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REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

2021

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CONTENTS

Foreword 4

Note from the Authors 5

DATA HIGHLIGHTS

International Students 6

U.S. Study Abroad 7

MAPS

Leading Places of Origin of International Students 8

Leading Study Abroad Destinations of U.S. Students 9

U.S. TRENDS

International Students 10

International Students and U.S. Institution Profiles 12

COVID-19 in Context: International Students 14

U.S. Study Abroad 16

COVID-19 in Context: U.S. Study Abroad 18

COVID-19 in Context: Expanding Study Abroad
through Remote Global Internships 20

U.S. Intensive English Programs 22

International Scholars 24

COVID-19 in Context: International Scholars 25

WORLD REGION TRENDS

COVID-19 in Context: A Global Perspective 27

Africa, Sub-Saharan 28

Asia 28

Europe 29

Latin America and the Caribbean 29

Middle East and North Africa 30

North America and Oceania 31

DATA TABLES

International Students 33

U.S. Study Abroad 75

U.S. Intensive English Programs 90

International Scholars 100

Methodology 111

Acknowledgments 116

References 117

Fast Facts 118

Foreword

Throughout *Open Doors*' history, we have learned about the generations of students and faculty who recognize that “international” and “education” are integrally linked.

This year's *Open Doors* report serves as a key resource to understand and document the impact of nearly two years of the COVID-19 pandemic on international education.

Exactly 100 years ago, IIE conducted its first census of international students in the United States. We conducted this census to assist the U.S. Department of State and the then-Commissioner of Immigration to enable non-immigrant students and scholars to come to the United States before there were official non-immigrant visa provisions. This was the beginning of a long relationship with the Department of State to promote international educational and cultural exchanges in support of U.S. diplomacy.

This first census in 1921 turned out to be historic in several respects. Students from more than 120 places of origin were counted, representing nearly all of the then-existing nation states and territories.

The total — 6,437 — showed that, for the first time, the United States had become the leading destination for study abroad, eclipsing England and Germany, which had held the record for more than 500 years.

It foreshadowed the locations from which the largest numbers of students would consistently come to the United States. Indeed, of the top ten then, four are still in the top ten today: China, Canada, India, and Mexico.

One hundred eight Nobel prizes would subsequently be won by international students and scholars counted in the census who had engaged in an international exchange program of the U.S. Department of State or of IIE.

Behind all of the *Open Doors* statistics are generations who truly believe that international and education go together, even during pandemics. And the data suggest that making this an international education century for many more may be the best investment we can make in shaping the outlook of the next generation to lead the world we share.

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

Note from the Authors

Open Doors helps us understand the effects of the COVID-19 pandemic on international educational exchange to and from the United States.

This year's *Open Doors* report reflects the effects of the COVID-19 pandemic across all four of the *Open Doors* surveys. We note the importance of *Open Doors* building on more than 70 years of historical trends to track international educational exchange in the United States. The effects of the COVID-19 pandemic are unlike any other historical shifts in these trends and reflect the importance of expanding data collection and reporting to capture fully the impact of the pandemic.

Throughout 2021, we met with key *Open Doors* stakeholders, including our *Open Doors* Advisory Group, the *Open Doors* Study Abroad Working Group, and colleagues from the U.S. Department of State, Bureau of Educational and Cultural Affairs. Our discussions aimed to ensure that our findings would provide the necessary nuance and context to understand the effects of the pandemic on U.S. higher education institutions. We learned through our findings that the pandemic had had variable effects on the U.S. higher education landscape; the importance of reporting on these distinctions is as critical this year as for future years. We believe that the longitudinal continuity of data in *Open Doors* is essential and that the contribution of this year's publication will provide historical reference for future researchers.

In the publication, we highlight the effects of the COVID-19 pandemic on the 2019/20 and 2020/21 academic years. A significant portion of our analysis is committed to how the COVID-19 pandemic affected institutions differently throughout the year through sections called "COVID-19 in Context." These sections, based on additional survey data from a smaller subset of respondents, contribute additional insights into this year's *Open Doors* data and findings.

The section on international students speaks to the effects of the COVID-19 pandemic on inbound mobility at U.S. higher education institutions in fall 2020. *Open Doors* 2021 expanded the definition of an international student to capture the flexibility that U.S. colleges and universities

offered international students to study online due to campus closures and travel restrictions. The findings explore the decline in international student enrollment from various angles, including the differences between new and continuing student enrollment, the variations according to institutional characteristics, and the role of the mode of instruction in 2020/21.

The U.S. study abroad section notes the emergency efforts of home campuses to bring U.S. students home early from U.S. study abroad in the 2019/20 academic year and the effects of canceled programs in spring and summer 2020. We also report the incredible pivots to virtual programming, including a special section on remote global internships.

The findings in the international scholars section details how scholar appointments at U.S. campuses were affected in 2020/21. This year's intensive English program (IEP) analysis highlights the challenges within the IEP industry and discusses how programs shifted to provide students with flexible options for study amid steep enrollment declines. Last, the global mobility section speaks to the uneven effects of the COVID-19 pandemic on mobility between and among different world regions.

We would like to thank the thousands of colleagues at U.S. colleges, universities, and intensive English programs who continued to prioritize reporting to *Open Doors* amidst a shifting international educational exchange landscape. This institutional commitment to sharing data allows us to provide the field with comprehensive and critical data to tell the nuanced story of international educational exchange in *Open Doors* this year. The State Department's strong support of this project since 1972 has also been an invaluable asset in sustaining our efforts.

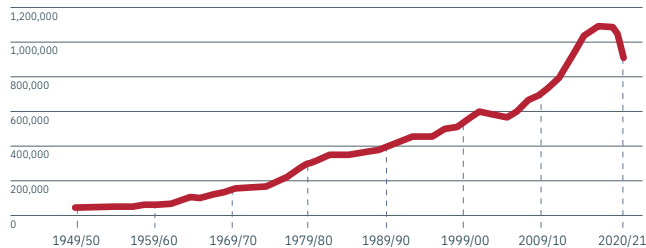
*Mirka Martel, Leah Mason, Julie Baer,
Natalya Andrejko & Nora Nemeth*

DATA HIGHLIGHTS

International Students

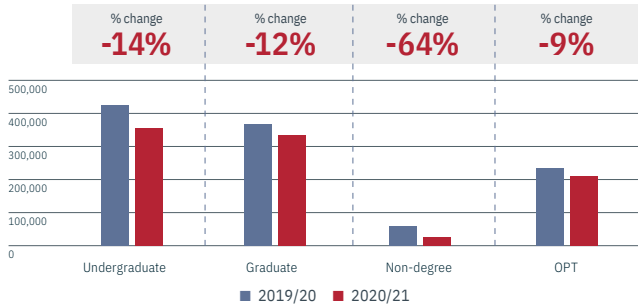
914,095 international students enrolled at U.S. higher education institutions or were on Optional Practical Training (OPT) in the 2020/21 academic year.

INTERNATIONAL STUDENTS, 1949/50–2020/21



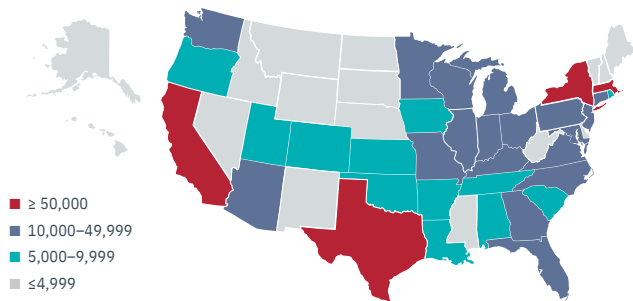
In 2020/21, the total number of international students **declined by 15%** from the prior academic year. This decrease was primarily due to the effects of the COVID-19 pandemic.

ACADEMIC LEVELS OF INTERNATIONAL STUDENTS



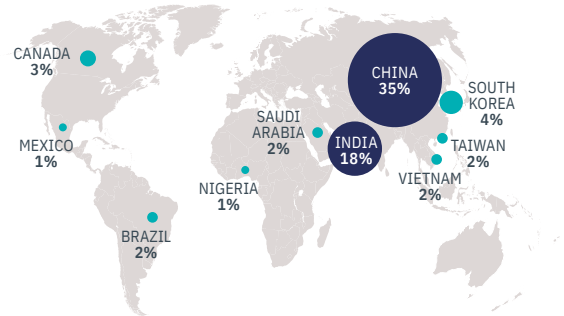
Undergraduates made up **39%** of all international students in 2020/21.

U.S. STATES HOSTING INTERNATIONAL STUDENTS, 2020/21



1 out of 3 international students studied at an institution in California, New York, or Texas.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2020/21

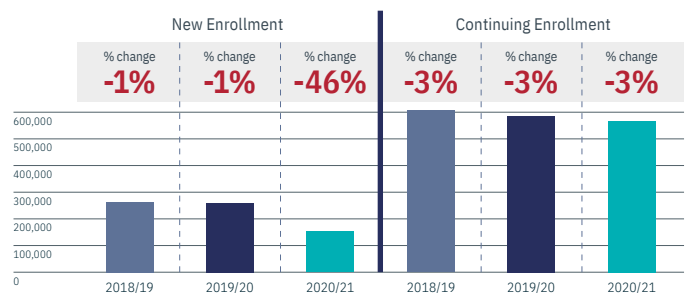


Students from China and India accounted for **53%** of international students.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2019/20 - 2020/21



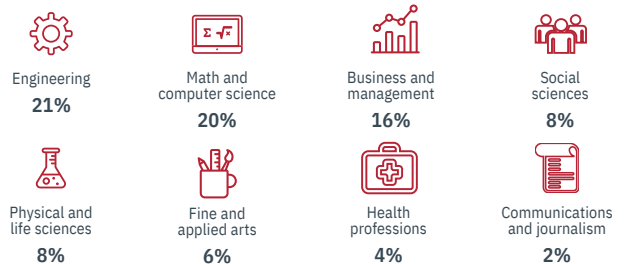
NEW AND CONTINUING INTERNATIONAL STUDENTS*



*New international students enrolled for the first time at their U.S. higher education institution.

145,528 international students enrolled at their U.S. university for the first time in 2020/21.

SELECTED FIELDS OF STUDY FOR INTERNATIONAL STUDENTS, 2020/21



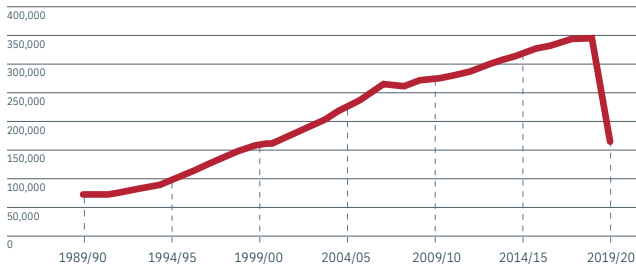
54% of international students pursued majors in STEM fields.

DATA HIGHLIGHTS

U.S. Study Abroad

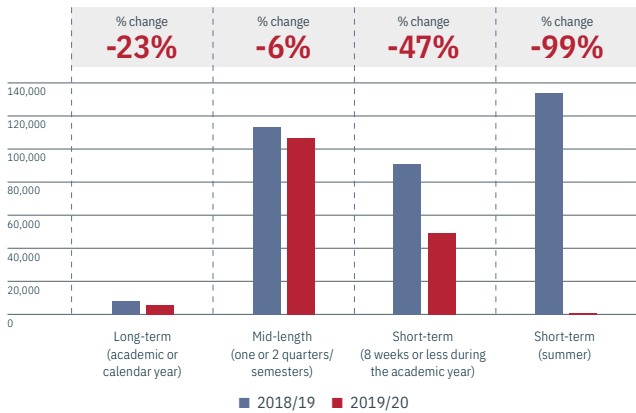
162,633 U.S. students studied abroad for academic credit in the 2019/20 academic year.

U.S. STUDENTS STUDYING ABROAD, 1989/90–2019/20



In 2019/20, the total number of U.S. students who studied abroad **declined by 53%** from the prior academic year. This decrease was primarily due to the effects of the COVID-19 pandemic.

DURATION OF U.S. STUDY ABROAD, 2019/20



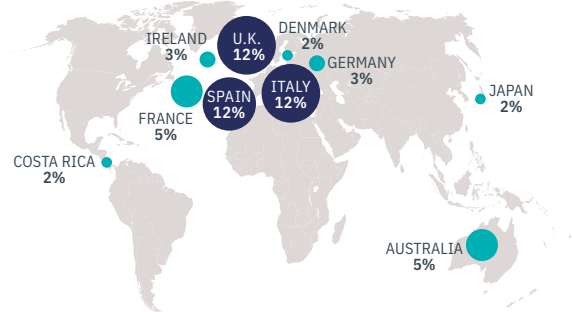
In previous years, short-term summer programs comprised **39%** of all study abroad programs. In summer 2020, only 1,300 students studied abroad for academic credit, a **99% decline**.

U.S. STUDY ABROAD AND THE COVID-19 PANDEMIC



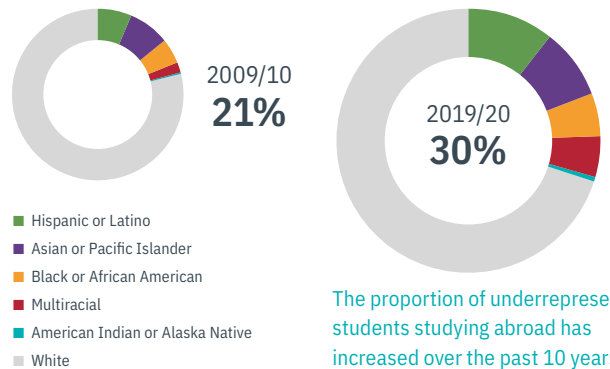
867 institutions reported that more than **55,000** U.S. students who studied abroad in 2019/20 returned to the United States early due to the COVID-19 pandemic.

LEADING DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2019/20



Europe hosted **more than half** of all U.S. students who studied abroad.

RACE/ETHNICITY OF U.S. STUDENTS STUDYING ABROAD



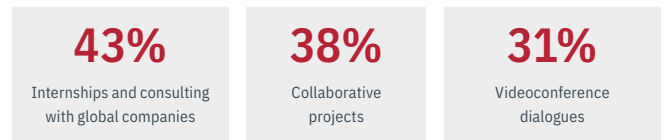
The proportion of underrepresented students studying abroad has increased over the past 10 years.

SELECTED FIELDS OF STUDY FOR U.S. STUDY ABROAD, 2019/20



ONLINE GLOBAL LEARNING EXPERIENCES, 2019/20

242 institutions reported that more than **10,000** students received academic credit for an online global learning experience.



45% of institutions offered multiple online global learning experiences.

FIGURE 1 Leading Places of Origin of International Students, 2020/21

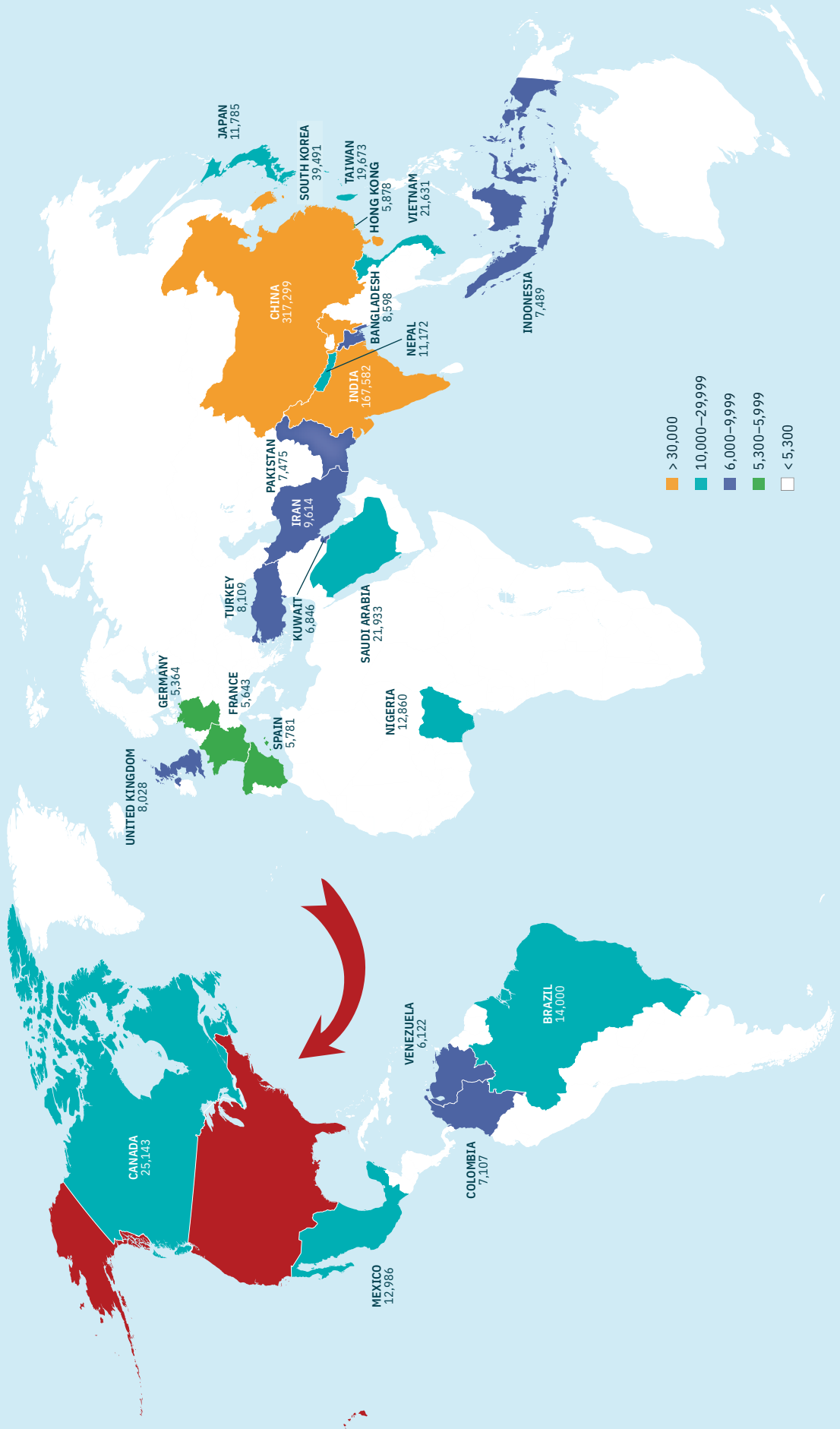
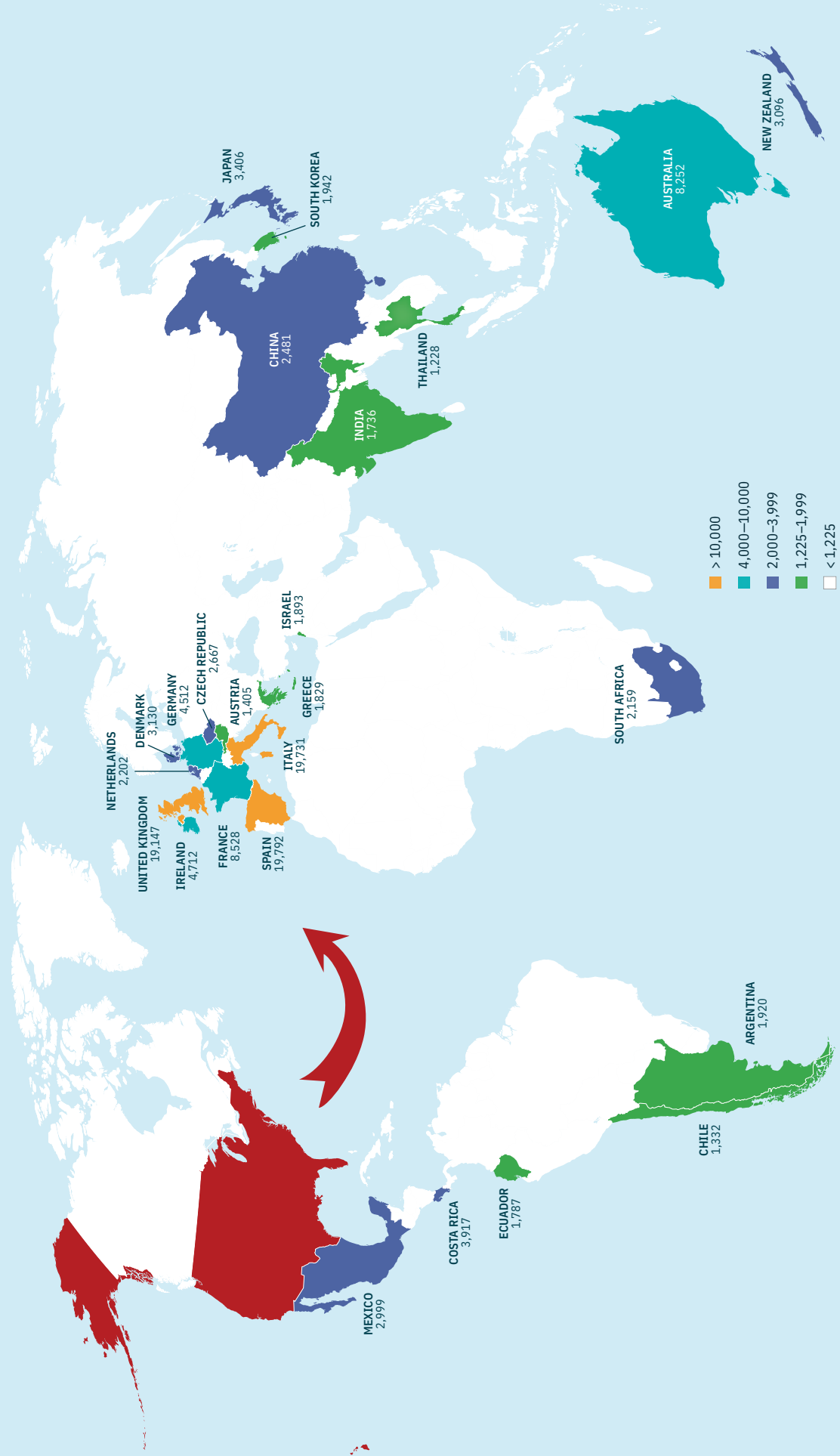


FIGURE 2 Leading Study Abroad Destinations of U.S. Students, 2019/20



International Students

U.S. colleges and universities remained open to international students despite the COVID-19 pandemic, enrolling 914,095 students for study and Optional Practical Training in 2020/21.

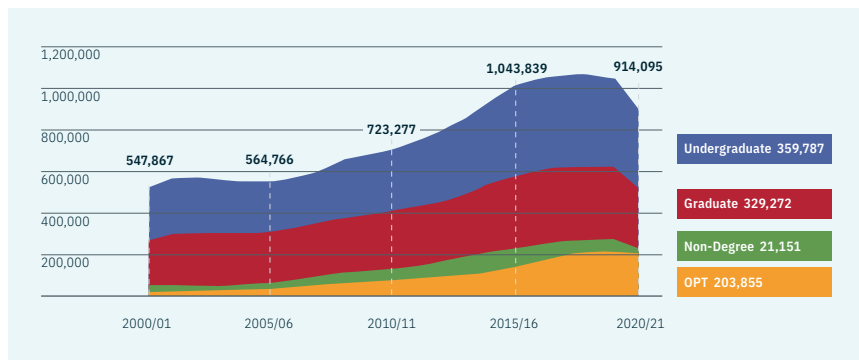


FIGURE 3
International students at U.S. higher education institutions, 2000/01 – 2020/21

The 2020/21 academic year was a historic moment for international exchange and student mobility due to the global shock of the COVID-19 pandemic. In the 2020/21 academic year, U.S. campuses enrolled 914,095 international students, a decrease of 15 percent from the previous year (Table 1.1). *Open Doors* updated the definition of an international student to include students studying in-person and online in the United States or abroad. These updates to the international student definition allowed *Open Doors* to capture the full picture of international students enrolled in U.S. higher education institutions while taking into account the flexibility these institutions offered students in allowing in-person and online study in the United States and abroad (see Methodology, p.112).

As in past years, most international students (75 percent) studied at the undergraduate and graduate levels (Fig. 3) (Table 1.3). The number of enrolled international students in undergraduate, graduate, and non-degree programs decreased, primarily due to the COVID-19 pandemic. Undergraduate enrollments fell by 14 percent, while graduate enrollments decreased by 12 percent. Due to the cancellation of many exchange programs and intensive English programs, students pursuing non-degree programs saw the sharpest decrease, at 64 percent.

More than 200,000 students pursued Optional Practical Training (OPT) for the fourth consecutive year. OPT decreased for the first time, dropping 9 percent. Two factors influenced the declining number of students on OPT in

2020/21. First, the COVID-19 pandemic limited the number of students who chose to pursue OPT options, with some deciding instead to return home. Second, the rate of OPT growth has slowed over the past several years. Larger cohorts of students from prior years have cycled through the system, and the incoming classes of new international students in more recent years were smaller, slowing the OPT rate of growth.

NEW STUDENT ENROLLMENTS DECLINED AT A GREATER RATE THAN CONTINUING STUDENT TOTALS

The number of new international students enrolling for the first time at a U.S. college or university fell in 2020/21 to 145,528, reflecting a decrease of 46 percent (Table 1.2). This decrease was the primary driver of the overall decline in international students in the 2020/21 academic year. Whereas in previous years new international students made up 25 to 30 percent of all international students, in the 2020/21 academic year, new international students made up just 16 percent of all international students (Fig. 4).

A look at international students continuing their studies provided a more positive outlook, as the decrease among this group was just three percent, in line with the decrease in the prior academic year. This smaller decrease indicates that international students who were already enrolled at U.S. universities were committed to continuing their education and remained enrolled, with many of them studying online.

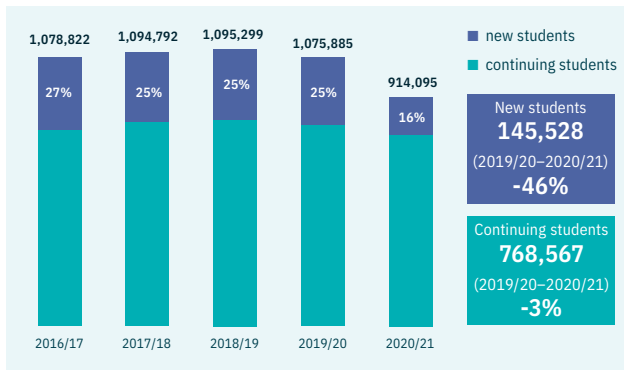


FIGURE 4 New and continuing international students, 2016/17 – 2020/21

STUDENTS FROM CHINA AND INDIA CONTINUED TO COMPRISE MORE THAN HALF OF ALL INTERNATIONAL STUDENTS

This year, international students came from over 200 places of origin (Table 1.14). China and India made up 53 percent of the total international student population. The number of students from China decreased by 15 percent, comparable to the rate of change among the general international student population. Indian student totals fell by 13 percent. Steeper declining numbers from South Korea (-21 percent) and Saudi Arabia (-29 percent) was primarily due to large declines in their enrollment in undergraduate and non-degree study programs. Finally, the decrease in the number of students from Canada was smaller, at three percent, perhaps indicating the ability of Canadian students to travel to the United States for study or the ease of accessing classes online.

Factors contributing to student enrollment declines varied by world region, resulting in differences in the total decline for each region (Table 1.10). As mentioned previously, the overall rate of decrease across all regions was 15 percent, driven primarily by declines in the number of students from Asia. However, some regions, including Europe and Oceania, experienced a steeper decline of 24 and 22 percent, respectively. It is possible that students from these regions were

more impacted by travel restrictions, chose to study regionally, or were more significantly impacted by online study across different time zones. In comparison, decreases across Latin America and the Caribbean (-9 percent) and Canada (-3 percent) were less stark.

FORTY-ONE PERCENT OF INTERNATIONAL STUDENTS PURSUED ENGINEERING OR MATH AND COMPUTER SCIENCE

As in previous years, most international students (54 percent) studied in science, technology, engineering, or math (STEM) fields, primarily engineering and math and computer science (Table 1.7). Engineering remained the most popular major for international students, with one in every five students pursuing studies in this field. Math and computer science and business and management continued to be the second and third most popular fields, respectively. Fields of study enrollments across the spectrum declined in 2020/21. Although engineering and math and computer science saw surges in previous years, in 2020/21, both fields recorded declines (Fig. 5). Business and management, on the other hand, had already been declining for several years, likely due to global competition, the cost of business schools, and a shift to new in-demand sectors such as computer science. The effects of the COVID-19 pandemic exacerbated this decline, resulting in a 17 percent decrease. Students studying social, physical, and life sciences had seen steady increases up through 2019 and these numbers were impacted primarily by the COVID-19 pandemic.

Finally, international students are significant contributors to the U.S. economy. According to the U.S. Department of Commerce (2021), international students contributed \$39 billion to the U.S. economy in 2020, primarily through their personal and family funding (Table 1.28). Even during the COVID-19 pandemic, the contributions of international students remain significant to broadening the knowledge and expertise across U.S. classrooms and within fields of study.

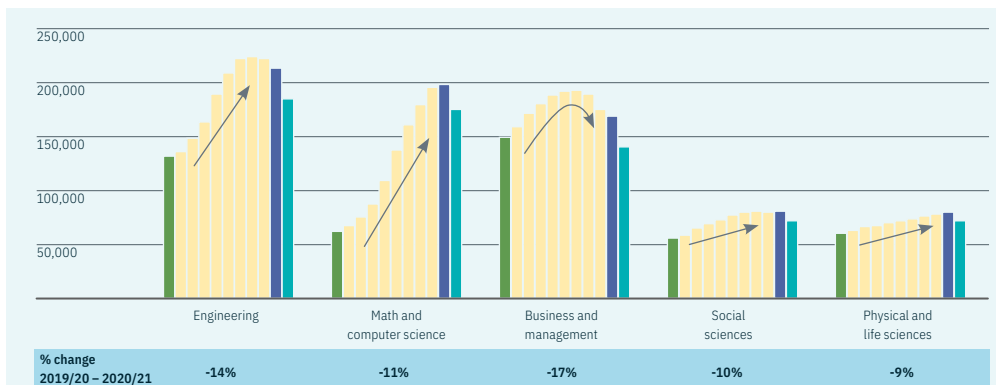


FIGURE 5 Leading fields of study of international students, 2010/11–2020/21

■ 2010/11
 ■ 2019/20
 ■ 2020/21

International Students and U.S. Institution Profiles

U.S. higher education institutions hosted international students in all 50 U.S. states, the District of Columbia, Puerto Rico, and other U.S. territories in 2020/21.

International students studied at U.S. higher education institutions across the country and continued to make up 4.6 percent of all students in U.S. higher education (Table 1.1). One in every three international students were enrolled at U.S. colleges and universities in California, New York, and Texas in 2020/21, with no change in the top three state hosts from 2019/20 (Table 1.16).

DECREASES IN INTERNATIONAL STUDENT TOTALS VARIED BY INSTITUTIONAL CHARACTERISTICS AND LOCATION

While the COVID-19 pandemic affected international student enrollments across the country, there were differences by geographic region, sector, and institutional type.

Geographic region. International student totals varied across the nine geographic regions defined by the U.S. Census Bureau, with declines ranging from 11 percent in the Mountain region to 18 percent in the Pacific region (Fig. 6) (Table 1.16). In contrast to 2019/20, the steepest decreases in international student numbers for 2020/21 were in the coastal regions, while the South and Midwest experienced declines more closely aligned to the overall international student enrollment decline of 15 percent. This was the opposite

effect from 2019/20, when the South and Midwest regions experienced declines while the coastal regions experienced increases. This may point to the variable effect of the COVID-19 pandemic on regions over time.

Sector. In 2020/21, 61 percent of international students enrolled at public institutions, while 39 percent enrolled at private institutions (Table 1.22). These proportions were consistent with those from the prior year, as public and private institutions reported similar student enrollment declines. Public institutions reported a 15 percent decline, while private not-for-profit institution totals decreased by 14 percent.

Institutional type. In 2020/21, 687,031 international students were enrolled at doctoral universities, representing 75 percent of all international students (Table 1.23). The overall number of international students at doctoral universities fell by 13 percent, which was comparable to the overall international student decline of 15 percent (Fig. 8) (Table 1.24).

Both master’s colleges and universities, and associate’s colleges had already seen decreasing international student numbers for several years, and the impact of the COVID-19 pandemic exacerbated this decline, resulting in declines of 23 and 24 percent, respectively, in 2020/21.

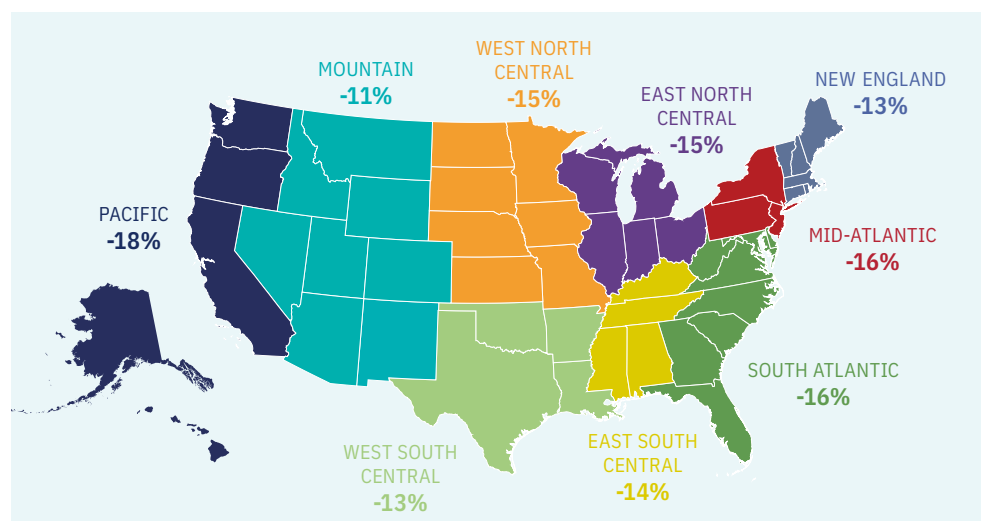


FIGURE 6
International students percentage change by U.S. geographic divisions, 2019/20 – 2020/21

Master’s colleges and universities enrolled 104,453 international students in 2020/21, or 11 percent of all international students. More than 60,000 international students enrolled in classes at U.S. associate’s or community colleges, representing seven percent of all international students. Community colleges lost almost one-quarter of their international student enrollments (-24 percent), the steepest drop of any institutional type.

INSTITUTIONAL TYPES EXPERIENCED VARIATIONS ACROSS REGIONS, PARTICULARLY COMMUNITY COLLEGES

Figure 7 presents total international student enrollment declines by type and geographic region. Our analysis found that international student totals varied not only by the type of institution, but also by where that institution was located in the United States.

In the Mountain region, for example, the number of international students at doctoral universities decreased by only eight percent, compared to the national decline of 13 percent. This was possibly driven by a stable continuing international student cohort in this region that increased by three percent, in contrast to a two percent decline among continuing international students at doctoral universities nationally.

Regional characteristics also varied by associate’s colleges, or community colleges. Regionally, international student enrollment at community colleges declined from 19 percent in the South Atlantic region to 27 percent in the West North Central, East North Central, and Pacific regions. The decline reported by community colleges in the Pacific region was significant because the Pacific region hosted 40 percent of all international students enrolled at community colleges. Therefore, the drop in international student enrollment at associate’s colleges in the Pacific region contributed significantly to the national decline in international student enrollment at these institutions.

	ALL REGIONS	PACIFIC	MOUNTAIN	WEST NORTH CENTRAL	WEST SOUTH CENTRAL	EAST NORTH CENTRAL	EAST SOUTH CENTRAL	NEW ENGLAND	MID-ATLANTIC	SOUTH ATLANTIC
Associate’s colleges	-24	-27	-21	-27	-21	-27	-21	-23	-20	-19
Baccalaureate colleges	-14	-7	-5	-9	-11	-15	-19	-9	-21	-19
Doctoral universities	-13	-13	-8	-13	-11	-12	-14	-11	-15	-14
Master’s colleges and universities	-23	-29	-39	-21	-13	-28	-14	-22	-19	-22
Special focus institutions	-17	-4	21	-15	-9	-22	-12	-16	-22	-24

FIGURE 7 International students by U.S. geographic region and institutional type

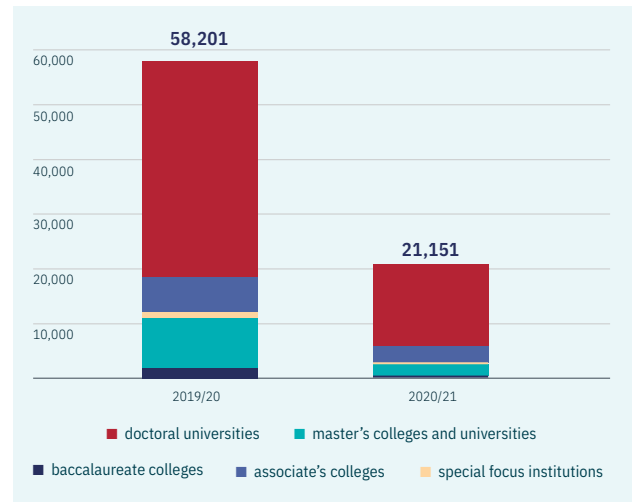


FIGURE 8 Non-degree student enrollment by institutional type, 2019/20 – 2020/21

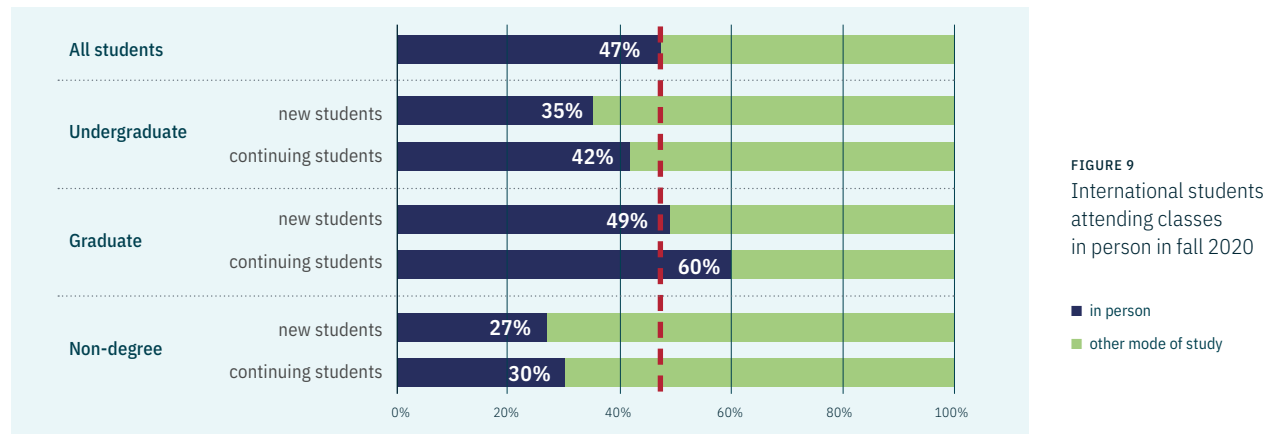
INTERNATIONAL ENROLLMENTS IN NON-DEGREE PROGRAMS DECREASED MOST SIGNIFICANTLY AT MASTER’S COLLEGES AND UNIVERSITIES

U.S. colleges and universities have traditionally welcomed students from around the world to participate in non-degree programs, including intensive English, short-term exchange, certificate, and micro-credentialing programs. After reaching a peak of more than 93,000 non-degree international students in 2014/15, these enrollments have steadily declined (Table 1.4).

The COVID-19 pandemic intensified the 64 percent decline in international student enrollments in non-degree programs in 2020/21. Given that 16 percent of all non-degree students were enrolled at a master’s college or university in 2019/20, these same institutions experienced a more significant decline of 79 percent and enrolled fewer than 2,000 non-degree students in 2020/21 (Fig. 8). In comparison, non-degree enrollment at associate’s and doctoral institutions declined by 53 and 64 percent, respectively.

COVID-19 in Context: International Students

U.S. higher education institutions offered international students flexible options to study during the 2020/21 academic year, as well as continued support.



The mode of instruction at U.S. higher education institutions in the 2020/21 academic year and the options offered to international students for their study, including deferrals or leaves of absence, had notable effects on international student enrollment. This section provides additional context to the international student data and completes the picture of international student mobility at U.S. colleges and universities.

MOST INTERNATIONAL STUDENTS ATTENDED CLASSES ONLINE IN THE 2020/21 ACADEMIC YEAR

In fall 2020, the vast majority of U.S. colleges and universities (99 percent) offered a hybrid model of instruction to their students, including 11 percent of institutions that offered virtual instruction only (Baer & Martel, 2020). The *Open Doors* International Student Census modified its definition of an international student in 2021 to include international students in person on U.S. campuses, as well as those studying online in the United States or from abroad. This ensured a holistic picture of international students enrolled at U.S. colleges and universities.

In the 2020/21 academic year, international students enrolled at U.S. higher education institutions (excluding students on OPT) primarily attended classes online, according to responses to a COVID-19-related section in this year's *Open Doors* International Student Census. This mirrors the finding already mentioned about institutions' principal mode of instruction. Despite the primary mode

of instruction being online in 2020/21, nearly half (47 percent) of all reported international students were able to attend at least some classes in person in the United States in fall 2020 (Fig. 9).

International students attending classes in person were primarily continuing students, or students who had already enrolled at their U.S. institution in the 2019/20 academic year. Only 41 percent of new international students, or students enrolled in a U.S. college or university for the first time, were able to attend classes in person. This statistic was even lower for international students beginning their studies at the undergraduate level (35 percent) or at the non-degree level (27 percent). Conversely, almost half of new international students at the graduate level (49 percent) were able to attend classes in person. International students at the graduate level may have been located in the United States due to previous study, and thus were more likely to begin their graduate program in person.

Looking ahead to the 2021/22 academic year and next year's *Open Doors* report, the *Fall 2021 International Student Enrollment Snapshot* (Martel, 2021) noted that the return to in-person instruction was significant. Preliminary findings indicate that 27 percent of institutions reported in-person instruction only, while 73 percent continued to offer a hybrid model with online and in-person study. Notably, despite the large proportion of institutions offering hybrid options, these preliminary findings indicate that 65 percent of the

international students at reporting institutions attended classes in person in fall 2021.

INTERNATIONAL STUDENTS WHO CHOSE TO WAIT TO BEGIN OR CONTINUE THEIR STUDIES COMPLETE THE FULL PICTURE OF INTERNATIONAL STUDENT MOBILITY AMID THE COVID-19 PANDEMIC

Since the start of the COVID-19 pandemic, U.S. higher education institutions have been providing options for international students if they are unable to or wish not to begin their studies. Many factors go into choosing to study outside of one's home country, including safety and security, travel restrictions related to COVID-19, and finances. In the 2020/21 academic year, an additional consideration for international students was the reality that they would begin the school year learning online. As a result, some international students opted to defer admission or take a leave of absence which allowed more time for the possibility of studying in person in a subsequent term.

In the 2020/21 academic year, 934 institutions reported that 47,499 international students deferred their studies to a future year (Fig. 10). This was in comparison to just 9,249 international students who made the same choice in the 2019/20 academic year, an increase of more than 38,000 students.

In addition, 1,042 institutions reported that 10,354 international students took a leave of absence during the 2020/21

academic year. This was in comparison to 3,817 international students who made the same choice in the prior year (2019/20). Many considerations go into taking a leave of absence for international students, well beyond the realities of COVID-19. However, the difference in the 2019/20 academic year and the 2020/21 academic year demonstrates the impact of the COVID-19 pandemic and related travel restrictions as exacerbating factors causing more students to take a break from their studies.

To complete the picture of international students and their study at U.S. higher education institutions in the 2020/21 academic year, this year's analysis found that while 914,095 international students enrolled or were on OPT, an additional 47,499 international students deferred enrollment, and 10,354 took leaves of absence. In total, U.S. higher education institutions supported the needs of 971,948 international students (Fig. 11).

SUPPORT TO INTERNATIONAL STUDENTS AT VARIOUS LEVELS CONTINUED

International students are significant contributors to U.S. higher education institutions and their culture, and institutions continued to support their students throughout the 2020/21 academic year. Whether through support related to health and safety or housing and IT-related support, international students were at the forefront of institutions' concerns regarding student well-being and safety.

In IIE's COVID-19 Snapshot Survey Series, higher education institutions described their learnings throughout the 2020/21 academic year regarding their support to international students. As one institution noted, "Our international students have needed more support in terms of international student services and academic advising to encourage and maintain their enrollment during the pandemic" (Martel & Baer, 2021). Institutions also noted improving their outreach practices to include more virtual processes and expanded recruitment to virtual options. These learnings speak to institutions' consistent and unwavering support to international students, regardless of their location or mode of study.

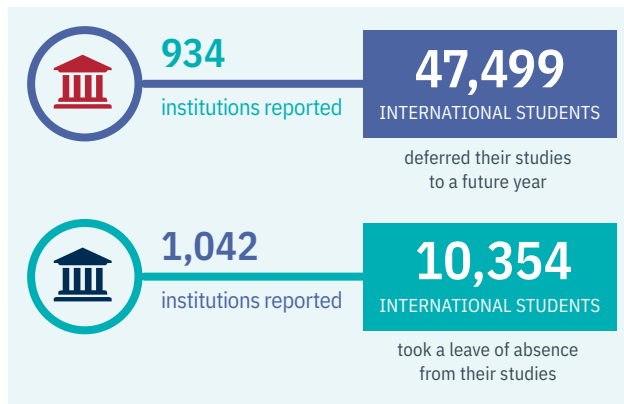


FIGURE 10 International student deferrals and leaves of absence, 2020/21



FIGURE 11 Full picture of international students' decisions, 2020/21

U.S. Study Abroad

In 2019/20, higher education institutions sent 162,633 U.S. students abroad for academic credit, a 53 percent decline due to the COVID-19 pandemic.

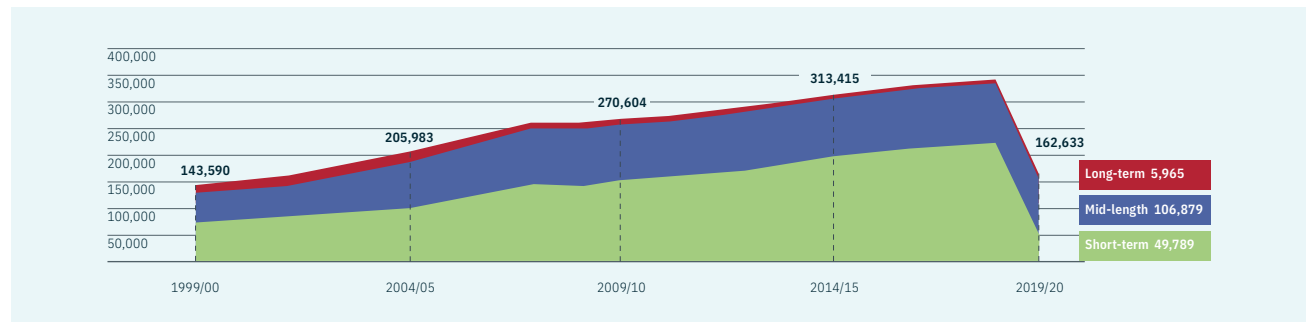


FIGURE 12 U.S. study abroad by duration, 1999/00 – 2019/20

Prior to the COVID-19 pandemic, the United States had seen steady growth in U.S. study abroad, primarily driven by students who pursued short-term study abroad. Similar to the findings on international student mobility, the sharp decline in the 2019/20 academic year (-53 percent) was driven by the outbreak of COVID-19 at the end of 2019 and continuing through summer 2020, months when the largest numbers of U.S. students typically study abroad.

In fall 2019, U.S. study abroad programs commenced as usual. The outbreak of COVID-19 in December 2019 followed by the World Health Organization declaration of a pandemic in March 2020 affected global travel restrictions and student mobility (WHO, 2020). Higher education institutions brought home students abroad on spring semester programs and canceled spring break travel and almost all summer 2020 programs. As a result, 162,633 U.S. students studied abroad for academic credit (mostly in fall 2019 programs), compared to 347,099 students in the previous year (Table 2.1).

SHORT-TERM PROGRAMMING WAS MOST AFFECTED BY THE COVID-19 PANDEMIC

In 2019/20, U.S. study abroad decreased across all durations of study: long-term (academic or calendar year), mid-term (one semester, or one or two quarters), and short-term (summer, or eight weeks or less) (Fig. 12). Long-term and mid-length academic programs fell by 23 and six percent, respectively, given that many long- and mid-length programs operated in the fall 2019 semester. Also, many mid-length programs in spring

2020 were able to commence, and students traveled abroad, only to return to the United States early (see Covid in Context: U.S. Study Abroad, p. 18).

The COVID-19 pandemic significantly affected short-term study abroad programs, which decreased by 78 percent, particularly summer study programs. In 2018/19, summer programming comprised 39 percent of all U.S. study abroad, a popular time of year for students to study abroad worldwide. In 2019/20, summer study abroad decreased by 99 percent from 134,000 to only 1,300 students (Table 2.12).

The changes to U.S. study abroad programming affected institutional types differently. For example, short-term program cancellations varied among U.S. students at public and private not-for-profit institutions. Public institutions traditionally send a large number of students on short-term programs (more than 40 percent of total U.S. study abroad in 2018/19). As a result, public institutions had a greater decline in the number of students who studied abroad in 2019/20 (-61 percent), driven almost entirely by lower participation in short-term programs. In comparison, the number of students who studied abroad from private not-for-profit institutions fell by 42 percent.

A similar comparison of the number of U.S. students who studied abroad in 2018/19 and 2019/20 by institutional type and program duration revealed similar variations (Fig. 13) (Table 2.11). Baccalaureate colleges which have historically sent half of their students on mid-length study abroad programs, had the smallest decline (-33 percent), in the number of students who studied abroad. Associate's colleges had the

largest decline (-71 percent), due to the fact that the vast majority of study abroad students at community colleges traditionally go abroad during the summer term. Doctoral and master's institutions, which have the largest overall numbers of study abroad students, both exhibited an over 50 percent decline driven by fewer students on short-term programs.

EUROPE REMAINED THE LEADING HOST REGION OF U.S. STUDY ABROAD

For students who were able to participate in study abroad, Europe continued to be the predominant destination, hosting more than 94,000 U.S. students (Table 2.7). The region accounted for 58 percent of all U.S. study abroad in 2019/20, with Spain, Italy, and the United Kingdom remaining the top three destinations (Table 2.5). Each of these three destinations hosted more than 19,000 students, comprising one-third of U.S. students who studied abroad.

Latin America and the Caribbean remained the second most popular region for U.S. study abroad (Table 2.6). The regional decline of 55 percent aligns with the overall decline in U.S. study abroad in 2019/20. This decline was similarly reflected in popular destinations throughout the region, such as Argentina (-42 percent), Chile (-58 percent), Costa Rica (-53 percent), Ecuador (-51 percent), and Mexico (-53 percent).

Given that the COVID-19 pandemic affected Asian countries earlier than the rest of the world, that region saw a greater decline (64 percent) in study abroad. Historically, the most popular destination in Asia, China, saw the number of U.S. study abroad students decline by 79 percent, from 11,639 to fewer than 2,500 students. U.S. study abroad to Japan and South Korea also fell by 62 and 57 percent, respectively. Both destinations had seen consistent increases over the last decade.

COVID-19 PANDEMIC EFFECTS VARIED BY ACADEMIC LEVEL

Undergraduate study has traditionally comprised the largest proportion of students going abroad for academic credit (Table 2.2). Overall, the number of undergraduates declined

	LONG	MID	SHORT	% CHANGE
Doctoral universities	4,974 3,735	75,080 71,285	156,791 31,587	-55%
Master's colleges and universities	1,706 1,388	19,021 16,851	42,465 9,522	-56%
Baccalaureate colleges	1,042 703	17,362 16,596	17,542 6,929	-33%
Associate's colleges	24 30	958 1,004	6,874 1,253	-71%
Special focus institutions	68 105	1,301 801	1,891 737	-50%

■ 2018/19 ■ 2019/20

FIGURE 13 Duration of U.S. study abroad by institutional type, 2018/19 – 2019/20

by 52 percent with notable variations by academic level (Fig. 14). Historically, students in their junior (third) year of study have been the largest cohort. It is likely that students pursuing longer durations, such as a semester abroad, may be doing so in the traditional junior year, while other undergraduates may pursue shorter or summer term experiences. As such, it was notable that juniors participating in study abroad declined by only 40 percent. In contrast, other undergraduate academic levels declined at a steeper rate, particularly among freshman (-69 percent) many of whom may not have gone abroad in their first semester of study and were likely impacted by the cancellation of programs in the spring and summer.

Although study abroad practitioners have long expressed concern that graduate-level study abroad is undercounted by institutions (Sanger & Mason, 2019), it is clear that in the 2019/20 academic year, fewer students at the graduate level went abroad for academic credit back home (Table 2.2). Graduate study abroad declined by 62 percent, primarily driven by students at the master's level. According to IIE's Graduate Learning Overseas study (Sanger & Mason, 2019), graduate students are more likely to participate in short-term study abroad (87 percent) than are graduate students. Therefore, they may have been affected by the spring and summer program cancellations to a greater extent than were undergraduate students.

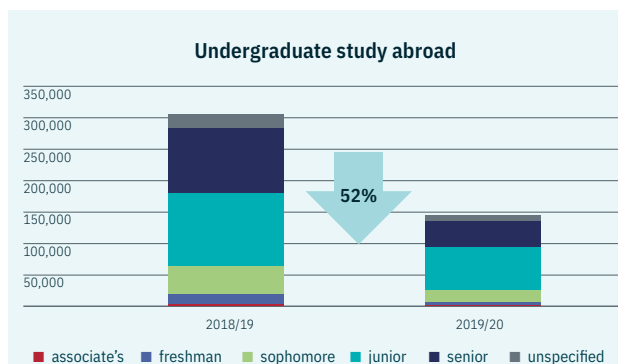
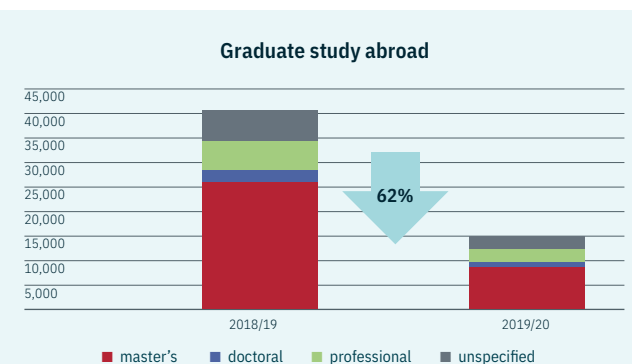


FIGURE 14 U.S. study abroad by academic level, 2018/19 – 2019/20



COVID-19 in Context: U.S. Study Abroad

U.S. study abroad offices supported students at various stages in the 2019/20 academic year, from emergency response to online global learning.

The COVID-19 pandemic affected U.S. study abroad throughout the 2019/20 academic year, leading to a 53 percent decline in the total number of U.S. students who studied abroad for academic credit. While many students were able to commence their study abroad programs, for some students abroad in 2020, their experiences were truncated due to safety concerns. Students who were planning to travel abroad in spring and summer 2020 faced program cancellations or pivots to online global learning. This section provides additional context to the U.S. study abroad data and includes additional analysis collected in the *Open Doors* U.S. Study Abroad Survey.

OVER 50,000 U.S. STUDENTS STUDYING ABROAD FOR ACADEMIC CREDIT RETURNED TO THE UNITED STATES EARLY DUE TO THE COVID-19 PANDEMIC

U.S. higher education institutions launched emergency efforts to prioritize the health and safety of their students, quickly returning U.S. students on study abroad programs to the United States in spring 2020. According to a special COVID-19 section in this year's *Open Doors* U.S. Study Abroad

Survey, 867 institutions reported that approximately 55,000 students returned to the United States early amid the COVID-19 pandemic. The majority of these students (89 percent) were enrolled in mid-length programs of one semester or one or two quarters. Many had begun their study abroad in the spring semester, a popular time for U.S. academic study abroad.

The home campus profile of U.S. students who returned to the United States early from study abroad included public and private higher education institutions alike. Of the 55,000 students, 52 percent attended public institutions, while 48 percent attended private institutions. Figure 15 includes the percentages of students who returned to the United States early from study abroad by institutional type compared to the total study abroad population by type in 2019/20. The largest proportion of students who returned (70 percent) came from doctoral universities, which is reflective of the overall prevalence of these institutions in study abroad. The proportion of students who returned to the United States was relatively higher for baccalaureate

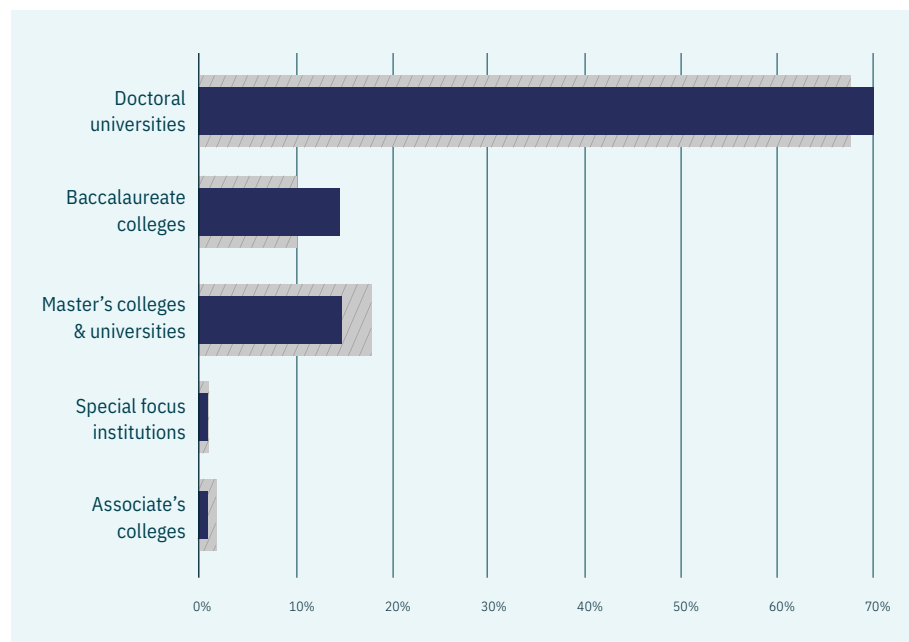


FIGURE 15
U.S. study abroad and COVID-19-related early returns, 2019/20

■ 2019/20 % total
■ returning students % total

colleges than for overall U.S. study abroad. This may be because students from baccalaureate colleges were more likely to participate in academic year or spring programs affected by the COVID-19 pandemic, thus accounting for a larger proportion of student returns to the United States.

U.S. INSTITUTIONS PROVIDED STUDENTS WITH OPTIONS TO PURSUE ONLINE GLOBAL LEARNING

Collaborative Online International Learning (COIL) programs (SUNY COIL, 2021) and virtual exchange have existed as part of college and university curricula for nearly two decades. This alternate form of international educational exchange—online global learning—was welcomed by many institutions that pivoted to virtual learning in 2020.

In addition to the 160,000 U.S. students who studied abroad in person in 2019/20, more than 10,000 students received academic credit for participating in an online global learning experience (Fig.16). The most popular online experiences offered by institutions included internships and consulting with global companies, collaborative project-based learning, and videoconference dialogues. Nearly half of all institutions indicated that they offered students multiple types of online global learning. An IIE and AIFS Foundation joint paper offers a more detailed analysis of the value of remote global internships as a complement to in-person global learning and work experiences (see p. 20).

RECOVERY OF U.S. STUDY ABROAD WILL TAKE TIME

The rebound for U.S. study abroad will likely take time, as institutions prepare their programming to align with U.S. student demand. The impact of the COVID-19 pandemic on U.S. study abroad in the 2020/21 academic year and summer 2021 will be documented in *Open Doors 2022*, since these data are reported in the year after the study abroad experience, after the student has returned to the U.S. campus and received academic credit for the overseas experience. Some early insight into the forthcoming reporting cycle was captured in this year's survey question about programming plans for 2020/21. Eighty-one percent of institutions reported that study abroad programming at their institution was canceled in fall 2020 into spring, and 62 percent of institutions indicated that their programs would remain paused in summer 2021 as well.

More than 50 percent of institutions reporting to The Forum on Education Abroad State of the Field Survey (2021) planned to resume study abroad during the 2021/22 academic year. The IIE COVID-19 Snapshot Survey Series reported that for the 2021/22 academic year, institutions planned to rely on traditional European destinations such as

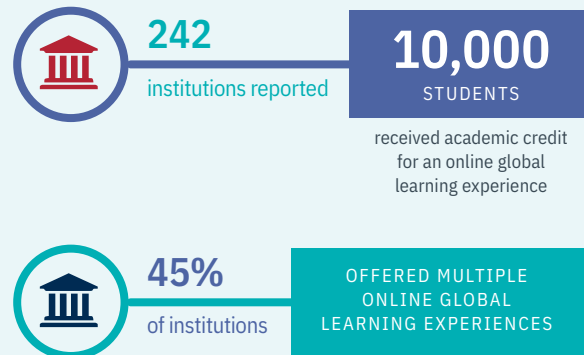


FIGURE 16 Online global learning, 2019/20

the United Kingdom, Spain, Italy, and France for study abroad programming (Martel & Baer, 2021). Before the pandemic, study abroad to Europe consistently represented more than half of all U.S. study abroad (Table 2.6). However, many institutions have had to evaluate the feasibility of students traveling to destinations with long-established partnerships or the availability of programming from study abroad providers.

The Forum survey indicated that 30 percent of administrators predicted that participation in U.S. study abroad would return to prepandemic levels no earlier than fall 2022, with just more 20 percent predicting that numbers would not rebound fully until 2023 (The Forum on Education Abroad, 2021).

U.S. INSTITUTIONS HAVE IMPROVED FUTURE STUDY ABROAD PROGRAMMING AND PROCESSES

U.S. higher education institutions have examined their study abroad policies and procedures to identify improvements postpandemic. Approximately three-fourths of institutions (76 percent) created new or updated procedures for study abroad students, while 73 percent focused on emergency protocols with partners and providers (Martel & Baer, 2021). For example, due to the evolving nature of the COVID-19 outbreak, U.S. colleges and universities have had to build robust risk management systems to navigate destination-country COVID-19 outbreaks and travel restrictions.

As one institution remarked, “There were a lot of program elements that we’ve kept in place for years. [Now] we’re changing the way we do flights, work with parents, interact with vendors, conduct orientation, and even manage the money—and all of this is good for the long-term viability of our programs.” As U.S. study abroad programs recover from the effects of the pandemic, lessons learned and improvements have emerged in programming that will improve operations for the future.

COVID-19 in Context: Expanding Study Abroad through Remote Global Internships

Remote global internships provide value and opportunity for students who may not be able to study abroad in person.

U.S. higher education institutions remained flexible during the COVID-19 pandemic and offered options for U.S. study abroad when in-person experiences were not possible, including remote global internships. This section highlights data on remote global internships in the 2019/20 academic year, as well as recent research on the value of remote global internships as a complement to in-person global learning and work experiences.

In 2019/20, more than 9,600 U.S. students worked abroad or completed an international internship for credit (Table 2.13C). Due to the COVID-19 pandemic and significant closures of spring and summer global internship programs, this was a 62 percent decrease from the previous year. In addition to the 9,600 students who went abroad, approximately half of all the students who had planned to participate in an in-person internship abroad in summer 2020 transitioned to a remote global internship (Mason & Martel, 2021).

An IIE and AIFS Foundation joint paper analyzed data from two international internship providers, *Global Experiences* and *Virtual Internships*, to understand how remote global internships affected students' learning outcomes and career readiness (Mason & Martel, 2021). The data revealed that students who participated in a remote global internship in 2020 experienced the same or better gains in skill development as

did their peers who participated in an in-person international internship in 2019 (Fig. 17). These students participated in highly structured remote global internship programs with providers that incorporated targeted supports, guidance, and reflective opportunities throughout the internship program.

STUDENTS BENEFIT FROM HIGHLY STRUCTURED PROGRAM MODELS

For students who select a remote global internship, the value of this experience lies in the opportunity to build a global network, increase cultural awareness, and enhance language skills. Remote global internship providers can play a crucial role in supporting students' personal and professional development through highly structured program models. They frequently offer students features such as facilitated group discussions with other interns and one-on-one mentoring, alongside pre-internship orientations, cultural events, and post-program career development. These models have an intentional focus on interactions and support before, during, and after the internship.

There are benefits to conducting a global internship remotely, regardless of whether it is supported by a third-party program provider, employer, or higher education institution. Promising practices for employers hosting

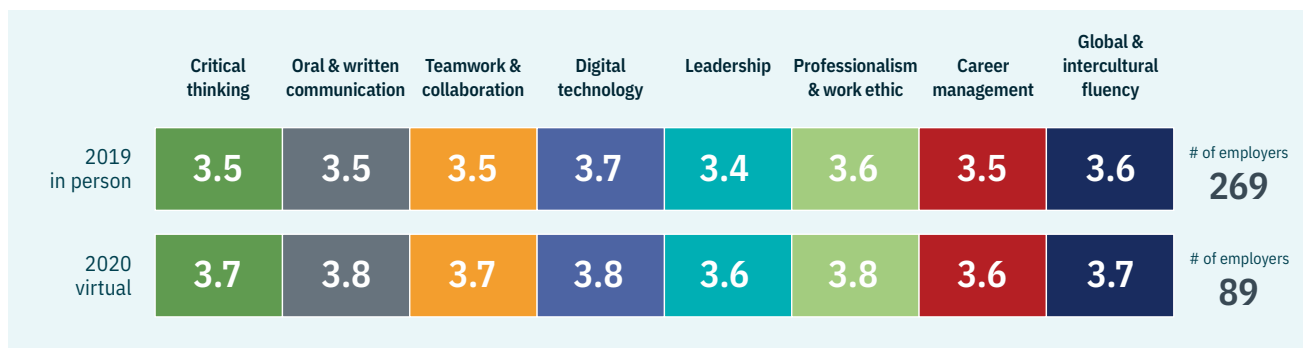


FIGURE 17 In person and virtual intern career readiness competency assessments, 2019-2020

NOTE: COMPETENCIES WERE EVALUATED ON A SCALE OF 1-4. SOURCE: GLOBAL EXPERIENCES, 2021

This section is excerpted from Mason, L. & Martel, M. (2021). *The rise of remote global internships: Implications for career readiness*. IIE/AIFS Global Education Research Papers. Institute of International Education.

student interns on a remote global internship include pairing student interns with a trained mentor, assigning project-based work, orienting interns to information and communication technology tools, creating networking opportunities, and establishing regular check-ins for feedback and reflection. Promising practices for student interns mirror those of employers and include communicating proactively, implementing organizational strategies, familiarizing oneself with new systems, requesting networking opportunities, and taking time to reflect.

STUDENTS GAINED CRITICAL THINKING AND ANALYSIS, PROBLEM-SOLVING, AND SELF-MANAGEMENT SKILLS THROUGH REMOTE GLOBAL INTERNSHIPS

Research on skills acquisition in remote internships is promising, though limited, as these opportunities have increased only in the last decade. A recent study by *Virtual Internships* (2021c) comparing students who participated in an in-person international internship in East Asia in 2019 with students who participated in a remote global internship with an organization located in East Asia in 2020 showed similar pre- to posttest gains for students in critical thinking and problem solving, with approximately 17 percent of all students reporting significant gains. A survey of *Global Experiences* (2021) employers found that employers scored students' demonstration of the critical thinking competency slightly higher for remote interns (3.7/4) in 2020 than they did for the in-person interns (3.5/4) in 2019 (Fig. 17).

While critical thinking and analysis and problem-solving skills have long been at the top of the World Economic Forum's list of most desired skills by employers (2020), self-management is part of a newly emerging skill group and one that may be particularly relevant to remote global internships. Skills that fall under self-management include active listening, resilience, stress tolerance, and flexibility. These skills are critical in the virtual environment where interns must self-manage their work, proactively using a range of communication tools and leveraging their technological skills to complete assignments. The self-management practices that students apply may also lead to improved project management skills.

Virtual Internships (2021c) reported that 67 percent of remote global interns noted a gain in the similar area of professionalism and work ethic compared to 61 percent of their in-person peers (Fig. 18). Similarly, *Global Experiences* (2021) also recorded higher scores from employers in 2020 for remote interns' development of professionalism and work ethic (3.8/4) than the scores in 2019 for in-person interns (3.6/4).

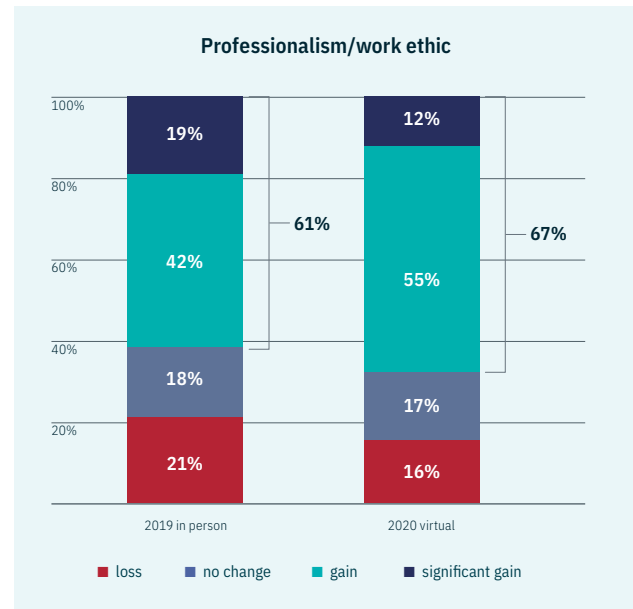


FIGURE 18
In-person and virtual professionalism/work ethic assessment, 2019 & 2020
SOURCE: VIRTUAL INTERNSHIPS, 2021C

REMOTE GLOBAL INTERNSHIP BENEFITS EXTEND BEYOND SKILL GAINS

Internship programs serve as a pivotal experience for college students to apply the theoretical learnings from their academic careers to a work environment. For many, this is a critical step in preparing for their eventual transition into the workforce. The rapid shift to remote global internships in 2020 highlighted some of the additional benefits of remote global internships, specifically:

- a safe, work-based learning environment for students,
- increased access for more students by alleviating geographic, mobility, and financial barriers,
- greater flexibility to manage school, work, and family commitments,
- project-based work assignments that build in-depth knowledge and subject matter expertise,
- asynchronous options that enable students to take advantage of global opportunities regardless of time zone.

As the COVID-19 pandemic continues to affect student mobility, remote global internships may serve as another viable option for students interested in gaining work experience with a global organization. With evidence on student learning outcomes and skills gain available to higher education institutions, employers, and students, future internship models may leverage the best of both worlds, in person and virtual, and expand students' preparation for the workforce.

Intensive English Programs in the United States

IEPs provided flexible options amid the COVID-19 pandemic despite steep enrollment declines.

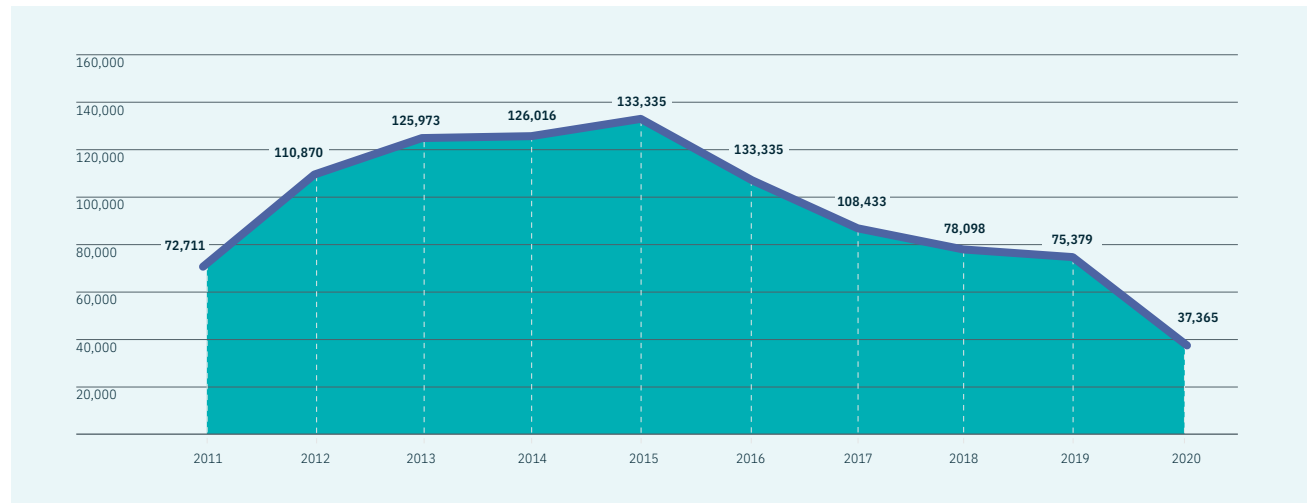


FIGURE 19 Intensive English program students, 2011-2020

In the 2020 calendar year (January – December), 37,365 international students participated in U.S. IEPs in person or online, for a total of 514,685 student-weeks (Fig. 19) (Table 3.1). This represents a 50 percent decline, the lowest level of IEP enrollment recorded in *Open Doors* since 1992.

Although the number of students and student-weeks fell from the 2019 to the 2020 calendar year due to the impacts of the COVID-19 pandemic, a number of key characteristics remained stable. The length of time that students pursued their studies at U.S. IEPs did not change. International students studied at U.S. IEPs for 14 weeks on average, the same as before the COVID-19 pandemic. Furthermore, more than half of the enrolled IEP students (54 percent) in 2020 planned to continue their studies in the United States, pursuing undergraduate or graduate degrees at U.S. higher education institutions. Finally, the leading places of origin, China, Saudi Arabia, Japan, Brazil, and South Korea, remained the same and comprised approximately 71 percent of all international intensive English students enrolled in U.S. programs.

COVID-19 IMPACTS AT U.S. IEPs

Most IEPs in the United States pivoted to offering some level of online instruction in 2020 (Fig. 20). By the summer of 2020, the mode of instruction for 96 percent of programs was either fully or primarily online or a hybrid/hyflex instruction option. In fall 2020, although most programs continued to offer online or hybrid instruction options (78 percent), some institutions began to welcome students back to in-person classes, as noted by the uptick of programs fully or primarily in person (20 percent). The data collected on the mode of instruction showcase how U.S. IEPs remained resilient and pivoted to offer flexible programs to meet international students' needs throughout the COVID-19 pandemic.

Open Doors also collected data in a special survey section about how COVID-19 affected IEP offices throughout the 2020 calendar year. An overwhelming majority of programs, 93 percent, indicated that COVID-19 resulted in investment or innovations within their programs (Fig. 20). A large number of IEPs increased engagement in

outreach and recruitment through virtual programming (80 percent). IEPs worked to ensure the safety and security of students, with 77 percent noting increased communication on health and well-being during this time. Furthermore, 65 percent took the time to invest in course or curriculum redevelopment, and more than half (59 percent) of IEPs invested in technological equipment for online study. These data highlight how IEPs continued to nimbly adapt to shifting circumstances and support students pursuing intensive English studies.

Likely due to the significant enrollment declines, 90 percent of IEPs reported adverse impacts, with two-thirds of programs reporting budget cuts, staff furloughs or layoffs, and the need to combine classroom levels. In addition, eight percent of programs reported a program closure.

COVID-19 GLOBAL IMPACT ON IEPs

IEP student enrollment declines were not unique to the United States, with similar declines noted globally across the entire English-language training industry. Leading host destinations for intensive English reported declines ranging from nearly 50 percent to more than 80 percent over the past year (Fig. 21) (Bonard, 2021; English UK, 2021; ICEF Monitor, 2021a; ICEF Monitor, 2021b; Malta National Statistics Office, 2021). While each destination may have used different definitions to count students this past year, it is clear that the COVID-19 pandemic resulted in significant declines across these English-language training host destinations.

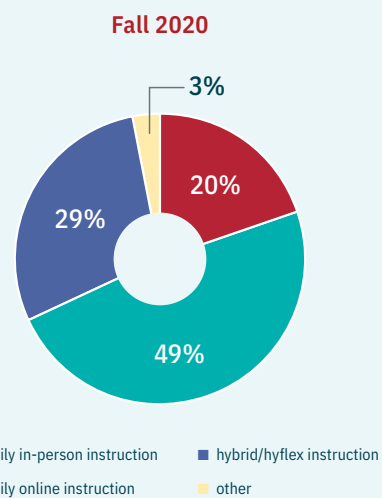
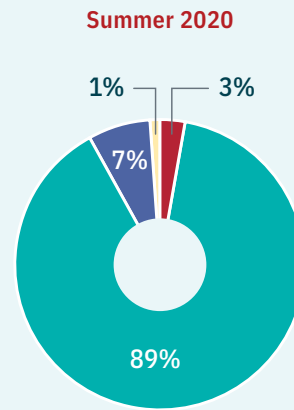


FIGURE 20 Mode of IEP instruction by term, 2020

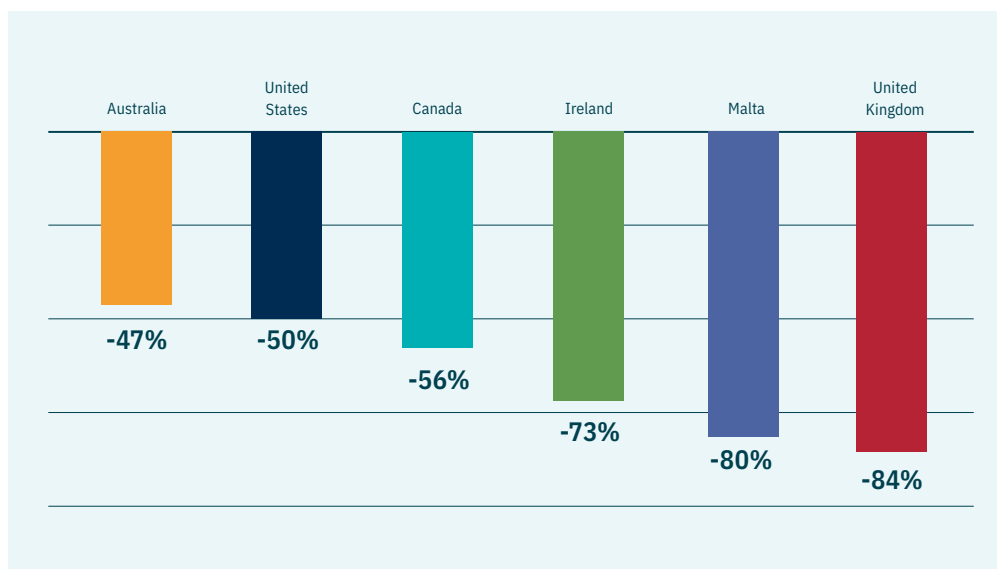


FIGURE 21 IEP enrollments at selected host destinations, 2019-2020

International Scholars

U.S. higher education institutions hosted 85,538 international scholars in the United States in 2020/21, who contributed to research, teaching, and clinical activities.

International scholars in the United States include professionals on nonimmigrant visas engaged in academic activities such as research, teaching and clinical activities and not participating in academic study. From July 2020 through June 2021, 85,538 international scholars engaged in these activities at U.S. colleges and universities, a decrease of 31 percent from the previous year (Table 4.1). This was the second consecutive year of this decline, primarily due to the COVID-19 pandemic. Although the total number of international scholars fell by 10 percent in 2019/20, the larger decline in 2020/21 reflects the ongoing effect of the pandemic; international scholars on appointments either left early or completed their activities and returned home at the end of the academic year, while fewer new international scholars arrived due to pauses in programming or visa processing, or travel restrictions.

THREE OUT OF FOUR INTERNATIONAL SCHOLARS CONTRIBUTED TO RESEARCH ACTIVITIES AT U.S. INSTITUTIONS

The international scholar profile in 2020/21 remained consistent with those in previous years. The majority of international scholars at U.S. institutions were engaged in research (77 percent), with another nine percent involved in teaching, seven percent in both teaching and research, and five percent in clinical activities (Table 4.2). The number of international scholars declined in almost all of these categories, with the largest drop in those pursuing research (-33 percent).

International scholars contributed to all academic fields with the highest representation, in the STEM fields (81 percent) (Table 4.3). The number of scholars in STEM fields fell by 27 percent from the previous year, comparable to the global decline across all major areas of specialization.

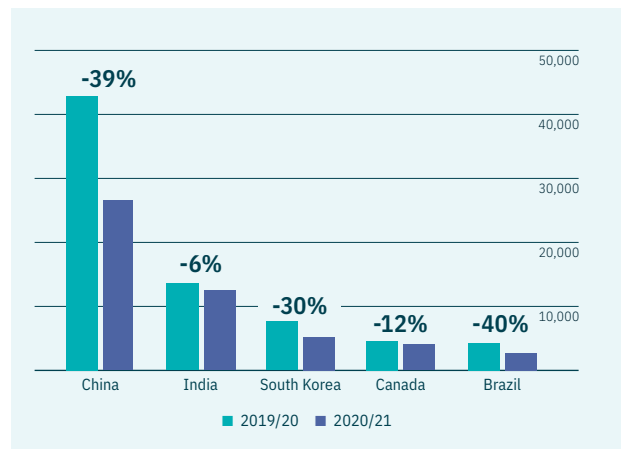


FIGURE 22
Places of origin of international scholars, 2019/20 – 2020/21

INTERNATIONAL TRAVEL RESTRICTIONS AFFECTED INTERNATIONAL SCHOLAR NUMBERS FROM ASIA AND CHINA

The United States hosted international scholars from 186 places of origin (Table 4.6). More than half (60 percent) of all international scholars were from Asia, with approximately one in every three international scholars (31 percent) being from China. India, South Korea, Canada, and Brazil rounded out the top five places of origin of international scholars (Fig. 22). China experienced larger declines in international scholars year on year than did India, at 39 percent compared to six percent. Although many factors may have contributed to this difference, one factor may have been the timing of regional travel restrictions that prevented international scholars from entering the United States began in January 2020 for China, compared to April 2021 for India. This may have restricted the number of Chinese international scholars able to travel compared with other places of origin.

COVID-19 in Context: International Scholars

International scholars and their length of appointments affect the pipeline for international collaboration on research and teaching amid the COVID-19 pandemic.

U.S. higher education institutions hosting international scholars continued to provide support to scholars in the 2020/21 academic year. The *Open Doors 2021* International Scholars Survey included questions to contextualize the impact of the COVID-19 pandemic on international scholar mobility.

THE NUMBER OF INTERNATIONAL SCHOLARS ON SHORT-TERM APPOINTMENTS DECREASED

U.S. colleges and universities hosted international scholars for a variety of appointment durations, ranging from less than three months to more than five years. In 2020/21, approximately three out of four international scholars (76 percent) were appointed to lengths of more than one year (mid-length and long-term) (Fig. 23). Many of these international scholars may have been appointed to their activities prior to the COVID-19 pandemic and were continuing their activities in the United States in the 2020/21 academic year.

Nearly half (46 percent) of institutions hosting international scholars indicated that new scholar appointments and applications were frozen in 2020/21. In a comparison of international scholar data and length of appointments to 2019/20, we noted an increase in the proportion of mid-length and long-term appointments (from 60 percent to 76 percent), and a related decrease in the number of short-term appointments (from 40 percent to 24 percent). This is likely because short-term appointments were the most immediately affected due to pauses in scholar appointments.

U.S. institutions indicated that scholars on J-1 or exchange visas were significantly impacted by travel restrictions and visa delays (Table 4.2). Although still representing the highest proportion of visa types for international scholars, only 58 percent of international scholars were on J-1 visas in 2020/21, compared to 69 percent in the previous year.

U.S. INSTITUTIONS REMAINED COMMITTED TO INTERNATIONAL SCHOLARS

Ninety-eight percent of institutions provided administrative support to international scholars, focusing on their well-being, and offering flexible solutions for their research and teaching. Services that institutions offered included administrative changes to scholar appointments and the provision of additional resources for virtual collaboration and remote instruction. Institutions also made efforts to integrate scholars in their communities by offering online meetings, social and cultural events, webinars, professional development workshops, and other virtual programming.

Most institutions (94 percent) hosting international scholars experienced adverse effects as a result of the COVID-19 pandemic. Sixty-eight percent of institutions had fully or partially closed facilities, including housing, libraries, offices, and research labs. One out of three U.S. institutions faced budget cuts and furloughs or layoffs that affected international scholars. Despite these challenges, institutions remain resilient. Some institutions reported that they expected to host international scholars again in fall 2021.

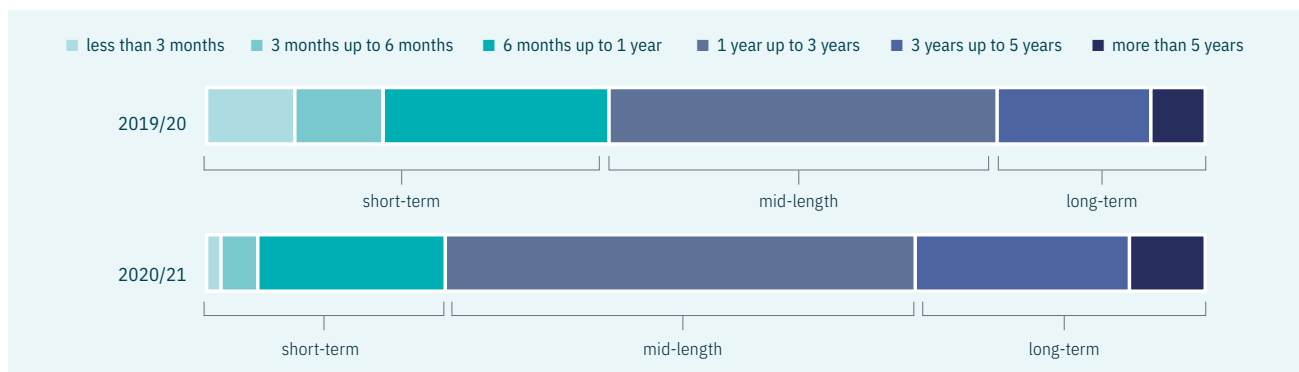


FIGURE 23 Duration of international scholar appointments, 2019/20 – 2020/21

COVID-19 in Context: A Global Perspective

Higher education institutions worldwide continue to assess instructional priorities alongside public health and safety guidelines.

According to the United Nations Educational, Scientific and Cultural Organization (2021), prior to the COVID-19 outbreak, the total number of globally mobile international students had reached upwards of 6.1 million in 2019, having grown significantly in the last decade. The global shock of the COVID-19 pandemic spurred historic changes to international student mobility starting as early as December 2019.

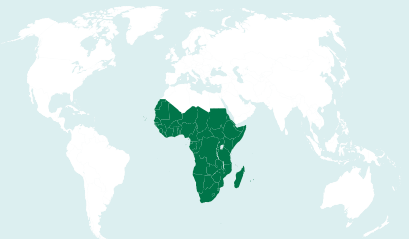
IIE's COVID-19 Snapshot Survey Series and similar surveys conducted by *Project Atlas*® partners provide evidence that the impact on student mobility have been felt around the world (CBIE, 2020; EAIE, 2021; Elfferich et al., 2021; DAAD, 2021; JASSO, 2021; Martel & Baer, 2021). At the student level, short-term exchange programs were disrupted; some have now resumed while others remain paused. Continuing international student enrollments remained fairly stable, while new international student enrollment declined (see p. 10). The International Association of Universities Global Survey reported on the effects of the pandemic on institutions, noting that they have been very uneven between different regions of the world and between institutions in the same world region (Marinoni et al., 2021).

Among the leading hosts of international students, including the United States, United Kingdom, Canada, and Australia, nearly every higher education institution reported pivoting to a virtual or hybrid model of instruction during the 2020/21 academic year to provide students with

instructional continuity (Mason, 2021). Throughout the 2020/21 academic year, higher education institutions continuously assessed instructional priorities alongside public health and safety guidelines. The mode of instruction for students who were enrolled during the 2020/21 academic year had implications for other aspects of students' lives, including their health and wellness as well as finances. Higher education institutions across the globe partnered with organizations and associations to respond to students' varied needs.

Many of the traditional push and pull factors associated with global academic mobility remain more relevant than ever as students and institutions reassess the value of an international degree and reflect on how higher education is delivered and experienced in the COVID-19 era. Recent studies report that students are prioritizing health and safety in their selection of where to study (Chew et al., 2021; QS, 2021). However, as borders open, the mode of instruction is increasingly an influential factor for students. Some students are eager to participate in in-person coursework in a host country. In contrast, others prefer to take advantage of the opportunity to pursue study at their desired institution without the financial burden of travel and accommodations outside their home country.

Despite the challenges presented by the COVID-19 pandemic, international education will continue in its many forms, with millions of students interested in an education abroad and many countries eager to host them.



Africa, Sub-Saharan

More than 39,000 students from Sub-Saharan Africa enrolled in U.S. higher education institutions in 2020/21, a decline of six percent from the prior year. Nigeria, the only Sub-Saharan African country among the top 25 places of origin, saw student numbers decrease by seven percent in 2020/21 to 12,860 students. This represented a smaller percent change than the average for all international students. The number of students from Ghana enrolled in U.S. institutions remained stable, at more than 4,200 students, for a second year. Additionally, the number of students from Kenya declined by only six percent in 2020/21. Most international students from Sub-Saharan Africa pursued degree programs, studying at the undergraduate and graduate levels, with fewer

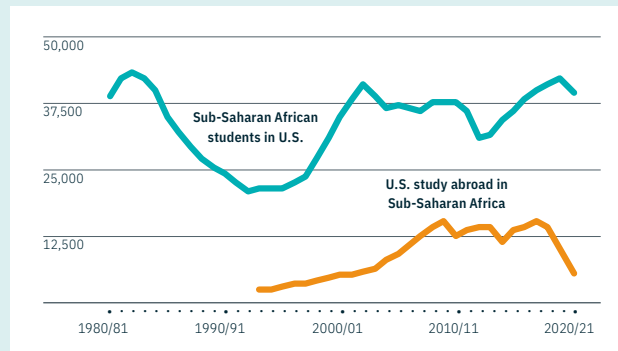
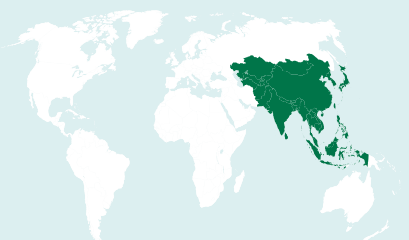


FIGURE 24 Student mobility between the United States and Sub-Saharan Africa, 1980/81–2020/21

students participating in non-degree programs, which contributed to the lower overall rate of decline in the number of students from Sub-Saharan Africa.

The number of U.S. students in Sub-Saharan Africa in 2019/20 decreased by 60 percent to only 5,444 students. Student numbers declined to all major African destinations known for hosting relatively large numbers of U.S. students, including Ghana (-63 percent), South Africa (-59 percent), and Tanzania (-55 percent).



Asia

In 2020/21, postsecondary students from across Asia accounted for 71 percent of all international students enrolled at U.S. higher education institutions. Students from China and India alone accounted for 53 percent of all international students. China was the leading place of origin of international students for the 12th consecutive year, despite a 15 percent decline. The number of students from South, Central, and Southeast Asia declined by 13 percent, while the number of East Asian students declined by 16 percent. The number of enrolled Indian students declined for the second consecutive year, decreasing by 13 percent in 2020/21. Following a decade of steady increases, the number of students from Bangladesh remained relatively stable (-3 percent), making Bangladesh the 14th largest place of origin. Japanese and South Korean student numbers fell sharply by 33 and 21 percent, respectively, driven primarily by the cancellation of

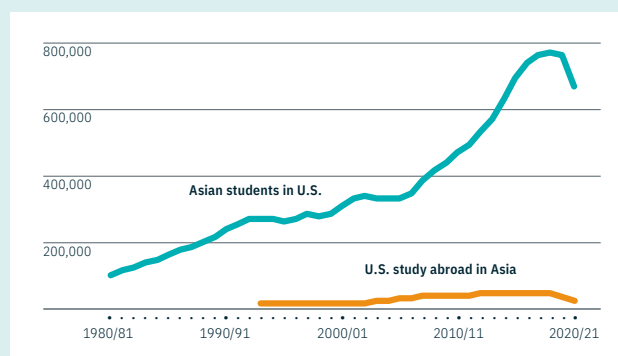
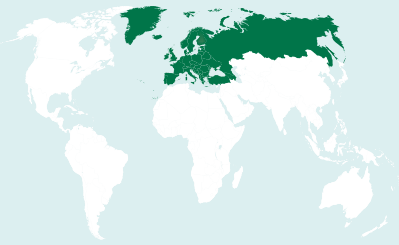


FIGURE 25 Student mobility between the United States and Asia, 1980/81–2020/21

non-degree programs at U.S. higher education institutions, including exchange and IEP programs.

As the COVID-19 pandemic affected Asia earlier than other world regions, study abroad programs to Asia were among the first to be cancelled during the 2019/20 academic year. The number of U.S. students who studied abroad to Asia declined by 64 percent to 14,792 students in 2019/20. Notably, study abroad to China fell 79 percent, from more than 11,000 to 2,481 students. Other leading hosts, India (-48 percent), Japan (-62 percent), South Korea (-57 percent), and Thailand (-57 percent), saw similar declines in U.S. study abroad.



Europe

A 24 percent decline in total international students from Europe was mainly driven by the cancellation of non-degree programs throughout the United States. Prior to the 2020/21 academic year, 16 percent of European students who came to the United States participated in non-degree programs such as short-term exchange experiences or English-language programs. While the number of European students at undergraduate, graduate, and OPT academic levels declined by 10 to 15 percent in 2020/21, the total number of non-degree students from Europe dropped by 84 percent. The number of international students from top sending countries in Europe, including France, Germany, Spain, and the United Kingdom, declined at rates higher than the 15 percent global average for all international students.

Europe continued to attract the majority of U.S. students who study abroad for academic credit back home, as reported by U.S. campus respondents to *Open Doors*. In 2019/20, 94,230 U.S. students studied in Europe and accounted for 58 percent of all U.S. study abroad. Study abroad to the region fell by 51 percent in 2019/20. Italy, Spain, and the United Kingdom each hosted more than 19,000 U.S. study abroad students. In addition, eight other European destinations appeared among the leading hosts of U.S. study abroad for academic credit. Europe also hosted the largest number of U.S. students pursuing full degrees abroad, with more than 30,000 students reported by IIE's *Project Atlas*® Partners in Germany, Italy, Poland, Russia, Spain, Sweden, and the United Kingdom for the 2019/20 academic year.

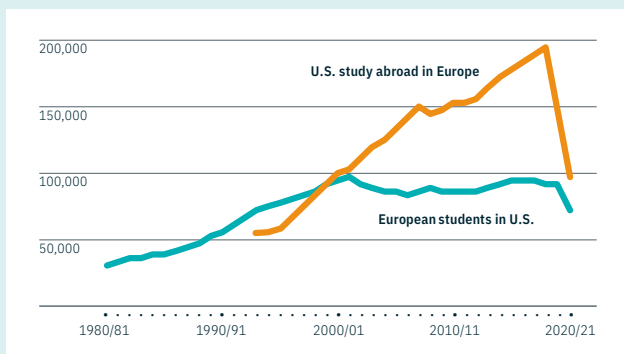


FIGURE 26 Student mobility between the United States and Europe, 1980/81–2020/21



Latin America and the Caribbean

Student mobility from Latin America and the Caribbean to the United States declined by nine percent in 2020/21. The steeper decline in the number of students from Europe made Latin America and the Caribbean the second-largest regional sender to the United States after Asia. The number of students from the Caribbean and from Mexico and Central America declined slightly by six percent and eight percent, respectively.

The number of South American students also declined at a lower rate (-11 percent) than the global average. Proximity to the United States and similar time zones may have contributed to the lower rate of decline in the region, because students from this region enrolled in U.S. institutions could more easily attend synchronous online classes and activities. Brazil continues to lead the region in international student enrollments at U.S. higher education institutions. In 2020/21, 14,000 Brazilian students were enrolled at U.S. colleges and universities, a 16 percent decline from the previous year. Among the other leading places of origin of international students in the region, the number of students from Mexico and Colombia declined by 10 and nine percent, respectively. The number of students from Venezuela also dropped by 11 percent. All of these countries had total declines that were lower than the global decline of international student totals of 15 percent.

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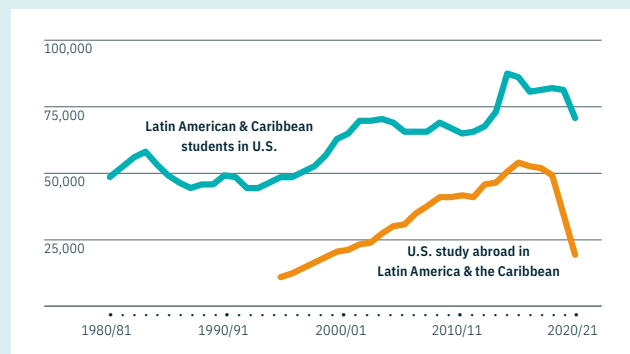


FIGURE 27 Student mobility between the United States and Latin America and the Caribbean, 1980/81–2020/21

Latin America and the Caribbean (cont'd)

Although Latin America and the Caribbean remained a popular region for U.S. students receiving academic credit for study abroad, 2019/20 marked the fourth consecutive year of decline in the number of U.S. students going to the region (-55 percent). Chile, Costa Rica, Ecuador, and Mexico, all leading destinations for U.S. study abroad students, each saw a greater than 50 percent decline in U.S. study abroad, in line with the overall 53 percent decline for total U.S. study abroad. In contrast, study abroad to Argentina dropped by only 42 percent.

Latin America and the Caribbean continued to lead as a regional destination for U.S. students seeking non-credit learning abroad, including work, internship, volunteering, or research experience, with 40 percent of such students pursuing non-credit learning in this world region. In 2019/20, most students traveled to Mexico (10 percent), Guatemala (5 percent), the Dominican Republic (4 percent), and Panama (3 percent) for these non-credit learning experiences.

Middle East and North Africa

The Middle East and North Africa region accounted for six percent of the international students enrolled at U.S. campuses in the United States. Falling for the fifth consecutive year, international student enrollment from the Middle East and North Africa region fell 20 percent in 2020/21. Although the number of international students from the Middle East dropped by 22 percent, the number of North African students declined by only 10 percent.

Saudi Arabia alone comprised 38 percent of international students to the United States from the Middle East and North Africa region. In 2020/21, the number of students from Saudi Arabia declined 29 percent to 21,933. Multiple factors may be contributing to this significant drop in Saudi students at U.S. institutions over the past few years, including COVID-19 travel restrictions, a suspension of new cohorts of the Saudi Arabian scholarship program, and continuing economic reforms impacting the middle class.

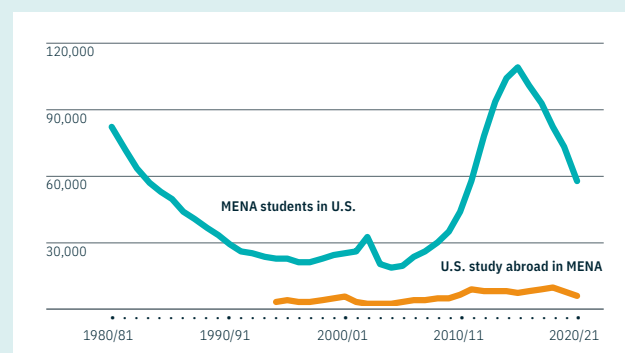
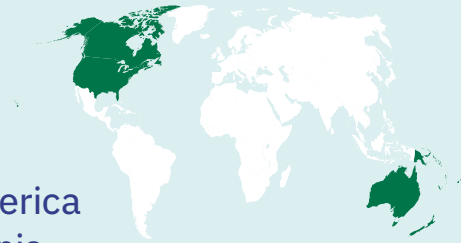


FIGURE 28 Student mobility between the United States and the Middle East and North Africa, 1980/81–2020/21

U.S. study abroad to the Middle East and North Africa accounted for only three percent of all study abroad in 2019/20. Israel, the region's top destination for U.S. students, declined by 46 percent to 1,893 students. U.S. study abroad also declined to Jordan (-43 percent) and Morocco (-54 percent). The United Arab Emirates saw an increase of 20 percent, hosting 1,222 U.S. study abroad students in 2019/20, likely due to U.S. institutional partnerships that enabled U.S. students to participate in study abroad programming at U.S. branch campuses in this country.

North America and Oceania



In 2020/21, Canada became the fourth leading sender of international students to the United States, with 25,143 enrolled students, a three percent decline from the previous year. A consistent number of Canadian students studying at U.S. higher education institutions as well as a steadily declining number of students from Saudi Arabia contributed to this change in position.

U.S. students receiving academic credit from their U.S. home campus for study abroad in Canada declined by 61 percent in 2019/20. However, Canada is a leading destination for U.S. students participating in non-credit work, internship, volunteer, or research experience, hosting more than 1,000 U.S. students for these types of activities. Canada also receives a large share of U.S. students pursuing full degrees abroad, with more than 10,000 U.S. students enrolled in degree programs at Canadian universities annually.

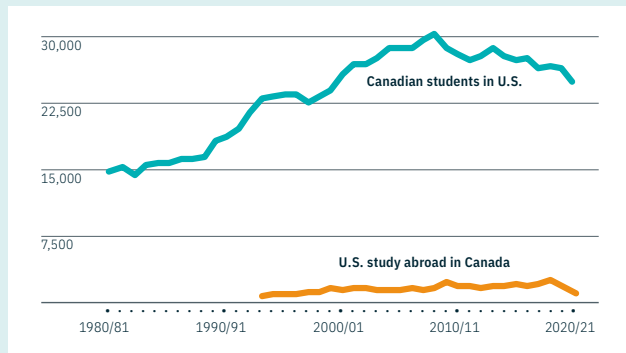


FIGURE 29 Student mobility between the United States and Canada, 1980/81–2020/21

In the Oceania region, Australia and New Zealand are the largest senders of international students to the United States as well as top hosts of U.S. study abroad students. The United States enrolled 5,864 students from Oceania in 2020/21, 88 percent of whom were from Australia (62 percent) or New Zealand (26 percent).

Lower declines in U.S. study abroad throughout Oceania (-25 percent) moved Australia to become the fifth largest host country for U.S. study abroad in 2019/20, while New Zealand moved up six spots to become the 11th largest host. Together, these destinations hosted more than 11,000 students, accounting for seven percent of study abroad in 2019/20. Additionally, 4,728 U.S. students pursued a full degree in Australia or New Zealand (*Project Atlas*®, 2021).

Anglophone countries in North America and Oceania continue to be among the top hosts of international students worldwide. The appeal of expansive program options, state-of-the-art education facilities, and practical training are among the reasons the United States, Canada, Australia, and New Zealand are popular destinations for international students.

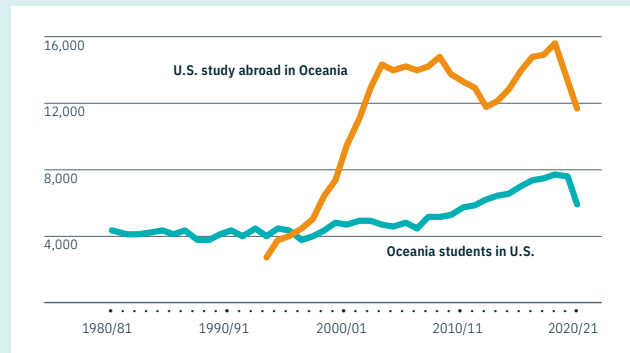


FIGURE 30 Student mobility between the United States and Oceania, 1980/81–2020/21

International Students in the United States

INTERNATIONAL STUDENT TOTALS

- 1.1 International Student and U.S. Higher Education Enrollment, 1948/49 – 2020/21 35
- 1.2 New International Student Enrollment, 2011/12 – 2020/21 37

ACADEMIC LEVELS AND STUDENT CHARACTERISTICS

- 1.3 International Students by Detailed Academic Level, 2019/20 & 2020/21 37
- 1.4 International Students by Academic Level, 1980/81 – 2020/21 38
- 1.5 Personal Characteristics of International Students, Selected Years, 1980/81 – 2020/21 39
- 1.6 Number of International Students by Field of Study and Academic Level, 2019/20 & 2020/21 39
- 1.7 Percent of International Students by Field of Study and Academic Level, 2020/21 41
- 1.8 International Students' Fields of Study by Institutional Type, 2020/21 41
- 1.9 International Students' Fields of Study for Selected Places of Origin, 2020/21 42

PLACES OF ORIGIN

- 1.10 International Students by World Region, 2019/20 & 2020/21 43
- 1.11 Top 25 Places of Origin of International Students, 2019/20 & 2020/21 43
- 1.12 Top 25 Places of Origin of International Students by Academic Level, 2019/20 & 2020/21 44
- 1.13 Leading Place of Origin of International Students, 1949/50 – 2020/21 44
- 1.14 International Students by Place of Origin, 2019/20 & 2020/21 46
- 1.15 International Students by Place of Origin and Academic Level, 2019/20 & 2020/21 49

(cont'd)

U.S. DESTINATIONS

- 1.16 International Students by U.S. State or Territory and Region, 2011/12 – 2020/21 57
- 1.17 International Students as a Share of Total Higher Education Enrollment, Top 20 States or Territories, 2020/21 58
- 1.18 Top 5 Places of Origin for the Top 20 U.S. States Hosting International Students, 2020/21 59
- 1.19 Top 50 Metropolitan Areas Hosting International Students, 2019/20 & 2020/21 60
- 1.20 Top 20 Metropolitan Areas Hosting International Students, 2011/12 – 2020/21 61
- 1.21 Top 10 Places of Origin for the Top 15 Metropolitan Areas Hosting International Students, 2020/21 62

INSTITUTIONAL CHARACTERISTICS

- 1.22 International Students by Academic Level, Sector and Size of Institution, 2020/21 64
- 1.23 International Students by Institutional Type and Academic Level, 2020/21 64
- 1.24 International Students by Institutional Type, 2019/20 & 2020/21 65
- 1.25 Top 25 Places of Origin of International Students by Institutional Type, 2020/21 66

ECONOMIC CONTRIBUTIONS

- 1.26 Higher Education Receipts from Selected Places of Origin, 2011 – 2020 67
- 1.27 Financial Contributions of International Students to U.S. States and Territories, 2020/21 67
- 1.28 International Students' Primary Source of Funding by Academic Level, 2020/21 68
- 1.29 International Students' Primary Source of Funding by Institutional Type, 2020/21 68

INSTITUTIONAL RANKINGS

- 1.30 Leading Institutions Hosting International Students, 2019/20 & 2020/21 69
- 1.31 Institutions Hosting 1,000 or More International Students, 2020/21 70

Additional institutional rankings tables are located on IIE's Open Doors website, www.opendoorsdata.org.

1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49–2020/21

	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, 1948/49–2020/21 (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	903,127	175,695	1,078,822	3.4	20,185,000	5.3
2017/18	891,330	203,462	1,094,792	1.5	19,831,000	5.5
2018/19	872,214	223,085	1,095,299	0.05	19,828,000	5.5
2019/20	851,957	223,539	1,075,496	-1.8	19,720,000	5.5
2020/21	710,210	203,885	914,095	-15.0	19,744,000	4.6

* Projection of Total U.S. Higher Education. Source: National Center for Education Statistics

** Refugees were counted from 1975/76 to 1990/91.

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

Note: The STEM OPT extension was expanded in 2008 and again in 2016, each time adding additional months for a student to remain in the United States for temporary training related to their program of study.

1.2 NEW INTERNATIONAL STUDENT ENROLLMENT, 2011/12–2020/21

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
Undergraduate	90,903	102,069	109,486	112,765	119,262	115,841	108,539	106,881	104,907	69,183	-34.1
Graduate	92,211	100,129	108,519	121,637	126,516	124,888	117,960	119,828	120,332	66,082	-45.1
Non-degree	45,353	48,722	52,123	59,364	54,965	50,107	45,239	42,674	42,473	10,263	-75.8
TOTAL	228,467	250,920	270,128	293,766	300,743	290,836	271,738	269,383	267,712	145,528	-45.6

1.3 INTERNATIONAL STUDENTS BY DETAILED ACADEMIC LEVEL, 2019/20 & 2020/21

	2019/20		2020/21		% change
	N	%	N	%	
TOTAL UNDERGRADUATE	419,321	39.0	359,787	39.4	-14.2
Associate's	62,950	5.9	49,949	5.5	-20.7
Bachelor's	356,371	33.1	309,838	33.9	-13.1
Freshman	66,610	6.2	49,095	5.4	-26.3
Sophomore	64,628	6.0	54,274	5.9	-16.0
Junior	73,939	6.9	67,303	7.4	-9.0
Senior	96,863	9.0	88,318	9.7	-8.8
Bachelor's, unspecified	54,331	5.1	50,848	5.6	-6.4
TOTAL GRADUATE	374,435	34.8	329,272	36.0	-12.1
Master's	211,283	19.6	166,636	18.2	-21.1
Doctoral	136,678	12.7	132,703	14.5	-2.9
Professional	12,014	1.1	12,776	1.4	6.3
Graduate, unspecified	14,460	1.3	17,157	1.3	18.7
TOTAL NON-DEGREE	58,201	5.4	21,151	2.3	-63.7
Non-degree, Intensive English	19,227	1.8	7,093	0.8	-63.1
Non-degree, other	38,974	3.6	14,058	1.5	-63.9
TOTAL ENROLLED STUDENTS	851,957	79.2	710,210	77.7	-16.6
Optional Practical Training (OPT)	223,539	20.8	203,885	22.3	-8.8
TOTAL INTERNATIONAL STUDENTS	1,075,496	100.0	914,095	100.0	-15.0

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

1.4 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 1980/81–2020/21

	TOTAL	Undergraduate		Graduate		Non-degree		Optional Practical Training	
		N	%	N	%	N	%	N	%
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	41.8	329,854	37.2	79,477	9.0	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
2017/18	1,094,792	442,746	40.4	382,953	35.0	65,631	6.0	203,462	18.6
2018/19	1,095,299	431,930	39.4	377,943	34.5	62,341	5.7	223,085	20.4
2019/20	1,075,496	419,321	39.0	374,435	34.8	58,201	5.4	223,539	20.8
2020/21	914,095	359,787	39.4	329,272	36.0	21,151	2.3	203,885	22.3

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

1.5 PERSONAL CHARACTERISTICS OF INTERNATIONAL STUDENTS, SELECTED YEARS, 1980/81–2020/21

	Total	Academic level (%)				Gender (%)		Marital status (%)		Visa (%)		
		Undergraduate	Graduate	Non-degree	OPT	Female	Male	Single	Married	F visa	J visa	Other
1980/81	311,882	60.0	31.9	7.0	1.1	28.3	71.7	80.1	19.9	82.9	6.7	10.4
1985/86	343,777	54.6	38.5	5.7	1.2	29.3	70.7	80.0	20.0	81.5	9.2	9.3
1990/91	407,529	46.6	44.7	6.6	2.2	36.0	64.0	78.5	21.5	80.6	11.0	8.4
1995/96	453,787	48.2	41.9	6.5	3.4	41.1	58.9	82.6	17.4	84.9	7.7	7.4
2000/01	547,867	46.4	43.5	6.2	3.8	42.9	57.1	84.7	15.3	85.8	5.8	8.4
2005/06	564,766	41.8	46.0	5.4	6.7	44.4	55.6	86.1	13.9	86.6	5.2	8.2
2010/11	723,277	40.3	41.0	8.2	10.5	44.9	55.1	89.1	10.9	87.5	6.3	6.2
2015/16	1,043,839	40.9	36.8	8.2	14.1	43.3	56.7	91.1	8.9	91.7	5.0	3.3
2020/21	914,095	39.4	36.0	2.3	22.3	44.6	55.4	90.5	9.5	94.1	1.8	4.2

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

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2019/20 & 2020/21

	2019/20 total	2020/21 total	% change	Academic level (2020/21)			
				Undergraduate	Graduate	Non-degree	OPT
Agriculture	13,134	12,360	-5.9	3,676	6,091	95	2,498
Agriculture	7,857	7,348	-6.5	2,159	3,868	59	1,262
Natural resources and conservation	5,277	5,012	-5.0	1,517	2,223	36	1,236
Business and management	174,470	145,658	-16.5	71,885	44,095	2,726	26,952
Communications and journalism	23,925	20,613	-13.8	11,395	5,191	87	3,940
Communication, journalism	20,587	17,308	-15.9	9,658	4,437	79	3,134
Communications technologies/technicians	3,338	3,305	-1.0	1,737	754	8	806
Education	15,700	15,402	-1.9	3,574	9,788	258	1,782
Engineering	220,542	190,590	-13.6	50,682	79,824	965	59,119
Construction trades	147	136	-7.5	124	3	2	7
Engineering	202,697	175,076	-13.6	44,566	75,419	720	54,371
Engineering technologies/technicians	14,081	12,276	-12.8	3,452	4,242	45	4,537
Mechanic and repair technologies/technicians	587	326	-44.5	284	2	5	35
Military technologies	263	123	-53.2	78	33	0	12
Precision production	77	54	-29.9	34	10	2	8
Transportation and materials moving	2,690	2,599	-3.4	2,144	115	191	149
Fine and applied arts	64,501	51,101	-20.8	25,276	15,965	1,014	8,846
Architecture	14,959	12,914	-13.7	4,037	4,909	90	3,878
Visual and performing arts	49,542	38,187	-22.9	21,239	11,056	924	4,968
Health professions	34,934	32,468	-7.1	10,242	16,242	827	5,157
Health professions	34,711	31,768	-8.5	9,929	15,985	815	5,039
Residency programs*	223	700	213.9	313	257	12	118

(cont'd)

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2019/20 & 2020/21 (cont'd)

	2019/20 total	2020/21 total	% change	Academic level (2020/21)			
				Undergraduate	Graduate	Non-degree	OPT
Humanities	16,992	14,702	-13.5	4,278	9,004	275	1,145
English language and literature/letters	4,715	3,505	-25.7	1,430	1,672	109	294
Foreign languages, literatures, and linguistics	7,293	6,446	-11.6	1,395	4,406	106	539
Philosophy and religious studies	2,896	2,845	-1.8	1,191	1,465	9	180
Theology and religious vocations	2,088	1,906	-8.7	262	1,461	51	132
Intensive English	21,301	8,355	-60.8	496	20	7,651	188
Legal studies and law enforcement	16,269	11,684	-28.2	2,049	5,963	238	3,434
Homeland security, law enforcement, and firefighting	2,071	1,950	-5.8	1,387	403	28	132
Legal professions and studies	14,198	9,734	-31.4	662	5,560	210	3,302
Math and computer science	205,207	182,106	-11.3	54,778	65,437	733	61,158
Computer and information sciences	157,566	139,621	-11.4	37,717	50,125	658	51,121
Mathematics and statistics	47,641	42,485	-10.8	17,061	15,312	75	10,037
Physical and life sciences	81,971	75,029	-8.5	24,779	36,336	260	13,654
Biological and biomedical sciences	45,298	42,067	-7.1	15,903	17,851	187	8,126
Physical sciences	35,773	31,964	-10.6	8,063	18,378	65	5,458
Science technologies/technicians	900	998	10.9	813	107	8	70
Social sciences	84,440	76,419	-9.5	39,680	26,414	517	9,808
Area, ethnic, cultural, and gender studies	2,695	2,217	-17.7	877	1,109	19	212
History	2,618	2,369	-9.5	941	1,261	14	153
Psychology	16,984	16,196	-4.6	10,214	4,130	62	1,790
Public administration and social service professions	7,739	6,360	-17.8	1,116	4,170	81	993
Social sciences	54,404	49,277	-9.4	26,532	15,744	341	6,660
Other fields of study	81,837	64,042	-21.7	45,090	8,758	4,006	6,188
Basic skills	3,891	1,170	-69.9	447	90	445	188
Family and consumer sciences/human sciences	3,481	2,851	-18.1	1,588	819	16	428
Liberal arts and sciences/general studies	45,775	33,266	-27.3	28,615	788	2,735	1,128
Library science	263	238	-9.5	79	150	0	9
Multi/interdisciplinary studies	21,738	19,876	-8.6	9,794	5,469	765	3,848
Parks, recreation, leisure, and fitness studies	5,963	5,728	-3.9	3,949	1,305	22	452
Personal and culinary services	669	775	15.8	579	49	23	124
Reserve Officer Training Corps	57	138	142.1	39	88	0	11
Undeclared	20,273	13,566	-33.1	11,907	144	1,499	16
TOTAL	1,075,496	914,095	-15.0	359,787	329,272	21,151	203,885

*In the recent update from CIP 2010 to CIP 2020, the Classification of Instructional Programs (CIP) added several new categories to Series 60, Professional Residency/Fellowship Programs. Figures reported from 2020/21 onward are not entirely comparable to prior years.

1.7 PERCENT OF INTERNATIONAL STUDENTS BY FIELD OF STUDY & ACADEMIC LEVEL, 2020/21

	All academic levels	Academic level (%)			
		Undergraduate	Graduate	Non-degree	OPT
Science, technology, engineering, and math	53.9	40.1	61.9	13.6	69.4
<i>Engineering</i>	20.9	14.1	24.2	4.6	29.0
<i>Math and computer science</i>	19.9	15.2	19.9	3.5	30.0
<i>Physical and life sciences</i>	8.2	6.9	11.0	1.2	6.7
<i>Health professions</i>	3.6	2.8	4.9	3.9	2.5
<i>Agriculture</i>	1.4	1.0	1.8	0.4	1.2
Business and management	15.9	20.0	13.4	12.9	13.2
Social sciences	8.4	11.0	8.0	2.4	4.8
Fine and applied arts	5.6	7.0	4.8	4.8	4.3
Communications and journalism	2.3	3.2	1.6	0.4	1.9
Education	1.7	1.0	3.0	1.2	0.9
Humanities	1.6	1.2	2.7	1.3	0.6
Legal studies and law enforcement	1.3	0.6	1.8	1.1	1.7
Intensive English	0.9	0.1	0.0	36.2	0.1
Other fields of study	7.0	12.5	2.7	18.9	3.0
Undeclared	1.5	3.3	0.0	7.1	0.0

Read table as: "14.1 percent of all international undergraduate students were enrolled in engineering."

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

1.8 INTERNATIONAL STUDENTS' FIELDS OF STUDY BY INSTITUTIONAL TYPE, 2020/21

	Doctoral universities (%)	Master's colleges & universities (%)	Baccalaureate colleges (%)	Associate's colleges (%)	Special focus institutions (%)
Agriculture	1.6	0.4	1.2	0.4	0.4
Business and management	14.7	26.4	16.8	22.5	6.6
Communications and journalism	2.0	3.1	1.7	2.0	7.9
Education	1.7	2.5	1.9	1.2	0.2
Engineering	23.3	16.9	5.1	7.0	2.4
Fine and applied arts	4.3	5.6	4.0	5.2	43.6
Health professions	3.1	4.1	2.1	6.4	13.2
Humanities	1.7	1.3	3.2	0.7	2.9
Intensive English	0.6	0.7	0.3	3.1	0.1
Legal studies and law enforcement	1.4	0.9	0.6	1.2	0.3
Math and computer science	20.6	22.3	14.2	10.8	8.4
Physical and life sciences	9.0	4.2	9.4	5.2	8.0
Social sciences	9.1	4.9	17.5	4.3	1.2
Other fields of study	5.6	6.1	13.5	27.9	3.7
Undeclared	1.3	0.6	8.5	2.1	1.1
TOTAL INTERNATIONAL STUDENTS	687,031	104,453	31,125	60,170	31,316

Read table as: "Of the 687,031 international students enrolled at doctoral institutions, 23.3 percent pursued engineering as their major field of study."

1.9 INTERNATIONAL STUDENTS' FIELDS OF STUDY FOR SELECTED PLACES OF ORIGIN, 2020/21

	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
Bangladesh	8,598	6.2	0.7	42.5	1.4	2.9	1.0	0.0	18.7	15.3	5.9	4.6	0.7
Brazil	14,000	23.0	1.9	14.4	7.3	3.2	3.0	1.9	7.1	9.8	10.1	16.9	1.5
Canada	25,143	15.9	5.1	8.7	7.0	14.9	3.2	0.0	6.9	9.6	10.7	15.5	2.4
China	317,299	16.6	1.9	17.5	6.0	1.6	1.2	0.6	22.2	9.1	9.6	11.5	2.2
Colombia	7,107	18.1	4.5	14.9	9.0	3.4	4.7	3.4	6.4	10.2	11.2	13.2	1.0
France	5,643	23.8	1.0	15.3	6.3	1.6	5.8	0.3	10.5	7.0	10.4	16.4	1.7
Germany	5,364	27.3	1.4	9.2	4.6	2.4	5.6	0.2	6.7	10.6	15.2	14.4	2.5
India	167,582	11.7	0.6	33.5	1.7	2.6	0.5	0.0	34.8	6.6	2.9	4.5	0.7
Indonesia	7,489	24.0	1.9	19.1	6.1	1.8	1.6	1.0	12.5	7.2	8.5	13.8	2.7
Iran	9,614	4.5	1.3	49.8	5.2	2.2	1.3	0.2	14.1	13.1	3.8	4.2	0.2
Japan	11,785	24.1	2.2	7.3	8.8	3.7	4.2	3.7	7.6	6.2	11.6	18.1	2.4
Kuwait	6,846	13.8	0.8	61.5	2.3	3.1	1.1	1.3	1.6	5.2	4.3	4.2	0.7
Malaysia	5,280	15.6	1.7	25.5	4.5	2.8	1.2	0.1	14.2	12.1	9.6	10.5	2.2
Mexico	12,986	19.2	2.8	18.2	8.3	3.6	3.9	0.7	6.9	10.6	10.9	12.9	2.0
Nepal	11,172	9.7	0.7	19.0	1.2	6.2	0.9	0.1	29.4	21.9	4.7	5.5	0.8
Nigeria	12,860	12.2	2.3	22.0	2.2	13.5	2.5	0.1	12.4	14.6	6.7	10.6	1.0
Pakistan	7,475	16.2	2.8	22.8	2.3	3.7	2.5	0.2	19.0	9.1	10.4	9.2	1.9
Saudi Arabia	21,933	15.3	4.4	30.0	2.5	10.6	1.6	3.8	10.2	7.1	4.3	9.4	1.0
South Korea	39,491	12.5	2.7	14.8	10.5	5.8	2.7	0.6	13.5	8.9	12.2	13.7	2.1
Spain	5,781	25.2	1.5	17.5	6.0	2.3	8.4	0.3	9.2	8.1	8.4	11.8	1.4
Taiwan	19,673	17.0	2.0	19.8	8.1	3.8	1.3	1.0	16.6	10.5	6.3	11.9	1.5
Turkey	8,109	11.5	3.1	28.0	5.1	1.4	2.4	0.6	13.4	8.9	14.0	9.9	1.8
United Kingdom	8,028	18.0	2.7	5.7	7.3	3.8	6.3	0.1	6.5	10.1	17.6	18.6	3.4
Venezuela	6,122	24.2	1.2	17.9	7.7	5.2	2.2	6.3	6.6	5.8	6.8	15.6	0.5
Vietnam	21,631	26.9	1.0	12.4	4.4	5.4	1.2	1.4	17.8	10.4	4.9	11.6	2.6

* 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, 2019/20 & 2020/21

	2019/20		2020/21		% change
	N	%	N	%	
Asia	758,014	70.5	645,622	70.6	-14.8
Europe	89,784	8.3	67,979	7.4	-24.3
Latin America and Caribbean	80,204	7.5	72,850	8.0	-9.2
Middle East and North Africa	72,325	6.7	57,564	6.3	-20.4
North America	25,992	2.4	25,143	2.8	-3.3
Oceania	7,473	0.7	5,864	0.6	-21.5
Sub-Saharan Africa	41,697	3.9	39,061	4.3	-6.3
Stateless	7	0.0	12	0.0	*
WORLD TOTAL	1,075,496	100.0	914,095	100.0	-15.0

*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, 2019/20 & 2020/21

	2019/20	2020/21	% of total	% change
WORLD TOTAL	1,075,496	914,095	100.0	-15.0
1 China	372,532	317,299	34.7	-14.8
2 India	193,124	167,582	18.3	-13.2
3 South Korea	49,809	39,491	4.3	-20.7
4 Canada	25,992	25,143	2.8	-3.3
5 Saudi Arabia	30,957	21,933	2.4	-29.2
6 Vietnam	23,777	21,631	2.4	-9.0
7 Taiwan	23,724	19,673	2.2	-17.1
8 Brazil	16,671	14,000	1.5	-16.0
9 Mexico	14,348	12,986	1.4	-9.5
10 Nigeria	13,762	12,860	1.4	-6.6
11 Japan	17,554	11,785	1.3	-32.9
12 Nepal	12,730	11,172	1.2	-12.2
13 Iran	11,451	9,614	1.1	-16.0
14 Bangladesh	8,838	8,598	0.9	-2.7
15 Turkey	9,481	8,109	0.9	-14.5
16 United Kingdom	10,756	8,028	0.9	-25.4
17 Indonesia	8,300	7,489	0.8	-9.8
18 Pakistan	7,939	7,475	0.8	-5.8
19 Colombia	7,787	7,107	0.8	-8.7
20 Kuwait	8,375	6,846	0.7	-18.3
21 Venezuela	6,855	6,122	0.7	-10.7
22 Hong Kong	6,778	5,878	0.6	-13.3
23 Spain	7,954	5,781	0.6	-27.3
24 France	8,471	5,643	0.6	-33.4
25 Germany	9,242	5,364	0.6	-42.0

1.12 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 2019/20 & 2020/21

UNDERGRADUATE				GRADUATE					
		2019/20	2020/21	% change		2019/20	2020/21	% change	
1	China	148,160	125,616	-15.2	1	China	137,096	118,859	-13.3
2	India	25,032	23,734	-5.2	2	India	85,160	68,869	-19.1
3	South Korea	23,415	17,743	-24.2	3	South Korea	15,219	14,238	-6.4
4	Vietnam	16,589	15,282	-7.9	4	Canada	9,488	9,499	0.1
5	Canada	12,409	11,981	-3.4	5	Taiwan	9,315	8,052	-13.6
6	Saudi Arabia	16,839	11,738	-30.3	6	Saudi Arabia	8,362	7,310	-12.6
7	Mexico	7,993	7,303	-8.6	7	Iran	8,518	7,225	-15.2
8	Brazil	8,372	7,273	-13.1	8	Bangladesh	5,787	5,735	-0.9
9	Japan	8,684	7,243	-16.6	9	Nigeria	5,565	5,350	-3.9
10	Taiwan	7,385	6,119	-17.1	10	Brazil	4,811	4,159	-13.6
11	Kuwait	6,843	5,626	-17.8	11	Turkey	4,178	3,834	-8.2
12	Nepal	6,513	5,327	-18.2	12	Mexico	3,817	3,788	-0.8
13	Nigeria	5,381	4,827	-10.3	13	Nepal	3,871	3,655	-5.6
14	Indonesia	4,896	4,614	-5.8	14	Vietnam	3,648	3,375	-7.5
15	United Kingdom	5,314	4,299	-19.1	15	Pakistan	2,930	2,858	-2.5
16	Venezuela	4,150	3,641	-12.3	16	Colombia	2,877	2,847	-1.0
17	Hong Kong	3,949	3,404	-13.8	17	Japan	2,774	2,678	-3.5
18	Pakistan	3,296	3,044	-7.6	18	Ghana	2,270	2,309	1.7
19	Malaysia	4,333	2,996	-30.9	19	United Kingdom	2,557	2,301	-10.0
20	Spain	3,238	2,847	-12.1	20	Italy	2,155	2,044	-5.2
21	Turkey	3,104	2,693	-13.2	21	Germany	2,523	2,022	-19.9
22	Colombia	3,031	2,660	-12.2	22	France	2,282	1,900	-16.7
23	Germany	3,118	2,403	-22.9	23	Spain	1,994	1,804	-9.5
24	Thailand	2,654	2,227	-16.1	24	Thailand	2,119	1,759	-17.0
25	France	2,761	2,199	-20.4	25	Egypt	1,615	1,714	6.1

1.13 LEADING PLACE OF ORIGIN OF INTERNATIONAL STUDENTS, 1949/50–2020/21

	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					OPT				
		2019/20	2020/21	% change			2019/20	2020/21	% change
1	China	15,896	7,458	-53.1	1	India	81,173	73,601	-9.3
2	India	1,759	1,378	-21.7	2	China	71,380	65,366	-8.4
3	Saudi Arabia	3,832	1,306	-65.9	3	South Korea	7,874	6,670	-15.3
4	South Korea	3,301	840	-74.6	4	Taiwan	5,507	5,031	-8.6
5	Japan	4,621	744	-83.9	5	Canada	3,550	3,158	-11.0
6	Brazil	1,379	519	-62.4	6	Vietnam	2,718	2,626	-3.4
7	Canada	545	505	-7.3	7	Nigeria	2,583	2,459	-4.8
8	Taiwan	1,517	471	-69.0	8	Nepal	2,232	2,108	-5.6
9	Venezuela	532	439	-17.5	9	Brazil	2,109	2,049	-2.8
10	France	2,085	404	-80.6	10	Iran	2,213	1,811	-18.2
11	Mexico	813	358	-56.0	11	Saudi Arabia	1,924	1,579	-17.9
12	Vietnam	822	348	-57.7	12	Mexico	1,725	1,537	-10.9
13	Colombia	607	326	-46.3	13	Pakistan	1,441	1,472	2.2
14	Russia	407	317	-22.1	14	Turkey	1,736	1,450	-16.5
15	Germany	2,835	292	-89.7	15	Indonesia	1,567	1,312	-16.3
16	Paraguay	39	277	610.3	16	Bangladesh	1,272	1,293	1.7
17	Peru	225	232	3.1	17	Colombia	1,272	1,274	0.2
18	Nigeria	233	224	-3.9	18	Malaysia	1,398	1,245	-10.9
19	Kuwait	551	223	-59.5	19	United Kingdom	1,279	1,244	-2.7
20	United Kingdom	1,606	184	-88.5	20	France	1,343	1,140	-15.1
21	Spain	1,613	163	-89.9	20	Japan	1,475	1,120	-24.1
22	Indonesia	227	150	-33.9	22	Venezuela	1,198	1,078	-10.0
23	Thailand	447	139	-68.9	23	Hong Kong	1,127	1,037	-8.0
24	Bahamas	18	136	655.6	24	Spain	1,109	967	-12.8
25	Turkey	463	132	-71.5	25	Thailand	934	835	-10.6

(cont'd)

		International students	% of total			International students	% of total			International students	% of total
1985/86	Taiwan	23,770	6.9	1997/98	Japan	47,073	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	2017/18	China	363,341	33.2
1994/95	Japan	45,276	10.0	2006/07	India	83,833	14.4	2018/19	China	369,548	33.7
1995/96	Japan	45,531	10.0	2007/08	India	94,563	15.2	2019/20	China	372,532	34.6
1996/97	Japan	46,292	10.1	2008/09	India	103,260	15.4	2020/21	China	317,299	34.7

1.14 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN, 2019/20 & 2020/21

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
AFRICA, SUB-SAHARAN	41,697	39,061	4.3	-6.3	Cabo Verde/Cape Verde	61	63		3.3
East Africa	9,989	9,319	1.0	-6.7	Côte d'Ivoire/Ivory Coast	1,257	1,115		-11.3
Burundi	164	149		-9.1	Gambia	239	219		-8.4
Djibouti	6	6		0.0	Ghana	4,221	4,229		0.2
Eritrea	81	53		-34.6	Guinea	92	104		13.0
Ethiopia	2,356	2,166		-8.1	Guinea-Bissau	13	9		-30.8
Kenya	3,710	3,502		-5.6	Liberia	260	232		-10.8
Rwanda	1,444	1,333		-7.7	Mali	285	270		-5.3
Seychelles	11	9		-18.2	Mauritania	67	53		-20.9
Somalia	68	97		42.6	Niger	277	197		-28.9
South Sudan	102	95		-6.9	Nigeria	13,762	12,860		-6.6
Sudan	318	324		1.9	Saint Helena	2	0		-100.0
Tanzania	859	699		-18.6	Senegal	485	430		-11.3
Uganda	870	886		1.8	Sierra Leone	199	201		1.0
Central Africa	3,071	2,899	0.3	-5.6	Togo	214	196		-8.4
Cameroon	1,027	930		-9.4	West Africa, Unspecified	0	0		0.0
Central African Republic	12	13		8.3	ASIA	758,014	645,622	70.6	-14.8
Chad	51	52		2.0	East Asia	472,339	395,808	43.3	-16.2
Congo, Republic of the (Brazzaville)	255	280		9.8	China	372,532	317,299		-14.8
Congo, Dem. Rep. of the (Kinshasa)	1,198	1,125		-6.1	Hong Kong	6,778	5,878		-13.3
Equatorial Guinea	247	226		-8.5	Japan	17,554	11,785		-32.9
Gabon	280	272		-2.9	Macau	503	422		-16.1
São Tomé & Príncipe	1	1		0.0	Mongolia	1,438	1,258		-12.5
Southern Africa	6,486	6,035	0.7	-7.0	North Korea	1	2		100.0
Angola	814	673		-17.3	South Korea	49,809	39,491		-20.7
Botswana	246	218		-11.4	Taiwan	23,724	19,673		-17.1
Comoros	40	23		-42.5	South and Central Asia	229,950	201,260	22.0	-12.5
Eswatini	174	181		4.0	Afghanistan	422	354		-16.1
Lesotho	69	69		0.0	Bangladesh	8,838	8,598		-2.7
Madagascar	181	181		0.0	Bhutan	154	116		-24.7
Malawi	315	287		-8.9	India	193,124	167,582		-13.2
Mauritius	332	323		-2.7	Kazakhstan	2,091	1,830		-12.5
Mozambique	127	131		3.1	Kyrgyzstan	357	328		-8.1
Namibia	121	122		0.8	Maldives	29	23		-20.7
Reunion	2	4		100.0	Nepal	12,730	11,172		-12.2
South Africa	2,224	2,079		-6.5	Pakistan	7,939	7,475		-5.8
Zambia	464	440		-5.2	Sri Lanka	3,206	2,770		-13.6
Zimbabwe	1,377	1,304		-5.3	Tajikistan	242	205		-15.3
West Africa	22,151	20,808	2.3	-6.1	Turkmenistan	272	269		-1.1
Benin	234	210		-10.3	Uzbekistan	546	538		-1.5
Burkina Faso	483	420		-13.0	Southeast Asia	55,725	48,554	5.3	-12.9
					Brunei	54	37		-31.5

(cont'd)

(cont'd)

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
Cambodia	742	848		14.3	Montenegro	122	121		-0.8
Indonesia	8,300	7,489		-9.8	Netherlands	2,727	1,767		-35.2
Laos	131	113		-13.7	North Macedonia	265	208		-21.5
Malaysia	6,910	5,280		-23.6	Norway	1,886	1,265		-32.9
Myanmar	1,828	1,698		-7.1	Poland	1,513	1,328		-12.2
Philippines	3,295	2,907		-11.8	Portugal	934	791		-15.3
Singapore	4,504	3,558		-21.0	Romania	1,000	852		-14.8
Thailand	6,154	4,960		-19.4	Russia	5,293	4,805		-9.2
Timor-Leste/East Timor	30	33		10.0	San Marino	4	2		-50.0
Vietnam	23,777	21,631		-9.0	Serbia	1,044	927		-11.2
EUROPE	89,784	67,979	7.4	-24.3	Slovakia	331	267		-19.3
Albania	1,095	1,053		-3.8	Slovenia	260	193		-25.8
Andorra	11	16		45.5	Spain	7,954	5,781		-27.3
Armenia	339	318		-6.2	Sweden	3,213	2,045		-36.4
Austria	1,105	655		-40.7	Switzerland	1,340	988		-26.3
Azerbaijan	571	556		-2.6	Turkey	9,481	8,109		-14.5
Belarus	388	356		-8.2	Ukraine	1,899	1,739		-8.4
Belgium	1,055	756		-28.3	United Kingdom	10,756	8,028		-25.4
Bosnia and Herzegovina	287	261		-9.1	Vatican City/Holy See	1	1		0.0
Bulgaria	690	585		-15.2	Europe, Unspecified	2	3		50.0
Croatia	472	393		-16.7	LATIN AMERICA	80,204	72,850	8.0	-9.2
Cyprus	432	374		-13.4	& CARIBBEAN				
Czech Republic	763	609		-20.2	Caribbean	11,845	11,175	1.2	-5.7
Denmark	1,264	608		-51.9	Anguilla	19	19		0.0
Estonia	177	156		-11.9	Antigua and Barbuda	193	186		-3.6
Finland	690	485		-29.7	Aruba	73	74		1.4
France	8,471	5,643		-33.4	Bahamas	2,500	2,342		-6.3
Georgia	640	583		-8.9	Barbados	298	339		13.8
Germany	9,242	5,364		-42.0	Bermuda	251	234		-6.8
Gibraltar	2	4		100.0	British Virgin Islands	81	45		-44.4
Greece	2,489	2,256		-9.4	Cayman Islands	136	120		-11.8
Hungary	724	653		-9.8	Cuba	130	115		-11.5
Iceland	411	359		-12.7	Curacao	136	74		-45.6
Ireland	1,228	870		-29.2	Dominica	576	583		1.2
Italy	6,063	4,894		-19.3	Dominican Republic	1,379	1,244		-9.8
Kosovo	173	154		-11.0	Grenada	161	141		-12.4
Latvia	274	232		-15.3	Guadeloupe	14	3		-78.6
Liechtenstein	9	2		-77.8	Haiti	1,016	1,067		5.0
Lithuania	320	273		-14.7	Jamaica	2,884	2,714		-5.9
Luxembourg	88	62		-29.5	Martinique	8	3		-62.5
Malta	52	46		-11.5	Montserrat	4	6		50.0
Moldova	214	157		-26.6	St. Kitts and Nevis	216	235		8.8
Monaco	20	26		30.0	St. Lucia	215	216		0.5

(cont'd)

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
St. Vincent and the Grenadines	91	86		-5.5	Oman	2,808	2,433		-13.4
Sint Maarten	134	99		-26.1	Palestinian Territories	478	424		-11.3
Trinidad and Tobago	1,272	1,180		-7.2	Qatar	670	562		-16.1
Turks and Caicos	37	46		24.3	Saudi Arabia	30,957	21,933		-29.2
Caribbean, Unspecified	21	4		-81.0	Syria	463	425		-8.2
Mexico and Central America	23,110	21,224	2.3	-8.2	United Arab Emirates	2,074	1,737		-16.2
Belize	388	352		-9.3	Yemen	320	293		-8.4
Costa Rica	1,240	1,134		-8.5	North Africa	6,982	6,282	0.7	-10.0
El Salvador	1,581	1,492		-5.6	Algeria	239	219		-8.4
Guatemala	1,195	1,102		-7.8	Egypt	3,859	3,672		-4.8
Honduras	2,161	2,021		-6.5	Libya	720	563		-21.8
Mexico	14,348	12,986		-9.5	Morocco	1,499	1,294		-13.7
Nicaragua	489	478		-2.2	Tunisia	665	534		-19.7
Panama	1,708	1,659		-2.9	NORTH AMERICA	25,992	25,143	2.8	-3.3
South America	45,249	40,451	4.4	-10.6	Canada	25,992	25,143		-3.3
Argentina	2,428	2,184		-10.0	OCEANIA	7,473	5,864	0.6	-21.5
Bolivia	1,199	1,124		-6.3	Australia	4,982	3,623		-27.3
Brazil	16,671	14,000		-16.0	Cook Islands	0	8		-
Chile	2,483	2,227		-10.3	Fiji	90	89		-1.1
Colombia	7,787	7,107		-8.7	French Polynesia	49	65		32.7
Ecuador	2,852	2,515		-11.8	Kiribati	67	53		-20.9
Falkland Islands/ Islas Malvinas	0	0		0.0	Marshall Islands	8	7		-12.5
French Guiana	7	4		-42.9	Micronesia	17	23		35.3
Guyana	301	358		18.9	Nauru	2	1		-50.0
Paraguay	609	804		32.0	New Caledonia	6	7		16.7
Peru	3,547	3,556		0.3	New Zealand	1,856	1,520		-18.1
Suriname	57	55		-3.5	Niue	1	10		900.0
Uruguay	453	395		-12.8	Norfolk Island	2	2		0.0
Venezuela	6,855	6,122		-10.7	Palau	34	25		-26.5
MIDDLE EAST & NORTH AFRICA	72,325	57,564	6.3	-20.4	Papua New Guinea	88	100		13.6
Middle East	65,343	51,282	5.6	-21.5	Samoa	76	106		39.5
Bahrain	406	362		-10.8	Solomon Islands	17	16		-5.9
Iran	11,451	9,614		-16.0	Tonga	161	189		17.4
Iraq	965	771		-20.1	Tuvalu	4	6		50.0
Israel	2,226	1,844		-17.2	Vanuatu	13	11		-15.4
Jordan	2,441	2,338		-4.2	Wallis and Futuna	0	3		-
Kuwait	8,375	6,846		-18.3	STATELESS	7	12	0.0	71.4
Lebanon	1,709	1,700		-0.5	WORLD TOTAL	1,075,496	914,095	100.0	-15.0

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

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2019/20 & 2020/21

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING		
	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change
AFRICA, SUB-SAHARAN	39,061	20,732	47.8	18,670	13,548	34.2	13,342	13,548	1,120	938	2.4	-16.3	6,111	6,297	-3.0
East Africa	9,319	5,878	56.1	5,228	2,717	28.7	2,677	2,717	229	211	2.3	-7.9	1,203	1,165	3.3
Burundi	149	111	72.5	108	27	11.4	17	27	11	8	5.4	-27.3	16	15	6.7
Djibouti	6	5	66.7	4	1	33.3	2	1	0	0	0.0	0.0	0	0	0.0
Eritrea	53	43	27	27	32	43.4	23	32	3	1	1.9	-66.7	2	3	-33.3
Ethiopia	2,166	1,550	1,358	62.7	470	22.4	485	470	81	94	4.3	16.0	229	255	-10.2
Kenya	3,502	2,106	1,913	54.6	1,113	30.6	1,072	1,113	56	43	1.2	-23.2	474	435	9.0
Rwanda	1,333	982	848	63.6	295	23.0	306	295	25	18	1.4	-28.0	161	142	13.4
Seychelles	9	6	4	44.4	3	44.4	33.3	3	0	0	0.0	0.0	2	2	-50.0
Somalia	97	61	69	71.1	4	14	14.4	14	0	3	3.1	-	11	3	266.7
South Sudan	95	68	55	57.9	24	28	29.5	28	1	0	0.0	-100.0	9	9	33.3
Sudan	324	125	112	34.6	131	149	46.0	137	11	16	4.9	45.5	47	51	-7.8
Tanzania	699	472	385	55.1	239	189	27.0	-20.9	16	9	1.3	-43.8	116	132	-12.1
Uganda	886	349	345	38.9	378	388	43.8	2.6	25	19	2.1	-24.0	134	118	13.6
Central Africa	2,899	2,023	1,921	66.3	539	18.9	549	539	172	115	4.0	-33.1	314	337	-6.8
Cameroon	930	565	497	53.4	292	286	30.8	-2.1	38	35	3.8	-7.9	112	132	-15.2
Central African Republic	13	8	10	76.9	1	1	7.7	0.0	3	1	7.7	-66.7	0	0	-
Chad	52	33	36	69.2	13	11	21.2	-15.4	0	0	0.0	0.0	5	5	0.0
Congo, Republic of the (Brazzaville)	280	187	193	68.9	29	39	13.9	34.5	13	11	3.9	-15.4	26	26	42.3
Congo, Dem. Rep. of the (Kinshasa)	1,125	827	793	70.5	161	170	15.1	5.6	93	45	4.0	-51.6	117	117	0.0
Equatorial Guinea	226	181	181	80.1	12	10	4.4	-16.7	21	17	7.5	-19.0	33	33	-45.5
Gabon	272	222	210	77.2	30	32	11.8	6.7	4	6	2.2	50.0	24	24	0.0
São Tomé & Príncipe	1	0	1	100.0	1	0	0.0	-100.0	0	0	0.0	0.0	0	0	0.0

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2019/20 & 2020/21 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING	
	2020/21	2019/20	2020/21	% of total change	2020/21	% of total change	2020/21	% of total change	2020/21	% of total change
Southern Africa	6,035	3,771	3,419	56.7	1,557	25.8	127	2.1	932	15.4
Angola	673	632	451	67.0	79	11.7	21	3.3	82	121
Botswana	218	138	123	56.4	67	33.5	8	0.5	33	21
Comoros	23	10	9	39.1	16	43.5	0	8.7	14	2
Eswatini	181	119	123	68.0	27	13.8	0	0.0	28	33
Lesotho	69	42	35	50.7	19	36.2	0	0.0	8	9
Madagascar	181	107	109	60.2	51	22.7	6	1.1	17	29
Malawi	287	149	134	46.7	119	35.2	9	1.7	38	47
Mauritius	323	193	175	54.2	58	24.1	5	0.6	76	68
Mozambique	131	76	72	55.0	35	28.2	2	1.5	14	20
Namibia	122	69	69	56.6	37	45	4	0.0	11	8
Reunion	4	1	2	50.0	1	50.0	0	0.0	0	0
South Africa	2,079	1,259	1,201	57.8	552	26.0	108	2.1	305	295
Zambia	440	261	234	53.2	126	28.4	11	2.5	66	70
Zimbabwe	1,304	715	682	52.3	365	28.8	31	2.8	266	209
West Africa	20,808	9,060	8,102	38.9	8,740	41.1	514	2.3	3,837	17.6
Benin	210	111	98	46.7	70	31.4	12	7.6	41	30
Burkina Faso	420	316	261	62.1	77	21.9	38	3.8	52	51
Cabo Verde/Cape Verde	63	42	40	63.5	11	22.2	1	4.8	7	6
Côte d'Ivoire/Ivory Coast	1,115	775	684	61.3	239	22.2	35	2.4	208	156
Gambia	219	131	105	47.9	67	29.2	5	2.3	36	45
Ghana	4,229	1,167	1,064	25.2	2,270	54.6	107	3.1	677	725
Guinea	104	64	70	67.3	18	17.3	2	1.9	8	14
Guinea-Bissau	9	6	8	88.9	3	11.1	1	0.0	3	0
Liberia	232	145	126	54.3	85	31.5	2	5.6	28	20
Mali	270	197	190	70.4	38	15.9	25	5.9	25	21
Mauritania	53	34	32	60.4	18	26.4	9	0.0	6	7
Niger	197	143	125	63.5	73	44	9	2.0	52	26
Nigeria	12,860	5,381	4,827	37.5	5,565	41.6	233	1.7	2,583	2,459
Saint Helena	0	1	0	0.0	1	0.0	0	0.0	0	0
Senegal	430	304	264	61.4	108	23.0	12	3.3	61	53
Sierra Leone	201	110	103	51.2	53	32.8	9	1.5	27	29
Togo	196	133	105	53.6	44	29.6	14	6.6	23	20
				-21.1				-7.1		-13.0

(cont'd)

	TOTAL	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING			
		2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	2020/21	2019/20	% of total change	
ASIA	645,622	265,955	227,317	35.2	278,329	239,466	37.1	12,246	30,673	1.9	183,057	166,593	25.8	-9.0
East Asia	395,808	192,748	161,175	40.7	166,101	145,496	36.8	9,684	25,821	2.4	87,669	79,453	20.1	-9.4
China	317,299	148,160	125,616	39.6	137,096	118,859	37.5	7,458	15,896	2.4	71,380	65,366	20.6	-8.4
Hong Kong	5,878	3,949	3,404	57.9	1,339	1,322	22.5	115	363	2.0	1,127	1,037	17.6	-8.0
Japan	11,785	8,684	7,243	61.5	2,774	2,678	22.7	744	4,621	6.3	1,475	1,120	9.5	-24.1
Macau	422	320	259	61.4	86	89	21.1	3	16	0.7	81	71	16.8	-12.3
Mongolia	1,258	834	790	62.8	272	258	20.5	52	107	4.1	225	158	12.6	-29.8
North Korea	2	1	1	50.0	0	0	0.0	1	0	50.0	0	0	0.0	0.0
South Korea	39,491	23,415	17,743	44.9	15,219	14,238	36.1	840	3,301	2.1	7,874	6,670	16.9	-15.3
Taiwan	19,673	7,385	6,119	31.1	9,315	8,052	40.9	471	1,517	2.4	5,507	5,031	25.6	-8.6
South and Central Asia	201,260	39,167	35,978	17.9	101,000	83,948	41.7	1,742	2,590	0.9	87,193	79,592	39.5	-8.7
Afghanistan	354	145	133	37.6	228	171	48.3	11	13	3.1	36	39	11.0	8.3
Bangladesh	8,598	1,644	1,516	17.6	5,787	5,735	66.7	54	135	0.6	1,272	1,293	15.0	1.7
Bhutan	116	115	85	73.3	19	19	16.4	0	7	0.0	13	12	10.3	-7.7
India	167,582	25,032	23,734	14.2	85,160	68,869	41.1	1,378	1,759	0.8	81,173	73,601	43.9	-9.3
Kazakhstan	1,830	911	794	43.4	738	645	35.2	48	160	2.6	282	343	18.7	21.6
Kyrgyzstan	328	194	212	64.6	82	58	17.7	22	49	6.7	32	36	11.0	12.5
Maldives	23	14	7	30.4	10	13	56.5	0	2	0.0	3	3	13.0	0.0
Nepal	11,172	6,513	5,327	47.7	3,871	3,655	32.7	82	114	0.7	2,232	2,108	18.9	-5.6
Pakistan	7,475	3,296	3,044	40.7	2,930	2,858	38.2	101	272	1.4	1,441	1,472	19.7	2.2
Sri Lanka	2,770	731	562	20.3	1,862	1,655	59.7	30	30	0.5	583	538	19.4	-7.7
Tajikistan	205	137	120	58.5	61	44	21.5	5	5	2.4	39	36	17.6	-7.7
Turkmenistan	269	159	162	60.2	80	63	23.4	2	9	0.7	24	42	15.6	75.0
Uzbekistan	538	276	282	52.4	172	163	30.3	24	35	4.5	63	69	12.8	9.5
Southeast Asia	48,554	34,040	30,164	62.1	11,228	10,022	20.6	820	2,262	1.7	8,195	7,548	15.5	-7.9
Brunei	37	32	18	48.6	11	8	21.6	0	1	0.0	10	11	29.7	10.0
Cambodia	848	509	655	77.2	135	118	13.9	17	28	2.0	70	58	6.8	-17.1
Indonesia	7,489	4,896	4,614	61.6	1,610	1,413	18.9	150	227	2.0	1,567	1,312	17.5	-16.3
Laos	113	86	80	70.8	22	22	19.5	2	12	1.8	11	9	8.0	-18.2
Malaysia	5,280	4,333	2,996	56.7	1,069	995	18.8	44	110	0.8	1,398	1,245	23.6	-10.9
Myanmar	1,698	1,335	1,230	72.4	226	235	13.8	19	53	1.1	214	214	12.6	0.0
Philippines	2,907	1,753	1,510	51.9	1,007	856	29.4	61	91	2.1	444	480	16.5	8.1
Singapore	3,558	1,832	1,532	43.1	1,375	1,230	34.6	39	471	1.1	826	757	21.3	-8.4

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2019/20 & 2020/21 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING								
	2020/21	2019/20	2020/21	% of total change	2019/20	% of total change	2020/21	% of total change	2019/20	% of total change							
Thailand	4,960	2,654	2,227	44.9	-16.1	2,119	1,759	35.5	-17.0	447	139	2.8	-68.9	934	835	16.8	-10.6
Timor-Leste/East Timor	33	21	20	60.6	-4.8	6	11	33.3	83.3	0	1	3.0	-	3	1	3.0	-66.7
Vietnam	21,631	16,589	15,282	70.6	-7.9	3,648	3,375	15.6	-7.5	822	348	1.6	-57.7	2,718	2,626	12.1	-3.4
EUROPE	67,979	37,730	31,923	47.0	-15.4	25,626	23,034	33.9	-10.1	14,267	2,223	3.3	-84.4	12,161	10,799	15.9	-11.2
Albania	1,053	724	681	64.7	-5.9	196	219	20.8	11.7	45	18	1.7	-60.0	130	135	12.8	3.8
Andorra	16	6	9	56.3	50.0	4	5	31.3	25.0	1	0	0.0	-100.0	0	2	12.5	-
Armenia	318	131	131	41.2	0.0	131	118	37.1	-9.9	8	6	1.9	-25.0	69	63	19.8	-8.7
Austria	655	384	304	46.4	-20.8	286	245	37.4	-14.3	317	28	4.3	-91.2	118	78	11.9	-33.9
Azerbaijan	556	242	258	46.4	6.6	209	200	36.0	-4.3	43	16	2.9	-62.8	77	82	14.7	6.5
Belarus	356	183	194	54.5	6.0	136	109	30.6	-19.9	22	6	1.7	-72.7	47	47	13.2	0.0
Belgium	756	485	400	52.9	-17.5	259	209	27.6	-19.3	178	25	3.3	-86.0	133	122	16.1	-8.3
Bosnia and Herzegovina	261	182	161	61.7	-11.5	58	61	23.4	5.2	7	2	0.8	-71.4	40	37	14.2	-7.5
Bulgaria	585	326	280	47.9	-14.1	205	182	31.1	-11.2	36	5	0.9	-86.1	123	118	20.2	-4.1
Croatia	393	288	225	57.3	-21.9	105	118	30.0	12.4	9	2	0.5	-77.8	70	48	12.2	-31.4
Cyprus	374	227	187	50.0	-17.6	114	120	32.1	5.3	19	4	1.1	-78.9	72	63	16.8	-12.5
Czech Republic	609	408	357	58.6	-12.5	165	155	25.5	-6.1	96	18	3.0	-81.3	94	79	13.0	-16.0
Denmark	608	421	363	59.7	-13.8	184	160	26.3	-13.0	584	26	4.3	-95.5	75	59	9.7	-21.3
Estonia	156	88	87	55.8	-1.1	52	51	32.7	-1.9	17	1	0.6	-94.1	20	17	10.9	-15.0
Finland	485	373	293	60.4	-21.4	117	106	21.9	-9.4	128	10	2.1	-92.2	72	76	15.7	5.6
France	5,643	2,761	2,199	39.0	-20.4	2,282	1,900	33.7	-16.7	2,085	404	7.2	-80.6	1,343	1,140	20.2	-15.1
Georgia	583	343	294	50.4	-14.3	184	184	31.6	0.0	35	26	4.5	-25.7	78	79	13.6	1.3
Germany	5,364	3,118	2,403	44.8	-22.9	2,523	2,022	37.7	-19.9	2,835	292	5.4	-89.7	766	647	12.1	-15.5
Gibraltar	4	1	2	50.0	100.0	1	2	50.0	100.0	0	0	0.0	0.0	0	0	0.0	0.0
Greece	2,256	793	694	30.8	-12.5	1,132	1,055	46.8	-6.8	60	34	1.5	-43.3	504	473	21.0	-6.2
Hungary	653	326	324	49.6	-0.6	215	197	30.2	-8.4	82	27	4.1	-67.1	101	105	16.1	4.0
Iceland	359	232	234	65.2	0.9	124	86	24.0	-30.6	8	0	0.0	-100.0	47	39	10.9	-17.0
Ireland	870	511	460	52.9	-10.0	295	271	31.1	-8.1	302	19	2.2	-93.7	120	120	13.8	0.0
Italy	4,894	2,194	1,943	39.7	-11.4	2,155	2,044	41.8	-5.2	795	111	2.3	-86.0	919	796	16.3	-13.4
Kosovo	154	75	69	44.8	-8.0	63	55	35.7	-12.7	3	3	1.9	0.0	32	27	17.5	-15.6
Latvia	232	146	131	56.5	-10.3	76	61	26.3	-19.7	19	5	2.2	-73.7	33	35	15.1	6.1
Liechtenstein	2	3	0	0.0	-100.0	5	1	50.0	-80.0	1	1	50.0	0.0	0	0	0.0	0.0
Lithuania	273	189	165	60.4	-12.7	71	66	24.2	-7.0	20	3	1.1	-85.0	40	39	14.3	-2.5

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	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING				
	2020/21	2019/20	% change	2020/21	2019/20	% change	2020/21	2019/20	% change	2020/21	2019/20	% change	2020/21	2019/20	% change		
Luxembourg	62	35	46.8	-17.1	34	17	27.4	-50.0	12	5	8.1	-58.3	7	11	17.7	57.1	
Malta	46	35	60.9	-20.0	9	10	21.7	11.1	1	1	2.2	0.0	7	7	15.2	0.0	
Moldova	157	123	89	56.7	-27.6	49	39	24.8	-20.4	6	2	1.3	-66.7	36	27	17.2	-25.0
Monaco	26	15	11	42.3	-26.7	4	6	23.1	50.0	1	3	11.5	200.0	0	6	23.1	-
Montenegro	121	72	78	64.5	8.3	26	31	25.6	19.2	7	2	1.7	-71.4	17	10	8.3	-41.2
Netherlands	1,767	1,171	1,003	56.8	-14.3	529	519	29.4	-1.9	794	42	2.4	-94.7	233	203	11.5	-12.9
North Macedonia	208	135	103	49.5	-23.7	75	66	31.7	-12.0	7	2	1.0	-71.4	48	37	17.8	-22.9
Norway	1,265	1,144	907	71.7	-20.7	259	215	17.0	-17.0	327	12	0.9	-96.3	156	131	10.4	-16.0
Poland	1,328	717	656	49.4	-8.5	437	444	33.4	1.6	157	44	3.3	-72.0	202	184	13.9	-8.9
Portugal	791	449	412	52.1	-8.2	296	238	30.1	-19.6	71	19	2.4	-73.2	118	122	15.4	3.4
Romania	852	442	388	45.5	-12.2	328	293	34.4	-10.7	46	11	1.3	-76.1	184	160	18.8	-13.0
Russia	4,805	2,236	2,022	42.1	-9.6	1,817	1,663	34.6	-8.5	407	317	6.6	-22.1	833	803	16.7	-3.6
San Marino	2	2	0	0.0	-100.0	2	2	100.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Serbia	927	564	504	54.4	-10.6	317	303	32.7	-4.4	21	6	0.6	-71.4	142	114	12.3	-19.7
Slovakia	267	173	164	61.4	-5.2	71	62	23.2	-12.7	38	3	1.1	-92.1	49	38	14.2	-22.4
Slovenia	193	135	110	57.0	-18.5	65	57	29.5	-12.3	38	2	1.0	-94.7	22	24	12.4	9.1
Spain	5,781	3,238	2,847	49.2	-12.1	1,994	1,804	31.2	-9.5	1,613	163	2.8	-89.9	1,109	967	16.7	-12.8
Sweden	2,045	1,963	1,401	68.5	-28.6	318	267	13.1	-16.0	557	69	3.4	-87.6	375	308	15.1	-17.9
Switzerland	988	552	453	45.9	-17.9	373	329	33.3	-11.8	247	64	6.5	-74.1	168	142	14.4	-15.5
Turkey	8,109	3,104	2,693	33.2	-13.2	4,178	3,834	47.3	-8.2	463	132	1.6	-71.5	1,736	1,450	17.9	-16.5
Ukraine	1,739	951	877	50.4	-7.8	538	529	30.4	-1.7	93	48	2.8	-48.4	317	285	16.4	-10.1
United Kingdom	8,028	5,314	4,299	53.6	-19.1	2,557	2,301	28.7	-10.0	1,606	184	2.3	-88.5	1,279	1,244	15.5	-2.7
Vatican City/Holy See	1	0	0	0.0	0.0	1	1	100.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Europe, Unspecified	3	0	1	33.3	-	2	2	66.7	0.0	0	0	0.0	0.0	0	0	0.0	0.0
LATIN AMERICA & CARIBBEAN	72,850	43,519	39,228	53.8	-9.9	21,017	20,256	27.8	-3.6	4,871	2,995	4.1	-38.5	10,797	10,371	14.2	-3.9
Caribbean	11,175	7,931	7,103	63.6	-10.4	2,171	2,334	20.9	7.5	256	319	2.9	24.6	1,487	1,419	12.7	-4.6
Anguilla	19	16	12	63.2	-25.0	2	5	26.3	150.0	0	0	0.0	0.0	1	2	10.5	100.0
Antigua and Barbuda	186	131	125	67.2	-4.6	29	45	24.2	55.2	0	1	0.5	-	33	15	8.1	-54.5
Aruba	74	56	62	83.8	10.7	9	6	8.1	-33.3	2	0	0.0	-100.0	6	6	8.1	0.0
Bahamas	2,342	1,866	1,595	68.1	-14.5	325	352	15.0	8.3	18	136	5.8	655.6	291	259	11.1	-11.0
Barbados	339	173	150	44.2	-13.3	63	120	35.4	90.5	11	1	0.3	-90.9	51	68	20.1	33.3
Bermuda	234	191	191	81.6	0.0	27	24	10.3	-11.1	9	1	0.4	-88.9	24	18	7.7	-25.0
British Virgin Islands	45	68	29	64.4	-57.4	7	9	20.0	28.6	1	1	2.2	0.0	5	6	13.3	20.0

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2019/20 & 2020/21 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING			
	2020/21	2019/20	2020/21	% of total change	2020/21	% of total change	2020/21	% of total change	2020/21	% of total change		
Cayman Islands	120	112	94	78.3	14	11.7	1	5	11	7	5.8	-36.4
Cuba	115	53	52	45.2	51	44.3	6	6	5	6	5.2	20.0
Curacao	74	119	54	73.0	8	10.8	1	0	6	12	16.2	100.0
Dominica	583	433	456	78.2	75	12.9	5	1	53	51	8.7	-3.8
Dominican Republic	1,244	858	778	62.5	280	21.9	75	43	166	150	12.1	-9.6
Grenada	141	77	87	61.7	34	24.1	0	3	47	17	12.1	-63.8
Guadeloupe	3	12	1	33.3	1	33.3	1	0	0	1	33.3	-
Haiti	1,067	710	741	69.4	146	17.0	70	58	90	87	8.2	-3.3
Jamaica	2,714	1,818	1,560	57.5	625	68.9	35	48	406	417	15.4	2.7
Martinique	3	6	2	66.7	0	1	2	0	0	0	0.0	0.0
Montserrat	6	3	2	33.3	1	4	0	0	0	0	0.0	0.0
St. Kitts and Nevis	235	140	176	74.9	47	19.6	4	1	25	12	5.1	-52.0
St. Lucia	216	122	119	55.1	46	24.1	0	1	47	44	20.4	-6.4
St. Vincent and the Grenadines	86	65	56	65.1	16	15.1	1	1	9	16	18.6	77.8
Sint Maarten	99	121	86	86.9	8	13.1	2	0	3	0	0.0	-100.0
Trinidad and Tobago	1,180	733	639	54.2	321	31.0	12	12	206	219	18.6	6.3
Turks and Caicos	46	29	34	73.9	6	13.0	0	0	2	6	13.0	200.0
Caribbean, Unspecified	4	19	2	50.0	2	50.0	0	0	0	0	0.0	0.0
Mexico and Central America	21,224	13,678	12,499	58.9	5,502	26.1	1,160	606	2,770	2,590	12.2	-6.5
Belize	352	232	187	53.1	97	120	6	2	53	43	12.2	-18.9
Costa Rica	1,134	614	523	46.1	414	408	38	23	174	180	15.9	3.4
El Salvador	1,492	1,183	1,092	73.2	189	201	66	54	143	145	9.7	1.4
Guatemala	1,102	770	695	63.1	235	257	38	16	152	134	12.2	-11.8
Honduras	2,021	1,426	1,294	64.0	404	411	85	41	246	275	13.6	11.8
Mexico	12,986	7,993	7,303	56.2	3,817	3,788	813	358	1,725	1,537	11.8	-10.9
Nicaragua	478	311	304	63.6	106	110	25	6	47	58	12.1	23.4
Panama	1,659	1,149	1,101	66.4	240	234	89	106	230	218	13.1	-5.2
South America	40,451	21,910	19,626	48.5	13,344	12,393	3,455	2,070	6,540	6,362	15.7	-2.7
Argentina	2,184	1,057	1,020	46.7	891	803	153	63	327	298	13.6	-8.9
Bolivia	1,124	775	719	64.0	209	210	49	37	166	158	14.1	-4.8
Brazil	14,000	8,372	7,273	52.0	4,811	4,159	1,379	519	2,109	2,049	14.6	-2.8
Chile	2,227	682	675	30.3	1,231	1,145	238	66	332	341	15.3	2.7

(cont'd)

	TOTAL 2020/21	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING						
		2019/20	2020/21	% of total change	2019/20	2020/21	% of total change	2019/20	2020/21	% of total change	2019/20	2020/21	% of total change				
Colombia	7,107	3,031	2,660	37.4	-12.2	2,877	2,847	40.1	-1.0	607	326	4.6	-46.3	1,272	1,274	17.9	0.2
Ecuador	2,515	1,408	1,232	49.0	-12.5	828	758	30.1	-8.5	176	82	3.3	-53.4	440	443	17.6	0.7
Falkland Islands/ Islas Malvinas	0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
French Guiana	4	5	3	75.0	-40.0	0	0	0.0	0.0	2	0	0.0	-100.0	0	1	25.0	-
Guyana	358	195	210	58.7	7.7	69	96	26.8	39.1	5	25	7.0	400.0	32	27	7.5	-15.6
Paraguay	804	383	332	41.3	-13.3	121	124	15.4	2.5	39	277	34.5	610.3	66	71	8.8	7.6
Peru	3,556	1,660	1,672	47.0	0.7	1,137	1,107	31.1	-2.6	225	232	6.5	3.1	525	545	15.3	3.8
Suriname	55	32	30	54.5	-6.3	15	14	25.5	-6.7	1	2	3.6	100.0	9	9	16.4	0.0
Uruguay	395	160	159	40.3	-0.6	180	166	42.0	-7.8	49	2	0.5	-95.9	64	68	17.2	6.3
Venezuela	6,122	4,150	3,641	59.5	-12.3	975	964	15.7	-1.1	532	439	7.2	-17.5	1,198	1,078	17.6	-10.0
MIDDLE EAST & NORTH AFRICA	57,564	34,796	27,079	47.0	-22.2	24,876	22,261	38.7	-10.5	5,719	2,146	3.7	-62.5	6,934	6,078	10.6	-12.3
Middle East	51,282	32,055	24,733	48.2	-22.8	22,145	19,513	38.1	-11.9	5,319	2,020	3.9	-62.0	5,824	5,016	9.8	-13.9
Bahrain	362	279	224	61.9	-19.7	78	91	25.1	16.7	10	11	3.0	10.0	39	36	9.9	-7.7
Iran	9,614	612	494	5.1	-19.3	8,518	7,225	75.2	-15.2	108	84	0.9	-22.2	2,213	1,811	18.8	-18.2
Iraq	771	205	186	24.1	-9.3	682	492	63.8	-27.9	14	22	2.9	57.1	64	71	9.2	10.9
Israel	1,844	662	641	34.8	-3.2	985	834	45.2	-15.3	198	35	1.9	-82.3	381	334	18.1	-12.3
Jordan	2,338	947	887	37.9	-6.3	1,026	1,035	44.3	0.9	122	64	2.7	-47.5	346	352	15.1	1.7
Kuwait	6,846	6,843	5,626	82.2	-17.8	798	804	11.7	0.8	551	223	3.3	-59.5	183	193	2.8	5.5
Lebanon	1,700	495	499	29.4	0.8	798	843	49.6	5.6	61	30	1.8	-50.8	355	328	19.3	-7.6
Oman	2,433	2,359	2,083	85.6	-11.7	148	116	4.8	-21.6	190	130	5.3	-31.6	111	104	4.3	-6.3
Palestinian Territories	424	191	189	44.6	-1.0	200	177	41.7	-11.5	27	6	1.4	-77.8	60	52	12.3	-13.3
Qatar	562	554	459	81.7	-17.1	75	73	13.0	-2.7	31	12	2.1	-61.3	10	18	3.2	80.0
Saudi Arabia	21,933	16,839	11,738	53.5	-30.3	8,362	7,310	33.3	-12.6	3,832	1,306	6.0	-65.9	1,924	1,579	7.2	-17.9
Syria	425	233	186	43.8	-20.2	151	168	39.5	11.3	18	10	2.4	-44.4	61	61	14.4	0.0
United Arab Emirates	1,737	1,655	1,399	80.5	-15.5	255	233	13.4	-8.6	121	66	3.8	-45.5	43	39	2.2	-9.3
Yemen	293	181	122	41.6	-32.6	69	112	38.2	62.3	36	21	7.2	-41.7	34	38	13.0	11.8
North Africa	6,282	2,741	2,346	37.3	-14.4	2,731	2,748	43.7	0.6	400	126	2.0	-68.5	1,110	1,062	16.9	-4.3
Algeria	219	113	100	45.7	-11.5	80	81	37.0	1.3	11	5	2.3	-54.5	35	33	15.1	-5.7
Egypt	3,672	1,525	1,333	36.3	-12.6	1,615	1,714	46.7	6.1	160	64	1.7	-60.0	559	561	15.3	0.4
Libya	563	143	113	20.1	-21.0	406	320	56.8	-21.2	22	17	3.0	-22.7	149	113	20.1	-24.2
Morocco	1,294	687	583	45.1	-15.1	422	433	33.5	2.6	130	31	2.4	-76.2	260	247	19.1	-5.0
Tunisia	534	273	217	40.6	-20.5	208	200	37.5	-3.8	77	9	1.7	-88.3	107	108	20.2	0.9

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN & ACADEMIC LEVEL, 2019/20 & 2020/21 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING	
	2020/21	2019/20	2020/21	% of total change	2019/20	% of total change	2019/20	% of total change	2019/20	% of total change
NORTH AMERICA	25,143	12,409	11,981	47.7	9,488	37.8	545	2.0	3,158	12.6
Canada	25,143	12,409	11,981	47.7	9,488	37.8	545	2.0	3,158	12.6
OCEANIA	5,864	4,176	3,587	61.2	1,549	24.0	1,006	1.6	774	13.2
Australia	3,623	2,511	2,082	57.5	1,084	26.8	885	1.6	510	14.1
Cook Islands	8	0	8	100.0	0	0.0	0	0.0	0	0.0
Fiji	89	74	74	83.1	9	10.1	0	0.0	7	6.7
French Polynesia	65	45	63	96.9	2	0.0	2	1.5	0	1.5
Kiribati	53	58	52	98.1	1	0.0	0	1.9	8	0.0
Marshall Islands	7	8	6	85.7	0	14.3	0	0.0	0	0.0
Micronesia	23	15	20	87.0	2	13.0	0	0.0	0	0.0
Nauru	1	1	1	100.0	1	0.0	0	0.0	0	0.0
New Caledonia	7	3	3	42.9	2	42.9	1	14.3	0	0.0
New Zealand	1,520	1,116	881	58.0	414	24.7	115	1.4	211	15.9
Niue	10	1	9	90.0	0	10.0	0	0.0	0	0.0
Norfolk Island	2	2	1	50.0	0	0.0	0	0.0	0	0.0
Palau	25	22	11	44.0	9	56.0	1	0.0	2	0.0
Papua New Guinea	100	63	75	75.0	17	17.0	1	0.0	7	8.0
Samoa	106	71	92	86.8	4	6.6	0	5.7	1	0.9
Solomon Islands	16	16	13	81.3	0	18.8	0	0.0	1	0.0
Tonga	189	156	182	96.3	3	1.6	1	1.6	1	0.5
Tuvalu	6	4	5	83.3	0	16.7	0	0.0	0	0.0
Vanuatu	11	10	9	81.8	1	9.1	0	0.0	2	9.1
Wallis and Futuna	3	0	0	0.0	0	0.0	0	0.0	0	0.0
STATELESS	12	4	2	16.7	2	33.3	0	41.7	1	8.3
WORLD TOTAL	914,095	419,321	359,787	39.4	374,435	36.0	58,201	2.3	223,539	22.3
				-14.2		-12.1		-63.7		-8.8

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

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2011/12–2020/21

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
Northeast	191,927	208,558	230,469	251,514	270,020	283,055	292,553	298,217	300,665	256,125	-14.8
Connecticut	9,350	9,947	10,530	11,897	13,564	14,711	15,278	14,832	15,112	11,778	-22.1
Maine	1,250	1,415	1,198	1,354	1,396	1,341	1,343	1,335	1,480	1,427	-3.6
Massachusetts	41,258	46,486	51,240	55,447	59,436	62,926	68,192	71,098	73,695	66,273	-10.1
New Hampshire	2,912	3,095	3,277	3,784	4,506	4,671	4,391	4,333	3,531	2,828	-19.9
New Jersey	15,155	15,634	17,082	19,196	21,228	22,708	22,924	23,456	23,092	19,039	-17.6
New York	82,436	88,250	98,906	106,758	114,316	118,424	121,260	124,277	126,911	106,894	-15.8
Pennsylvania	33,398	37,280	41,446	45,704	48,453	51,129	51,817	51,818	50,070	42,477	-15.2
Rhode Island	5,054	5,254	5,549	5,872	5,409	5,378	5,478	5,376	5,225	4,181	-20.0
Vermont	1,114	1,197	1,241	1,502	1,712	1,767	1,870	1,692	1,549	1,228	-20.7
South	215,164	225,971	236,622	262,172	283,141	296,098	298,686	301,241	293,540	250,946	-14.5
Alabama	6,450	7,092	7,451	7,901	8,561	9,549	9,300	9,326	9,376	8,157	-13.0
Arkansas	4,217	5,011	4,964	5,918	5,665	6,455	5,376	6,817	5,799	5,104	-12.0
Delaware	3,754	4,337	4,228	4,051	5,052	5,664	7,542	7,395	6,342	3,339	-47.4
D.C.	8,419	9,232	9,980	10,556	11,120	12,204	12,230	12,545	13,046	10,816	-17.1
Florida	32,567	32,746	36,249	39,377	43,462	45,718	46,516	45,957	46,221	39,179	-15.2
Georgia	16,193	16,670	17,781	19,758	21,122	21,510	22,789	23,623	24,265	21,515	-11.3
Kentucky	5,787	6,364	7,370	8,104	8,043	7,832	9,942	12,776	12,073	10,523	-12.8
Louisiana	7,420	7,695	6,976	6,872	7,835	7,698	7,750	7,428	7,177	6,325	-11.9
Maryland	13,969	15,522	16,121	16,862	18,304	19,501	19,671	20,345	20,362	18,784	-7.7
Mississippi	2,621	2,699	2,840	3,101	3,533	3,765	3,450	3,312	3,361	2,526	-24.8
North Carolina	13,770	15,027	15,943	17,319	18,884	20,112	21,092	21,954	22,782	18,587	-18.4
Oklahoma	8,722	9,050	8,913	9,928	10,330	9,789	8,945	7,935	7,328	6,147	-16.1
South Carolina	4,883	5,089	5,215	5,895	6,253	6,636	6,207	6,064	6,493	5,352	-17.6
Tennessee	7,004	7,312	8,436	9,507	9,094	9,957	8,870	9,267	7,864	6,867	-12.7
Texas	61,511	62,923	64,277	75,588	82,184	85,116	84,348	81,893	77,097	67,428	-12.5
Virginia	15,169	16,521	17,145	18,220	19,549	20,400	20,233	20,452	20,274	17,472	-13.8
West Virginia	2,708	2,681	2,733	3,215	4,150	4,192	4,425	4,152	3,680	2,825	-23.2
Midwest	178,225	190,613	206,341	225,819	237,231	240,980	239,947	235,900	225,158	192,061	-14.7
Illinois	35,920	39,132	42,527	46,574	50,327	52,225	53,362	53,724	51,966	44,004	-15.3
Indiana	22,194	24,408	26,406	28,104	29,219	30,600	29,994	29,083	28,136	23,948	-14.9
Iowa	11,164	11,540	11,318	12,220	12,711	12,488	13,362	12,624	11,603	9,493	-18.2
Kansas	9,277	9,568	10,631	12,020	10,351	10,231	9,571	9,339	8,911	7,738	-13.2
Michigan	25,551	26,930	29,648	32,015	33,848	34,296	34,049	33,236	31,408	27,454	-12.6
Minnesota	12,735	13,232	13,765	14,438	14,941	15,389	15,695	15,279	15,378	13,095	-14.8
Missouri	16,061	17,300	18,205	21,703	24,171	23,261	23,014	22,428	20,140	17,234	-14.4
Nebraska	4,372	5,142	5,292	5,774	5,910	6,089	6,091	5,628	5,320	4,415	-17.0
North Dakota	3,182	3,087	2,773	2,677	2,571	2,393	2,179	2,114	2,002	1,750	-12.6
Ohio	26,427	28,401	32,498	35,761	37,752	38,680	37,583	37,314	35,508	29,979	-15.6
South Dakota	1,355	1,498	1,560	1,782	1,981	2,108	2,096	2,064	1,826	1,518	-16.9
Wisconsin	9,987	10,375	11,718	12,751	13,449	13,220	12,951	13,067	12,960	11,433	-11.8

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2011/12–2020/21 (cont'd)

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
West	178,197	193,465	211,675	234,872	252,655	257,984	263,007	259,368	255,546	214,396	-16.1
Alaska	603	643	542	533	488	419	414	406	375	282	-24.8
Arizona	12,738	13,322	15,442	20,437	22,212	22,670	23,203	22,741	22,548	21,197	-6.0
California	102,789	111,379	121,647	135,130	149,328	156,879	161,942	161,693	160,592	132,758	-17.3
Colorado	8,445	8,983	9,621	10,800	11,346	11,527	11,639	11,888	11,631	9,569	-17.7
Hawaii	4,446	4,450	4,388	4,035	4,295	3,855	3,975	4,078	3,706	3,227	-12.9
Idaho	2,956	3,247	3,810	4,592	4,501	3,733	3,574	3,429	3,597	2,952	-17.9
Montana	1,323	1,607	1,691	2,146	1,735	1,720	1,485	1,581	1,410	902	-36.0
Nevada	2,551	2,360	2,336	2,556	2,518	2,901	2,955	2,520	2,642	2,131	-19.3
New Mexico	3,419	3,535	3,711	3,374	3,767	3,595	3,426	3,208	2,837	2,311	-18.5
Oregon	9,896	11,674	13,360	14,422	14,382	13,209	12,580	11,373	10,705	8,360	-21.9
Utah	7,761	8,291	8,449	8,622	8,302	8,520	8,254	7,946	8,491	8,533	0.5
Washington	20,198	22,877	25,554	27,051	28,624	27,801	28,455	27,472	26,089	21,402	-18.0
Wyoming	1,072	1,097	1,124	1,174	1,157	1,155	1,105	1,033	923	772	-16.4
Other	982	1,037	945	549	792	705	599	573	587	567	-3.4
Guam	*	*	*	*	*	*	*	*	*	*	*
Puerto Rico	888	936	849	453	703	609	527	505	516	505	-2.1
Virgin Islands	94	101	96	96	89	96	72	68	71	62	-12.7
U.S. TOTAL	764,495	819,644	886,052	974,926	1,043,839	1,078,822	1,094,792	1,095,299	1,075,496	914,095	-15.0

* Did not report

1.17 INTERNATIONAL STUDENTS AS A SHARE OF TOTAL HIGHER EDUCATION ENROLLMENT,
TOP 20 STATES OR TERRITORIES, 2020/21

Rank*		Total students**	International students	% int'l	Rank*		Total students**	International students	% int'l
1	Massachusetts	492,497	66,273	13.5	11	Michigan	525,491	27,454	5.3
2	District of Columbia	98,909	10,816	10.9	12	Maryland	354,913	18,784	5.3
3	New York	1,235,812	106,894	8.6	13	Rhode Island	80,077	4,181	5.2
4	Pennsylvania	693,340	42,477	6.1	14	California	2,715,085	132,758	4.9
5	Illinois	718,504	44,004	6.1	15	Missouri	362,908	17,234	4.7
6	Connecticut	193,686	11,778	6.1	16	New Jersey	413,175	19,039	4.6
7	Washington	363,019	21,402	5.9	17	Ohio	656,445	29,979	4.6
8	Indiana	422,906	23,948	5.7	18	Iowa	218,033	9,493	4.4
9	Delaware	59,983	3,339	5.6	19	Texas	1,657,691	67,428	4.1
10	Hawaii	60,434	3,227	5.3	20	Kentucky	266,507	10,523	3.9

* Rankings include all 50 U.S. states in addition to Washington, D.C., Puerto Rico, and the U.S. Virgin Islands.

** Data from the National Center for Education Statistics (NCES) reflecting enrollment in fall 2019, the most recent year for which data were available.

1.18 TOP 5 PLACES OF ORIGIN FOR THE TOP 20 U.S. STATES HOSTING INTERNATIONAL STUDENTS, 2020/21

1 CALIFORNIA	%	6 PENNSYLVANIA	%	11 GEORGIA	%	16 NORTH CAROLINA	%
1 China	45.4	1 China	42.2	1 China	33.0	1 China	34.6
2 India	13.7	2 India	16.6	2 India	18.6	2 India	24.0
3 South Korea	4.8	3 South Korea	4.1	3 South Korea	7.2	3 South Korea	3.3
4 Taiwan	3.6	4 Saudi Arabia	4.1	4 Nigeria	2.6	4 Nigeria	2.3
5 Vietnam	2.8	5 Canada	3.1	5 Vietnam	2.1	5 Saudi Arabia	2.0
STATE TOTAL	132,758	STATE TOTAL	42,477	STATE TOTAL	21,515	STATE TOTAL	18,587
% of U.S. Total	14.5	% of U.S. Total	4.6	% of U.S. Total	2.4	% of U.S. Total	2.0
2 NEW YORK	%	7 FLORIDA	%	12 WASHINGTON	%	17 VIRGINIA	%
1 China	43.6	1 China	16.8	1 China	41.5	1 China	28.1
2 India	17.4	2 India	13.6	2 India	8.0	2 India	16.0
3 South Korea	4.7	3 Venezuela	6.6	3 Vietnam	7.9	3 Saudi Arabia	5.9
4 Canada	4.4	4 Brazil	6.2	4 South Korea	5.9	4 South Korea	5.2
5 Taiwan	1.9	5 Saudi Arabia	3.5	5 Taiwan	5.5	5 Vietnam	2.9
STATE TOTAL	106,894	STATE TOTAL	39,179	STATE TOTAL	21,402	STATE TOTAL	17,472
% of U.S. Total	11.7	% of U.S. Total	4.3	% of U.S. Total	2.3	% of U.S. Total	1.9
3 TEXAS	%	8 OHIO	%	13 ARIZONA	%	18 MISSOURI	%
1 India	21.8	1 China	41.1	1 India	31.6	1 China	34.3
2 China	18.9	2 India	18.3	2 China	27.8	2 India	22.3
3 Mexico	8.1	3 Saudi Arabia	5.1	3 Saudi Arabia	5.5	3 Saudi Arabia	3.2
4 Vietnam	6.3	4 South Korea	2.9	4 South Korea	3.0	4 South Korea	3.1
5 Nepal	4.1	5 Vietnam	2.8	5 Taiwan	2.4	5 Canada	2.3
STATE TOTAL	67,428	STATE TOTAL	29,979	STATE TOTAL	21,197	STATE TOTAL	17,234
% of U.S. Total	7.4	% of U.S. Total	3.3	% of U.S. Total	2.3	% of U.S. Total	1.9
4 MASSACHUSETTS	%	9 MICHIGAN	%	14 NEW JERSEY	%	19 MINNESOTA	%
1 China	36.4	1 China	34.2	1 China	40.8	1 China	30.2
2 India	19.9	2 India	22.8	2 India	26.0	2 India	12.2
3 South Korea	3.9	3 Canada	5.4	3 South Korea	3.9	3 South Korea	5.8
4 Canada	3.4	4 South Korea	4.6	4 Canada	2.4	4 Nepal	4.5
5 Vietnam	2.1	5 Saudi Arabia	3.2	5 Taiwan	1.4	5 Vietnam	3.7
STATE TOTAL	66,273	STATE TOTAL	27,454	STATE TOTAL	19,039	STATE TOTAL	13,095
% of U.S. Total	7.3	% of U.S. Total	3.0	% of U.S. Total	2.1	% of U.S. Total	1.4
5 ILLINOIS	%	10 INDIANA	%	15 MARYLAND	%	20 CONNECTICUT	%
1 China	33.5	1 China	29.5	1 China	39.5	1 China	43.3
2 India	27.4	2 India	26.0	2 India	17.2	2 India	12.9
3 South Korea	5.1	3 South Korea	6.1	3 South Korea	4.2	3 Canada	5.2
4 Taiwan	2.5	4 Saudi Arabia	3.1	4 Nigeria	3.2	4 South Korea	3.0
5 Saudi Arabia	1.7	5 Taiwan	3.1	5 Canada	2.8	5 Saudi Arabia	2.1
STATE TOTAL	44,004	STATE TOTAL	23,948	STATE TOTAL	18,784	STATE TOTAL	11,778
% of U.S. Total	4.8	% of U.S. Total	2.6	% of U.S. Total	2.1	% of U.S. Total	1.3

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2019/20 & 2020/21

		No. of institutions	2019/20 students	2020/21 students	% of total	% change
1	New York-Newark-Jersey City, NY-NJ-PA	104	103,531	84,972	9.3	-17.9
2	Los Angeles-Long Beach-Anaheim, CA	71	70,338	58,803	6.4	-16.4
3	Boston-Cambridge-Newton, MA-NH	52	63,993	57,635	6.3	-9.9
4	Chicago-Naperville-Elgin, IL-IN-WI	49	31,827	26,456	2.9	-16.9
5	Washington-Arlington-Alexandria, DC-VA-MD-WV	26	28,560	23,672	2.6	-17.1
6	Dallas-Fort Worth-Arlington, TX	20	26,872	23,562	2.6	-12.3
7	San Francisco-Oakland-Berkeley, CA	33	26,998	20,882	2.3	-22.7
8	Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	36	24,643	19,230	2.1	-22.0
9	Seattle-Tacoma-Bellevue, WA	30	21,089	17,476	1.9	-17.1
10	Houston-The Woodlands-Sugar Land, TX	20	18,097	16,459	1.8	-9.1
11	Phoenix-Mesa-Chandler, AZ	11	15,790	15,330	1.7	-2.9
12	San Diego-Chula Vista-Carlsbad, CA	21	17,393	14,991	1.6	-13.8
13	San Jose-Sunnyvale-Santa Clara, CA	15	17,940	14,805	1.6	-17.5
14	Atlanta-Sandy Springs-Alpharetta, GA	20	15,375	13,343	1.5	-13.2
15	Champaign-Urbana, IL	2	14,157	13,005	1.4	-8.1
16	Miami-Fort Lauderdale-Pompano Beach, FL	15	14,737	12,138	1.3	-17.6
17	Pittsburgh, PA	19	14,834	12,024	1.3	-18.9
18	Baltimore-Columbia-Towson, MD	16	11,001	10,898	1.2	-0.9
19	Lafayette-West Lafayette, IN	1	11,173	10,500	1.1	-6.0
20	Ann Arbor, MI	3	9,697	8,866	1.0	-8.6
21	Minneapolis-St. Paul-Bloomington, MN-WI	21	9,673	8,526	0.9	-11.9
22	Sacramento-Roseville-Folsom, CA	6	9,250	8,385	0.9	-9.4
23	State College, PA	1	9,244	8,267	0.9	-10.6
24	Columbus, OH	10	9,035	7,881	0.9	-12.8
25	Tampa-St. Petersburg-Clearwater, FL	7	8,629	7,706	0.8	-10.7
26	St. Louis, MO-IL	18	8,498	7,415	0.8	-12.7
27	Rochester, NY	12	8,410	7,394	0.8	-12.1
28	Buffalo-Cheektowaga, NY	11	7,627	7,353	0.8	-3.6
29	Madison, WI	3	7,628	7,279	0.8	-4.6
30	Cincinnati, OH-KY-IN	9	8,221	6,998	0.8	-14.9
31	Ithaca, NY	3	7,840	6,821	0.7	-13.0
32	Austin-Round Rock-Georgetown, TX	7	7,742	6,695	0.7	-13.5
33	College Station-Bryan, TX	1	7,370	6,511	0.7	-11.7
34	Syracuse, NY	9	7,073	6,237	0.7	-11.8
35	Gainesville, FL	2	7,536	6,171	0.7	-18.1
36	Durham-Chapel Hill, NC	4	7,383	6,077	0.7	-17.7
37	Orlando-Kissimmee-Sanford, FL	6	6,860	6,018	0.7	-12.3
38	Campbellsville, KY	1	6,708	5,753	0.6	-14.2
39	Springfield, MA	12	6,155	5,678	0.6	-7.7
40	Detroit-Warren-Dearborn, MI	15	6,951	5,626	0.6	-19.1
41	Raleigh-Cary, NC	7	6,619	5,415	0.6	-18.2
42	Lansing-East Lansing, MI	2	6,556	5,343	0.6	-18.5
43	Hartford-East Hartford-Middletown, CT	8	6,630	5,214	0.6	-21.4
44	Bloomington, IN	1	6,331	5,175	0.6	-18.3

(cont'd)

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2019/20 & 2020/21 (cont'd)

	No. of institutions	2019/20 students	2020/21 students	% of total	% change
45 Santa Maria-Santa Barbara, CA	3	6,026	4,972	0.5	-17.5
46 New Haven-Milford, CT	7	5,585	4,890	0.5	-12.4
47 Providence-Warwick, RI-MA	14	6,077	4,851	0.5	-20.2
48 Tucson, AZ	3	5,001	4,757	0.5	-4.9
49 Albany-Schenectady-Troy, NY	15	5,072	4,669	0.5	-7.9
50 Cleveland-Elyria, OH	14	5,216	4,629	0.5	-11.3

* 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, 2011/12-2020/21

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
1 New York, NY	64,823	69,018	77,779	84,713	93,213	97,492	99,511	102,103	103,531	84,972	-17.9
2 Los Angeles, CA	45,542	50,155	54,891	59,842	66,483	70,005	71,499	71,021	70,338	58,803	-16.4
3 Boston, MA	35,532	39,829	43,801	47,895	51,072	53,979	58,972	61,422	63,993	57,635	-9.9
4 Chicago, IL	22,644	24,072	26,437	28,829	32,119	33,068	33,160	33,588	31,827	26,456	-16.9
5 Washington, DC	18,763	20,541	21,663	22,672	24,570	26,691	26,833	27,660	28,560	23,672	-17.1
6 Dallas, TX	17,646	20,039	20,414	23,588	26,972	29,374	29,225	28,825	26,872	23,562	-12.3
7 San Francisco, CA	20,439	21,956	24,030	25,204	27,417	27,449	27,913	27,075	26,998	20,882	-22.7
8 Philadelphia, PA	17,212	19,058	20,168	21,273	22,974	24,195	26,496	25,969	24,643	19,230	-22.0
9 Seattle, WA	15,020	17,213	19,391	21,133	22,684	21,990	22,452	22,064	21,089	17,476	-17.1
10 Houston, TX	17,529	17,266	16,983	18,623	20,641	20,856	21,115	20,054	18,097	16,459	-9.1
TOP 10 TOTAL	275,150	299,147	325,557	353,772	388,145	405,099	417,176	419,781	415,948	349,147	-16.1
11 Phoenix, AZ	8,102	8,073	10,105	13,975	15,330	15,795	16,287	15,899	15,790	15,330	-2.9
12 San Diego, CA	7,989	8,977	10,095	12,283	14,210	15,940	16,586	16,914	17,393	14,991	-13.8
13 San Jose, CA	11,977	12,212	13,405	14,822	17,073	18,044	18,473	19,139	17,940	14,805	-17.5
14 Atlanta, GA	10,775	10,646	11,425	12,518	13,206	13,889	14,400	14,979	15,375	13,343	-13.2
15 Champaign-Urbana, IL	9,313	10,093	11,138	11,522	12,412	12,727	13,670	13,697	14,157	13,005	-8.1
16 Miami, FL	11,706	11,846	12,800	13,489	14,541	15,002	15,139	14,681	14,737	12,138	-17.6
17 Pittsburgh, PA	7,729	8,870	11,253	12,517	13,528	14,107	15,242	15,141	14,834	12,024	-18.9
18 Baltimore, MD	6,973	8,079	8,292	8,892	9,581	10,372	10,367	10,908	11,001	10,898	-0.9
19 Lafayette, IN	8,597	9,544	9,988	10,230	10,563	11,288	11,044	10,943	11,173	10,500	-6.0
20 Ann Arbor, MI	7,383	7,832	8,301	8,344	8,533	9,043	9,242	9,410	9,697	8,866	-8.6
TOP 20 TOTAL	365,694	395,319	432,359	472,364	517,122	541,306	557,626	561,492	558,045	475,047	-14.9

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

1.21 TOP 10 PLACES OF ORIGIN FOR THE TOP 15 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2020/21

1 NEW YORK, NY			4 CHICAGO, IL			7 SAN FRANCISCO, CA		
		%			%			%
1	China	45.3	1	India	32.0	1	China	39.5
2	India	15.6	2	China	26.2	2	India	12.6
3	South Korea	5.0	3	South Korea	4.1	3	South Korea	6.5
4	Canada	3.2	4	Canada	2.1	4	Taiwan	4.5
5	Taiwan	2.0	5	Vietnam	2.0	5	Canada	3.5
6	Brazil	1.3	6	Taiwan	2.0	6	Indonesia	2.5
7	Turkey	1.1	7	Saudi Arabia	1.8	7	Japan	2.3
8	France	1.0	8	Spain	1.8	8	France	1.8
9	United Kingdom	1.0	9	Pakistan	1.7	9	Vietnam	1.6
10	Japan	0.9	10	Brazil	1.4	10	Hong Kong	1.5
	Metro Area Total	84,972		Metro Area Total	26,456		Metro Area Total	20,882
	% of U.S. Total	9.3		% of U.S. Total	2.9		% of U.S. Total	2.3
2 LOS ANGELES, CA			5 WASHINGTON, DC			8 PHILADELPHIA, PA		
		%			%			%
1	China	46.5	1	China	33.9	1	China	35.0
2	India	12.3	2	India	15.8	2	India	19.6
3	South Korea	5.3	3	Saudi Arabia	5.3	3	South Korea	3.7
4	Vietnam	3.5	4	South Korea	4.1	4	Canada	3.6
5	Taiwan	3.2	5	Nigeria	2.3	5	Vietnam	2.8
6	Japan	3.1	6	Vietnam	2.2	6	Saudi Arabia	2.8
7	Canada	2.3	7	Taiwan	1.8	7	Nigeria	1.7
8	Indonesia	1.8	8	Brazil	1.6	8	Taiwan	1.5
9	Saudi Arabia	1.3	9	Canada	1.6	9	United Kingdom	1.3
10	Brazil	1.3	10	Iran	1.1	10	Turkey	1.2
	Metro Area Total	58,803		Metro Area Total	23,672		Metro Area Total	19,230
	% of U.S. Total	6.4		% of U.S. Total	2.6		% of U.S. Total	2.1
3 BOSTON, MA			6 DALLAS, TX			9 SEATTLE, WA		
		%			%			%
1	China	36.0	1	India	32.1	1	China	45.0
2	India	19.6	2	China	15.6	2	India	8.5
3	South Korea	4.0	3	Nepal	9.7	3	Vietnam	7.2
4	Canada	3.7	4	Vietnam	7.1	4	South Korea	6.2
5	Taiwan	2.1	5	South Korea	3.6	5	Taiwan	6.0
6	Vietnam	1.9	6	Nigeria	3.0	6	Indonesia	4.3
7	Japan	1.5	7	Saudi Arabia	1.9	7	Japan	3.2
8	Brazil	1.5	8	Bangladesh	1.8	8	Hong Kong	2.4
9	Saudi Arabia	1.2	9	Pakistan	1.7	9	Canada	1.5
10	Turkey	1.1	10	Taiwan	1.7	10	Thailand	1.2
	Metro Area Total	57,635		Metro Area Total	23,562		Metro Area Total	17,476
	% of U.S. Total	6.3		% of U.S. Total	2.6		% of U.S. Total	1.9

(cont'd)

10 HOUSTON, TX	%	12 SAN DIEGO, CA	%	14 ATLANTA, GA	%
1 China	18.4	1 China	52.6	1 China	30.9
2 India	14.3	2 India	11.4	2 India	22.4
3 Vietnam	10.4	3 South Korea	4.3	3 South Korea	7.5
4 Mexico	10.2	4 Taiwan	3.9	4 Nigeria	2.6
5 Nigeria	5.8	5 Kuwait	2.9	5 Vietnam	2.4
6 Venezuela	3.9	6 Japan	2.4	6 Taiwan	1.7
7 Pakistan	2.4	7 Saudi Arabia	1.7	7 Brazil	1.6
8 South Korea	1.9	8 Vietnam	1.5	8 Canada	1.5
9 El Salvador	1.7	9 Brazil	1.5	9 Turkey	1.5
10 Canada	1.6	10 Canada	1.4	10 Saudi Arabia	1.2
Metro Area Total	16,459	Metro Area Total	14,991	Metro Area Total	13,343
% of U.S. Total	1.8	% of U.S. Total	1.6	% of U.S. Total	1.5
11 PHOENIX, AZ	%	13 SAN JOSE, CA	%	15 CHAMPAIGN-URBANA, IL	%
1 India	39.7	1 China	28.6	1 China	49.1
2 China	26.7	2 India	28.6	2 India	21.8
3 Saudi Arabia	5.0	3 Vietnam	4.6	3 Saudi Arabia	4.3
4 Taiwan	2.5	4 South Korea	3.7	4 South Korea	3.2
5 South Korea	2.5	5 Taiwan	3.5	5 Taiwan	2.6
6 Canada	2.1	6 Canada	3.2	6 Canada	2.3
7 United Arab Emirates	1.2	7 Japan	1.9	7 Japan	1.2
8 Mexico	1.2	8 Indonesia	1.9	8 Singapore	0.9
9 Vietnam	1.1	9 Malaysia	1.2	9 Turkey	0.8
10 Iran	1.0	10 Hong Kong	1.2	10 Iran	0.7
Metro Area Total	15,330	Metro Area Total	14,805	Metro Area Total	13,005
% of U.S. Total	1.7	% of U.S. Total	1.6	% of U.S. Total	1.4

* 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, 2020/21

	% of international student enrollment				All levels
	Undergraduate	Graduate	Non-degree	OPT	
Sector					
Public	66.9	57.0	72.8	59.7	60.8
Private not-for-profit	32.0	42.4	24.3	39.1	38.1
Private for-profit	1.1	0.6	2.9	1.2	1.1
Size of institution					
Very small (under 1,000)	1.2	1.1	0.8	0.4	0.5
Small (1,000–4,999)	9.4	13.1	5.0	8.4	5.3
Mid-size (5,000–9,999)	10.5	10.5	8.9	10.4	10.6
Large (10,000–19,999)	19.8	18.6	19.4	26.6	18.9
Very large (20,000 and above)	59.1	56.7	65.9	54.2	64.7
TOTAL INTERNATIONAL STUDENTS	359,787	329,272	21,151	203,885	914,095

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

1.23 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE AND ACADEMIC LEVEL, 2020/21

	Enrollment	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
Doctoral universities	687,031	75.2	63.6	89.6	70.8	83.8
Master's colleges & universities	104,453	11.4	12.7	7.2	9.7	11.0
Baccalaureate colleges	31,125	3.4	6.9	0.3	1.9	1.4
Associate's colleges	60,170	6.6	13.3	0.0	15.4	1.4
Special focus institutions	31,316	3.4	3.5	2.9	2.2	2.4
TOTAL INTERNATIONAL STUDENTS	914,095	100.0	100.0	100.0	100.0	100.0

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

1.24 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE, 2019/20 & 2020/21

	2019/20 students	2020/21 students	% change
Doctoral universities	786,498	687,031	-12.6
Doctoral universities (very high research activity)	610,447	540,557	-11.4
Doctoral universities (high research activity)	132,424	111,415	-15.9
Doctoral/professional universities	43,627	35,059	-19.6
Master's colleges & universities	136,127	104,453	-23.3
Master's colleges & universities (larger programs)	111,581	85,988	-22.9
Master's colleges & universities (medium programs)	15,826	11,994	-24.2
Master's colleges & universities (small programs)	8,720	6,471	-25.8
Baccalaureate colleges	36,133	31,125	-13.9
Baccalaureate colleges (arts and sciences focus)	23,326	19,715	-15.5
Baccalaureate colleges (diverse fields)	12,807	11,410	-10.9
Associate's colleges	79,187	60,170	-24.0
Associate's colleges (high transfer)	38,397	28,646	-25.4
Associate's colleges (high career and technical)	5,553	5,256	-5.3
Associate's colleges (mixed transfer/career and technical)	13,436	10,466	-22.1
Baccalaureate/associate's colleges	21,801	15,802	-27.5
Special focus institutions	37,551	31,316	-16.6
Arts, music, and design schools	24,110	21,213	-12.0
Business and management schools	4,512	2,542	-43.7
Engineering schools	604	482	-20.2
Faith-related institutions	1,398	1,238	-11.4
Law schools	48	49	2.1
Medical schools and centers	3,949	3,455	-12.5
Other health professions schools	2,279	2,018	-11.5
Other special focus institutions	71	67	-5.6
Other technology-related schools	571	246	-56.9
Tribal colleges	9	6	-33.3
ALL INSTITUTIONS	1,075,496	914,095	-15.0

1.25 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE, 2020/21

Doctoral universities		Master's colleges & universities		Baccalaureate colleges		Associate's colleges		Special focus institutions		
	%		%		%		%		%	
1	China	38.5	India	21.6	China	24.6	China	15.4	China	40.9
2	India	19.2	China	18.8	India	5.9	Vietnam	10.9	India	10.8
3	South Korea	4.2	Saudi Arabia	4.5	Canada	4.7	South Korea	5.7	South Korea	10.2
4	Canada	2.6	Vietnam	3.7	Vietnam	4.1	Japan	5.5	Canada	5.5
5	Saudi Arabia	2.4	South Korea	3.6	South Korea	3.9	Brazil	4.6	Taiwan	3.1
6	Taiwan	2.2	Canada	3.5	Japan	2.8	Mexico	4.4	Hong Kong	1.4
7	Vietnam	1.6	Nepal	2.2	Brazil	2.2	Venezuela	3.5	Brazil	1.4
8	Iran	1.3	Nigeria	2.1	United Kingdom	2.1	India	2.9	Mexico	1.3
9	Nigeria	1.3	Japan	2.0	Nepal	1.8	Nigeria	2.3	Vietnam	1.3
10	Brazil	1.3	Taiwan	1.9	Mexico	1.8	Indonesia	2.1	Saudi Arabia	1.2
11	Mexico	1.2	Brazil	1.8	Pakistan	1.7	Colombia	2.1	Nigeria	1.1
12	Bangladesh	1.1	United Kingdom	1.3	Bahamas	1.7	Taiwan	2.1	Colombia	1.0
13	Nepal	1.1	Mexico	1.2	Spain	1.5	Nepal	1.6	Turkey	0.8
14	Turkey	0.9	Colombia	1.0	Nigeria	1.4	Canada	1.5	Indonesia	0.8
15	Japan	0.9	Germany	1.0	Philippines	1.2	Saudi Arabia	1.4	Japan	0.8
16	Kuwait	0.8	Kuwait	1.0	Saudi Arabia	1.2	Pakistan	1.2	United Kingdom	0.8
17	United Kingdom	0.8	Spain	0.9	Hong Kong	1.2	Hong Kong	1.2	Thailand	0.7
18	Pakistan	0.8	Malaysia	0.7	Ghana	1.1	Kenya	1.0	Spain	0.6
19	Indonesia	0.7	Pakistan	0.7	Kenya	1.0	El Salvador	1.0	Singapore	0.6
20	Colombia	0.6	Venezuela	0.7	Taiwan	1.0	Thailand	0.9	Peru	0.5
21	France	0.6	France	0.7	Jamaica	1.0	Turkey	0.9	Venezuela	0.5
22	Spain	0.6	Kenya	0.7	Germany	0.9	Honduras	0.8	Germany	0.5
23	Malaysia	0.6	Indonesia	0.7	Indonesia	0.8	Sweden	0.7	Italy	0.5
24	Hong Kong	0.6	Bahamas	0.7	Ethiopia	0.8	Russia	0.7	France	0.5
25	Germany	0.5	Italy	0.6	Zimbabwe	0.8	France	0.7	Philippines	0.5
WORLD TOTAL		687,031		104,453		31,125		60,170		31,316

Read table as: "Of the 687,031 international students enrolled at doctoral institutions, 38.5 percent are from China."

1.26 HIGHER EDUCATION RECEIPTS FOR SELECTED PLACES OF ORIGIN, 2011–2020 (millions of U.S. dollars)

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	% of 2020 total	% change
WORLD TOTAL	20,525	23,062	26,153	30,272	35,284	40,135	44,825	47,263	47,857	38,962	100	-18.6
China	4,321	5,731	7,362	9,213	11,267	13,453	15,869	17,286	17,801	14,357	36.8	-19.3
India	2,864	2,917	3,199	3,999	5,274	6,558	7,230	7,569	7,695	6,189	15.9	-19.6
South Korea	2,397	2,442	2,442	2,426	2,450	2,512	2,607	2,589	2,505	1,993	5.1	-20.4
European Union	1,794	1,906	2,053	2,233	2,395	2,525	2,641	2,735	2,763	1,842	4.7	-33.3
Canada	1,057	1,111	1,170	1,251	1,316	1,351	1,375	1,395	1,411	1,197	3.1	-15.2
Saudi Arabia	636	963	1,271	1,595	1,917	1,931	1,829	1,647	1,426	1,041	2.7	-27.0
Vietnam	267	306	348	409	524	659	860	973	1,018	891	2.3	-12.5
Taiwan	750	744	745	761	793	853	945	1,018	1,054	875	2.2	-17.0
Brazil	312	352	383	432	499	562	688	812	901	758	1.9	-15.9
Japan	640	640	657	666	679	698	764	786	777	584	1.5	-24.8
Mexico	369	413	449	496	535	541	536	529	525	444	1.1	-15.4

Source: Bureau of Economic Analysis, U.S. Department of Commerce, www.bea.gov/international. Updated as of October 27, 2021.

1.27 FINANCIAL CONTRIBUTIONS OF INTERNATIONAL STUDENTS TO U.S. STATES AND TERRITORIES, 2020/21

	Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution
Alabama	8,157	251,162,108	Louisiana	6,325	197,703,434	Oklahoma	6,147	154,189,333
Alaska	282	8,446,083	Maine	1,427	49,366,475	Oregon	8,360	255,058,721
Arizona	21,197	539,750,814	Maryland	18,784	608,205,470	Pennsylvania	42,477	1,490,263,611
Arkansas	5,104	98,309,405	Massachusetts	66,273	2,481,461,233	Puerto Rico	505	8,145,626
California	132,758	4,833,523,347	Michigan	27,454	828,719,634	Rhode Island	4,181	182,893,314
Colorado	9,569	293,418,639	Minnesota	13,095	345,273,370	South Carolina	5,352	128,305,194
Connecticut	11,778	411,648,688	Mississippi	2,526	51,091,045	South Dakota	1,518	26,711,507
Delaware	3,339	63,974,722	Missouri	17,234	446,993,114	Tennessee	6,867	216,886,098
D.C.	10,816	390,167,872	Montana	902	23,723,695	Texas	67,428	1,472,331,685
Florida	39,179	1,076,213,507	Nebraska	4,415	118,993,529	Utah	8,533	207,490,779
Georgia	21,515	662,086,840	Nevada	2,131	50,082,566	Vermont	1,228	51,936,987
Hawaii	3,227	80,321,629	New Hampshire	2,828	91,824,461	Virgin Islands	62	1,255,110
Idaho	2,952	49,594,107	New Jersey	19,039	617,102,772	Virginia	17,472	527,648,933
Illinois	44,004	1,260,028,715	New Mexico	2,311	53,257,002	Washington	21,402	681,508,742
Indiana	23,948	693,876,852	New York	106,894	3,796,461,212	West Virginia	2,825	73,264,921
Iowa	9,493	239,522,738	North Carolina	18,587	483,958,076	Wisconsin	11,433	337,158,759
Kansas	7,738	190,696,925	North Dakota	1,750	31,866,390	Wyoming	772	14,261,583
Kentucky	10,523	272,664,824	Ohio	29,979	858,409,156	U.S. TOTAL	914,095	28,379,211,354

Source: NAFSA: Association of International Educators. For more information, see www.nafsa.org/economicvalue.

Note: State financial contribution totals may not add to U.S. total due to rounding.

1.28 INTERNATIONAL STUDENTS' PRIMARY SOURCE OF FUNDING BY ACADEMIC LEVEL, 2020/21

	Students	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
International funding sources	521,403	57.1	87.9	56.2	97.1	0.0
Personal and family	493,889	54.0	83.3	53.0	93.4	0.0
Foreign government or university	22,709	2.5	4.0	2.4	2.9	0.0
Foreign private sponsor	4,304	0.5	0.5	0.7	0.8	0.0
International organization	501	0.1	0.1	0.1	0.0	0.0
U.S. funding sources	379,101	41.4	10.4	41.5	2.4	100.0
Current employment	207,679	22.7	0.1	1.0	0.1	100.0
U.S. college or university*	168,234	18.4	9.8	40.2	1.8	0.0
U.S. government	1,058	0.1	0.1	0.2	0.1	0.0
U.S. private sponsor	2,130	0.2	0.4	0.1	0.4	0.0
Other sources	13,591	1.5	1.7	2.2	0.5	0.0
TOTAL INTERNATIONAL STUDENTS	914,095	100.0	359,787	329,272	21,151	203,885

Read table as: "Of the 359,787 international undergraduate students, 87.9 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 distribution may not total 100.0 due to rounding.

1.29 INTERNATIONAL STUDENTS' PRIMARY SOURCE OF FUNDING BY INSTITUTIONAL TYPE, 2020/21

	% of students				
	Doctoral universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
International funding sources	52.3	66.4	57.7	91.0	70.0
Personal and family	49.3	61.5	54.8	87.8	67.5
Foreign government or university	2.6	4.3	2.3	1.8	1.7
Foreign private sponsor	0.4	0.6	0.4	1.2	0.8
International organization	0.0	0.0	0.2	0.2	0.0
U.S. funding sources	45.9	33.1	41.6	8.8	29.0
Current employment	24.6	24.3	9.8	5.4	18.2
U.S. college or university*	21.1	8.6	30.0	1.8	10.2
U.S. government	0.1	0.0	0.1	0.2	0.3
U.S. private sponsor	0.1	0.2	1.7	1.4	0.3
Other sources	1.8	0.5	0.7	0.2	1.0
TOTAL INTERNATIONAL STUDENTS	687,031	104,453	31,125	60,170	31,316

Read table as: "Of the 687,031 international students at at doctoral institutions, 49.3 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.

1.30 LEADING INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2019/20 & 2020/21

Institution	City	State	2019/20	2020/21	% change
New York University	New York	NY	21,093	17,050	-19.2
Northeastern University — Boston	Boston	MA	17,491	15,880	-9.2
Columbia University	New York	NY	17,145	15,015	-12.4
University of Southern California	Los Angeles	CA	17,309	14,992	-13.4
Arizona State University — Tempe	Tempe	AZ	13,136	13,015	-0.9
University of Illinois — Urbana—Champaign	Champaign	IL	13,962	12,838	-8.1
University of California — San Diego	La Jolla	CA	11,272	10,824	-4.0
Boston University	Boston	MA	11,158	10,646	-4.6
Purdue University — West Lafayette	West Lafayette	IN	11,173	10,500	-6.0
University of California — Los Angeles	Los Angeles	CA	11,447	10,273	-10.3
University of California — Berkeley	Berkeley	CA	10,695	9,184	-14.1
University of Washington	Seattle	WA	9,236	8,777	-5.0
University of Texas — Dallas	Richardson	TX	8,787	8,475	-3.6
Pennsylvania State University — University Park	University Park	PA	9,244	8,267	-10.6
University of Michigan — Ann Arbor	Ann Arbor	MI	9,000	8,252	-8.3
University of California — Irvine	Irvine	CA	8,773	7,766	-11.5
University of California — Davis	Davis	CA	7,919	7,422	-6.3
Carnegie Mellon University	Pittsburgh	PA	8,694	7,396	-14.9
University of Wisconsin — Madison	Madison	WI	7,217	7,139	-1.1
Ohio State University — Columbus	Columbus	OH	7,894	6,865	-13.0
Johns Hopkins University	Baltimore	MD	6,341	6,723	6.0
Cornell University	Ithaca	NY	7,623	6,692	-12.2
University of Pennsylvania	Philadelphia	PA	7,263	6,562	-9.7
Rutgers University — New Brunswick	New Brunswick	NJ	7,261	6,554	-9.7
Texas A&M University — College Station	College Station	TX	7,370	6,511	-11.7
LEADING INSTITUTIONS (26.7% OF ALL INTERNATIONAL STUDENTS)			268,503	243,618	-9.3

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2020/21

Institution	City	State	Total int'l students
New York University	New York	NY	17,050
Northeastern University — Boston	Boston	MA	15,880
Columbia University	New York	NY	15,015
University of Southern California	Los Angeles	CA	14,992
Arizona State University — Tempe	Tempe	AZ	13,015
University of Illinois — Urbana—Champaign	Champaign	IL	12,838
University of California — San Diego	La Jolla	CA	10,824
Boston University	Boston	MA	10,646
Purdue University — West Lafayette	West Lafayette	IN	10,500
University of California — Los Angeles	Los Angeles	CA	10,273
University of California — Berkeley	Berkeley	CA	9,184
University of Washington	Seattle	WA	8,777
University of Texas — Dallas	Richardson	TX	8,475
Pennsylvania State University — University Park	University Park	PA	8,267
University of Michigan — Ann Arbor	Ann Arbor	MI	8,252
University of California — Irvine	Irvine	CA	7,766
University of California — Davis	Davis	CA	7,422
Carnegie Mellon University	Pittsburgh	PA	7,396
University of Wisconsin — Madison	Madison	WI	7,139
Ohio State University — Columbus	Columbus	OH	6,865
Johns Hopkins University	Baltimore	MD	6,723
Cornell University	Ithaca	NY	6,692
University of Pennsylvania	Philadelphia	PA	6,562
Rutgers University — New Brunswick	New Brunswick	NJ	6,554
Texas A&M University — College Station	College Station	TX	6,511
University of Minnesota — Twin Cities	Minneapolis	MN	6,396
SUNY University at Buffalo	Buffalo	NY	6,161
University of South Florida	Tampa	FL	5,974
University of Florida	Gainesville	FL	5,919
University of Maryland — College Park	College Park	MD	5,662
Georgia Institute of Technology	Atlanta	GA	5,657
Harvard University	Cambridge	MA	5,562
University of Texas — Austin	Austin	TX	5,473
Syracuse University	Syracuse	NY	5,443
Michigan State University	East Lansing	MI	5,280
Indiana University — Bloomington	Bloomington	IN	5,175
University of Texas — Arlington	Arlington	TX	5,065
North Carolina State University	Raleigh	NC	5,008
University of Illinois — Chicago	Chicago	IL	4,926
SUNY Stony Brook University	Stony Brook	NY	4,834
Massachusetts Institute of Technology	Cambridge	MA	4,662
George Washington University	Washington	DC	4,652
San Jose State University	San Jose	CA	4,644
Stanford University	Stanford	CA	4,580

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2020/21 (cont'd)

Institution	City	State	Total int'l students
University of Arizona	Tucson	AZ	4,578
University of California – Santa Barbara	Santa Barbara	CA	4,552
University of Houston	Houston	TX	4,522
Washington University in St. Louis	Saint Louis	MO	4,376
Virginia Polytechnic Institute and State University	Blacksburg	VA	4,339
Northwestern University	Evanston	IL	4,297
University of Chicago	Chicago	IL	4,283
University of Rochester	Rochester	NY	4,252
Illinois Institute of Technology	Chicago	IL	4,088
University of Cincinnati	Cincinnati	OH	4,084
Savannah College of Art and Design	Savannah	GA	4,083
University of Massachusetts – Amherst	Amherst	MA	4,076
University of Connecticut	Storrs	CT	3,988
The New School	New York	NY	3,906
Florida International University	Miami	FL	3,849
Duke University and Medical Center	Durham	NC	3,847
University of Central Florida	Orlando	FL	3,647
Houston Community College System	Houston	TX	3,636
Iowa State University	Ames	IA	3,465
George Mason University	Fairfax	VA	3,432
Yale University	New Haven	CT	3,432
University of North Texas	Denton	TX	3,352
University of Pittsburgh – Pittsburgh	Pittsburgh	PA	3,296
Oregon State University – Corvallis	Corvallis	OR	3,283
University of Colorado – Boulder	Boulder	CO	3,174
University of Utah	Salt Lake City	UT	3,165
Drexel University	Philadelphia	PA	3,073
University of Miami	Coral Gables	FL	2,886
Lone Star College System	The Woodlands	TX	2,884
New Jersey Institute of Technology	Newark	NJ	2,758
Rochester Institute of Technology	Rochester	NY	2,756
University of Virginia – Charlottesville	Charlottesville	VA	2,750
Academy of Art University	San Francisco	CA	2,747
Texas Tech University	Lubbock	TX	2,731
Temple University	Philadelphia	PA	2,673
Stevens Institute of Technology	Hoboken	NJ	2,622
Fordham University	Bronx	NY	2,609
Georgia State University	Atlanta	GA	2,592
University of North Carolina – Charlotte	Charlotte	NC	2,547
Case Western Reserve University	Cleveland	OH	2,526
SUNY Binghamton University	Binghamton	NY	2,521
University of Iowa	Iowa City	IA	2,509
Emory University	Atlanta	GA	2,494

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2020/21 (cont'd)

Institution	City	State	Total int'l students
Auburn University – Auburn	Auburn	AL	2,491
Rice University	Houston	TX	2,443
School of Visual Arts	New York	NY	2,435
Georgetown University	Washington	DC	2,379
Princeton University	Princeton	NJ	2,356
University of Nebraska – Lincoln	Lincoln	NE	2,298
University of California – Riverside	Riverside	CA	2,273
California State University – Fullerton	Fullerton	CA	2,232
Western Michigan University	Kalamazoo	MI	2,197
University of Georgia	Athens	GA	2,196
Wichita State University	Wichita	KS	2,184
Boston College	Chestnut Hill	MA	2,183
American University	Washington	DC	2,150
University of North Carolina – Chapel Hill	Chapel Hill	NC	2,127
Pratt Institute	Brooklyn	NY	2,126
Santa Monica College	Santa Monica	CA	2,104
Florida State University	Tallahassee	FL	2,023
Colorado State University	Fort Collins	CO	2,021
Wayne State University	Detroit	MI	2,017
Pace University – New York	New York	NY	2,016
Indiana University – Purdue University Indianapolis	Indianapolis	IN	1,980
San Diego State University	San Diego	CA	1,970
University of Kansas	Lawrence	KS	1,950
University of Delaware	Newark	DE	1,942
University of Massachusetts – Boston	Boston	MA	1,917
Miami University – Oxford	Oxford	OH	1,906
De Anza College	Cupertino	CA	1,865
University of Toledo	Toledo	OH	1,859
University of Massachusetts – Lowell	Lowell	MA	1,857
Rensselaer Polytechnic Institute – Troy	Troy	NY	1,851
Brandeis University	Waltham	MA	1,779
Kent State University – Kent	Kent	OH	1,778
Teachers College, Columbia University	New York	NY	1,761
Brown University	Providence	RI	1,758
Brigham Young University	Provo	UT	1,757
University of Kentucky	Lexington	KY	1,731
Oklahoma State University – Stillwater	Stillwater	OK	1,718
Washington State University	Pullman	WA	1,705
Berklee College of Music	Boston	MA	1,685
Southern Methodist University	Dallas	TX	1,667
Louisiana State University and A&M College	Baton Rouge	LA	1,662
University of Oregon	Eugene	OR	1,651

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2020/21 (cont'd)

Institution	City	State	Total int'l students
Tufts University	Medford	MA	1,650
University of Oklahoma – Norman	Norman	OK	1,647
Clemson University	Clemson	SC	1,641
Missouri State University	Springfield	MO	1,634
Vanderbilt University	Nashville	TN	1,630
University of South Carolina – Columbia	Columbia	SC	1,612
California State University – Northridge	Northridge	CA	1,611
Brigham Young University – Idaho	Rexburg	ID	1,606
University of Maryland – Baltimore County	Baltimore	MD	1,596
SUNY University at Albany	Albany	NY	1,595
University of Missouri – Columbia	Columbia	MO	1,582
CUNY Baruch College	New York	NY	1,579
Portland State University	Portland	OR	1,574
Tulane University	New Orleans	LA	1,528
University of Arkansas – Fayetteville	Fayetteville	AR	1,522
University of San Francisco	San Francisco	CA	1,511
California State University – Long Beach	Long Beach	CA	1,480
Dallas College	Dallas	TX	1,450
Montgomery College	Rockville	MD	1,446
University of Missouri – Kansas City	Kansas City	MO	1,426
Utah State University	Logan	UT	1,416
West Virginia University	Morgantown	WV	1,413
Wilmington University	New Castle	DE	1,397
Brigham Young University – Hawaii	Laie, Oahu	HI	1,392
University of Texas – El Paso	El Paso	TX	1,387
University of Dayton	Dayton	OH	1,385
St. Cloud State University – St. Cloud	Saint Cloud	MN	1,383
Santa Clara University	Santa Clara	CA	1,380
University of Notre Dame	Notre Dame	IN	1,352
Valencia College	Orlando	FL	1,345
University of Central Missouri	Warrensburg	MO	1,341
DePaul University	Chicago	IL	1,338
New York Institute of Technology – Old Westbury	Old Westbury	NY	1,336
Kansas State University	Manhattan	KS	1,335
University of Alabama – Tuscaloosa	Tuscaloosa	AL	1,308
University of Alabama – Birmingham	Birmingham	AL	1,301
Northern Illinois University	DeKalb	IL	1,274
Suffolk University	Boston	MA	1,273
University of Tennessee – Knoxville	Knoxville	TN	1,261
San Francisco State University	San Francisco	CA	1,260
University of Wisconsin – Milwaukee	Milwaukee	WI	1,253
Texas A&M University – Kingsville	Kingsville	TX	1,235

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2020/21 (cont'd)

Institution	City	State	Total int'l students
Dartmouth College	Hanover	NH	1,234
Southern Illinois University — Carbondale	Carbondale	IL	1,229
ArtCenter College of Design	Pasadena	CA	1,225
Arizona State University — Digital Immersion	Scottsdale	AZ	1,221
Michigan Technological University	Houghton	MI	1,217
Lehigh University	Bethlehem	PA	1,213
Cleveland State University	Cleveland	OH	1,209
Pepperdine University	Malibu	CA	1,209
University of New Mexico — Albuquerque	Albuquerque	NM	1,186
Orange Coast College	Costa Mesa	CA	1,180
Northern Virginia Community College	Annandale	VA	1,167
University of Texas — San Antonio	San Antonio	TX	1,154
Worcester Polytechnic Institute	Worcester	MA	1,147
Minnesota State University — Mankato	Mankato	MN	1,121
Ohio University — Athens	Athens	OH	1,113
University of Nevada — Las Vegas	Las Vegas	NV	1,105
University of Michigan — Dearborn	Dearborn	MI	1,101
Monroe College	New Rochelle	NY	1,094
School of the Art Institute of Chicago	Chicago	IL	1,092
Babson College	Wellesley	MA	1,084
Clark University	Worcester	MA	1,084
University of New Haven	West Haven	CT	1,084
Florida Atlantic University	Boca Raton	FL	1,080
Rhode Island School of Design	Providence	RI	1,077
University of Colorado — Denver	Denver	CO	1,067
Loyola Marymount University	Los Angeles	CA	1,048
Embry—Riddle Aeronautical University — Daytona Beach	Daytona Beach	FL	1,010
Baylor University	Waco	TX	1,007
Virginia Commonwealth University	Richmond	VA	1,000

U.S. Study Abroad

U.S. STUDY ABROAD TOTALS

- 2.1 U.S. Study Abroad Totals, Selected Years, 1989/90 – 2019/20 76
-

STUDENT CHARACTERISTICS

- 2.2 Profile of U.S. Study Abroad Students, 2010/11 – 2019/20 76
- 2.3 Number of U.S. Study Abroad Students by Field of Study, 2018/19 & 2019/20 78
- 2.4 Percent of U.S. Study Abroad Students by Field of Study, 2010/11 – 2019/20 79
-

DESTINATIONS

- 2.5 Top 25 Destinations of U.S. Study Abroad Students, 2018/19 & 2019/20 79
- 2.6 Host Regions of U.S. Study Abroad Students, 2010/11 – 2019/20 80
- 2.7 Destinations of U.S. Study Abroad Students, 2018/19 & 2019/20 80
-

INSTITUTION AND PROGRAM CHARACTERISTICS

- 2.8 U.S. Study Abroad by U.S. State or Territory, 2010/11 – 2019/20 84
- 2.9 U.S. Study Abroad by Students' Home Institutional Type and Sector, 2018/19 & 2019/20 85
- 2.10 Duration of U.S. Study Abroad, 2015/16 – 2019/20 86
- 2.11 Duration of U.S. Study Abroad by Institutional Type, 2019/20 86
- 2.12 Detailed Duration of U.S. Study Abroad, 2010/11 – 2019/20 86
- 2.13a Program Sponsorship of U.S. Study Abroad, 2018/19 & 2019/20 87
- 2.13b Financial Support of U.S. Study Abroad, 2018/19 & 2019/20 87
- 2.13c Experiential Activities Abroad for Academic Credit by Institution and Activity Type, 2019/20 87
- 2.14 Non-Credit Experiential Activities Abroad by Institution and Activity Type, 2019/20 88
- 2.15 Non-Credit Experiential Activities Abroad by Select Destinations, 2019/20 88
-

INSTITUTIONAL RANKINGS

- 2.16 Leading Institutions Awarding Credit for Study Abroad, 2019/20 89

Additional institutional rankings tables are located on IIE's Open Doors website, www.opendoorsdata.org.

2.1 U.S. STUDY ABROAD TOTALS, SELECTED YEARS, 1989/90–2019/20*

1989/90	70,727	1999/00	143,590	2007/08	262,416	2015/16	325,339
1991/92	71,154	2000/01	154,168	2008/09	260,327	2016/17	332,727
1993/94	76,302	2001/02	160,920	2009/10	270,604	2017/18	341,751
1994/95	84,403	2002/03	174,629	2010/11	273,996	2018/19	347,099
1995/96	89,242	2003/04	191,321	2011/12	283,332	2019/20	162,633
1996/97	99,448	2004/05	205,983	2012/13	289,408		
1997/98	113,959	2005/06	223,534	2013/14	304,467		
1998/99	129,770	2006/07	241,791	2014/15	313,415		

* U.S. study abroad data was collected biannually prior to 1993/94.

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2010/11–2019/20

	U.S. STUDY ABROAD STUDENTS (%)									
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
ACADEMIC LEVEL										
Undergraduate	85.6	86.2	86.4	87.0	87.6	87.7	87.9	87.7	88.0	90.6
Associate's	0.2	1.1	1.1	1.7	1.8	1.7	1.7	1.7	1.9	0.8
Freshman	3.3	3.3	3.8	3.9	3.9	3.6	4.0	4.2	4.1	2.7
Sophomore	12.6	13.0	13.7	13.1	13.1	12.7	13.2	12.8	13.2	12.3
Junior	35.8	36.0	34.7	33.9	33.1	32.9	33.0	33.0	33.4	42.7
Senior	23.4	24.4	24.7	25.3	26.4	27.7	27.4	28.2	29.4	27.0
Bachelor's, Unspecified	10.3	8.4	8.4	9.1	9.3	9.1	8.6	7.8	6.2	5.1
Graduate	13.5	13.5	13.5	12.7	12.1	12.1	11.9	12.1	11.6	9.3
Master's	8.5	8.3	8.4	7.6	7.4	7.0	7.3	7.8	7.4	5.4
Doctoral	0.6	0.7	0.8	0.7	0.7	0.7	0.7	0.8	0.7	0.6
Graduate, professional	2.3	2.6	2.3	2.0	1.9	2.1	2.0	1.8	1.7	1.6
Graduate, unspecified	2.1	1.9	2.0	2.4	2.1	2.3	1.9	1.7	1.8	1.7
Other academic level	0.9	0.3	0.1	0.3	0.3	0.2	0.2	0.2	0.2	0.1
GENDER										
Female	64.4	64.8	65.3	65.3	66.6	66.5	67.3	67.0	67.3	67.4
Male	35.6	35.2	34.7	34.7	33.4	33.5	32.7	33.0	32.7	32.6
RACE/ETHNICITY										
American Indian or Alaska Native	0.5	0.5	0.5	0.5	0.5	0.5	0.4	0.5	0.4	0.5
Asian, Native Hawaiian or Other Pacific Islander	7.9	7.7	7.3	7.7	8.1	8.4	8.2	8.4	8.9	8.6
Black or African-American	4.8	5.3	5.3	5.6	5.6	5.9	6.1	6.1	6.4	5.5
Hispanic or Latino(a)	6.9	7.6	7.6	8.3	8.8	9.7	10.2	10.6	10.9	10.6
Multiracial	2.1	2.5	3.0	3.6	4.1	3.9	4.3	4.4	4.7	4.8
White	77.8	76.4	76.3	74.3	72.9	71.6	70.8	70.0	68.7	70.0

(cont'd)

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2010/11–2020/21 (cont'd)

	U.S. STUDY ABROAD STUDENTS (%)									
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
DISABILITY STATUS										
Disability	4.1	5.0	5.1	5.7	5.3	8.8	8.5	9.2	10.5	12.4
No Disability	95.9	95.0	94.9	94.3	94.7	91.2	91.5	90.8	89.5	87.6
Type of disability										
<i>Autism spectrum disorder*</i>	–	–	–	–	–	1.8	2.0	2.2	2.2	2.0
<i>Chronic health disorder*</i>	–	–	–	–	–	23.2	16.8	16.1	17.2	18.1
<i>Learning disability</i>	51.3	43.4	46.4	43.8	42.1	34.4	34.3	33.5	32.5	31.5
<i>Mental disability</i>	19.9	28.0	27.9	25.9	27.0	27.7	32.4	35.0	35.5	37.9
<i>Other disability</i>	14.6	17.2	16.0	20.6	20.7	4.9	5.6	6.0	6.4	5.1
<i>Physical disability</i>	6.9	7.6	5.9	4.7	5.2	3.6	4.5	4.1	3.3	3.2
<i>Sensory disability</i>	7.3	3.8	3.8	5.0	5.0	4.4	4.4	3.1	3.0	2.2
# of institutions reporting disability status	215	269	265	273	322	341	380	360	317	276
TOTAL U.S. STUDY ABROAD	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633

* Starting in 2015/16 Chronic Health Disorder and Autism Spectrum 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 FIELD OF STUDY, 2018/19 & 2019/20

	2018/19	2019/20	% change		2018/19	2019/20	% change
Agriculture	9,948	4,817	-51.6	Legal studies and law enforcement	5,433	2,276	-58.1
Agriculture	4,509	1,781	-60.5	Homeland security, law enforcement, and firefighting	2,258	930	-58.8
Natural resources and conservation	5,439	3,036	-44.2	Legal professions and studies	3,175	1,346	-57.6
Business and management	71,792	33,829	-52.9	Math and computer science	11,231	6,139	-45.3
Communications and journalism	18,783	9,855	-47.5	Computer and information sciences	7,327	4,067	-44.5
Communication, journalism	18,051	9,395	-48.0	Mathematics and statistics	3,904	2,072	-46.9
Communications technologies/technicians	732	460	-37.2	Physical and life sciences	28,197	12,078	-57.2
Education	10,676	3,870	-63.8	Biological and biomedical sciences	21,636	9,151	-57.7
Engineering	19,142	6,933	-63.8	Physical sciences	6,326	2,763	-56.3
Construction trades	214	37	-82.7	Science technologies/technicians	235	164	-30.2
Engineering	16,952	6,411	-62.2	Social sciences	59,158	31,239	-47.2
Engineering technologies/technicians	1,431	443	-69.0	Area, ethnic, cultural and gender studies	4,403	2,210	-49.8
Mechanic and repair technologies/technicians	9	11	22.2	History	5,966	2,867	-51.9
Military technologies	53	7	-86.8	Psychology	15,095	7,670	-49.2
Precision production	12	7	-41.7	Public administration and social service professions	4,546	2,004	-55.9
Transportation and materials moving	471	17	-96.4	Social sciences	29,148	16,488	-43.4
Fine and applied arts	23,791	11,154	-53.1	Other fields of study	23,441	10,059	-57.1
Architecture	5,356	3,037	-43.3	Basic skills	56	47	-16.1
Visual and performing arts	18,435	8,117	-56.0	Family and consumer sciences/human sciences	3,114	1,288	-58.6
Foreign language and international studies	23,833	12,749	-46.5	Liberal arts and sciences/general studies	8,759	3,664	-58.2
Foreign languages, literatures, and linguistics	12,542	6,754	-46.1	Library science	193	50	-74.1
International/global studies	11,291	5,995	-46.9	Multi/interdisciplinary studies	6,679	3,046	-54.4
Health professions	24,574	9,812	-60.1	Parks, recreation, leisure and fitness studies	4,105	1,824	-55.6
Health professions	24,407	9,291	-61.9	Personal and culinary services	524	127	-75.8
Residency programs*	167	521	212.0	Reserve officer training corps	11	13	18.2
Humanities	11,612	5,976	-48.5	Undeclared	5,488	1,847	-66.3
English language and literature/letters	8,582	4,196	-51.1	ALL FIELDS OF STUDY	347,099	162,633	-53.1
Philosophy and religious studies	2,447	1,504	-38.5				
Theology and religious vocations	583	276	-52.7				

* In the recent update from CIP 2010 to CIP 2020, the Classification of Instructional Programs (CIP) added several new categories to Series 60, Professional Residency/Fellowship Programs. Figures reported from 2019/20 onward are not entirely comparable to prior years.

2.4 PERCENT OF U.S. STUDY ABROAD STUDENTS BY FIELD OF STUDY, 2010/11-2019/20

	U.S. STUDY ABROAD STUDENTS (%)									
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Science, technology, engineering, and math	19.8	21.1	22.5	22.6	23.9	25.2	25.8	25.6	26.8	24.5
<i>Physical or life sciences</i>	7.9	8.6	8.8	8.0	8.1	8.1	8.0	7.8	8.1	7.4
<i>Health professions</i>	5.3	5.7	6.4	6.0	6.3	7.1	7.1	6.9	7.1	6.0
<i>Engineering</i>	3.5	3.9	4.1	4.6	5.0	5.1	5.3	5.2	5.5	4.3
<i>Math or computer science</i>	1.8	1.7	1.9	2.1	2.2	2.4	2.8	2.9	3.2	3.8
<i>Agriculture</i>	1.3	1.2	1.3	1.9	2.3	2.5	2.5	2.7	2.9	3.0
Business and management	20.5	20.5	20.4	19.6	20.1	20.9	20.7	20.8	20.7	20.8
Social sciences*	22.9	22.4	22.1	18.7	17.3	17.1	17.2	17.1	17.0	19.2
Foreign language and international studies**	—	—	—	7.8	7.7	7.4	7.3	7.1	6.9	7.8
Fine and applied arts	8.2	7.8	7.8	7.0	6.9	6.9	6.3	6.8	6.9	6.9
Communications and journalism**	—	—	—	5.6	5.8	5.7	5.6	5.5	5.4	6.1
Humanities*	11.3	10.8	10.4	4.1	3.8	3.7	3.6	3.6	3.3	3.7
Education	4.2	4.1	4.0	3.7	3.5	3.4	3.3	3.3	3.1	2.4
Legal studies and law enforcement**	—	—	—	1.5	1.6	1.5	1.6	1.5	1.6	1.4
Foreign languages**	5.6	5.3	4.9	—	—	—	—	—	—	—
Other fields of study	4.8	5.0	5.2	6.7	6.8	6.5	6.8	6.7	6.8	6.2
Undeclared	2.7	3.0	2.7	2.6	2.6	1.9	1.9	1.9	1.6	1.1
TOTAL U.S. STUDY ABROAD	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633

* 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, 2018/19 & 2019/20

	2018/19	2019/20	% of total	% change		2018/19	2019/20	% of total	% change		
WORLD TOTAL	347,099	162,633	100.0	-53.1	13	Czech Republic	5,480	2,667	1.6	-51.3	
1	Spain	33,849	19,792	12.2	-41.5	14	China	11,639	2,481	1.5	-78.7
2	Italy	39,043	19,731	12.1	-49.5	15	Netherlands	4,182	2,202	1.4	-47.3
3	United Kingdom	39,358	19,147	11.8	-51.4	16	South Africa	5,278	2,159	1.3	-59.1
4	France	18,465	8,528	5.2	-53.8	17	South Korea	4,558	1,942	1.2	-57.4
5	Australia	10,665	8,252	5.1	-22.6	18	Argentina	3,317	1,920	1.2	-42.1
6	Ireland	11,777	4,712	2.9	-60.0	19	Israel	3,532	1,893	1.2	-46.4
7	Germany	12,029	4,512	2.8	-62.5	20	Greece	5,834	1,829	1.1	-68.6
8	Costa Rica	8,333	3,917	2.4	-53.0	21	Ecuador	3,675	1,787	1.1	-51.4
9	Japan	8,928	3,406	2.1	-61.9	22	India	3,366	1,736	1.1	-48.4
10	Denmark	4,846	3,130	1.9	-35.4	23	Austria	3,039	1,405	0.9	-53.8
11	New Zealand	4,233	3,096	1.9	-26.9	24	Chile	3,190	1,332	0.8	-58.2
12	Mexico	6,340	2,999	1.8	-52.7	25	Thailand	2,859	1,228	0.8	-57.0

2.6 HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 2010/11–2019/20

	U.S. STUDY ABROAD STUDENTS (%)									
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Africa, Sub-Saharan	4.3	4.5	4.6	4.4	3.4	3.9	4.0	4.2	3.9	3.3
Antarctica	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Asia	11.7	12.4	12.4	11.9	11.4	11.1	11.6	11.2	11.7	9.1
Europe	54.6	53.3	53.3	53.3	54.5	54.4	54.4	54.9	55.7	57.9
Latin America & Caribbean	14.6	15.8	15.7	16.2	16.0	16.3	15.5	14.9	13.8	13.4
Middle East & North Africa	2.6	2.5	2.2	2.1	2.2	1.9	2.1	2.1	2.3	3.2
North America	0.5	0.6	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.5
Oceania	4.8	4.5	4.0	3.9	4.0	4.2	4.4	4.3	4.4	7.1
Multiple Destinations	6.8	6.4	7.3	7.7	7.9	7.6	7.5	7.9	7.5	5.4
TOTAL U.S. STUDY ABROAD	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633

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

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2018/19 & 2019/20

	2018/19	2019/20	% of total	% change		2018/19	2019/20	% of total	% change
AFRICA, SUB-SAHARAN	13,455	5,444	3.3	-59.5	Southern Africa	6,799	2,665		-60.8
Central Africa	66	34		-48.5	Angola	1	0		-100.0
Cameroon	34	20		-41.2	Botswana	300	106		-64.7
Central African Republic	1	0		-100.0	Comoros	0	2		—
Chad	0	5		—	Eswatini	72	19		-73.6
Congo, Dem. Rep. of (Kinshasa)	13	0		-100.0	Lesotho	4	1		-75.0
Congo, Rep. of (Brazzaville)	4	2		-50.0	Madagascar	168	62		-63.1
Equatorial Guinea	11	7		-36.4	Malawi	268	99		-63.1
Gabon	2	0		-100.0	Mauritius	54	21		-61.1
São Tomé and Príncipe	1	0		-100.0	Mozambique	30	13		-56.7
East Africa	3,775	1,624		-57.0	Namibia	270	78		-71.1
Burundi	0	0		0.0	Reunion	3	0		-100.0
Djibouti	0	8		—	South Africa	5,278	2,159		-59.1
Eritrea	5	0		-100.0	Zambia	326	104		-68.1
Ethiopia	249	62		-75.1	Zimbabwe	25	1		-96.0
Kenya	926	494		-46.7	West Africa	2,815	1,121		-60.2
Rwanda	460	139		-69.8	Benin	55	34		-38.2
Seychelles	3	0		-100.0	Burkina Faso	5	1		-80.0
Somalia	0	1		—	Cabo Verde / Cape Verde	5	15		200.0
South Sudan	1	0		-100.0	Cote d'Ivoire / Ivory Coast	13	1		-92.3
Sudan	0	0		0.0	Gambia	61	28		-54.1
Tanzania	1,334	602		-54.9	Ghana	2,147	797		-62.9
Uganda	797	318		-60.1	Guinea	8	3		-62.5

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2018/19 & 2019/20 (cont'd)

	2018/19	2019/20	% of total	% change		2018/19	2019/20	% of total	% change
Guinea-Bissau	0	0		0.0	Thailand	2,859	1,228		-57.0
Liberia	40	11		-72.5	Timore-Leste/East Timor	23	2		-91.3
Mali	0	0		0.0	Vietnam	1,235	452		-63.4
Mauritania	0	1		—					
Niger	6	3		-50.0	EUROPE	193,422	94,230	57.9	-51.3
Nigeria	38	12		-68.4	Albania	25	26		4.0
Saint Helena	0	1		—	Andorra	0	0		0.0
Senegal	376	183		-51.3	Armenia	51	7		-86.3
Sierra Leone	57	19		-66.7	Austria	3,039	1,405		-53.8
Togo	4	12		200.0	Azerbaijan	21	10		-52.4
					Belarus	11	2		-81.8
ASIA	40,602	14,792	9.1	-63.6	Belgium	1,210	609		-49.7
					Bosnia and Herzegovina	58	13		-77.6
East Asia	28,864	8,861		-69.3	Bulgaria	155	45		-71.0
China	11,639	2,481		-78.7	Croatia	727	127		-82.5
Hong Kong	2,314	543		-76.5	Cyprus	339	148		-56.3
Japan	8,928	3,406		-61.9	Czech Republic	5,480	2,667		-51.3
Macau	23	7		-69.6	Denmark	4,846	3,130		-35.4
Mongolia	132	31		-76.5	Estonia	159	28		-82.4
South Korea	4,558	1,942		-57.4	Finland	490	328		-33.1
Taiwan	1,270	451		-64.5	France	18,465	8,528		-53.8
					Georgia	85	13		-84.7
South and Central Asia	4,386	2,262		-48.4	Germany	12,029	4,512		-62.5
Afghanistan	2	0		-100.0	Gibraltar	1	0		-100.0
Bangladesh	45	13		-71.1	Greece	5,834	1,829		-68.6
Bhutan	122	83		-32.0	Hungary	1,231	815		-33.8
India	3,366	1,736		-48.4	Iceland	1,286	249		-80.6
Kazakhstan	49	22		-55.1	Ireland	11,777	4,712		-60.0
Kyrgyzstan	71	31		-56.3	Italy	39,043	19,731		-49.5
Maldives	2	0		-100.0	Kosovo	87	18		-79.3
Nepal	647	351		-45.7	Latvia	62	19		-69.4
Pakistan	7	4		-42.9	Liechtenstein	0	0		0.0
Sri Lanka	67	17		-74.6	Lithuania	122	16		-86.9
Tajikistan	7	1		-85.7	Luxembourg	308	230		-25.3
Turkmenistan	0	0		0.0	Malta	94	53		-43.6
Uzbekistan	1	4		300.0	Moldova	9	3		-66.7
					Monaco	5	0		-100.0
Southeast Asia	7,352	3,669		-50.1	Montenegro	34	1		-97.1
Brunei	0	0		0.0	Netherlands	4,182	2,202		-47.3
Cambodia	411	175		-57.4	North Macedonia	2	0		-100.0
Indonesia	677	369		-45.5	Norway	811	373		-54.0
Laos	14	16		14.3	Poland	899	219		-75.6
Malaysia	241	32		-86.7	Portugal	1,096	528		-51.8
Myanmar	77	28		-63.6	Romania	288	42		-85.4
Philippines	381	303		-20.5	Russia	1,305	394		-69.8
Singapore	1,434	1,064		-25.8					

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2018/19 & 2019/20 (cont'd)

	2018/19	2019/20	% of total	% change		2018/19	2019/20	% of total	% change
San Marino	0	0		0.0	Honduras	726	297		-59.1
Serbia	90	30		-66.7	Mexico	6,340	2,999		-52.7
Slovakia	80	7		-91.3	Nicaragua	202	83		-58.9
Slovenia	118	24		-79.7	Panama	1,323	892		-32.6
Spain	33,849	19,792		-41.5	South America	18,300	7,842		-57.1
Sweden	1,896	898		-52.6	Argentina	3,317	1,920		-42.1
Switzerland	2,121	1,085		-48.8	Bolivia	371	57		-84.6
Turkey	143	160		11.9	Brazil	2,269	1,041		-54.1
Ukraine	100	55		-45.0	Chile	3,190	1,332		-58.2
United Kingdom	39,358	19,147		-51.4	Colombia	1,030	334		-67.6
Vatican City/Holy See	1	0		-100.0	Ecuador	3,675	1,787		-51.4
LATIN AMERICA & CARIBBEAN	47,954	21,819	13.4	-54.5	Falkland Islands/ Islas Malvinas	0	0		0.0
Caribbean	8,053	3,672		-54.4	French Guiana	37	1		-97.3
Anguilla	1	1		0.0	Guyana	94	35		-62.8
Antigua and Barbuda	10	1		-90.0	Paraguay	57	17		-70.2
Aruba	21	34		61.9	Peru	4,041	1,117		-72.4
Bahamas	965	423		-56.2	Suriname	6	0		-100.0
Barbados	227	109		-52.0	Uruguay	212	197		-7.1
Bermuda	190	118		-37.9	Venezuela	1	4		300.0
British Virgin Islands	46	37		-19.6	MIDDLE EAST & NORTH AFRICA	7,965	5,134	3.2	-35.5
Cayman Islands	144	38		-73.6	Middle East	5,925	3,892		-34.3
Cuba	2,414	1,058		-56.2	Bahrain	26	11		-57.7
Curacao	96	52		-45.8	Iran	28	0		-100.0
Dominica	102	38		-62.7	Iraq	4	2		-50.0
Dominican Republic	1,889	871		-53.9	Israel	3,532	1,893		-46.4
Grenada	66	7		-89.4	Jordan	1,064	603		-43.3
Guadeloupe	9	12		33.3	Kuwait	5	4		-20.0
Haiti	254	63		-75.2	Lebanon	82	39		-52.4
Jamaica	1,040	424		-59.2	Oman	149	75		-49.7
Martinique	83	42		-49.4	Palestinian Territories	14	3		-78.6
Montserrat	0	12		—	Qatar	62	29		-53.2
Saint Kitts and Nevis	57	20		-64.9	Saudi Arabia	4	10		150.0
Saint Lucia	30	36		20.0	Syria	0	1		—
Saint Vincent and the Grenadines	4	11		175.0	United Arab Emirates	955	1,222		28.0
Sint Maarten	0	20		—	Yemen	0	0		0.0
Trinidad and Tobago	275	184		-33.1	North Africa	2,040	1,242		-39.1
Turks and Caicos	130	61		-53.1	Algeria	5	3		-40.0
Mexico and Central America	21,601	10,305		-52.3	Egypt	248	374		50.8
Belize	2,589	1,119		-56.8	Libya	0	0		0.0
Costa Rica	8,333	3,917		-53.0	Morocco	1,749	810		-53.7
El Salvador	112	114		1.8	Tunisia	38	55		44.7
Guatemala	1,976	884		-55.3					

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2018/19 & 2019/20 (cont'd)

	2018/19	2019/20	% of total	% change		2018/19	2019/20	% of total	% change
NORTH AMERICA	2,107	833	0.5	-60.5	Norfolk Island	1	0		-100.0
Canada	2,107	833		-60.5	Palau	48	0		-100.0
					Papua New Guinea	15	5		-66.7
OCEANIA	15,434	11,529	7.1	-25.3	Samoa	88	43		-51.1
Australia	10,665	8,252		-22.6	Solomon Islands	15	0		-100.0
Cook Islands	2	2		0.0	Tonga	18	0		-100.0
Fiji	245	55		-77.6	Tuvalu	0	0		0.0
French Polynesia	73	67		-8.2	Vanuatu	3	4		33.3
Kiribati	4	0		-100.0	Wallis and Futuna	0	0		0.0
Marshall Islands	0	4		—					
Micronesia	20	1		-95.0	ANTARCTICA	86	16	0.0	-81.4
Nauru	0	0		0.0					
New Caledonia	1	0		-100.0	MULTI-DESTINATION	26,074	8,836	5.4	-66.1
New Zealand	4,233	3,096		-26.9					
Niue	3	0		-100.0	WORLD TOTAL	347,099	162,633	100.0	-53.1

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

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 2010/11–2019/20

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	% change from 2018/19
Alabama	2,479	2,834	2,665	2,702	3,014	3,562	3,795	3,996	3,920	1,292	-67.0
Alaska	93	88	81	112	102	82	72	73	49	49	0.0
Arizona	3,481	3,645	3,981	3,821	4,415	4,657	4,936	5,209	5,324	1,877	-64.7
Arkansas	1,254	1,164	1,391	1,372	1,558	1,717	1,742	1,711	1,826	626	-65.7
California	26,743	26,008	27,322	29,177	30,142	32,125	32,257	31,671	33,456	17,007	-49.2
Colorado	4,745	5,005	5,067	5,355	5,350	5,524	6,036	6,406	6,770	3,979	-41.2
Connecticut	4,050	4,234	4,497	4,740	4,666	4,618	5,211	4,998	4,820	2,554	-47.0
Delaware	1,544	1,611	1,517	1,455	1,492	1,572	1,552	1,433	1,429	1,335	-6.6
District of Columbia	5,252	5,403	5,464	5,196	5,500	5,545	5,115	5,364	5,663	3,417	-39.7
Florida	8,470	10,079	10,149	11,084	11,195	11,543	12,105	12,687	13,401	4,197	-68.7
Georgia	8,100	8,945	8,682	9,920	10,488	11,429	11,417	11,630	12,465	3,185	-74.4
Hawaii	646	572	660	542	638	583	609	538	558	229	-59.0
Idaho	474	565	501	564	729	784	836	778	791	336	-57.5
Illinois	9,627	10,021	9,903	10,384	9,917	9,434	9,761	10,098	10,547	5,280	-49.9
Indiana	9,792	10,055	9,119	9,649	10,395	10,883	11,774	11,953	12,146	5,118	-57.9
Iowa	5,621	5,128	5,514	5,806	6,076	5,670	5,904	5,950	5,744	2,670	-53.5
Kansas	2,471	2,340	2,391	2,357	2,540	2,783	2,679	2,866	2,855	1,134	-60.3
Kentucky	3,366	3,632	4,032	4,427	4,207	4,216	4,247	4,594	4,029	1,489	-63.0
Louisiana	1,638	1,701	1,349	1,852	2,164	2,077	1,993	2,158	2,384	1,241	-47.9
Maine	1,375	1,298	1,319	1,672	1,727	1,548	1,647	1,584	1,689	1,190	-29.5
Maryland	5,306	5,279	5,196	5,062	5,167	5,179	4,910	4,782	5,060	3,138	-38.0
Massachusetts	13,984	14,394	14,782	14,762	15,063	14,642	14,998	14,802	15,327	10,236	-33.2
Michigan	8,949	9,384	9,698	10,289	10,760	11,146	11,533	11,219	11,520	4,675	-59.4
Minnesota	8,885	9,249	9,022	9,353	8,958	8,577	8,612	8,490	8,716	5,889	-32.4
Mississippi	795	1,064	777	1,157	1,339	1,364	1,342	1,523	1,554	418	-73.1
Missouri	4,650	4,938	4,947	4,951	5,417	5,844	5,782	5,349	5,959	2,561	-57.0
Montana	513	667	760	764	861	747	784	683	980	290	-70.4
Nebraska	1,643	1,806	1,700	1,857	1,860	1,985	1,972	1,984	1,926	648	-66.4
Nevada	821	745	835	737	961	992	1,029	951	1,140	508	-55.4
New Hampshire	1,740	1,954	1,715	1,706	1,711	1,830	1,647	1,762	1,837	1,200	-34.7
New Jersey	3,143	3,036	3,799	3,609	3,694	4,346	4,557	4,688	4,527	1,888	-58.3
New Mexico	807	844	879	936	1,032	1,158	1,217	1,111	827	220	-73.4
New York	23,916	24,646	25,906	26,206	26,725	26,950	26,824	28,129	26,504	16,713	-36.9
North Carolina	9,958	10,415	10,846	11,068	11,506	12,650	12,979	13,258	13,747	6,939	-49.5
North Dakota	469	420	391	494	481	524	417	595	611	140	-77.1
Ohio	11,264	11,124	11,415	12,729	12,868	14,136	13,991	14,470	14,157	6,056	-57.2
Oklahoma	1,837	2,054	2,329	2,798	2,655	2,839	2,980	3,129	3,301	672	-79.6
Oregon	3,676	3,736	3,939	3,736	3,767	3,877	3,958	4,276	4,001	1,544	-61.4
Pennsylvania	17,997	18,676	18,668	19,039	18,927	19,524	20,497	20,955	21,672	10,455	-51.8
Puerto Rico	0	0	0	11	9	7	72	136	220	84	-61.8
Rhode Island	2,909	2,899	2,660	3,075	3,196	2,912	3,253	3,187	3,023	2,100	-30.5
South Carolina	3,476	4,143	4,425	4,737	5,380	5,671	5,752	6,307	6,258	3,049	-51.3
South Dakota	642	609	767	757	890	834	708	864	1,081	371	-65.7
Tennessee	4,865	5,305	5,716	5,842	5,699	6,129	7,099	7,330	7,151	1,979	-72.3

(cont'd)

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 2010/11–2019/20 (cont'd)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	% change from 2018/19
Texas	12,216	12,864	13,216	14,946	16,605	17,929	18,123	19,846	19,604	6,186	-68.4
Utah	3,377	3,242	3,108	3,531	3,568	3,944	4,366	5,035	5,159	1,073	-79.2
Vermont	1,945	1,968	1,910	1,988	1,944	1,957	1,932	2,029	2,194	1,632	-25.6
Virgin Islands	10	11	12	0	0	0	0	0	0	0	0.0
Virginia	8,283	8,737	9,641	10,023	10,400	10,789	11,354	12,373	12,364	5,406	-56.3
Washington	5,997	6,327	6,203	6,327	6,194	6,599	6,613	6,902	6,780	3,772	-44.4
West Virginia	1,284	990	1,050	938	1,182	1,189	1,075	1,047	1,088	227	-79.1
Wisconsin	7,002	7,115	7,132	8,428	7,911	8,355	8,282	8,402	8,443	4,200	-50.3
Wyoming	416	363	360	424	370	362	381	440	502	159	-68.3
TOTAL U.S. STUDY ABROAD	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	-53.1

2.9 U.S. STUDY ABROAD BY STUDENTS' HOME INSTITUTIONAL TYPE AND SECTOR, 2018/19 & 2019/20

HOME INSTITUTIONAL TYPE	U.S. study abroad students (%)	
	2018/19	2019/20
Associate's colleges	2.3	1.4
Baccalaureate colleges	10.4	14.9
Doctoral universities	68.2	65.6
Master's colleges and universities	18.2	17.1
Special focus institutions	0.9	1.0
TOTAL U.S. STUDY ABROAD	347,099	162,633

HOME INSTITUTIONAL SECTOR	U.S. study abroad students (N)		% of total 2019/20
	2018/19	2019/20	
Private for-profit	131	113	0.1
Private not-for-profit	143,494	83,363	51.3
Public	203,474	79,157	48.7
TOTAL U.S. STUDY ABROAD	347,099	162,633	100.0

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

2.10 DURATION OF STUDY ABROAD, 2015/16–2019/20

	2015/16	%	2016/17	%	2017/18	%	2018/19	%	2019/20	%
Short-term (summer, or eight weeks or less)	204,972	63.0	214,798	64.6	220,813	64.6	225,266	64.9	49,789	30.6
Mid-length (one semester, or one or two quarters)	112,126	34.6	110,269	33.1	113,058	33.1	114,077	32.9	106,879	65.7
Long-term (academic or calendar year)	8,241	2.4	7,660	2.3	7,880	2.3	7,756	2.2	5,965	3.7
TOTAL U.S. STUDY ABROAD	325,339	100.0	332,727	100.0	341,751	100.0	347,099	100.0	162,633	100.0

2.11 DURATION OF STUDY ABROAD BY INSTITUTIONAL TYPE, 2019/20

	All institution types	Doctoral universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Short-term (%)	30.6	29.6	34.3	28.6	54.8	44.8
Mid-length (%)	65.7	66.8	60.7	68.5	43.9	48.7
Long-term (%)	3.7	3.5	5.0	2.9	1.3	6.4
TOTAL U.S. STUDY ABROAD	162,633	103,714	27,761	24,228	2,286	1,644

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

2.12 DETAILED DURATION OF U.S. STUDY ABROAD, 2010/11–2019/20

DURATION OF STUDY	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Short-term										
8 weeks or less during academic year	13.3	14.4	15.3	16.5	16.7	17.4	18.8	19.0	19.3	15.9
<i>Two to eight weeks</i>	5.0	6.5	6.9	6.6	6.5	6.6	6.8	7.3	6.9	5.7
<i>Fewer than two weeks</i>	8.3	7.9	8.4	9.9	10.2	10.8	12.0	11.7	12.4	10.2
January term	7.1	7.0	7.1	7.5	7.4	7.4	7.1	7.0	6.9	13.9
Summer term	37.7	37.1	37.8	38.1	39.0	38.0	38.5	38.5	38.6	0.9
<i>Summer: More than eight weeks</i>	-	-	-	-	2.7	2.6	2.9	2.9	2.6	0.1
<i>Summer: Two to eight weeks</i>	34.4	33.4	33.7	33.5	30.9	30.4	30.5	29.9	29.6	0.6
<i>Summer: Fewer than two weeks</i>	3.3	3.7	4.1	4.6	5.4	5.0	5.1	5.7	6.4	0.2
Mid-length										
One quarter	3.0	2.5	2.4	2.4	2.2	2.3	2.2	2.4	1.8	2.8
One semester	34.5	35.0	33.6	31.9	31.8	31.9	30.7	30.3	30.7	62.5
Two quarters	0.5	0.4	0.3	0.6	0.3	0.3	0.2	0.2	0.3	0.3
Long-term										
Academic year	3.7	3.2	3.1	2.9	2.5	2.3	2.2	2.2	2.1	3.5
Calendar year	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
Other	0.1	0.3	0.3	0.0	0.1	0.4	0.2	0.3	0.1	0.1
TOTAL U.S. STUDY ABROAD	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633

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

2.13a PROGRAM SPONSORSHIP OF U.S. STUDY ABROAD, 2018/19 & 2019/20

PROGRAM SPONSORSHIP	U.S. study abroad students (%)	
	2018/19	2019/20
Solely own institution	74.2	65.5
Other institutions/organizations	25.8	34.5
TOTAL STUDENTS	347,099	162,633

2.13b FINANCIAL SUPPORT OF U.S. STUDY ABROAD, 2018/19 & 2019/20

TYPE OF FINANCIAL SUPPORT (percentage of programs)	2018/19			2019/20		
	Institution's own programs	Approved outside programs	Other programs	Institution's own programs	Approved outside programs	Other programs
Federal aid	95.2	95.7	47.4	94.0	94.5	46.1
Merit-based institutional aid	90.2	79.3	26.4	88.7	79.7	21.8
Need-based institutional aid	92.1	81.7	26.4	90.8	81.1	24.0
State aid	91.5	88.1	39.1	89.6	86.4	35.5
Other aid	92.7	89.2	41.0	91.3	87.9	36.1
Reporting institutions*		746			671	

* Not all institutions provided financial support data.

Read table as: "94.0 percent of institutions awarded federal aid for students to study abroad on the institution's own programs in 2019/20."

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

**2.13c EXPERIENTIAL ACTIVITIES ABROAD FOR ACADEMIC CREDIT
BY INSTITUTION AND ACTIVITY TYPE, 2019/20**

EXPERIENTIAL LEARNING ACTIVITIES DURING STUDY ABROAD FOR ACADEMIC CREDIT			
By institutional type	2019/20	By activity type	2019/20
Associate's colleges	1.0	Research or field work	25.4
Baccalaureate colleges	20.4	Volunteering or service learning	23.2
Doctoral universities	58.2	Work or internships	23.5
Master's colleges & universities	18.3	Other experiential activities	28.0
Special focus institutions	2.1		
TOTAL STUDENTS	40,854		40,854

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

2.14 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY INSTITUTION AND ACTIVITY TYPE, 2019/20

By institutional type	2019/20	By activity type	2019/20
Associate's colleges	1.0	Research or field work	13.5
Baccalaureate colleges	8.2	Volunteering or service learning	31.2
Doctoral universities	78.4	Work or internships	5.4
Master's colleges & universities	11.7	Other experiential activities	49.9
Special focus institutions	0.8		
TOTAL STUDENTS	11,256		11,256

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

*Data was reported by 252 U.S. higher education institutions.

2.15 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY SELECT DESTINATION, 2019/20

	2019/20 students	% of total		2019/20 students	% of total		2019/20 students	% of total
Africa, Sub-Saharan	705	6.3	Ireland	156		Brazil	95	
Ghana	149		Netherlands	87		Chile	73	
Uganda	140		Greece	68		El Salvador	66	
South Africa	77		Belgium	63		Cayman Islands	51	
Tanzania	63		Poland	54		All Others	163	
Kenya	54		Switzerland	53		Middle East & North Africa	526	4.7
All Others	222		All Others	324		Israel	295	
Asia	994	8.8	Latin America & Caribbean	4,533	40.3	United Arab Emirates	58	
India	236		Mexico	1,136		All Others	173	
China	172		Guatemala	547		North America	1,291	11.5
Japan	160		Dominican Republic	397		Canada	1,291	
Thailand	75		Panama	382		Oceania	474	4.2
South Korea	73		Costa Rica	331		Australia	396	
Taiwan	50		Bahamas	279		All Others	78	
All Others	228		Peru	242		Antarctica	3	0.0
Europe	2,253	20.0	Honduras	171		Multiple destinations	477	4.2
United Kingdom	401		Ecuador	137		TOTAL	11,256	
Italy	306		Belize	136				
Germany	274		Jamaica	125				
Spain	254		Cuba	106				
France	213		Colombia	96				

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

2.16 LEADING INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, 2019/20

			Study abroad students
New York University	New York	NY	3,403
University of Minnesota – Twin Cities	Minneapolis	MN	2,073
San Diego State University	San Diego	CA	1,634
University of Wisconsin – Madison	Madison	WI	1,602
University of Michigan – Ann Arbor	Ann Arbor	MI	1,547
Indiana University – Bloomington	Bloomington	IN	1,537
Texas A&M University – College Station	College Station	TX	1,504
University of Washington	Seattle	WA	1,467
Elon University	Elon	NC	1,445
University of Pennsylvania	Philadelphia	PA	1,434
University of Maryland – College Park	College Park	MD	1,405
Syracuse University	Syracuse	NY	1,348
University of Delaware	Newark	DE	1,295
University of Colorado – Boulder	Boulder	CO	1,286
University of Illinois – Urbana–Champaign	Champaign	IL	1,276
University of South Carolina – Columbia	Columbia	SC	1,253
Cornell University	Ithaca	NY	1,220
Pennsylvania State University – University Park	University Park	PA	1,189
Boston University	Boston	MA	1,164
University of Southern California	Los Angeles	CA	1,154
University of Virginia – Charlottesville	Charlottesville	VA	1,130
University of Texas – Austin	Austin	TX	1,129
University of San Diego	San Diego	CA	1,118
George Washington University	Washington	DC	1,089
Arizona State University – Tempe	Tempe	AZ	1,084

Intensive English Programs in the United States

INTENSIVE ENGLISH PROGRAM TOTALS

3.1 IEP Enrollment by Total Students and Total Student-Weeks, 2000 – 2020 91

PROGRAM AND STUDENT CHARACTERISTICS

3.2 IEP Students and Student-Weeks by Program Type and Enrollment Status, 2020 91

3.3 IEP as Pathways to Full-Degree Programs, 2020 92

3.4 IEP Students Intending to Continue Further (Non-IEP) Study in the United States, 2020 92

PLACES OF ORIGIN

3.5 World Region of Origin of IEP Students, 2020 93

3.6 Top 25 Places of Origin of IEP Students, 2020 93

3.7 IEP Students and Student-Weeks by Place of Origin, 2020 94

U.S. DESTINATIONS

3.8 IEP Students and Student-Weeks by U.S. State or Territory, 2020 98

3.9 IEP Students and Student-Weeks by Enrollment Status for Top 4 Host States, 2020 98

3.10 Top 20 Places of Origin for the Top 4 States Hosting IEP Students, 2020 99

3.1 IEP ENROLLMENT BY TOTAL STUDENTS AND TOTAL STUDENT-WEEKS, 2000–2020

	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
2017	86,786	1,226,151	14.1
2018	78,098	1,057,650	13.5
2019	75,379	1,041,553	13.8
2020	37,365	514,685	13.8

3.2 IEP STUDENTS AND STUDENT-WEEKS BY PROGRAM TYPE AND ENROLLMENT STATUS, 2020

Programs	Total students	Students taking fewer than 18 hours	Students taking 18 hours or more	Total student-weeks	Student-weeks with fewer than 18 hours	Student-weeks with 18 hours or more	
INDEPENDENT PROVIDERS	88	13,774	2,729	11,045	160,425	18,856	141,569
For-profit	81	13,205	2,633	10,572	152,779	18,364	134,415
Affiliated by contract with a higher education institution	50	7,711	934	6,777	97,174	10,139	87,035
Not affiliated by contract with a higher education institution	31	5,494	1,699	3,795	55,605	8,225	47,380
Not-for-profit	7	569	96	473	7,646	492	7,154
Affiliated by contract with a higher education institution	4	490	91	399	6,382	380	6,002
Not affiliated by contract with a higher education institution	3	79	5	74	1,264	112	1,152
COLLEGE OR UNIVERSITY GOVERNED	274	23,591	7,078	16,513	354,260	72,973	281,287
Private institution	74	6,068	2,156	3,912	88,584	20,642	67,942
Public institution	200	17,523	4,922	12,601	265,676	52,331	213,345
ALL PROGRAMS	362	37,365	9,807	27,558	514,685	91,829	422,856

3.3 IEP AS PATHWAYS TO FULL-DEGREE PROGRAMS, 2020

	Programs reporting	% for which IEP is part of a formal pathway program to further study at own or another institution
INDEPENDENT PROVIDERS*	43	27.9
For-profit*	37	21.6
Not-for-profit	6	66.7
Affiliated by contract with a higher education institution	3	66.7
Not affiliated by contract with a higher education institution	3	66.7
COLLEGE OR UNIVERSITY GOVERNED	220	49.5
Private institution	57	57.9
Public institution	163	46.6
ALL PROGRAMS REPORTING	263	46.0

* Data on independent providers should be interpreted with caution as only 46 percent of for-profit providers responded to this question.

3.4 IEP STUDENTS INTENDING TO CONTINUE FURTHER (NON-IEP) STUDY IN THE UNITED STATES, 2020

% of students intending further study	# of programs
25% or fewer	49
26% to 50%	48
51% to 75%	48
76% or greater	104
All reporting programs*	249
ALL PROGRAMS	362

Read table as: "Forty-nine 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	20,110	53.8

* Not all programs provided further study data.

3.5 WORLD REGION OF ORIGIN OF IEP STUDENTS, 2020

	2020 students	% of world total	% change from 2019*
Africa, Sub-Saharan	649	1.7	-31.8
Asia	19,809	53.0	-51.9
Europe	2,101	5.6	-71.8
Latin America and Caribbean	6,522	17.5	-48.8
Middle East and North Africa	8,250	22.1	-37.7
North America	26	0.1	**
Oceania	6	0.0	**
Stateless	2	0.0	**
TOTAL	37,365	100.0	-50.1

* Throughout 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, 2020

	2020 students	Students % of total	% change from 2019*	2020 student-weeks	Student-weeks % of total	% change from 2019*	Average weeks per student, 2020
WORLD TOTAL	37,365	100.0	-50.4	514,685	100.0	-50.6	13.8
1 China	9,136	24.5	-47.1	153,474	29.8	-42.8	16.8
2 Saudi Arabia	6,880	18.4	-35.6	94,539	18.4	-37.1	13.7
3 Japan	5,285	14.1	-59.4	44,645	8.7	-64.1	8.4
4 Brazil	2,637	7.1	-58.2	22,171	4.3	-49.1	8.4
5 South Korea	2,628	7.0	-46.4	30,796	6.0	-49.5	11.7
6 Colombia	1,113	3.0	-40.2	15,043	2.9	-34.4	13.5
7 Taiwan	891	2.4	-61.4	11,464	2.2	-55.2	12.9
8 Mexico	781	2.1	-37.6	11,605	2.3	-23.9	14.9
9 Turkey	540	1.4	-55.9	7,507	1.5	-53.1	13.9
10 Kuwait	537	1.4	-57.1	10,243	2.0	-45.5	19.1
11 Vietnam	517	1.4	-36.6	9,391	1.8	-28.9	18.2
12 Peru	357	1.0	-12.3	4,505	0.9	-6.0	12.6
13 Thailand	327	0.9	-45.7	6,218	1.2	-39.9	19.0
14 Venezuela	304	0.8	-39.1	6,771	1.3	-25.6	22.3
15 France	278	0.7	-69.2	2,857	0.6	-54.4	10.3
16 Oman	277	0.7	-18.8	6,671	1.3	-23.2	24.1
17 India	276	0.7	-24.4	4,508	0.9	-17.5	16.3
18 Argentina	239	0.6	-12.4	2,219	0.4	-5.9	9.3
18 Panama	239	0.6	-64.1	6,047	1.2	-48.8	25.3
20 Russia	226	0.6	-62.3	2,791	0.5	-37.7	12.3

(cont'd)

3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2020 (cont'd)

		Students			Student-weeks			Average weeks per student, 2019
		2019 students	% of total	% change from 2018*	2019 student-weeks	% of total	% change from 2018*	
21	Chile	225	0.6	-41.0	3,159	0.6	-41.7	14.0
22	Switzerland	206	0.6	-75.4	1,604	0.3	-75.1	7.8
23	Germany	174	0.5	-74.4	1,818	0.4	-63.0	10.4
24	Ecuador	171	0.5	-43.3	2,674	0.5	-36.5	15.6
25	Italy	158	0.4	-91.0	1,997	0.4	-68.8	12.6

* Throughout 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, 2020

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
AFRICA, SUB-SAHARAN	649	10,989	16.9	Southern Africa	68	1,313	19.3
Central Africa	158	2,958	18.7	Angola	32	781	24.4
Cameroon	10	140	14.0	Botswana	0	0	–
Central African Republic	2	16	8.0	Comoros	0	0	–
Chad	13	61	4.7	Eswatini	1	18	18.0
Congo, Dem. Rep. of (Kinshasa)	60	1,040	17.3	Lesotho	0	0	–
Congo, Rep. of (Brazzaville)	16	411	25.7	Madagascar	3	71	23.7
Equatorial Guinea	41	992	24.2	Malawi	2	29	14.5
Gabon	16	298	18.6	Mauritius	0	0	–
São Tomé and Príncipe	0	0	–	Mozambique	2	44	22.0
East Africa	116	2,029	17.5	Namibia	1	29	29.0
Burundi	3	65	21.7	Reunion	2	55	27.5
Djibouti	0	0	–	South Africa	19	152	8.0
Eritrea	2	49	24.5	Zambia	5	114	22.8
Ethiopia	22	427	19.4	Zimbabwe	1	20	20.0
Kenya	40	541	13.5	West Africa	307	4,689	15.3
Rwanda	29	566	19.5	Benin	16	263	16.4
Seychelles	0	0	–	Burkina Faso	35	625	17.9
Somalia	0	0	–	Cabo Verde/Cape Verde	13	162	12.5
South Sudan	2	41	20.5	Cote d'Ivoire (Ivory Coast)	49	729	14.9
Sudan	13	261	20.1	Gambia	2	21	10.5
Tanzania	4	59	14.8	Ghana	4	77	19.3
Uganda	1	20	20.0	Guinea	10	176	17.6
				Guinea-Bissau	1	18	18.0

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2020 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Liberia	1	6	6.0	Philippines	10	142	14.2
Mali	30	533	17.8	Singapore	23	144	6.3
Mauritania	7	131	18.7	Thailand	327	6,218	19.0
Niger	10	223	22.3	Timor-Leste/East Timor	11	158	14.4
Nigeria	74	930	12.6	Vietnam	517	9,391	18.2
Saint Helena	0	0	-				
Senegal	45	694	15.4	EUROPE	2,101	25,993	12.4
Sierra Leone	2	42	21.0	Albania	27	641	23.7
Togo	8	59	7.4	Andorra	0	0	-
ASIA	19,809	273,568	13.8	Armenia	2	23	11.5
East Asia	18,126	244,129	13.5	Austria	3	80	26.7
China	9,136	153,474	16.8	Azerbaijan	14	246	17.6
Hong Kong	75	1,294	17.3	Belarus	15	220	14.7
Japan	5,285	44,645	8.4	Belgium	21	225	10.7
Macau	3	32	10.7	Bosnia and Herzegovina	7	147	21.0
Mongolia	108	2,424	22.4	Bulgaria	10	141	14.1
North Korea	0	0	-	Croatia	8	114	14.3
South Korea	2,628	30,796	11.7	Cyprus	1	17	17.0
Taiwan	891	11,464	12.9	Czech Republic	20	180	9.0
South & Central Asia	578	9,550	16.5	Denmark	7	42	6.0
Afghanistan	1	21	21.0	Estonia	7	106	15.1
Bangladesh	26	388	14.9	Finland	3	27	9.0
Bhutan	1	4	4.0	France	278	2,857	10.3
India	276	4,508	16.3	Georgia	10	96	9.6
Kazakhstan	83	1,266	15.3	Germany	174	1,818	10.4
Kyrgyzstan	51	820	16.1	Gibraltar	0	0	-
Maldives	0	0	-	Greece	7	115	16.4
Nepal	8	124	15.5	Hungary	40	460	11.5
Pakistan	83	1,629	19.6	Iceland	0	0	-
Sri Lanka	7	120	17.1	Ireland	1	5	5.0
Tajikistan	8	141	17.6	Italy	158	1,997	12.6
Turkmenistan	14	205	14.6	Kosovo	7	41	5.9
Uzbekistan	20	324	16.2	Latvia	2	75	37.5
Southeast Asia	1,105	19,889	18.0	Liechtenstein	0	0	-
Brunei	1	20	20.0	Lithuania	4	60	15.0
Cambodia	10	264	26.4	Luxembourg	0	0	-
Indonesia	80	908	11.4	Malta	0	0	--
Laos	18	254	14.1	Moldova	1	6	6.0
Malaysia	21	220	10.5	Monaco	1	18	18.0
Myanmar	87	2,170	24.9	Montenegro	1	4	4.0
				Netherlands	13	227	17.5
				North Macedonia	1	4	4.0
				Norway	4	69	17.3

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2020 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Poland	51	668	13.1	Mexico & Central America	1,224	21,124	17.3
Portugal	19	322	16.9	Belize	3	80	26.7
Romania	8	227	28.4	Costa Rica	45	426	9.5
Russia	226	2,791	12.3	El Salvador	43	923	21.5
San Marino	0	0	-	Guatemala	26	559	21.5
Serbia	4	60	15.0	Honduras	72	1,300	18.1
Slovakia	11	125	11.4	Mexico	781	11,605	14.9
Slovenia	1	4	4.0	Nicaragua	15	184	12.3
Spain	114	1,738	15.2	Panama	239	6,047	25.3
Sweden	12	142	11.8	South America	5,197	58,990	11.4
Switzerland	206	1,604	7.8	Argentina	239	2,219	9.3
Turkey	540	7,507	13.9	Bolivia	103	1,807	17.5
Ukraine	53	689	13.0	Brazil	2,637	22,171	8.4
United Kingdom	9	55	6.1	Chile	225	3,159	14.0
Vatican City/Holy See	0	0	-	Colombia	1,113	15,043	13.5
LATIN AMERICA & CARIBBEAN	6,522	82,176	12.6	Ecuador	171	2,674	15.6
Caribbean	101	2,062	20.4	Falkland Islands/ Islas Malvinas	0	0	-
Anguilla	0	0	-	French Guiana	0	0	-
Antigua and Barbuda	0	0	-	Guyana	0	0	-
Aruba	0	0	-	Paraguay	43	592	13.8
Bahamas	1	20	20.0	Peru	357	4,505	12.6
Barbados	0	0	-	Suriname	0	0	-
Bermuda	0	0	-	Uruguay	5	49	9.8
British Virgin Islands	1	47	47.0	Venezuela	304	6,771	22.3
Cayman Islands	0	0	-	MIDDLE EAST & NORTH AFRICA	8,250	121,457	14.7
Cuba	4	125	31.3	Middle East	8,129	119,397	14.7
Curacao	0	0	-	Bahrain	15	329	21.9
Dominica	0	0	-	Iran	55	856	15.6
Dominican Republic	41	767	18.7	Iraq	44	815	18.5
Grenada	0	0	-	Israel	24	315	13.1
Guadeloupe	0	0	-	Jordan	83	1,169	14.1
Haiti	51	1,054	20.7	Kuwait	537	10,243	19.1
Jamaica	2	29	14.5	Lebanon	11	158	14.4
Martinique	1	20	20.0	Oman	277	6,671	24.1
Montserrat	0	0	-	Palestinian Territories	10	172	17.2
St. Kitts and Nevis	0	0	-	Qatar	24	247	10.3
St. Lucia	0	0	-	Saudi Arabia	6,880	94,539	13.7
St. Vincent and the Grenadines	0	0	-	Syria	5	193	38.6
Sint Maarten	0	0	-	United Arab Emirates	108	2,292	21.2
Trinidad and Tobago	0	0	-	Yemen	56	1,398	25.0
Turks and Caicos Islands	0	0	-				

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2020 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
North Africa	121	2,060	17.0				
Algeria	5	76	15.2	Nauru	0	0	–
Egypt	49	843	17.2	New Caledonia	0	0	–
Libya	29	340	11.7	New Zealand	0	0	–
Morocco	23	605	26.3	Niue	0	0	–
Tunisia	15	196	13.1	Norfolk Islands	0	0	–
				Palau	0	0	–
NORTH AMERICA	26	411	15.8	Papua New Guinea	1	14	14.0
Canada	26	411	15.8	Samoa	1	4	4.0
				Solomon Islands	0	0	–
OCEANIA	6	57	9.5	Tonga	0	0	–
Australia	2	9	4.5	Tuvalu	0	0	–
Cook Islands	0	0	–	Vanuatu	0	0	–
Fiji	0	0	–	Wallis and Futuna	0	0	–
French Polynesia	1	20	20.0	STATELESS	2	34	17.0
Kiribati	1	10	10.0				
Marshall Islands	0	0	–	TOTAL	37,365	514,685	13.8
Micronesia	0	0	–				

3.8 IEP STUDENTS AND STUDENT-WEEKS BY U.S. STATE OR TERRITORY, 2020

	Programs	Total students	Student-weeks		Programs	Total students	Student-weeks
Alabama	8	1,166	19,588	Montana	2	53	863
Alaska	*	*	*	Nebraska	3	133	1,215
Arizona	3	1,024	13,471	Nevada	1	85	1,137
Arkansas	5	193	3,758	New Hampshire	2	20	316
California	40	5,613	52,932	New Jersey	3	128	1,495
Colorado	5	418	6,669	New Mexico	2	142	1,692
Connecticut	4	186	2,951	New York	28	3,525	40,091
Delaware	1	498	10,533	North Carolina	7	371	5,142
District of Columbia	5	648	9,807	North Dakota	*	*	*
Florida	21	2,643	39,572	Ohio	13	1,153	16,806
Georgia	13	1,280	24,907	Oklahoma	5	371	5,925
Hawaii	6	1,081	6,854	Oregon	9	1,309	23,533
Idaho	2	102	1,804	Pennsylvania	14	1,423	18,082
Illinois	19	1,829	22,835	Rhode Island	1	24	768
Indiana	6	381	5,076	South Carolina	3	193	3,503
Iowa	5	144	2,882	South Dakota	2	6	110
Kansas	6	511	7,229	Tennessee	7	413	4,084
Kentucky	3	118	2,068	Texas	19	2,064	27,672
Louisiana	4	137	3,756	Utah	5	620	14,341
Maine	*	*	*	Vermont	2	90	1,195
Maryland	4	170	3,561	Virginia	5	592	12,738
Massachusetts	11	2,160	27,130	Washington	15	1,832	31,479
Michigan	10	780	8,563	West Virginia	3	184	4,130
Minnesota	6	293	3,983	Wisconsin	9	332	5,549
Mississippi	4	96	1,248	Wyoming	*	*	*
Missouri	11	831	11,642	U.S. TOTAL	362	37,365	514,685

* 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, 2020

	ALL STATES	CALIFORNIA	NEW YORK	FLORIDA	MASSACHUSETTS
	% of students	% of students	% of students	% of students	% of students
Full-time*	71.9	77.2	50.3	85.2	76.2
Part-time	28.1	22.8	49.7	14.8	23.8
Total students	37,365	5,613	3,525	2,643	2,160
	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks
Full-time*	81.1	90.0	65.4	86.2	78.1
Part-time	18.9	10.0	34.6	13.8	21.9
Total student-weeks	514,685	52,932	40,091	39,572	27,130

* Full-time enrollment is 18 or more class hours per week.

3.10 TOP 20 PLACES OF ORIGIN FOR THE TOP 4 STATES HOSTING IEP STUDENTS, 2020

1 CALIFORNIA				3 FLORIDA			
		Students	% of students			Students	% of students
	State total	5,613	100.0		State total	2,643	100.0
1	Japan	1,429	25.5	1	Saudi Arabia	1,013	38.3
2	China	903	16.1	2	Brazil	452	17.1
3	Saudi Arabia	824	14.7	3	China	192	7.3
4	Brazil	721	12.8	4	Colombia	134	5.1
5	South Korea	624	11.1	4	Venezuela	134	5.1
6	Taiwan	228	4.1	6	Japan	100	3.8
7	Kuwait	156	2.8	7	Kuwait	87	3.3
8	France	77	1.4	8	South Korea	69	2.6
8	Switzerland	77	1.4	9	Switzerland	51	1.9
10	Turkey	67	1.2	10	Ecuador	33	1.2
11	Argentina	62	1.1	11	Vietnam	24	0.9
12	Vietnam	47	0.8	12	Chile	22	0.8
13	Mexico	44	0.8	12	Peru	22	0.8
14	Russia	43	0.8	12	Russia	22	0.8
15	Kazakhstan	40	0.7	15	France	21	0.8
16	Colombia	35	0.6	16	Italy	20	0.8
17	Peru	25	0.4	16	Turkey	20	0.8
18	United Arab Emirates	24	0.4	18	Bolivia	17	0.6
19	Thailand	20	0.4	19	Argentina	16	0.6
20	Italy	19	0.3	20	Mexico	14	0.5
2 NEW YORK				4 MASSACHUSETTS			
		Students	% of students			Students	% of students
	State total	3,525	100.0		State total	2,160	100.0
1	China	861	24.5	1	Japan	959	44.4
2	Brazil	462	13.1	2	China	549	25.4
3	Japan	365	10.3	3	Saudi Arabia	169	7.9
4	South Korea	293	8.3	4	Brazil	85	3.9
5	Colombia	259	7.3	5	South Korea	79	3.7
6	Saudi Arabia	123	3.5	6	Taiwan	48	2.2
7	Turkey	111	3.1	7	Russia	38	1.8
8	Mexico	101	2.9	8	Colombia	28	1.3
9	Germany	99	2.8	9	Thailand	22	1.0
10	France	69	2.0	9	Vietnam	22	1.0
11	Taiwan	68	1.9	11	Albania	11	0.5
12	Argentina	58	1.6	11	Turkey	11	0.5
13	Italy	55	1.6	13	France	9	0.4
13	Thailand	46	1.3	13	India	9	0.4
15	Peru	44	1.2	13	Indonesia	9	0.4
16	Ecuador	36	1.0	13	Peru	9	0.4
16	Russia	36	1.0	17	Mexico	8	0.4
18	India	32	0.9	17	Venezuela	8	0.4
19	Spain	31	0.9	19	Chile	7	0.3
20	Chile	22	0.6	19	Italy	7	0.3
20	Indonesia	22	0.6	19	Kazakhstan	7	0.3
20	Poland	22	0.6				

International Scholars

SCHOLAR CHARACTERISTICS

- 4.1 International Scholar Totals, 2000/01 – 2020/21 **101**
 - 4.2 Visa Status, Gender, and Primary Function of International Scholars, 2016/17 – 2020/21 **101**
 - 4.3 Major Field of Specialization of International Scholars, 2016/17 – 2020/21 **102**
 - 4.4 Detailed Major Field of Specialization of International Scholars, 2019/20 & 2020/21 **103**
-

PLACES OF ORIGIN

- 4.5 Top 25 Places of Origin of International Scholars, 2019/20 & 2020/21 **104**
 - 4.6 International Scholars By Place of Origin, 2019/20 & 2020/21 **105**
-

U.S. DESTINATIONS AND INSTITUTIONS

- 4.7 International Scholars by U.S. State or Territory, 2016/17 – 2020/21 **108**
- 4.8 Leading Institutions Hosting International Scholars, 2020/21 **110**

4.1 INTERNATIONAL SCHOLAR TOTALS, 2000/01–2020/21

	International scholars	% annual change		International scholars	% annual change		International scholars	% annual change
2000/01	79,651	6.8	2007/08	106,123	8.0	2014/15	124,861	2.4
2001/02	86,015	8.0	2008/09	113,494	6.9	2015/16	134,014	7.3
2002/03	84,281	-2.0	2009/10	115,098	1.4	2016/17	134,379	0.3
2003/04	82,905	-1.6	2010/11	115,313	0.2	2017/18	135,009	0.5
2004/05	89,634	8.1	2011/12	116,917	1.4	2018/19	136,563	1.2
2005/06	96,981	8.2	2012/13	122,059	4.4	2019/20	123,508	-9.6
2006/07	98,239	1.3	2013/14	121,914	-0.1	2020/21	85,538	-30.7

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

4.2 VISA STATUS, GENDER, AND PRIMARY FUNCTION OF INTERNATIONAL SCHOLARS, 2016/17 – 2020/21

		% of total scholars				
		2016/17	2017/18	2018/19	2019/20	2020/21
Visa status	B	2.4	2.5	2.0	1.6	0.3
	F-1 OPT	4.3	4.5	5.2	5.3	7.5
	H-1B	18.8	18.1	19.2	20.7	29.8
	J-1 Scholar	71.2	71.1	70.1	69.0	58.4
	O-1	0.5	0.6	0.6	0.7	1.0
	TN	1.0	0.9	0.9	0.9	1.2
	Other	1.8	2.3	2.1	1.8	1.7
Gender	Female	41.5	39.7	40.2	41.2	39.7
	Male	58.5	60.3	59.8	58.8	60.3
Primary function	Both Research & Teaching	5.7	5.6	7.4	5.7	7.3
	Clinical	2.7	2.2	2.5	2.2	3.6
	Research	80.1	79.9	78.8	79.6	77.1
	Teaching	7.3	7.3	7.3	8.5	9.2
	Other Function	4.2	4.9	4.1	4.0	2.9
TOTAL		134,379	135,009	136,563	123,508	85,538

4.3 MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2016/17 – 2020/21

	% of total scholars				
	2016/17	2017/18	2018/19	2019/20	2020/21
Science, Technology, Engineering, and Math	76.0	77.0	77.3	77.5	81.3
<i>Physical and life sciences</i>	33.7	34.3	35.3	35.3	40.2
<i>Engineering</i>	17.1	17.6	17.7	16.9	15.7
<i>Health professions</i>	14.6	14.4	13.3	14.1	14.6
<i>Math and computer science</i>	6.0	6.0	6.3	6.5	6.4
<i>Agriculture</i>	4.6	4.7	4.8	4.7	4.4
Social sciences	7.1	7.2	6.8	7.1	5.9
Business and management	3.2	3.5	3.7	3.4	2.8
Humanities	3.5	3.7	3.4	3.3	2.7
Fine and applied arts	1.8	1.8	1.9	1.8	1.5
Education	1.8	1.7	1.7	2.0	1.3
Legal studies and law enforcement	1.5	1.4	1.4	1.4	1.0
Communications and journalism	0.8	0.9	0.9	0.9	0.7
Other fields	4.3	2.7	2.9	2.7	2.8
TOTAL	134,379	135,009	136,563	123,508	85,538

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

4.4 DETAILED MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2019/20 – 2020/21

	2019/20	2020/21	% change		2019/20	2020/21	% change
Agriculture	5,856	3,735	-36.2	Legal studies and law enforcement	1,713	859	-49.9
Agriculture	4,525	2,973	-34.3	Homeland security, law enforcement, and firefighting	62	62	0.0
Natural resources and conservation	1,331	762	-42.7	Legal professions and studies	1,651	797	-51.7
Business and management	4,138	2,397	-42.1	Math and computer science	8,038	5,497	-31.6
Communications and journalism	1,104	579	-47.6	Computer and information sciences	4,562	2,967	-35.0
Communication, journalism	998	536	-46.3	Mathematics and statistics	3,476	2,530	-27.2
Communications technologies/technicians	106	43	-59.4	Physical and life sciences	43,571	34,383	-21.1
Education	2,460	1,152	-53.2	Biological and biomedical sciences	30,422	24,602	-19.1
Engineering	20,872	13,438	-35.6	Physical sciences	12,854	9,673	-24.7
Construction trades	23	11	-52.2	Science technologies/technicians	295	108	-63.4
Engineering	19,696	12,892	-34.5	Social sciences	8,810	5,070	-42.5
Engineering technologies/technicians	1,084	490	-54.8	Area, ethnic, cultural and gender studies	1,560	852	-45.4
Mechanic and repair technologies/technicians	6	6	0.0	History	571	335	-41.3
Military technologies	5	2	-60.0	Psychology	1,243	871	-29.9
Precision production	0	0	0.0	Public administration and social service professions	863	673	-22.0
Transportation and materials moving	58	37	-36.2	Social sciences	4,573	2,339	-48.9
Fine and applied arts	2,178	1,295	-40.5	Other fields of specialization	3,358	2,381	-29.1
Architecture	914	630	-31.1	Basic Skills	34	11	-67.6
Visual and performing arts	1,264	665	-47.4	Family and consumer sciences/human sciences	266	314	18.0
Health professions	17,362	12,464	-28.2	Liberal arts and sciences/general studies	672	360	-46.4
Health professions	15,904	10,315	-35.1	Library science	198	133	-32.8
Residency programs*	1,458	2,149	47.4	Multi/interdisciplinary studies	892	591	-33.7
Humanities	4,048	2,288	-43.5	Parks, recreation, leisure and fitness studies	348	244	-29.9
English language and literature/letters	686	303	-55.8	Personal and culinary services	21	5	-76.2
Foreign languages, literatures and linguistics	2,517	1,554	-38.3	Reserve officer training corps	72	5	-93.1
Philosophy and religious studies	779	370	-52.5	Other	855	718	-16.0
Theology and religious vocations	66	61	-7.6	TOTAL	123,508	85,538	-30.7

*In the recent update from CIP 2010 to CIP 2020, the Classification of Instructional Programs (CIP) added several new categories to Series 60, Professional Residency/Fellowship Programs. Figures reported from 2020/21 onward are not entirely comparable to prior years.

4.5 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL SCHOLARS, 2019/20 – 2020/21

	2019/20	2020/21	% of total	% change
WORLD TOTAL	123,508	85,538	100.0	-30.7
1 China	42,863	26,254	30.7	-38.7
2 India	13,511	12,714	14.9	-5.9
3 South Korea	7,007	4,928	5.8	-29.7
4 Canada	4,399	3,863	4.5	-12.2
5 Brazil	4,268	2,584	3.0	-39.5
6 Germany	4,177	2,419	2.8	-42.1
7 Italy	3,577	2,275	2.7	-36.4
8 Japan	3,566	2,243	2.6	-37.1
9 France	3,434	2,117	2.5	-38.4
10 United Kingdom	2,458	1,736	2.0	-29.4
11 Spain	2,422	1,553	1.8	-35.9
12 Mexico	1,595	1,345	1.6	-15.7
13 Iran	1,540	1,315	1.5	-14.6
14 Taiwan	1,703	1,164	1.4	-31.7
15 Turkey	1,593	1,084	1.3	-32.0
16 Israel	1,454	1,065	1.2	-26.8
17 Pakistan	955	820	1.0	-14.1
18 Colombia	1,088	777	0.9	-28.6
19 Australia	1,060	743	0.9	-29.9
20 Egypt	879	650	0.8	-26.1
21 Russia	868	625	0.7	-28.0
22 Greece	785	584	0.7	-25.6
23 Netherlands	991	553	0.6	-44.2
24 Argentina	632	506	0.6	-19.9
25 Poland	772	461	0.5	-40.3

4.6 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2019/20 – 2020/21

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
AFRICA, SUB-SAHARAN	1,960	1,483	1.7	-24.3	Cabo Verde/Cape Verde	1	1		0.0
East Africa	603	423	0.5	-29.9	Côte d'Ivoire/Ivory Coast	15	9		-40.0
Burundi	3	4		33.3	Gambia	4	7		75.0
Djibouti	3	2		-33.3	Ghana	216	169		-21.8
Eritrea	3	6		100.0	Guinea	1	1		0.0
Ethiopia	190	128		-32.6	Guinea-Bissau	0	1		—
Kenya	162	129		-20.4	Liberia	12	7		-41.7
Rwanda	35	27		-22.9	Mali	15	8		-46.7
Seychelles	2	0		-100.0	Mauritania	7	4		-42.9
Somalia	1	1		0.0	Niger	9	11		22.2
South Sudan	4	1		-75.0	Nigeria	443	394		-11.1
Sudan	39	34		-12.8	Saint Helena	0	0		0.0
Tanzania	47	20		-57.4	Senegal	36	20		-44.4
Uganda	114	71		-37.7	Sierra Leone	8	3		-62.5
Central Africa	111	93	0.1	-16.2	Togo	11	7		-36.4
Cameroon	69	71		2.9	ASIA	73,389	50,922	59.5	-30.6
Central African Republic	0	0		0.0	East Asia	55,454	34,775	40.7	-37.3
Chad	6	0		-100.0	China	42,863	26,254		-38.7
Congo, Republic of the (Brazzaville)	6	4		-33.3	Hong Kong	269	139		-48.3
Congo, Dem. Rep. of the (Kinshasa)	26	18		-30.8	Japan	3,566	2,243		-37.1
Equatorial Guinea	2	0		-100.0	Macau	17	10		-41.2
Gabon	2	0		-100.0	Mongolia	29	37		27.6
São Tomé and Príncipe	0	0		0.0	North Korea	0	0		0.0
Southern Africa	445	310	0.4	-30.3	South Korea	7,007	4,928		-29.7
Angola	2	2		0.0	Taiwan	1,703	1,164		-31.7
Botswana	18	11		-38.9	South & Central Asia	15,785	14,765	17.3	-6.5
Comoros	1	1		0.0	Afghanistan	28	10		-64.3
Eswatini	7	12		71.4	Bangladesh	425	442		4.0
Lesotho	8	3		-62.5	Bhutan	2	0		-100.0
Madagascar	22	19		-13.6	India	13,511	12,714		-5.9
Malawi	36	33		-8.3	Kazakhstan	111	66		-40.5
Mauritius	22	19		-13.6	Kyrgyzstan	15	11		-26.7
Mozambique	9	8		-11.1	Maldives	8	6		-25.0
Namibia	3	2		-33.3	Nepal	421	440		4.5
Reunion	0	0		0.0	Pakistan	955	820		-14.1
South Africa	222	117		-47.3	Sri Lanka	249	228		-8.4
Zambia	16	18		12.5	Tajikistan	16	8		-50.0
Zimbabwe	79	65		-17.7	Turkmenistan	10	6		-40.0
West Africa	801	657	0.8	-18.0	Uzbekistan	34	14		-58.8
Benin	13	9		-30.8	Southeast Asia	2,150	1,382	1.6	-35.7
Burkina Faso	10	6		-40.0	Brunei	2	0		-100.0
					Cambodia	20	10		-50.0

(cont'd)

4.6 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2019/20 & 2020/21 (cont'd)

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
Indonesia	184	126		-31.5	Netherlands	991	553		-44.2
Laos	3	0		-100.0	North Macedonia	35	19		-45.7
Malaysia	298	200		-32.9	Norway	298	80		-73.2
Myanmar	67	24		-64.2	Poland	772	461		-40.3
Philippines	295	187		-36.6	Portugal	387	268		-30.7
Singapore	245	196		-20.0	Romania	238	185		-22.3
Thailand	548	272		-50.4	Russia	868	625		-28.0
Timor-Leste/East Timor	2	1		-50.0	San Marino	0	0		0.0
Vietnam	486	366		-24.7	Serbia	201	145		-27.9
EUROPE	27,129	17,145	20.0	-36.8	Slovakia	106	70		-34.0
Albania	36	24		-33.3	Slovenia	88	56		-36.4
Andorra	1	1		0.0	Spain	2,422	1,553		-35.9
Armenia	55	31		-43.6	Sweden	475	230		-51.6
Austria	458	263		-42.6	Switzerland	641	415		-35.3
Azerbaijan	52	32		-38.5	Turkey	1,593	1,084		-32.0
Belarus	47	42		-10.6	Ukraine	281	206		-26.7
Belgium	463	304		-34.3	United Kingdom	2,458	1,736		-29.4
Bosnia and Herzegovina	24	10		-58.3	Vatican City/Holy See	0	0		0.0
Bulgaria	129	80		-38.0	Europe, unspecified	0	0		0.0
Croatia	124	85		-31.5	LATIN AMERICA	9,659	6,810	8.0	-29.5
Cyprus	67	56		-16.4	& CARIBBEAN				
Czech Republic	242	167		-31.0	Caribbean	390	267	0.3	-31.5
Denmark	381	173		-54.6	Anguilla	1	0		-100.0
Estonia	53	25		-52.8	Antigua and Barbuda	6	2		-66.7
Finland	251	144		-42.6	Aruba	0	0		0.0
France	3,434	2,117		-38.4	Bahamas	46	29		-37.0
Georgia	69	48		-30.4	Barbados	17	9		-47.1
Germany	4,177	2,419		-42.1	Bermuda	1	3		200.0
Gibraltar	0	2		—	British Virgin Islands	3	0		-100.0
Greece	785	584		-25.6	Cayman Islands	4	0		-100.0
Hungary	251	197		-21.5	Cuba	33	19		-42.4
Iceland	30	19		-36.7	Curacao	1	1		0.0
Ireland	390	251		-35.6	Dominica	40	6		-85.0
Italy	3,577	2,275		-36.4	Dominican Republic	56	38		-32.1
Kosovo	7	1		-85.7	Grenada	6	4		-33.3
Latvia	26	14		-46.2	Guadeloupe	1	0		-100.0
Liechtenstein	4	0		-100.0	Haiti	22	15		-31.8
Lithuania	84	51		-39.3	Jamaica	79	64		-19.0
Luxembourg	20	11		-45.0	Martinique	0	0		0.0
Malta	9	4		-55.6	Montserrat	0	0		0.0
Moldova	19	17		-10.5	Saint Kitts & Nevis	3	3		0.0
Monaco	1	3		200.0	Saint Lucia	9	11		22.2
Montenegro	9	9		0.0	Saint Vincent & Grenadines	2	2		0.0

(cont'd)

4.6 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2019/20 & 2020/21 (cont'd)

	2019/20	2020/21	% of total	% change		2019/20	2020/21	% of total	% change
Sint Maarten	0	0		0.0	Palestinian Territories	33	27		-18.2
Trinidad and Tobago	60	61		1.7	Qatar	4	11		175.0
Turks and Caicos	0	0		0.0	Saudi Arabia	619	397		-35.9
Mexico & Central America	1,961	1,629	1.9	-16.9	Syria	61	46		-24.6
Belize	9	11		22.2	United Arab Emirates	25	17		-32.0
Costa Rica	109	83		-23.9	Yemen	21	12		-42.9
El Salvador	52	34		-34.6	North Africa	1,213	894	1.0	-26.3
Guatemala	60	48		-20.0	Algeria	71	53		-25.4
Honduras	74	66		-10.8	Egypt	879	650		-26.1
Mexico	1,595	1,345		-15.7	Libya	52	42		-19.2
Nicaragua	26	19		-26.9	Morocco	117	76		-35.0
Panama	36	23		-36.1	Tunisia	94	73		-22.3
South America	7,308	4,914	5.7	-32.8	NORTH AMERICA	4,399	3,863	4.5	-12.2
Argentina	632	506		-19.9	Canada	4,399	3,863		-12.2
Bolivia	56	37		-33.9	OCEANIA	1,296	925	1.1	-28.6
Brazil	4,268	2,584		-39.5	Australia	1,060	743		-29.9
Chile	435	333		-23.4	Cook Islands	0	1		-
Colombia	1,088	777		-28.6	Fiji	1	2		100.0
Ecuador	180	135		-25.0	French Polynesia	0	0		0.0
Falkland Islands/ Islas Malvinas	0	2		-	Kiribati	0	0		0.0
French Guiana	4	0		-100.0	Marshall Islands	1	0		-100.0
Guyana	8	8		0.0	Micronesia	1	1		0.0
Paraguay	20	24		20.0	Nauru	0	1		-
Peru	327	245		-25.1	New Caledonia	0	0		0.0
Suriname	3	2		-33.3	New Zealand	219	167		-23.7
Uruguay	74	70		-5.4	Niue	0	0		0.0
Venezuela	213	191		-10.3	Norfolk Island	0	0		0.0
MIDDLE EAST & NORTH AFRICA	5,673	4,386	5.1	-22.7	Palau	1	6		500.0
Middle East	4,460	3,492	4.1	-21.7	Papua New Guinea	9	1		-88.9
Bahrain	9	10		11.1	Samoa	2	1		-50.0
Iran	1,540	1,315		-14.6	Solomon Islands	1	1		0.0
Iraq	81	68		-16.0	Tonga	1	1		0.0
Israel	1,454	1,065		-26.8	Tuvalu	0	0		0.0
Jordan	252	193		-23.4	Vanuatu	0	0		0.0
Kuwait	35	31		-11.4	Wallis and Futuna	0	0		0.0
Lebanon	316	291		-7.9	STATELESS	3	4	0.0	33.3
Oman	10	9		-10.0	WORLD TOTAL	123,508	85,538	100.0	-30.7

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

4.7 INTERNATIONAL SCHOLARS BY U.S. STATE OR TERRITORY, 2016/17 – 2020/21

	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
Alabama	1,200	1,624	1,679	1,640	1,314	-19.9
Alaska	92	92	72	43	30	-30.2
Arizona	2,845	2,635	2,518	2,379	1,777	-25.3
Arkansas	349	310	331	354	237	-33.1
California	24,050	24,000	24,087	21,865	13,658	-37.5
Colorado	2,238	1,619	1,852	1,917	1,418	-26.0
Connecticut	3,120	3,177	3,192	2,984	2,316	-22.4
Delaware	494	456	450	412	277	-32.8
District of Columbia	1,048	1,063	968	985	742	-24.7
Florida	3,600	3,832	4,013	3,548	2,195	-38.1
Georgia	3,538	3,827	3,782	3,437	2,451	-28.7
Hawaii	522	508	461	408	265	-35.0
Idaho	14	92	87	170	120	-29.4
Illinois	6,245	6,321	6,363	4,891	4,002	-18.2
Indiana	2,677	3,025	3,351	3,279	2,295	-30.0
Iowa	1,303	1,248	1,307	1,032	670	-35.1
Kansas	1,249	1,059	1,045	966	663	-31.4
Kentucky	1,091	1,282	1,373	1,049	581	-44.6
Louisiana	819	837	811	956	649	-32.1
Maine	159	175	144	113	72	-36.3
Maryland	4,776	4,676	4,658	4,056	3,050	-24.8
Massachusetts	12,813	12,771	11,705	11,077	7,694	-30.5
Michigan	5,052	5,182	5,077	4,528	3,287	-27.4
Minnesota	1,625	1,528	1,614	1,658	1,336	-19.4
Mississippi	231	244	247	210	181	-13.8
Missouri	2,570	2,888	3,172	2,739	2,259	-17.5
Montana	258	243	181	65	54	-16.9
Nebraska	1,032	1,160	1,117	965	590	-38.9
Nevada	471	301	254	229	134	-41.5
New Hampshire	374	430	441	337	337	0.0
New Jersey	2,424	2,601	2,875	2,786	2,072	-25.6
New Mexico	406	372	420	287	186	-35.2
New York	9,680	9,963	10,475	9,070	5,827	-35.8
North Carolina	4,631	4,761	4,950	4,096	2,746	-33.0
North Dakota	236	227	294	281	225	-19.9
Ohio	2,874	3,069	3,845	3,418	2,330	-31.8
Oklahoma	679	613	680	709	355	-49.9
Oregon	874	843	845	682	373	-45.3
Pennsylvania	8,049	7,694	7,836	6,716	5,387	-19.8
Rhode Island	789	772	857	774	460	-40.6

(cont'd)

4.7 INTERNATIONAL SCHOLARS BY U.S. STATE OR TERRITORY, 2016/17–2020/21 (cont'd)

	2016/17	2017/18	2018/19	2019/20	2020/21	% change from 2019/20
South Carolina	710	658	703	762	460	-39.6
South Dakota	86	93	85	49	47	-4.1
Tennessee	1,659	1,212	1,288	1,335	1,160	-13.1
Texas	8,332	7,885	8,094	7,247	4,850	-33.1
Utah	785	738	790	235	157	-33.2
Vermont	417	413	433	400	191	-52.3
Virginia	1,256	1,500	1,429	1,409	1,137	-19.3
Washington	2,096	2,191	2,187	1,929	1,079	-44.1
West Virginia	223	582	512	463	359	-22.5
Wisconsin	2,005	2,176	1,572	2,508	1,441	-42.5
Wyoming	*	*	*	*	*	–
Puerto Rico	313	41	41	60	42	-30.0
Virgin Islands	*	*	*	*	*	–
U.S. TOTAL	134,379	135,009	136,563	123,508	85,538	-30.7

* Did not report

4.8 LEADING INSTITUTIONS HOSTING INTERNATIONAL SCHOLARS, 2020/21

			International scholars
Harvard University	Cambridge	MA	3,204
Columbia University	New York	NY	2,272
Yale University	New Haven	CT	2,100
University of California – Los Angeles	Los Angeles	CA	1,942
University of Michigan – Ann Arbor	Ann Arbor	MI	1,848
Johns Hopkins University	Baltimore	MD	1,835
University of California – San Diego	La Jolla	CA	1,831
Massachusetts Institute of Technology	Cambridge	MA	1,808
University of Pittsburgh – Pittsburgh	Pittsburgh	PA	1,668
Stanford University	Stanford	CA	1,602
University of Pennsylvania	Philadelphia	PA	1,530
University of California – Berkeley	Berkeley	CA	1,478
Washington University in St. Louis	Saint Louis	MO	1,478
University of California – San Francisco	San Francisco	CA	1,439
University of Minnesota – Twin Cities	Minneapolis	MN	1,313
University of Wisconsin – Madison	Madison	WI	1,272
University of California – Davis	Davis	CA	1,212
Purdue University – West Lafayette	West Lafayette	IN	1,154
University of Illinois – Urbana–Champaign	Champaign	IL	1,116
Duke University and Medical Center	Durham	NC	1,102
Northwestern University	Evanston	IL	1,066
Ohio State University – Columbus	Columbus	OH	1,064
University of Arizona	Tucson	AZ	1,062
Princeton University	Princeton	NJ	942
University of Florida	Gainesville	FL	941
Cornell University	Ithaca	NY	906
Rutgers University – New Brunswick	New Brunswick	NJ	903
University of North Carolina – Chapel Hill	Chapel Hill	NC	895
University of Washington	Seattle	WA	851
Texas A&M University – College Station	College Station	TX	827
California Institute of Technology	Pasadena	CA	823
Michigan State University	East Lansing	MI	820
University of Texas – Austin	Austin	TX	814
New York University	New York	NY	800
Boston University	Boston	MA	796
University of Alabama – Birmingham	Birmingham	AL	796
Emory University	Atlanta	GA	790
University of California – Irvine	Irvine	CA	779
University of Virginia – Charlottesville	Charlottesville	VA	764
University of Illinois – Chicago	Chicago	IL	737

Methodology

IN THIS SECTION

- 5.1 Response Rates: International Student Census Variables, 2011/12 – 2020/21 **113**
- 5.2 Response Rates: U.S. Study Abroad Survey Variables, 2011/12 – 2020/21 **113**
- 5.3 Response Rates: Intensive English Program Survey Variables, 2020 **114**
- 5.4 Response Rates: International Scholar Survey Variables, 2011/12 – 2020/21 **114**

INTRODUCTION

Open Doors is implemented by IIE in coordination with the U.S. Department of State's Bureau of Educational and Cultural Affairs. Every year, the *Open Doors Report on International Educational* includes data from four surveys: the International Student Census, U.S. Study Abroad Survey, Intensive English Program (IEP) Survey, and International Scholars Survey. In 2020/21, IIE collected institution-level data from over 3,000 higher education institutions and intensive English program providers located in the United States, District of Columbia, and U.S. territories. IIE administered the 2021 *Open Doors* surveys online from February through August 2021. The surveys were voluntary, resulting in variable response rates across surveys and specific questions.

CLASSIFICATION SYSTEMS

The *Open Doors* regional groupings of countries and other places of origin were based on the U.S. Department of State's list of world regions and states.¹ The *Open Doors* fields of study were based on the *Classification of Instructional Programs, 2020 Edition*, published by the U.S. Department of Education, National Center for Education Statistics (NCES).² In addition, IIE added a separate category for intensive English language.

IIE based institutional types on the 2018 Carnegie Classification of Institutions of Higher Education.³ As *Open Doors* used the Carnegie system for its institutional-level analyses and rankings, comparisons within institutional categories from *Open Doors* reports before 2019 may not be possible.

Open Doors used enrollment data from NCES to calculate the proportion of international students in U.S. higher education.⁴

INTERNATIONAL STUDENT CENSUS

The *Open Doors* International Student Census surveyed accredited, degree-granting higher education institutions approved by the U.S. Department of Homeland Security's Student and Exchange Visitor Information System (SEVIS) to host international students. Through 2020, *Open Doors* defined an international student as an individual enrolled in coursework at an accredited, degree-granting higher education institution in the United States on a temporary visa that allows for academic study. Due to the COVID-19 pandemic, *Open Doors 2021* made a definitional update to include all international students enrolled in coursework through an accredited, degree-granting higher education institution in the United States to include:

- Students on a temporary, non-immigrant visa, regardless of if the student was physically located in the United States and
- Students enrolled in coursework through a U.S. institution from outside the United States, regardless of visa status.

Individuals participating in Optional Practical Training were considered students in SEVIS and were included in the *Open Doors* international student totals. Immigrants (permanent resident with an I-151 or Green Card), U.S. citizens, undocumented immigrants, those with deferred action status, or refugees/asylees continued to not be included in *Open Doors*.

The *Open Doors* International Student Census collected international student enrollment data from fall 2020. IIE administered this survey from March through June 2021 to 2,885 U.S. higher education institutions. In 2021, 1,569 institutions responded to the survey, yielding a 54 percent response rate. Data were imputed for non-responding

institutions. The reporting institutions and imputees together accounted for 70 percent of all institutions surveyed. (See *Imputation and Estimation for more details*).

A total of 1,529 institutions (97 percent of responding institutions) reported international students in 2020/21. Key variables, including academic level, enrollment status, gender, visa status, field of study, and place of origin had response rates ranging from 90 percent to 99 percent (Table 5.1).

U.S. STUDY ABROAD SURVEY

The *Open Doors* U.S. Study Abroad survey included accredited, degree-granting higher education institutions in the United States that traditionally send students abroad for academic credit. A U.S. study abroad student was defined as a U.S. citizen or permanent resident enrolled in a degree program at an accredited, degree-granting higher education institution in the United States and studied abroad during the 2019/20 academic year, including summer 2020. The survey was divided into two distinct sections. The first section included only students who received academic credit from their home institution for study abroad. The overall number of students who studied abroad was derived from this number. The second section included students who engaged in non-credit experiential activities abroad, including work, internships, volunteering, research, and other activities, such as conferences and performances abroad.

The *Open Doors* U.S. Study Abroad survey collected data for the 2019/20

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

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

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

4. The NCES enrollment data used in *Open Doors* calculations were pulled in September 2020.

academic year, including summer 2020. IIE administered this survey from March through June 2021 to U.S. higher education institutions. In 2021, 1,171 institutions, or 55 percent of the 2,117 institutions surveyed, responded to the survey. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 69 percent of all institutions surveyed. (See *Imputation and Estimation for more details*).

Most institutions provided detailed information on the characteristics of

their students (Table 5.2). Response rates may exceed 100 percent due to a single student pursuing multiple majors or pursuing multiple study abroad experiences.

Study Abroad Participation Rates

The undergraduate participation rate was a proxy estimate of the proportion of students in two- or four-year cohorts who studied abroad at least once during their undergraduate careers. *Open Doors* used the undergraduate completion data from the U.S. Department of

Education, Integrated Postsecondary Education Data System (IPEDS) to calculate the undergraduate participation rate. The participation rate was 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) who received undergraduate degrees, as reported by IPEDS. Due to various factors, such as students dropping out before graduation (non-completions) and varying

5.1 RESPONSE RATES: INTERNATIONAL STUDENT CENSUS VARIABLES, 2011/12 – 2020/21

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Academic level	96.2	98.3	98.6	98.6	98.5	98.9	98.7	99.0	99.6	99.4
Enrollment status	92.0	93.7	91.7	94.1	92.3	93.4	94.2	94.1	95.7	94.9
Field of study	90.5	93.7	87.7	88.0	88.7	87.0	86.7	86.8	89.4	96.7
Fields of study by places of origin	43.8	70.5	71.1	72.6	76.5	78.4	82.5	82.9	83.6	89.9
Gender	92.8	94.0	88.0	86.1	91.2	87.3	88.5	87.9	90.6	90.2
Marital status	31.0	44.6	30.5	29.6	30.0	28.8	30.0	28.3	28.1	27.2
New and continuing	92.4	94.1	88.5	92.0	92.2	92.5	91.5	93.1	92.7	94.4
Place of origin	90.6	95.6	93.4	93.3	93.6	93.1	92.8	91.7	94.2	98.6
Source of funding	65.8	56.7	49.1	53.5	51.0	53.7	55.5	55.0	58.0	61.0
Visa	94.1	97.6	96.1	95.2	94.0	94.1	95.8	95.5	96.3	91.5
Total reported	764,495	819,644	886,052	974,926	1,043,839	1,078,822	1,094,792	1,095,299	1,075,496	914,095

5.2 RESPONSE RATES: U.S. STUDY ABROAD SURVEY VARIABLES, 2010/11 – 2019/20

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Academic level	88.1	95.2	94.7	95.8	94.8	96.8	97.5	97.8	98.2	98.6
Destination	94.0	98.6	97.4	97.9	98.0	98.5	99.8	99.3	100.7	99.0
Disability	16.3	20.1	22.5	21.9	23.4	26.6	27.5	28.8	29.3	33.2
Duration	91.3	98.9	98.2	97.7	97.5	100.4	100.2	99.5	100.7	100.6
Field of study	87.2	94.5	95.9	96.0	95.2	97.2	99.2	100.4	102.5	106.9
Gender	85.4	92.2	92.8	93.0	92.6	94.8	96.3	95.9	95.9	96.5
Non-credit learning	20.5	20.0	27.6	29.2	30.8	30.1	32.4	36.2	35.2	21.5
Program sponsorship	86.8	94.1	92.5	94.4	94.1	94.8	95.9	95.5	95.3	93.4
Race/ethnicity	61.4	67.2	68.8	71.2	73.1	76.3	79.0	81.1	82.0	85.6
Total reported	273,996	283,332	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633

cohort sizes from year to year, participation rates for individual institutions may exceed 100 percent. The IPEDS data was published in October 2021 and counts the number of students who received awards/degrees from July 1, 2019 to June 30, 2020. IIE calculated the national study abroad participation rate using the same methodology.

INTENSIVE ENGLISH PROGRAMS SURVEY

The *Open Doors* IEP Survey included higher education institutions that hosted international students whose primary focus was on intensive English study and independent entities that offered English language training. Through 2020, *Open Doors* defined an intensive English program student as an individual enrolled in intensive English study in the

United States on a temporary visa that allows for academic study. Due to the COVID-19 pandemic, *Open Doors* 2021 made a definitional update to include all individuals enrolled in intensive English study during the 2020 calendar year through a higher education institution or independent entity that offered English language training to include:

- Students on a temporary, nonimmigrant visa, regardless of if the student was physically located in the United States and
- Students enrolled in coursework through a U.S. institution from outside the United States, regardless of visa status.

The *Open Doors* IEP survey collected student enrollment during the 2020 calendar year (January 1 to December

31, 2020). Data elements in this survey included place of origin, program sponsorship, percentage of students intending to continue further (non-IEP) study in the United States, and program duration (18 hours or more, fewer than 18 hours). IIE collected total student enrollment and total student weeks (one student studying for one week). These two measures provided a more complete picture of IEP enrollments in the United States. Enrollment data from the IEP survey were not always congruent with IEP enrollment data from the International Student Census because the two surveys cover different populations and different timeframes.

IIE administered this survey from February through April 2021. In 2021, 298 institutions, or 46 percent of the 653 institutions surveyed, responded to

5.3 RESPONSE RATES: INTENSIVE ENGLISH PROGRAM SURVEY VARIABLES, 2020

	# reporting	% of reporting
Enrollment Status, Number of Students	249	83.6
Enrollment Status, Number of Student-Weeks	181	61.6
Percent of Students Intending Further (Non-IEP) Study	249	83.6
Place of Origin, Number of Students	284	95.3
Place of Origin, Number of Student-Weeks	277	94.2
Program Sponsorship	362	100.0
Total Number of Students	298	100.0
Total Number of Student-Weeks	294	98.7

5.4 RESPONSE RATES: INTERNATIONAL SCHOLARS SURVEY VARIABLES, 2011/12 – 2020/21

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Field of Specialization	82.5	89.9	88.1	88.9	90.9	87.9	87.3	87.8	86.7	91.1
Gender	85.8	97.2	94.1	94.0	94.6	95.1	95.2	96.2	97.4	96.4
Place of Origin	88.1	98.1	95.1	95.2	96.8	95.7	97.7	96.4	97.1	97.5
Primary Function	81.1	90.2	85.4	92.2	90.3	89.0	88.4	94.2	96.0	93.2
Visa	90.9	99.9	99.9	98.7	99.1	98.3	99.6	99.7	99.3	99.7
Total Reported	116,917	122,059	121,914	124,861	134,014	134,379	135,009	136,563	123,508	85,538

the survey. Response rates ranged from 100 percent for the total number of students to 62 percent for enrollment status by student weeks (Table 5.3). Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 55 percent of all institutions surveyed. (See *Imputation and Estimation for more details*).

INTERNATIONAL SCHOLARS SURVEY

The *Open Doors* International Scholars survey included doctoral, master's, and baccalaureate institutions and community colleges that are known to host international scholars. International scholars were defined as individuals on nonimmigrant visas engaged in temporary academic activities and not enrolled as students at a U.S. college or university. Individuals affiliated with public or private research institutes, research laboratories, or think tanks were not included.

The *Open Doors* International Scholars survey collected data for the period beginning July 1, 2020 and ending June 30, 2021. Institutions reported data on the scholars' primary function (research, teaching, both, clinical, or other), place of origin, academic field of specialization, gender, and visa status.

IIE administered this survey from June through August 2021. In 2021, 552 institutions, or 33 percent of the 1,690 institutions surveyed, responded to the survey. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 45 percent of all institutions surveyed. (See *Imputation and Estimation for more details*).

Most of the institutions that reported hosting international scholars in 2020/21 were able to provide detailed information on the characteristics of their scholars (Table 5.4).

IMPUTATION AND ESTIMATION

Throughout this publication, IIE calculated totals for international students, U.S. study abroad students, international scholars, and IEP students, and the various percentages reported directly from institutional survey responses. Student counts for other variables, such as field of study, place of origin, and so forth, were imputed. Not all institutions 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, IIE multiplied base or raw counts 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. In addition, due to rounding, percentages may not always add up to 100 percent (regardless of whether numbers were imputed).

Although most institutions reported academic-level breakdowns by place of origin, others were unable to do so. IIE used 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.

IIE used estimates based on counts from recent reporting years to account for non-reporting institutions that had a history of reporting to the *Open Doors* surveys and for which previous years' figures were not themselves estimated. For each *Open Doors* survey, these estimates were based on a prior year's number adjusted by the percentage change among institutions that reported in both the prior and the current years.

This data collection methodology 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. Although estimation refinements will continue to be made for future editions, the general practice of estimating based on previous years' numbers is consistent with *Open Doors*' analysis protocols in place since the 1970s.

Please visit the *Open Doors* website at opendoorsdata.org to find additional historical context and detailed methodological information not printed in this report.

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Our work on *Open Doors* is informed by two working groups comprised of experts in the international education field. The *Open Doors* Advisory Group includes the American Association of Collegiate Registrars and Admissions Officers, the American Association of Community Colleges, the College Board, Council of Graduate Schools, the National Association for College Admission Counseling, and NAFSA: Association of International Educators. In addition to these partners, the American Association of State Colleges and Universities, the American Council on Education, and the Association of Public and Land-Grant Universities coordinated with us to collect data in the annual Fall International Student Enrollment Snapshot.

Members of the *Open Doors* Study Abroad Working Group include representatives from the University of Minnesota, University of Michigan, American Association of Community Colleges, the California Colleges for International Education, Diversity Abroad, The Forum on Education Abroad, Hispanic Association of Colleges and Universities, NAFSA: Association of International Educators, and the Thurgood Marshall College Fund. Mobility International USA provided guidance on data collection of U.S. study abroad students' disability status.

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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

IIE wishes to acknowledge our partners and research affiliates who contribute their time and expertise to collecting comparable data on global student mobility worldwide.

Project Atlas Data Partners

Argentina: Argentina Ministry of Education

Australia: Australian Government Department of Education and Training

Canada: Canadian Bureau for International Education

Chile: Ministry of Education, Higher Education Division

China: China Scholarship Council

Denmark: Danish Agency for Science and Higher Education

Finland: Finnish National Agency for Education

France: Campus France

Germany: The German Academic Exchange Service

India: Association of Indian Universities

Israel: Council for Higher Education

Italy: Uni-Italia

Japan: Japan Student Services Organization

Mexico: National Association of Universities and Higher Education Institutions

Netherlands: The Dutch Organisation for Internationalisation in Education

New Zealand: New Zealand Ministry of Education

Norway: Norwegian Agency for International Cooperation and Quality Enhancement in Education

Poland: Polish National Agency for Academic Exchange

Republic of the Philippines: Commission on Higher Education

Russian Federation: Center for Sociological Research, Ministry of Education and Science

South Africa: International Education Association of South Africa

Spain: Spanish Service for the Internationalization of Education

Sweden: Swedish Institute

United Kingdom: British Council

United States: Institute of International Education

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)

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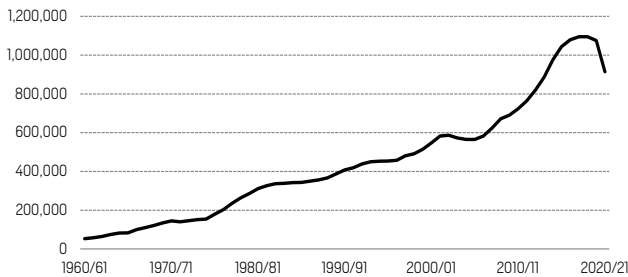
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INTERNATIONAL STUDENTS

Open Doors 2021 included international students enrolled at U.S. higher education institutions in the United States and online from abroad, and those on Optional Practical Training (OPT).

INTERNATIONAL STUDENT TRENDS

In 2020/21, the total number of international students at U.S. colleges and universities declined by 15% to 914,095 students.



	Total int'l students	% change	Total U.S. higher * education	% int'l
2016/17	1,078,822	3.4	20,185,000	5.3
2017/18	1,094,792	1.5	19,831,000	5.5
2018/19	1,095,299	0.05	19,828,000	5.5
2019/20	1,075,496	-1.8	19,720,000	5.5
2020/21	914,095	-15.0	19,744,000	4.6

NEW INTERNATIONAL STUDENT ENROLLMENT

	New int'l students	% change
2016/17	290,836	-3.3
2017/18	271,738	-6.6
2018/19	269,383	-0.9
2019/20	267,712	-0.6
2020/21	145,528	-45.6

U.S. STATES HOSTING INTERNATIONAL STUDENTS

	2019/20	2020/21	% change
California	160,592	132,758	-17.3
New York	126,911	106,894	-15.8
Texas	77,097	67,428	-12.5
Massachusetts	73,695	66,273	-10.1
Illinois	51,966	44,004	-15.3
Pennsylvania	50,070	42,477	-15.2
Florida	46,221	39,179	-15.2
Ohio	35,508	29,979	-15.6
Michigan	31,408	27,454	-12.6
Indiana	28,136	23,948	-14.9
Other States	393,892	333,701	-15.3

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

	Under-graduate	% change	Graduate	% change
2018/19	431,930	-2.4	377,943	-1.3
2019/20	419,321	-2.9	374,435	-0.9
2020/21	359,787	-14.2	329,272	-12.1

	Non-degree	% change	OPT	% change
2018/19	62,341	-5.0	223,085	9.6
2019/20	58,201	-6.6	223,539	0.2
2020/21	21,151	-63.7	203,885	-8.8

PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

	2019/20	2020/21	% of total	% change
WORLD TOTAL	1,075,496	914,095	100.0	-15.0
China	372,532	317,299	34.7	-14.8
India	193,124	167,582	18.3	-13.2
South Korea	49,809	39,491	4.3	-20.7
Canada	25,992	25,143	2.8	-3.3
Saudi Arabia	30,957	21,933	2.4	-29.2
Vietnam	23,777	21,631	2.4	-9.0
Taiwan	23,724	19,673	2.2	-17.1
Brazil	16,671	14,000	1.5	-16.0
Mexico	14,348	12,986	1.4	-9.5
Nigeria	13,762	12,860	1.4	-6.6
Japan	17,554	11,785	1.3	-32.9
Nepal	12,730	11,172	1.2	-12.2
Iran	11,451	9,614	1.1	-16.0
Bangladesh	8,838	8,598	0.9	-2.7
Turkey	9,481	8,109	0.9	-14.5
United Kingdom	10,756	8,028	0.9	-25.4
Indonesia	8,300	7,489	0.8	-9.8
Pakistan	7,939	7,475	0.8	-5.8
Colombia	7,787	7,107	0.8	-8.7
Kuwait	8,375	6,846	0.7	-18.3
Venezuela	6,855	6,122	0.7	-10.7
Hong Kong	6,778	5,878	0.6	-13.3
Spain	7,954	5,781	0.6	-27.3
France	8,471	5,643	0.6	-33.4
Germany	9,242	5,364	0.6	-42.0
Other Places of Origin	168,289	146,486	16.1	-13.0

U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2020/21

Institution	City	State	Students
New York University	New York	NY	17,050
Northeastern University – Boston	Boston	MA	15,880
Columbia University	New York	NY	15,015
University of Southern California	Los Angeles	CA	14,992
Arizona State University – Tempe	Tempe	AZ	13,015
University of Illinois – Urbana-Champaign	Champaign	IL	12,838
University of California – San Diego	La Jolla	CA	10,824
Boston University	Boston	MA	10,646
Purdue University – West Lafayette	West Lafayette	IN	10,500
University of California – Los Angeles	Los Angeles	CA	10,273
University of California – Berkeley	Berkeley	CA	9,184
University of Washington	Seattle	WA	8,777
University of Texas - Dallas	Richardson	TX	8,475
Pennsylvania State University – University Park	University Park	PA	8,267
University of Michigan – Ann Arbor	Ann Arbor	MI	8,252
University of California – Irvine	Irvine	CA	7,766
University of California – Davis	Davis	CA	7,422
Carnegie Mellon University	Pittsburgh	PA	7,396
University of Wisconsin – Madison	Madison	WI	7,139
Ohio State University – Columbus	Columbus	OH	6,865
All Other Institutions	-	-	703,519

Note: Percent distribution may not total 100.0 due to rounding

Note: Numbers include both enrolled international students and international students on Optional Practical Training (OPT) for all tables except new enrollments.

*Projection of Total U.S. Higher Education. Source: National Center for Education Statistics, 2020.

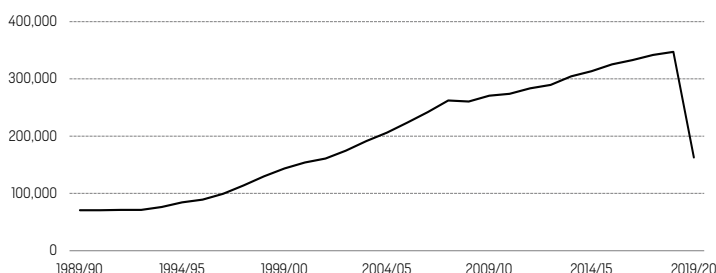
The Institute of International Education (IIE) has conducted an annual census of international students at U.S. universities since its founding in 1919. Known as the *Open Doors Report* since 1954, and supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State since 1972,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

INTERNATIONAL STUDENTS (cont'd)

PRIMARY SOURCE OF FUNDING	2020/21	% of total	SELECTED FIELDS OF STUDY	2019/20	2020/21	% of total	% change
Personal and Family	493,889	54.0	Engineering	220,542	190,590	20.9	-13.6
Current Employment	207,679	22.7	Math and Computer Science	205,207	182,106	19.9	-11.3
U.S. College or University	168,234	18.4	Business and Management	174,470	145,658	15.9	-16.5
Foreign Government or University	22,709	2.5	Social Sciences	84,440	76,419	8.4	-9.5
Foreign Private Sponsor	4,304	0.5	Physical and Life Sciences	81,971	75,029	8.2	-8.5
U.S. Private Sponsor	2,130	0.2	Fine and Applied Arts	64,501	51,101	5.6	-20.8
U.S. Government	1,058	0.1	Health Professions	34,934	32,468	3.6	-7.1
International Organization	501	0.1	Communications and Journalism	23,925	20,613	2.3	-13.8
Other Sources of Funding	13,591	1.5	Education	15,700	15,402	1.7	-1.9
			Intensive English	21,301	8,355	0.9	-60.8

U.S. STUDENTS STUDYING ABROAD

In 2019/20, the total number of U.S. students who studied abroad for academic credit declined by 53% to 162,633 students.



DURATION OF STUDY ABROAD	2018/19	2019/20	% change
Short-term			
8 weeks or less during the academic year	91,017	48,437	-46.8
Summer term	134,249	1,352	-99.0
Mid-length (One/two quarters or semester)	114,077	106,879	-6.3
Long-term (Academic or calendar year)	7,756	5,965	-23.1

HOST REGIONS	2018/19	2019/20	% of total	% change
Europe	193,422	94,230	57.9	-51.3
Latin America & Caribbean	47,954	21,819	13.4	-54.5
Asia	40,602	14,792	9.1	-63.6
Oceania	15,434	11,529	7.1	-25.3
Multiple Destinations	26,074	8,836	5.4	-66.1
Sub-Saharan Africa	13,455	5,444	3.3	-59.5
Middle East & North Africa	7,965	5,134	3.2	-35.5
North America	2,107	833	0.5	-60.5
Antarctica	86	16	0.0	-81.4

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

SELECTED FIELDS OF STUDY	2018/19	2019/20	% of total	% change
Business and Management	71,792	33,829	20.8	-52.9
Social Sciences	59,158	31,239	19.2	-47.2
Foreign Language & Int'l Studies	23,833	12,749	7.8	-46.5
Physical and Life Sciences	28,197	12,078	7.4	-57.2
Fine and Applied Arts	23,791	11,154	6.9	-53.1

RACE/ETHNICITY	2018/19	2019/20
White	68.7	70.0
Hispanic or Latino(a)	10.9	10.6
Asian or Pacific Islander	8.9	8.6
Black or African-American	6.4	5.5
Multiracial	4.7	4.8
American Indian or Alaska Native	0.4	0.5

DESTINATIONS	2018/19	2019/20	% of total	% change
WORLD TOTAL	347,099	162,633	100.0	-53.1
Spain	33,849	19,792	12.2	-41.5
Italy	39,043	19,731	12.1	-49.5
United Kingdom	39,358	19,147	11.8	-51.4
France	18,465	8,528	5.2	-53.8
Australia	10,665	8,252	5.1	-22.6
Ireland	11,777	4,712	2.9	-60.0
Germany	12,029	4,512	2.8	-62.5
Costa Rica	8,333	3,917	2.4	-53.0
Japan	8,928	3,406	2.1	-61.9
Denmark	4,846	3,130	1.9	-35.4
New Zealand	4,233	3,096	1.9	-26.9
Mexico	6,340	2,999	1.8	-52.7
Czech Republic	5,480	2,667	1.6	-51.3
China	11,639	2,481	1.5	-78.7
Netherlands	4,182	2,202	1.4	-47.3
South Africa	5,278	2,159	1.3	-59.1
South Korea	4,558	1,942	1.2	-57.4
Argentina	3,317	1,920	1.2	-42.1
Israel	3,532	1,893	1.2	-46.4
Greece	5,834	1,829	1.1	-68.6
Ecuador	3,675	1,787	1.1	-51.4
India	3,366	1,736	1.1	-48.4
Austria	3,039	1,405	0.9	-53.8
Chile	3,190	1,332	0.8	-58.2
Thailand	2,859	1,228	0.8	-57.0
Other Destinations	89,284	36,830	22.6	-58.7

PARTICIPATION	U.S. study abroad total	U.S. higher education total	%
All U.S. undergraduates studying abroad in academic year 2019/20	147,345	16,016,843*	0.9
All U.S. undergraduates who study abroad during their degree program	147,345	2,776,051**	5.3
U.S. Bachelor's students who study abroad during their undergraduate program	146,044	1,866,449***	7.8

U.S. Higher Education Data Source: National Center for Education Statistics, 2020

* Total undergraduate enrollment in the United States

** U.S. students receiving Associate and Bachelor's degrees

***U.S. students receiving Bachelor's degrees

Note: The numbers above do not include international students enrolled at U.S. higher education institutions studying abroad for academic credit.

OTHER FORMS OF EDUCATION ABROAD

In addition to the 162,633 U.S. students who received academic credit for study abroad in 2019/20, 252 institutions reported that an additional 11,256 U.S. students participated in non-credit work, internships, volunteering, and research abroad.

opendoors®

2021

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

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

The *Open Doors 2021 Report on International Educational Exchange* provides detailed information and analysis on:

- international students at U.S. higher education institutions in 2020/21,
- U.S. students who studied abroad for academic credit in 2019/20,
- international scholars who taught and conducted research at U.S. colleges and universities in 2020/21, and
- international students enrolled in intensive English programs in the United States in 2020.

The Institute of International Education (IIE), a world leader in international education, has conducted an annual statistical survey of international educational exchange activity into and out of the United States since 1948. The results of the survey have been published annually as the *Open Doors Report on International Educational Exchange* since 1955. The *Open Doors* project is sponsored by the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by IIE.

Cover: Elizabeth Claire Rose, *Desert Cranes*

ELIZABETH CLAIRE ROSE is an American artist who works with the printed multiple through printmaking and photography processes. Born in Central Illinois, Rose grew up exploring natural areas of the midwestern United States, cultivating her creativity and interests in ecology, biogeography, and the ecological importance of varied landscapes. Rose received her MFA in Printmaking from Tyler School of Art and Architecture at Temple University and a BA in Fine Art with a minor in Wilderness Studies from the University of Montana. Rose is an alumna of the Fulbright Program in Poland (2019-2020) where she was awarded a research grant in printmaking.



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