 U.S. STUDY ABROAD BY STUDENTS' HOME INSTITUTIONAL TYPE AND SECTOR, 2014/15 & 2015/16

HOME INSTITUTION TYPE*	U.S. study abroad students (%)	
	2014/15	2015/16
Doctorate-granting universities	62.1	62.4
Master's colleges & universities	23.0	22.9
Baccalaureate colleges	11.6	11.5
Associate's colleges	2.3	2.1
Special focus institutions	1.1	1.1
<b>Total U.S. study abroad</b>	<b>313,415</b>	<b>325,339</b>

HOME INSTITUTION SECTOR	U.S. study abroad students (%)		% of 2015/16
	2014/15	2015/16	
Private for-profit	119	129	0.0
Private not-for-profit	134,565	138,776	42.7
Public	178,731	186,434	57.3
<b>Total U.S. study abroad</b>	<b>313,415</b>	<b>325,339</b>	<b>100.0</b>

\* 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, 2011/12–2015/16

	2011/12	%	2012/13	%	2013/14	%	2014/15	%	2015/16	%
Short-term (summer, or eight weeks or less)	166,882	58.9	174,513	60.3	189,074	62.1	197,883	63.1	204,972	63.0
Mid-length (one semester, or one or two quarters)	107,383	37.9	105,634	36.5	106,259	34.9	107,559	34.3	112,126	34.6
Long-term (academic or calendar year)	9,067	3.2	9,261	3.2	9,134	3.0	7,973	2.5	8,241	2.4
<b>TOTAL U.S. STUDY ABROAD</b>	<b>283,332</b>	<b>100.0</b>	<b>289,408</b>	<b>100.0</b>	<b>304,467</b>	<b>100.0</b>	<b>313,415</b>	<b>100.0</b>	<b>325,339</b>	<b>100.0</b>

## 2.11 DURATION OF STUDY ABROAD BY INSTITUTIONAL TYPE\*, 2015/16

	All institution types	Doctorate-granting universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Short-term (%)	63.0	63.6	66.7	48.6	90.0	62.6
Mid-length (%)	34.6	33.9	31.1	48.7	9.9	33.2
Long-term (%)	2.4	2.5	2.2	2.7	0.1	4.2
<b>TOTAL STUDENTS</b>	<b>325,339</b>	<b>202,942</b>	<b>74,564</b>	<b>37,263</b>	<b>6,905</b>	<b>3,665</b>

\* 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, 2005/06–2015/16

	U.S. study abroad students (%)										
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Summer term	37.2	38.7	38.1	35.8	37.8	37.7	37.1	37.8	38.1	39.0	38.0
<i>More than eight weeks</i>	–	–	–	–	–	–	–	–	–	2.7	2.6
<i>Two to eight weeks</i>	–	–	–	–	–	34.4	33.4	33.7	33.5	30.9	30.4
<i>Fewer than two weeks</i>	–	–	–	–	–	3.3	3.7	4.1	4.6	5.4	5.0
One semester	36.9	36.3	35.5	37.3	35.8	34.5	35.0	33.6	31.9	31.8	31.9
8 weeks or less during academic year	9.5	9.8	11.0	11.7	11.9	13.3	14.4	15.3	16.5	16.7	17.4
<i>Two to eight weeks</i>	–	–	–	–	–	5.0	6.5	6.9	6.6	6.5	6.6
<i>Fewer than two weeks</i>	–	–	–	–	–	8.3	7.9	8.4	9.9	10.2	10.8
January term	5.4	6.8	7.2	7.0	6.9	7.1	7.0	7.1	7.5	7.4	7.4
Academic year	5.3	4.3	4.1	4.1	3.8	3.7	3.2	3.1	2.9	2.5	2.3
One quarter	3.3	3.4	3.4	3.3	3.1	3.0	2.5	2.4	2.4	2.2	2.3
Two quarters	0.9	0.5	0.6	0.5	0.4	0.5	0.4	0.3	0.6	0.3	0.3
Calendar year	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other	1.3	0.1	0.0	0.2	0.1	0.1	0.3	0.3	0.0	0.1	0.4
<b>TOTAL U.S. STUDY ABROAD</b>	<b>223,534</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>

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

2.13 PROGRAM SPONSORSHIP; FOR-CREDIT INTERNSHIPS OR WORK ABROAD; FINANCIAL SUPPORT, 2014/15 & 2015/16

PROGRAM SPONSORSHIP	% of students	
	2014/15	2015/16
Solely own institution	75.7	75.7
Other institutions/organizations	24.3	24.3
<b>Total students</b>	<b>313,415</b>	<b>325,339</b>

FOR-CREDIT INTERNSHIPS OR WORK ABROAD BY INSTITUTIONAL TYPE*	% of students	
	2014/15	2015/16
Doctorate-granting universities	60.5	63.9
Master's colleges & universities	24.5	22.2
Baccalaureate colleges	11.7	11.4
Associate's colleges	2.0	1.2
Special focus institutions	1.3	1.4
<b>Total students</b>	<b>23,719</b>	<b>28,708</b>

TYPE OF FINANCIAL SUPPORT (percentage of programs)	2014/15			2015/16		
	Institution's own programs	Approved outside programs	Other programs	Institution's own programs	Approved outside programs	Other programs
Federal aid	94.8	96.0	49.7	94.4	95.7	51.0
State aid	92.5	90.4	41.5	90.6	88.8	40.7
Need-based institutional aid	90.8	79.7	24.8	90.4	78.3	25.0
Merit-based institutional aid	89.3	77.8	23.6	89.1	76.3	24.6
Other aid	91.6	88.6	40.7	92.1	88.6	39.2
<b>Reporting institutions**</b>		<b>775</b>			<b>799</b>	

Read table as: "94.4 percent of institutions awarded federal aid for students to study abroad on the institution's own programs in 2015/16."

\* 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\*, 2014/15 & 2015/16

	2014/15	2015/16		2015/16	% of total
<b>TOTAL STUDENTS</b>	<b>22,431</b>	<b>23,125</b>			
Reporting institutions	373	362			
		<b>2015/16</b>	<b>% of total</b>		
<b>Africa, Sub-Saharan</b>		<b>1,135</b>	<b>5.0</b>		
Ghana		241	1.0		
Kenya		199	0.9		
South Africa		386	1.7		
Tanzania		154	0.7		
Uganda		155	0.7		
<b>Asia</b>		<b>2,312</b>	<b>10.0</b>		
China		951	4.1		
India		525	2.3		
Indonesia		68	0.3		
Japan		508	2.2		
South Korea		260	1.1		
<b>Europe</b>		<b>3,371</b>	<b>14.5</b>		
France		533	2.3		
Germany		650	2.8		
Greece		167	0.7		
Ireland		333	1.4		
Italy		589	2.5		
Spain		502	2.2		
United Kingdom		597	2.6		
				<b>Latin America &amp; Caribbean</b>	<b>8,780</b>
				Belize	296
				Brazil	240
				Chile	111
				Costa Rica	588
				Dominican Republic	963
				Ecuador	494
				El Salvador	65
				Guatemala	717
				Haiti	251
				Honduras	523
				Jamaica	316
				Mexico	1,385
				Nicaragua	1,517
				Panama	674
				Peru	640
				<b>Other regions</b>	<b>976</b>
				Australia	181
				Canada	501
				Israel	231
				New Zealand	63
				<b>Unknown destination</b>	<b>6,551</b>
					<b>28.3</b>

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

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2.15 TOP 25 INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, RANKED BY STUDENT TOTAL, 2015/16

				Study abroad students
1	New York University	New York	NY	4,481
2	Texas A&M University— College Station	College Station	TX	3,683
3	University of Southern California	Los Angeles	CA	3,287
4	University of Texas — Austin	Austin	TX	3,019
5	Ohio State University— Columbus	Columbus	OH	2,886
6	University of Michigan— Ann Arbor	Ann Arbor	MI	2,801
7	Indiana University— Bloomington	Bloomington	IN	2,720
8	San Diego State University	San Diego	CA	2,659
9	University of Minnesota— Twin Cities	Minneapolis	MN	2,490
10	Michigan State University	East Lansing	MI	2,391
11	University of California — Los Angeles	Los Angeles	CA	2,368
12	Florida State University	Tallahassee	FL	2,250
13	University of Georgia	Athens	GA	2,248
14	University of Wisconsin — Madison	Madison	WI	2,244
15	Arizona State University — Tempe	Tempe	AZ	2,222
16	University of Washington	Seattle	WA	2,213
17	University of North Carolina — Chapel Hill	Chapel Hill	NC	2,124
18	Pennsylvania State University — University Park	University Park	PA	2,048
19	University of Florida	Gainesville	FL	2,038
20	University of Illinois — Urbana-Champaign	Champaign	IL	2,018
21	University of Pennsylvania	Philadelphia	PA	2,005
22	Brigham Young University	Provo	UT	1,998
23	Purdue University — West Lafayette	West Lafayette	IN	1,993
24	University of Virginia — Charlottesville	Charlottesville	VA	1,992
25	Miami University — Oxford	Oxford	OH	1,981

**2.16A INSTITUTIONS BY UNDERGRADUATE PARTICIPATION IN STUDY ABROAD:  
TOP 40 DOCTORATE-GRANTING UNIVERSITIES\*, 2015/16**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Pepperdine University	Malibu	CA	681	800	85.1
2	University of San Diego	San Diego	CA	979	1,223	80.0
3	University of Notre Dame	Notre Dame	IN	1,519	2,020	75.2
4	University of Denver	Denver	CO	776	1,098	70.7
5	Worcester Polytechnic Institute	Worcester	MA	524	787	66.6
6	University of St. Thomas	Saint Paul	MN	843	1,276	66.1
7	Wake Forest University	Winston-Salem	NC	695	1,103	63.0
8	New York University	New York	NY	3,238	5,172	62.6
9	American University	Washington	DC	1,011	1,628	62.1
10	Shenandoah University	Winchester	VA	267	432	61.8
11	Duke University and Medical Center	Durham	NC	1,019	1,663	61.3
12	Dartmouth College	Hanover	NH	594	991	59.9
13	Stanford University	Stanford	CA	874	1,523	57.4
14	Georgetown University	Washington	DC	944	1,651	57.2
15	Yale University	New Haven	CT	671	1,245	53.9
16	Boston University	Boston	MA	1,847	3,444	53.6
17	Boston College	Chestnut Hill	MA	1,147	2,213	51.8
18	Northeastern University—Boston	Boston	MA	1,617	3,257	49.6
19	Emory University	Atlanta	GA	800	1,624	49.3
20	College of William and Mary	Williamsburg	VA	755	1,543	48.9
21	Georgia Institute of Technology	Atlanta	GA	1,398	2,943	47.5
22	University of Southern California	Los Angeles	CA	2,080	4,419	47.1
23	Miami University—Oxford	Oxford	OH	1,604	3,465	46.3
24	Villanova University	Villanova	PA	790	1,733	45.6
25	Tufts University	Medford	MA	569	1,257	45.3
26	Vanderbilt University	Nashville	TN	720	1,621	44.4
27	St. John's University	Queens	NY	839	1,898	44.2
28	Syracuse University	Syracuse	NY	1,381	3,167	43.6
29	Princeton University	Princeton	NJ	501	1,179	42.5
30	Fordham University	Bronx	NY	783	1,859	42.1
31	Tulane University	New Orleans	LA	737	1,759	41.9
32	University of Virginia—Charlottesville	Charlottesville	VA	1,568	3,769	41.6
33	George Washington University	Washington	DC	981	2,388	41.1
34	Clark University	Worcester	MA	171	435	39.3
35	Indiana University—Bloomington	Bloomington	IN	2,405	6,184	38.9
36	Southern Methodist University	Dallas	TX	527	1,386	38.0
37	Catholic University of America	Washington	DC	287	775	37.0
38	Northwestern University	Evanston	IL	715	1,938	36.9
39	Lipscomb University	Nashville	TN	238	652	36.5
40	Texas Christian University	Fort Worth	TX	703	1,935	36.3
40	San Diego State University	San Diego	CA	2,390	6,579	36.3

\* 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\*, 2015/16**

				<b>Study abroad students</b>
1	New York University	New York	NY	4,481
2	Texas A&M University—College Station	College Station	TX	3,683
3	University of Southern California	Los Angeles	CA	3,287
4	University of Texas—Austin	Austin	TX	3,019
5	Ohio State University—Columbus	Columbus	OH	2,886
6	University of Michigan—Ann Arbor	Ann Arbor	MI	2,801
7	Indiana University—Bloomington	Bloomington	IN	2,720
8	San Diego State University	San Diego	CA	2,659
9	University of Minnesota—Twin Cities	Minneapolis	MN	2,490
10	Michigan State University	East Lansing	MI	2,391
11	University of California—Los Angeles	Los Angeles	CA	2,368
12	Florida State University	Tallahassee	FL	2,250
13	University of Georgia	Athens	GA	2,248
14	University of Wisconsin—Madison	Madison	WI	2,244
15	Arizona State University—Tempe	Tempe	AZ	2,222
16	University of Washington	Seattle	WA	2,213
17	University of North Carolina—Chapel Hill	Chapel Hill	NC	2,124
18	Pennsylvania State University—University Park	University Park	PA	2,048
19	University of Florida	Gainesville	FL	2,038
20	University of Illinois—Urbana-Champaign	Champaign	IL	2,018
21	University of Pennsylvania	Philadelphia	PA	2,005
22	Brigham Young University	Provo	UT	1,998
23	Purdue University—West Lafayette	West Lafayette	IN	1,993
24	University of Virginia—Charlottesville	Charlottesville	VA	1,992
25	Miami University—Oxford	Oxford	OH	1,981
26	University of California—Berkeley	Berkeley	CA	1,944
27	Boston University	Boston	MA	1,924
28	Cornell University	Ithaca	NY	1,876
29	University of Maryland—College Park	College Park	MD	1,820
30	Northeastern University—Boston	Boston	MA	1,761
31	Georgetown University	Washington	DC	1,747
32	George Washington University	Washington	DC	1,745
33	University of Colorado—Boulder	Boulder	CO	1,730
34	University of South Carolina—Columbia	Columbia	SC	1,713
35	University of Pittsburgh—Pittsburgh	Pittsburgh	PA	1,651
36	Georgia Institute of Technology	Atlanta	GA	1,637
37	University of Notre Dame	Notre Dame	IN	1,604
38	Syracuse University	Syracuse	NY	1,568
39	University of Missouri—Columbia	Columbia	MO	1,566
40	University of Cincinnati	Cincinnati	OH	1,538

\* 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\*, 2015/16**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Arcadia University	Glenside	PA	764	482	158.5
2	Elon University	Elon	NC	1,540	1,314	117.2
3	University of Dallas	Irving	TX	249	261	95.4
4	Lee University	Cleveland	TN	573	785	73.0
5	Carroll University	Waukesha	WI	412	581	70.9
6	Loyola University Maryland	Baltimore	MD	634	910	69.7
7	Bryant University	Smithfield	RI	446	700	63.7
8	Naropa University	Boulder	CO	51	87	58.6
9	Saint Mary's College of California	Moraga	CA	380	675	56.3
10	Rollins College	Winter Park	FL	316	586	53.9
11	Bentley University	Waltham	MA	472	891	53.0
12	Gonzaga University	Spokane	WA	568	1,080	52.6
13	Drake University	Des Moines	IA	338	650	52.0
14	Chapman University	Orange	CA	679	1,389	48.9
15	University of Evansville	Evansville	IN	216	443	48.8
16	University of Redlands	Redlands	CA	415	864	48.0
17	Butler University	Indianapolis	IN	398	833	47.8
18	Whitworth University	Spokane	WA	259	547	47.3
19	Queens University of Charlotte	Charlotte	NC	154	327	47.1
20	Marist College	Poughkeepsie	NY	564	1,225	46.0
21	Trinity University	San Antonio	TX	202	444	45.5
22	Belmont University	Nashville	TN	592	1,305	45.4
23	Champlain College	Burlington	VT	267	602	44.4
24	College of Charleston	Charleston	SC	955	2,277	41.9
25	Providence College	Providence	RI	375	899	41.7
26	Samford University	Birmingham	AL	304	733	41.5
27	Pacific Lutheran University	Tacoma	WA	274	669	41.0
28	Wingate University	Wingate	NC	140	342	40.9
29	Bethel University	Saint Paul	MN	315	779	40.4
30	Wheelock College	Boston	MA	65	164	39.6
31	Spring Arbor University	Spring Arbor	MI	279	707	39.5
32	University of New England	Biddeford	ME	208	528	39.4
33	Fairfield University	Fairfield	CT	356	929	38.3
34	Santa Clara University	Santa Clara	CA	497	1,302	38.2
35	Wagner College	Staten Island	NY	153	405	37.8
36	Loyola Marymount University	Los Angeles	CA	548	1,457	37.6
36	Xavier University	Cincinnati	OH	342	910	37.6
38	Westminster College of Salt Lake City	Salt Lake City	UT	179	480	37.3
39	Ithaca College	Ithaca	NY	503	1,390	36.2
40	Endicott College	Beverly	MA	236	654	36.1

\* 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\*, 2015/16**

				<b>Study abroad students</b>
1	Elon University	Elon	NC	1,634
2	James Madison University	Harrisonburg	VA	1,278
3	College of Charleston	Charleston	SC	1,022
4	California State University — Long Beach	Long Beach	CA	970
5	Appalachian State University	Boone	NC	947
6	University of North Carolina — Wilmington	Wilmington	NC	944
7	California Polytechnic State University — San Luis Obispo	San Luis Obispo	CA	929
8	Arcadia University	Glenside	PA	886
9	Grand Valley State University	Allendale	MI	842
10	Chapman University	Orange	CA	768
11	Belmont University	Nashville	TN	716
12	Loyola Marymount University	Los Angeles	CA	673
13	Loyola University Maryland	Baltimore	MD	657
14	Gonzaga University	Spokane	WA	654
15	University of North Florida	Jacksonville	FL	640
16	Santa Clara University	Santa Clara	CA	634
17	Lee University	Cleveland	TN	574
18	Western Washington University	Bellingham	WA	565
19	Marist College	Poughkeepsie	NY	564
20	Bentley University	Waltham	MA	544
21	Slippery Rock University of Pennsylvania	Slippery Rock	PA	538
22	SUNY Fashion Institute of Technology	New York	NY	533
23	Missouri State University	Springfield	MO	504
24	Ithaca College	Ithaca	NY	503
25	West Chester University of Pennsylvania	West Chester	PA	500
26	Bryant University	Smithfield	RI	477
27	Rollins College	Winter Park	FL	475
28	University of Wisconsin — Eau Claire	Eau Claire	WI	473
29	University of Redlands	Redlands	CA	460
30	Seattle University	Seattle	WA	455
31	Butler University	Indianapolis	IN	440
32	Towson University	Towson	MD	435
33	Johnson and Wales University — Providence	Providence	RI	432
34	Carroll University	Waukesha	WI	430
35	University of Northern Iowa	Cedar Falls	IA	420
36	Western Kentucky University	Bowling Green	KY	418
37	SUNY Geneseo	Geneseo	NY	417
38	Creighton University	Omaha	NE	413
39	St. Cloud State University — St. Cloud	Saint Cloud	MN	411
40	The University of Tampa	Tampa	FL	410
40	Samford University	Birmingham	AL	410

\* 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\*, 2015/16**

				Undergraduate study abroad students	Undergraduate degrees conferred**	Est. undergraduate % participation study abroad***
1	Centenary College of Louisiana	Shreveport	LA	212	115	184.3
2	Agnes Scott College	Decatur	GA	243	174	139.7
3	Centre College	Danville	KY	360	279	129.0
4	Wofford College	Spartanburg	SC	419	353	118.7
5	Soka University of America	Aliso Viejo	CA	63	60	105.0
6	Taylor University	Upland	IN	453	436	103.9
7	Goucher College	Baltimore	MD	329	322	102.2
8	DePauw University	Greencastle	IN	468	490	95.5
9	Hartwick College	Oneonta	NY	282	299	94.3
10	Eckerd College	St. Petersburg	FL	444	476	93.3
11	Colorado College	Colorado Springs	CO	454	491	92.5
12	St. Olaf College	Northfield	MN	633	713	88.8
13	Macalester College	Saint Paul	MN	359	424	84.7
14	Susquehanna University	Selinsgrove	PA	402	485	82.9
15	Calvin College	Grand Rapids	MI	607	746	81.4
16	Spelman College	Atlanta	GA	356	439	81.1
17	Kalamazoo College	Kalamazoo	MI	208	258	80.6
18	University of Richmond	Richmond	VA	579	721	80.3
19	Carleton College	Northfield	MN	361	452	79.9
20	Austin College	Sherman	TX	195	252	77.4
21	Hobart and William Smith Colleges	Geneva	NY	355	462	76.8
22	Dickinson College	Carlisle	PA	369	482	76.6
23	Scripps College	Claremont	CA	150	201	74.6
24	Colby College	Waterville	ME	347	466	74.5
25	Saint Lawrence University	Canton	NY	382	514	74.3
26	Grinnell College	Grinnell	IA	245	332	73.8
27	College of Saint Benedict/Saint John's University	Collegeville	MN	553	750	73.7
28	Bates College	Lewiston	ME	310	427	72.6
29	Davidson College	Davidson	NC	310	433	71.6
30	Drew University	Madison	NJ	182	256	71.1
31	Luther College	Decorah	IA	372	524	71.0
32	Linfield College	McMinnville	OR	195	277	70.4
33	Oberlin College	Oberlin	OH	456	652	69.9
34	Alma College	Alma	MI	205	303	67.7
35	Colgate University	Hamilton	NY	418	625	66.9
36	Juniata College	Huntingdon	PA	212	318	66.7
36	Sarah Lawrence College	Bronxville	NY	166	249	66.7
38	Middlebury College	Middlebury	VT	382	583	65.5
39	Trinity College	Hartford	CT	310	478	64.9
40	Skidmore College	Saratoga Springs	NY	364	565	64.4

\* 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\*, 2015/16**

				Study abroad students
1	St. Olaf College	Northfield	MN	633
2	University of Richmond	Richmond	VA	615
3	Calvin College	Grand Rapids	MI	607
4	College of Saint Benedict/Saint John's University	Collegeville	MN	553
5	DePauw University	Greencastle	IN	468
6	Bucknell University	Lewisburg	PA	462
7	Oberlin College	Oberlin	OH	456
7	Colorado College	Colorado Springs	CO	456
9	Taylor University	Upland	IN	453
10	Eckerd College	St. Petersburg	FL	444
11	Wofford College	Spartanburg	SC	419
12	Colgate University	Hamilton	NY	418
13	Susquehanna University	Selinsgrove	PA	402
14	Carthage College	Kenosha	WI	388
15	Middlebury College	Middlebury	VT	382
15	Saint Lawrence University	Canton	NY	382
17	Luther College	Decorah	IA	372
18	Furman University	Greenville	SC	371
19	Dickinson College	Carlisle	PA	369
20	High Point University	High Point	NC	368
21	Skidmore College	Saratoga Springs	NY	364
22	Carleton College	Northfield	MN	361
23	Centre College	Danville	KY	360
24	Macalester College	Saint Paul	MN	359
25	Spelman College	Atlanta	GA	356
26	Hobart and William Smith Colleges	Geneva	NY	355
27	Colby College	Waterville	ME	347
27	Lafayette College	Easton	PA	347
29	Wesleyan University	Middletown	CT	339
30	Hope College	Holland	MI	331
31	Goucher College	Baltimore	MD	329
32	Union College	Schenectady	NY	326
33	Wellesley College	Wellesley	MA	323
34	Gustavus Adolphus College	Saint Peter	MN	320
35	Gettysburg College	Gettysburg	PA	318
36	College of the Holy Cross	Worcester	MA	316
37	Bates College	Lewiston	ME	310
37	Davidson College	Davidson	NC	310
37	Trinity College	Hartford	CT	310
40	Messiah College	Mechanicsburg	PA	301

\* 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\*, 2015/16**

ASSOCIATE'S COLLEGES				Study abroad students
1	Tarrant County College	Fort Worth	TX	276
2	College of DuPage	Glen Ellyn	IL	180
3	Miami-Dade College	Miami	FL	171
4	Pellissippi State Community College	Knoxville	TN	166
5	Kirkwood Community College	Cedar Rapids	IA	161
6	St. Petersburg College	St. Petersburg	FL	147
7	Glendale Community College	Glendale	CA	132
8	Saddleback College	Mission Viejo	CA	116
9	Citrus College	Glendora	CA	113
10	Northampton Community College	Bethlehem	PA	111
11	Valencia College	Orlando	FL	105
12	Santa Rosa Junior College	Santa Rosa	CA	94
13	Orange Coast College	Costa Mesa	CA	92
14	Santa Monica College	Santa Monica	CA	88
14	Diablo Valley College	Pleasant Hill	CA	88
16	Pasadena City College	Pasadena	CA	87
17	Tulsa Community College	Tulsa	OK	83
18	Riverside Community College	Riverside	CA	76
19	East Los Angeles College	Monterey Park	CA	71
20	Santa Barbara City College	Santa Barbara	CA	69
20	Howard Community College	Columbia	MD	69

**SPECIAL FOCUS INSTITUTIONS\*\***

1	Savannah College of Art and Design	Savannah	GA	469
2	Babson College	Wellesley	MA	320
3	Rhode Island School of Design	Providence	RI	179
4	School of the Art Institute of Chicago	Chicago	IL	165
5	Middlebury College—Language Schools	Middlebury	VT	163
6	Concordia University—Portland	Portland	OR	119
7	Maryland Institute College of Art	Baltimore	MD	116
8	University of Texas Health Science Center—San Antonio	San Antonio	TX	95
9	Chicago School of Professional Psychology	Chicago	IL	92
10	ArtCenter College of Design	Pasadena	CA	89

\* 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.

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**2.20 LEADING INSTITUTIONS BY LONG-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE\*, 2015/16**

<b>DOCTORATE-GRANTING UNIVERSITIES</b>				<b>Study abroad students</b>
1	New York University	New York	NY	448
2	Pepperdine University	Malibu	CA	262
3	San Francisco State University	San Francisco	CA	212
4	Florida State University	Tallahassee	FL	111
5	University of California — Santa Barbara	Santa Barbara	CA	96
6	University of Wisconsin — Madison	Madison	WI	86
7	Bowling Green State University	Bowling Green	OH	80
8	University of California — Los Angeles	Los Angeles	CA	78
9	University of Texas — Austin	Austin	TX	73
10	University of Illinois — Urbana-Champaign	Champaign	IL	72
10	University of Washington	Seattle	WA	72
12	San Diego State University	San Diego	CA	71
13	College of William and Mary	Williamsburg	VA	66
14	University of Denver	Denver	CO	63
15	University of Hawaii — Manoa	Honolulu	HI	62
16	University of Rhode Island	Kingston	RI	60
17	Northern Arizona University	Flagstaff	AZ	58
18	Suffolk University	Boston	MA	57
19	University of Massachusetts — Amherst	Amherst	MA	56
19	American University	Washington	DC	56
19	University of South Carolina — Columbia	Columbia	SC	56
19	University of Notre Dame	Notre Dame	IN	56

**MASTER'S COLLEGES & UNIVERSITIES**

1	Touro College	New York	NY	160
2	California State University — Chico	Chico	CA	93
3	California Polytechnic State University — San Luis Obispo	San Luis Obispo	CA	73
4	SUNY Fashion Institute of Technology	New York	NY	71
5	Sonoma State University	Rohnert Park	CA	68
6	California State University — Monterey Bay	Seaside	CA	56
7	Marist College	Poughkeepsie	NY	51
8	California State University — Long Beach	Long Beach	CA	48
9	James Madison University	Harrisonburg	VA	33
9	Grand Valley State University	Allendale	MI	33
11	University of Portland	Portland	OR	31
12	California State University — Sacramento	Sacramento	CA	27
13	Western Washington University	Bellingham	WA	25
13	California State University — San Marcos	San Marcos	CA	25
15	University of North Carolina — Wilmington	Wilmington	NC	23
16	Loyola University Maryland	Baltimore	MD	21
17	California State Polytechnic University — Pomona	Pomona	CA	19
18	Appalachian State University	Boone	NC	18
18	Webster University	Saint Louis	MO	18

(cont'd)

2.20 LEADING INSTITUTIONS BY LONG-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE, 2015/16 (cont'd)

				Study abroad students
20	Missouri State University	Springfield	MO	17
20	University of Wisconsin—Whitewater	Whitewater	WI	17
20	Gonzaga University	Spokane	WA	17

				Study abroad students
<b>BACCALAUREATE COLLEGES</b>				
1	College of the Holy Cross	Worcester	MA	133
2	Sarah Lawrence College	Bronxville	NY	80
3	Smith College	Northampton	MA	48
4	Wellesley College	Wellesley	MA	35
5	Dickinson College	Carlisle	PA	31
6	Middlebury College	Middlebury	VT	30
7	University of Pittsburgh—Bradford	Bradford	PA	28
8	Kenyon College	Gambier	OH	26
9	University of Richmond	Richmond	VA	23
10	Juniata College	Huntingdon	PA	21
11	Bowdoin College	Brunswick	ME	20
12	Lewis and Clark College	Portland	OR	19
13	Mount Holyoke College	South Hadley	MA	18
14	Skidmore College	Saratoga Springs	NY	14
15	Colby College	Waterville	ME	13
16	Oberlin College	Oberlin	OH	12
16	Amherst College	Amherst	MA	12
16	American Jewish University	Bel-Air	CA	12
19	Hamilton College	Clinton	NY	11
20	Gettysburg College	Gettysburg	PA	10
20	Vassar College	Poughkeepsie	NY	10
20	University of Puget Sound	Tacoma	WA	10
20	Knox College	Galesburg	IL	10
20	University of South Carolina—Upstate	Spartanburg	SC	10

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>.

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**2.21 LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE\*, 2015/16**

<b>DOCTORATE-GRANTING UNIVERSITIES</b>				<b>Study abroad students</b>
1	University of Southern California	Los Angeles	CA	2,712
2	New York University	New York	NY	2,524
3	Boston University	Boston	MA	1,299
4	University of Wisconsin — Madison	Madison	WI	1,181
5	Indiana University — Bloomington	Bloomington	IN	1,134
6	Syracuse University	Syracuse	NY	1,103
7	University of Colorado — Boulder	Boulder	CO	921
8	University of Minnesota — Twin Cities	Minneapolis	MN	903
9	University of California — Berkeley	Berkeley	CA	869
10	University of Texas — Austin	Austin	TX	861
11	University of Massachusetts — Amherst	Amherst	MA	850
12	University of Illinois — Urbana-Champaign	Champaign	IL	846
13	Boston College	Chestnut Hill	MA	843
14	George Washington University	Washington	DC	841
15	American University	Washington	DC	835
16	University of Michigan — Ann Arbor	Ann Arbor	MI	808
17	University of South Carolina — Columbia	Columbia	SC	767
18	Drexel University	Philadelphia	PA	760
19	Pennsylvania State University — University Park	University Park	PA	749
20	University of Washington	Seattle	WA	744

**MASTER'S COLLEGES & UNIVERSITIES**

1	Elon University	Elon	NC	632
2	Loyola University Maryland	Baltimore	MD	509
3	California Polytechnic State University — San Luis Obispo	San Luis Obispo	CA	457
4	Ithaca College	Ithaca	NY	434
5	Marist College	Poughkeepsie	NY	400
6	Gonzaga University	Spokane	WA	377
7	Santa Clara University	Santa Clara	CA	361
8	Bentley University	Waltham	MA	333
9	College of Charleston	Charleston	SC	319
10	Providence College	Providence	RI	311
11	Chapman University	Orange	CA	307
12	Loyola Marymount University	Los Angeles	CA	300
13	University of Redlands	Redlands	CA	298
14	Quinnipiac University	Hamden	CT	273
15	Arcadia University	Glenside	PA	272
16	University of North Carolina — Wilmington	Wilmington	NC	266
17	James Madison University	Harrisonburg	VA	259
18	The Evergreen State College	Olympia	WA	253
19	Western Washington University	Bellingham	WA	247
20	Fairfield University	Fairfield	CT	246
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\*, 2015/16 (cont'd)

				Study abroad students
<b>BACCALAUREATE COLLEGES</b>				
1	Colgate University	Hamilton	NY	382
2	College of Saint Benedict/Saint John's University	Collegeville	MN	355
3	Carleton College	Northfield	MN	344
4	University of Richmond	Richmond	VA	330
4	Middlebury College	Middlebury	VT	330
6	Bucknell University	Lewisburg	PA	320
7	Gettysburg College	Gettysburg	PA	307
8	Skidmore College	Saratoga Springs	NY	298
9	Macalester College	Saint Paul	MN	294
10	Wesleyan University	Middletown	CT	291
11	Dickinson College	Carlisle	PA	275
12	Bates College	Lewiston	ME	262
13	Hamilton College	Clinton	NY	256
14	Hobart and William Smith Colleges	Geneva	NY	253
15	Colby College	Waterville	ME	251
16	Trinity College	Hartford	CT	246
17	Saint Lawrence University	Canton	NY	242
18	Bowdoin College	Brunswick	ME	233
19	Oberlin College	Oberlin	OH	213
20	Wellesley College	Wellesley	MA	212
20	Vassar College	Poughkeepsie	NY	212

**ASSOCIATE'S COLLEGES \*\***

1	Citrus College	Glendora	CA	94
2	Santa Rosa Junior College	Santa Rosa	CA	51
3	Fullerton College	Fullerton	CA	34
4	Red Rocks Community College	Lakewood	CO	30
5	SUNY Broome Community College	Binghamton	NY	29
6	SUNY College of Technology at Alfred	Alfred	NY	22
7	Whatcom Community College	Bellingham	WA	16
8	Kapiolani Community College	Honolulu	HI	15
9	Miami-Dade College	Miami	FL	13
9	Johnson County Community College	Overland Park	KS	13

(cont'd)

2.21 LEADING INSTITUTIONS BY MID-LENGTH DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE\*, 2015/16 (cont'd)

SPECIAL FOCUS INSTITUTIONS**				Study abroad students
1	Savannah College of Art and Design	Savannah	GA	324
2	Babson College	Wellesley	MA	153
3	ArtCenter College of Design	Pasadena	CA	59
4	Rhode Island School of Design	Providence	RI	50
5	Maryland Institute College of Art	Baltimore	MD	44
6	LIM College	New York	NY	41
7	Concordia University—Portland	Portland	OR	40
8	Rose-Hulman Institute of Technology	Terre Haute	IN	21
9	School of the Art Institute of Chicago	Chicago	IL	20
10	Northwood University—Michigan	Midland	MI	17

\* 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\*, 2015/16

DOCTORATE-GRANTING UNIVERSITIES				Study abroad students
1	Texas A&M University—College Station	College Station	TX	3,326
2	Ohio State University—Columbus	Columbus	OH	2,774
3	University of Southern California	Los Angeles	CA	2,356
4	University of Texas—Austin	Austin	TX	2,187
5	Michigan State University	East Lansing	MI	2,174
6	University of Michigan—Ann Arbor	Ann Arbor	MI	2,047
7	San Diego State University	San Diego	CA	2,006
8	University of Georgia	Athens	GA	1,866
9	University of California—Los Angeles	Los Angeles	CA	1,733
10	University of Florida	Gainesville	FL	1,662
11	University of Virginia—Charlottesville	Charlottesville	VA	1,652
12	Purdue University—West Lafayette	West Lafayette	IN	1,646
13	Indiana University—Bloomington	Bloomington	IN	1,631
14	New York University	New York	NY	1,628
15	University of Minnesota—Twin Cities	Minneapolis	MN	1,580
16	Miami University—Oxford	Oxford	OH	1,545
17	Arizona State University—Tempe	Tempe	AZ	1,524
18	Brigham Young University	Provo	UT	1,502
19	University of Washington	Seattle	WA	1,476
20	University of Pennsylvania	Philadelphia	PA	1,475

(cont'd)



2.22 LEADING INSTITUTIONS BY SHORT-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE\*, 2015/16 (cont'd)

MASTER'S COLLEGES & UNIVERSITIES				Study abroad students
1	James Madison University	Harrisonburg	VA	1,014
2	Elon University	Elon	NC	1,001
3	Appalachian State University	Boone	NC	788
4	College of Charleston	Charleston	SC	696
4	California State University—Long Beach	Long Beach	CA	696
6	University of North Carolina—Wilmington	Wilmington	NC	674
7	Arcadia University	Glenside	PA	658
8	Belmont University	Nashville	TN	604
9	Grand Valley State University	Allendale	MI	575
10	University of North Florida	Jacksonville	FL	572
11	Lee University	Cleveland	TN	537
12	Slippery Rock University of Pennsylvania	Slippery Rock	PA	502
13	Chapman University	Orange	CA	457
14	West Chester University of Pennsylvania	West Chester	PA	445
15	California Polytechnic State University—San Luis Obispo	San Luis Obispo	CA	412
16	Missouri State University	Springfield	MO	406
17	Carroll University	Waukesha	WI	397
18	Loyola Marymount University	Los Angeles	CA	391
19	Rollins College	Winter Park	FL	371
19	University of Wisconsin—Oshkosh	Oshkosh	WI	371

BACCALAUREATE COLLEGES

1	St. Olaf College	Northfield	MN	459
2	Calvin College	Grand Rapids	MI	433
3	Taylor University	Upland	IN	391
4	Eckerd College	St. Petersburg	FL	363
5	Carthage College	Kenosha	WI	347
6	DePauw University	Greencastle	IN	346
7	Luther College	Decorah	IA	316
8	University of Richmond	Richmond	VA	301
9	Spelman College	Atlanta	GA	297
10	Colorado College	Colorado Springs	CO	284
11	Wofford College	Spartanburg	SC	282
12	Embry-Riddle Aeronautical University—Prescott	Prescott	AZ	269
13	Hartwick College	Oneonta	NY	262
14	Oberlin College	Oberlin	OH	261
15	Hope College	Holland	MI	238
16	Susquehanna University	Selinsgrove	PA	237
16	Centre College	Danville	KY	237
18	Messiah College	Mechanicsburg	PA	231
19	Gustavus Adolphus College	Saint Peter	MN	219
20	Centenary College of Louisiana	Shreveport	LA	216

(cont'd)

2.22 LEADING INSTITUTIONS BY SHORT-TERM DURATION OF STUDY ABROAD AND INSTITUTIONAL TYPE\*, 2015/16 (cont'd)

ASSOCIATE'S COLLEGES				Study abroad students
1	Tarrant County College	Fort Worth	TX	276
2	College of DuPage	Glen Ellyn	IL	176
3	Pellissippi State Community College	Knoxville	TN	166
4	Miami-Dade College	Miami	FL	158
5	Kirkwood Community College	Cedar Rapids	IA	157
6	Glendale Community College	Glendale	CA	132
7	St. Petersburg College	St. Petersburg	FL	120
8	Valencia College	Orlando	FL	105
9	Orange Coast College	Costa Mesa	CA	92
10	Santa Monica College	Santa Monica	CA	88
11	Tulsa Community College	Tulsa	OK	83
12	East Los Angeles College	Monterey Park	CA	71
13	Santa Barbara City College	Santa Barbara	CA	69
14	Southwest Tennessee Community College	Memphis	TN	68
15	Hillsborough Community College	Tampa	FL	67
16	College of Lake County	Grayslake	IL	64
17	Northwestern Michigan College	Traverse City	MI	62
18	Suffolk County Community College	Selden	NY	57
19	Broward College	Fort Lauderdale	FL	56
20	City College of San Francisco	San Francisco	CA	55

SPECIAL FOCUS INSTITUTIONS

1	Babson College	Wellesley	MA	177
2	School of the Art Institute of Chicago	Chicago	IL	140
3	Savannah College of Art and Design	Savannah	GA	123
4	Rhode Island School of Design	Providence	RI	116
5	Middlebury College—Language Schools	Middlebury	VT	105
6	University of Texas Health Science Center—San Antonio	San Antonio	TX	93
7	University of Texas Southwestern Medical Center—Dallas	Dallas	TX	87
8	Concordia University—Portland	Portland	OR	79
9	University of Oklahoma Health Sciences Center	Oklahoma City	OK	77
10	Maryland Institute College of Art	Baltimore	MD	72
11	Rose-Hulman Institute of Technology	Terre Haute	IN	63
12	Massachusetts College of Art and Design	Boston	MA	61
13	University of Nebraska Medical Center	Omaha	NE	49
14	Northwood University—Michigan	Midland	MI	46
15	Regis College	Weston	MA	45
16	ArtCenter College of Design	Pasadena	CA	36
17	Martin Luther College	New Ulm	MN	33
18	LIM College	New York	NY	31
19	Thomas Jefferson University	Philadelphia	PA	29
20	New York Film Academy—Burbank	Burbank	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

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### 3.1 IEP ENROLLMENT BY TOTAL STUDENTS AND TOTAL STUDENT-WEEKS, 2000–2016

	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
2016	108,433	1,530,817	14.1

### 3.2 IEP STUDENTS AND STUDENT-WEEKS BY PROGRAM TYPE AND ENROLLMENT STATUS, 2016

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	
<b>INDEPENDENT PROVIDERS</b>	<b>124</b>	<b>34,344</b>	<b>5,403</b>	<b>28,941</b>	<b>410,603</b>	<b>44,612</b>	<b>365,991</b>
<b>For-profit</b>	<b>114</b>	<b>30,821</b>	<b>5,270</b>	<b>25,551</b>	<b>352,391</b>	<b>42,796</b>	<b>309,595</b>
Affiliated by contract with a higher education institution	82	17,862	1,335	16,527	216,465	13,465	203,000
Not affiliated by contract with a higher education institution	32	12,959	3,935	9,024	135,926	29,331	106,595
<b>Not-for-profit</b>	<b>10</b>	<b>3,523</b>	<b>133</b>	<b>3,390</b>	<b>58,212</b>	<b>1,816</b>	<b>56,396</b>
Affiliated by contract with a higher education institution	6	2878	128	2,750	47,487	1,739	45,748
Not affiliated by contract with a higher education institution	4	645	5	640	10,725	77	10,648
<b>COLLEGE OR UNIVERSITY GOVERNED</b>	<b>254</b>	<b>60,185</b>	<b>11,249</b>	<b>48,936</b>	<b>975,337</b>	<b>135,054</b>	<b>840,283</b>
Private institution	70	11,973	1,558	10,415	191,285	22,886	168,399
Public institution	184	48,212	9,691	38,521	784,053	112,168	671,884
<b>UNSPECIFIED PROGRAM TYPE</b>	<b>52</b>	<b>13,904</b>	<b>140</b>	<b>13,764</b>	<b>144,877</b>	<b>1,928</b>	<b>142,949</b>
<b>ALL PROGRAMS</b>	<b>430</b>	<b>108,433</b>	<b>16,792</b>	<b>91,641</b>	<b>1,530,817</b>	<b>181,594</b>	<b>1,349,223</b>

### 3.3 IEP AS PATHWAYS TO FULL-DEGREE PROGRAMS, 2016

	Programs reporting	% for which IEP is part of a formal pathway program to further study at own or another institution
<b>INDEPENDENT PROVIDERS*</b>	57	45.6
For-profit*	47	46.8
Not-for-profit	10	40.0
Affiliated by contract with a higher education institution	6	66.7
Not affiliated by contract with a higher education institution	4	0.0
<b>COLLEGE OR UNIVERSITY GOVERNED</b>	252	69.8
Private institution	68	70.6
Public institution	184	69.6
<b>ALL PROGRAMS REPORTING</b>	309	65.2

\* Data on independent providers should be interpreted with caution as only 41 percent of for-profit providers responded to this question.

### 3.4 IEP STUDENTS INTENDING TO CONTINUE FURTHER (NON-IEP) STUDY IN THE UNITED STATES, 2016

% of students intending further study	# of programs
25% or less	44
26% to 50%	80
51% to 75%	95
76% or greater	140
All reporting programs*	359
<b>ALL PROGRAMS</b>	430

Read table as: "Forty-four 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	62,783	57.9

\* Not all programs provided further study data.

### 3.5 WORLD REGION OF ORIGIN OF IEP STUDENTS, 2016

	2016 students	% of world total	% change from 2015*
Asia	52,327	48.3	-12.1
Middle East & North Africa	27,559	25.4	-42.6
Latin America & Caribbean	16,385	15.1	-24.2
Europe	9,765	9.0	-9.2
Africa, Sub-Saharan	2,326	2.1	-19.3
Oceania	55	0.1	**
North America	13	0.0	**
Stateless	3	0.0	**
<b>TOTAL</b>	<b>108,433</b>	<b>100.0</b>	<b>-18.7</b>

\* Through this report, rates of change listed for the Intensive English Program survey have been controlled for changes in institutional reporting. 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, 2016

	Students			Student-weeks			Average weeks per student, 2016
	2016 students	% of total	% change from 2015*	2016 student-weeks	% of total	% change from 2015*	
<b>WORLD TOTAL</b>	<b>108,433</b>	<b>100.0</b>	<b>-18.7</b>	<b>1,530,817</b>	<b>100.0</b>	<b>-23.2</b>	<b>14.1</b>
1 China	21,169	19.5	-16.0	345,137	22.5	-11.0	16.3
2 Saudi Arabia	20,862	19.2	-45.2	354,102	23.1	-49.7	17.0
3 Japan	13,511	12.5	-0.8	156,969	10.3	-2.8	11.6
4 South Korea	6,433	5.9	-13.2	85,113	5.6	-16.5	13.2
5 Mexico	4,963	4.6	39.5	36,208	2.4	28.8	7.3
6 Brazil	4,732	4.4	-56.2	35,074	2.3	-52.3	7.4
7 Taiwan	3,928	3.6	-1.4	47,368	3.1	-5.5	12.1
8 Kuwait	3,086	2.8	-30.0	47,295	3.1	-32.6	15.3
9 Vietnam	2,565	2.4	-35.6	51,481	3.4	-28.5	20.1
10 Turkey	2,291	2.1	-4.9	30,702	2.0	4.5	13.4
11 Colombia	2,086	1.9	-21.6	25,179	1.6	-28.8	12.1
12 Switzerland	1,990	1.8	8.5	14,804	1.0	5.1	7.4
13 Venezuela	1,448	1.3	-29.8	24,291	1.6	-27.8	16.8
14 Thailand	1,442	1.3	-16.8	19,577	1.3	-15.3	13.6
15 France	1,136	1.0	-10.4	9,045	0.6	-10.4	8.0
16 Italy	909	0.8	-26.2	5,439	0.4	-32.7	6.0
17 India	899	0.8	-29.7	13,316	0.9	-27.9	14.8
18 Russia	751	0.7	0.9	6,728	0.4	-3.3	9.0
19 Germany	743	0.7	11.7	5,165	0.3	8.7	7.0
20 United Arab Emirates	682	0.6	-9.0	12,120	0.8	8.5	17.8

(cont'd)

### 3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2016 (cont'd)

		Students			Student-weeks			Average weeks per student, 2016
		2016 students	% of total	% change from 2015*	2016 student-weeks	% of total	% change from 2015*	
21	Spain	603	0.6	-33.7	4,962	0.3	-37.3	8.2
22	Oman	591	0.5	-30.0	13,200	0.9	-10.8	22.3
23	Panama	576	0.5	13.1	6,178	0.4	-25.2	10.7
24	Chile	488	0.5	-9.2	6,057	0.4	-3.7	12.4
25	Nepal	416	0.4	83.3	6,321	0.4	85.4	15.2

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

### 3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2016

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
<b>AFRICA, SUB-SAHARAN</b>	<b>2,326</b>	<b>47,898</b>	<b>20.6</b>	<b>Southern Africa</b>	<b>289</b>	<b>5,920</b>	<b>20.5</b>
<b>Central Africa</b>	<b>680</b>	<b>15,360</b>	<b>22.6</b>	Angola	228	5,211	22.9
Cameroon	151	3,511	23.3	Botswana	3	20	6.7
Central African Republic	2	30	15.0	Comoros	3	56	18.7
Chad	19	357	18.8	Lesotho	1	5	5.0
Congo, Dem. Rep. of (Kinshasa)	225	5,234	23.3	Madagascar	4	88	22.0
Congo, Rep. of (Brazzaville)	84	2,036	24.2	Malawi	6	72	12.0
Equatorial Guinea	87	1,993	22.9	Mauritius	3	52	17.3
Gabon	111	2,187	19.7	Mozambique	5	41	8.2
Sao Tome and Principe	1	12	12.0	Namibia	2	45	22.5
<b>East Africa</b>	<b>245</b>	<b>4,839</b>	<b>19.8</b>	Reunion	0	0	—
Burundi	14	243	17.4	South Africa	29	233	8.0
Djibouti	6	56	9.3	Swaziland	3	41	13.7
Eritrea	10	312	31.2	Zambia	1	37	37.0
Ethiopia	88	2,070	23.5	Zimbabwe	1	19	19.0
Kenya	30	490	16.3	<b>West Africa</b>	<b>1,112</b>	<b>21,779</b>	<b>19.6</b>
Rwanda	20	366	18.3	Benin	37	576	15.6
Seychelles	0	0	—	Burkina Faso	184	3,796	20.6
Somalia	7	60	8.6	Cabo Verde/Cape Verde	19	47	2.5
South Sudan	5	181	36.2	Cote d'Ivoire (Ivory Coast)	177	2,541	14.4
Sudan	38	629	16.6	Gambia	3	77	25.7
Tanzania	23	359	15.6	Ghana	22	405	18.4
Uganda	4	73	18.3	Guinea	48	827	17.2
				Guinea-Bissau	1	16	16.0

(cont'd)

## 3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2016 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Liberia	7	94	13.4	Philippines	45	740	16.4
Mali	131	2,545	19.4	Singapore	12	175	14.6
Mauritania	23	396	17.2	Thailand	1,442	19,577	13.6
Niger	37	407	11.0	Timor-Leste/East Timor	5	98	19.6
Nigeria	322	8,603	26.7	Vietnam	2,565	51,481	20.1
Saint Helena	1	19	19.0				
Senegal	65	902	13.9	<b>EUROPE</b>	<b>9,765</b>	<b>89,874</b>	<b>9.2</b>
Sierra Leone	3	38	12.7	Albania	47	995	21.2
Togo	32	490	15.3	Andorra	0	0	—
<b>ASIA</b>	<b>52,327</b>	<b>759,731</b>	<b>14.5</b>	Armenia	14	121	8.6
<b>East Asia</b>	<b>45,493</b>	<b>641,801</b>	<b>14.1</b>	Austria	54	234	4.3
China	21,169	345,137	16.3	Azerbaijan	49	429	8.8
Hong Kong	163	2,812	17.3	Belarus	30	322	10.7
Japan	13,511	156,969	11.6	Belgium	146	963	6.6
Macau	25	571	22.8	Bosnia and Herzegovina	16	279	17.4
Mongolia	263	3,817	14.5	Bulgaria	14	186	13.3
North Korea	1	14	14.0	Croatia	15	65	4.3
South Korea	6,433	85,113	13.2	Cyprus	8	105	13.1
Taiwan	3,928	47,368	12.1	Czech Republic	73	555	7.6
<b>South &amp; Central Asia</b>	<b>2,200</b>	<b>35,337</b>	<b>16.1</b>	Denmark	68	508	7.5
Afghanistan	174	3,812	21.9	Estonia	4	134	33.5
Bangladesh	87	1,486	17.1	Finland	13	144	11.1
Bhutan	2	20	10.0	France	1,136	9,045	8.0
India	899	13,316	14.8	Georgia	30	312	10.4
Kazakhstan	265	3,905	14.7	Germany	743	5,165	7.0
Kyrgyzstan	30	463	15.4	Gibraltar	1	19	19.0
Maldives	0	0	—	Greece	24	410	17.1
Nepal	416	6,321	15.2	Hungary	32	339	10.6
Pakistan	190	4,213	22.2	Iceland	8	65	8.1
Sri Lanka	31	634	20.5	Ireland	2	19	9.5
Tajikistan	29	301	10.4	Italy	909	5,439	6.0
Turkmenistan	39	460	11.8	Kosovo	15	83	5.5
Uzbekistan	38	406	10.7	Latvia	2	10	5.0
<b>Southeast Asia</b>	<b>4,634</b>	<b>82,593</b>	<b>17.8</b>	Liechtenstein	6	23	3.8
Brunei	0	0	—	Lithuania	6	74	12.3
Cambodia	44	636	14.5	Luxembourg	2	21	10.5
Indonesia	335	5,274	15.7	Macedonia	5	42	8.4
Laos	29	561	19.3	Malta	0	0	—
Malaysia	61	912	15.0	Moldova	10	115	11.5
Myanmar	96	3,139	32.7	Monaco	3	5	1.7
				Montenegro	7	72	10.3
				Netherlands	58	547	9.4
				Norway	5	48	9.6

(cont'd)



3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2016 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Poland	114	1,161	10.2	<b>Mexico &amp; Central America</b>	<b>6,002</b>	<b>50,425</b>	<b>8.4</b>
Portugal	36	414	11.5	Belize	2	47	23.5
Romania	32	289	9.0	Costa Rica	56	564	10.1
Russia	751	6,728	9.0	El Salvador	110	2,689	24.4
San Marino	2	9	4.5	Guatemala	103	1,545	15.0
Serbia	21	264	12.6	Honduras	153	2,516	16.4
Slovakia	15	123	8.2	Mexico	4,963	36,208	7.3
Slovenia	3	24	8.0	Nicaragua	39	678	17.4
Spain	603	4,962	8.2	Panama	576	6,178	10.7
Sweden	103	811	7.9	<b>South America</b>	<b>10,147</b>	<b>108,570</b>	<b>10.7</b>
Switzerland	1,990	14,804	7.4	Argentina	414	3,111	7.5
Turkey	2,291	30,702	13.4	Bolivia	120	2,259	18.8
Ukraine	221	2,363	10.7	Brazil	4,732	35,074	7.4
United Kingdom	28	327	11.7	Chile	488	6,057	12.4
Vatican City/Holy See	0	0	—	Colombia	2,086	25,179	12.1
<b>LATIN AMERICA &amp; CARIBBEAN</b>	<b>16,385</b>	<b>162,287</b>	<b>9.9</b>	Ecuador	342	4,799	14.0
<b>Caribbean</b>	<b>236</b>	<b>3,292</b>	<b>13.9</b>	Falkland Islands	0	0	—
Anguilla	0	0	—	French Guiana	2	35	17.5
Antigua and Barbuda	0	0	—	Guyana	2	2	1.0
Aruba	2	41	20.5	Paraguay	68	921	13.5
Bahamas	0	0	—	Peru	407	6,000	14.7
Barbados	1	19	19.0	Suriname	6	244	40.7
Bermuda	1	9	9.0	Uruguay	32	598	18.7
British Virgin Islands	0	0	—	Venezuela	1,448	24,291	16.8
Cayman Islands	1	19	19.0	<b>MIDDLE EAST &amp; NORTH AFRICA</b>	<b>27,559</b>	<b>470,067</b>	<b>17.1</b>
Cuba	25	242	9.7	<b>Middle East</b>	<b>26,887</b>	<b>458,735</b>	<b>17.1</b>
Curacao	0	0	—	Bahrain	36	620	17.2
Dominica	0	0	—	Iran	332	7,433	22.4
Dominican Republic	125	1,752	14.0	Iraq	275	6,096	22.2
Grenada	0	0	—	Israel	70	934	13.3
Guadeloupe	0	0	—	Jordan	269	5,219	19.4
Haiti	74	1,021	13.8	Kuwait	3,086	47,295	15.3
Jamaica	5	143	28.6	Lebanon	58	1,139	19.6
Martinique	1	9	9.0	Oman	591	13,200	22.3
Montserrat	0	0	—	Palestinian Territories	65	1,108	17.0
Sint Maarten	0	0	—	Qatar	242	3,872	16.0
St. Kitts and Nevis	1	37	37.0	Saudi Arabia	20,862	354,102	17.0
St. Lucia	0	0	—	Syria	106	1,615	15.2
St. Vincent and the Grenadines	0	0	—	United Arab Emirates	682	12,120	17.8
Trinidad and Tobago	0	0	—	Yemen	213	3,982	18.7
Turks and Caicos Islands	0	0	—				

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2016 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
<b>North Africa</b>	<b>672</b>	<b>11,332</b>	<b>16.9</b>	Nauru	0	0	—
Algeria	61	1,256	20.6	New Caledonia	0	0	—
Egypt	150	2,351	15.7	New Zealand	1	12	12.0
Libya	291	5,234	18.0	Niue	0	0	—
Morocco	128	2,028	15.8	Norfolk Islands	0	0	—
Tunisia	42	463	11.0	Palau	0	0	—
<b>NORTH AMERICA</b>	<b>55</b>	<b>759</b>	<b>13.8</b>	Papua New Guinea	2	33	16.5
Canada	55	759	13.8	Samoa	0	0	—
<b>OCEANIA</b>	<b>13</b>	<b>174</b>	<b>13.4</b>	Solomon Islands	0	0	—
Australia	4	22	5.5	Tonga	0	0	—
Cook Islands	0	0	—	Tuvalu	0	0	—
Fiji	1	21	21.0	Vanuatu	0	0	—
French Polynesia	1	35	35.0	Wallis and Futuna	2	37	18.5
Kiribati	1	5	5.0	<b>STATELESS</b>	<b>3</b>	<b>27</b>	<b>9.0</b>
Marshall Islands	1	9	9.0	<b>TOTAL</b>	<b>108,433</b>	<b>1,530,817</b>	<b>14.1</b>
Micronesia	0	0	—				

### 3.8 IEP STUDENTS AND STUDENT-WEEKS BY U.S. STATE, 2016

	Programs	Total students	Student-weeks		Programs	Total students	Student-weeks
Alabama	7	1,076	16,020	Montana	2	218	3,189
Alaska	*	*	*	Nebraska	5	590	10,677
Arizona	3	2,148	31,866	Nevada	1	153	2,400
Arkansas	5	868	10,783	New Hampshire	2	761	12,666
California	50	24,202	268,604	New Jersey	4	542	6,660
Colorado	10	2,495	27,808	New Mexico	2	488	5,734
Connecticut	5	686	9,399	New York	30	8,822	107,264
Delaware	1	1,453	24,874	North Carolina	8	1,085	17,587
District of Columbia	7	765	10,000	North Dakota	1	133	2,056
Florida	19	5,904	72,052	Ohio	15	2,947	47,760
Georgia	10	2,374	38,665	Oklahoma	6	1,276	18,018
Hawaii	5	928	16,524	Oregon	10	4,276	64,907
Idaho	2	317	4,656	Pennsylvania	20	3,605	52,905
Illinois	22	3,923	49,649	Rhode Island	3	339	6,407
Indiana	12	1,480	18,025	South Carolina	4	512	7,697
Iowa	5	604	10,350	South Dakota	2	92	904
Kansas	6	1,752	32,893	Tennessee	8	1,120	15,978
Kentucky	3	302	4,516	Texas	25	7,189	145,889
Louisiana	8	561	7,593	Utah	6	1,330	26,414
Maine	1	19	151	Vermont	2	242	2,708
Maryland	5	849	13,744	Virginia	9	1,345	20,407
Massachusetts	12	6,068	70,855	Washington	18	5,944	114,612
Michigan	10	1,769	28,570	West Virginia	4	467	8,331
Minnesota	5	1,002	13,240	Wisconsin	13	1,181	17,109
Mississippi	4	321	4,604	Wyoming	*	*	*
Missouri	13	1,910	27,097	<b>U.S. TOTAL</b>	<b>430</b>	<b>108,433</b>	<b>1,530,817</b>

\* 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, 2016

	ALL STATES	CALIFORNIA	NEW YORK	TEXAS	MASSACHUSETTS
	% of students	% of students	% of students	% of students	% of students
Full-time (18 or more hours per week)	81.6	87.1	85.7	91.9	90.0
Part-time	18.4	12.9	14.3	8.1	10.0
<b>Total students</b>	<b>108,433</b>	<b>24,202</b>	<b>8,822</b>	<b>7,189</b>	<b>6,068</b>
	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks
Full-time (18 or more hours per week)	86.3	91.2	87.6	91.4	90.3
Part-time	13.7	8.8	12.4	8.6	9.7
<b>Total student-weeks</b>	<b>1,530,817</b>	<b>268,604</b>	<b>107,264</b>	<b>145,889</b>	<b>70,855</b>

### 3.10 TOP 20 PLACES OF ORIGIN FOR THE TOP 4 STATES HOSTING IEP STUDENTS, 2016

1 CALIFORNIA			3 TEXAS		
	Students	% of students		Students	% of students
<b>State total</b>	<b>24,202</b>	<b>100.0</b>	<b>State total</b>	<b>7,189</b>	<b>100.0</b>
1 Japan	4,999	20.7	1 Saudi Arabia	1,127	15.7
2 China	4,703	19.4	2 Vietnam	654	9.1
3 Saudi Arabia	3,133	12.9	3 Mexico	647	9.0
4 Brazil	1,751	7.2	4 China	631	8.8
5 Korea, South (Rep. of)	1,677	6.9	5 Korea, South (Rep. of)	332	4.6
6 Taiwan	1,519	6.3	6 Venezuela	300	4.2
7 Kuwait	909	3.8	7 Turkey	239	3.3
8 Vietnam	574	2.4	8 Taiwan	228	3.2
9 Turkey	543	2.2	9 Nigeria	224	3.1
10 Switzerland	532	2.2	10 Brazil	211	2.9
11 France	502	2.1	11 Japan	200	2.8
12 Mexico	406	1.7	12 Colombia	168	2.3
13 Thailand	352	1.5	13 Iraq	134	1.9
14 Germany	256	1.1	14 Iran	113	1.6
15 Colombia	190	0.8	15 Afghanistan	104	1.4
16 Italy	185	0.8	16 Angola	102	1.4
16 Russia	185	0.8	17 India	86	1.2
18 Spain	160	0.7	18 Pakistan	82	1.1
19 United Arab Emirates	127	0.5	19 Cameroon	75	1.0
20 Chile	124	0.5	20 Argentina	69	1.0
<b>2 NEW YORK</b>			<b>4 MASSACHUSETTS</b>		
	<b>7,189</b>	<b>100.0</b>		<b>Students</b>	<b>% of students</b>
<b>State total</b>	<b>8,822</b>	<b>100.0</b>	<b>State total</b>	<b>6,068</b>	<b>100.0</b>
1 China	3,168	35.9	1 Japan	1,535	25.3
2 Japan	788	8.9	2 Saudi Arabia	1,175	19.4
3 Korea, South (Rep. of)	746	8.5	3 China	1,080	17.8
4 Saudi Arabia	527	6.0	4 Brazil	302	5.0
5 Taiwan	510	5.8	5 Colombia	287	4.7
6 Turkey	411	4.7	6 Taiwan	170	2.8
7 Thailand	358	4.1	7 Mexico	152	2.5
8 Brazil	299	3.4	8 Italy	131	2.2
9 Colombia	280	3.2	9 Thailand	124	2.0
10 Mexico	276	3.1	10 Korea, South (Rep. of)	119	2.0
11 Russia	154	1.7	11 Turkey	115	1.9
12 France	82	0.9	12 Venezuela	93	1.5
13 Italy	78	0.9	13 Spain	76	1.3
14 Argentina	75	0.9	14 Vietnam	60	1.0
15 Ecuador	58	0.7	15 France	59	1.0
15 Venezuela	58	0.7	16 Germany	42	0.7
17 Dominican Republic	54	0.6	17 Ecuador	34	0.6
18 India	42	0.5	17 Russia	34	0.6
19 Chile	38	0.4	19 Chile	31	0.5
20 Kazakhstan	35	0.4	20 Kazakhstan	21	0.3
20 Vietnam	35	0.4			

\* Data not available.

# International Scholars in the United States

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#### 4.1 VISA STATUS, GENDER, AND PRIMARY FUNCTION OF INTERNATIONAL SCHOLARS, SELECTED YEARS, 1999/00–2016/17

		% of scholars				
		1999/00	2004/05	2009/10	2014/15	2016/17
<b>Visa status</b>	J-1 Scholar	71.6	54.0	62.6	72.4	71.2
	H-1B	20.5	37.4	30.3	20.3	18.8
	F-1 OPT*	–	–	–	–	4.3
	B*	–	–	–	–	2.4
	TN	1.5	1.4	1.2	1.2	1.0
	O-1	0.8	0.8	0.5	0.5	0.5
	Other	5.5	6.4	5.4	5.6	1.8
<b>Gender</b>	Male	71.8	66.5	64.2	61.1	58.5
	Female	28.2	33.5	35.8	38.9	41.5
<b>Primary function</b>	Research	76.5	73.2	77.4	77.1	80.1
	Teaching	10.4	13.3	8.6	6.9	7.3
	Both research & teaching	7.8	7.1	6.3	9.4	5.7
	Clinical**	–	–	–	–	2.7
	Other function	5.3	6.4	7.7	6.6	4.2
<b>TOTAL</b>		<b>74,571</b>	<b>89,634</b>	<b>115,098</b>	<b>124,861</b>	<b>134,379</b>

\* Beginning in 2015/16 B and F-1 OPT 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, 1999/00–2016/17

		% of scholars				
		1999/00	2004/05	2009/10	2014/15	2016/17
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	4.6
<i>Engineering</i>		11.9	11.6	13.1	16.2	17.1
<i>Health professions</i>		23.8	21.9	18.1	13.1	14.6
<i>Math and computer science</i>		5.5	5.5	5.6	5.7	6.0
<i>Physical and life sciences</i>		31.6	34.7	34.9	34.7	33.7
Social sciences		7.3	7.4	7.7	8.0	7.1
Humanities		4.9	3.5	3.7	3.8	3.5
Business and management		2.5	2.8	3.8	3.3	3.2
Education		1.4	1.6	1.7	1.9	1.8
Fine and applied arts		2.1	1.7	1.7	1.7	1.8
Legal studies and law enforcement*		–	–	–	1.6	1.5
Communication and journalism*		–	–	–	0.9	0.8
Other fields of study		5.3	5.4	5.2	4.3	4.3

\*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, 2015/16 & 2016/17

	2015/16	2016/17	% change		2015/16	2016/17	% change
<b>Agriculture</b>	<b>5,600</b>	<b>6,137</b>	<b>9.6</b>	<b>Legal studies and law enforcement</b>	<b>2,193</b>	<b>1,979</b>	<b>-9.8</b>
Agriculture	4,485	4,817	7.4	Legal professions and studies	2,117	1,830	-13.6
Natural resources and conservation	1,115	1,320	18.4	Homeland security, law enforcement, and firefighting	76	149	96.1
<b>Business and management</b>	<b>4,692</b>	<b>4,279</b>	<b>-8.8</b>	<b>Math and computer science</b>	<b>8,356</b>	<b>8,111</b>	<b>-2.9</b>
<b>Communications and journalism</b>	<b>1,151</b>	<b>1,109</b>	<b>-3.6</b>	Computer and information sciences	4,884	4,655	-4.7
Communication, journalism	1,097	1,050	-4.3	Mathematics and statistics	3,472	3,456	-0.5
Communications technologies/technicians	54	59	9.3	<b>Physical and life sciences</b>	<b>46,557</b>	<b>45,312</b>	<b>-2.7</b>
<b>Education</b>	<b>2,659</b>	<b>2,394</b>	<b>-10.0</b>	Biological and biomedical sciences	32,402	31,247	-3.6
<b>Engineering</b>	<b>22,266</b>	<b>22,940</b>	<b>3.0</b>	Physical sciences	13,973	13,923	-0.4
Engineering	21,325	21,641	1.5	Science technologies/technicians	182	142	-22.0
Engineering technologies/technicians	881	1,224	38.9	<b>Social sciences</b>	<b>10,300</b>	<b>9,548</b>	<b>-7.3</b>
Transportation and materials moving	34	52	52.9	Social sciences	5,193	5,020	-3.3
Mechanic and repair technologies/technicians	6	2	-66.7	Psychology	1,432	1,340	-6.4
Construction trades	6	16	166.7	Public administration and social service professions	1,129	819	-27.5
Precision production	6	4	-33.3	Area, ethnic, cultural, and gender studies	1,840	1,655	-10.1
Military technologies	8	1	-87.5	History	706	714	1.1
<b>Fine and applied arts</b>	<b>2,660</b>	<b>2,458</b>	<b>-7.6</b>	<b>Other fields of study</b>	<b>3,585</b>	<b>5,821</b>	<b>62.4</b>
Visual and performing arts	1,626	1,543	-5.1	Liberal arts and sciences/general studies	476	516	8.4
Architecture	1,034	915	-11.5	Multi/interdisciplinary studies	986	950	-3.7
<b>Health professions</b>	<b>19,065</b>	<b>19,626</b>	<b>2.9</b>	Parks, recreation, leisure, and fitness studies	348	290	-16.7
Health professions	17,629	18,410	4.4	Family and consumer sciences/human sciences	253	280	10.7
Residency programs	1,436	1,216	-15.3	Basic skills	44	22	-50.0
<b>Humanities</b>	<b>4,930</b>	<b>4,665</b>	<b>-5.4</b>	Personal and culinary services	37	11	-70.3
Foreign languages, literatures, and linguistics	3,022	2,787	-7.8	Library science	335	253	-24.5
English language and literature/letters	990	1,029	3.9	Reserve Officer Training Corps	2	5	150.0
Theology and religious vocations	47	49	4.3	Other	1,104	3,494	216.5
Philosophy and religious studies	871	800	-8.2	<b>TOTAL</b>	<b>134,014</b>	<b>134,379</b>	<b>0.3</b>

#### 4.4 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL SCHOLARS, 2015/16 & 2016/17

	2015/16	2016/17	% of total	% change
<b>WORLD TOTAL</b>	<b>134,014</b>	<b>134,379</b>	<b>100.0</b>	<b>0.3</b>
1 China	44,490	45,089	33.6	1.3
2 India	12,379	12,447	9.3	0.5
3 South Korea	7,395	7,289	5.4	-1.4
4 Germany	5,345	5,352	4.0	0.1
5 Canada	4,976	5,018	3.7	0.8
6 France	4,545	4,457	3.3	-1.9
7 Japan	4,478	4,361	3.2	-2.6
8 Italy	4,036	4,121	3.1	2.1
9 Brazil	4,345	3,939	2.9	-9.3
10 Spain	3,112	3,135	2.3	0.7
11 United Kingdom	2,687	2,883	2.1	7.3
12 Taiwan	2,024	2,087	1.6	3.1
13 Turkey	2,303	2,079	1.5	-9.7
14 Iran	1,891	1,977	1.5	4.5
15 Mexico	1,914	1,813	1.3	-5.3
16 Israel	1,633	1,725	1.3	5.6
17 Netherlands	1,188	1,270	0.9	6.9
18 Australia	1,156	1,116	0.8	-3.5
19 Colombia	930	1,014	0.8	9.0
20 Russia	1,004	1,009	0.8	0.5
21 Pakistan	989	972	0.7	-1.7
22 Greece	961	949	0.7	-1.2
23 Egypt	872	899	0.7	3.1
24 Poland	863	763	0.6	-11.6
25 Switzerland	725	733	0.5	1.1



#### 4.5 INTERNATIONAL SCHOLAR TOTALS BY PLACE OF ORIGIN, 2015/16 & 2016/17

	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
<b>AFRICA, SUB-SAHARAN</b>	<b>2,057</b>	<b>2,219</b>	<b>1.7</b>	<b>7.9</b>	Cabo Verde/Cape Verde	2	6		200.0
<b>East Africa</b>	<b>620</b>	<b>703</b>	<b>0.5</b>	<b>13.4</b>	Côte d'Ivoire/Ivory Coast	7	13		85.7
Burundi	4	6		50.0	Gambia	13	12		-7.7
Djibouti	1	6		500.0	Ghana	218	253		16.1
Eritrea	5	5		0.0	Guinea	1	0		-100.0
Ethiopia	182	206		13.2	Guinea-Bissau	0	0		-
Kenya	180	210		16.7	Liberia	26	14		-46.2
Rwanda	42	32		-23.8	Mali	14	16		14.3
Seychelles	3	5		66.7	Mauritania	1	4		300.0
Somalia	0	5		-	Niger	5	9		80.0
South Sudan	5	1		-80.0	Nigeria	462	442		-4.3
Sudan	32	39		21.9	Saint Helena	0	0		-
Tanzania	55	64		16.4	Senegal	41	42		2.4
Uganda	111	124		11.7	Sierra Leone	12	14		16.7
<b>Central Africa</b>	<b>132</b>	<b>132</b>	<b>0.1</b>	<b>0.0</b>	Togo	4	4		0.0
Cameroon	91	93		2.2	<b>ASIA</b>	<b>75,915</b>	<b>76,319</b>	<b>56.8</b>	<b>0.5</b>
Central African Republic	2	1		-50.0	<b>East Asia</b>	<b>58,680</b>	<b>59,161</b>	<b>44.0</b>	<b>0.8</b>
Chad	5	4		-20.0	China	44,490	45,089		1.3
Congo, Republic of the (Brazzaville)	10	4		-60.0	Hong Kong	260	283		8.8
Congo, Dem. Rep. of the (Kinshasa)	20	25		25.0	Japan	4,478	4,361		-2.6
Equatorial Guinea	0	1		-	Macau	11	14		27.3
Gabon	4	3		-25.0	Mongolia	22	38		72.7
São Tomé and Príncipe	0	1		-	North Korea	-	0		-
<b>Southern Africa</b>	<b>474</b>	<b>521</b>	<b>0.4</b>	<b>9.9</b>	South Korea	7,395	7,289		-1.4
Angola	1	6		500.0	Taiwan	2,024	2,087		3.1
Botswana	16	17		6.3	<b>South &amp; Central Asia</b>	<b>14,554</b>	<b>14,666</b>	<b>10.9</b>	<b>0.8</b>
Comoros	5	10		100.0	Afghanistan	34	37		8.8
Lesotho	3	5		66.7	Bangladesh	299	338		13.0
Madagascar	19	17		-10.5	Bhutan	12	9		-25.0
Malawi	38	42		10.5	India	12,379	12,447		0.5
Mauritius	14	18		28.6	Kazakhstan	162	151		-6.8
Mozambique	15	13		-13.3	Kyrgyzstan	23	31		34.8
Namibia	10	8		-20.0	Maldives	1	4		300.0
Reunion	2	0		-100.0	Nepal	354	382		7.9
South Africa	222	239		7.7	Pakistan	989	972		-1.7
Swaziland	13	19		46.2	Sri Lanka	254	250		-1.6
Zambia	24	24		0.0	Tajikistan	20	14		-30.0
Zimbabwe	92	103		12.0	Turkmenistan	3	9		200.0
<b>West Africa</b>	<b>831</b>	<b>863</b>	<b>0.6</b>	<b>3.9</b>	Uzbekistan	24	22		-8.3
Benin	14	12		-14.3	<b>Southeast Asia</b>	<b>2,681</b>	<b>2,492</b>	<b>1.9</b>	<b>-7.0</b>
Burkina Faso	11	22		100.0	Brunei	2	3		50.0
					Cambodia	22	24		9.1

(cont'd)

(cont'd)

	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
Indonesia	250	222		-11.2	Montenegro	11	11		0.0
Laos	2	5		150.0	Netherlands	1,188	1,270		6.9
Malaysia	309	322		4.2	Norway	492	482		-2.0
Myanmar	54	65		20.4	Poland	863	763		-11.6
Philippines	347	340		-2.0	Portugal	535	532		-0.6
Singapore	344	326		-5.2	Romania	282	280		-0.7
Thailand	721	722		0.1	Russia	1,004	1,009		0.5
Timor-Leste/East Timor	4	1		-75.0	San Marino	2	1		-50.0
Vietnam	626	462		-26.2	Serbia	169	185		9.5
<b>EUROPE</b>	<b>33,496</b>	<b>33,356</b>	<b>24.8</b>	<b>-0.4</b>	Slovakia	110	109		-0.9
Albania	35	43		22.9	Slovenia	90	88		-2.2
Andorra	2	1		-50.0	Spain	3,112	3,135		0.7
Armenia	65	55		-15.4	Sweden	667	632		-5.2
Austria	561	564		0.5	Switzerland	725	733		1.1
Azerbaijan	34	45		32.4	Turkey	2,303	2,079		-9.7
Belarus	69	56		-18.8	Ukraine	312	319		2.2
Belgium	565	555		-1.8	United Kingdom	2,687	2,883		7.3
Bosnia and Herzegovina	26	22		-15.4	Vatican City/Holy See	0	0		-
Bulgaria	198	194		-2.0	<b>LATIN AMERICA &amp; CARIBBEAN</b>	<b>9,931</b>	<b>9,565</b>	<b>7.1</b>	<b>-3.7</b>
Croatia	138	135		-2.2	<b>Caribbean</b>	<b>352</b>	<b>415</b>	<b>0.3</b>	<b>17.9</b>
Cyprus	69	96		39.1	Anguilla	1	0		-100.0
Czech Republic	173	228		31.8	Antigua and Barbuda	4	9		125.0
Denmark	577	488		-15.4	Aruba	2	5		150.0
Estonia	48	74		54.2	Bahamas	35	38		8.6
Finland	359	332		-7.5	Barbados	12	18		50.0
France	4,545	4,457		-1.9	Bermuda	2	3		50.0
Georgia	92	81		-12.0	British Virgin Islands	1	5		400.0
Germany	5,345	5,352		0.1	Cayman Islands	1	0		-100.0
Gibraltar	1	0		-100.0	Cuba	55	74		34.5
Greece	961	949		-1.2	Curacao	0	0		0.0
Hungary	306	291		-4.9	Dominica	8	6		-25.0
Iceland	45	54		20.0	Dominican Republic	30	45		50.0
Ireland	499	444		-11.0	Grenada	4	10		150.0
Italy	4,036	4,121		2.1	Guadeloupe	0	0		0.0
Kosovo	22	16		-27.3	Haiti	13	27		107.7
Latvia	30	40		33.3	Jamaica	91	88		-3.3
Liechtenstein	10	4		-60.0	Martinique	1	2		100.0
Lithuania	53	53		0.0	Montserrat	0	0		0.0
Luxembourg	24	18		-25.0	Saint Kitts & Nevis	1	3		200.0
Macedonia	31	31		0.0	Saint Lucia	10	12		20.0
Malta	4	5		25.0	Saint Vincent & Grenadines	3	1		-66.7
Moldova	21	37		76.2	Sint Maarten	2	0		-100.0
Monaco	0	4		-					

(cont'd)

4.5 INTERNATIONAL SCHOLAR TOTALS BY PLACE OF ORIGIN, 2015/16 & 2016/17 (cont'd)

	2015/16	2016/17	% of total	% change		2015/16	2016/17	% of total	% change
Trinidad and Tobago	75	68		-9.3	Saudi Arabia	480	587		22.3
Turks and Caicos	1	1		0.0	Syria	145	123		-15.2
<b>Mexico &amp; Central America</b>	<b>2,315</b>	<b>2,148</b>	<b>1.6</b>	<b>-7.2</b>	United Arab Emirates	26	35		34.6
Belize	18	9		-50.0	Yemen	19	17		-10.5
Costa Rica	84	83		-1.2	<b>North Africa</b>	<b>1,220</b>	<b>1,294</b>	<b>1.0</b>	<b>6.1</b>
El Salvador	56	50		-10.7	Algeria	71	69		-2.8
Guatemala	65	62		-4.6	Egypt	872	899		3.1
Honduras	56	69		23.2	Libya	49	64		30.6
Mexico	1,914	1,813		-5.3	Morocco	123	118		-4.1
Nicaragua	19	26		36.8	Tunisia	105	144		37.1
Panama	103	36		-65.0	<b>NORTH AMERICA</b>	<b>4,976</b>	<b>5,018</b>	<b>3.7</b>	<b>0.8</b>
<b>South America</b>	<b>7,264</b>	<b>7,002</b>	<b>5.2</b>	<b>-3.6</b>	Canada	4,976	5,018		0.8
Argentina	712	641		-10.0	<b>OCEANIA</b>	<b>1,398</b>	<b>1,350</b>	<b>1.0</b>	<b>-3.4</b>
Bolivia	51	56		9.8	Australia	1,156	1,116		-3.5
Brazil	4,345	3,939		-9.3	Cook Islands	0	0		0.0
Chile	467	513		9.9	Fiji	2	1		-50.0
Colombia	930	1,014		9.0	French Polynesia	0	0		0.0
Ecuador	119	175		47.1	Kiribati	0	0		0.0
Falkland Islands	0	0		0.0	Marshall Islands	0	0		0.0
French Guiana	1	0		-100.0	Micronesia	0	1		-
Guyana	13	14		7.7	Nauru	1	1		0.0
Paraguay	22	23		4.5	New Caledonia	0	0		0.0
Peru	277	297		7.2	New Zealand	232	228		-1.7
Suriname	3	1		-66.7	Niue	0	0		0.0
Uruguay	80	60		-25.0	Norfolk Island	0	0		0.0
Venezuela	244	269		10.2	Palau	2	1		-50.0
<b>MIDDLE EAST &amp; NORTH AFRICA</b>	<b>6,238</b>	<b>6,549</b>	<b>4.9</b>	<b>5.0</b>	Papua New Guinea	3	1		-66.7
<b>Middle East</b>	<b>5,018</b>	<b>5,255</b>	<b>3.9</b>	<b>4.7</b>	Samoa	0	0		0.0
Bahrain	16	17		6.3	Solomon Islands	0	0		0.0
Iran	1,891	1,977		4.5	Tonga	2	1		-50.0
Iraq	171	79		-53.8	Tuvalu	0	0		0.0
Israel	1,633	1,725		5.6	Vanuatu	0	0		0.0
Jordan	227	259		14.1	Wallis and Futuna	0	0		0.0
Kuwait	42	63		50.0	<b>STATELESS</b>	<b>3</b>	<b>3</b>	<b>0.0</b>	<b>0.0</b>
Lebanon	305	313		2.6	<b>WORLD TOTAL</b>	<b>134,014</b>	<b>134,379</b>	<b>100.0</b>	<b>0.3</b>
Oman	13	12		-7.7					
Palestinian Territories	34	37		8.8					
Qatar	16	11		-31.3					

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

#### 4.6 INTERNATIONAL SCHOLARS BY STATE OR TERRITORY, 2012/13–2016/17

	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
Alabama	969	938	1,159	1,176	1,200	2.0
Alaska	18	16	22	103	92	-10.7
Arizona	1,934	2,108	2,466	2,840	2,845	0.2
Arkansas	543	436	362	402	349	-13.2
California	21,725	21,602	22,252	24,505	24,050	-1.9
Colorado	1,854	1,915	1,879	2,387	2,238	-6.2
Connecticut	2,612	2,749	2,815	2,869	3,120	8.7
Delaware	298	567	559	458	494	7.9
District of Columbia	606	610	613	657	1,048	59.5
Florida	4,475	3,470	3,561	3,614	3,600	-0.4
Georgia	3,638	3,576	3,542	3,630	3,538	-2.5
Hawaii	575	556	603	537	522	-2.8
Idaho	43	36	51	62	14	-77.4
Illinois	6,100	5,869	5,855	6,312	6,245	-1.1
Indiana	2,654	2,553	2,698	2,802	2,677	-4.5
Iowa	1,619	1,340	1,308	1,264	1,303	3.1
Kansas	1,032	1,045	1,021	1,135	1,249	10.0
Kentucky	1,453	1,232	1,129	1,241	1,091	-12.1
Louisiana	755	638	466	824	819	-0.6
Maine	103	79	95	120	159	32.5
Maryland	2,243	4,852	4,754	4,662	4,776	2.4
Massachusetts	10,313	9,659	10,011	11,178	12,813	14.6
Michigan	5,422	5,302	4,938	5,197	5,052	-2.8
Minnesota	1,810	2,241	2,190	2,159	1,625	-24.7
Mississippi	315	170	323	312	231	-26.0
Missouri	2,423	2,209	2,407	2,605	2,570	-1.3
Montana	206	168	187	260	258	-0.8
Nebraska	518	576	839	966	1,032	6.8
Nevada	371	416	402	458	471	2.8
New Hampshire	449	459	421	386	374	-3.1
New Jersey	2,093	2,389	2,246	2,361	2,424	2.7
New Mexico	460	534	470	376	406	8.0
New York	9,450	9,016	9,756	10,337	9,680	-6.4
North Carolina	4,518	4,404	4,520	4,624	4,631	0.2
North Dakota	343	339	386	308	236	-23.4
Ohio	3,731	3,845	3,916	4,152	2,874	-30.8
Oklahoma	546	343	571	834	679	-18.6
Oregon	1,008	990	866	908	874	-3.7
Pennsylvania	7,211	6,669	7,283	7,787	8,049	3.4
Rhode Island	756	789	834	773	789	2.1

(cont'd)

4.6 INTERNATIONAL SCHOLARS BY STATE OR TERRITORY, 2012/13–2016/17 (cont'd)

	2012/13	2013/14	2014/15	2015/16	2016/17	% change from 2015/16
South Carolina	838	887	879	769	710	-7.7
South Dakota	161	88	36	49	86	75.5
Tennessee	1,441	1,594	1,766	1,749	1,659	-5.1
Texas	5,358	5,447	5,603	6,765	8,332	23.2
Utah	565	637	625	692	785	13.4
Vermont	346	349	267	434	417	-3.9
Virginia	1,239	1,271	1,206	1,256	1,256	0.0
Washington	2,222	2,155	2,262	2,195	2,096	-4.5
West Virginia	273	154	165	167	223	33.5
Wisconsin	2,326	2,583	2,210	2,255	2,005	-11.1
Wyoming	*	*	*	*	*	—
Puerto Rico	98	44	66	102	313	206.9
Virgin Islands	*	*	*	*	*	—
<b>U.S. TOTAL</b>	<b>122,059</b>	<b>121,914</b>	<b>124,861</b>	<b>134,014</b>	<b>134,379</b>	<b>0.3</b>

\* Did not report

#### 4.7 LEADING INSTITUTIONS HOSTING INTERNATIONAL SCHOLARS, 2016/17

			International scholars
1	Harvard University	Cambridge MA	5,023
2	Stanford University	Stanford CA	3,615
3	University of California — Los Angeles	Los Angeles CA	3,411
4	Columbia University	New York NY	3,243
5	University of California — Berkeley	Berkeley CA	3,170
6	University of Michigan — Ann Arbor	Ann Arbor MI	3,014
7	Johns Hopkins University	Baltimore MD	2,787
8	University of California — San Diego	La Jolla CA	2,778
9	Yale University	New Haven CT	2,684
10	Massachusetts Institute of Technology	Cambridge MA	2,282
11	University of California — Davis	Davis CA	2,261
12	University of Illinois — Urbana-Champaign	Champaign IL	2,074
13	Boston College	Chestnut Hill MA	1,933
14	Duke University and Medical Center	Durham NC	1,881
15	University of Pennsylvania	Philadelphia PA	1,852
16	University of Pittsburgh — Pittsburgh	Pittsburgh PA	1,812
17	University of California — San Francisco	San Francisco CA	1,754
18	University of Wisconsin — Madison	Madison WI	1,657
19	University of Arizona	Tucson AZ	1,637
20	University of Florida	Gainesville FL	1,609
21	University of Washington	Seattle WA	1,513
22	University of Southern California	Los Angeles CA	1,493
23	University of Minnesota — Twin Cities	Minneapolis MN	1,476
24	University of Texas — Austin	Austin TX	1,467
25	Northwestern University	Evanston IL	1,464
26	University of North Carolina — Chapel Hill	Chapel Hill NC	1,419
27	Pennsylvania State University — University Park	University Park PA	1,337
28	Purdue University — West Lafayette	West Lafayette IN	1,309
29	University of Maryland — College Park	College Park MD	1,300
30	Washington University in St. Louis	Saint Louis MO	1,286
31	University of California — Irvine	Irvine CA	1,281
32	Boston University	Boston MA	1,254
33	Texas A&M University — College Station	College Station TX	1,235
34	Cornell University	Ithaca NY	1,234
35	New York University	New York NY	1,220
36	University of Chicago	Chicago IL	1,213
37	Rutgers University — New Brunswick	New Brunswick NJ	1,158
38	Princeton University	Princeton NJ	1,144
39	Arizona State University — Tempe	Tempe AZ	1,084
40	Michigan State University	East Lansing MI	1,063

# Methodology

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## 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.<sup>1</sup>

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.

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.<sup>2</sup> 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 Institutions of Higher Education for institutional types has been used.<sup>3</sup> *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 who is enrolled for courses at an accredited, degree-granting higher education institution in the United States on a

1. See [www.state.gov](http://www.state.gov) for more information.

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

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



## 5.1 PLACE OF ORIGIN CODES BY WORLD REGION

<b>1000</b>	<b>SUB-SAHARAN AFRICA</b>	<b>1500</b>	<b>West Africa</b>	2255	UZ	Uzbekistan		
<b>1100</b>	<b>East Africa</b>	1510	BN	Benin	<b>2300</b>	<b>Southeast Asia</b>		
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	<b>3000</b>	<b>EUROPE</b>	
<b>1200</b>	<b>Central Africa</b>	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)	<b>2000</b>	<b>ASIA</b>	3174	AJ	Azerbaijan	
1290	CG	Congo, Dem. Rep. of the (Kinshasa)	<b>2100</b>	<b>East Asia</b>	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
<b>1400</b>	<b>Southern Africa</b>	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	<b>2200</b>	<b>South &amp; Central Asia</b>	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	<b>4200</b>	<b>Mexico &amp; Central America</b>		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	<b>8000</b>	<b>MIDDLE EAST &amp; NORTH AFRICA</b>	
3283	SW	Sweden	4290	PM	Panama			
3286	SZ	Switzerland				<b>2400</b>	<b>Middle East</b>	
3288	TU	Turkey	<b>4300</b>	<b>South America</b>		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
<b>4000</b>	<b>LATIN AMERICA &amp; CARIBBEAN</b>		4330	EC	Ecuador	2440	LE	Lebanon
			4335	FK	Falkland Islands	2445	MU	Oman
<b>4100</b>	<b>Caribbean</b>		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	<b>5000</b>	<b>NORTH AMERICA</b>		<b>1300</b>	<b>North Africa</b>	
4120	CU	Cuba	5120	CA	Canada	1310	AG	Algeria
4123	UC	Curacao				1330	EG	Egypt
4191	DO	Dominica	<b>6000</b>	<b>OCEANIA</b>		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	<b>7000</b>	<b>AY</b>	<b>ANTARCTICA</b>
4140	JM	Jamaica	6220	FP	French Polynesia	<b>9901</b>	<b>U3</b>	<b>STATELESS</b>

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 2016 to 2,821 institutions, with follow-ups continuing through summer 2017. As in the past, closed (non-active) institutions and long-term non-respondents were excluded. This year 1,758 institutions responded to the survey, yielding a 62.3 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 75 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 1,715 institutions (98 percent of responding institutions) reported international students in 2016/17 (Table 5.3), with 1,702 institutions (97 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 85 percent to 99 percent (Table 5.4). Response rates for primary source of funding and marital status were 53 percent and 28 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

### INTERNATIONAL/GLOBAL STUDIES

- 94\* International/Global Studies

### 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 78 percent in *Open Doors 2017* (Table 5.4).

### 5.3 INSTITUTIONS SURVEYED AND RESPONSE RATES: INTERNATIONAL STUDENT CENSUS, SELECTED YEARS, 1964/65–2016/17

	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
2016/17	2,821	1,715	43	1,758	62.3

#### 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 2015/16 academic year (including summer 2016). 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 2016 and spring 2017 with follow-ups continuing through summer 2017. Study abroad data were obtained from 1,204 or 65.9

percent of the 1,826 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 97 percent for academic level and duration to 76 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 26 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 30 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, 2006/07–2016/17

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Academic level	98.7	97.9	99.7	96.8	88.8	96.2	98.3	98.6	98.6	98.5	98.9
Enrollment status	93.2	90.4	92.5	92.8	81.3	92.0	93.7	91.7	94.1	92.3	93.4
Gender	93.5	89.4	91	92.1	81.4	92.8	94.0	88.0	86.1	91.2	85.4
Marital status	37.9	36.4	37.3	38.5	29.5	31.0	44.6	30.5	29.6	30.0	28.2
Visa	96.7	91.4	93.5	93.4	94.3	94.1	97.6	96.1	95.2	94.0	96.1
Source of funding	52.5	47.4	44.8	64.3	42.2	65.8	56.7	49.1	53.5	51.0	52.6
Field of study	95.9	90.1	78.1	90.4	79.2	90.5	93.7	87.7	88.0	88.7	85.8
Place of origin	93.4	92.6	84.2	94.4	83.6	90.6	95.6	93.4	93.3	93.6	91.1
New and continuing	–	–	82.3	92.2	78.6	92.4	94.1	88.5	92.0	92.2	92.5
"Profiles"	–	–	–	61.7	59.6	43.8	70.5	71.1	72.6	76.5	78.4
<b>TOTAL REPORTED</b>	<b>582,984</b>	<b>623,805</b>	<b>671,616</b>	<b>690,923</b>	<b>723,277</b>	<b>764,495</b>	<b>819,644</b>	<b>886,052</b>	<b>974,926</b>	<b>1,043,839</b>	<b>1,078,822</b>

### 5.5 RESPONSE RATE FOR INDIVIDUAL VARIABLES: U.S. STUDY ABROAD 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
Academic level	100.0	92.9	94.0	93.9	86.4	88.1	95.2	94.7	95.8	94.8	96.8
Gender	89.3	89.2	90.1	92.0	84.3	85.4	92.2	92.8	93.0	92.6	94.8
Race/ethnicity	57.8	58.5	61.3	60.9	58.9	61.4	67.2	68.8	71.2	73.1	76.3
Field of study	88.4	86.8	89.3	91.5	84.9	87.2	94.5	95.9	96.0	95.2	93.8
Destination	97.9	99.2	98.0	98.0	90.2	94.0	98.6	97.4	97.9	98.0	95.0
Program sponsorship	95.1	93.7	95.6	94.4	86.3	86.8	94.1	92.5	94.4	94.1	94.8
Duration	97.5	97.1	98.2	97.4	89.8	91.3	98.9	98.2	97.7	97.5	96.8
Disability	–	13.8	19.4	21.3	17.5	16.3	20.1	22.5	21.9	23.4	26.2
Non-credit WIVA	–	–	–	–	–	20.5	20.0	27.6	29.2	30.8	30.1
<b>TOTAL REPORTED</b>	<b>223,534</b>	<b>241,791</b>	<b>262,416</b>	<b>260,327</b>	<b>270,604</b>	<b>273,996</b>	<b>283,332</b>	<b>289,408</b>	<b>304,467</b>	<b>313,415</b>	<b>325,339</b>

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 2016/17 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 2016* directory.

Reporting institutions include university and college-affiliated programs, as well as independent entities that offer English language training. This year's IEP survey reflects student enrollment during the 2016 calendar year (January 1, 2016, to December 31, 2016). 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, 2016

	# reporting	% of reporting
Total number of students	381	100.0
Total number of student-weeks	370	97.1
Place of origin, number of students	372	97.6
Place of origin, number of student-weeks	341	89.5
Enrollment status, number of students	301	79.0
Enrollment status, number of student-weeks	295	77.4
Percent of students intending further (non-IEP) study	359	94.2
Program sponsorship	378	99.2

### 5.7 RESPONSE RATE FOR INDIVIDUAL VARIABLES: INTERNATIONAL SCHOLAR SURVEY, 2006/07–2016/17

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Primary function	88.0	94.8	86.5	91.0	77.3	81.1	90.2	85.4	92.2	90.3	89.0
Visa	92.6	96.9	98.9	99.5	87.8	90.9	99.9	99.9	98.7	99.1	98.3
Gender	86.8	95.1	95.8	96.9	83.7	85.8	97.2	94.1	94.0	94.6	95.1
Field of specialization	88.0	93.6	90.5	90.9	81.1	82.5	89.9	88.1	88.9	90.9	85.1
Place of origin	88.8	96.9	97.8	96.9	85.2	88.1	98.1	95.1	95.2	96.8	98.3
<b>TOTAL REPORTED</b>	<b>98,239</b>	<b>106,123</b>	<b>113,494</b>	<b>115,098</b>	<b>115,313</b>	<b>116,917</b>	<b>122,059</b>	<b>121,914</b>	<b>124,861</b>	<b>134,088</b>	<b>134,379</b>

In all, 734 programs were contacted by email, and responses were obtained from 381 programs, for an overall response rate of 51.9 percent. The response rate was obtained through two 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 77 percent for enrollment status by student-weeks (Table 5.6).

Beginning with *Open Doors 2014*, data imputation was carried out to account for non-responding intensive English programs. The reporting programs and those for whom data were imputed together account for 59 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, 2016, and ending June 30, 2017. 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 519 of the 1,728 institutions polled, for a response

rate of 30.0 percent. 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 43 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 two rounds of email and telephone follow-ups.

Most of the institutions that reported hosting international scholars in 2016/17 were able to provide detailed information on the characteristics of their scholars (Table 5.7). The response rates for individual variables ranged from 98 percent for visa status and place of origin to 85 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](http://www.iie.org/opendoors), where you will find additional data tables and special analyses not printed in this report.



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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 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, Amy Conger of University of Michigan, and Brook Blahnik and Martha Johnson of University of Minnesota.

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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

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### *Project Atlas* Data Partners

*Australia*: Australian Government Department of Education and Training

*Brazil*: Brazilian Federal Agency for Support and Evaluation of Graduate Education (CAPES), and the Brazilian Association for International Education (FAUBAI)

*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)



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## RESOURCES AND PUBLICATIONS

### GLOBAL MOBILITY RESOURCES

#### Open Doors® Report on International Educational Exchange

[www.iie.org/opendoors](http://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](http://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](http://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.

#### Generation Study Abroad®

[www.iie.org/programs/generation-study-abroad](http://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 PROGRAMS AND INITIATIVES

#### The Fulbright Program

[www.eca.state.gov/fulbright](http://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](http://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.

#### International Education Week

[www.eca.state.gov/programs-initiatives/international-education-week](http://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

*Underrepresented Students in U.S. Study Abroad: Investigating Impacts* (2017)

*Gaining and Employment Edge: The Impact of Study Abroad on 21st Century Skills and Career Prospects in the United States* (2017)

*Globally Mobile Youth: Trends in International Secondary Students in the United States, 2013–2016* (2017)

*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)



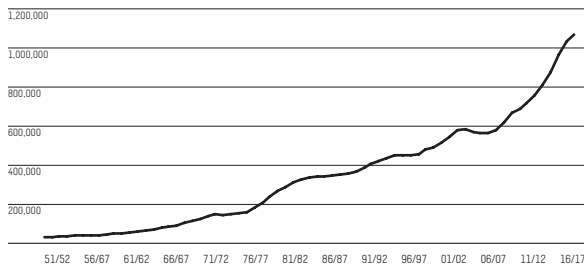
## INTERNATIONAL STUDENTS IN THE U.S.

### NEW INTERNATIONAL STUDENT ENROLLMENT

2011/12	228,467	New international student
2012/13	250,920	enrollment — students
2013/14	270,128	enrolling for the first time
2014/15	293,766	at a U.S. institution in
2015/16	300,743	fall 2016—decreased by 3.3%
2016/17	<b>290,836</b>	over the previous year.

### INTERNATIONAL STUDENT TRENDS

In 2016/17, the number of international students in the U.S. increased by 3.4% to 1,078,822 students.



	Total int'l students	% change	U.S. higher education total*	% int'l
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
2016/17	<b>1,0478,822</b>	<b>3.4</b>	<b>20,185,000</b>	<b>5.3</b>

\*Data from the National Center of Education Statistics

### TOP U.S. STATES HOSTING INTERNATIONAL STUDENTS

	2015/16	2016/17	% change
1 California	149,328	156,879	5.1
2 New York	114,316	118,424	3.6
3 Texas	82,184	85,116	3.6
4 Massachusetts	59,436	62,926	5.9
5 Illinois	50,327	52,225	3.8
6 Pennsylvania	48,453	51,129	5.5
7 Florida	43,462	45,718	5.2
8 Ohio	37,752	38,680	2.5
9 Michigan	33,848	34,296	1.3
10 Indiana	29,219	30,600	4.7

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

	2015/16	2016/17	% of total	% change
<b>WORLD TOTAL</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>100.0</b>	<b>3.4</b>
1 China	328,547	350,755	32.5	6.8
2 India	165,918	186,267	17.3	12.3
3 South Korea	61,007	58,663	5.4	-3.8
4 Saudi Arabia	61,287	52,611	4.9	-14.2
5 Canada	26,973	27,065	2.5	0.3
6 Vietnam	21,403	22,438	2.1	4.8
7 Taiwan	21,127	21,516	2.0	1.8
8 Japan	19,060	18,780	1.7	-1.5
9 Mexico	16,733	16,835	1.6	0.6
10 Brazil	19,370	13,089	1.2	-32.4
11 Iran	12,269	12,643	1.2	3.0
12 Nigeria	10,674	11,710	1.1	9.7
13 Nepal	9,662	11,607	1.1	20.1
14 United Kingdom	11,599	11,489	1.1	-0.9
15 Turkey	10,691	10,586	1.0	-1.0
16 Germany	10,145	10,169	0.9	0.2
17 Kuwait	9,772	9,825	0.9	0.5
18 France	8,764	8,814	0.8	0.6
19 Indonesia	8,727	8,776	0.8	0.6
20 Venezuela	8,267	8,540	0.8	3.3
21 Malaysia	7,834	8,247	0.8	5.3
22 Colombia	7,815	7,982	0.7	2.1
23 Hong Kong	7,923	7,547	0.7	-4.7
24 Spain	6,640	7,164	0.7	7.9
25 Bangladesh	6,513	7,143	0.7	9.7

### TOP U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2016/17

1 New York University	New York	NY	17,326
2 University of Southern California	Los Angeles	CA	14,327
3 Columbia University	New York	NY	14,096
4 Northeastern University — Boston	Boston	MA	13,201
5 Arizona State University — Tempe	Tempe	AZ	13,164
6 University of Illinois — Urbana-Champaign	Champaign	IL	12,454
7 University of California — Los Angeles	Los Angeles	CA	12,199
8 Purdue University — West Lafayette	West Lafayette	IN	11,288
9 University of Texas — Dallas	Richardson	TX	9,305
10 Penn State University — University Park	University Park	PA	9,134
11 University of California — San Diego	La Jolla	CA	9,065
12 Boston University	Boston	MA	8,992
13 University of Michigan — Ann Arbor	Ann Arbor	MI	8,163
14 University of Washington	Seattle	WA	8,019
15 University of California — Berkeley	Berkeley	CA	8,000
16 Michigan State University	East Lansing	MI	7,779
17 Ohio State University — Columbus	Columbus	OH	7,684
18 Carnegie Mellon University	Pittsburgh	PA	7,653
19 Indiana University — Bloomington	Bloomington	IN	7,502
20 University of Texas — Arlington	Arlington	TX	7,277

### ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

	Under-graduate	% change	Graduate	% change	Non-degree	% change	OPT	% change
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
2016/17	<b>439,019</b>	<b>2.7</b>	<b>391,124</b>	<b>1.9</b>	<b>72,984</b>	<b>-14.2</b>	<b>175,695</b>	<b>19.1</b>

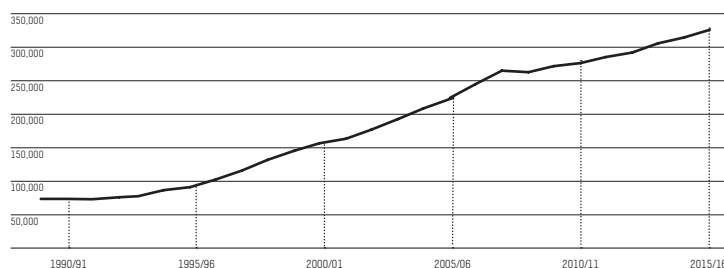
**INTERNATIONAL STUDENTS IN THE U.S. (cont'd)**

PRIMARY FUNDING SOURCE	2015/16	2016/17	% of total
Personal and family	694,152	650,960	60.3
Current employment	68,893	177,773	16.5
U.S. college or university	177,453	162,134	15.0
Foreign government or university	77,244	61,837	5.7
Foreign private sponsor	9,395	7,559	0.7
U.S. government	4,175	5,941	0.6
U.S. private sponsor	3,132	3,191	0.3
International organization	2,088	2,013	0.2
Other source	7,307	7,414	0.7
<b>TOTAL INT'L STUDENTS</b>	<b>1,043,839</b>	<b>1,078,822</b>	<b>100.0</b>

SELECTED FIELDS OF STUDY	2015/16	2016/17	% of total	% change
Engineering	216,932	230,711	21.4	6.4
Business & management	200,312	200,754	18.6	0.2
Math & computer science	141,651	167,180	15.5	18.0
Social sciences	81,304	83,046	7.7	2.1
Physical & life sciences	75,385	76,838	7.1	1.9
Fine & applied arts	59,736	61,506	5.7	3.0
Health professions	33,947	34,395	3.2	1.3
Intensive English	40,877	30,309	2.8	-25.9
Communications & journalism	21,160	21,913	2.0	3.6
Education	19,483	17,993	1.7	-7.6
Humanities	17,664	17,561	1.6	-0.6
Legal studies & law enforcement	15,077	15,306	1.4	1.5
Agriculture	12,318	12,602	1.2	2.3

**U.S. STUDENTS STUDYING ABROAD**

325,339 U.S. students studied abroad for academic credit in 2015/16, an increase of 3.8% over the previous year.



TOP FIVE MAJOR FIELDS OF STUDY	2014/15	2015/16	% of total	% change
Science, technology, engineering & math	75,065	81,848	25.2	9.0
Business	63,015	68,122	20.9	8.1
Social sciences	54,295	55,607	17.1	2.4
Foreign language & international studies	24,077	23,917	7.4	-0.7
Fine & applied arts	21,693	22,328	6.9	2.9

RACE/ETHNICITY	2005/06	2010/11	2015/16
White	83.0	77.8	71.6
Hispanic or Latino(a)	5.4	6.9	9.7
Asian or Pacific Islander	6.3	7.9	8.4
Black or African-American	3.5	4.8	5.9
Multiracial	1.2	2.1	3.9
American Indian or Alaska Native	0.6	0.5	0.5
<b>TOTAL U.S. STUDENTS ABROAD</b>	<b>223,534</b>	<b>273,996</b>	<b>325,339</b>

HOST REGIONS*	2014/15 total	% of total	2015/16 total	% of total	% change
Europe	170,879	54.5	176,890	54.4	3.5
Latin America & Caribbean	50,298	16.0	53,105	16.3	5.6
Asia	35,713	11.4	36,193	11.1	1.3
Oceania	12,614	4.0	13,815	4.2	9.5
Sub-Saharan Africa	10,647	3.4	12,738	3.9	19.6
Middle East & North Africa	6,844	2.2	6,044	1.9	-11.7
North America	1,569	0.5	1,716	0.5	9.4
Antarctica	64	0.0	87	0.0	35.9
Multiple	24,787	7.9	24,751	7.6	-0.1
<b>TOTAL</b>	<b>313,415</b>	<b>100.0</b>	<b>325,339</b>	<b>100.0</b>	

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

**OTHER FORMS OF EDUCATION ABROAD**

In addition to the 325,339 U.S. students who received academic credit for study abroad in 2015/16, 362 institutions reported that 23,125 U.S. students participated in non-credit work, internships, and volunteering abroad.

DESTINATIONS	2014/15	2015/16	% of total	% change
1 United Kingdom	38,189	39,140	12.0	2.5
2 Italy	33,768	34,894	10.7	3.3
3 Spain	28,325	29,975	9.2	5.8
4 France	18,198	17,214	5.3	-5.4
5 Germany	11,010	11,900	3.7	8.1
6 China	12,790	11,688	3.6	-8.6
7 Ireland	10,230	11,070	3.4	8.2
8 Australia	8,810	9,536	2.9	8.2
9 Costa Rica	9,305	9,233	2.8	-0.8
10 Japan	6,053	7,145	2.2	18.0
11 South Africa	5,249	5,782	1.8	10.2
12 Mexico	4,712	5,178	1.6	9.9
13 Denmark	4,034	4,632	1.4	14.8
14 Czech Republic	4,093	4,610	1.4	12.6
15 India	4,438	4,181	1.3	-5.8
16 Argentina	3,708	3,846	1.2	3.7
17 New Zealand	3,325	3,806	1.2	14.5
18 Cuba	2,384	3,781	1.2	58.6
19 Ecuador	3,746	3,751	1.2	0.1
20 South Korea	3,520	3,622	1.1	2.9
21 Greece	3,628	3,592	1.1	-1.0
22 Peru	3,481	3,513	1.1	0.9
23 Netherlands	2,929	3,433	1.1	17.2
24 Brazil	3,836	3,400	1.0	-11.4
25 Austria	3,211	3,216	1.0	0.2
<b>WORLD TOTAL</b>	<b>313,415</b>	<b>325,339</b>	<b>100.0</b>	<b>3.8</b>

PARTICIPATION	U.S. study abroad total	U.S. higher education total	%
All U.S. undergraduates studying abroad in 2015/16	285,322	16,470,964*	1.7
All U.S. undergraduates who study abroad during their degree program	285,322	2,738,840**	10.4
U.S. bachelors students who study abroad during their degree program	279,792	1,801,329***	15.5

\* 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	2014/15	2015/16
Short-term (summer, or eight weeks or less)	63.1	63.0
Mid-length (one semester, or one or two quarters)	34.3	34.6
Long-term (academic or calendar year)	2.5	2.4





### REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

*Open Doors*<sup>®</sup> 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 2017 Report* provides 148 pages of detailed information and analysis on the 1,078,822 international students in the U.S. in 2016/17, 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 325,339 U.S. students who studied abroad for academic credit in 2015/16, on the 134,379 international scholars who taught and conducted research at U.S. colleges and universities in 2016/17, and on the 108,433 international students enrolled in intensive English programs in the U.S. in 2016.

*Open Doors* data tables are also available online at [www.iie.org/opendoors](http://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.



The Power  
of International  
Education

Cover: Elissa Buchalter, *Internal Alchemy of the External Reality* [detail], 2017; oil on canvas; 72 x 96"

ELISSA BUCHALTER is originally from Denver, Colorado. She received her BFA in Painting from the Maryland Institute College of Art. Ms. Buchalter received a Fulbright Student Research grant in painting/printmaking to India for the 2015/16 academic year. Through her Fulbright Grant, Ms. Buchalter researched Art as a meditative tool while learning traditional Buddhist Thangka Painting.

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