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REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

2022

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REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

Mirka Martel, Ph.D.

Julie Baer

Leah Mason, Ed.D.

Natalya Andrejko

Nora Nemeth

Institute of International Education

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Foreword

The *Open Doors* data demonstrates the commitment by international students to studying in the United States and by institutions to keeping their doors open.

Thanks to close collaboration with the U.S. Department of State beginning in 1920, IIE is fortunate to have over 100 years of data on international student mobility to the United States. Although the initial effects of the COVID-19 pandemic have been documented in previous *Open Doors* reports, the most recent *Open Doors* data provides evidence that international students are indeed returning to the United States and reengaging in international educational exchange, as has been the case with every other pandemic.

Demand for a U.S. education soared in 2021/22, with more than 260,000 new international students beginning a degree program at a U.S. higher education institution. Like so many who have gone before them, these students are eager to pursue a life-changing experience that will also benefit the campuses and communities that welcome them. The strong rebound in the number of international students traveling to the United States for the 2021/22 academic year suggests that the United States may soon surpass pre-pandemic levels.

The COVID-19 pandemic challenged U.S. higher education institutions as they sought to prioritize the health and safety of their U.S. and international students. Their decisions to temporarily suspend study abroad programs from U.S. institutions are reflected in the 2020/21 U.S. study abroad numbers. Yet, while nearly all programs were on hiatus during the academic year, U.S. students remained eager to pursue an international experience. Many institutions undertook innovative efforts to build out online global learning opportunities for thousands of U.S. students, and the data collected on summer 2021 shows that thousands of students returned to in-person study abroad when programs deemed it safe to reopen. Subsequent data we have collected shows this trend continuing.

The *Open Doors* data in this report reflects what we have seen during all the pandemics in our history – the unwavering commitment of international students to studying here and of U.S. colleges and universities to keeping their doors open.

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

Note from the Authors

This year's *Open Doors* highlights rebounds in international student and scholar mobility to the United States while also recording the continued effects of the COVID-19 pandemic on U.S. study abroad.

Open Doors 2022 presents findings that show the resounding resilience of the U.S. higher education system alongside the profound impact that the COVID-19 pandemic has had on international educational exchange to and from the United States. Reflected in all four *Open Doors* surveys, this year's data underscores U.S. higher education institutions' commitment to student and scholar mobility since the COVID-19 pandemic began. This commitment is also shown in institutions' efforts to return to in-person inbound and outbound exchange while ensuring the safety of students, faculty, and staff.

Over the past two years of *Open Doors*, our team has adapted our survey approaches, collection, and analyses to reflect the needs and realities of the COVID-19 pandemic. At the center of our approach is the historical imperative and commitment to the more than 70 years of mobility trends recorded through the *Open Doors* surveys. Although *Open Doors* data has been affected by external shocks in previous years, none were as wide-reaching as the effects of travel restrictions and border closures due to the COVID-19 pandemic.

As a result, we have continued to focus our analysis on the broad picture of international educational exchange while being sensitive to the variable effects of the COVID-19 pandemic on U.S. colleges and universities. Our continuation of the "COVID-19 in Context" sections is an opportunity to analyze this year's data within the context of a shifting international higher education landscape and the COVID-19 realities.

The international student section continues to use the expanded definition of an international student and speaks to the recovery of inbound mobility at U.S. higher education institutions in the 2021/22 academic year. The findings explore the strong rebounds in new international student enrollment, the returns to in-person study, and how growth

has varied by place of origin, academic levels, and institutional characteristics.

The U.S. study abroad section documents the significant impact of program suspensions in the 2020/21 academic year as U.S. higher education institutions took proactive steps to safeguard health and well-being amid the COVID-19 pandemic. We also report on the pivot to providing students with online global learning options and how study abroad is reemerging post-pandemic.

The findings from this year's intensive English program analysis highlight how programs are resuming in-person study as well as the variation in student profiles by program provider type. Finally, the international scholars section showcases strong growth across most world regions and the return of short-term scholar appointments in 2021/22.

We also provide several spotlight sections offering additional insight into notable trends, including an analysis of international student recruitment at community colleges and recent research on how colleges and universities can enhance pathways to study abroad for first-generation college students.

The global mobility section showcases the sustained interest among globally mobile tertiary students to enroll at institutions in diverse host destinations and notes future factors that may impact student mobility, such as institutional capacity to host students.

Finally, we would like to thank the thousands of colleagues at U.S. colleges, universities, and intensive English programs who continue to prioritize reporting to *Open Doors*. This institutional commitment to reporting allows us to again provide the field with critical data to tell the nuanced story of *Open Doors* this year.

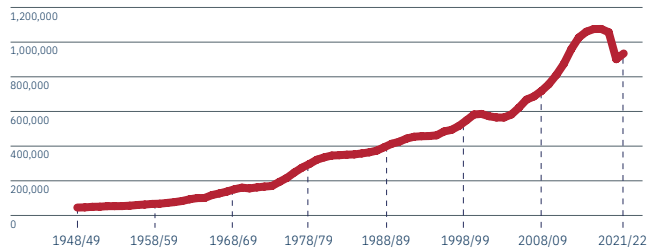
*Mirka Martel, Julie Baer, Leah Mason,
Natalya Andrejko, and Nora Nemeth*

DATA HIGHLIGHTS

International Students

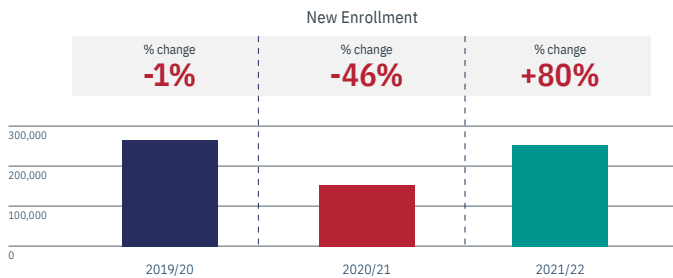
948,519 international students enrolled at U.S. higher education institutions and were on Optional Practical Training (OPT) in the 2021/22 academic year.

INTERNATIONAL STUDENTS, 1948/49 – 2021/22



In 2021/22, the total number of international students **increased by 4%** from the prior academic year.

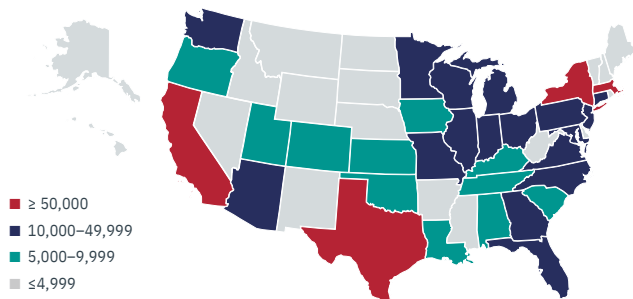
NEW INTERNATIONAL STUDENTS*



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

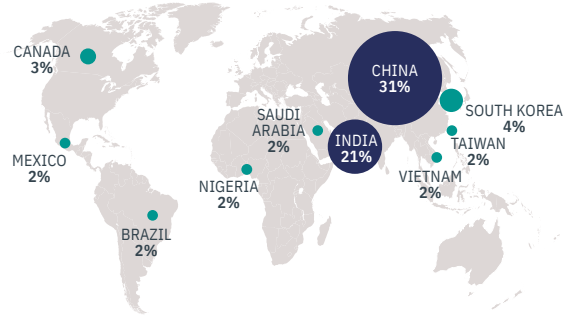
Newly enrolled international students rebounded by **80 percent** to **261,961** in 2021/22.

U.S. STATES HOSTING INTERNATIONAL STUDENTS, 2021/22



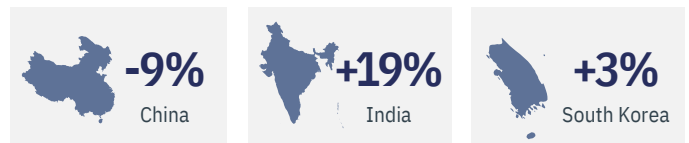
1 out of 4 international students studied at an institution in California or New York.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2021/22

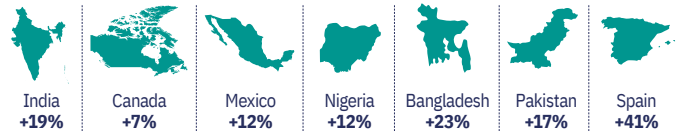


Students from China and India accounted for **52%** of international students.

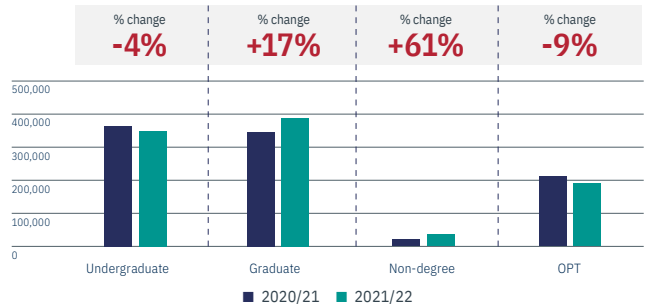
LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, PERCENTAGE CHANGE 2020/21 – 2021/22



International students from these countries rebounded to numbers higher than reported pre-pandemic in 2019/20:

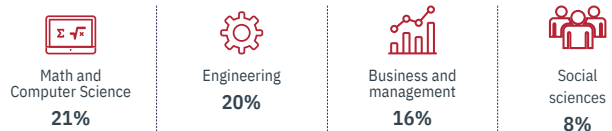


ACADEMIC LEVELS OF INTERNATIONAL STUDENTS



The number of international graduate students surpassed undergraduate students for the first time in a decade.

SELECTED FIELDS OF STUDY FOR INTERNATIONAL STUDENTS, 2021/22



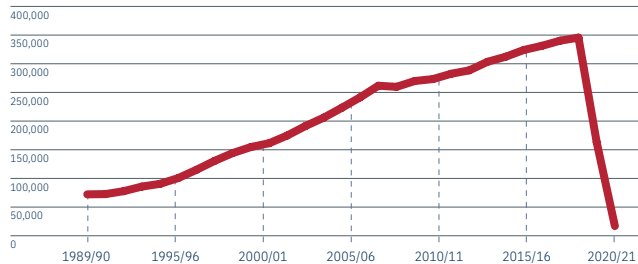
Math and computer science surpassed engineering as the leading field of study for international students in 2021/22.

DATA HIGHLIGHTS

U.S. Study Abroad

14,549 U.S. students studied abroad for academic credit in the 2020/21 academic year.

U.S. STUDENTS STUDYING ABROAD, 1989/90–2020/21



In 2020/21, the total number of U.S. students who studied abroad for academic credit **declined by 91%** to 14,549.

ONLINE GLOBAL LEARNING EXPERIENCES, 2020/21

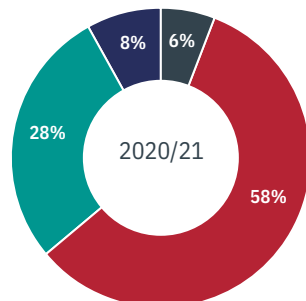
427 institutions reported that more than **32,000** students received academic credit for an online global learning experience.



62% of institutions offered multiple online global learning experiences.

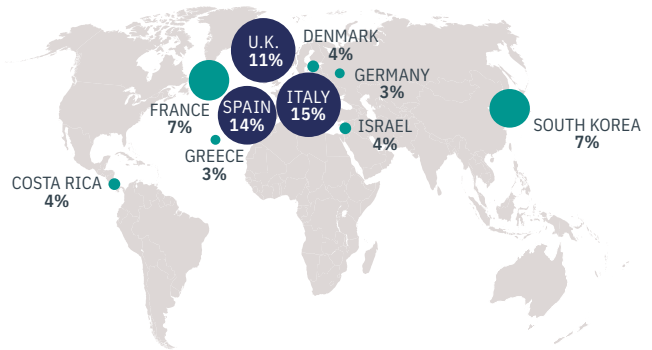
DURATION OF U.S. STUDY ABROAD, 2020/21

- Short-Term (Academic Year)
- Short-Term (Summer)
- Mid-Length (One/Two Quarters or Semesters)
- Long-Term (Academic or Calendar Year)



58% of all study abroad in the 2020/21 academic year occurred in the summer of 2021, an early indication of a return to in-person study abroad.

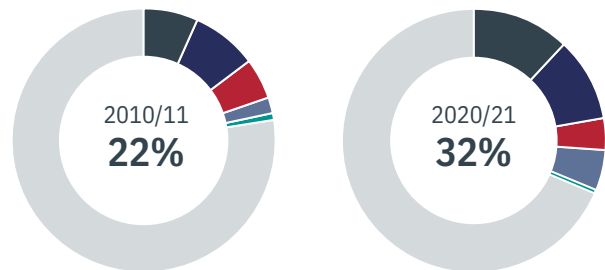
LEADING DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2020/21



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

RACE/ETHNICITY OF U.S. STUDENTS STUDYING ABROAD

- Hispanic or Latino
- Asian or Pacific Islander
- Black or African American
- Multiracial
- American Indian or Alaska Native
- White



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

SELECTED FIELDS OF STUDY FOR U.S. STUDY ABROAD, 2020/21



NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD, 2020/21

More than **1,500 U.S. students** participated in non-credit work, internships, volunteering, and research abroad, in addition to the 14,549 students who received academic credit for study abroad in 2020/21.

TOP 3 HOSTS OF U.S. NON-CREDIT EDUCATION ABROAD:



FIGURE 1 Leading Places of Origin of International Students, 2021/22

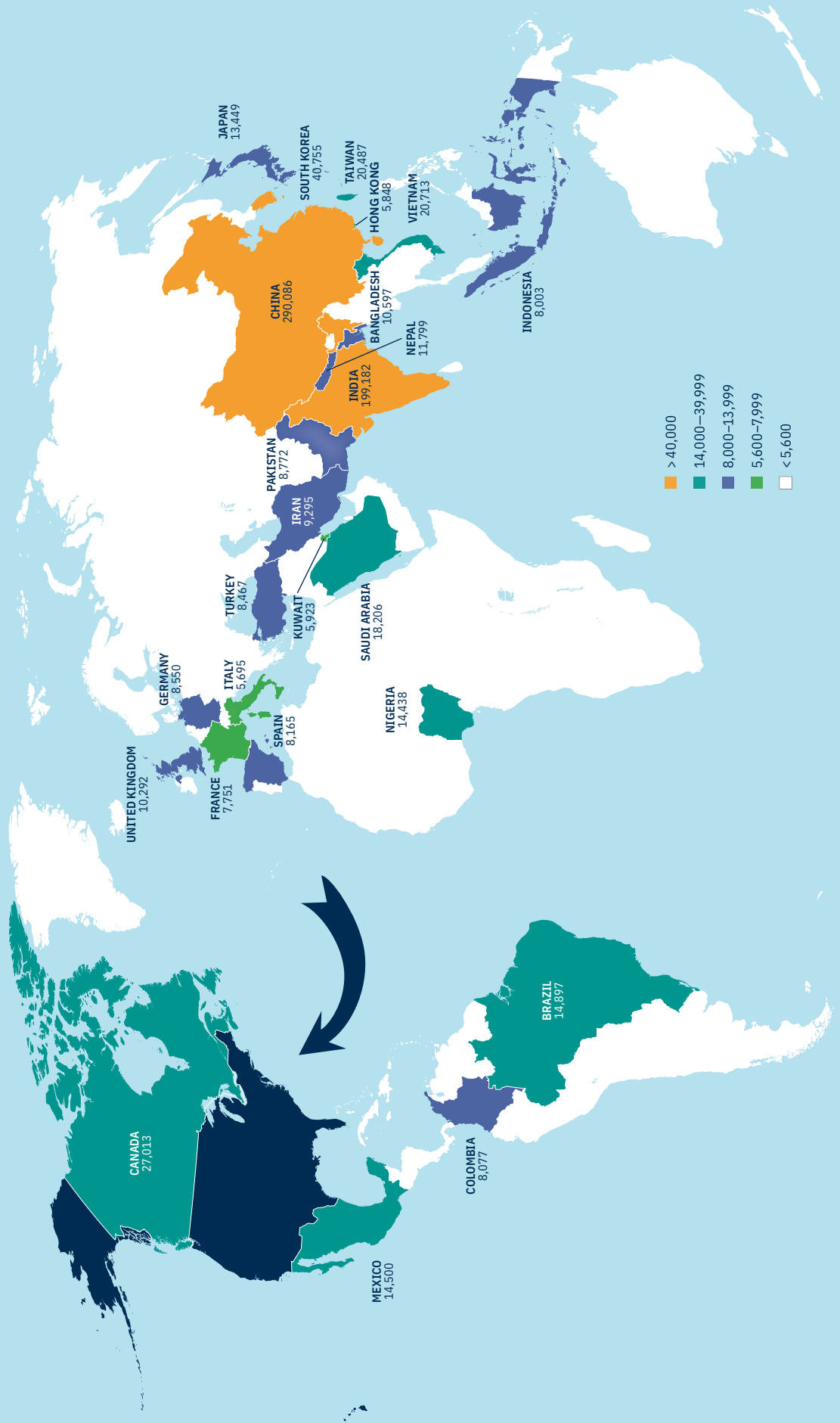
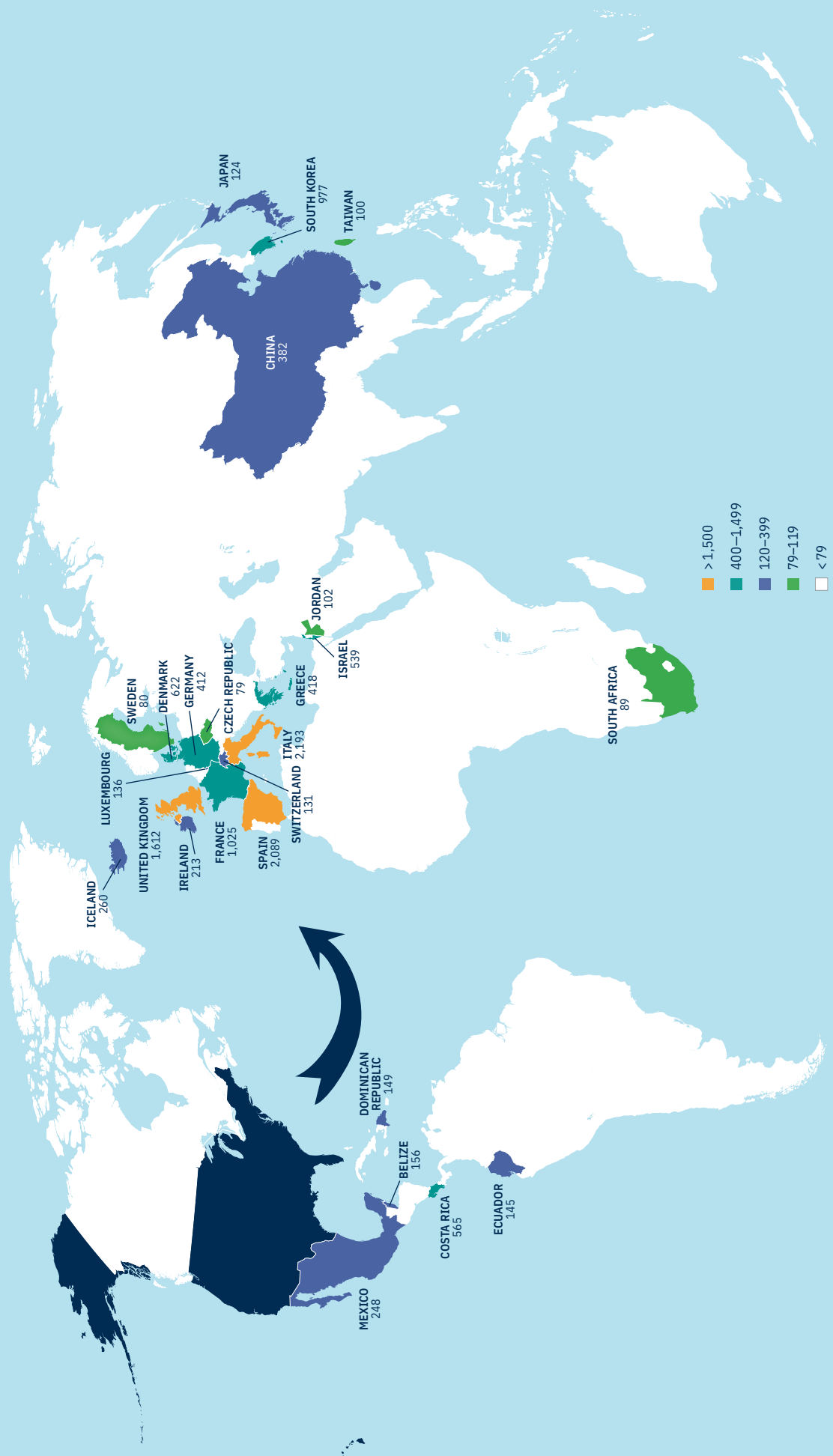


FIGURE 2 Leading Study Abroad Destinations of U.S. Students, 2020/21



International Students

Rebounds from the COVID-19 pandemic led to an 80 percent increase in new international student enrollments in 2021/22.

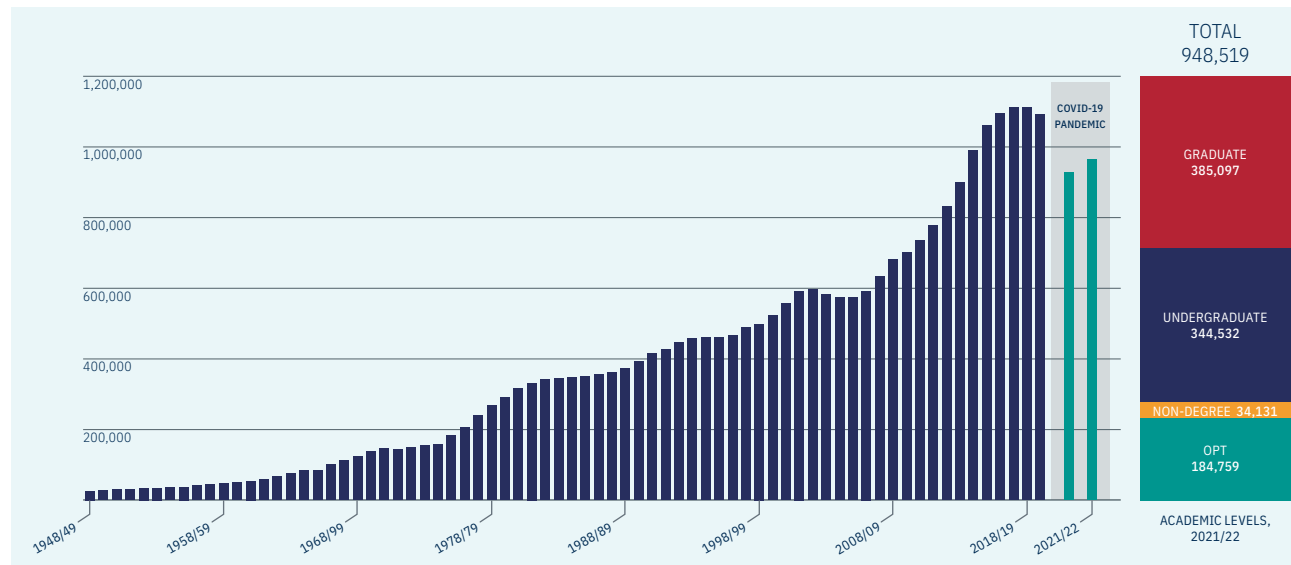


FIGURE 3
International students at U.S. higher education institutions, 1948/49 – 2021/22

The United States hosted 948,519 international students in 2021/22, an increase of 4 percent from the previous year (Table 1.1). International student mobility trends throughout the past 70 years reveal largely steady growth through 2019 (Fig. 3). Then, in 2020, the world witnessed an unprecedented shock due to the COVID-19 pandemic. In 2020/21, international student numbers fell by 15 percent to just over 914,000. One year later, in 2021/22, international student numbers rebounded to nearly 950,000 international students. This is a testament to the efforts of U.S. colleges and universities to welcome international students amid the pandemic and international students’ desire to pursue studies abroad in the United States.

NEW INTERNATIONAL STUDENT ENROLLMENT RETURNED TO PRE-PANDEMIC TOTALS

In 2021/22, new international student enrollments, which include students studying at their U.S. college or university for the first time, soared 80 percent to 261,961 students (Fig. 4). This increase was recorded across all academic levels and brought new international student totals to pre-pandemic levels (Table 1.2).

In 2020/21, due to the COVID-19 pandemic, new enrollments decreased by 46 percent, from more than 267,000 to

approximately 146,000 students, as many international students deferred enrollment or paused academic plans. As a result, only 16 percent of all international students began their studies in 2020/21. In contrast, 28 percent of all international students in the United States in 2021/22 were new students. The rebound of newly enrolled students signals that international students value a U.S. degree and remain interested in pursuing their education at U.S. higher education institutions.

GRADUATE STUDENT ENROLLMENTS SURPASSED UNDERGRADUATE ENROLLMENTS

Undergraduate and graduate students accounted for more than 75 percent of all international students (Table 1.3). The total number of graduate students (+17 percent) returned to levels higher than the pre-pandemic total in 2019/20. There was particularly strong growth at the master’s level (+29 percent), likely due to pent-up demand and student deferrals the prior year. As a result of this robust growth, the number of international graduate students at U.S. colleges and universities surpassed undergraduates for the first time in a decade. Undergraduate enrollments continued to decline at 4 percent, though it is noteworthy that first-year bachelor’s, or freshman, totals increased by 20 percent.

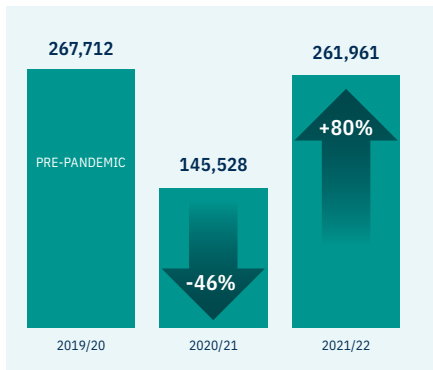


FIGURE 4
New international student enrollment, 2019/20 – 2021/22

The number of students pursuing Optional Practical Training (OPT) decreased for a second consecutive year by 9 percent. This decline was likely a result of smaller undergraduate and graduate cohorts in 2020/21 due to COVID-19, which reduced the total pool of students eligible to pursue OPT. Finally, students pursuing non-degree studies, such as short-term exchanges or intensive English programs, increased significantly, by 61 percent.

OVER HALF OF ALL PLACES OF ORIGIN INCREASED THEIR INTERNATIONAL STUDENT TOTALS

The United States hosted international students from nearly every place of origin (Table 1.14). The top three places of origin in 2021/22 continued to be China, India, and South Korea (Table 1.11). As in previous years, China and India made up 52 percent of the total international student population.

China continued to be the leading place of origin, with 290,086 international students, a 9 percent decline from the prior year. The largest proportion of students from China was enrolled at the graduate level (43 percent), with more than 123,000 students (Table 1.15).

The number of international students from India increased by 19 percent to 199,182 Indian students, which reflects pre-pandemic levels and approaches the all-time high of more than 202,000 students in 2018/19. The increase in the number of Indian students was primarily driven by enrollment at the graduate level, as approximately half (51 percent) of all Indian students were enrolled as graduate students. India also remains the leading place of origin for international students pursuing OPT, with more than 68,000 Indian students in the United States engaged in temporary employment related to their major area of study.

The diversity of international students at U.S. colleges and universities highlights the resilience of international educational exchange amid the COVID-19 pandemic. The growth in the overall number of international students who chose to study in the United States in 2021/22 was driven by increasing numbers of students from 58 percent of the 219 places of origin reported in *Open Doors* (Fig. 5). Furthermore, eight top places of origin (India, Canada, Mexico, Nigeria, Bangladesh, Pakistan, Spain, and Colombia) returned to numbers higher than reported before the COVID-19 pandemic in 2019/20.

MATH AND COMPUTER SCIENCE IS THE LEADING FIELD OF STUDY

Math and computer science surpassed engineering as international students' leading field of study in 2021/22 (Table 1.7). Growing by 10 percent, there were 200,301 students enrolled in math and computer science at U.S. institutions (Table 1.6). Engineering was the only top field of study that continued to decline, with a slight decrease of 1 percent to 188,194 students. Business and management, social sciences, and physical and life sciences also increased.

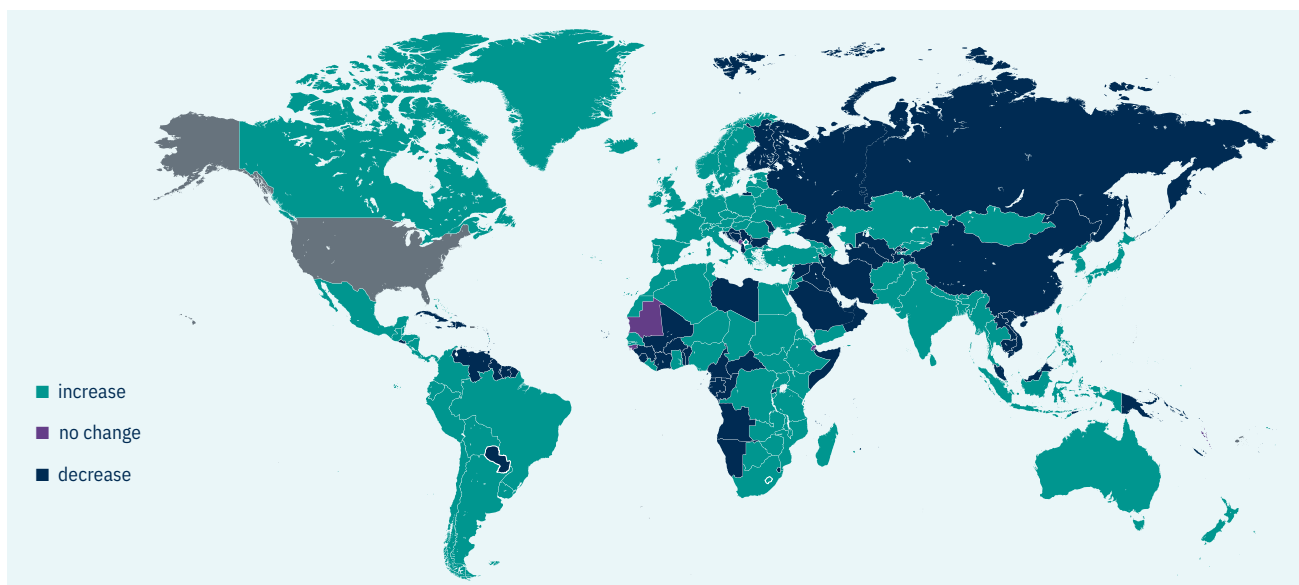


FIGURE 5 International student enrollment percent change, 2019/20 – 2021/22

U.S. Destinations of International Students

The international student rebounds occurred throughout the United States and across most institutional types.

International students sought educational opportunities at all types of institutions across the United States in 2021/22, with colleges and universities offering a wide array of options for students to find their best fit. The United States' more than 4,000 colleges and universities provide international students with educational options at all price points, outstanding reputations for teaching excellence, course offerings at all academic levels, opportunities to access advanced technology and research, and the ability to pursue work after graduation.

INCREASES IN INTERNATIONAL STUDENT NUMBERS OCCURRED ACROSS MOST INSTITUTIONAL TYPES

As institutions resumed in-person coursework, the rate of the rebound in international student numbers varied across U.S. institutions. Most colleges and universities across the United States reported growth in the number of international students in 2021/22.

Sector. The majority of international students continued to study at public colleges and universities (60 percent), and 39 percent attended private not-for-profit institutions in 2021/22, consistent with the proportions noted prior to the COVID-19 pandemic (Table 1.22). The number of

international students across both public and private not-for-profit institutions increased, with private not-for-profit institutions rising at a faster rate (+7 percent) than public institutions (+2 percent).

Institutional type. In 2021/22, three out of every four (78 percent) international students attended doctoral institutions (Table 1.23). The overall number of international students at doctoral institutions increased by 5 percent, with the number of international students at R1 universities, defined as doctoral institutions with very high research activity, growing by a strong 7 percent (Table 1.24). Baccalaureate colleges and special focus institutions also experienced growth in 2021/22 (+5 percent and +6 percent, respectively). In contrast, international student enrollment at associate's institutions declined by 13 percent. Associate's colleges, commonly referred to as community colleges, provide many international students with an affordable education that can then be transferred to a four-year degree. These institutions need continued support to build international student recruitment practices and highlight the benefits of community colleges to build future student interest (p. 16).

Geographic region. Colleges and universities in all 50 states, the District of Columbia, Puerto Rico, and the U.S.

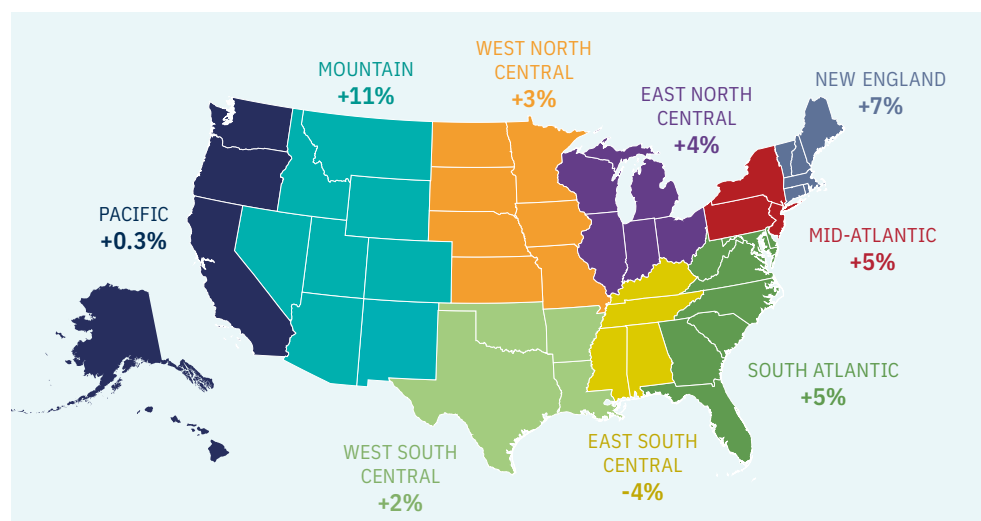


FIGURE 6
International student enrollment percent change by U.S. geographic divisions, 2020/21 – 2021/22

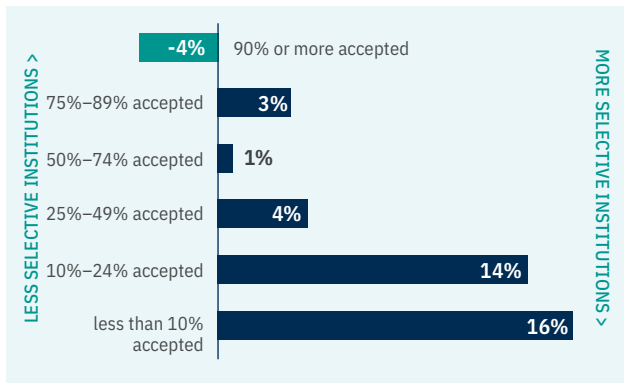


FIGURE 7 International student enrollment percent change by institutions' admissions selectivity, 2020/21 – 2021/22

Virgin Islands hosted international students in 2021/22 (Table 1.16). Most U.S. regions experienced notable growth in the number of international students in 2021/22, with eight of the nine geographic areas defined by the U.S. Census Bureau indicating increases (Fig. 6). The Mountain region reported the strongest growth (+11 percent), driven by strong expansion at several institutions within Arizona (+21 percent) that had focused on building online offerings to attract international students. The East Coast regions of New England (+7 percent), Middle Atlantic (+5 percent), and South Atlantic (+5 percent) also continued to report faster growth than the national average.

Selectivity. International student enrollment in the United States varied by an institution's admissions selectivity, consistent with analyses conducted prior to the COVID-19 pandemic.* The number of international students at more selective colleges and universities increased in 2021/22, with double-digit growth recorded at the highly selective institutions that admitted fewer than 25 percent of applicants (Fig. 7). This rate of growth returned some institutions to pre-pandemic international student enrollment levels. Conversely, institutions that admitted 90 percent of students or had an open admission policy experienced continued declines.

INSTITUTIONAL DIVERSIFICATION OF PLACES OF ORIGIN

One of the most frequently cited reasons institutions commit to internationalization initiatives is to diversify the student body (Soler et al., 2022). One metric to assess diversity is the unique number of places where international students originate from at a given higher education institution. In total, international students at U.S. colleges and universities came from more than 200 places of origin globally in 2021/22 (Table 1.14). At the institutional level, however, the

number of unique places of origin represented is often much smaller. On average, colleges and universities hosted students from 40 places of origin.

Although individual institutions have had success in attracting students from across the globe, diversification among places of origin often varies by institutional type and size. Doctoral universities hosted students from 77 countries on average in 2021/22, with those classified as R1, very high research activity, attracting students from 108 places of origin (Fig. 8). This was likely driven by doctoral institutions' capacity to host a larger number of students, robust recruiting efforts, and global name recognition. Comparatively, liberal arts colleges, community colleges, and special focus institutions hosted students from fewer than 30 places of origin on average in 2021/22. This level of diversity is comparable to pre-pandemic data on diversity reported in *Open Doors 2019*.

INSTITUTIONAL CAPACITY REMAINS HIGH

As institutions look to recruit international students from around the world, the United States continues to have extensive capacity to host international students. International students comprised only 5 percent of the approximately 20 million students enrolled at U.S. institutions (Table 1.1). In comparison, international students represented approximately 25 percent of the higher education population in the United Kingdom, Australia, and Canada (p. 29). In looking to the future, with U.S. student declines in higher education enrollment, international students may contribute to both campus diversification as well as stabilizing enrollment numbers throughout the United States (National Center for Education Statistics, 2021).

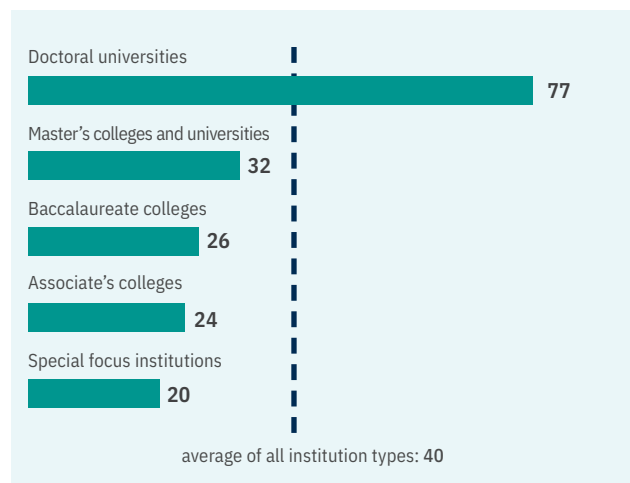


FIGURE 8 Average number of places of origin by institutional type, 2021/22

*IIE calculated admissions selectivity using data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). Admissions selectivity is based on the proportion of admitted students out of applicants (including U.S. and international applicants) in 2021, the most recent year for which data was available at the time of analysis.

COVID-19 in Context: International Students

The vast majority of international students began or resumed their studies in person at U.S. colleges and universities in 2021/22.

For the past two years, *Open Doors* has mapped the effects of the COVID-19 pandemic on international student mobility to the United States. This section explores international students' mode of study at U.S. campuses in the 2021/22 academic year and the options offered to students to delay or pause their studies. Further, the last section focuses on the continued support U.S. institutions provided to international students affected by the pandemic, particularly as related to mental health support.

ALMOST ALL NEW INTERNATIONAL STUDENTS BEGAN THEIR U.S. STUDIES IN PERSON

Prior to the COVID-19 pandemic, almost all international students pursued study in the United States in person (Martel et al., 2021). Data in the 2021/22 academic year signaled a return to this pre-pandemic state, with 90 percent of international students taking classes in person (Fig. 9). This is in stark contrast to findings in 2020/21, when less than half of these students (47 percent) studied in person at U.S. colleges and universities. At that point in time, most institutions offered hybrid study options and most international students pursued their studies online.

The change in the mode of study is particularly evident in an analysis of new international students pursuing study at U.S. colleges or universities for the first time. In the 2020/21 academic year, only 41 percent of new international students pursued study in person as international student enrollment in fall 2020 was affected by the COVID-19 pandemic travel and border closures (Baer & Martel, 2020). However, 89 percent of new international students pursued study in person in 2021/22, a significant increase from the previous year.

Looking ahead to the 2022/23 academic year, IIE's *Fall 2022 Snapshot* indicates that the focus on in-person learning will continue. Approximately 94 percent of international students in fall 2022 studied in person on U.S. campuses (Martel & Baer, 2022b). This shows that international students are drawn to the United States for

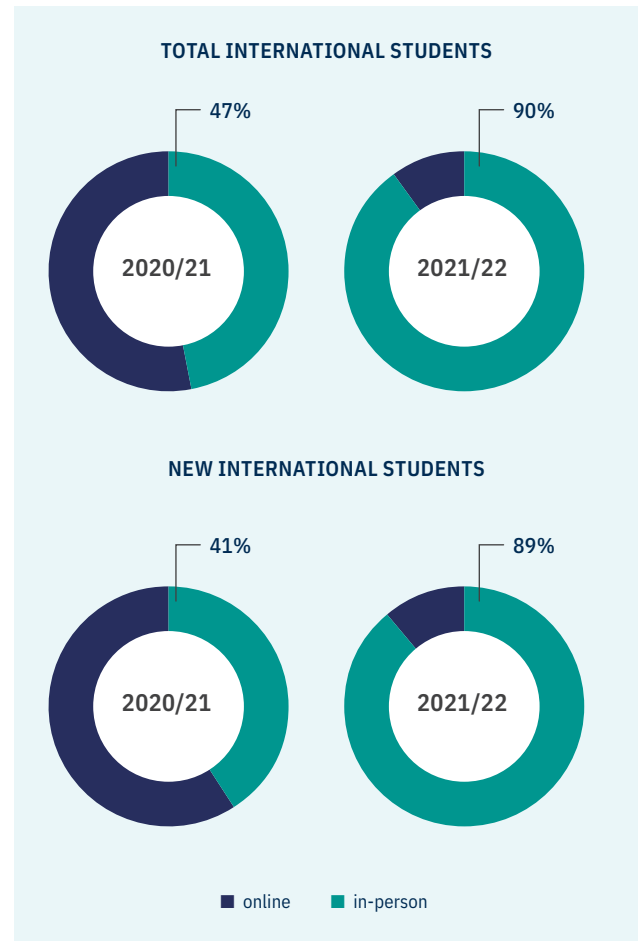


FIGURE 9 International students attending classes in person, 2020/21 – 2021/22

the holistic experience they receive on U.S. campuses and highlights their preference to return to the classroom.

FEWER INTERNATIONAL STUDENTS DEFERRED OR PAUSED THEIR STUDIES

Many decisions go into an international student's study journey, including travel, which institution to attend, and the health and safety conditions in the location where they pursue their study. The last two academic years were

filled with uncertainty regarding studying overseas, and many international students chose to defer or pause their studies. Data on deferrals and leaves of absence indicated that most international students resumed their studies in the 2021/22 academic year.

In 2019/20, prior to the COVID-19 pandemic, approximately 9,000 international students deferred their studies to a future year (Fig. 10). Then, at the height of the COVID-19 pandemic, the total number of deferrals increased dramatically to 47,499. In the 2021/22 academic year, 15,654 international students deferred study, mainly at the graduate level (63 percent). While not back to pre-pandemic levels, this year’s findings indicated that most students accepted to U.S. higher education programs chose to begin their studies rather than defer.

Similar to the data on deferrals, leaves of absence among international students also decreased in 2021/22. In the 2019/20 academic year, 3,817 international students took leaves of absence, which increased significantly to 10,354 in 2020/21. This increase was due to U.S. colleges and universities providing flexible options and opportunities to pause study, especially for international students who could not attend classes in person or were located outside the United States (Martel, 2020). In the 2021/22 academic year, a much lower number, 5,437 international students, pursued leaves of absence, reflecting a decrease of 48 percent from the previous year.

U.S. INSTITUTIONS PROVIDE MENTAL HEALTH SUPPORT TO INTERNATIONAL STUDENTS

Since the beginning of the COVID-19 pandemic, U.S. colleges and universities have provided sustained

support to international students related to health and well-being, communications, and travel-related concerns. The pandemic’s effect on student mental health at the university level has been of particular concern. Lower social interactions because of virtual learning and uncertainties surrounding their future negatively affected university-age students (Anderson, 2020). For international students, the fact that some were in the United States and away from their families, or conversely, in their home country and away from their university peers, further complicated the situation. IIE’s *Fall 2022 Snapshot* found that most institutions (84 percent) provide sustained mental health support to their international students (Martel & Baer, 2022b). This included access to mental health professionals and leaves of absence for physical or mental health reasons.

Mental health support has also been important for international students affected by the Ukraine/Russia conflict in the spring of 2022 (Martel & Baer, 2022a). Eighty-one percent of institutions hosting international students from Ukraine provided mental health counseling to these students, and 59 percent provided emergency student funding. Seventy-one percent of institutions hosting international students from Russia provided mental health support to their Russian students, indicating consolidated support to students from all backgrounds studying in the United States. As health and safety concerns continue and affect international students’ social and emotional well-being, U.S. colleges and universities increasingly look for tools to support a holistic study experience for their students (Chronicle, 2022).

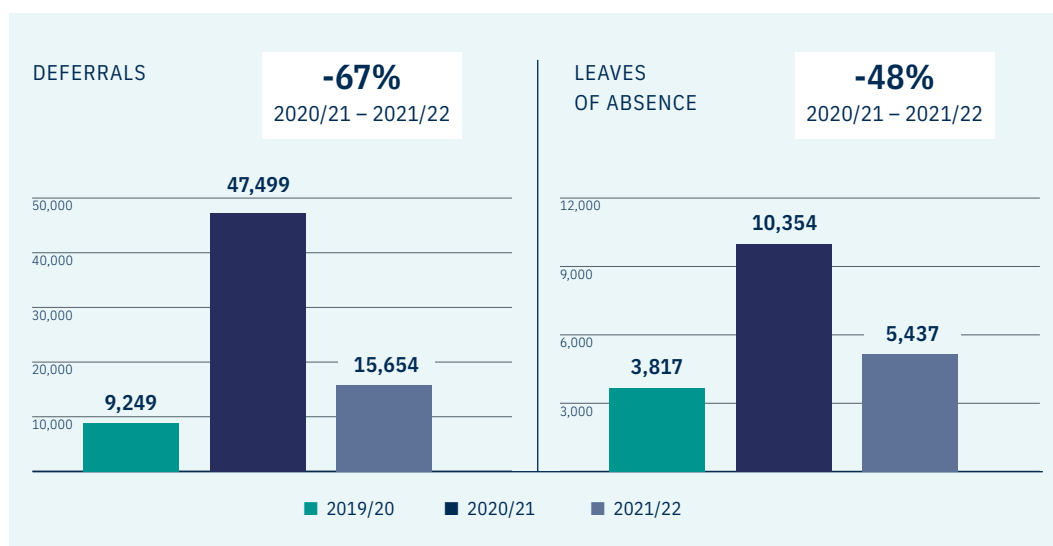


FIGURE 10
International student deferrals and leaves of absence, 2019/20 – 2021/22

Spotlight: International Students at Community Colleges

Community colleges hosted 49,099 international students in 2021/22 and continue developing promising recruitment practices.

Community colleges fill a unique space in the U.S. higher education system, supporting skill development and preparation for students to enter a global workforce. Over time, community colleges have focused with greater intention on internationalization, including welcoming international students. International education is a priority in community colleges' mission as it relates to employability and the development of international literacy skills (Raby, 2020).

This section provides an analysis of *Open Doors* data on international students at community colleges for the 2021/22 academic year, and then suggests promising practices for recruitment of international students at these institutions. The term 'community college' is used throughout this section when referring to associate's colleges or associate's/baccalaureate colleges as defined by the Carnegie Classification of Institutions of Higher Education (2022).

INTERNATIONAL STUDENT ENROLLMENT

U.S. community colleges hosted 49,099 international students in the 2021/22 academic year, representing 5 percent of the 948,519 international students at all U.S. colleges and universities (Table 1.23). While the COVID-19 pandemic impacted all U.S. institutions, the number of international students at community colleges decreased at a higher rate, with a drop of 24 percent in 2020/21, followed by a decline of 13 percent in 2021/22. At the same time, initial indicators for the 2022/23 academic year are positive. IIE's *Spring 2022 Snapshot* noted that the majority (68 percent) of community colleges cited an increase in international student applications, and community college respondents to the *Fall 2022 Snapshot* reported an increase in overall enrollment (Martel & Baer, 2022a; Martel & Baer, 2022b).

Places of Origin. International students introduce a broad range of diversity to U.S. community colleges. In 2021/22,

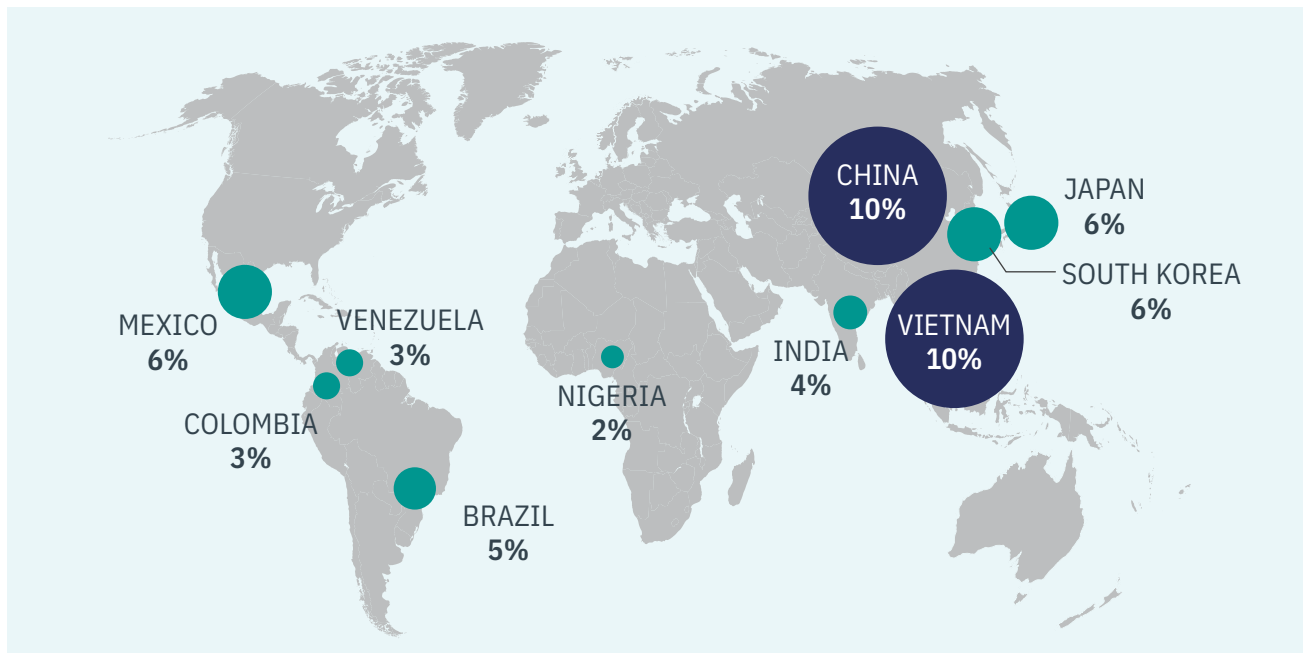


FIGURE 11 Top 10 places of origin of international students at community colleges, 2021/22

international students at community colleges hailed from 195 places of origin.

The leading places of origin of international students at community colleges vary considerably from the undergraduate student data. While China and India made up 40 percent of the total undergraduate international student population, China and Vietnam, the top two places of origin of international students at community colleges, comprised only 20 percent of the total international student population (Fig. 11). Japan, Mexico, and South Korea round out the top five places of origin, all of which had a higher proportion of international students at community colleges than in undergraduate statistics. Furthermore, Venezuela, Colombia, and Nigeria are among the top 10 places of origin at community colleges but not within the overall undergraduate population, which highlights the unique profile of students attracted to community colleges.

PROMISING PRACTICES FOR INTERNATIONAL STUDENT RECRUITMENT*

International student recruitment at U.S. community colleges varies widely across the more than 1,000 associate institutions that host international students. The budget available to support recruitment is among the many competing priorities at community colleges, which “operate with substantially fewer resources for core academic and student support functions than public four-year institutions” (CCRC, 2022). Each institution’s approach may look different depending on institutional support, resources, and access to the latest technology. Important factors to increasing international student enrollment at community colleges include:

Educating Leadership. Educating institutional leadership on the value of hosting international students at community colleges can be an important approach to gaining support for critical resources and the ability to create an institutional strategy for internationalization. This promising practice of leadership involvement is also noted by the American Council on Education’s (2022) Model for Comprehensive Internationalization as one of the six key areas of engagement.

Supporting the Whole Person. U.S. community colleges have unique support systems in place dedicated to educating the whole person, starting from where they are and focusing on what they need. U.S. community colleges can promote this built-in retention mechanism when recruiting international students, which often includes providing valuable resources, such as English language

training, academic preparation, and basic life skills for navigating life in the United States.

Developing Partnerships. Community colleges can cultivate partnerships to attract a diverse international student body to their campus. Examples of partnerships include the development of articulation agreements with four-year institutions, engaging with government-sponsored scholarship programs, and developing local partnerships with community organizations. Another important resource is the U.S. Department of State’s EducationUSA, which has hundreds of advising centers in more than 175 countries and territories that promote U.S. higher education institutions to prospective international students.

Engaging Current Students and Alumni. Community colleges can channel current students’ and alumni voices through initiatives designed to share their personal success stories with prospective international students. Community colleges can leverage social media platforms, websites, and other electronic means to amplify international student voices and connect them directly to prospective students.

Leveraging Technological Advancements. Community colleges can leverage the latest technological advancements to increase communication and engagement with international students. By opening avenues to communication throughout the admissions processes, some community colleges have been more responsive to students’ needs, leading to increased applications and admissions.

Building a Professional Network. Increasing engagement in professional organizations and networks benefits community college professionals through building knowledge and gaining insights from colleagues in the same field. Professional networks provide resources for educating leadership, responding to students’ needs, and building technical expertise among staff, which can contribute to an increased international recruitment pipeline.

The COVID-19 pandemic has presented U.S. community colleges with an opportunity to build on their internationalization efforts as they link their mission of preparing students for participation in the global workforce. A new set of tools and innovations has emerged, presenting institutions with different recruitment opportunities and improved access to international students. Although community colleges have limited financial resources to recruit students, they have enormous assets and value to offer international students who might not otherwise be able to pursue a U.S. higher education.

*This section is excerpted from Mason, L. (2022). *Welcoming international students at U.S. community colleges*. AIFS/IIE Global Education Research Report Series. Institute of International Education.

U.S. Study Abroad

Most U.S. study abroad programs were suspended in 2020/21 amid the height of the COVID-19 pandemic.

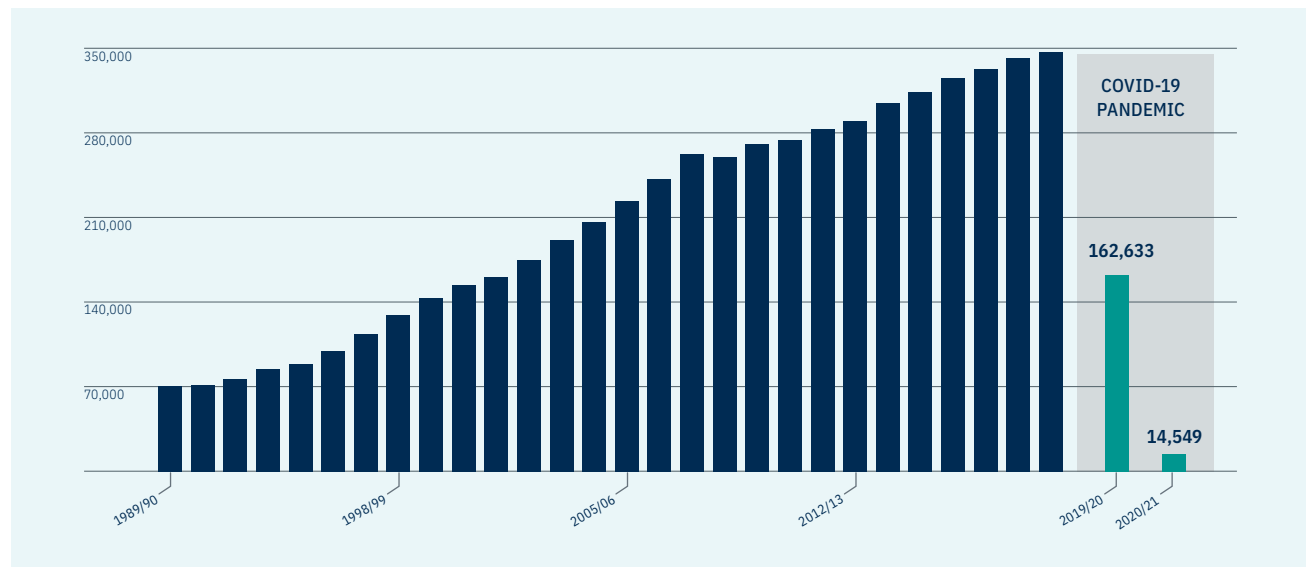


FIGURE 12 U.S. study abroad, 1989/90 – 2020/21

The data from the 2020/21 academic year documents the profound effects of the COVID-19 pandemic on U.S. study abroad. From fall 2020 through summer 2021, U.S. higher education institutions took proactive steps to safeguard the health and well-being of students, faculty, and staff, as well as destination institutions, partners, and communities. As a result, only 14,549 U.S. students studied abroad for academic credit from their home institution in the 2020/21 academic year, which reflected a 96 percent decline from the more than 347,000 students that studied abroad in the 2018/19 academic year before the COVID-19 pandemic began (Fig. 12).

It is important to consider the factors that affected study abroad in the 2020/21 academic year. At the beginning of the academic year in fall 2020, vaccines were not yet available. In addition, approximately 80 percent of destinations were classified Level 4, or “do not travel,” in spring 2021 (U.S. Department of State, 2021). By the summer of 2021, the COVID-19 Delta variant was spreading worldwide (CDC, 2022). As a result, many U.S. colleges and universities suspended programs to responsibly safeguard global public health.

STUDY ABROAD TRAVEL AMID THE PANDEMIC

For U.S. students who were able to study abroad, Europe continued to be the predominant destination for study abroad, with nearly two-thirds of students studying in this region (Table 2.6). Reflecting this regional trend, Italy, Spain, the United Kingdom, and France remained the leading host destinations, each hosting more than 1,000 U.S. study abroad students. Approximately half (48 percent) of all students studied in these top four destinations (Table 2.5). While the majority of U.S. students traveled to traditional destinations in Europe, small numbers of students continued to study in diverse destinations globally, with students traveling to 130 places around the world.

Many of the leading destinations in 2020/21 were places that reopened travel amid the COVID-19 pandemic, had historical relationships with a U.S. institution, or were locations of U.S. branch campuses that could continue to safely welcome students. As a result, the top destinations reflected several non-traditional study abroad locations. For example, South Korea and Israel ranked among the top 10 destinations. In comparison, Australia had consistently been one of the

leading destinations for U.S. study abroad and hosted more than 10,000 study abroad students prior to the pandemic (Martel et al., 2019). However, due to strict travel restrictions until December 2021, only 25 students were reported studying abroad in Australia in 2020/21 (ICEF Monitor, 2021).

STUDENT PROFILE REMAINS CONSISTENT WITH PREVIOUS YEARS

The suspension of study abroad affected all students across the United States. As such, the proportion of students engaged in study abroad across different classifications remained relatively comparable over the past three years (Table 2.2, Fig. 13).

Approximately 88 percent of study abroad students were at the undergraduate level, with the majority pursuing opportunities abroad in their junior or senior year. There was a slight uptick in the proportion of students going abroad in their senior year, which may be due to students availing themselves of study abroad opportunities in their senior year after not being able to participate in study abroad during their junior year due to COVID-19 restrictions.

Nearly two-thirds (66 percent) of students going abroad continued to be women. This year, however, *Open Doors* updated this variable to include data on nonbinary students. Although less than 1 percent of students identified as nonbinary in 2020/21, this metric provides recognition of students' gender identity. Collecting and reporting on this data further enables study abroad professionals to understand and address challenges facing this underrepresented population as institutions look to better support a diverse cohort of study abroad students.

In the 2020/21 academic year, approximately 32 percent of students came from underrepresented racial or ethnic backgrounds. As institutions look to the future, outreach to underrepresented students across all profiles is necessary to increase participation in study abroad. According to IIE's *COVID-19 Snapshot Survey Series*, approximately one-third of institutions cited working on expanding the diversity of study abroad students (Martel & Baer, 2021).

GROWTH IN ONLINE GLOBAL LEARNING

Institutions seeking to support students who could not study abroad in the 2020/21 academic year offered students a variety of online global learning experiences. As a result, in addition to the over 14,000 U.S. students who studied abroad, more than 32,000 students received academic credit for participating in online global learning experiences. The most popular online experiences included internships and consulting with global companies (49 percent), courses paired with partner

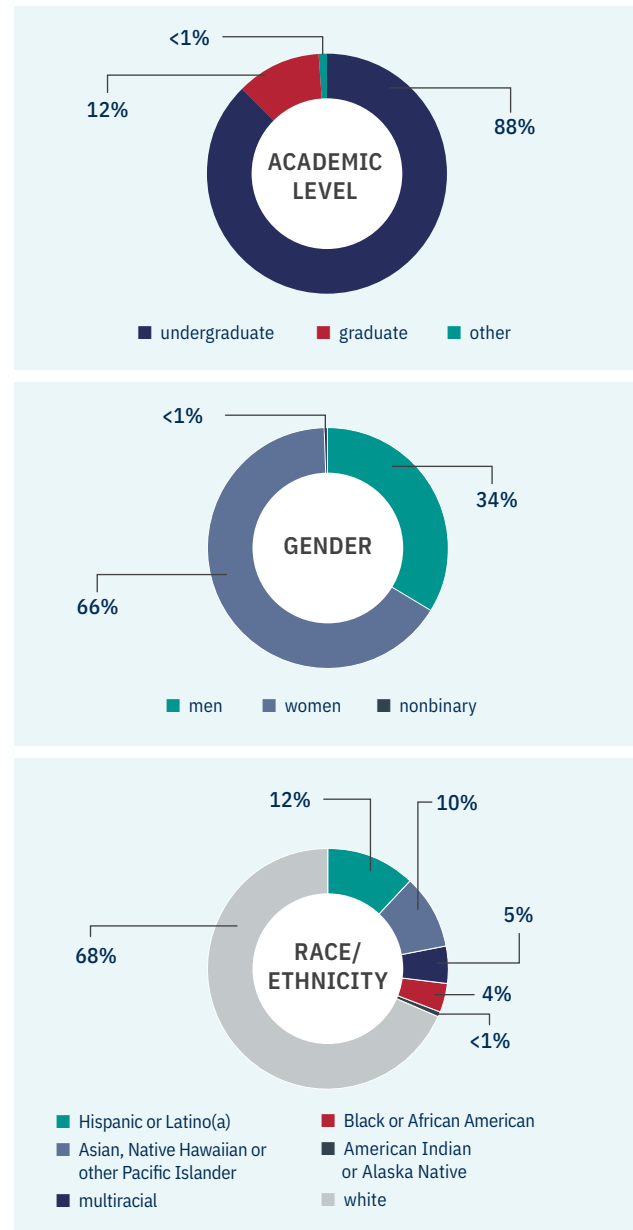


FIGURE 13 U.S. study abroad by academic level, gender, and race/ethnicity, 2020/21

institutions (40 percent), and collaborative project-based learning (38 percent). Furthermore, more than half of all institutions (62 percent) indicated offering multiple types of online global learning. These virtual educational experiences provided a critical way for students to continue gaining valuable global insights and perspectives, especially when students could not travel during the pandemic.

The number of institutions that reported offering online global learning opportunities nearly doubled from approximately 250 institutions in 2019/20 to 427 institutions in 2020/21. This increase showcases how U.S. colleges and universities nimbly reacted to providing online options when students were unable to travel due to the COVID-19 pandemic.

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

Early indicators point to the rebound of U.S. study abroad following steep declines in 2020/21.

STUDY ABROAD IS REEMERGING AMID SAFE TRAVEL CONDITIONS

Following the suspension of most study abroad programs during the height of the COVID-19 pandemic in the 2020/21 academic year (p. 18), early indications from across the field point to the return of study abroad for academic credit.

In fall 2020 and spring 2021, fewer than 7,000 students studied abroad, as many colleges and universities continued to suspend programs due to COVID-19 restrictions. Then, in summer 2021 some institutions resumed programs, sending 8,421 students abroad, up from 1,352 students in summer 2020. As a result, summer study abroad made up 58 percent of all study abroad in the 2020/21 academic year.

IIE's *COVID-19 Snapshot Survey Series* and *Spring 2022 Snapshot Report*, which collected data from more than 500 higher education institutions, recorded planning for the reemergence of study abroad since the onset of the COVID-19 pandemic. The vast majority of U.S. colleges and universities (94 percent) continued to promote study abroad throughout the COVID-19 pandemic, likely due to the numerous benefits of studying abroad personally, professionally, and academically (Martel & Baer, 2021). Furthermore, most institutions (56 percent) noted that demand for study abroad was stable or increased as

students remained interested in opportunities to study abroad.

Since the 2020/21 academic year, data indicated a positive return to study abroad. As of May 2022, nearly all institutions (91 percent) noted returning to in-person study abroad opportunities by fall 2022 (Fig. 14) (Martel & Baer, 2022a). Furthermore, in the 2022/23 academic year, as travel restrictions have been lifted and public health concerns have been alleviated by widespread vaccinations and increased safety protocols, the majority of colleges and universities (83 percent) anticipate growth in study abroad (Fig. 15). Although many institutions continue to offer online educational experiences, the vast majority of colleges and universities indicate that online global opportunities are not intended to replace in-person study abroad, and that interest in in-person study abroad remains strong. In the recently released *Mapping Internationalization on U.S. Campuses* (Soler et al., 2022), 51 percent of institutions reported study abroad as an anticipated future internationalization priority.

REBUILDING STUDY ABROAD WITH SAFETY CONSIDERATIONS

As institutions rebuild study abroad programs, colleges and universities are implementing measures to protect the

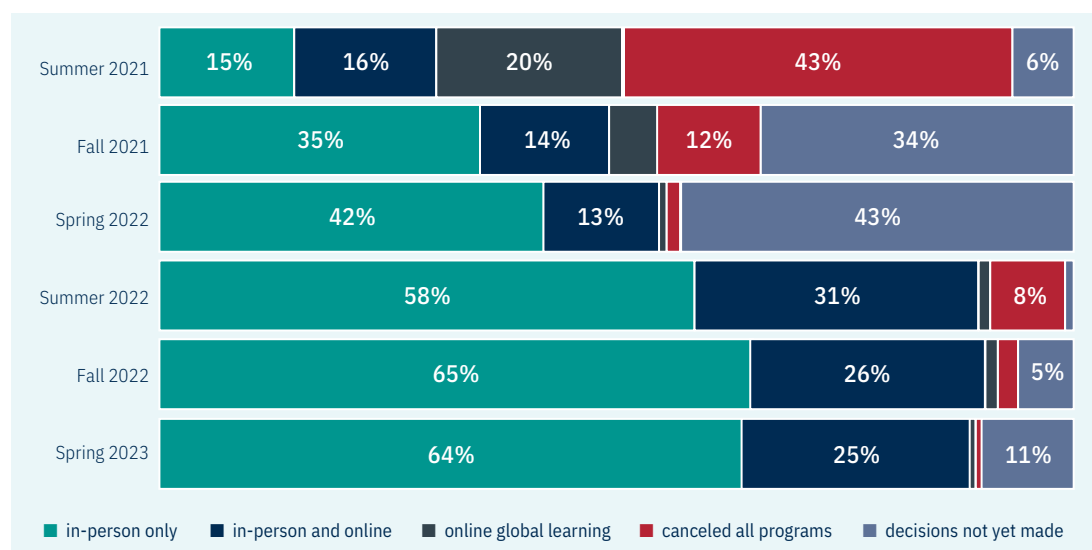


FIGURE 14
U.S. study abroad by mode of study, 2021 – 2023

Source: *Spring 2022 snapshot on international educational exchange*, by Martel & Baer, 2022a.

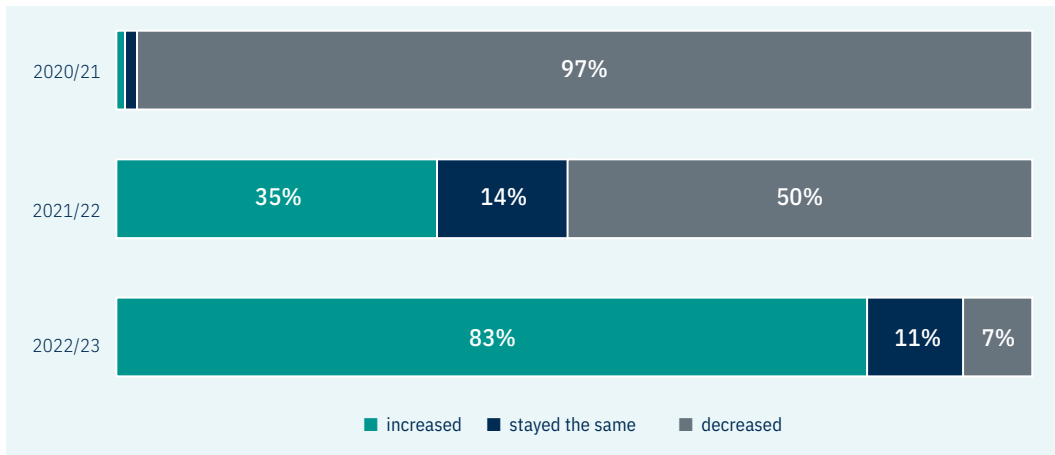


FIGURE 15
Changes in U.S. study abroad as reported by colleges and universities, 2020/21 – 2022/23

Source: Spring 2022 snapshot on international educational exchange, by Martel & Baer, 2022a.

safety of students, faculty, and host communities (Martel & Baer, 2022a). Approximately 81 percent of institutions reported that COVID-19 vaccinations were required to study abroad due to campus, study abroad provider, or destination country requirements. As the COVID-19 pandemic continues to affect communities worldwide, many colleges and universities have developed updated procedures and emergency protocols to respond to the new travel environment. Updates include providing resources on health care insurance and coverage while abroad (90 percent), how to handle positive COVID-19 test results (88 percent), testing protocols in the study abroad destination (73 percent), and hospital locations (54 percent).

Beyond addressing safety protocols, institutions have modified the structure of study abroad programs to manage risks associated with the COVID-19 pandemic. Approximately 44 percent of colleges and universities require at least two faculty or staff to accompany student travel abroad, allowing one person to stay with any students who tested positive for the COVID-19 virus. Institutions also reported providing alternate lodging arrangements to limit COVID-19 exposures (29 percent) and planning programs that ended earlier (11 percent), to allow students or faculty time to quarantine in the event of positive COVID-19 cases. These policies and protocols demonstrate how U.S. colleges and universities creatively adapted programs and remained committed to ensuring the health and safety of everyone abroad.

LONG-TERM IMPACTS OF THE COVID-19 PANDEMIC

The ramifications of the COVID-19 pandemic have left an indelible mark on many study abroad programs that will likely impact the field for years to come.

Due to the suspension of many programs, study abroad offices and providers had to make difficult financial decisions, that led to significant staffing cuts and the loss of institutional knowledge. As of September 2020, 80 percent of study abroad offices experienced budget cuts, and 40 percent

reported staff reductions (The Forum on Education Abroad, 2020). Furthermore, study abroad in nontraditional destinations was affected by a combination of factors, including that operations may have ceased due to low student numbers, stricter COVID-19 travel protocols, or institutional decisions to develop study abroad programs in countries with robust healthcare facilities or high COVID-19 vaccination rates (Redden, 2021). This phenomenon was evident in the 2020/21 *Open Doors* data, with 66 percent of students studying in traditional European destinations, which reflects the highest percentage reported since 1993/94 (Table 2.6). As institutions look to rebuild programs, nontraditional destinations outside of Europe may be slower to experience study abroad rebounds.

The COVID-19 pandemic has also led to innovation and reflective opportunities to establish promising practices for the future. Institutions reassessed how to better serve underrepresented students, with many colleges and universities committing to diversifying the population of students studying abroad. In addition, the U.S. Department of State’s Bureau of Educational and Cultural Affairs updated its Diversity, Equity, Inclusion, and Accessibility Statement in 2022, showcasing the United States’ commitment to providing study abroad opportunities to underserved communities.

Many have also used the increased online acumen of students and faculty to develop virtual exchanges and internships (p. 19). Furthermore, 72 percent of offices began advising online, and 68 percent of offices noted increased virtual outreach and promotion of study abroad, such as developing online study abroad fairs or education abroad conferences designed to reach a wider audience (Gallagher, 2021; Martel & Baer, 2021; The Forum on Education Abroad, 2020).

In the years to come, there will likely be further insights into how the COVID-19 pandemic has impacted the study abroad field. Still, it is notable that, despite overwhelming challenges, the international education field has been resilient and educational exchange rebounds following crises.

Spotlight: First-Generation College Students and Study Abroad

Higher education institutions can enhance pathways to access study abroad opportunities for first-generation college students.

First-generation college students^{*} represent a growing segment of the U.S. higher education population and are consistently underrepresented in study abroad programming (Cataldi et al., 2018; Rausch, 2017). According to the Consortium for Analysis of Student Success through International Education (CASSIE), only 8 percent of first-generation students study abroad (Bell et al., 2020). As such, there is an opportunity for education abroad leaders to focus on educational equity by examining pathways for underrepresented students to access study abroad as U.S. higher education institutions return to offering study abroad programming.

FIRST-GENERATION STUDENTS BENEFIT FROM STUDY ABROAD OPPORTUNITIES

Researchers have documented the challenges first-generation college students face at U.S. higher education institutions (Stebbleton & Soria, 2012; Watts et al., 2022). In addition to institutional, financial, and cultural barriers at an institution, first-generation college students may encounter additional obstacles to study abroad access (Lopez-McGee et al., 2018). These barriers range from family obligations and concerns about degree completion to a perception that studying abroad is not designed for them or a viable option in their academic plan. Most first-generation students assume that study abroad costs are beyond their financial means and do not take the time to ask about the costs or possible funding opportunities.

Despite these challenges, it is important to note the immense benefits of study abroad that researchers have identified. Studying abroad is considered a high-impact practice associated with greater student retention that promotes college completion and benefits all students (Bhatt et al., 2022; Farrugia & Sanger, 2017; Kuh, 2008; Valuy & Shao, 2021). First-generation college students who participate in a study abroad experience benefit from social, academic,

and professional growth (Dean & Kelly, 2020; Valuy & Shao, 2021). In fact, 94 percent of first-generation students who studied abroad earned their undergraduate degree within six years, compared to only 58 percent of first-generation students who did not study abroad (Bell et al., 2020) (Fig. 16). Study abroad also provides valuable practical experience, professional skills, a stronger resume, and preparation for future career choices, and may improve a student's competitiveness for jobs or graduate school by helping them stand out from other candidates.

CONSIDERATIONS FOR U.S. INSTITUTIONS TO SUPPORT FIRST-GENERATION STUDENT STUDY ABROAD

For some institutions, limited resources can create obstacles to supporting first-generation students and their study abroad options. The first obstacle is identifying who is a first-generation student, which affects how the complex identities of first-generation students are addressed. As a result, some institutions struggle to address students' multiple characteristics that intersect in ways that further disadvantage first-generation students. It is valuable to note that recent diversity, equity, and inclusion efforts at higher education institutions have prompted greater focus in this area, with some institutions already finding ways to customize study abroad outreach to first-generation students.

Study abroad offices value partnerships with faculty members who frequently interact with students and can provide information on and encourage first-generation college students to participate in study abroad opportunities. Some faculty act on their commitment to study abroad by designing and leading programs. These faculty-led programs can increase access to study abroad for students at their institution because they are designed with the financial and time constraints of their students in mind.

* A first-generation college student is defined here as an individual whose parents did not complete a baccalaureate degree.

ENHANCING PATHWAYS FOR FIRST-GENERATION STUDENTS TO ACCESS STUDY ABROAD

Enhancing pathways for first-generation students to access study abroad entails reviewing all aspects of study abroad programming, from outreach to reentry.

Institutions can bring greater awareness to study abroad opportunities for first-generation students by ensuring that study abroad is emphasized in the institution's broader internationalization plan. Campus internationalization plans might include partnerships with external programs such as the U.S. Department of State's Benjamin A. Gilman International Scholarship program or the Fund for Education Abroad to support funding first-generation student study abroad. Internally, it may include collaboration with faculty to design global learning activities and study abroad programming that inspires and encourages first-generation students to study abroad. Focusing on study abroad as a high-impact practice for first-generation student success can garner greater support across the institution. As a strategic priority, resources and funding may be more readily available to support campus study abroad initiatives.

It is important to demystify the study abroad application process to first-generation students. Interview participants described the application as the first practical barrier first-generation students face once they have decided to study abroad. They highlighted the need to review every step in the study abroad process in detail with students from the time they first begin asking about

programs through their return to campus after going abroad. In many cases, this included assisting students with program, passport, and visa applications, as well as booking airfare and other arrangements for their travel outside of the United States.

Institutions focus on preparing students for their study abroad experience but could enhance monitoring and reflection activities during and after study abroad to better support first-generation students. Interview participants noted that some first-generation students experience unexpected isolation during study abroad if their peers in the program are already familiar with the host country or are more adept at navigating travel outside the United States. Advising appointments throughout the program can help identify students who need additional support in-country. Continuing activities upon return to the United States, such as reentry workshops and symposia, can help students process their experience and learn to articulate the skills developed by studying abroad for future employers.

Sharing images and stories of other first-generation students who studied abroad is a powerful outreach tool that helps students visualize themselves as someone who can and should study abroad. Interview participants shared that first-generation students often do not realize studying abroad is an option for them. Connecting students with peers who studied abroad can bring the discussion to a different level and help students understand how to make study abroad possible for themselves.

Study abroad first-generation students earning a degree in 6-years



Non-study abroad first-generation students earning a degree in 6-years



FIGURE 16
Percentage of first-generation students who earned a degree in 6 years by study abroad status

Source: Consortium for Analysis of Student Success through International Education

U.S. Intensive English Programs

In 2021, 92 percent of intensive English programs returned to in-person instruction after providing flexible study options amid the COVID-19 pandemic.

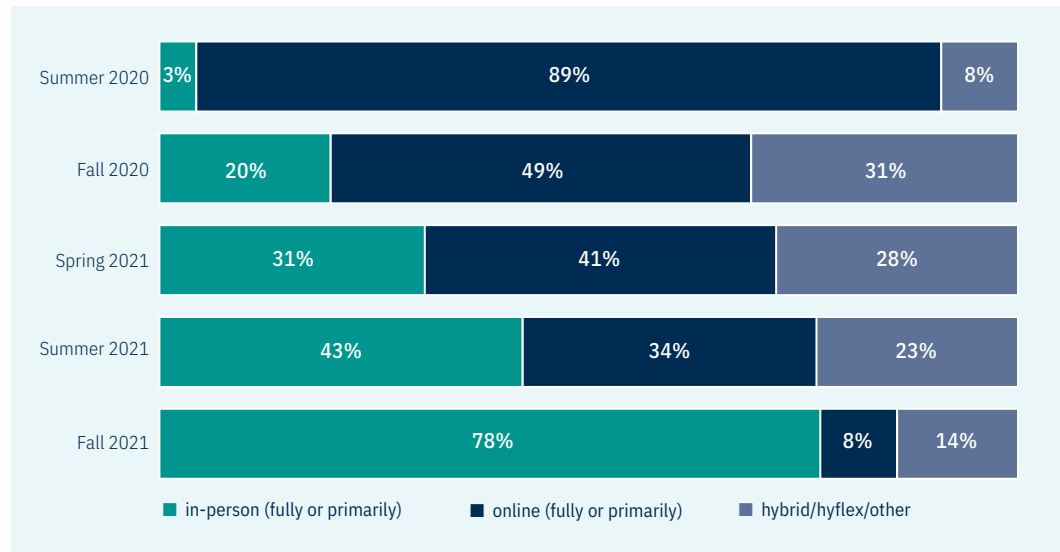


FIGURE 17
Mode of IEP instruction by term, 2020 – 2021

In the 2021 calendar year, 39,352 international students participated in U.S. intensive English programs (IEPs) in-person or online, a slight increase in the total number of IEP students compared to the prior year (Table 3.1). International students studied at U.S. IEPs for a total of 467,368 student-weeks, which represents one student studying for one week, a small decrease from 2020.

In response to the COVID-19 pandemic, IEP providers pivoted their mode of instruction in summer 2020, with 97 percent of programs providing online or hybrid instruction (Fig. 17). As travel resumed throughout 2021, 92 percent of programs returned to in-person or hybrid instruction, with the majority of institutions (78 percent) offering fully or primarily in-person instruction. This data demonstrates that there continues to be a strong demand for in-person instruction for intensive English programs.

The return to in-person programming also affects the economic contribution of IEPs to the U.S. economy. NAFSA conducted a special analysis of the economic impact of U.S. colleges, and university IEPs, which found that IEP international students contributed \$241.9 million and

supported 2,250 jobs in the U.S. economy in 2021 (NAFSA, 2022). While this analysis is a subset of the full *Open Doors* IEP population, it provides valuable analysis that allows IEPs and membership organizations to advocate and showcase the economic benefits that IEP students bring to communities across the country.

JAPAN AND CHINA REMAINED THE TOP PLACES OF ORIGIN OF IEP STUDENTS

Students from across the world participated in intensive English language programs in the United States. Japan and China remained the top two places of origin for IEP students (Table 3.6). Japan surpassed China becoming the leading place of origin, with 4,298 students studying at U.S. IEPs in 2021. China remained the second largest place of origin, with 3,754 students reported in 2021.

In 2021, international IEP students studied at U.S. programs for 12 weeks on average (Table 3.1). This reflected a slight decline from past years but continued to align with historical patterns. Notably, the average number of student-weeks varied by world region (Fig.

18). Students from Europe and Latin America and the Caribbean studied for shorter-term durations, around 9 to 11 weeks on average. In comparison, students from Asia, the Middle East and North Africa, and Sub-Saharan Africa tended to study for longer durations of 14 to 17 weeks, aligned with participation in full semester terms.

IEP PROVIDERS ATTRACTED DIFFERENT STUDENT PROFILES

Intensive English program survey respondents in the United States have fluctuated over the past year due to program closures, new programs, and increased *Open Doors* outreach to IEP providers amid staff turnover.

As a result, in 2021 the profile of international English language students differed based on the type of program they pursued. Most IEPs reported in *Open Doors* continued to be governed by a college or university (80 percent) (Table 3.2). However, the IEP survey also included independent providers affiliated with a higher education institution (10 percent) and stand-alone organizations (10 percent). These independent programs are an important sector of the IEP industry, and 61 percent of IEP students attended IEPs from an independent provider in 2021.

The profile of students attending programs affiliated with a U.S. college or university varied significantly from those attending independent institutions. In 2021, international students at U.S. college or university affiliated IEPs stayed for 15 weeks on average, which often aligns with the academic terms at U.S. higher education institutions. In contrast, students attending independent providers not affiliated with colleges or universities enrolled in shorter-term IEPs for nine weeks on average.

Further, the top 10 places of origin of IEP students varied considerably by program type. IEP students at programs affiliated with higher education institutions came from places of origin that closely mirror the overall international student population in the United States. China, Japan, Saudi Arabia, South Korea, Mexico, Brazil, Taiwan, and India were among the leading places of origin for IEP students as well as the overall international student population reported in the International Student Census (Table 3.6, Table 1.11). IEPs not affiliated with higher education institutions often have specialized programs concentrated in specific markets. In particular, many international IEP students from European places of origin, such as France, Germany, Italy, and Switzerland, participated in these programs in 2021.

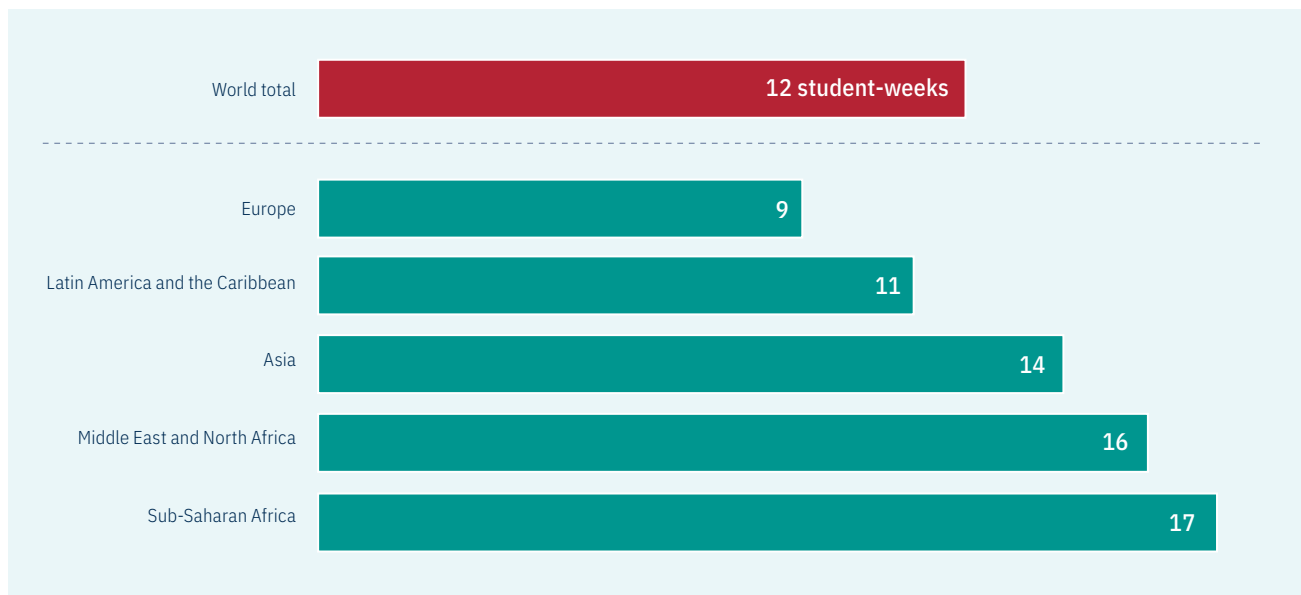


FIGURE 18 Average IEP student-weeks by world region, 2021

International Scholars

U.S. higher education institutions hosted more than 90,000 international scholars in 2021/22 for research and teaching appointments.

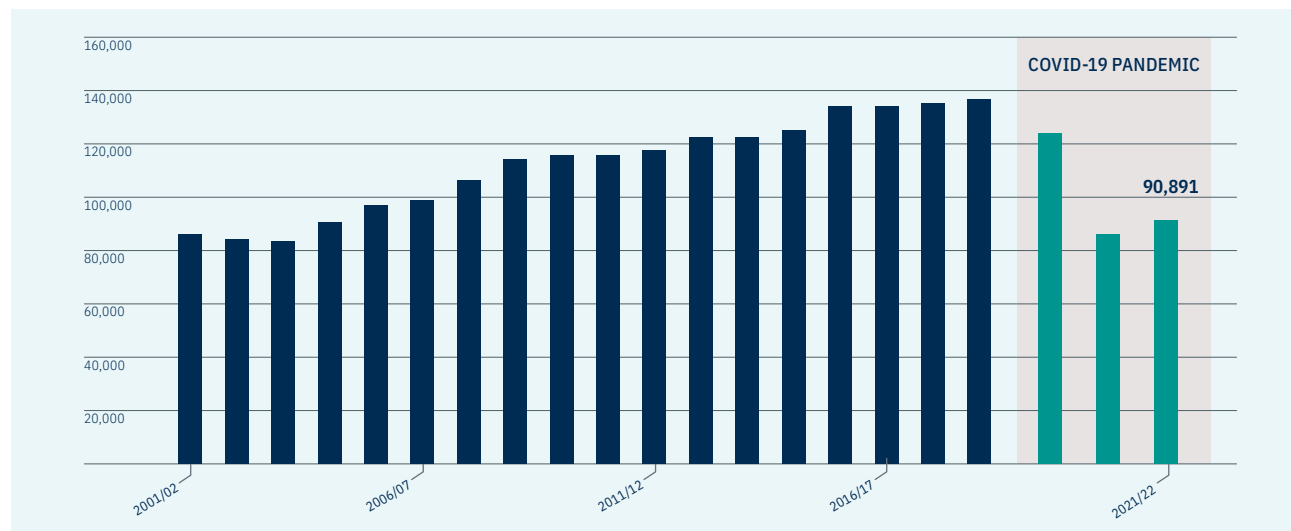


FIGURE 19
International scholars in the United States, 2001/02 – 2021/22

U.S. colleges and universities hosted 90,891 international scholars in 2021/22, representing a 6 percent increase from the previous academic year (Fig. 19). This growth follows two years of decline amid the COVID-19 pandemic when the number of scholars fell to just over 85,500 in 2020/21. While the number of scholars has yet to fully rebound to pre-pandemic levels, the growth in 2021/22 reflects a sustained commitment to hosting international scholars.

IIE has collected data since 1955 on international scholars engaged in academic activities at higher education institutions, including postdoctoral scholars as well as visiting lecturers, professors, faculty, researchers, clinicians, and specialists. In 2021/22, the majority of international scholars came to the United States to conduct research (76 percent), teach (9 percent), or a combination of both (8 percent) (Table 4.2). The return of scholars from across the world to U.S. colleges and universities is critical as these professionals bring their knowledge and perspectives to classrooms and foster collaborative networks that are working to address global challenges.

MOST WORLD REGIONS EXPERIENCED AN INCREASE

In 2021/22, international scholars contributing to research, teaching, and clinical activities came from more than 180

places of origin (Table 4.7). More than half (53 percent) of the international scholars at U.S. colleges and universities were from Asia, which remained the leading region of origin despite a 5 percent decline. Across other regions throughout the world, there was strong growth in the number of international scholars from Europe (+27 percent), Latin America and the Caribbean (+30 percent), the Middle East and North Africa (+10 percent), and Sub-Saharan Africa (+50 percent).

China continued to be the leading place of origin for international scholars in the United States, with 19,391 scholars in 2021/22 (Table 4.6) (Fig. 20). Approximately one in every five (21 percent) international scholars were from China, despite a 26 percent decline. Several factors affected this decline, including continued COVID-19 travel restrictions in China.

The total number of international scholars from the remaining top 25 places of origin grew in 2021/22. India, the second largest place of origin, experienced a 17 percent increase from the previous year, with 14,847 scholars in the United States. This rebound surpassed the number of Indian scholars prior to the pandemic and reflected the highest levels of international scholars from India reported to *Open Doors*. The number of international scholars from Pakistan (+56 percent; 1,280 scholars) and Nigeria (+56 percent; 616

scholars) also rebounded and reached all-time highs.

There was also notable growth in the number of European scholars, following steep declines in the prior year. This growth was led by increases in the number of scholars from Germany (+40 percent), Italy (+30 percent), France (+22 percent), and Spain (+38 percent), which were among the top 10 places of origin.

RETURN OF SHORT-TERM APPOINTMENTS

As international scholars conduct a wide array of activities in the United States, from leading research to attending symposia, the length of stay can vary significantly.

In 2021/22, there has been a notable uptick of scholars on shorter-term appointments, likely due to an easing of COVID-19 travel restrictions and fewer institutions suspending their new international scholar appointments (Table 4.3) (Fig. 21). The proportion of international scholars in the United States for less than six months more than doubled, growing from 5 percent to 13 percent of the population. Short-term appointments had been largely paused amid the COVID-19 pandemic, and this increase signals a return to short-term stays for scholars. The majority of international scholars were in the United States for six months to a year (17 percent) or one year to three years (39 percent). During the COVID-19 pandemic, many international scholars extended their appointments, increasing this proportion over time. The percentage of international scholars on long-term appointments exceeding five years remained stable at 7 percent.

CONTINUED SUPPORT TO NEW AND CONTINUING INTERNATIONAL SCHOLARS DURING THE PANDEMIC

In welcoming new scholars and supporting scholars already in the United States, 83 percent of institutions communicated with international scholars about health, safety, and well-being, and 80 percent of institutions highlighted the importance of their communications regarding travel and visa procedures.

U.S. institutions continued to offer scholars flexible options regarding their appointment timelines. Seventy

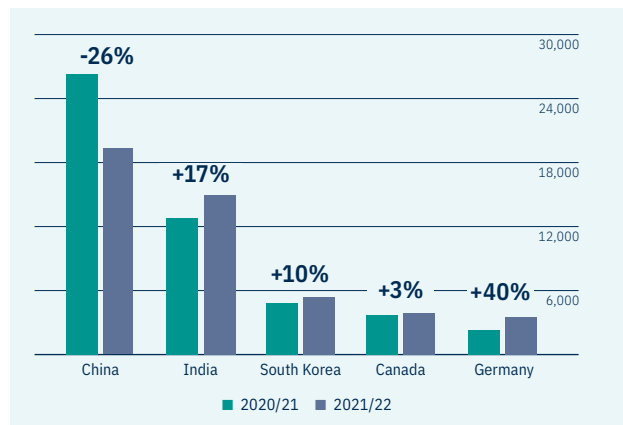


FIGURE 20 Places of origin of international scholars, 2020/21 – 2021/22

percent noted supporting scholars by amending or deferring their starting dates due to visa appointments or travel restrictions. Approximately half of U.S. institutions (51 percent) cited the need to continue extending appointments of scholars who could not return home. However, fewer institutions reported providing this type of support than at the height of the COVID-19 pandemic (62 percent).

As COVID-19 restrictions have been lifted on U.S. campuses, international scholars have participated in in-person activities. Amid the height of the COVID-19 pandemic in 2020/21, two-thirds of colleges and universities (68 percent) cited that facilities, such as housing, libraries, or research labs, were closed. In 2021/22, only 27 percent of institutions noted closures. While many institutions continue to provide virtual support, given the widespread use of online technology, fewer institutions provide virtual resources for international scholars. Approximately 46 percent of institutions provided resources for virtual collaboration, and 43 percent offered resources for delivering virtual instruction in 2021/22, a decrease from 62 percent and 56 percent of institutions providing these supports in the prior year. While reflecting the continuation of flexibility in a hybrid learning and research environment, these findings point to a return to in-person research and teaching activities for international scholars.

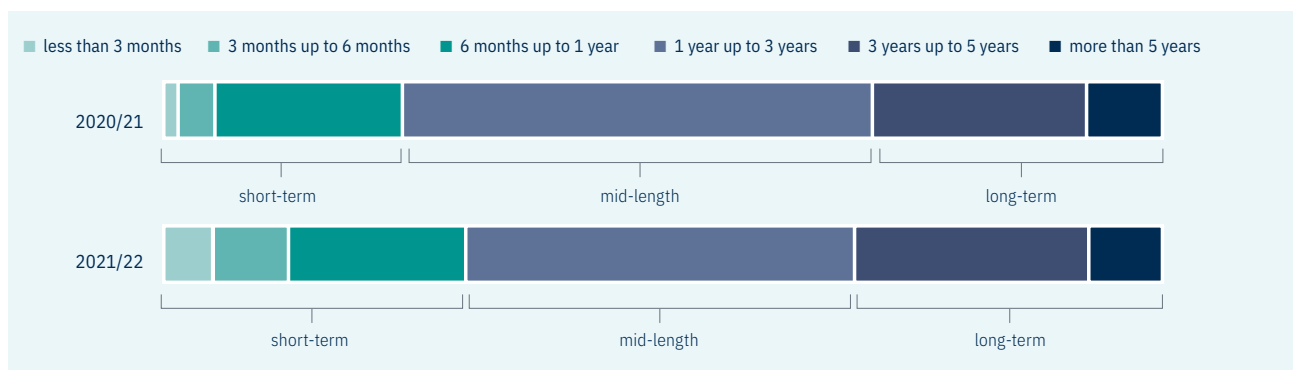


FIGURE 21 Duration of international scholar appointments, 2020/21 – 2021/22

COVID-19 in Context: A Global Perspective

Global mobility patterns amid the COVID-19 pandemic indicate sustained interest among students to enroll at institutions in diverse host destinations.

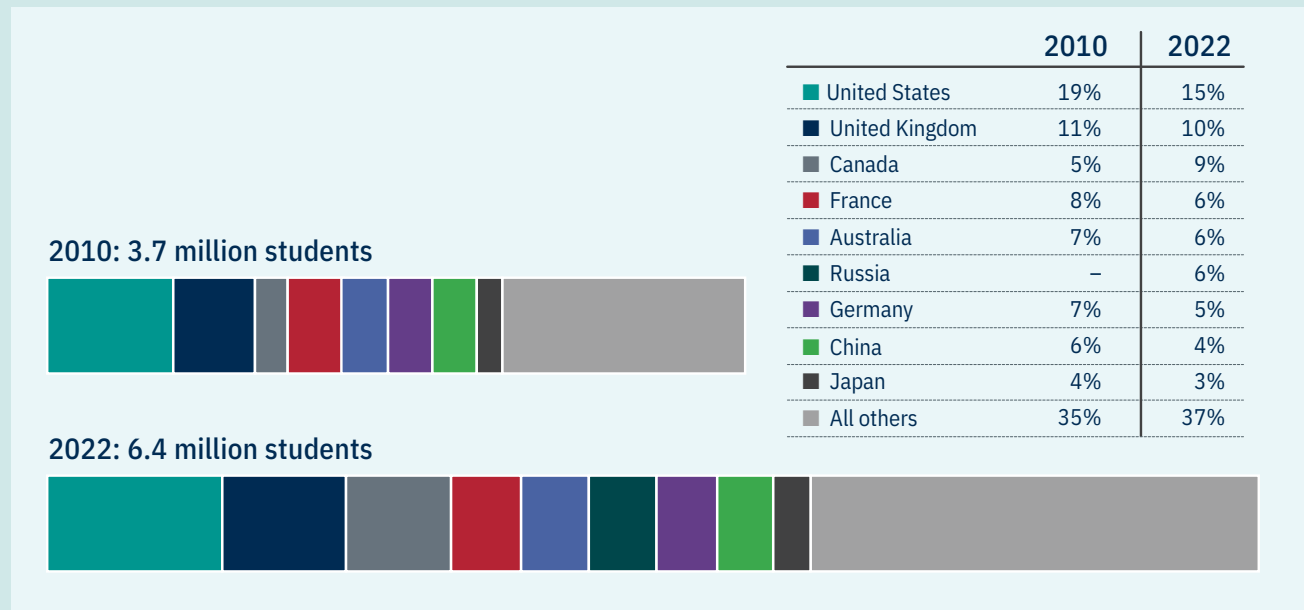


FIGURE 22 Proportion of international students hosted by leading destinations, 2010 & 2022
Source: *Project Atlas*, 2022, UNESCO 2022

International student mobility grew significantly in the 20 years leading up to the COVID-19 pandemic. The United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics reported that the total number of globally mobile international students reached 6.4 million in the 2019/20 academic year, one year prior to the COVID-19 pandemic. This was more than double the number of students who crossed a border to study in 2006/07 (UNESCO, 2022). On average, this reflects a 5 percent growth per year in the number of international students from 2000 to 2020.

The COVID-19 pandemic shifted global student mobility patterns due to border closures, institutional closures of varying lengths, and deferred student enrollments. Despite these challenges, the United States remained the number one host of international students in 2022, hosting 15 percent of all international students, according to *Project Atlas* (Fig. 22). Although the proportion of students hosted in the United States appears lower than

in previous years, the total number of international students is much larger. The United Kingdom maintained its position as the second leading host of international students, with a relatively consistent proportion of the international student total over the past 10 years. The other leading hosts have changed positions over the past decade as more countries have begun to recruit international students actively and, more recently, as the COVID-19 pandemic has affected international student hosts. In 2022, 37 percent of international students pursued study in destinations outside the traditional top destinations, which is the highest proportion reported in the history of *Project Atlas*.

As countries work to attract international students, it is important to acknowledge institutions' capacity to host international students. In the United States, international students accounted for 5 percent of the total higher education population in 2021/22 (Fig. 23). Among other leading Anglophone countries, international students

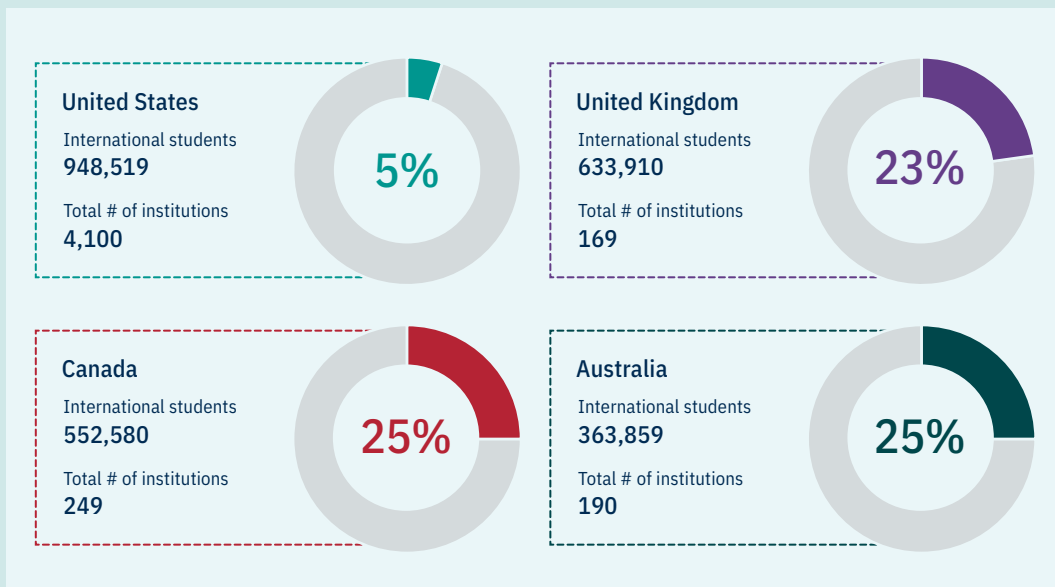


FIGURE 23
International students as a proportion of total higher education enrollment
Source: *Project Atlas*, 2022

represented approximately 25 percent of the total higher education populations in Australia, Canada, and the United Kingdom. At the national level, capacity at higher education institutions is an important consideration when assessing the necessary academic and support services for international students.

Capacity at higher education institutions is further complicated by the number of international students focused on similar fields of study. In 2022, 14 *Project Atlas* partners reported that 47 percent of the total international students hosted by these countries pursued studies in the science, technology, engineering, and mathematics (STEM) fields, with another 21 percent pursuing studies in business and management (Fig. 24). The proportion of international students pursuing studies in the STEM fields grew by 6 percentage points, from 41 percent in 2017, driven by larger numbers of international students studying math and computer science and health professions. During the same time period, enrollment in other fields, such as the social sciences, fine and applied arts, and education fields remained fairly consistent. This puts further pressure on higher education systems to accommodate more students and expand STEM programs and institutional departments accordingly. International student interest in STEM fields is likely motivated by employment opportunities and the potential for higher earnings than other graduates (Zavodny, 2021). As such, institutions may need to dedicate additional resources to satisfy the growing international student demand for STEM degrees.

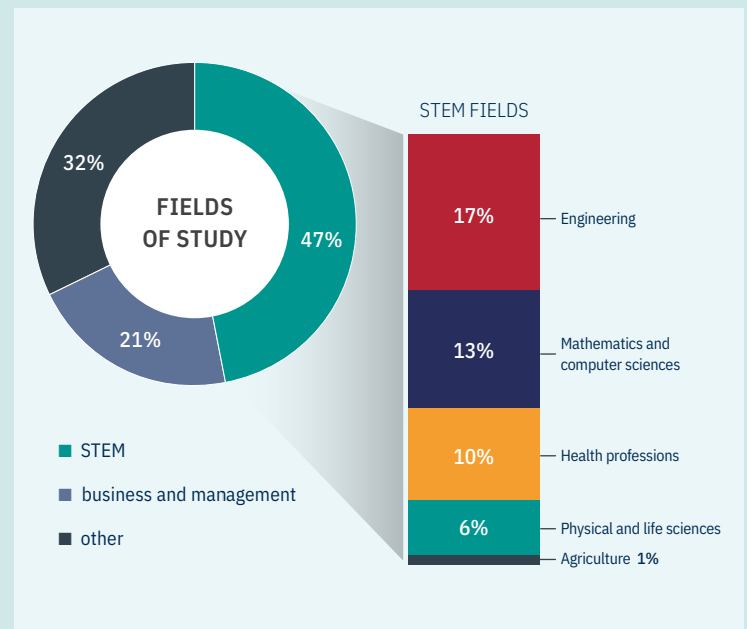
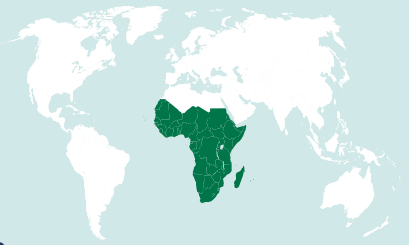


FIGURE 24
Top fields of study for international students
Source: *Project Atlas*, 2022

Future international student mobility will continue to be affected by the COVID-19 pandemic as the entrance and exit hurdles international students face differ by place of origin and host destination. Additional factors affecting future mobility include the expansion of higher education globally, the growing number of refugees and displaced persons due to conflict and natural disasters, the expanded role of technology in higher education, as well as an increasing focus on sustainability.



Africa, Sub-Saharan

More than 42,000 students from Sub-Saharan Africa enrolled in U.S. higher education institutions in 2021/22, an increase of 9 percent from the prior year. Nigeria, the only Sub-Saharan African country among the top 25 places of origin of international students, saw student numbers increase by 12 percent in 2021/22 to 14,438 students, matching peak Nigerian student enrollment in the United States in the 1980s. The number of students from Ghana studying in the United States increased by 16 percent to 4,916. In addition, the number of students from Kenya grew by 9 percent in 2021/22. Most international students from Sub-Saharan Africa pursued degree programs, studying at the undergraduate and graduate levels. A 26 percent

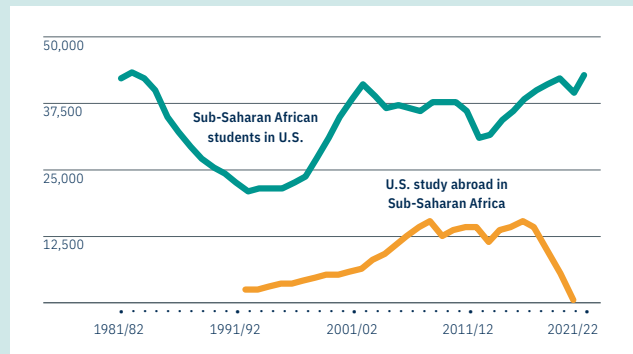
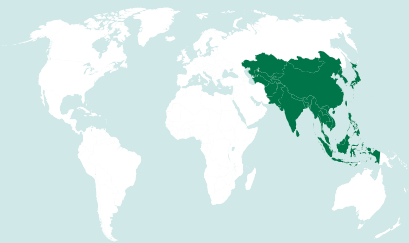


FIGURE 25 Student mobility between the United States and Sub-Saharan Africa, 1981/82 – 2021/22

increase in the number of graduate students from Sub-Saharan Africa was driven primarily by students from Nigeria and Ghana and contributed to the robust growth seen overall in 2021/22 at the graduate level.

The number of U.S. students in Sub-Saharan Africa in 2020/21 decreased by 94 percent to 354 students. Traditional destinations for U.S. study abroad students in Africa include South Africa, Ghana, Kenya, and Tanzania, which all saw minimal study abroad in 2020/21.



Asia

In 2021/22, postsecondary students from across Asia accounted for 69 percent of all international students at U.S. higher education institutions. Students from China and India accounted for 52 percent of all international students. China was the leading place of origin of international students for the 13th consecutive year, despite a 9 percent decline. Strong growth in the number of students from Bangladesh, Pakistan, and India led to an 18 percent increase in the South and Central Asia region. The number of Indian students in the United States rose to 199,182 in the 2021/22 academic year, an increase of 19 percent. This growth was attributed to a 48 percent increase in the number of Indian students enrolled at the graduate level. Japanese and South Korean student numbers also increased by 14 and 3 percent,

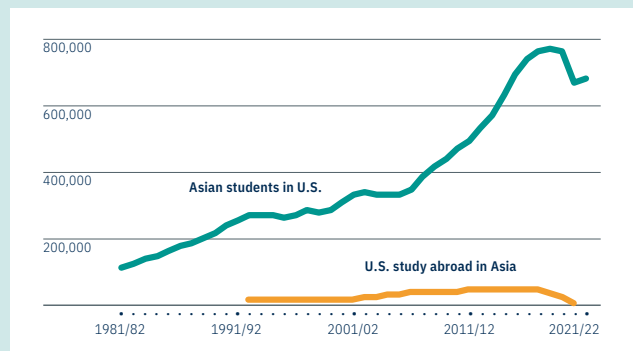
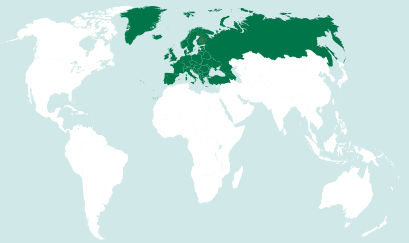


FIGURE 26 Student mobility between the United States and Asia, 1981/82 – 2021/22

respectively, driven primarily by the return of non-degree programming at U.S. higher education institutions, including exchange and IEP programs.

The number of U.S. students who studied in Asia declined by 88 percent to 1,795 students in 2020/21 as the COVID-19 pandemic forced program cancellations and borders in many Asian countries remained closed. The leading Asian study abroad destinations of South Korea, China, Japan, and Taiwan all hosted a fraction of their traditional number of U.S. students.



Europe

A 22 percent increase in the total number of international students from Europe was mainly driven by the reopening of non-degree programs throughout the United States. Prior to the COVID-19 pandemic, 16 percent of European students came to the United States to participate in non-degree programs such as short-term exchange experiences or English Language programs. However, many European students chose to study locally instead of pursuing online study in the United States in 2020/21 or deferred their studies. In 2021/22, while the number of European students at the undergraduate and graduate academic levels increased by 9 and 14 percent, the total number of non-degree students from Europe rose 413 percent to 11,394 students. The region's leading places of origin, including the United Kingdom, Germany, Turkey, Spain, France, and Italy, saw increased mobility to the United States. Notably, the number of international students from Spain grew by 41 percent, reaching an all-time high of 8,165 students.

Europe continued to attract the majority of U.S. students who study abroad for academic credit, as

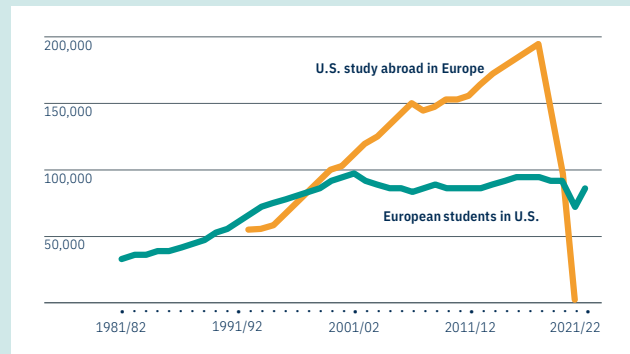


FIGURE 27 Student mobility between the United States and Europe, 1981/82 – 2021/22

reported by U.S. campus respondents to *Open Doors*. Although study abroad to the region fell by 90 percent in 2020/21, at the height of the COVID-19 pandemic, 9,647 U.S. students studied in Europe. This number accounted for 66 percent of all U.S. study abroad. Italy and Spain each hosted more than 2,000 students, and the United Kingdom, just over 1,600. In addition, 10 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 almost 34,000 students reported by IIE's *Project Atlas* partners in Denmark, France, Germany, Italy, Poland, Russia, Spain, Sweden, and the United Kingdom.



Latin America and the Caribbean

Student mobility from Latin America and the Caribbean to the United States grew by 7 percent in 2021/22. Although the number of students from the Caribbean declined 4 percent, an 11 percent increase in the number of students from Mexico and Central America and an 8 percent increase in the number of students from South America led to overall regional growth. Brazil continues to lead the region in international student enrollments at U.S. higher education institutions. In 2021/22, 14,897 Brazilian students

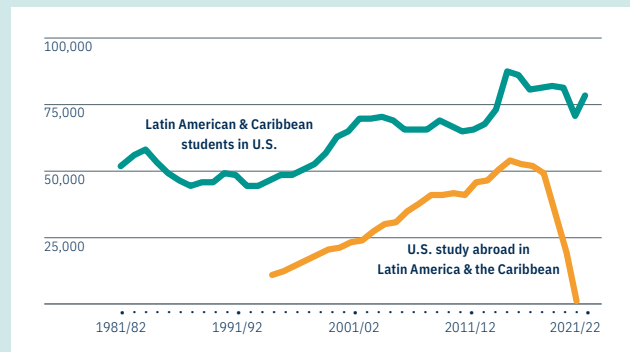


FIGURE 28 Student mobility between the United States and Latin America and the Caribbean, 1981/82 – 2021/22

studied at U.S. colleges and universities, a 6 percent increase from the previous year. The number of Mexican students increased by 12 percent to 14,500, rebounding to pre-pandemic levels. Similarly, the total number of students from Colombia reached an all-time high of

(cont'd)

Latin America and the Caribbean (cont'd)

8,077 students. The number of students from Venezuela fell for the fifth consecutive year with a 13 percent drop.

Latin America and the Caribbean remained a popular region for U.S. students receiving academic credit for study abroad, accounting for 11 percent of all U.S. study abroad. Costa Rica and Mexico were leading destinations for U.S. study abroad students in 2020/21.

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 42 percent of such students pursuing non-credit learning in the region. In 2020/21, Mexico, Costa Rica, and Ecuador each hosted more than 100 students for these experiences. Mexico was also a popular destination for U.S. students pursuing a full degree abroad, hosting 20,296 U.S. students.



The Middle East and North Africa region accounted for 6 percent of the international students in the United States. It was the only region that saw student numbers decline (-8 percent) in 2021/22, falling for the sixth consecutive year. Notably, North African student totals increased by 8 percent, while international student enrollment declined from Iran, Kuwait, and Saudi Arabia, driving a 10 percent decline in Middle Eastern students.

Saudi Arabia alone comprised 34 percent of international students from the Middle East and North Africa region. In 2021/22, the number of students from Saudi Arabia declined 17 percent to 18,206. Multiple factors may be contributing to this continued drop in Saudi students at U.S. institutions, including COVID-19

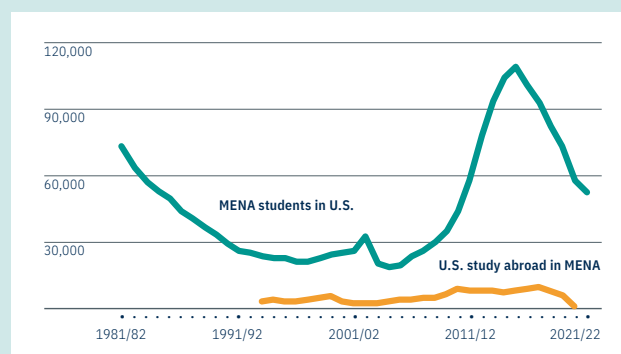
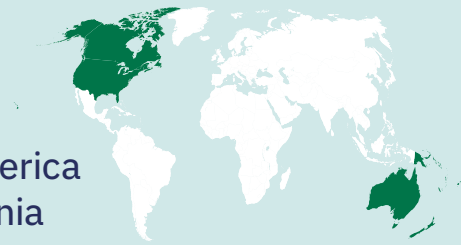


FIGURE 29 Student mobility between the United States and the Middle East and North Africa, 1981/82 – 2021/22

travel restrictions and the shift from a single, large national scholarship program to smaller programs for Saudi Arabian students.

U.S. study abroad in the Middle East and North Africa accounted for only 5 percent of all study abroad in 2020/21. Israel, the region's top destination for U.S. students, hosted more than 500 students. Other traditional U.S. study abroad destinations, including Jordan, the United Arab Emirates, Egypt, and Morocco, hosted minimal study abroad in 2020/21.

North America and Oceania



Canada remained the fourth leading sender of international students to the United States, with 27,013 students enrolled in 2021/22. This 7 percent increase resulted in a rebound exceeding the totals seen before the COVID-19 pandemic. The total number of Canadian undergraduate and graduate students in the United States each grew by 9 percent.

Many U.S. students travel to Canada for traditional credit bearing study abroad as well as non-credit experiential activities. Traditionally, Canada is a leading destination for U.S. students participating in non-credit work, internship, volunteer, or research experience. In 2020/21, fewer than 100 students from U.S. higher

education institutions participated in either form of study abroad in Canada, likely due to border closures and the ability of students to engage in online learning options from their home in the United States.

Within Oceania, Australia and New Zealand continued to be the largest senders of international students to the United States. The United States hosted 5,994 students from Oceania in 2021/22, 91 percent of whom were from Australia (65 percent) or New Zealand (26 percent).

Prior to the COVID-19 pandemic, Australia and New Zealand were consistently popular destinations for U.S. study abroad students. Australia was the 8th leading destination for studying abroad, and the two countries together accounted for 4 percent of all U.S. study abroad in 2018/19. Due to tight border restrictions, only 55 U.S. students studied abroad in those two locations in 2020/21. In addition, 4,267 U.S. students pursued a full degree in Australia or New Zealand, a 10 percent decline from the previous year (*Project Atlas*, 2022).

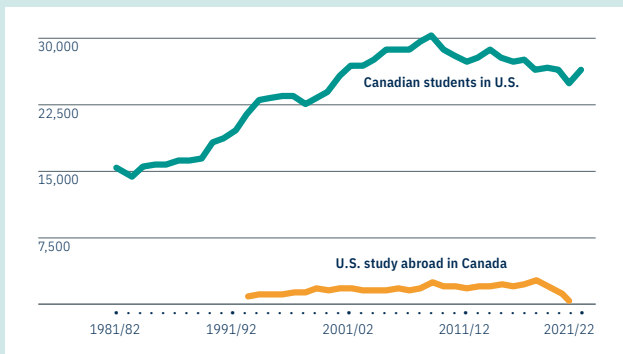


FIGURE 30 Student mobility between the United States and Canada, 1981/82 – 2021/22

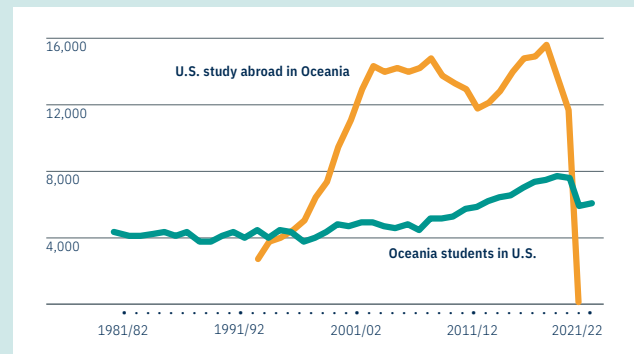


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1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49–2021/22

| | 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, 1948/49–2021/22 (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 |
| 2021/22 | 763,760 | 184,759 | 948,519 | 3.8 | 20,327,000 | 4.7 |

* 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, 2012/13–2020/21

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Undergraduate | 102,069 | 109,486 | 112,765 | 119,262 | 115,841 | 108,539 | 106,881 | 104,907 | 69,183 | 90,642 | 31.1 |
| Graduate | 100,129 | 108,519 | 121,637 | 126,516 | 124,888 | 117,960 | 119,828 | 120,332 | 66,082 | 146,526 | 121.7 |
| Non-degree | 48,722 | 52,123 | 59,364 | 54,965 | 50,107 | 45,239 | 42,674 | 42,473 | 10,263 | 24,793 | 141.6 |
| TOTAL | 250,920 | 270,128 | 293,766 | 300,743 | 290,836 | 271,738 | 269,383 | 267,712 | 145,528 | 261,961 | 80.0 |

1.3 INTERNATIONAL STUDENTS BY DETAILED ACADEMIC LEVEL, 2020/21 & 2021/22

| | 2020/21 | | 2021/22 | | % change |
|-------------------------------------|----------------|--------------|----------------|--------------|-------------|
| | N | % | N | % | |
| TOTAL UNDERGRADUATE | 359,787 | 39.4 | 344,532 | 36.3 | -4.2 |
| Associate's | 49,949 | 5.5 | 40,512 | 4.3 | -18.9 |
| Bachelor's | 309,838 | 33.9 | 304,020 | 32.1 | -1.9 |
| Freshman | 49,095 | 5.4 | 58,724 | 6.2 | 19.6 |
| Sophomore | 54,274 | 5.9 | 47,779 | 5.0 | -12.0 |
| Junior | 67,303 | 7.4 | 61,857 | 6.5 | -8.1 |
| Senior | 88,318 | 9.7 | 83,498 | 8.8 | -5.5 |
| Bachelor's, unspecified | 50,848 | 5.6 | 52,162 | 5.5 | 2.6 |
| TOTAL GRADUATE | 329,272 | 36.0 | 385,097 | 40.6 | 17.0 |
| Master's | 166,636 | 18.2 | 215,076 | 22.7 | 29.1 |
| Doctoral | 132,703 | 14.5 | 135,530 | 14.3 | 2.1 |
| Professional | 12,776 | 1.4 | 13,582 | 1.4 | 6.3 |
| Graduate, unspecified | 17,157 | 1.9 | 20,909 | 2.2 | 21.9 |
| TOTAL NON-DEGREE | 21,151 | 2.3 | 34,131 | 3.6 | 61.4 |
| Non-degree, Intensive English | 7,093 | 0.8 | 7,737 | 0.8 | 9.1 |
| Non-degree, other | 14,058 | 1.5 | 26,394 | 2.8 | 87.8 |
| TOTAL ENROLLED STUDENTS | 710,210 | 77.7 | 763,760 | 80.5 | 7.5 |
| Optional Practical Training (OPT) | 203,885 | 22.3 | 184,759 | 19.5 | -9.4 |
| TOTAL INTERNATIONAL STUDENTS | 914,095 | 100.0 | 948,519 | 100.0 | 3.8 |

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

1.4 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 1980/81–2021/22

| | 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 |
| 2021/22 | 948,519 | 344,532 | 36.3 | 385,097 | 40.6 | 34,131 | 3.6 | 184,759 | 19.5 |

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

1.5 PERSONAL CHARACTERISTICS OF INTERNATIONAL STUDENTS, SELECTED YEARS, 1981/82–2021/22

| | Total | Academic level (%) | | | | Gender (%) | | | Marital status (%) | | Visa (%) | | |
|----------------|-----------|--------------------|----------|------------|------|------------|------|------------|--------------------|---------|----------|--------|-------|
| | | Undergraduate | Graduate | Non-degree | OPT | Female | Male | Nonbinary* | Single | Married | F visa | J visa | Other |
| 1981/82 | 326,299 | 59.8 | 32.6 | 6.7 | 0.9 | 29.0 | 71.0 | — | 79.3 | 20.7 | 84.3 | 6.8 | 8.9 |
| 1986/87 | 349,609 | 51.8 | 41.8 | 5.0 | 1.4 | 31.1 | 68.9 | — | 79.7 | 20.3 | 81.0 | 11.0 | 8.0 |
| 1991/92 | 419,585 | 47.0 | 45.6 | 5.5 | 2.0 | 36.3 | 63.7 | — | 80.7 | 19.3 | 84.6 | 9.5 | 5.9 |
| 1996/97 | 457,984 | 47.8 | 41.5 | 6.7 | 4.0 | 41.0 | 59.0 | — | 84.4 | 15.6 | 85.6 | 6.8 | 7.6 |
| 2001/02 | 582,996 | 44.8 | 45.4 | 5.9 | 3.9 | 43.0 | 57.0 | — | 86.0 | 14.0 | 86.2 | 5.1 | 8.7 |
| 2006/07 | 582,984 | 40.8 | 45.3 | 6.7 | 7.1 | 45.0 | 55.0 | — | 86.6 | 13.4 | 87.2 | 5.2 | 7.6 |
| 2011/12 | 764,495 | 40.5 | 39.3 | 9.1 | 11.1 | 44.4 | 55.6 | — | 90.2 | 9.8 | 90.4 | 5.5 | 4.4 |
| 2016/17 | 1,078,822 | 40.7 | 36.3 | 6.8 | 16.3 | 43.6 | 56.4 | — | 90.0 | 10.0 | 92.2 | 4.2 | 3.6 |
| 2021/22 | 948,519 | 36.3 | 40.6 | 3.6 | 19.5 | 45.2 | 54.8 | 0.01 | 90.8 | 9.2 | 93.2 | 2.9 | 4.0 |

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

*Starting in 2021/22 Nonbinary students were reported separately.

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY AND ACADEMIC LEVEL, 2020/21 & 2021/22

| | 2020/21 total | 2021/22 total | % change | Academic level (2021/22) | | | |
|--|------------------|------------------|-------------|--------------------------|---------------|--------------|---------------|
| | | | | Undergraduate | Graduate | Non-degree | OPT |
| Agriculture | 12,360 | 12,725 | 3.0 | 3,553 | 6,544 | 189 | 2,439 |
| Agriculture | 7,348 | 7,546 | 2.7 | 2,012 | 4,175 | 116 | 1,243 |
| Natural resources and conservation | 5,012 | 5,179 | 3.3 | 1,541 | 2,369 | 73 | 1,196 |
| Business and management | 145,658 | 147,293 | 1.1 | 64,845 | 53,756 | 5,105 | 23,587 |
| Communications and journalism | 20,613 | 19,702 | -4.4 | 10,477 | 5,850 | 259 | 3,116 |
| Communication, journalism | 17,308 | 16,771 | -3.1 | 8,814 | 5,107 | 242 | 2,608 |
| Communications technologies/technicians | 3,305 | 2,931 | -11.3 | 1,663 | 743 | 17 | 508 |
| Education | 15,402 | 15,272 | -0.8 | 3,433 | 10,094 | 326 | 1,419 |
| Engineering | 190,590 | 188,194 | -1.3 | 44,110 | 87,531 | 1,498 | 55,055 |
| Construction trades | 136 | 140 | 2.9 | 96 | 20 | 3 | 21 |
| Engineering | 175,076 | 173,718 | -0.8 | 38,451 | 82,477 | 1,237 | 51,553 |
| Engineering technologies/technicians | 12,276 | 11,261 | -8.3 | 3,129 | 4,837 | 65 | 3,230 |
| Mechanic and repair technologies/technicians | 326 | 353 | 8.3 | 280 | 13 | 16 | 44 |
| Military technologies | 123 | 133 | 8.1 | 53 | 62 | 10 | 8 |
| Precision production | 54 | 50 | -7.4 | 38 | 3 | 1 | 8 |
| Transportation and materials moving | 2,599 | 2,539 | -2.3 | 2,063 | 119 | 166 | 191 |
| Fine and applied arts | 51,101 | 51,136 | 0.1 | 26,072 | 16,508 | 1,409 | 7,147 |
| Architecture | 12,914 | 12,395 | -4.0 | 3,993 | 5,001 | 138 | 3,263 |
| Visual and performing arts | 38,187 | 38,741 | 1.5 | 22,079 | 11,507 | 1,271 | 3,884 |
| Health professions | 32,468 | 32,052 | -1.3 | 9,562 | 16,973 | 1,038 | 4,479 |
| Health professions | 31,768 | 31,379 | -1.2 | 9,259 | 16,651 | 1,031 | 4,438 |
| Residency programs | 700 | 673 | -3.9 | 303 | 322 | 7 | 41 |

(cont'd)

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY AND ACADEMIC LEVEL, 2020/21 & 2021/22 (cont'd)

| | 2020/21 total | 2021/22 total | % change | Academic level (2021/22) | | | |
|--|------------------|------------------|--------------|--------------------------|----------------|---------------|----------------|
| | | | | Undergraduate | Graduate | Non-degree | OPT |
| Humanities | 14,702 | 15,204 | 3.4 | 4,188 | 9,432 | 550 | 1,034 |
| English language and literature/letters | 3,505 | 3,816 | 8.9 | 1,475 | 1,771 | 297 | 273 |
| Foreign languages, literatures, and linguistics | 6,446 | 6,343 | -1.6 | 1,277 | 4,509 | 102 | 455 |
| Philosophy and religious studies | 2,845 | 2,838 | -0.2 | 1,222 | 1,402 | 36 | 178 |
| Theology and religious vocations | 1,906 | 2,207 | 15.8 | 214 | 1,750 | 115 | 128 |
| Intensive English | 8,355 | 7,358 | -11.9 | 313 | 8 | 6,799 | 238 |
| Legal studies and law enforcement | 11,684 | 13,793 | 18.1 | 1,930 | 9,982 | 546 | 1,335 |
| Homeland security, law enforcement, and firefighting | 1,950 | 1,853 | -5.0 | 1,295 | 407 | 30 | 121 |
| Legal professions and studies | 9,734 | 11,940 | 22.7 | 635 | 9,575 | 516 | 1,214 |
| Math and computer science | 182,106 | 200,301 | 10.0 | 54,550 | 87,765 | 1,135 | 56,851 |
| Computer and information sciences | 139,621 | 157,896 | 13.1 | 38,880 | 70,051 | 987 | 47,978 |
| Mathematics and statistics | 42,485 | 42,405 | -0.2 | 15,670 | 17,714 | 148 | 8,873 |
| Physical and life sciences | 75,029 | 78,712 | 4.9 | 24,182 | 40,257 | 427 | 13,846 |
| Biological and biomedical sciences | 42,067 | 45,214 | 7.5 | 15,967 | 20,648 | 263 | 8,336 |
| Physical sciences | 31,964 | 32,917 | 3.0 | 7,899 | 19,395 | 153 | 5,470 |
| Science technologies/technicians | 998 | 581 | -41.8 | 316 | 214 | 11 | 40 |
| Social sciences | 76,419 | 78,770 | 3.1 | 39,850 | 29,019 | 1,185 | 8,716 |
| Area, ethnic, cultural, and gender studies | 2,217 | 2,373 | 7.0 | 846 | 1,182 | 151 | 194 |
| History | 2,369 | 2,428 | 2.5 | 949 | 1,280 | 67 | 132 |
| Psychology | 16,196 | 16,832 | 3.9 | 10,617 | 4,388 | 184 | 1,643 |
| Public administration and social service professions | 6,360 | 6,780 | 6.6 | 1,187 | 4,761 | 37 | 795 |
| Social sciences | 49,277 | 50,357 | 2.2 | 26,251 | 17,408 | 746 | 5,952 |
| Other fields of study | 64,042 | 70,948 | 10.8 | 43,364 | 10,991 | 11,137 | 5,456 |
| Basic skills | 1,170 | 1,581 | 35.1 | 341 | 41 | 1,023 | 176 |
| Family and consumer sciences/human sciences | 2,851 | 2,329 | -18.3 | 1,262 | 803 | 30 | 234 |
| Liberal arts and sciences/general studies | 33,266 | 37,228 | 11.9 | 27,020 | 816 | 8,649 | 743 |
| Library science | 238 | 212 | -10.9 | 26 | 152 | 1 | 33 |
| Multi/interdisciplinary studies | 19,876 | 22,932 | 15.4 | 10,215 | 7,694 | 1,307 | 3,716 |
| Parks, recreation, leisure, and fitness studies | 5,728 | 6,095 | 6.4 | 4,067 | 1,422 | 103 | 503 |
| Personal and culinary services | 775 | 544 | -29.8 | 433 | 37 | 24 | 50 |
| Reserve Officer Training Corps | 138 | 27 | -80.4 | 0 | 26 | 0 | 1 |
| Undeclared | 13,566 | 17,059 | 25.7 | 14,103 | 387 | 2,528 | 41 |
| TOTAL | 914,095 | 948,519 | 3.8 | 344,532 | 385,097 | 34,131 | 184,759 |

1.7 PERCENT OF INTERNATIONAL STUDENTS BY FIELD OF STUDY AND ACADEMIC LEVEL, 2021/22

| | All academic levels | Academic level (%) | | | |
|--|---------------------|--------------------|----------|------------|------|
| | | Undergraduate | Graduate | Non-degree | OPT |
| Science, technology, engineering, and math | 54.0 | 39.5 | 62.1 | 12.6 | 71.8 |
| <i>Math and computer science</i> | 21.1 | 15.8 | 22.8 | 3.3 | 30.8 |
| <i>Engineering</i> | 19.8 | 12.8 | 22.7 | 4.4 | 29.8 |
| <i>Physical and life sciences</i> | 8.3 | 7.0 | 10.5 | 1.3 | 7.5 |
| <i>Health professions</i> | 3.4 | 2.8 | 4.4 | 3.0 | 2.4 |
| <i>Agriculture</i> | 1.3 | 1.0 | 1.7 | 0.6 | 1.3 |
| Business and management | 15.5 | 18.8 | 14.0 | 15.0 | 12.8 |
| Social sciences | 8.3 | 11.6 | 7.5 | 3.5 | 4.7 |
| Fine and applied arts | 5.4 | 7.6 | 4.3 | 4.1 | 3.9 |
| Communications and journalism | 2.1 | 3.0 | 1.5 | 0.8 | 1.7 |
| Education | 1.6 | 1.0 | 2.6 | 1.0 | 0.8 |
| Humanities | 1.6 | 1.2 | 2.4 | 1.6 | 0.6 |
| Legal studies and law enforcement | 1.5 | 0.6 | 2.6 | 1.6 | 0.7 |
| Intensive English | 0.8 | 0.1 | 0.0 | 19.9 | 0.1 |
| Other fields of study | 7.5 | 12.6 | 2.9 | 32.6 | 3.0 |
| Undeclared | 1.8 | 4.1 | 0.1 | 7.4 | 0.0 |

Read table as: "15.8 percent of all international undergraduate students were enrolled in math and computer science fields."

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

1.8 INTERNATIONAL STUDENTS' FIELDS OF STUDY BY INSTITUTIONAL TYPE,* 2021/22

| | Doctoral universities (%) | Master's colleges & universities (%) | Baccalaureate colleges (%) | Associate's colleges (%) | Special focus institutions (%) |
|-------------------------------------|---------------------------|--------------------------------------|----------------------------|--------------------------|--------------------------------|
| Agriculture | 1.5 | 0.4 | 1.0 | 0.4 | 0.2 |
| Business and management | 14.6 | 23.6 | 14.6 | 21.1 | 10.3 |
| Communications and journalism | 1.9 | 4.3 | 1.7 | 2.0 | 2.9 |
| Education | 1.6 | 2.3 | 1.7 | 1.5 | 0.1 |
| Engineering | 22.1 | 13.2 | 5.1 | 6.8 | 0.7 |
| Fine and applied arts | 4.0 | 11.3 | 4.1 | 5.0 | 43.0 |
| Health professions | 3.0 | 3.3 | 2.0 | 6.4 | 17.2 |
| Humanities | 1.6 | 1.1 | 3.5 | 1.2 | 4.3 |
| Intensive English | 0.5 | 0.6 | 0.6 | 3.3 | 0.0 |
| Legal studies and law enforcement | 1.7 | 0.7 | 0.5 | 0.9 | 0.6 |
| Math and computer science | 21.8 | 23.8 | 14.3 | 11.3 | 1.9 |
| Physical and life sciences | 9.0 | 3.4 | 8.7 | 4.5 | 14.9 |
| Social sciences | 8.9 | 4.1 | 17.4 | 4.3 | 1.7 |
| Other fields of study | 6.3 | 6.6 | 13.8 | 29.2 | 2.3 |
| Undeclared | 1.5 | 1.1 | 11.0 | 2.0 | 0.0 |
| TOTAL INTERNATIONAL STUDENTS | 738,555 | 105,680 | 35,569 | 49,099 | 19,616 |

Read table as: "Of the 738,555 international students enrolled at doctoral institutions, 22.1 percent pursued engineering as their major field of study."

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

1.9 INTERNATIONAL STUDENTS' FIELDS OF STUDY FOR SELECTED PLACES OF ORIGIN, 2021/22

| | | % of students | | | | | | | | | | | |
|----------------|---------|-------------------------|-----------|--------------|--------------------------|------------------------|------------|----------------------|-------------------------------|----------------------------|--------------------|--------------------------|------------|
| TOTAL 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 | 10,597 | 6.1 | 0.8 | 38.8 | 1.2 | 2.8 | 1.2 | 0.1 | 20.3 | 16.7 | 6.1 | 4.8 | 1.1 |
| Brazil | 14,897 | 22.0 | 1.9 | 13.5 | 6.8 | 2.9 | 3.0 | 1.6 | 7.2 | 9.9 | 10.8 | 18.1 | 2.3 |
| Canada | 27,013 | 16.4 | 4.8 | 8.5 | 7.0 | 13.5 | 3.0 | 0.0 | 7.9 | 9.8 | 10.9 | 15.1 | 3.0 |
| China | 290,086 | 14.6 | 1.9 | 17.2 | 6.0 | 1.5 | 1.1 | 0.4 | 23.1 | 9.8 | 10.3 | 10.8 | 3.2 |
| Colombia | 8,077 | 17.8 | 2.3 | 16.6 | 8.2 | 2.7 | 4.5 | 3.8 | 6.6 | 10.3 | 10.8 | 14.3 | 1.9 |
| France | 7,751 | 22.7 | 0.8 | 14.1 | 5.4 | 1.7 | 4.8 | 0.6 | 7.8 | 6.7 | 10.2 | 21.0 | 4.3 |
| Germany | 8,550 | 25.9 | 1.3 | 8.2 | 3.7 | 1.7 | 4.6 | 0.1 | 5.7 | 8.1 | 13.9 | 20.7 | 6.0 |
| Hong Kong | 5,848 | 14.4 | 2.5 | 8.4 | 12.2 | 3.1 | 3.2 | 0.2 | 13.6 | 8.7 | 12.7 | 17.5 | 3.6 |
| India | 199,182 | 13.3 | 0.4 | 29.6 | 1.9 | 2.6 | 0.4 | 0.1 | 36.8 | 6.5 | 2.9 | 4.6 | 0.8 |
| Indonesia | 8,003 | 24.9 | 2.2 | 16.8 | 5.4 | 2.2 | 1.5 | 0.6 | 12.2 | 8.1 | 8.8 | 14.6 | 2.8 |
| Iran | 9,295 | 4.9 | 1.0 | 48.2 | 5.4 | 2.5 | 1.7 | 0.3 | 14.0 | 13.6 | 4.1 | 3.9 | 0.3 |
| Japan | 13,449 | 24.5 | 1.9 | 5.5 | 7.0 | 3.1 | 3.6 | 5.9 | 7.6 | 6.3 | 12.3 | 18.9 | 3.5 |
| Kuwait | 5,923 | 12.7 | 0.9 | 49.5 | 2.5 | 3.8 | 1.1 | 10.4 | 1.8 | 6.6 | 5.1 | 4.5 | 0.9 |
| Mexico | 14,500 | 19.4 | 2.7 | 17.0 | 8.9 | 3.7 | 3.6 | 1.3 | 6.5 | 10.3 | 10.3 | 14.2 | 2.2 |
| Nepal | 11,799 | 9.1 | 0.8 | 18.6 | 1.3 | 5.9 | 0.8 | 0.0 | 30.3 | 20.1 | 5.4 | 6.3 | 1.3 |
| Nigeria | 14,438 | 11.4 | 2.3 | 19.5 | 2.2 | 12.4 | 2.7 | 0.1 | 14.6 | 15.9 | 7.6 | 10.3 | 0.9 |
| Pakistan | 8,772 | 15.1 | 2.0 | 21.8 | 2.0 | 4.0 | 2.2 | 0.7 | 20.2 | 9.3 | 10.4 | 9.8 | 2.4 |
| Saudi Arabia | 18,206 | 13.7 | 4.0 | 27.9 | 2.7 | 10.0 | 2.2 | 4.1 | 11.3 | 7.0 | 5.1 | 11.0 | 0.8 |
| South Korea | 40,755 | 11.8 | 2.5 | 15.8 | 10.5 | 5.5 | 2.9 | 0.8 | 13.2 | 8.9 | 11.6 | 13.5 | 2.9 |
| Spain | 8,165 | 23.3 | 1.7 | 14.4 | 5.3 | 1.8 | 7.2 | 0.5 | 6.8 | 8.1 | 8.2 | 18.7 | 3.9 |
| Taiwan | 20,487 | 17.1 | 1.6 | 21.0 | 7.7 | 3.4 | 1.2 | 0.8 | 17.5 | 10.8 | 6.0 | 11.0 | 2.0 |
| Turkey | 8,467 | 10.8 | 2.8 | 27.2 | 5.8 | 1.4 | 3.0 | 0.8 | 13.8 | 9.0 | 13.8 | 10.1 | 1.7 |
| United Kingdom | 10,292 | 16.6 | 2.2 | 5.3 | 7.0 | 3.4 | 5.6 | 0.0 | 6.3 | 9.0 | 17.3 | 22.6 | 4.8 |
| Venezuela | 5,317 | 23.1 | 1.3 | 17.4 | 7.8 | 4.0 | 2.0 | 4.9 | 8.1 | 6.6 | 7.3 | 16.3 | 1.1 |
| Vietnam | 20,713 | 25.6 | 1.1 | 11.7 | 4.0 | 5.4 | 1.5 | 0.7 | 19.3 | 10.7 | 5.7 | 11.3 | 3.1 |

* 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, 2020/21 & 2021/22

| | 2020/21 | | 2021/22 | | % change |
|------------------------------|----------------|--------------|----------------|--------------|------------|
| | N | % | N | % | |
| Africa, Sub-Saharan | 39,061 | 4.3 | 42,518 | 4.5 | 8.9 |
| Asia | 645,622 | 70.6 | 658,669 | 69.4 | 2.0 |
| Europe | 67,979 | 7.4 | 83,240 | 8.8 | 22.4 |
| Latin America and Caribbean | 72,850 | 8.0 | 77,969 | 8.2 | 7.0 |
| Middle East and North Africa | 57,564 | 6.3 | 53,104 | 5.6 | -7.7 |
| North America | 25,143 | 2.8 | 27,013 | 2.8 | 7.4 |
| Oceania | 5,864 | 0.6 | 5,994 | 0.6 | 2.2 |
| Stateless | 12 | 0.0 | 12 | 0.0 | 0.0 |
| WORLD TOTAL | 914,095 | 100.0 | 948,519 | 100.0 | 3.8 |

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

1.11 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2020/21 & 2021/22

| | 2020/21 | 2021/22 | % of total | % change |
|--------------------|----------------|----------------|--------------|------------|
| WORLD TOTAL | 914,095 | 948,519 | 100.0 | 3.8 |
| 1 China | 317,299 | 290,086 | 30.6 | -8.6 |
| 2 India | 167,582 | 199,182 | 21.0 | 18.9 |
| 3 South Korea | 39,491 | 40,755 | 4.3 | 3.2 |
| 4 Canada | 25,143 | 27,013 | 2.8 | 7.4 |
| 5 Vietnam | 21,631 | 20,713 | 2.2 | -4.2 |
| 6 Taiwan | 19,673 | 20,487 | 2.2 | 4.1 |
| 7 Saudi Arabia | 21,933 | 18,206 | 1.9 | -17.0 |
| 8 Brazil | 14,000 | 14,897 | 1.6 | 6.4 |
| 9 Mexico | 12,986 | 14,500 | 1.5 | 11.7 |
| 10 Nigeria | 12,860 | 14,438 | 1.5 | 12.3 |
| 11 Japan | 11,785 | 13,449 | 1.4 | 14.1 |
| 12 Nepal | 11,172 | 11,799 | 1.2 | 5.6 |
| 13 Bangladesh | 8,598 | 10,597 | 1.1 | 23.2 |
| 14 United Kingdom | 8,028 | 10,292 | 1.1 | 28.2 |
| 15 Iran | 9,614 | 9,295 | 1.0 | -3.3 |
| 16 Pakistan | 7,475 | 8,772 | 0.9 | 17.4 |
| 17 Germany | 5,364 | 8,550 | 0.9 | 59.4 |
| 18 Turkey | 8,109 | 8,467 | 0.9 | 4.4 |
| 19 Spain | 5,781 | 8,165 | 0.9 | 41.2 |
| 20 Colombia | 7,107 | 8,077 | 0.9 | 13.6 |
| 21 Indonesia | 7,489 | 8,003 | 0.8 | 6.9 |
| 22 France | 5,643 | 7,751 | 0.8 | 37.4 |
| 23 Kuwait | 6,846 | 5,923 | 0.6 | -13.5 |
| 24 Hong Kong | 5,878 | 5,848 | 0.6 | -0.5 |
| 25 Italy | 4,894 | 5,695 | 0.6 | 16.4 |

1.12 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 2020/21 & 2021/22

| UNDERGRADUATE | | | | GRADUATE | | | | | |
|---------------|----------------|---------|---------|----------|----|----------------|---------|----------|------|
| | | 2020/21 | 2021/22 | % change | | 2020/21 | 2021/22 | % change | |
| 1 | China | 125,616 | 109,492 | -12.8 | 1 | China | 118,859 | 123,182 | 3.6 |
| 2 | India | 23,734 | 27,545 | 16.1 | 2 | India | 68,869 | 102,024 | 48.1 |
| 3 | South Korea | 17,743 | 18,262 | 2.9 | 3 | South Korea | 14,238 | 14,915 | 4.8 |
| 4 | Vietnam | 15,282 | 13,947 | -8.7 | 4 | Canada | 9,499 | 10,338 | 8.8 |
| 5 | Canada | 11,981 | 13,004 | 8.5 | 5 | Taiwan | 8,052 | 9,008 | 11.9 |
| 6 | Saudi Arabia | 11,738 | 8,649 | -26.3 | 6 | Bangladesh | 5,735 | 7,452 | 29.9 |
| 7 | Mexico | 7,303 | 7,738 | 6.0 | 7 | Nigeria | 5,350 | 7,212 | 34.8 |
| 8 | Brazil | 7,273 | 7,345 | 1.0 | 8 | Iran | 7,225 | 7,025 | -2.8 |
| 9 | Japan | 7,243 | 7,008 | -3.2 | 9 | Saudi Arabia | 7,310 | 6,717 | -8.1 |
| 10 | Taiwan | 6,119 | 6,093 | -0.4 | 10 | Brazil | 4,159 | 4,752 | 14.3 |
| 11 | United Kingdom | 4,299 | 4,865 | 13.2 | 11 | Nepal | 3,655 | 4,576 | 25.2 |
| 12 | Nigeria | 4,827 | 4,529 | -6.2 | 12 | Mexico | 3,788 | 4,412 | 16.5 |
| 13 | Nepal | 5,327 | 4,518 | -15.2 | 13 | Turkey | 3,834 | 3,937 | 2.7 |
| 14 | Indonesia | 4,614 | 4,507 | -2.3 | 14 | Pakistan | 2,858 | 3,635 | 27.2 |
| 15 | Kuwait | 5,626 | 4,037 | -28.2 | 15 | Vietnam | 3,375 | 3,596 | 6.5 |
| 16 | Spain | 2,847 | 3,339 | 17.3 | 16 | Colombia | 2,847 | 3,514 | 23.4 |
| 17 | Hong Kong | 3,404 | 3,293 | -3.3 | 17 | Japan | 2,678 | 3,290 | 22.9 |
| 18 | Pakistan | 3,044 | 3,241 | 6.5 | 18 | Ghana | 2,309 | 2,984 | 29.2 |
| 19 | Venezuela | 3,641 | 3,203 | -12.0 | 19 | United Kingdom | 2,301 | 2,799 | 21.6 |
| 20 | Turkey | 2,693 | 2,866 | 6.4 | 20 | Germany | 2,022 | 2,563 | 26.8 |
| 21 | Germany | 2,403 | 2,839 | 18.1 | 21 | Italy | 2,044 | 2,382 | 16.5 |
| 22 | Colombia | 2,660 | 2,827 | 6.3 | 22 | France | 1,900 | 2,288 | 20.4 |
| 23 | Malaysia | 2,996 | 2,670 | -10.9 | 23 | Spain | 1,804 | 2,156 | 19.5 |
| 24 | France | 2,199 | 2,471 | 12.4 | 24 | Egypt | 1,714 | 1,919 | 12.0 |
| 25 | Thailand | 2,227 | 2,267 | 1.8 | 25 | Indonesia | 1,413 | 1,831 | 29.6 |

1.13 LEADING PLACE OF ORIGIN OF INTERNATIONAL STUDENTS, 1949/50–2021/22

| | | International students | % of total | | | International students | % of total | | | International students | % of total |
|----------------|--------|------------------------|------------|----------------|-----------|------------------------|------------|----------------|--------|------------------------|------------|
| 1949/50 | Canada | 4,362 | 16.5 | 1962/63 | Canada | 7,004 | 10.8 | 1975/76 | Iran | 19,900 | 11.1 |
| 1950/51 | Canada | 4,498 | 15.1 | 1963/64 | Canada | 8,458 | 11.3 | 1976/77 | Iran | 23,310 | 11.5 |
| 1951/52 | Canada | 4,232 | 13.9 | 1964/65 | Canada | 9,253 | 11.3 | 1977/78 | Iran | 36,220 | 15.4 |
| 1952/53 | Canada | 4,582 | 13.6 | 1965/66 | Canada | 9,755 | 11.8 | 1978/79 | Iran | 45,340 | 17.2 |
| 1953/54 | Canada | 4,775 | 14.1 | 1966/67 | Canada | 12,117 | 12.1 | 1979/80 | Iran | 51,310 | 17.9 |
| 1954/55 | Canada | 4,655 | 13.6 | 1967/68 | Canada | 12,144 | 11.0 | 1980/81 | Iran | 47,550 | 17.4 |
| 1955/56 | Canada | 4,990 | 13.6 | 1968/69 | Canada | 12,852 | 10.6 | 1981/82 | Iran | 35,860 | 11.0 |
| 1956/57 | Canada | 5,379 | 13.2 | 1969/70 | Canada | 13,318 | 9.9 | 1982/83 | Iran | 26,760 | 7.9 |
| 1957/58 | Canada | 5,271 | 12.1 | 1970/71 | Canada | 12,595 | 8.7 | 1983/84 | Taiwan | 21,960 | 6.5 |
| 1958/59 | Canada | 5,432 | 11.5 | 1971/72 | India | 11,343 | 8.1 | 1984/85 | Taiwan | 22,590 | 6.6 |
| 1959/60 | Canada | 5,679 | 11.7 | 1972/73 | India | 10,656 | 7.3 | 1985/86 | Taiwan | 23,770 | 6.9 |
| 1960/61 | Canada | 6,058 | 11.4 | 1973/74 | Hong Kong | 10,764 | 7.1 | 1986/87 | Taiwan | 25,660 | 7.3 |
| 1961/62 | Canada | 6,571 | 11.3 | 1974/75 | Iran | 13,780 | 8.9 | 1987/88 | Taiwan | 26,660 | 7.5 |

(cont'd)

| NON-DEGREE | | 2020/21 | 2021/22 | % change | OPT | | 2020/21 | 2021/22 | % change |
|------------|----------------|---------|---------|----------|-----|----------------|---------|---------|----------|
| 1 | China | 7,458 | 6,213 | -16.7 | 1 | India | 73,601 | 68,188 | -7.4 |
| 2 | Germany | 292 | 2,464 | 743.8 | 2 | China | 65,366 | 51,199 | -21.7 |
| 3 | Japan | 744 | 2,017 | 171.1 | 3 | South Korea | 6,670 | 6,023 | -9.7 |
| 4 | France | 404 | 1,817 | 349.8 | 4 | Taiwan | 5,031 | 4,773 | -5.1 |
| 5 | Spain | 163 | 1,691 | 937.4 | 5 | Canada | 3,158 | 3,199 | 1.3 |
| 6 | South Korea | 840 | 1,555 | 85.1 | 6 | Vietnam | 2,626 | 2,741 | 4.4 |
| 7 | India | 1,378 | 1,425 | 3.4 | 7 | Nepal | 2,108 | 2,597 | 23.2 |
| 8 | United Kingdom | 184 | 1,405 | 663.6 | 8 | Nigeria | 2,459 | 2,413 | -1.9 |
| 9 | Saudi Arabia | 1,306 | 1,244 | -4.7 | 9 | Brazil | 2,049 | 2,172 | 6.0 |
| 10 | Kuwait | 223 | 705 | 216.1 | 10 | Iran | 1,811 | 1,807 | -0.2 |
| 11 | Mexico | 358 | 651 | 81.8 | 11 | Mexico | 1,537 | 1,699 | 10.5 |
| 12 | Brazil | 519 | 628 | 21.0 | 12 | Pakistan | 1,472 | 1,603 | 8.9 |
| 13 | Taiwan | 471 | 613 | 30.1 | 13 | Saudi Arabia | 1,579 | 1,596 | 1.1 |
| 14 | Colombia | 326 | 514 | 57.7 | 14 | Turkey | 1,450 | 1,417 | -2.3 |
| 15 | Canada | 505 | 472 | -6.5 | 15 | Bangladesh | 1,293 | 1,377 | 6.5 |
| 16 | Peru | 232 | 443 | 90.9 | 16 | Indonesia | 1,312 | 1,370 | 4.4 |
| 17 | Italy | 111 | 436 | 292.8 | 17 | United Kingdom | 1,244 | 1,223 | -1.7 |
| 18 | Vietnam | 348 | 429 | 23.3 | 18 | Colombia | 1,274 | 1,222 | -4.1 |
| 19 | Denmark | 26 | 390 | 1,400.0 | 19 | Malaysia | 1,245 | 1,186 | -4.7 |
| 20 | Netherlands | 42 | 378 | 800.0 | 20 | France | 1,140 | 1,175 | 3.1 |
| 21 | Venezuela | 439 | 337 | -23.2 | 20 | Japan | 1,120 | 1,134 | 1.3 |
| 22 | Russia | 317 | 315 | -0.6 | 22 | Spain | 967 | 979 | 1.2 |
| 23 | Indonesia | 150 | 295 | 96.7 | 23 | Hong Kong | 1,037 | 884 | -14.8 |
| 24 | Pakistan | 101 | 293 | 190.1 | 24 | Venezuela | 1,078 | 843 | -21.8 |
| 25 | Nigeria | 224 | 284 | 26.8 | 25 | Italy | 796 | 839 | 5.4 |

(cont'd)

| | International students | % of total | | International students | % of total | | International students | % of total | | | |
|----------------|------------------------|------------|------|------------------------|------------|---------|------------------------|----------------|-------|---------|------|
| 1988/89 | China | 29,040 | 7.9 | 2001/02 | India | 66,836 | 11.5 | 2014/15 | China | 304,040 | 31.2 |
| 1989/90 | China | 33,390 | 8.6 | 2002/03 | India | 74,603 | 12.7 | 2015/16 | China | 328,547 | 31.5 |
| 1990/91 | China | 39,600 | 9.7 | 2003/04 | India | 79,736 | 13.9 | 2016/17 | China | 350,755 | 32.5 |
| 1991/92 | China | 42,941 | 10.2 | 2004/05 | India | 80,466 | 14.2 | 2017/18 | China | 363,341 | 33.2 |
| 1992/93 | China | 45,126 | 10.3 | 2005/06 | India | 76,503 | 13.5 | 2018/19 | China | 369,548 | 33.7 |
| 1993/94 | China | 44,381 | 9.9 | 2006/07 | India | 83,833 | 14.4 | 2019/20 | China | 372,532 | 34.6 |
| 1994/95 | Japan | 45,276 | 10.0 | 2007/08 | India | 94,563 | 15.2 | 2020/21 | China | 317,299 | 34.7 |
| 1995/96 | Japan | 45,531 | 10.0 | 2008/09 | India | 103,260 | 15.4 | 2021/22 | China | 290,086 | 30.6 |
| 1996/97 | Japan | 46,292 | 10.1 | 2009/10 | China | 127,628 | 18.5 | | | | |
| 1997/98 | Japan | 47,073 | 9.8 | 2010/11 | China | 157,558 | 21.8 | | | | |
| 1998/99 | China | 51,001 | 10.4 | 2011/12 | China | 194,029 | 25.4 | | | | |
| 1999/00 | China | 54,466 | 10.6 | 2012/13 | China | 235,597 | 28.7 | | | | |
| 2000/01 | China | 59,939 | 10.9 | 2013/14 | China | 274,439 | 31.0 | | | | |

1.14 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN, 2020/21 & 2021/22

| | 2020/21 | 2021/22 | % of total | % change | | 2020/21 | 2021/22 | % of total | % change |
|--------------------------------------|---------------|---------------|------------|-------------|-------------------------------|----------------|----------------|-------------|-------------|
| AFRICA, SUB-SAHARAN | 39,061 | 42,518 | 4.5 | 8.9 | Cabo Verde | 63 | 44 | | -30.2 |
| East Africa | 9,319 | 10,157 | 1.1 | 9.0 | Côte d'Ivoire | 1,115 | 1,034 | | -7.3 |
| Burundi | 149 | 157 | | 5.4 | Gambia, The | 219 | 231 | | 5.5 |
| Djibouti | 6 | 6 | | 0.0 | Ghana | 4,229 | 4,916 | | 16.2 |
| Eritrea | 53 | 77 | | 45.3 | Guinea | 104 | 76 | | -26.9 |
| Ethiopia | 2,166 | 2,680 | | 23.7 | Guinea-Bissau | 9 | 8 | | -11.1 |
| Kenya | 3,502 | 3,799 | | 8.5 | Liberia | 232 | 269 | | 15.9 |
| Rwanda | 1,333 | 1,226 | | -8.0 | Mali | 270 | 254 | | -5.9 |
| Seychelles | 9 | 6 | | -33.3 | Mauritania | 53 | 53 | | 0.0 |
| Somalia | 97 | 92 | | -5.2 | Niger | 197 | 246 | | 24.9 |
| South Sudan | 95 | 100 | | 5.3 | Nigeria | 12,860 | 14,438 | | 12.3 |
| Sudan | 324 | 360 | | 11.1 | Saint Helena | 0 | 2 | | - |
| Tanzania | 699 | 749 | | 7.2 | Senegal | 430 | 445 | | 3.5 |
| Uganda | 886 | 905 | | 2.1 | Sierra Leone | 201 | 197 | | -2.0 |
| Central Africa | 2,899 | 2,871 | 0.3 | -1.0 | Togo | 196 | 193 | | -1.5 |
| Cameroon | 930 | 927 | | -0.3 | West Africa, Unspecified | 0 | 0 | | 0.0 |
| Central African Republic | 13 | 11 | | -15.4 | ASIA | 645,622 | 658,669 | 69.4 | 2.0 |
| Chad | 52 | 61 | | 17.3 | East Asia | 395,808 | 372,378 | 39.3 | -5.9 |
| Congo, Republic of the (Brazzaville) | 280 | 190 | | -32.1 | China | 317,299 | 290,086 | | -8.6 |
| Congo, Dem. Rep. of the (Kinshasa) | 1,125 | 1,266 | | 12.5 | Hong Kong | 5,878 | 5,848 | | -0.5 |
| Equatorial Guinea | 226 | 186 | | -17.7 | Japan | 11,785 | 13,449 | | 14.1 |
| Gabon | 272 | 229 | | -15.8 | Macau | 422 | 394 | | -6.6 |
| São Tomé & Príncipe | 1 | 1 | | 0.0 | Mongolia | 1,258 | 1,355 | | 7.7 |
| Southern Africa | 6,035 | 6,516 | 0.7 | 8.0 | North Korea | 2 | 4 | | 100.0 |
| Angola | 673 | 541 | | -19.6 | South Korea | 39,491 | 40,755 | | 3.2 |
| Botswana | 218 | 231 | | 6.0 | Taiwan | 19,673 | 20,487 | | 4.1 |
| Comoros | 23 | 21 | | -8.7 | South and Central Asia | 201,260 | 237,500 | 25.0 | 18.0 |
| Eswatini | 181 | 169 | | -6.6 | Afghanistan | 354 | 420 | | 18.6 |
| Lesotho | 69 | 70 | | 1.4 | Bangladesh | 8,598 | 10,597 | | 23.2 |
| Madagascar | 181 | 209 | | 15.5 | Bhutan | 116 | 143 | | 23.3 |
| Malawi | 287 | 342 | | 19.2 | India | 167,582 | 199,182 | | 18.9 |
| Mauritius | 323 | 281 | | -13.0 | Kazakhstan | 1,830 | 2,121 | | 15.9 |
| Mozambique | 131 | 145 | | 10.7 | Kyrgyzstan | 328 | 478 | | 45.7 |
| Namibia | 122 | 107 | | -12.3 | Maldives | 23 | 23 | | 0.0 |
| Reunion | 4 | 6 | | 50.0 | Nepal | 11,172 | 11,799 | | 5.6 |
| South Africa | 2,079 | 2,375 | | 14.2 | Pakistan | 7,475 | 8,772 | | 17.4 |
| Zambia | 440 | 512 | | 16.4 | Sri Lanka | 2,770 | 2,928 | | 5.7 |
| Zimbabwe | 1,304 | 1,507 | | 15.6 | Tajikistan | 205 | 183 | | -10.7 |
| West Africa | 20,808 | 22,974 | 2.4 | 10.4 | Turkmenistan | 269 | 223 | | -17.1 |
| Benin | 210 | 201 | | -4.3 | Uzbekistan | 538 | 631 | | 17.3 |
| Burkina Faso | 420 | 367 | | -12.6 | Southeast Asia | 48,554 | 48,791 | 5.1 | 0.5 |
| | | | | | Brunei | 37 | 42 | | 13.5 |

(cont'd)

(cont'd)

| | 2020/21 | 2021/22 | % of total | % change | | 2020/21 | 2021/22 | % of total | % change |
|------------------------|---------------|---------------|------------|-------------|------------------------|---------------|---------------|------------|-------------|
| Burma | 1,698 | 1,909 | | 12.4 | Monaco | 26 | 19 | | -26.9 |
| Cambodia | 848 | 875 | | 3.2 | Montenegro | 121 | 121 | | 0.0 |
| Indonesia | 7,489 | 8,003 | | 6.9 | Netherlands | 1,767 | 2,172 | | 22.9 |
| Laos | 113 | 101 | | -10.6 | North Macedonia | 208 | 218 | | 4.8 |
| Malaysia | 5,280 | 4,933 | | -6.6 | Norway | 1,265 | 1,633 | | 29.1 |
| Philippines | 2,907 | 3,278 | | 12.8 | Poland | 1,328 | 1,458 | | 9.8 |
| Singapore | 3,558 | 3,901 | | 9.6 | Portugal | 791 | 1,030 | | 30.2 |
| Thailand | 4,960 | 5,007 | | 0.9 | Romania | 852 | 872 | | 2.3 |
| Timor-Leste | 33 | 29 | | -12.1 | Russia | 4,805 | 4,802 | | -0.1 |
| Vietnam | 21,631 | 20,713 | | -4.2 | San Marino | 2 | 3 | | 50.0 |
| | | | | | Serbia | 927 | 898 | | -3.1 |
| EUROPE | 67,979 | 83,240 | 8.8 | 22.4 | Slovakia | 267 | 305 | | 14.2 |
| Albania | 1,053 | 1,026 | | -2.6 | Slovenia | 193 | 201 | | 4.1 |
| Andorra | 16 | 18 | | 12.5 | Spain | 5,781 | 8,165 | | 41.2 |
| Armenia | 318 | 366 | | 15.1 | Sweden | 2,045 | 2,352 | | 15.0 |
| Austria | 655 | 977 | | 49.2 | Switzerland | 988 | 1,301 | | 31.7 |
| Azerbaijan | 556 | 728 | | 30.9 | Turkey | 8,109 | 8,467 | | 4.4 |
| Belarus | 356 | 357 | | 0.3 | Ukraine | 1,739 | 1,835 | | 5.5 |
| Belgium | 756 | 988 | | 30.7 | United Kingdom | 8,028 | 10,292 | | 28.2 |
| Bosnia and Herzegovina | 261 | 257 | | -1.5 | Europe, Unspecified | 3 | 4 | | 33.3 |
| Bulgaria | 585 | 532 | | -9.1 | | | | | |
| Croatia | 393 | 392 | | -0.3 | LATIN AMERICA | 72,850 | 77,969 | 8.2 | 7.0 |
| Cyprus | 374 | 413 | | 10.4 | & CARIBBEAN | | | | |
| Czech Republic | 609 | 732 | | 20.2 | Caribbean | 11,175 | 10,789 | 1.1 | -3.5 |
| Denmark | 608 | 1,091 | | 79.4 | Anguilla | 19 | 18 | | -5.3 |
| Estonia | 156 | 178 | | 14.1 | Antigua and Barbuda | 186 | 159 | | -14.5 |
| Finland | 485 | 480 | | -1.0 | Aruba | 74 | 65 | | -12.2 |
| France | 5,643 | 7,751 | | 37.4 | Bahamas | 2,342 | 2,387 | | 1.9 |
| Georgia | 583 | 662 | | 13.6 | Barbados | 339 | 269 | | -20.6 |
| Germany | 5,364 | 8,550 | | 59.4 | Bermuda | 234 | 235 | | 0.4 |
| Gibraltar | 4 | 12 | | 200.0 | British Virgin Islands | 45 | 35 | | -22.2 |
| Greece | 2,256 | 2,407 | | 6.7 | Cayman Islands | 120 | 111 | | -7.5 |
| Holy See | 1 | 2 | | 100.0 | Cuba | 115 | 114 | | -0.9 |
| Hungary | 653 | 705 | | 8.0 | Curacao | 74 | 76 | | 2.7 |
| Iceland | 359 | 411 | | 14.5 | Dominica | 583 | 514 | | -11.8 |
| Ireland | 870 | 1,295 | | 48.9 | Dominican Republic | 1,244 | 1,300 | | 4.5 |
| Italy | 4,894 | 5,695 | | 16.4 | Grenada | 141 | 118 | | -16.3 |
| Kosovo | 154 | 157 | | 1.9 | Guadeloupe | 3 | 2 | | -33.3 |
| Latvia | 232 | 291 | | 25.4 | Haiti | 1,067 | 1,015 | | -4.9 |
| Liechtenstein | 2 | 7 | | 250.0 | Jamaica | 2,714 | 2,651 | | -2.3 |
| Lithuania | 273 | 314 | | 15.0 | Martinique | 3 | 4 | | 33.3 |
| Luxembourg | 62 | 89 | | 43.5 | Montserrat | 6 | 3 | | -50.0 |
| Malta | 46 | 62 | | 34.8 | Saint Kitts and Nevis | 235 | 184 | | -21.7 |
| Moldova | 157 | 147 | | -6.4 | Saint Lucia | 216 | 164 | | -24.1 |

(cont'd)

| | 2020/21 | 2021/22 | % of total | % change |
|---------------------------------------|---------------|---------------|------------|-------------|
| Saint Vincent and the Grenadines | 86 | 74 | | -14.0 |
| Sint Maarten | 99 | 88 | | -11.1 |
| Trinidad and Tobago | 1,180 | 1,160 | | -1.7 |
| Turks and Caicos | 46 | 40 | | -13.0 |
| Caribbean, Unspecified | 4 | 3 | | -25.0 |
| Mexico and Central America | 21,224 | 23,525 | 2.5 | 10.8 |
| Belize | 352 | 388 | | 10.2 |
| Costa Rica | 1,134 | 1,315 | | 16.0 |
| El Salvador | 1,492 | 1,445 | | -3.2 |
| Guatemala | 1,102 | 1,228 | | 11.4 |
| Honduras | 2,021 | 2,186 | | 8.2 |
| Mexico | 12,986 | 14,500 | | 11.7 |
| Nicaragua | 478 | 553 | | 15.7 |
| Panama | 1,659 | 1,910 | | 15.1 |
| South America | 40,451 | 43,655 | 4.6 | 7.9 |
| Argentina | 2,184 | 2,718 | | 24.5 |
| Bolivia | 1,124 | 1,285 | | 14.3 |
| Brazil | 14,000 | 14,897 | | 6.4 |
| Chile | 2,227 | 2,750 | | 23.5 |
| Colombia | 7,107 | 8,077 | | 13.6 |
| Ecuador | 2,515 | 2,781 | | 10.6 |
| Falkland Islands/ Islas Malvinas | 0 | 1 | | - |
| French Guiana | 4 | 3 | | -25.0 |
| Guyana | 358 | 326 | | -8.9 |
| Paraguay | 804 | 714 | | -11.2 |
| Peru | 3,556 | 4,335 | | 21.9 |
| Suriname | 55 | 37 | | -32.7 |
| Uruguay | 395 | 414 | | 4.8 |
| Venezuela | 6,122 | 5,317 | | -13.1 |
| MIDDLE EAST & NORTH AFRICA | 57,564 | 53,104 | 5.6 | -7.7 |
| Middle East | 51,282 | 46,314 | 4.9 | -9.7 |
| Bahrain | 362 | 387 | | 6.9 |
| Iran | 9,614 | 9,295 | | -3.3 |
| Iraq | 771 | 597 | | -22.6 |
| Israel | 1,844 | 2,027 | | 9.9 |
| Jordan | 2,338 | 2,426 | | 3.8 |
| Kuwait | 6,846 | 5,923 | | -13.5 |
| Lebanon | 1,700 | 1,958 | | 15.2 |

| | 2020/21 | 2021/22 | % of total | % change |
|------------------------------------|----------------|----------------|--------------|------------|
| Oman | 2,433 | 2,202 | | -9.5 |
| Palestinian Territories | 424 | 485 | | 14.4 |
| Qatar | 562 | 500 | | -11.0 |
| Saudi Arabia | 21,933 | 18,206 | | -17.0 |
| Syria | 425 | 385 | | -9.4 |
| United Arab Emirates | 1,737 | 1,618 | | -6.9 |
| Yemen | 293 | 305 | | 4.1 |
| North Africa | 6,282 | 6,790 | 0.7 | 8.1 |
| Algeria | 219 | 268 | | 22.4 |
| Egypt | 3,672 | 3,967 | | 8.0 |
| Libya | 563 | 472 | | -16.2 |
| Morocco | 1,294 | 1,466 | | 13.3 |
| Tunisia | 534 | 617 | | 15.5 |
| NORTH AMERICA | 25,143 | 27,013 | 2.8 | 7.4 |
| Canada | 25,143 | 27,013 | | 7.4 |
| OCEANIA | 5,864 | 5,994 | 0.6 | 2.2 |
| Australia | 3,623 | 3,892 | | 7.4 |
| Cook Islands | 8 | 4 | | -50.0 |
| Fiji | 89 | 85 | | -4.5 |
| French Polynesia | 65 | 39 | | -40.0 |
| Kiribati | 53 | 28 | | -47.2 |
| Marshall Islands, Republic of the | 7 | 14 | | 100.0 |
| Micronesia, Federated States of | 23 | 51 | | 121.7 |
| Nauru | 1 | 3 | | 200.0 |
| New Caledonia | 7 | 2 | | -71.4 |
| New Zealand | 1,520 | 1,539 | | 1.3 |
| Niue | 10 | 0 | | -100.0 |
| Norfolk Island | 2 | 0 | | -100.0 |
| Palau | 25 | 19 | | -24.0 |
| Papua New Guinea | 100 | 92 | | -8.0 |
| Samoa | 106 | 72 | | -32.1 |
| Solomon Islands | 16 | 14 | | -12.5 |
| Tonga | 189 | 119 | | -37.0 |
| Tuvalu | 6 | 1 | | -83.3 |
| Vanuatu | 11 | 11 | | 0.0 |
| Wallis and Futuna | 3 | 9 | | 200.0 |
| STATELESS | 12 | 12 | 0.0 | 0.0 |
| WORLD TOTAL | 914,095 | 948,519 | 100.0 | 3.8 |

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

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2020/21 & 2021/22

| | TOTAL | | UNDERGRADUATE | | GRADUATE | | NON-DEGREE | | OPTIONAL PRACTICAL TRAINING | | | | | | |
|--------------------------------------|---------------|---------------|------------------|-------------|------------------|-------------|------------------|-------------|-----------------------------|------------|-------------|--------------|--------------|-------------|-------------|
| | 2021/22 | 2020/21 | 2021/22 of total | % change | 2021/22 of total | % change | 2021/22 of total | % change | 2021/22 of total | % change | | | | | |
| AFRICA, SUB-SAHARAN | 42,518 | 18,670 | 18,105 | 42.6 | 13,342 | 39.4 | 25.7 | 938 | 1,121 | 2.6 | 19.5 | 6,111 | 6,520 | 15.3 | 6.7 |
| East Africa | 10,157 | 5,228 | 5,416 | 53.3 | 2,677 | 30.0 | 13.7 | 211 | 218 | 2.1 | 3.3 | 1,203 | 1,478 | 14.6 | 22.9 |
| Burundi | 157 | 108 | 104 | 66.2 | 17 | 30 | 19.1 | 76.5 | 8 | 6 | 3.8 | 16 | 17 | 10.8 | 6.3 |
| Djibouti | 6 | 4 | 1 | 16.7 | 2 | 4 | 66.7 | 100.0 | 0 | 1 | 16.7 | 0 | 0 | 0.0 | 0.0 |
| Eritrea | 77 | 27 | 30 | 39.0 | 23 | 43 | 55.8 | 87.0 | 1 | 3 | 3.9 | 2 | 1 | 1.3 | -50.0 |
| Ethiopia | 2,680 | 1,358 | 1,705 | 63.6 | 485 | 609 | 22.7 | 25.6 | 94 | 60 | 2.2 | 229 | 306 | 11.4 | 33.6 |
| Kenya | 3,799 | 1,913 | 1,954 | 51.4 | 1,072 | 1,202 | 31.6 | 12.1 | 43 | 60 | 1.6 | 474 | 583 | 15.3 | 23.0 |
| Rwanda | 1,226 | 848 | 694 | 56.6 | 306 | 281 | 22.9 | -8.2 | 18 | 13 | 1.1 | 161 | 238 | 19.4 | 47.8 |
| Seychelles | 6 | 4 | 2 | 33.3 | 4 | 2 | 33.3 | -50.0 | 0 | 0 | 0.0 | 1 | 2 | 33.3 | 100.0 |
| Somalia | 92 | 69 | 55 | 59.8 | 14 | 24 | 26.1 | 71.4 | 3 | 3 | 3.3 | 11 | 10 | 10.9 | -9.1 |
| South Sudan | 100 | 55 | 66 | 66.0 | 28 | 18 | 18.0 | -35.7 | 0 | 6 | 6.0 | 12 | 10 | 10.0 | -16.7 |
| Sudan | 360 | 112 | 102 | 28.3 | 149 | 174 | 48.3 | 16.8 | 16 | 21 | 5.8 | 47 | 63 | 17.5 | 34.0 |
| Tanzania | 749 | 385 | 381 | 50.9 | 189 | 238 | 31.8 | 25.9 | 9 | 27 | 3.6 | 116 | 103 | 13.8 | -11.2 |
| Uganda | 905 | 345 | 322 | 35.6 | 388 | 420 | 46.4 | 8.2 | 19 | 18 | 2.0 | 134 | 145 | 16.0 | 8.2 |
| Central Africa | 2,871 | 1,921 | 1,677 | 58.4 | 549 | 650 | 22.6 | 18.4 | 115 | 215 | 7.5 | 314 | 329 | 11.5 | 4.8 |
| Cameroon | 927 | 497 | 448 | 48.3 | 286 | 320 | 34.5 | 11.9 | 35 | 32 | 3.5 | 112 | 127 | 13.7 | 13.4 |
| Central African Republic | 11 | 10 | 6 | 54.5 | 1 | 4 | 36.4 | 300.0 | 1 | 1 | 9.1 | 1 | 0 | 0.0 | -100.0 |
| Chad | 61 | 36 | 36 | 59.0 | 11 | 17 | 27.9 | 54.5 | 0 | 1 | 1.6 | 5 | 7 | 11.5 | 40.0 |
| Congo, Republic of the (Brazzaville) | 190 | 193 | 122 | 64.2 | 39 | 45 | 23.7 | 15.4 | 11 | 4 | 2.1 | 37 | 19 | 10.0 | -48.6 |
| Congo, Dem. Rep. of the (Kinshasa) | 1,266 | 793 | 774 | 61.1 | 170 | 212 | 16.7 | 24.7 | 45 | 149 | 11.8 | 117 | 131 | 10.3 | 12.0 |
| Equatorial Guinea | 186 | 181 | 137 | 73.7 | 10 | 13 | 7.0 | 30.0 | 17 | 21 | 11.3 | 18 | 15 | 8.1 | -16.7 |
| Gabon | 229 | 210 | 153 | 66.8 | 32 | 39 | 17.0 | 21.9 | 6 | 7 | 3.1 | 24 | 30 | 13.1 | 25.0 |
| São Tomé & Príncipe | 1 | 1 | 1 | 100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0.0 |

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2020/21 & 2021/22 (cont'd)

| | TOTAL | | UNDERGRADUATE | | GRADUATE | | NON-DEGREE | | OPTIONAL PRACTICAL TRAINING | | | |
|------------------------|---------------|--------------|---------------|-------------------|---------------|-------------------|-------------|-------------------|-----------------------------|--------------|-------------------|------------|
| | 2021/22 | 2020/21 | 2021/22 | % of total change | 2021/22 | % of total change | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | |
| Southern Africa | 6,516 | 3,419 | 3,482 | 53.4 | 1,876 | 28.8 | 20.5 | 193 | 932 | 965 | 14.8 | 3.5 |
| Angola | 541 | 451 | 319 | 59.0 | 90 | 16.6 | 13.9 | 21 | 121 | 111 | 20.5 | -8.3 |
| Botswana | 231 | 123 | 122 | 52.8 | 76 | 32.9 | 4.1 | 2 | 21 | 31 | 13.4 | 47.6 |
| Comoros | 21 | 9 | 7 | 33.3 | 10 | 47.6 | 0.0 | 2 | 2 | 2 | 9.5 | 0.0 |
| Eswatini | 169 | 123 | 95 | 56.2 | 42 | 24.9 | 68.0 | 0 | 33 | 32 | 18.9 | -3.0 |
| Lesotho | 70 | 35 | 31 | 44.3 | 25 | 35.7 | 0.0 | 0 | 9 | 14 | 20.0 | 55.6 |
| Madagascar | 209 | 109 | 105 | 50.2 | 41 | 72 | 34.4 | 8 | 29 | 24 | 11.5 | -17.2 |
| Malawi | 342 | 134 | 140 | 40.9 | 101 | 146 | 42.7 | 8 | 47 | 48 | 14.0 | 2.1 |
| Mauritius | 281 | 175 | 144 | 51.2 | 78 | 71 | 25.3 | 2 | 68 | 64 | 22.8 | -5.9 |
| Mozambique | 145 | 72 | 72 | 49.7 | 37 | 52 | 35.9 | 6 | 20 | 15 | 10.3 | -25.0 |
| Namibia | 107 | 69 | 47 | 43.9 | 45 | 37 | 34.6 | 2 | 8 | 21 | 19.6 | 162.5 |
| Reunion | 6 | 2 | 4 | 66.7 | 2 | 1 | 16.7 | 0 | 0 | 1 | 16.7 | - |
| South Africa | 2,375 | 1,201 | 1,394 | 58.7 | 540 | 650 | 27.4 | 46 | 295 | 285 | 12.0 | -3.4 |
| Zambia | 512 | 234 | 263 | 51.4 | 125 | 160 | 31.3 | 14 | 70 | 75 | 14.6 | 7.1 |
| Zimbabwe | 1,507 | 682 | 739 | 49.0 | 376 | 444 | 29.5 | 82 | 209 | 242 | 16.1 | 15.8 |
| West Africa | 22,974 | 8,102 | 7,530 | 32.8 | 11,201 | 48.8 | 30.9 | 495 | 3,662 | 3,748 | 16.3 | 2.3 |
| Benin | 201 | 98 | 93 | 46.3 | 66 | 76 | 37.8 | 11 | 30 | 21 | 10.4 | -30.0 |
| Burkina Faso | 367 | 261 | 195 | 53.1 | 92 | 96 | 26.2 | 15 | 51 | 61 | 16.6 | 19.6 |
| Cabo Verde | 44 | 40 | 27 | 61.4 | 14 | 7 | 15.9 | 2 | 6 | 8 | 18.2 | 33.3 |
| Côte d'Ivoire | 1,034 | 684 | 537 | 51.9 | 248 | 260 | 25.1 | 49 | 156 | 188 | 18.2 | 20.5 |
| Gambia, The | 231 | 105 | 94 | 40.7 | 64 | 102 | 44.2 | 4 | 45 | 31 | 13.4 | -31.1 |
| Ghana | 4,916 | 1,064 | 1,078 | 21.9 | 2,309 | 2,984 | 60.7 | 40 | 725 | 814 | 16.6 | 12.3 |
| Guinea | 76 | 70 | 50 | 65.8 | 18 | 13 | 17.1 | 6 | 14 | 7 | 9.2 | -50.0 |
| Guinea-Bissau | 8 | 8 | 8 | 100.0 | 1 | 0 | -100.0 | 0 | 0 | 0 | 0.0 | 0.0 |
| Liberia | 269 | 126 | 148 | 55.0 | 73 | 106 | 39.4 | 4 | 20 | 11 | 4.1 | -45.0 |
| Mali | 254 | 190 | 147 | 57.9 | 43 | 58 | 22.8 | 23 | 21 | 26 | 10.2 | 23.8 |
| Mauritania | 53 | 32 | 27 | 50.9 | 14 | 18 | 34.0 | 3 | 7 | 5 | 9.4 | -28.6 |
| Niger | 246 | 125 | 128 | 52.0 | 44 | 62 | 25.2 | 9 | 26 | 47 | 19.1 | 80.8 |
| Nigeria | 14,438 | 4,827 | 4,529 | 31.4 | 5,350 | 7,212 | 50.0 | 284 | 2,459 | 2,413 | 16.7 | -1.9 |
| Saint Helena | 2 | 0 | 0 | 0.0 | 0 | 0 | 0.0 | 0 | 0 | 2 | 100.0 | 0.0 |
| Senegal | 445 | 264 | 261 | 58.7 | 99 | 94 | 21.1 | 31 | 53 | 59 | 13.3 | 11.3 |
| Sierra Leone | 197 | 103 | 105 | 53.3 | 66 | 64 | 32.5 | 2 | 29 | 26 | 13.2 | -10.3 |
| Togo | 193 | 105 | 103 | 53.4 | 58 | 49 | 25.4 | 12 | 20 | 29 | 15.0 | 45.0 |

(cont'd)

| | TOTAL | UNDERGRADUATE | | | GRADUATE | | | NON-DEGREE | | | OPTIONAL PRACTICAL TRAINING | | | | | | |
|-------------------------------|----------------|----------------|----------------|-------------------|-------------|----------------|-------------------|-------------|-------------|-------------------|-----------------------------|------------|-------------------|----------------|----------------|-------------|--------------|
| | | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | | | | |
| ASIA | 658,669 | 227,317 | 213,348 | 32.4 | -6.1 | 239,466 | 284,543 | 43.2 | 18.8 | 12,246 | 14,115 | 2.1 | 15.3 | 166,593 | 146,663 | 22.3 | -12.0 |
| East Asia | 372,378 | 161,175 | 145,201 | 39.0 | -9.9 | 145,496 | 152,298 | 40.9 | 4.7 | 9,684 | 10,623 | 2.9 | 9.7 | 79,453 | 64,256 | 17.3 | -19.1 |
| China | 290,086 | 125,616 | 109,492 | 37.7 | -12.8 | 118,859 | 123,182 | 42.5 | 3.6 | 7,458 | 6,213 | 2.1 | -16.7 | 65,366 | 51,199 | 17.6 | -21.7 |
| Hong Kong | 5,848 | 3,404 | 3,293 | 56.3 | -3.3 | 1,322 | 1,522 | 26.0 | 15.1 | 115 | 149 | 2.5 | 29.6 | 1,037 | 884 | 15.1 | -14.8 |
| Japan | 13,449 | 7,243 | 7,008 | 52.1 | -3.2 | 2,678 | 3,290 | 24.5 | 22.9 | 744 | 2,017 | 15.0 | 171.1 | 1,120 | 1,134 | 8.4 | 1.3 |
| Macau | 394 | 259 | 236 | 59.9 | -8.9 | 89 | 103 | 26.1 | 15.7 | 3 | 2 | 0.5 | -33.3 | 71 | 53 | 13.5 | -25.4 |
| Mongolia | 1,355 | 790 | 815 | 60.1 | 3.2 | 258 | 276 | 20.4 | 7.0 | 52 | 74 | 5.5 | 42.3 | 158 | 190 | 14.0 | 20.3 |
| North Korea | 4 | 1 | 2 | 50.0 | 100.0 | 0 | 2 | 50.0 | - | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 |
| South Korea | 40,755 | 17,743 | 18,262 | 44.8 | 2.9 | 14,238 | 14,915 | 36.6 | 4.8 | 840 | 1,555 | 3.8 | 85.1 | 6,670 | 6,023 | 14.8 | -9.7 |
| Taiwan | 20,487 | 6,119 | 6,093 | 29.7 | -0.4 | 8,052 | 9,008 | 44.0 | 11.9 | 471 | 613 | 3.0 | 30.1 | 5,031 | 4,773 | 23.3 | -5.1 |
| South and Central Asia | 237,500 | 35,978 | 39,495 | 16.6 | 9.8 | 83,948 | 120,848 | 50.9 | 44.0 | 1,742 | 2,291 | 1.0 | 31.5 | 79,592 | 74,866 | 31.5 | -5.9 |
| Afghanistan | 420 | 133 | 140 | 33.3 | 5.3 | 171 | 219 | 52.1 | 28.1 | 11 | 22 | 5.2 | 100.0 | 39 | 39 | 9.3 | 0.0 |
| Bangladesh | 10,597 | 1,516 | 1,659 | 15.7 | 9.4 | 5,735 | 7,452 | 70.3 | 29.9 | 54 | 109 | 1.0 | 101.9 | 1,293 | 1,377 | 13.0 | 6.5 |
| Bhutan | 143 | 85 | 100 | 69.9 | 17.6 | 19 | 33 | 23.1 | 73.7 | 0 | 1 | 0.7 | - | 12 | 9 | 6.3 | -25.0 |
| India | 199,182 | 23,734 | 27,545 | 13.8 | 16.1 | 68,869 | 102,024 | 51.2 | 48.1 | 1,378 | 1,425 | 0.7 | 3.4 | 73,601 | 68,188 | 34.2 | -7.4 |
| Kazakhstan | 2,121 | 794 | 949 | 44.7 | 19.5 | 645 | 726 | 34.2 | 12.6 | 48 | 149 | 7.0 | 210.4 | 343 | 297 | 14.0 | -13.4 |
| Kyrgyzstan | 478 | 212 | 322 | 67.4 | 51.9 | 58 | 76 | 15.9 | 31.0 | 22 | 34 | 7.1 | 54.5 | 36 | 46 | 9.6 | 27.8 |
| Maldives | 23 | 7 | 14 | 60.9 | 100.0 | 13 | 7 | 30.4 | -46.2 | 0 | 1 | 4.3 | - | 3 | 1 | 4.3 | -66.7 |
| Nepal | 11,799 | 5,327 | 4,518 | 38.3 | -15.2 | 3,655 | 4,576 | 38.8 | 25.2 | 82 | 108 | 0.9 | 31.7 | 2,108 | 2,597 | 22.0 | 23.2 |
| Pakistan | 8,772 | 3,044 | 3,241 | 36.9 | 6.5 | 2,858 | 3,635 | 41.4 | 27.2 | 101 | 293 | 3.3 | 190.1 | 1,472 | 1,603 | 18.3 | 8.9 |
| Sri Lanka | 2,928 | 562 | 472 | 16.1 | -16.0 | 1,655 | 1,808 | 61.7 | 9.2 | 15 | 88 | 3.0 | 486.7 | 538 | 560 | 19.1 | 4.1 |
| Tajikistan | 183 | 120 | 103 | 56.3 | -14.2 | 44 | 46 | 25.1 | 4.5 | 5 | 11 | 6.0 | 120.0 | 36 | 23 | 12.6 | -36.1 |
| Turkmenistan | 223 | 162 | 122 | 54.7 | -24.7 | 63 | 48 | 21.5 | -23.8 | 2 | 5 | 2.2 | 150.0 | 42 | 48 | 21.5 | 14.3 |
| Uzbekistan | 631 | 282 | 310 | 49.1 | 9.9 | 163 | 198 | 31.4 | 21.5 | 24 | 45 | 7.1 | 87.5 | 69 | 78 | 12.4 | 13.0 |
| Southeast Asia | 48,791 | 30,164 | 28,652 | 58.7 | -5.0 | 10,022 | 11,397 | 23.4 | 13.7 | 820 | 1,201 | 2.5 | 46.5 | 7,548 | 7,541 | 15.5 | -0.1 |
| Brunei | 42 | 18 | 22 | 52.4 | 22.2 | 8 | 12 | 28.6 | 50.0 | 0 | 1 | 2.4 | - | 11 | 7 | 16.7 | -36.4 |
| Burma | 1,909 | 1,230 | 1,304 | 68.3 | 6.0 | 235 | 307 | 16.1 | 30.6 | 19 | 74 | 3.9 | 289.5 | 214 | 224 | 11.7 | 4.7 |
| Cambodia | 875 | 655 | 654 | 74.7 | -0.2 | 118 | 143 | 16.3 | 21.2 | 17 | 17 | 1.9 | 0.0 | 58 | 61 | 7.0 | 5.2 |
| Indonesia | 8,003 | 4,614 | 4,507 | 56.3 | -2.3 | 1,413 | 1,831 | 22.9 | 29.6 | 150 | 295 | 3.7 | 96.7 | 1,312 | 1,370 | 17.1 | 4.4 |
| Laos | 101 | 80 | 70 | 69.3 | -12.5 | 22 | 16 | 15.8 | -27.3 | 2 | 5 | 5.0 | 150.0 | 9 | 10 | 9.9 | 11.1 |
| Malaysia | 4,933 | 2,996 | 2,670 | 54.1 | -10.9 | 995 | 1,029 | 20.9 | 3.4 | 44 | 48 | 1.0 | 9.1 | 1,245 | 1,186 | 24.0 | -4.7 |
| Philippines | 3,278 | 1,510 | 1,545 | 47.1 | 2.3 | 856 | 1,236 | 37.7 | 44.4 | 61 | 74 | 2.3 | 21.3 | 480 | 423 | 12.9 | -11.9 |
| Singapore | 3,901 | 1,532 | 1,650 | 42.3 | 7.7 | 1,230 | 1,446 | 37.1 | 17.6 | 39 | 73 | 1.9 | 87.2 | 757 | 732 | 18.8 | -3.3 |

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2020/210 & 2021/22 (cont'd)

| | TOTAL | | UNDERGRADUATE | | GRADUATE | | NON-DEGREE | | OPTIONAL PRACTICAL TRAINING | | | | | | | | |
|------------------------|---------------|---------------|---------------|-------------------|------------|---------------|---------------|-------------|-----------------------------|--------------|-------------------|-------------------|--------------|---------------|---------------|-------------|-------------|
| | 2021/22 | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | 2020/21 | 2021/22 | 2020/21 | 2021/22 | % of total change | % of total change | | | | | |
| Thailand | 5,007 | 2,227 | 2,267 | 45.3 | 1.8 | 1,759 | 1,772 | 35.4 | 0.7 | 139 | 184 | 3.7 | 32.4 | 835 | 784 | 15.7 | -6.1 |
| Timor-Leste | 29 | 20 | 16 | 55.2 | -20.0 | 11 | 9 | 31.0 | -18.2 | 1 | 1 | 3.4 | 0.0 | 1 | 3 | 10.3 | 200.0 |
| Vietnam | 20,713 | 15,282 | 13,947 | 67.3 | -8.7 | 3,375 | 3,596 | 17.4 | 6.5 | 348 | 429 | 2.1 | 23.3 | 2,626 | 2,741 | 13.2 | 4.4 |
| EUROPE | 83,240 | 31,923 | 34,825 | 41.8 | 9.1 | 23,034 | 26,250 | 31.5 | 14.0 | 2,223 | 11,394 | 13.7 | 412.6 | 10,799 | 10,771 | 12.9 | -0.3 |
| Albania | 1,026 | 681 | 616 | 60.0 | -9.5 | 219 | 258 | 25.1 | 17.8 | 18 | 25 | 2.4 | 38.9 | 135 | 127 | 12.4 | -5.9 |
| Andorra | 18 | 9 | 13 | 72.2 | 44.4 | 5 | 3 | 16.7 | -40.0 | 0 | 1 | 5.6 | - | 2 | 1 | 5.6 | -50.0 |
| Armenia | 366 | 131 | 141 | 38.5 | 7.6 | 118 | 151 | 41.3 | 28.0 | 6 | 17 | 4.6 | 183.3 | 63 | 57 | 15.6 | -9.5 |
| Austria | 977 | 304 | 362 | 37.1 | 19.1 | 245 | 312 | 31.9 | 27.3 | 28 | 210 | 21.5 | 650.0 | 78 | 93 | 9.5 | 19.2 |
| Azerbaijan | 728 | 258 | 294 | 40.4 | 14.0 | 200 | 305 | 41.9 | 52.5 | 16 | 39 | 5.4 | 143.8 | 82 | 90 | 12.4 | 9.8 |
| Belarus | 357 | 194 | 185 | 51.8 | -4.6 | 109 | 112 | 31.4 | 2.8 | 6 | 12 | 3.4 | 100.0 | 47 | 48 | 13.4 | 2.1 |
| Belgium | 988 | 400 | 387 | 39.2 | -3.3 | 209 | 314 | 31.8 | 50.2 | 25 | 162 | 16.4 | 548.0 | 122 | 125 | 12.7 | 2.5 |
| Bosnia and Herzegovina | 257 | 161 | 158 | 61.5 | -1.9 | 61 | 65 | 25.3 | 6.6 | 2 | 2 | 0.8 | 0.0 | 37 | 32 | 12.5 | -13.5 |
| Bulgaria | 532 | 280 | 270 | 50.8 | -3.6 | 182 | 142 | 26.7 | -22.0 | 5 | 9 | 1.7 | 80.0 | 118 | 111 | 20.9 | -5.9 |
| Croatia | 392 | 225 | 203 | 51.8 | -9.8 | 118 | 142 | 36.2 | 20.3 | 2 | 6 | 1.5 | 200.0 | 48 | 41 | 10.5 | -14.6 |
| Cyprus | 413 | 187 | 181 | 43.8 | -3.2 | 120 | 136 | 32.9 | 13.3 | 4 | 17 | 4.1 | 325.0 | 63 | 79 | 19.1 | 25.4 |
| Czech Republic | 732 | 357 | 404 | 55.2 | 13.2 | 155 | 158 | 21.6 | 1.9 | 18 | 90 | 12.3 | 400.0 | 79 | 80 | 10.9 | 1.3 |
| Denmark | 1,091 | 363 | 461 | 42.3 | 27.0 | 160 | 189 | 17.3 | 18.1 | 26 | 390 | 35.7 | 1,400.0 | 59 | 51 | 4.7 | -13.6 |
| Estonia | 178 | 87 | 107 | 60.1 | 23.0 | 51 | 45 | 25.3 | -11.8 | 1 | 9 | 5.1 | 800.0 | 17 | 17 | 9.6 | 0.0 |
| Finland | 480 | 293 | 293 | 61.0 | 0.0 | 106 | 107 | 22.3 | 0.9 | 10 | 34 | 7.1 | 240.0 | 76 | 46 | 9.6 | -39.5 |
| France | 7,751 | 2,199 | 2,471 | 31.9 | 12.4 | 1,900 | 2,288 | 29.5 | 20.4 | 404 | 1,817 | 23.4 | 349.8 | 1,140 | 1,175 | 15.2 | 3.1 |
| Georgia | 662 | 294 | 353 | 53.3 | 20.1 | 184 | 213 | 32.2 | 15.8 | 26 | 17 | 2.6 | -34.6 | 79 | 79 | 11.9 | 0.0 |
| Germany | 8,550 | 2,403 | 2,839 | 33.2 | 18.1 | 2,022 | 2,563 | 30.0 | 26.8 | 292 | 2,464 | 28.8 | 743.8 | 647 | 684 | 8.0 | 5.7 |
| Gibraltar | 12 | 2 | 3 | 25.0 | 50.0 | 2 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 9 | 75.0 | - |
| Greece | 2,407 | 694 | 761 | 31.6 | 9.7 | 1,055 | 1,121 | 46.6 | 6.3 | 34 | 63 | 2.6 | 85.3 | 473 | 462 | 19.2 | -2.3 |
| Holy See | 2 | 0 | 0 | 0.0 | 0.0 | 1 | 2 | 100.0 | 100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Hungary | 705 | 324 | 348 | 49.4 | 7.4 | 197 | 223 | 31.6 | 13.2 | 27 | 38 | 5.4 | 40.7 | 105 | 96 | 13.6 | -8.6 |
| Iceland | 411 | 234 | 239 | 58.2 | 2.1 | 86 | 104 | 25.3 | 20.9 | 0 | 13 | 3.2 | - | 39 | 55 | 13.4 | 41.0 |
| Ireland | 1,295 | 460 | 570 | 44.0 | 23.9 | 271 | 352 | 27.2 | 29.9 | 19 | 251 | 19.4 | 1,221.1 | 120 | 122 | 9.4 | 1.7 |
| Italy | 5,695 | 1,943 | 2,038 | 35.8 | 4.9 | 2,044 | 2,382 | 41.8 | 16.5 | 111 | 436 | 7.7 | 292.8 | 796 | 839 | 14.7 | 5.4 |
| Kosovo | 157 | 69 | 73 | 46.5 | 5.8 | 55 | 59 | 37.6 | 7.3 | 3 | 6 | 3.8 | 100.0 | 27 | 19 | 12.1 | -29.6 |
| Latvia | 291 | 131 | 140 | 48.1 | 6.9 | 61 | 62 | 21.3 | 1.6 | 5 | 56 | 19.2 | 1,020.0 | 35 | 33 | 11.3 | -5.7 |
| Liechtenstein | 7 | 0 | 5 | 71.4 | - | 1 | 0 | 0.0 | -100.0 | 1 | 2 | 28.6 | 100.0 | 0 | 0 | 0.0 | 0.0 |

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| | TOTAL | | | UNDERGRADUATE | | | GRADUATE | | | NON-DEGREE | | | OPTIONAL PRACTICAL TRAINING | | | | |
|--------------------------------------|---------------|---------------|-------------------|---------------|-------------|-------------------|---------------|-------------|-------------------|--------------|--------------|-------------------|-----------------------------|---------------|-------------------|-------------|-------------|
| | 2021/22 | 2020/21 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | | |
| Lithuania | 314 | 165 | 179 | 57.0 | 8.5 | 66 | 83 | 26.4 | 25.8 | 3 | 11 | 3.5 | 266.7 | 39 | 41 | 13.1 | 5.1 |
| Luxembourg | 89 | 29 | 34 | 38.2 | 17.2 | 17 | 29 | 32.6 | 70.6 | 5 | 13 | 14.6 | 160.0 | 11 | 13 | 14.6 | 18.2 |
| Malta | 62 | 28 | 37 | 59.7 | 32.1 | 10 | 16 | 25.8 | 60.0 | 1 | 2 | 3.2 | 100.0 | 7 | 7 | 11.3 | 0.0 |
| Moldova | 147 | 89 | 75 | 51.0 | -15.7 | 39 | 41 | 27.9 | 5.1 | 2 | 2 | 1.4 | 0.0 | 27 | 29 | 19.7 | 7.4 |
| Monaco | 19 | 11 | 11 | 57.9 | 0.0 | 6 | 2 | 10.5 | -66.7 | 3 | 3 | 15.8 | 0.0 | 6 | 3 | 15.8 | -50.0 |
| Montenegro | 121 | 78 | 81 | 66.9 | 3.8 | 31 | 28 | 23.1 | -9.7 | 2 | 3 | 2.5 | 50.0 | 10 | 9 | 7.4 | -10.0 |
| Netherlands | 2,172 | 1,003 | 1,043 | 48.0 | 4.0 | 519 | 566 | 26.1 | 9.1 | 42 | 378 | 17.4 | 800.0 | 203 | 185 | 8.5 | -8.9 |
| North Macedonia | 218 | 103 | 102 | 46.8 | -1.0 | 66 | 83 | 38.1 | 25.8 | 2 | 2 | 0.9 | 0.0 | 37 | 31 | 14.2 | -16.2 |
| Norway | 1,633 | 907 | 977 | 59.8 | 7.7 | 215 | 272 | 16.7 | 26.5 | 12 | 250 | 15.3 | 1,983.3 | 131 | 134 | 8.2 | 2.3 |
| Poland | 1,458 | 656 | 685 | 47.0 | 4.4 | 444 | 477 | 32.7 | 7.4 | 44 | 122 | 8.4 | 177.3 | 184 | 174 | 11.9 | -5.4 |
| Portugal | 1,030 | 412 | 477 | 46.3 | 15.8 | 238 | 311 | 30.2 | 30.7 | 19 | 106 | 10.3 | 457.9 | 122 | 136 | 13.2 | 11.5 |
| Romania | 872 | 388 | 408 | 46.8 | 5.2 | 293 | 288 | 33.0 | -1.7 | 11 | 32 | 3.7 | 190.9 | 160 | 144 | 16.5 | -10.0 |
| Russia | 4,802 | 2,022 | 2,002 | 41.7 | -1.0 | 1,663 | 1,714 | 35.7 | 3.1 | 317 | 315 | 6.6 | -0.6 | 803 | 771 | 16.1 | -4.0 |
| San Marino | 3 | 0 | 2 | 66.7 | - | 2 | 1 | 33.3 | -50.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Serbia | 898 | 504 | 469 | 52.2 | -6.9 | 303 | 300 | 33.4 | -1.0 | 6 | 6 | 0.7 | 0.0 | 114 | 123 | 13.7 | 7.9 |
| Slovakia | 305 | 164 | 187 | 61.3 | 14.0 | 62 | 60 | 19.7 | -3.2 | 3 | 18 | 5.9 | 500.0 | 38 | 40 | 13.1 | 5.3 |
| Slovenia | 201 | 110 | 98 | 48.8 | -10.9 | 57 | 67 | 33.3 | 17.5 | 2 | 11 | 5.5 | 450.0 | 24 | 25 | 12.4 | 4.2 |
| Spain | 8,165 | 2,847 | 3,339 | 40.9 | 17.3 | 1,804 | 2,156 | 26.4 | 19.5 | 163 | 1,691 | 20.7 | 937.4 | 967 | 979 | 12.0 | 1.2 |
| Sweden | 2,352 | 1,401 | 1,506 | 64.0 | 7.5 | 267 | 278 | 11.8 | 4.1 | 69 | 256 | 10.9 | 271.0 | 308 | 312 | 13.3 | 1.3 |
| Switzerland | 1,301 | 453 | 544 | 41.8 | 20.1 | 329 | 378 | 29.1 | 14.9 | 64 | 220 | 16.9 | 243.8 | 142 | 159 | 12.2 | 12.0 |
| Turkey | 8,467 | 2,693 | 2,866 | 33.8 | 6.4 | 3,834 | 3,937 | 46.5 | 2.7 | 132 | 247 | 2.9 | 87.1 | 1,450 | 1,417 | 16.7 | -2.3 |
| Ukraine | 1,835 | 877 | 919 | 50.1 | 4.8 | 529 | 556 | 30.3 | 5.1 | 48 | 115 | 6.3 | 139.6 | 285 | 245 | 13.4 | -14.0 |
| United Kingdom | 10,292 | 4,299 | 4,865 | 47.3 | 13.2 | 2,301 | 2,799 | 27.2 | 21.6 | 184 | 1,405 | 13.7 | 663.6 | 1,244 | 1,223 | 11.9 | -1.7 |
| Europe, Unspecified | 4 | 1 | 4 | 100.0 | 300.0 | 2 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| LATIN AMERICA & CARIBBEAN | 77,969 | 39,228 | 40,015 | 51.3 | 2.0 | 20,256 | 23,441 | 30.1 | 15.7 | 2,995 | 3,889 | 5.0 | 29.8 | 10,371 | 10,624 | 13.6 | 2.4 |
| Caribbean | 10,789 | 7,103 | 6,683 | 61.9 | -5.9 | 2,334 | 2,468 | 22.9 | 5.7 | 319 | 290 | 2.7 | -9.1 | 1,419 | 1,348 | 12.5 | -5.0 |
| Anguilla | 18 | 12 | 13 | 72.2 | 8.3 | 5 | 2 | 11.1 | -60.0 | 0 | 0 | 0.0 | 0.0 | 2 | 3 | 16.7 | 50.0 |
| Antigua and Barbuda | 159 | 125 | 98 | 61.6 | -21.6 | 45 | 35 | 22.0 | -22.2 | 1 | 2 | 1.3 | 100.0 | 15 | 24 | 15.1 | 60.0 |
| Aruba | 65 | 62 | 56 | 86.2 | -9.7 | 6 | 6 | 9.2 | 0.0 | 0 | 0 | 0.0 | 0.0 | 6 | 3 | 4.6 | -50.0 |
| Bahamas | 2,387 | 1,595 | 1,592 | 66.7 | -0.2 | 352 | 437 | 18.3 | 24.1 | 136 | 66 | 2.8 | -51.5 | 259 | 292 | 12.2 | 12.7 |
| Barbados | 269 | 150 | 171 | 63.6 | 14.0 | 120 | 59 | 21.9 | -50.8 | 1 | 4 | 1.5 | 300.0 | 68 | 35 | 13.0 | -48.5 |
| Bermuda | 235 | 191 | 179 | 76.2 | -6.3 | 24 | 37 | 15.7 | 54.2 | 1 | 3 | 1.3 | 200.0 | 18 | 16 | 6.8 | -11.1 |
| British Virgin Islands | 35 | 29 | 27 | 77.1 | -6.9 | 9 | 6 | 17.1 | -33.3 | 1 | 1 | 2.9 | 0.0 | 6 | 1 | 2.9 | -83.3 |

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2020/21 & 2021/22 (cont'd)

| | TOTAL | | | UNDERGRADUATE | | | GRADUATE | | | NON-DEGREE | | | OPTIONAL PRACTICAL TRAINING | | |
|-----------------------------------|---------------|---------------|------------------------|---------------|---------------|-------------------------|--------------|--------------|-----------------|--------------|--------------|------------------|-----------------------------|---------|----------|
| | 2021/22 | 2020/21 | % change | 2021/22 | 2020/21 | % change | 2021/22 | 2020/21 | % change | 2021/22 | 2020/21 | % change | 2021/22 | 2020/21 | % change |
| Cayman Islands | 111 | 94 | 88 79.3 -6.4 | 88 | 14 | 17 15.3 21.4 | 5 | 0 | 0.0 -100.0 | 7 | 6 | 5.4 -14.3 | | | |
| Cuba | 114 | 52 | 41 36.0 -21.2 | 41 | 51 | 59 51.8 15.7 | 6 | 9 | 7.9 50.0 | 6 | 5 | 4.4 -16.7 | | | |
| Curacao | 76 | 54 | 55 72.4 1.9 | 55 | 8 | 12 15.8 50.0 | 0 | 1 | 1.3 - | 12 | 8 | 10.5 -33.3 | | | |
| Dominica | 514 | 456 | 325 63.2 -28.7 | 325 | 75 | 96 18.7 28.0 | 1 | 2 | 0.4 100.0 | 51 | 91 | 17.7 78.4 | | | |
| Dominican Republic | 1,300 | 778 | 794 61.1 2.1 | 794 | 273 | 298 22.9 9.2 | 43 | 58 | 4.5 34.9 | 150 | 150 | 11.5 0.0 | | | |
| Grenada | 118 | 87 | 57 48.3 -34.5 | 57 | 34 | 37 31.4 8.8 | 3 | 3 | 2.5 0.0 | 17 | 21 | 17.8 23.5 | | | |
| Guadeloupe | 2 | 1 | 1 50.0 0.0 | 1 | 1 | 50.0 0.0 | 0 | 0 | 0.0 0.0 | 1 | 0 | 0.0 -100.0 | | | |
| Haiti | 1,015 | 741 | 635 62.6 -14.3 | 635 | 181 | 231 22.8 27.6 | 58 | 74 | 7.3 27.6 | 87 | 75 | 7.4 -13.8 | | | |
| Jamaica | 2,651 | 1,560 | 1,536 57.9 -1.5 | 1,536 | 689 | 688 26.0 -0.1 | 48 | 52 | 2.0 8.3 | 417 | 375 | 14.1 -10.1 | | | |
| Martinique | 4 | 2 | 2 50.0 0.0 | 2 | 1 | 1 25.0 0.0 | 0 | 1 | 25.0 - | 0 | 0 | 0.0 0.0 | | | |
| Montserrat | 3 | 2 | 2 66.7 0.0 | 2 | 4 | 0 0.0 -100.0 | 0 | 0 | 0.0 0.0 | 0 | 1 | 33.3 - | | | |
| Saint Kitts and Nevis | 184 | 176 | 115 62.5 -34.7 | 115 | 46 | 42 22.8 -8.7 | 1 | 1 | 0.5 0.0 | 12 | 26 | 14.1 116.7 | | | |
| Saint Lucia | 164 | 119 | 89 54.3 -25.2 | 89 | 52 | 50 30.5 -3.8 | 1 | 0 | 0.0 -100.0 | 44 | 25 | 15.2 -43.2 | | | |
| Saint Vincent and the Grenadines | 74 | 56 | 41 55.4 -26.8 | 41 | 13 | 20 27.0 53.8 | 1 | 0 | 0.0 -100.0 | 16 | 13 | 17.6 -18.8 | | | |
| Sint Maarten | 88 | 86 | 73 83.0 -15.1 | 73 | 13 | 4 4.5 -69.2 | 0 | 0 | 0.0 0.0 | 0 | 11 | 12.5 - | | | |
| Trinidad and Tobago | 1,160 | 639 | 664 57.2 3.9 | 664 | 310 | 322 27.8 3.9 | 12 | 13 | 1.1 8.3 | 219 | 161 | 13.9 -26.5 | | | |
| Turks and Caicos | 40 | 34 | 26 65.0 -23.5 | 26 | 6 | 8 20.0 33.3 | 0 | 0 | 0.0 0.0 | 6 | 6 | 15.0 0.0 | | | |
| Caribbean, Unspecified | 3 | 2 | 3 100.0 50.0 | 3 | 2 | 0 0.0 -100.0 | 0 | 0 | 0.0 0.0 | 0 | 0 | 0.0 0.0 | | | |
| Mexico and Central America | 23,525 | 12,499 | 13,248 56.3 6.0 | 13,248 | 5,529 | 6,442 27.4 16.5 | 606 | 945 | 4.0 55.9 | 2,590 | 2,890 | 12.3 11.6 | | | |
| Belize | 388 | 187 | 209 53.9 11.8 | 209 | 120 | 112 28.9 -6.7 | 2 | 6 | 1.5 200.0 | 43 | 61 | 15.7 41.9 | | | |
| Costa Rica | 1,315 | 523 | 611 46.5 16.8 | 611 | 408 | 447 34.0 9.6 | 23 | 40 | 3.0 73.9 | 180 | 217 | 16.5 20.6 | | | |
| El Salvador | 1,445 | 1,092 | 1,027 71.1 -6.0 | 1,027 | 201 | 239 16.5 18.9 | 54 | 42 | 2.9 -22.2 | 145 | 137 | 9.5 -5.5 | | | |
| Guatemala | 1,228 | 695 | 718 58.5 3.3 | 718 | 257 | 296 24.1 15.2 | 16 | 36 | 2.9 125.0 | 134 | 178 | 14.5 32.8 | | | |
| Honduras | 2,186 | 1,294 | 1,323 60.5 2.2 | 1,323 | 411 | 501 22.9 21.9 | 41 | 65 | 3.0 58.5 | 275 | 297 | 13.6 8.0 | | | |
| Mexico | 14,500 | 7,303 | 7,738 53.4 6.0 | 7,738 | 3,788 | 4,412 30.4 16.5 | 358 | 651 | 4.5 81.8 | 1,537 | 1,699 | 11.7 10.5 | | | |
| Nicaragua | 553 | 304 | 328 59.3 7.9 | 328 | 110 | 136 24.6 23.6 | 6 | 17 | 3.1 183.3 | 58 | 72 | 13.0 24.1 | | | |
| Panama | 1,910 | 1,101 | 1,294 67.7 17.5 | 1,294 | 234 | 299 15.7 27.8 | 106 | 88 | 4.6 -17.0 | 218 | 229 | 12.0 5.0 | | | |
| South America | 43,655 | 19,626 | 20,084 46.0 2.3 | 20,084 | 12,393 | 14,531 33.3 17.3 | 2,070 | 2,654 | 6.1 28.2 | 6,362 | 6,386 | 14.6 0.4 | | | |
| Argentina | 2,718 | 1,020 | 1,218 44.8 19.4 | 1,218 | 803 | 987 36.3 22.9 | 63 | 141 | 5.2 123.8 | 298 | 372 | 13.7 24.8 | | | |
| Bolivia | 1,285 | 719 | 794 61.8 10.4 | 794 | 210 | 250 19.5 19.0 | 37 | 57 | 4.4 54.1 | 158 | 184 | 14.3 16.5 | | | |
| Brazil | 14,897 | 7,273 | 7,345 49.3 1.0 | 7,345 | 4,159 | 4,752 31.9 14.3 | 519 | 628 | 4.2 21.0 | 2,049 | 2,172 | 14.6 6.0 | | | |
| Chile | 2,750 | 675 | 794 28.9 17.6 | 794 | 1,145 | 1,399 50.9 22.2 | 66 | 163 | 5.9 147.0 | 341 | 394 | 14.3 15.5 | | | |

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| | TOTAL | | | UNDERGRADUATE | | | GRADUATE | | | NON-DEGREE | | | OPTIONAL PRACTICAL TRAINING | | |
|---|---------------|---------------|-------------------|---------------|---------------|-------------------|---------------|---------------|-------------------|--------------|--------------|-------------------|-----------------------------|--------------|-------------------|
| | 2021/22 | 2020/21 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change | 2020/21 | 2021/22 | % of total change |
| Colombia | 8,077 | 2,660 | 35.0 | 2,827 | 2,847 | 43.5 | 3,514 | 3,514 | 23.4 | 326 | 514 | 6.4 | 1,274 | 1,222 | 15.1 |
| Ecuador | 2,781 | 1,232 | 46.2 | 1,284 | 758 | 31.4 | 874 | 874 | 15.3 | 82 | 179 | 6.4 | 443 | 444 | 16.0 |
| Falkland Islands/ Islas Malvinas | 1 | 0 | 0.0 | 0 | 0 | 100.0 | 1 | 1 | - | 0 | 0 | 0.0 | 0 | 0 | 0.0 |
| French Guiana | 3 | 3 | 66.7 | 2 | 0 | 33.3 | 1 | 1 | - | 0 | 0 | 0.0 | 1 | 0 | -100.0 |
| Guyana | 326 | 210 | 51.5 | 168 | 96 | 35.6 | 116 | 116 | 20.8 | 25 | 2 | 0.6 | 27 | 40 | 12.3 |
| Paraguay | 714 | 332 | 50.3 | 359 | 124 | 18.8 | 134 | 134 | 8.1 | 277 | 164 | 23.0 | 71 | 57 | 8.0 |
| Peru | 4,335 | 1,672 | 44.1 | 1,911 | 1,107 | 31.8 | 1,380 | 1,380 | 24.7 | 232 | 443 | 10.2 | 545 | 601 | 13.9 |
| Suriname | 37 | 30 | 54.1 | 20 | 14 | 27.0 | 10 | 10 | -28.6 | 2 | 1 | 2.7 | 9 | 6 | 16.2 |
| Uruguay | 414 | 159 | 38.4 | 159 | 166 | 179 | 43.2 | 7.8 | 7.8 | 2 | 25 | 6.0 | 68 | 51 | 12.3 |
| Venezuela | 5,317 | 3,641 | 60.2 | 3,203 | 964 | 17.6 | 934 | 934 | -3.1 | 439 | 337 | 6.3 | 1,078 | 843 | 15.9 |
| MIDDLE EAST & NORTH AFRICA | 53,104 | 27,079 | 40.9 | 21,729 | 22,261 | 41.7 | 22,162 | 22,162 | -0.4 | 2,146 | 2,980 | 5.6 | 6,078 | 6,233 | 11.7 |
| Middle East | 46,314 | 24,733 | 41.8 | 19,374 | 19,513 | 41.5 | 19,218 | 19,218 | -1.5 | 2,020 | 2,584 | 5.6 | 5,016 | 5,138 | 11.1 |
| Bahrain | 387 | 224 | 59.7 | 231 | 91 | 25.6 | 99 | 99 | 8.8 | 11 | 15 | 3.9 | 36 | 42 | 10.9 |
| Iran | 9,295 | 494 | 4.3 | 400 | 7,225 | 75.6 | 7,025 | 7,025 | -2.8 | 84 | 63 | 0.7 | 1,811 | 1,807 | 19.4 |
| Iraq | 597 | 186 | 24.1 | 144 | 492 | 61.5 | 367 | 367 | -25.4 | 22 | 13 | 2.2 | 71 | 73 | 12.2 |
| Israel | 2,027 | 641 | 34.3 | 695 | 834 | 44.2 | 896 | 896 | 7.4 | 35 | 133 | 6.6 | 334 | 303 | 14.9 |
| Jordan | 2,426 | 887 | 34.4 | 835 | 1,035 | 47.4 | 1,151 | 1,151 | 11.2 | 64 | 97 | 4.0 | 352 | 343 | 14.1 |
| Kuwait | 5,923 | 5,626 | 68.2 | 4,037 | 804 | 16.1 | 956 | 956 | 18.9 | 223 | 705 | 11.9 | 193 | 225 | 3.8 |
| Lebanon | 1,958 | 499 | 25.8 | 505 | 843 | 51.4 | 1,006 | 1,006 | 19.3 | 30 | 73 | 3.7 | 328 | 374 | 19.1 |
| Oman | 2,202 | 2,083 | 80.9 | 1,782 | 1,16 | 5.9 | 130 | 130 | 12.1 | 130 | 132 | 6.0 | 104 | 158 | 7.2 |
| Palestinian Territories | 485 | 189 | 34.6 | 168 | 177 | 247 | 50.9 | 39.5 | 39.5 | 6 | 19 | 3.9 | 52 | 51 | 10.5 |
| Qatar | 500 | 459 | 394 | 394 | 73 | 79 | 15.8 | 8.2 | 8.2 | 12 | 17 | 3.4 | 18 | 10 | 2.0 |
| Saudi Arabia | 18,206 | 11,738 | 47.5 | 8,649 | 7,310 | 36.9 | 6,717 | 6,717 | -8.1 | 1,306 | 1,244 | 6.8 | 1,579 | 1,596 | 8.8 |
| Syria | 385 | 186 | 149 | 149 | 168 | 163 | 42.3 | -3.0 | -3.0 | 10 | 11 | 2.9 | 61 | 62 | 16.1 |
| United Arab Emirates | 1,618 | 1,399 | 79.6 | 1,288 | 233 | 248 | 15.3 | 6.4 | 6.4 | 66 | 34 | 2.1 | 39 | 48 | 3.0 |
| Yemen | 305 | 122 | 97 | 97 | 112 | 134 | 43.9 | 19.6 | 19.6 | 21 | 28 | 9.2 | 38 | 46 | 15.1 |
| North Africa | 6,790 | 2,346 | 34.7 | 2,355 | 2,748 | 43.4 | 2,944 | 2,944 | 7.1 | 126 | 396 | 5.8 | 1,062 | 1,095 | 16.1 |
| Algeria | 268 | 100 | 87 | 87 | 81 | 120 | 44.8 | 48.1 | 48.1 | 5 | 27 | 10.1 | 33 | 34 | 12.7 |
| Egypt | 3,967 | 1,333 | 1,317 | 1,317 | 1,714 | 1,919 | 48.4 | 12.0 | 12.0 | 64 | 155 | 3.9 | 561 | 576 | 14.5 |
| Libya | 472 | 113 | 88 | 88 | 320 | 244 | 51.7 | -23.8 | -23.8 | 17 | 26 | 5.5 | 113 | 114 | 24.2 |
| Morocco | 1,466 | 583 | 631 | 631 | 433 | 452 | 30.8 | 4.4 | 4.4 | 31 | 135 | 9.2 | 247 | 248 | 16.9 |
| Tunisia | 617 | 217 | 232 | 232 | 200 | 209 | 33.9 | 4.5 | 4.5 | 9 | 53 | 8.6 | 108 | 123 | 19.9 |

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2020/21 & 2021/22 (cont'd)

| | TOTAL | | UNDERGRADUATE | | GRADUATE | | NON-DEGREE | | OPTIONAL PRACTICAL TRAINING | | | | | | | | |
|-----------------------------------|----------------|----------------|----------------|-------------------|-------------|-------------------|----------------|-------------------|-----------------------------|-------------------|---------------|------------|---------------|----------------|----------------|-------------|--------------|
| | 2021/22 | 2020/21 | 2021/22 | % of total change | 2020/21 | % of total change | 2020/21 | % of total change | 2020/21 | % of total change | | | | | | | |
| NORTH AMERICA | 27,013 | 11,981 | 13,004 | 48.1 | 8.5 | 9,499 | 10,338 | 38.3 | 8.8 | 505 | 472 | 1.7 | -6.5 | 3,158 | 3,199 | 11.8 | 1.3 |
| Canada | 27,013 | 11,981 | 13,004 | 48.1 | 8.5 | 9,499 | 10,338 | 38.3 | 8.8 | 505 | 472 | 1.7 | -6.5 | 3,158 | 3,199 | 11.8 | 1.3 |
| OCEANIA | 5,994 | 3,587 | 3,504 | 58.5 | -2.3 | 1,410 | 1,588 | 26.5 | 12.6 | 93 | 160 | 2.7 | 72.0 | 774 | 742 | 12.4 | -4.1 |
| Australia | 3,892 | 2,082 | 2,155 | 55.4 | 3.5 | 972 | 1,116 | 28.7 | 14.8 | 59 | 138 | 3.5 | 133.9 | 510 | 483 | 12.4 | -5.3 |
| Cook Islands | 4 | 8 | 1 | 25.0 | -87.5 | 0 | 2 | 50.0 | - | 0 | 0 | 0.0 | 0.0 | 0 | 1 | 25.0 | - |
| Fiji | 85 | 74 | 67 | 78.8 | -9.5 | 9 | 12 | 14.1 | 33.3 | 0 | 3 | 3.5 | - | 6 | 3 | 3.5 | -50.0 |
| French Polynesia | 39 | 63 | 39 | 100.0 | -38.1 | 0 | 0 | 0.0 | 0.0 | 1 | 0 | 0.0 | -100.0 | 1 | 0 | 0.0 | -100.0 |
| Kiribati | 28 | 52 | 25 | 89.3 | -51.9 | 0 | 2 | 7.1 | - | 1 | 0 | 0.0 | -100.0 | 0 | 1 | 3.6 | - |
| Marshall Islands, Republic of the | 14 | 6 | 14 | 100.0 | 133.3 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Micronesia, Federated States of | 51 | 20 | 40 | 78.4 | 100.0 | 3 | 8 | 15.7 | 166.7 | 0 | 0 | 0.0 | 0.0 | 0 | 3 | 5.9 | - |
| Nauru | 3 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 | 0 | 3 | 100.0 | - |
| New Caledonia | 2 | 3 | 1 | 50.0 | -66.7 | 3 | 1 | 50.0 | -66.7 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 |
| New Zealand | 1,539 | 881 | 891 | 57.9 | 1.1 | 375 | 399 | 25.9 | 6.4 | 22 | 8 | 0.5 | -63.6 | 242 | 241 | 15.7 | -0.4 |
| Niue | 0 | 9 | 0 | 0.0 | -100.0 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Norfolk Island | 0 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 | 1 | 0 | 0.0 | -100.0 |
| Palau | 19 | 11 | 11 | 57.9 | 0.0 | 14 | 7 | 36.8 | -50.0 | 0 | 0 | 0.0 | 0.0 | 0 | 1 | 5.3 | - |
| Papua New Guinea | 92 | 75 | 70 | 76.1 | -6.7 | 17 | 19 | 20.7 | 11.8 | 0 | 1 | 1.1 | - | 8 | 2 | 2.2 | -75.0 |
| Samoa | 72 | 92 | 61 | 84.7 | -33.7 | 7 | 7 | 9.7 | 0.0 | 6 | 3 | 4.2 | -50.0 | 1 | 1 | 1.4 | 0.0 |
| Solomon Islands | 14 | 13 | 13 | 92.9 | 0.0 | 3 | 1 | 7.1 | -66.7 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Tonga | 119 | 182 | 102 | 85.7 | -44.0 | 3 | 10 | 8.4 | 233.3 | 3 | 7 | 5.9 | 133.3 | 1 | 0 | 0.0 | -100.0 |
| Tuvalu | 1 | 5 | 1 | 100.0 | -80.0 | 1 | 0 | 0.0 | -100.0 | 0 | 0 | 0.0 | 0.0 | 0 | 0 | 0.0 | 0.0 |
| Vanuatu | 11 | 9 | 8 | 72.7 | -11.1 | 1 | 2 | 18.2 | 100.0 | 0 | 0 | 0.0 | 0.0 | 1 | 1 | 9.1 | 0.0 |
| Wallis and Futuna | 9 | 0 | 5 | 55.6 | - | 0 | 2 | 22.2 | - | 0 | 0 | 0.0 | 0.0 | 3 | 2 | 22.2 | -33.3 |
| STATELESS | 12 | 2 | 2 | 16.7 | 0.0 | 4 | 3 | 25.0 | -25.0 | 5 | 0 | 0.0 | -100.0 | 1 | 7 | 58.3 | 600.0 |
| WORLD TOTAL | 948,519 | 359,787 | 344,532 | 36.3 | -4.2 | 329,272 | 385,097 | 40.6 | 17.0 | 21,151 | 34,131 | 3.6 | 61.4 | 203,885 | 184,759 | 19.5 | -9.4 |

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

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2012/13–2021/22

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 |
|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Northeast | 208,558 | 230,469 | 251,514 | 270,020 | 283,055 | 292,553 | 298,217 | 300,665 | 256,125 | 270,487 | 5.6 |
| Connecticut | 9,947 | 10,530 | 11,897 | 13,564 | 14,711 | 15,278 | 14,832 | 15,112 | 11,778 | 12,352 | 4.9 |
| Maine | 1,415 | 1,198 | 1,354 | 1,396 | 1,341 | 1,343 | 1,335 | 1,480 | 1,427 | 1,492 | 4.6 |
| Massachusetts | 46,486 | 51,240 | 55,447 | 59,436 | 62,926 | 68,192 | 71,098 | 73,695 | 66,273 | 71,026 | 7.2 |
| New Hampshire | 3,095 | 3,277 | 3,784 | 4,506 | 4,671 | 4,391 | 4,333 | 3,531 | 2,828 | 2,942 | 4.0 |
| New Jersey | 15,634 | 17,082 | 19,196 | 21,228 | 22,708 | 22,924 | 23,456 | 23,092 | 19,039 | 18,946 | -0.5 |
| New York | 88,250 | 98,906 | 106,758 | 114,316 | 118,424 | 121,260 | 124,277 | 126,911 | 106,894 | 113,666 | 6.3 |
| Pennsylvania | 37,280 | 41,446 | 45,704 | 48,453 | 51,129 | 51,817 | 51,818 | 50,070 | 42,477 | 44,370 | 4.5 |
| Rhode Island | 5,254 | 5,549 | 5,872 | 5,409 | 5,378 | 5,478 | 5,376 | 5,225 | 4,181 | 4,401 | 5.3 |
| Vermont | 1,197 | 1,241 | 1,502 | 1,712 | 1,767 | 1,870 | 1,692 | 1,549 | 1,228 | 1,292 | 5.2 |
| South | 225,971 | 236,622 | 262,172 | 283,141 | 296,098 | 298,686 | 301,241 | 293,540 | 250,946 | 258,490 | 3.0 |
| Alabama | 7,092 | 7,451 | 7,901 | 8,561 | 9,549 | 9,300 | 9,326 | 9,376 | 8,157 | 8,138 | -0.2 |
| Arkansas | 5,011 | 4,964 | 5,918 | 5,665 | 6,455 | 5,376 | 6,817 | 5,799 | 5,104 | 4,579 | -10.3 |
| Delaware | 4,337 | 4,228 | 4,051 | 5,052 | 5,664 | 7,542 | 7,395 | 6,342 | 3,339 | 3,046 | -8.8 |
| D.C. | 9,232 | 9,980 | 10,556 | 11,120 | 12,204 | 12,230 | 12,545 | 13,046 | 10,816 | 10,587 | -2.1 |
| Florida | 32,746 | 36,249 | 39,377 | 43,462 | 45,718 | 46,516 | 45,957 | 46,221 | 39,179 | 39,622 | 1.1 |
| Georgia | 16,670 | 17,781 | 19,758 | 21,122 | 21,510 | 22,789 | 23,623 | 24,265 | 21,515 | 25,057 | 16.5 |
| Kentucky | 6,364 | 7,370 | 8,104 | 8,043 | 7,832 | 9,942 | 12,776 | 12,073 | 10,523 | 8,891 | -15.5 |
| Louisiana | 7,695 | 6,976 | 6,872 | 7,835 | 7,698 | 7,750 | 7,428 | 7,177 | 6,325 | 6,062 | -4.2 |
| Maryland | 15,522 | 16,121 | 16,862 | 18,304 | 19,501 | 19,671 | 20,345 | 20,362 | 18,784 | 19,651 | 4.6 |
| Mississippi | 2,699 | 2,840 | 3,101 | 3,533 | 3,765 | 3,450 | 3,312 | 3,361 | 2,526 | 2,733 | 8.2 |
| North Carolina | 15,027 | 15,943 | 17,319 | 18,884 | 20,112 | 21,092 | 21,954 | 22,782 | 18,587 | 20,278 | 9.1 |
| Oklahoma | 9,050 | 8,913 | 9,928 | 10,330 | 9,789 | 8,945 | 7,935 | 7,328 | 6,147 | 6,125 | -0.4 |
| South Carolina | 5,089 | 5,215 | 5,895 | 6,253 | 6,636 | 6,207 | 6,064 | 6,493 | 5,352 | 5,907 | 10.4 |
| Tennessee | 7,312 | 8,436 | 9,507 | 9,094 | 9,957 | 8,870 | 9,267 | 7,864 | 6,867 | 7,270 | 5.9 |
| Texas | 62,923 | 64,277 | 75,588 | 82,184 | 85,116 | 84,348 | 81,893 | 77,097 | 67,428 | 70,223 | 4.1 |
| Virginia | 16,521 | 17,145 | 18,220 | 19,549 | 20,400 | 20,233 | 20,452 | 20,274 | 17,472 | 17,841 | 2.1 |
| West Virginia | 2,681 | 2,733 | 3,215 | 4,150 | 4,192 | 4,425 | 4,152 | 3,680 | 2,825 | 2,480 | -12.2 |
| Midwest | 190,613 | 206,341 | 225,819 | 237,231 | 240,980 | 239,947 | 235,900 | 225,158 | 192,061 | 198,690 | 3.5 |
| Illinois | 39,132 | 42,527 | 46,574 | 50,327 | 52,225 | 53,362 | 53,724 | 51,966 | 44,004 | 46,599 | 5.9 |
| Indiana | 24,408 | 26,406 | 28,104 | 29,219 | 30,600 | 29,994 | 29,083 | 28,136 | 23,948 | 24,628 | 2.8 |
| Iowa | 11,540 | 11,318 | 12,220 | 12,711 | 12,488 | 13,362 | 12,624 | 11,603 | 9,493 | 8,246 | -13.1 |
| Kansas | 9,568 | 10,631 | 12,020 | 10,351 | 10,231 | 9,571 | 9,339 | 8,911 | 7,738 | 8,272 | 6.9 |
| Michigan | 26,930 | 29,648 | 32,015 | 33,848 | 34,296 | 34,049 | 33,236 | 31,408 | 27,454 | 27,657 | 0.7 |
| Minnesota | 13,232 | 13,765 | 14,438 | 14,941 | 15,389 | 15,695 | 15,279 | 15,378 | 13,095 | 13,503 | 3.1 |
| Missouri | 17,300 | 18,205 | 21,703 | 24,171 | 23,261 | 23,014 | 22,428 | 20,140 | 17,234 | 19,167 | 11.2 |
| Nebraska | 5,142 | 5,292 | 5,774 | 5,910 | 6,089 | 6,091 | 5,628 | 5,320 | 4,415 | 3,984 | -9.8 |
| North Dakota | 3,087 | 2,773 | 2,677 | 2,571 | 2,393 | 2,179 | 2,114 | 2,002 | 1,750 | 1,869 | 6.8 |
| Ohio | 28,401 | 32,498 | 35,761 | 37,752 | 38,680 | 37,583 | 37,314 | 35,508 | 29,979 | 31,146 | 3.9 |
| South Dakota | 1,498 | 1,560 | 1,782 | 1,981 | 2,108 | 2,096 | 2,064 | 1,826 | 1,518 | 1,670 | 10.0 |
| Wisconsin | 10,375 | 11,718 | 12,751 | 13,449 | 13,220 | 12,951 | 13,067 | 12,960 | 11,433 | 11,949 | 4.5 |

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2012/13–2021/22 (cont'd)

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 |
|-------------------|----------------|----------------|----------------|------------------|------------------|------------------|------------------|------------------|----------------|----------------|--------------------------|
| West | 193,465 | 211,675 | 234,872 | 252,655 | 257,984 | 263,007 | 259,368 | 255,546 | 214,396 | 220,310 | 2.8 |
| Alaska | 643 | 542 | 533 | 488 | 419 | 414 | 406 | 375 | 282 | 301 | 6.7 |
| Arizona | 13,322 | 15,442 | 20,437 | 22,212 | 22,670 | 23,203 | 22,741 | 22,548 | 21,197 | 25,677 | 21.1 |
| California | 111,379 | 121,647 | 135,130 | 149,328 | 156,879 | 161,942 | 161,693 | 160,592 | 132,758 | 134,043 | 1.0 |
| Colorado | 8,983 | 9,621 | 10,800 | 11,346 | 11,527 | 11,639 | 11,888 | 11,631 | 9,569 | 9,355 | -2.2 |
| Hawaii | 4,450 | 4,388 | 4,035 | 4,295 | 3,855 | 3,975 | 4,078 | 3,706 | 3,227 | 3,422 | 6.0 |
| Idaho | 3,247 | 3,810 | 4,592 | 4,501 | 3,733 | 3,574 | 3,429 | 3,597 | 2,952 | 3,230 | 9.4 |
| Montana | 1,607 | 1,691 | 2,146 | 1,735 | 1,720 | 1,485 | 1,581 | 1,410 | 902 | 1,200 | 33.0 |
| Nevada | 2,360 | 2,336 | 2,556 | 2,518 | 2,901 | 2,955 | 2,520 | 2,642 | 2,131 | 1,943 | -8.8 |
| New Mexico | 3,535 | 3,711 | 3,374 | 3,767 | 3,595 | 3,426 | 3,208 | 2,837 | 2,311 | 2,369 | 2.5 |
| Oregon | 11,674 | 13,360 | 14,422 | 14,382 | 13,209 | 12,580 | 11,373 | 10,705 | 8,360 | 7,613 | -8.9 |
| Utah | 8,291 | 8,449 | 8,622 | 8,302 | 8,520 | 8,254 | 7,946 | 8,491 | 8,533 | 9,233 | 8.2 |
| Washington | 22,877 | 25,554 | 27,051 | 28,624 | 27,801 | 28,455 | 27,472 | 26,089 | 21,402 | 21,144 | -1.2 |
| Wyoming | 1,097 | 1,124 | 1,174 | 1,157 | 1,155 | 1,105 | 1,033 | 923 | 772 | 780 | 1.0 |
| Other | 1,037 | 945 | 549 | 792 | 705 | 599 | 573 | 587 | 567 | 567 | -4.4 |
| Guam | * | * | * | * | * | * | * | * | * | * | * |
| Puerto Rico | 936 | 849 | 453 | 703 | 609 | 527 | 505 | 516 | 505 | 426 | -15.6 |
| Virgin Islands | 101 | 96 | 96 | 89 | 96 | 72 | 68 | 71 | 62 | 116 | 87.1 |
| U.S. TOTAL | 819,644 | 886,052 | 974,926 | 1,043,839 | 1,078,822 | 1,094,792 | 1,095,299 | 1,075,496 | 914,095 | 948,519 | 3.8 |

* Did not report

1.17 INTERNATIONAL STUDENTS AS A SHARE OF TOTAL HIGHER EDUCATION ENROLLMENT,
TOP 20 STATES OR TERRITORIES, 2021/22

| Rank* | | Total students** | International students | % int'l | Rank* | | Total students** | International students | % int'l |
|-------|----------------------|---------------------|---------------------------|------------|-------|--------------|---------------------|---------------------------|------------|
| 1 | Massachusetts | 473,731 | 71,026 | 15.0 | 11 | Rhode Island | 77,087 | 4,401 | 5.7 |
| 2 | District of Columbia | 97,481 | 10,587 | 10.9 | 12 | Maryland | 348,054 | 19,651 | 5.6 |
| 3 | New York | 1,182,412 | 113,666 | 9.6 | 13 | Michigan | 490,081 | 27,657 | 5.6 |
| 4 | Illinois | 681,988 | 46,599 | 6.8 | 14 | Missouri | 342,618 | 19,167 | 5.6 |
| 5 | Pennsylvania | 667,515 | 44,370 | 6.6 | 15 | California | 2,579,991 | 134,043 | 5.2 |
| 6 | Connecticut | 186,717 | 12,352 | 6.6 | 16 | Delaware | 58,678 | 3,046 | 5.2 |
| 7 | Washington | 334,059 | 21,144 | 6.3 | 17 | New Jersey | 392,343 | 18,946 | 4.8 |
| 8 | Virgin Islands | 1,838 | 116 | 6.3 | 18 | Ohio | 654,555 | 31,146 | 4.8 |
| 9 | Indiana | 410,949 | 24,628 | 6.0 | 19 | Georgia | 547,389 | 25,057 | 4.6 |
| 10 | Hawaii | 59,693 | 3,422 | 5.7 | 20 | Texas | 1,601,399 | 70,223 | 4.4 |

* 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 2020, 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, 2021/22

| | | | | | | | |
|------------------------|----------------|------------------------|---------------|--------------------------|---------------|------------------------|---------------|
| 1 CALIFORNIA | % | 6 PENNSYLVANIA | % | 11 GEORGIA | % | 16 MISSOURI | % |
| 1 China | 41.2 | 1 China | 38.6 | 1 China | 30.3 | 1 China | 31.0 |
| 2 India | 15.0 | 2 India | 18.4 | 2 India | 22.1 | 2 India | 26.9 |
| 3 South Korea | 4.8 | 3 South Korea | 4.1 | 3 South Korea | 7.0 | 3 Saudi Arabia | 2.7 |
| 4 Taiwan | 3.5 | 4 Saudi Arabia | 3.4 | 4 Nigeria | 2.8 | 4 South Korea | 2.5 |
| 5 Japan | 2.8 | 5 Canada | 2.8 | 5 Taiwan | 2.1 | 5 Canada | 2.1 |
| STATE TOTAL | 134,043 | STATE TOTAL | 44,370 | STATE TOTAL | 25,057 | STATE TOTAL | 19,167 |
| % of U.S. Total | 14.1 | % of U.S. Total | 4.7 | % of U.S. Total | 2.6 | % of U.S. Total | 2.0 |
| 2 NEW YORK | % | 7 FLORIDA | % | 12 INDIANA | % | 17 NEW JERSEY | % |
| 1 China | 40.0 | 1 China | 14.5 | 1 India | 29.7 | 1 China | 34.1 |
| 2 India | 19.6 | 2 India | 13.8 | 2 China | 23.3 | 2 India | 32.5 |
| 3 South Korea | 4.8 | 3 Brazil | 6.0 | 3 South Korea | 6.0 | 3 South Korea | 3.6 |
| 4 Canada | 4.7 | 4 Venezuela | 5.3 | 4 Taiwan | 3.5 | 4 Canada | 2.4 |
| 5 Taiwan | 1.9 | 5 Colombia | 3.4 | 5 Saudi Arabia | 2.6 | 5 Taiwan | 1.3 |
| STATE TOTAL | 113,666 | STATE TOTAL | 39,622 | STATE TOTAL | 24,628 | STATE TOTAL | 18,946 |
| % of U.S. Total | 12.0 | % of U.S. Total | 4.2 | % of U.S. Total | 2.6 | % of U.S. Total | 2.0 |
| 3 MASSACHUSETTS | % | 8 OHIO | % | 13 WASHINGTON | % | 18 VIRGINIA | % |
| 1 China | 32.4 | 1 China | 34.2 | 1 China | 37.6 | 1 China | 24.4 |
| 2 India | 23.1 | 2 India | 24.8 | 2 India | 10.4 | 2 India | 20.5 |
| 3 South Korea | 3.8 | 3 Saudi Arabia | 4.0 | 3 Vietnam | 7.1 | 3 South Korea | 5.3 |
| 4 Canada | 3.4 | 4 Vietnam | 3.4 | 4 South Korea | 5.6 | 4 Saudi Arabia | 4.5 |
| 5 Vietnam | 2.0 | 5 South Korea | 3.0 | 5 Taiwan | 5.4 | 5 Vietnam | 2.5 |
| STATE TOTAL | 71,026 | STATE TOTAL | 31,146 | STATE TOTAL | 21,144 | STATE TOTAL | 17,841 |
| % of U.S. Total | 7.5 | % of U.S. Total | 3.3 | % of U.S. Total | 2.2 | % of U.S. Total | 1.9 |
| 4 TEXAS | % | 9 MICHIGAN | % | 14 NORTH CAROLINA | % | 19 MINNESOTA | % |
| 1 India | 27.6 | 1 China | 31.1 | 1 China | 32.8 | 1 China | 24.3 |
| 2 China | 15.8 | 2 India | 22.3 | 2 India | 26.2 | 2 India | 14.4 |
| 3 Mexico | 8.2 | 3 Canada | 5.8 | 3 South Korea | 3.2 | 3 South Korea | 5.6 |
| 4 Vietnam | 5.1 | 4 South Korea | 4.9 | 4 Canada | 2.2 | 4 Nepal | 4.9 |
| 5 South Korea | 3.6 | 5 Saudi Arabia | 2.5 | 5 Saudi Arabia | 1.7 | 5 Ethiopia | 3.5 |
| STATE TOTAL | 70,223 | STATE TOTAL | 27,657 | STATE TOTAL | 20,278 | STATE TOTAL | 13,503 |
| % of U.S. Total | 7.4 | % of U.S. Total | 2.9 | % of U.S. Total | 2.1 | % of U.S. Total | 1.4 |
| 5 ILLINOIS | % | 10 ARIZONA | % | 15 MARYLAND | % | 20 CONNECTICUT | % |
| 1 China | 30.2 | 1 India | 32.5 | 1 China | 39.0 | 1 India | 24.6 |
| 2 India | 26.2 | 2 China | 27.9 | 2 India | 19.1 | 2 China | 17.4 |
| 3 South Korea | 4.8 | 3 Saudi Arabia | 4.3 | 3 South Korea | 4.2 | 3 Saudi Arabia | 6.5 |
| 4 Taiwan | 2.5 | 4 South Korea | 2.7 | 4 Nigeria | 3.0 | 4 Kuwait | 6.0 |
| 5 Canada | 2.1 | 5 Taiwan | 2.3 | 5 Canada | 2.7 | 5 South Korea | 2.7 |
| STATE TOTAL | 46,599 | STATE TOTAL | 25,677 | STATE TOTAL | 19,651 | STATE TOTAL | 12,352 |
| % of U.S. Total | 4.9 | % of U.S. Total | 2.7 | % of U.S. Total | 2.1 | % of U.S. Total | 1.3 |

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2020/21 & 2021/22

| | | No. of institutions | 2020/21 students | 2021/22 students | % of total | % change |
|----|--|------------------------|---------------------|---------------------|------------|----------|
| 1 | New York-Newark-Jersey City, NY-NJ-PA | 105 | 84,972 | 90,186 | 9.5 | 6.1 |
| 2 | Boston-Cambridge-Newton, MA-NH | 49 | 57,635 | 61,676 | 6.5 | 7.0 |
| 3 | Los Angeles-Long Beach-Anaheim, CA | 69 | 58,803 | 58,668 | 6.2 | -0.2 |
| 4 | Chicago-Naperville-Elgin, IL-IN-WI | 50 | 26,456 | 28,246 | 3.0 | 6.8 |
| 5 | Dallas-Fort Worth-Arlington, TX | 19 | 23,562 | 24,499 | 2.6 | 4.0 |
| 6 | Washington-Arlington-Alexandria, DC-VA-MD-WV | 22 | 23,672 | 22,763 | 2.4 | -3.8 |
| 7 | San Francisco-Oakland-Berkeley, CA | 31 | 20,882 | 21,828 | 2.3 | 4.5 |
| 8 | Philadelphia-Camden-Wilmington, PA-NJ-DE-MD | 34 | 19,230 | 18,706 | 2.0 | -2.7 |
| 9 | Seattle-Tacoma-Bellevue, WA | 30 | 17,476 | 16,917 | 1.8 | -3.2 |
| 10 | Houston-The Woodlands-Sugar Land, TX | 18 | 16,459 | 16,577 | 1.7 | 0.7 |
| 11 | Atlanta-Sandy Springs-Alpharetta, GA | 19 | 13,343 | 16,368 | 1.7 | 22.7 |
| 12 | Phoenix-Mesa-Chandler, AZ | 11 | 15,330 | 16,226 | 1.7 | 5.8 |
| 13 | San Diego-Chula Vista-Carlsbad, CA | 20 | 14,991 | 15,300 | 1.6 | 2.1 |
| 14 | San Jose-Sunnyvale-Santa Clara, CA | 14 | 14,805 | 14,006 | 1.5 | -5.4 |
| 15 | Champaign-Urbana, IL | 2 | 13,005 | 13,014 | 1.4 | 0.1 |
| 16 | Pittsburgh, PA | 19 | 12,024 | 12,792 | 1.3 | 6.4 |
| 17 | Baltimore-Columbia-Towson, MD | 17 | 10,898 | 12,295 | 1.3 | 12.8 |
| 18 | Miami-Fort Lauderdale-Pompano Beach, FL | 14 | 12,138 | 11,640 | 1.2 | -4.1 |
| 19 | Lafayette-West Lafayette, IN | 1 | 10,500 | 11,198 | 1.2 | 6.6 |
| 20 | Ann Arbor, MI | 3 | 8,866 | 9,775 | 1.0 | 10.3 |
| 21 | State College, PA | 1 | 8,267 | 9,313 | 1.0 | 12.7 |
| 22 | Sacramento-Roseville-Folsom, CA | 4 | 8,385 | 8,382 | 0.9 | 0.0 |
| 23 | Saint Louis, MO-IL | 19 | 7,415 | 8,353 | 0.9 | 12.7 |
| 24 | Tampa-Saint Petersburg-Clearwater, FL | 7 | 7,706 | 8,152 | 0.9 | 5.8 |
| 25 | Buffalo-Cheektowaga, NY | 10 | 7,353 | 8,106 | 0.9 | 10.2 |
| 26 | Minneapolis-Saint Paul-Bloomington, MN-WI | 21 | 8,526 | 8,080 | 0.9 | -5.2 |
| 27 | Madison, WI | 3 | 7,279 | 7,810 | 0.8 | 7.3 |
| 28 | Ithaca, NY | 3 | 6,821 | 7,726 | 0.8 | 13.3 |
| 29 | Durham-Chapel Hill, NC | 4 | 6,077 | 7,650 | 0.8 | 25.9 |
| 30 | Columbus, OH | 10 | 7,881 | 7,633 | 0.8 | -3.1 |
| 31 | Rochester, NY | 11 | 7,394 | 7,439 | 0.8 | 0.6 |
| 32 | Austin-Round Rock-Georgetown, TX | 7 | 6,695 | 7,355 | 0.8 | 9.9 |
| 33 | College Station-Bryan, TX | 1 | 6,511 | 7,162 | 0.8 | 10.0 |
| 34 | Cincinnati, OH-KY-IN | 9 | 6,998 | 6,850 | 0.7 | -2.1 |
| 35 | Tucson, AZ | 2 | 4,757 | 6,366 | 0.7 | 33.8 |
| 36 | Orlando-Kissimmee-Sanford, FL | 6 | 6,018 | 6,134 | 0.6 | 1.9 |
| 37 | Gainesville, FL | 2 | 6,171 | 6,055 | 0.6 | -1.9 |
| 38 | Syracuse, NY | 9 | 6,237 | 5,976 | 0.6 | -4.2 |
| 39 | Springfield, MA | 11 | 5,678 | 5,947 | 0.6 | 4.7 |
| 40 | Cleveland-Elyria, OH | 13 | 4,629 | 5,681 | 0.6 | 22.7 |
| 41 | New Haven-Milford, CT | 7 | 4,890 | 5,615 | 0.6 | 14.8 |
| 42 | Raleigh-Cary, NC | 7 | 5,415 | 5,568 | 0.6 | 2.8 |
| 43 | Santa Maria-Santa Barbara, CA | 3 | 4,972 | 5,536 | 0.6 | 11.3 |
| 44 | Bloomington, IN | 1 | 5,175 | 5,245 | 0.6 | 1.4 |

(cont'd)

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2020/21 & 2021/22 (cont'd)

| | | No. of institutions | 2020/21 students | 2021/22 students | % of total | % change |
|----|---------------------------------------|------------------------|---------------------|---------------------|------------|----------|
| 45 | Hartford-East Hartford-Middletown, CT | 9 | 5,214 | 5,153 | 0.5 | -1.2 |
| 46 | Detroit-Warren-Dearborn, MI | 16 | 5,626 | 5,047 | 0.5 | -10.3 |
| 47 | Providence-Warwick, RI-MA | 14 | 4,851 | 5,043 | 0.5 | 4.0 |
| 48 | Lansing-East Lansing, MI | 2 | 5,343 | 4,730 | 0.5 | -11.5 |
| 49 | Blacksburg-Christiansburg, VA | 3 | 4,397 | 4,494 | 0.5 | 2.2 |
| 50 | Campbellsville, KY | 1 | 5,753 | 4,485 | 0.5 | -22.0 |

* 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, 2012/13-2021/22

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 | |
|----|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------------|------------|
| 1 | New York, NY | 69,018 | 77,779 | 84,713 | 93,213 | 97,492 | 99,511 | 102,103 | 103,531 | 84,972 | 90,186 | 6.1 |
| 2 | Boston, MA | 39,829 | 43,801 | 47,895 | 51,072 | 53,979 | 58,972 | 61,422 | 63,993 | 57,635 | 61,676 | 7.0 |
| 3 | Los Angeles, CA | 50,155 | 54,891 | 59,842 | 66,483 | 70,005 | 71,499 | 71,021 | 70,338 | 58,803 | 58,668 | -0.2 |
| 4 | Chicago, IL | 24,072 | 26,437 | 28,829 | 32,119 | 33,068 | 33,160 | 33,588 | 31,827 | 26,456 | 28,246 | 6.8 |
| 5 | Dallas, TX | 20,039 | 20,414 | 23,588 | 26,972 | 29,374 | 29,225 | 28,825 | 26,872 | 23,562 | 24,499 | 4.0 |
| 6 | Washington, DC | 20,541 | 21,663 | 22,672 | 24,570 | 26,691 | 26,833 | 27,660 | 28,560 | 23,672 | 22,763 | -3.8 |
| 7 | San Francisco, CA | 21,956 | 24,030 | 25,204 | 27,417 | 27,449 | 27,913 | 27,075 | 26,998 | 20,882 | 21,828 | 4.5 |
| 8 | Philadelphia, PA | 19,058 | 20,168 | 21,273 | 22,974 | 24,195 | 26,496 | 25,969 | 24,643 | 19,230 | 18,706 | -2.7 |
| 9 | Seattle, WA | 17,213 | 19,391 | 21,133 | 22,684 | 21,990 | 22,452 | 22,064 | 21,089 | 17,476 | 16,917 | -3.2 |
| 10 | Houston, TX | 17,266 | 16,983 | 18,623 | 20,641 | 20,856 | 21,115 | 20,054 | 18,097 | 16,459 | 16,577 | 0.7 |
| | TOP 10 TOTAL | 299,147 | 325,557 | 353,772 | 388,145 | 405,099 | 417,176 | 419,781 | 415,948 | 349,147 | 360,066 | 3.1 |
| 11 | Atlanta, GA | 10,646 | 11,425 | 12,518 | 13,206 | 13,889 | 14,400 | 14,979 | 15,375 | 13,343 | 16,368 | 22.7 |
| 12 | Phoenix, AZ | 8,073 | 10,105 | 13,975 | 15,330 | 15,795 | 16,287 | 15,899 | 15,790 | 15,330 | 16,226 | 5.8 |
| 13 | San Diego, CA | 8,977 | 10,095 | 12,283 | 14,210 | 15,940 | 16,586 | 16,914 | 17,393 | 14,991 | 15,300 | 2.1 |
| 14 | San Jose, CA | 12,212 | 13,405 | 14,822 | 17,073 | 18,044 | 18,473 | 19,139 | 17,940 | 14,805 | 14,006 | -5.4 |
| 15 | Champaign-Urbana, IL | 10,093 | 11,138 | 11,522 | 12,412 | 12,727 | 13,670 | 13,697 | 14,157 | 13,005 | 13,014 | 0.1 |
| 16 | Pittsburgh, PA | 8,870 | 11,253 | 12,517 | 13,528 | 14,107 | 15,242 | 15,141 | 14,834 | 12,024 | 12,792 | 6.4 |
| 17 | Baltimore, MD | 8,079 | 8,292 | 8,892 | 9,581 | 10,372 | 10,367 | 10,908 | 11,001 | 10,898 | 12,295 | 12.8 |
| 18 | Miami, FL | 11,846 | 12,800 | 13,489 | 14,541 | 15,002 | 15,139 | 14,681 | 14,737 | 12,138 | 11,640 | -4.1 |
| 19 | Lafayette, IN | 9,544 | 9,988 | 10,230 | 10,563 | 11,288 | 11,044 | 10,943 | 11,173 | 10,500 | 11,198 | 6.6 |
| 20 | Ann Arbor, MI | 7,832 | 8,301 | 8,344 | 8,533 | 9,043 | 9,242 | 9,410 | 9,697 | 8,866 | 9,775 | 10.3 |
| | TOP 20 TOTAL | 395,319 | 432,359 | 472,364 | 517,122 | 541,306 | 557,626 | 561,492 | 558,045 | 475,047 | 492,680 | 3.7 |

* 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, 2021/22

| 1 NEW YORK, NY | | % |
|-------------------------|----------------|---------------|
| 1 | China | 41.4 |
| 2 | India | 19.0 |
| 3 | South Korea | 5.1 |
| 4 | Canada | 3.4 |
| 5 | Taiwan | 2.1 |
| 6 | France | 1.3 |
| 7 | Brazil | 1.3 |
| 8 | Turkey | 1.1 |
| 9 | United Kingdom | 1.1 |
| 10 | Germany | 1.0 |
| Metro Area Total | | 90,186 |
| % of U.S. Total | | 9.5 |

| 4 CHICAGO, IL | | % |
|-------------------------|-------------|---------------|
| 1 | India | 29.0 |
| 2 | China | 26.5 |
| 3 | South Korea | 4.0 |
| 4 | Canada | 2.8 |
| 5 | Taiwan | 2.0 |
| 6 | Vietnam | 1.6 |
| 7 | Pakistan | 1.6 |
| 8 | Brazil | 1.6 |
| 9 | Spain | 1.6 |
| 10 | Mexico | 1.3 |
| Metro Area Total | | 28,246 |
| % of U.S. Total | | 3.0 |

| 7 SAN FRANCISCO, CA | | % |
|----------------------------|-------------|---------------|
| 1 | China | 32.9 |
| 2 | India | 14.6 |
| 3 | South Korea | 6.3 |
| 4 | Taiwan | 3.9 |
| 5 | Canada | 3.5 |
| 6 | Japan | 2.7 |
| 7 | France | 2.4 |
| 8 | Indonesia | 2.4 |
| 9 | Vietnam | 1.7 |
| 10 | Brazil | 1.6 |
| Metro Area Total | | 21,828 |
| % of U.S. Total | | 2.3 |

| 2 BOSTON, MA | | % |
|-------------------------|----------------|---------------|
| 1 | China | 32.8 |
| 2 | India | 22.3 |
| 3 | South Korea | 3.9 |
| 4 | Canada | 3.7 |
| 5 | Taiwan | 1.9 |
| 6 | Japan | 1.7 |
| 7 | Vietnam | 1.6 |
| 8 | Brazil | 1.6 |
| 9 | United Kingdom | 1.3 |
| 10 | Spain | 1.1 |
| Metro Area Total | | 61,676 |
| % of U.S. Total | | 6.5 |

| 5 DALLAS, TX | | % |
|-------------------------|--------------|---------------|
| 1 | India | 33.9 |
| 2 | China | 15.8 |
| 3 | Nepal | 5.3 |
| 4 | Vietnam | 4.1 |
| 5 | South Korea | 2.3 |
| 6 | Nigeria | 2.2 |
| 7 | Bangladesh | 1.8 |
| 8 | Mexico | 1.6 |
| 9 | Pakistan | 1.6 |
| 10 | Saudi Arabia | 1.1 |
| Metro Area Total | | 24,499 |
| % of U.S. Total | | 2.6 |

| 8 PHILADELPHIA, PA | | % |
|---------------------------|----------------|---------------|
| 1 | China | 33.4 |
| 2 | India | 17.9 |
| 3 | South Korea | 3.7 |
| 4 | Canada | 3.6 |
| 5 | Vietnam | 2.8 |
| 6 | Nigeria | 2.0 |
| 7 | Saudi Arabia | 1.8 |
| 8 | Taiwan | 1.7 |
| 9 | Brazil | 1.6 |
| 10 | United Kingdom | 1.5 |
| Metro Area Total | | 18,706 |
| % of U.S. Total | | 2.0 |

| 3 LOS ANGELES, CA | | % |
|--------------------------|-------------|---------------|
| 1 | China | 42.8 |
| 2 | India | 13.1 |
| 3 | South Korea | 5.3 |
| 4 | Taiwan | 3.3 |
| 5 | Japan | 3.3 |
| 6 | Vietnam | 2.8 |
| 7 | Canada | 2.6 |
| 8 | Indonesia | 1.7 |
| 9 | Brazil | 1.4 |
| 10 | France | 1.3 |
| Metro Area Total | | 58,668 |
| % of U.S. Total | | 6.2 |

| 6 WASHINGTON, DC | | % |
|-------------------------|--------------|---------------|
| 1 | India | 27.8 |
| 2 | China | 18.7 |
| 3 | Saudi Arabia | 4.6 |
| 4 | South Korea | 4.3 |
| 5 | Nigeria | 2.4 |
| 6 | Vietnam | 2.1 |
| 7 | Taiwan | 1.9 |
| 8 | Canada | 1.8 |
| 9 | Brazil | 1.5 |
| 10 | Colombia | 1.2 |
| Metro Area Total | | 22,763 |
| % of U.S. Total | | 2.4 |

| 9 SEATTLE, WA | | % |
|-------------------------|-------------|---------------|
| 1 | China | 40.8 |
| 2 | India | 11.0 |
| 3 | Vietnam | 6.6 |
| 4 | South Korea | 5.8 |
| 5 | Taiwan | 5.7 |
| 6 | Indonesia | 4.3 |
| 7 | Japan | 3.2 |
| 8 | Hong Kong | 2.2 |
| 9 | Canada | 1.9 |
| 10 | Thailand | 1.3 |
| Metro Area Total | | 16,917 |
| % of U.S. Total | | 1.8 |

(cont'd)

| | | | | | | | | |
|-----------------------|-------------------------|---------------|-------------------------|-------------------------|---------------|--------------------------------|-------------------------|---------------|
| 10 HOUSTON, TX | | % | 12 PHOENIX, AZ | | % | 14 SAN JOSE, CA | | % |
| 1 | China | 18.7 | 1 | India | 43.4 | 1 | India | 29.4 |
| 2 | India | 16.8 | 2 | China | 27.2 | 2 | China | 24.9 |
| 3 | Mexico | 10.2 | 3 | Saudi Arabia | 4.7 | 3 | Vietnam | 4.3 |
| 4 | Vietnam | 8.6 | 4 | Taiwan | 2.7 | 4 | Canada | 3.7 |
| 5 | Nigeria | 5.2 | 5 | South Korea | 2.3 | 5 | South Korea | 3.6 |
| 6 | Venezuela | 4.0 | 6 | Vietnam | 1.3 | 6 | Taiwan | 3.2 |
| 7 | Pakistan | 2.3 | 7 | Mexico | 1.3 | 7 | Japan | 1.9 |
| 8 | South Korea | 2.0 | 8 | Canada | 1.1 | 8 | Brazil | 1.5 |
| 9 | Canada | 1.7 | 9 | United Arab Emirates | 0.9 | 9 | Indonesia | 1.5 |
| 10 | Taiwan | 1.7 | 10 | Ghana | 0.9 | 10 | United Kingdom | 1.4 |
| | Metro Area Total | 16,577 | | Metro Area Total | 16,226 | | Metro Area Total | 14,006 |
| | % of U.S. Total | 1.7 | | % of U.S. Total | 1.7 | | % of U.S. Total | 1.5 |
| 11 ATLANTA, GA | | % | 13 SAN DIEGO, CA | | % | 15 CHAMPAIGN-URBANA, IL | | % |
| 1 | China | 29.1 | 1 | China | 46.8 | 1 | China | 47.0 |
| 2 | India | 26.4 | 2 | India | 12.8 | 2 | India | 21.4 |
| 3 | South Korea | 7.3 | 3 | Taiwan | 4.1 | 3 | South Korea | 8.0 |
| 4 | Nigeria | 2.5 | 4 | South Korea | 3.9 | 4 | Taiwan | 4.3 |
| 5 | Vietnam | 2.0 | 5 | Kuwait | 3.0 | 5 | Indonesia | 1.3 |
| 6 | Taiwan | 1.9 | 6 | Japan | 2.9 | 6 | Turkey | 0.9 |
| 7 | Brazil | 1.4 | 7 | Saudi Arabia | 1.8 | 7 | Brazil | 0.9 |
| 8 | Canada | 1.4 | 8 | Canada | 1.6 | 8 | Canada | 0.9 |
| 9 | Turkey | 1.2 | 9 | Mexico | 1.5 | 9 | Nigeria | 0.8 |
| 10 | Pakistan | 1.2 | 10 | Vietnam | 1.5 | 10 | Iran | 0.8 |
| | Metro Area Total | 16,368 | | Metro Area Total | 15,300 | | Metro Area Total | 13,014 |
| | % 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, 2021/22

| | % of international student enrollment | | | | All levels |
|-------------------------------------|---------------------------------------|----------------|---------------|----------------|----------------|
| | Undergraduate | Graduate | Non-degree | OPT | |
| Sector | | | | | |
| Public | 63.9 | 56.4 | 72.7 | 60.6 | 59.9 |
| Private not-for-profit | 34.8 | 43.2 | 25.2 | 38.5 | 39.1 |
| Private for-profit | 1.2 | 0.5 | 2.1 | 1.0 | 1.0 |
| Size of institution | | | | | |
| Very small (under 1,000) | 1.2 | 0.5 | 0.6 | 0.5 | 1.3 |
| Small (1,000–4,999) | 13.9 | 4.3 | 8.8 | 5.4 | 9.4 |
| Mid-size (5,000–9,999) | 11.4 | 9.4 | 9.4 | 9.6 | 10.8 |
| Large (10,000–19,999) | 17.4 | 20.6 | 24.2 | 18.6 | 19.2 |
| Very large (20,000 and above) | 56.1 | 65.2 | 57.1 | 65.9 | 59.3 |
| TOTAL INTERNATIONAL STUDENTS | 344,532 | 385,097 | 34,131 | 184,759 | 948,519 |

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

1.23 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE* AND ACADEMIC LEVEL, 2021/22

| | Enrollment | % of total | Academic level (%) | | | |
|-------------------------------------|----------------|--------------|--------------------|--------------|--------------|--------------|
| | | | Undergraduate | Graduate | Non-degree | OPT |
| Doctoral universities | 738,555 | 77.9 | 66.6 | 90.2 | 74.7 | 86.7 |
| Master's colleges & universities | 105,680 | 11.1 | 12.8 | 7.6 | 12.4 | 9.1 |
| Baccalaureate colleges | 35,569 | 3.7 | 7.9 | 0.3 | 3.4 | 1.7 |
| Associate's colleges | 49,099 | 5.2 | 10.9 | 0.0 | 8.2 | 1.3 |
| Special focus institutions | 19,616 | 2.1 | 1.7 | 1.9 | 1.3 | 1.2 |
| TOTAL INTERNATIONAL STUDENTS | 948,519 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

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

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

1.24 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE*, 2020/21 & 2021/22

| | 2020/21 students | 2021/22 students | % change |
|--|---------------------|---------------------|--------------|
| Doctoral universities | 700,410 | 738,555 | 5.4 |
| Doctoral universities (very high research activity) | 551,543 | 589,158 | 6.8 |
| Doctoral universities (high research activity) | 110,335 | 110,245 | -0.1 |
| Doctoral/professional universities | 38,532 | 39,152 | 1.6 |
| Master's colleges & universities | 105,141 | 105,680 | 0.5 |
| Master's colleges & universities (larger programs) | 85,332 | 85,496 | 0.2 |
| Master's colleges & universities (medium programs) | 12,020 | 12,163 | 1.2 |
| Master's colleges & universities (small programs) | 7,789 | 8,021 | 3.0 |
| Baccalaureate colleges | 33,828 | 35,569 | 5.1 |
| Baccalaureate colleges (arts and sciences focus) | 21,711 | 23,013 | 6.0 |
| Baccalaureate colleges (diverse fields) | 12,117 | 12,556 | 3.6 |
| Associate's colleges | 56,130 | 49,099 | -12.5 |
| Associate's colleges (high transfer) | 28,433 | 25,107 | -11.7 |
| Associate's colleges (high career and technical) | 2,211 | 2,154 | -2.6 |
| Associate's colleges (mixed transfer/career and technical) | 10,654 | 8,960 | -15.9 |
| Baccalaureate/associate's colleges | 14,832 | 12,878 | -13.2 |
| Special focus institutions | 18,586 | 19,616 | 5.5 |
| Arts, music, and design schools | 9,718 | 9,864 | 1.5 |
| Business and management schools | 2,148 | 2,515 | 17.1 |
| Engineering schools | 311 | 333 | 7.1 |
| Faith-related institutions | 882 | 741 | -16.0 |
| Law schools | 27 | 37 | 37.0 |
| Medical schools and centers | 516 | 438 | -15.1 |
| Other health professions schools | 1,663 | 1,945 | 17.0 |
| Other special focus institutions | 572 | 570 | -0.3 |
| Other technology-related schools | 2,742 | 3,170 | 15.6 |
| Tribal colleges | 7 | 3 | -57.1 |
| ALL INSTITUTIONS | 914,095 | 948,519 | 3.8 |

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

1.25 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE*, 2021/22

| | Doctoral universities | | Master's colleges & universities | | Baccalaureate colleges | | Associate's colleges | | Special focus institutions | |
|----|-----------------------|----------------|----------------------------------|----------------|------------------------|---------------|----------------------|---------------|----------------------------|---------------|
| | | % | | % | | % | | % | | % |
| 1 | China | 33.7 | India | 24.4 | China | 20.3 | China | 10.0 | China | 31.6 |
| 2 | India | 21.8 | China | 18.1 | India | 5.3 | Vietnam | 9.5 | India | 14.4 |
| 3 | South Korea | 4.1 | South Korea | 4.6 | Vietnam | 5.3 | Japan | 6.2 | South Korea | 10.6 |
| 4 | Canada | 2.7 | Canada | 4.0 | South Korea | 4.4 | Mexico | 5.8 | Canada | 5.6 |
| 5 | Taiwan | 2.2 | Nepal | 2.5 | Canada | 4.4 | South Korea | 5.5 | Taiwan | 3.1 |
| 6 | Saudi Arabia | 2.0 | Saudi Arabia | 2.4 | Japan | 3.4 | Brazil | 4.8 | Mexico | 1.9 |
| 7 | Vietnam | 1.7 | Vietnam | 2.2 | Brazil | 2.4 | India | 3.6 | Brazil | 1.8 |
| 8 | Nigeria | 1.4 | Nigeria | 2.2 | United Kingdom | 2.4 | Venezuela | 3.1 | Nigeria | 1.6 |
| 9 | Mexico | 1.4 | Japan | 2.1 | Nepal | 2.1 | Colombia | 2.5 | Vietnam | 1.6 |
| 10 | Brazil | 1.3 | Brazil | 1.9 | Spain | 1.9 | Nigeria | 2.4 | Saudi Arabia | 1.5 |
| 11 | Bangladesh | 1.3 | Taiwan | 1.8 | Mexico | 1.7 | Indonesia | 1.9 | Turkey | 1.2 |
| 12 | Iran | 1.2 | Germany | 1.5 | Pakistan | 1.7 | Canada | 1.9 | United Kingdom | 1.0 |
| 13 | Nepal | 1.1 | United Kingdom | 1.4 | Germany | 1.6 | Taiwan | 1.6 | Colombia | 1.0 |
| 14 | Japan | 1.0 | Spain | 1.2 | Taiwan | 1.4 | Pakistan | 1.5 | Indonesia | 0.9 |
| 15 | United Kingdom | 1.0 | Mexico | 1.2 | Bahamas | 1.3 | Saudi Arabia | 1.3 | Hong Kong | 0.8 |
| 16 | Turkey | 0.9 | Colombia | 1.1 | Hong Kong | 1.2 | Kenya | 1.2 | Japan | 0.8 |
| 17 | Pakistan | 0.9 | France | 1.0 | Nigeria | 1.2 | Nepal | 1.1 | Thailand | 0.8 |
| 18 | Indonesia | 0.8 | Pakistan | 0.8 | Philippines | 1.1 | El Salvador | 1.1 | France | 0.7 |
| 19 | Germany | 0.8 | Venezuela | 0.7 | Kenya | 1.0 | Myanmar | 1.0 | Russia | 0.7 |
| 20 | Spain | 0.8 | Kenya | 0.7 | Ethiopia | 1.0 | Hong Kong | 1.0 | Italy | 0.7 |
| 21 | France | 0.8 | Bangladesh | 0.7 | France | 1.0 | Turkey | 1.0 | Germany | 0.7 |
| 22 | Colombia | 0.7 | Ethiopia | 0.7 | Ghana | 0.9 | Honduras | 1.0 | Spain | 0.7 |
| 23 | Kuwait | 0.7 | Italy | 0.7 | Indonesia | 0.8 | United Kingdom | 1.0 | Bangladesh | 0.6 |
| 24 | Italy | 0.6 | Ghana | 0.7 | South Africa | 0.8 | Thailand | 0.9 | Ghana | 0.5 |
| 25 | Hong Kong | 0.6 | Hong Kong | 0.7 | Colombia | 0.8 | France | 0.9 | Nepal | 0.5 |
| | | | Indonesia | 0.7 | | | Sweden | 0.9 | Pakistan | 0.5 |
| | WORLD TOTAL | 738,555 | | 105,680 | | 35,569 | | 49,099 | | 19,616 |

Read table as: "Of the 738,555 international students enrolled at doctoral institutions, 33.7 percent are from China."

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

1.26 HIGHER EDUCATION RECEIPTS FOR SELECTED PLACES OF ORIGIN, 2012–2021 (millions of U.S. dollars)

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | % of 2021 total | % change |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------------|--------------|
| WORLD TOTAL | 23,062 | 26,153 | 30,272 | 35,284 | 40,135 | 44,825 | 47,263 | 47,857 | 38,962 | 32,104 | 100 | -17.6 |
| China | 5,731 | 7,362 | 9,213 | 11,267 | 13,453 | 15,869 | 17,286 | 17,801 | 14,357 | 10,544 | 32.8 | -26.6 |
| India | 2,917 | 3,199 | 3,999 | 5,274 | 6,558 | 7,230 | 7,569 | 7,695 | 6,189 | 5,886 | 18.3 | -4.9 |
| European Union | 1,906 | 2,053 | 2,233 | 2,395 | 2,525 | 2,641 | 2,735 | 2,763 | 1,842 | 1,672 | 5.2 | -9.2 |
| South Korea | 2,442 | 2,442 | 2,426 | 2,450 | 2,512 | 2,607 | 2,589 | 2,505 | 1,993 | 1,530 | 4.8 | -23.2 |
| Canada | 1,111 | 1,170 | 1,251 | 1,316 | 1,351 | 1,375 | 1,395 | 1,411 | 1,197 | 1,083 | 3.4 | -9.5 |
| Vietnam | 306 | 348 | 409 | 524 | 659 | 860 | 973 | 1,018 | 891 | 721 | 2.2 | -19.1 |
| Saudi Arabia | 963 | 1,271 | 1,595 | 1,917 | 1,931 | 1,829 | 1,647 | 1,426 | 1,041 | 717 | 2.2 | -31.1 |
| Taiwan | 744 | 745 | 761 | 793 | 853 | 945 | 1,018 | 1,054 | 875 | 706 | 2.2 | -19.3 |
| Brazil | 352 | 383 | 432 | 499 | 562 | 688 | 812 | 901 | 758 | 620 | 1.9 | -18.2 |
| Japan | 640 | 657 | 666 | 679 | 698 | 764 | 786 | 777 | 584 | 451 | 1.4 | -22.8 |
| Mexico | 413 | 449 | 496 | 535 | 541 | 536 | 529 | 525 | 444 | 413 | 1.3 | -7.0 |

Source: Bureau of Economic Analysis, U.S. Department of Commerce, www.bea.gov/international. Updated as of October 25, 2022.

1.27 FINANCIAL CONTRIBUTIONS OF INTERNATIONAL STUDENTS TO U.S. STATES AND TERRITORIES, 2021/22

| | Total int'l students | Total \$ contribution | | Total int'l students | Total \$ contribution | | Total int'l students | Total \$ contribution |
|-------------|-------------------------|--------------------------|----------------|-------------------------|--------------------------|-------------------|-------------------------|--------------------------|
| Alabama | 8,138 | 262,289,222 | Louisiana | 6,062 | 212,557,353 | Oklahoma | 6,125 | 165,888,798 |
| Alaska | 301 | 9,684,211 | Maine | 1,492 | 60,962,658 | Oregon | 7,613 | 249,635,185 |
| Arizona | 25,677 | 778,147,847 | Maryland | 19,651 | 773,456,514 | Pennsylvania | 44,370 | 1,712,000,349 |
| Arkansas | 4,579 | 110,177,062 | Massachusetts | 71,026 | 3,052,328,442 | Puerto Rico | 426 | 7,566,955 |
| California | 134,043 | 5,439,664,890 | Michigan | 27,657 | 965,457,224 | Rhode Island | 4,401 | 232,086,676 |
| Colorado | 9,355 | 322,009,837 | Minnesota | 13,503 | 392,667,964 | South Carolina | 5,907 | 159,302,339 |
| Connecticut | 12,352 | 496,008,357 | Mississippi | 2,733 | 62,670,460 | South Dakota | 1,670 | 33,408,670 |
| Delaware | 3,046 | 86,552,859 | Missouri | 19,167 | 621,295,654 | Tennessee | 7,270 | 260,248,020 |
| D.C. | 10,587 | 468,001,311 | Montana | 1,200 | 36,243,595 | Texas | 70,223 | 1,764,606,015 |
| Florida | 39,622 | 1,225,709,587 | Nebraska | 3,984 | 111,315,949 | Utah | 9,233 | 251,706,415 |
| Georgia | 25,057 | 834,952,110 | Nevada | 1,943 | 52,743,094 | Vermont | 1,292 | 60,399,978 |
| Hawaii | 3,422 | 103,984,574 | New Hampshire | 2,942 | 121,188,513 | Virgin Islands | 116 | 3,371,336 |
| Idaho | 3,230 | 63,826,118 | New Jersey | 18,946 | 700,112,703 | Virginia | 17,841 | 604,467,386 |
| Illinois | 46,599 | 1,615,811,503 | New Mexico | 2,369 | 59,618,806 | Washington | 21,144 | 739,150,660 |
| Indiana | 24,628 | 785,063,540 | New York | 113,666 | 4,875,932,783 | West Virginia | 2,480 | 71,756,953 |
| Iowa | 8,246 | 240,621,737 | North Carolina | 20,278 | 653,004,879 | Wisconsin | 11,949 | 399,360,984 |
| Kansas | 8,272 | 214,327,701 | North Dakota | 1,869 | 38,345,773 | Wyoming | 780 | 16,440,390 |
| Kentucky | 8,891 | 252,284,575 | Ohio | 31,146 | 1,009,756,621 | U.S. TOTAL | 948,519 | 33,840,173,135 |

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, 2021/22

| | Students | % of total | Academic level (%) | | | |
|--------------------------------------|----------------|--------------|--------------------|----------------|---------------|----------------|
| | | | Undergraduate | Graduate | Non-degree | OPT |
| International funding sources | 554,117 | 58.4 | 86.9 | 58.9 | 80.6 | 0.0 |
| Personal and family | 525,633 | 55.4 | 83.0 | 56.1 | 68.3 | 0.0 |
| Foreign government or university | 22,994 | 2.4 | 3.2 | 2.1 | 11.5 | 0.0 |
| Foreign private sponsor | 4,893 | 0.5 | 0.6 | 0.6 | 0.7 | 0.0 |
| International organization | 597 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 |
| U.S. funding sources | 383,142 | 40.4 | 11.8 | 39.3 | 17.8 | 100.0 |
| U.S. college or university* | 191,309 | 20.2 | 11.2 | 38.5 | 13.2 | 0.0 |
| Current employment | 187,907 | 19.8 | 0.0 | 0.5 | 2.8 | 100.0 |
| U.S. government | 2,001 | 0.2 | 0.2 | 0.2 | 1.5 | 0.0 |
| U.S. private sponsor | 1,925 | 0.2 | 0.4 | 0.1 | 0.3 | 0.0 |
| Other sources | 11,260 | 1.2 | 1.3 | 1.6 | 1.6 | 0.0 |
| TOTAL INTERNATIONAL STUDENTS | 948,519 | 100.0 | 344,532 | 385,097 | 34,131 | 184,759 |

Read table as: "Of the 344,532 international undergraduate students, 83.0 percent rely primarily on personal and family funds to pay for their studies."

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

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

1.29 INTERNATIONAL STUDENTS' PRIMARY SOURCE OF FUNDING BY INSTITUTIONAL TYPE,* 2021/22

| | % of students | | | | |
|--------------------------------------|-----------------------|----------------------------------|------------------------|----------------------|----------------------------|
| | Doctoral universities | Master's colleges & universities | Baccalaureate colleges | Associate's colleges | Special focus institutions |
| International funding sources | 55.0 | 71.5 | 62.2 | 88.8 | 65.8 |
| Personal and family | 52.0 | 69.0 | 58.6 | 86.0 | 63.2 |
| Foreign government or university | 2.5 | 2.2 | 2.2 | 2.1 | 1.8 |
| Foreign private sponsor | 0.5 | 0.2 | 1.3 | 0.6 | 0.8 |
| International organization | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 |
| U.S. funding sources | 43.5 | 28.0 | 37.5 | 10.5 | 33.9 |
| U.S. college or university** | 22.1 | 8.3 | 26.2 | 2.8 | 18.6 |
| Current employment | 21.2 | 19.1 | 9.8 | 5.7 | 14.2 |
| U.S. government | 0.1 | 0.2 | 0.4 | 1.2 | 0.3 |
| U.S. private sponsor | 0.1 | 0.4 | 1.1 | 0.8 | 0.8 |
| Other sources | 1.4 | 0.5 | 0.3 | 0.7 | 0.3 |
| TOTAL INTERNATIONAL STUDENTS | 738,555 | 105,680 | 35,569 | 49,099 | 19,616 |

Read table as: "Of the 738,555 international students at doctoral institutions, 52 percent rely primarily on personal and family funds to pay for their studies."

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

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

1.30 LEADING INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2020/21 & 2021/22

| Institution | City | State | 2020/21 | 2021/22 | % change |
|---|-----------------|-------|----------------|----------------|-------------|
| New York University | New York | NY | 17,050 | 21,081 | 23.6 |
| Northeastern University – Boston | Boston | MA | 15,880 | 17,836 | 12.3 |
| Columbia University | New York | NY | 15,015 | 16,956 | 12.9 |
| University of Southern California | Los Angeles | CA | 14,992 | 15,729 | 4.9 |
| Arizona State University – Campus Immersion | Tempe | AZ | 13,015 | 15,293 | 17.5 |
| University of Illinois – Urbana–Champaign | Champaign | IL | 12,838 | 12,833 | 0.0 |
| Boston University | Boston | MA | 10,646 | 11,798 | 10.8 |
| University of California – San Diego | La Jolla | CA | 10,824 | 11,279 | 4.2 |
| Purdue University – West Lafayette | West Lafayette | IN | 10,500 | 11,198 | 6.6 |
| University of California – Los Angeles | Los Angeles | CA | 10,273 | 10,990 | 7.0 |
| University of California – Berkeley | Berkeley | CA | 9,184 | 10,664 | 16.1 |
| University of Michigan – Ann Arbor | Ann Arbor | MI | 8,252 | 9,349 | 13.3 |
| Pennsylvania State University – University Park | University Park | PA | 8,267 | 9,313 | 12.7 |
| University of Washington | Seattle | WA | 8,777 | 8,682 | -1.1 |
| Carnegie Mellon University | Pittsburgh | PA | 7,396 | 8,196 | 10.8 |
| Georgia Institute of Technology | Atlanta | GA | 5,657 | 8,040 | 42.1 |
| Johns Hopkins University | Baltimore | MD | 6,723 | 7,893 | 17.4 |
| University of California – Irvine | Irvine | CA | 7,766 | 7,888 | 1.6 |
| University of Texas – Dallas | Richardson | TX | 8,475 | 7,741 | -8.7 |
| University of Wisconsin – Madison | Madison | WI | 7,139 | 7,686 | 7.7 |
| Cornell University | Ithaca | NY | 6,692 | 7,579 | 13.3 |
| University of California – Davis | Davis | CA | 7,422 | 7,505 | 1.1 |
| University of Pennsylvania | Philadelphia | PA | 6,562 | 7,400 | 12.8 |
| Texas A&M University – College Station | College Station | TX | 6,511 | 7,162 | 10.0 |
| SUNY University at Buffalo | Buffalo | NY | 6,161 | 6,723 | 9.1 |
| LEADING INSTITUTIONS (28.1% OF ALL INTERNATIONAL STUDENTS) | | | 242,017 | 266,814 | 10.2 |

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2021/22

| Institution | City | State | Total int'l students |
|---|-----------------|--------------|-----------------------------|
| New York University | New York | NY | 21,081 |
| Northeastern University – Boston | Boston | MA | 17,836 |
| Columbia University | New York | NY | 16,956 |
| University of Southern California | Los Angeles | CA | 15,729 |
| Arizona State University – Campus Immersion | Tempe | AZ | 15,293 |
| University of Illinois – Urbana-Champaign | Champaign | IL | 12,833 |
| Boston University | Boston | MA | 11,798 |
| University of California – San Diego | La Jolla | CA | 11,279 |
| Purdue University – West Lafayette | West Lafayette | IN | 11,198 |
| University of California – Los Angeles | Los Angeles | CA | 10,990 |
| University of California – Berkeley | Berkeley | CA | 10,664 |
| University of Michigan – Ann Arbor | Ann Arbor | MI | 9,349 |
| Pennsylvania State University – University Park | University Park | PA | 9,313 |
| University of Washington | Seattle | WA | 8,682 |
| Carnegie Mellon University | Pittsburgh | PA | 8,196 |
| Georgia Institute of Technology | Atlanta | GA | 8,040 |
| Johns Hopkins University | Baltimore | MD | 7,893 |
| University of California – Irvine | Irvine | CA | 7,888 |
| University of Texas – Dallas | Richardson | TX | 7,741 |
| University of Wisconsin – Madison | Madison | WI | 7,686 |
| Cornell University | Ithaca | NY | 7,579 |
| University of California – Davis | Davis | CA | 7,505 |
| University of Pennsylvania | Philadelphia | PA | 7,400 |
| Texas A&M University – College Station | College Station | TX | 7,162 |
| SUNY University at Buffalo | Buffalo | NY | 6,723 |
| Ohio State University – Columbus | Columbus | OH | 6,604 |
| University of Texas – Austin | Austin | TX | 6,246 |
| University of Arizona | Tucson | AZ | 6,191 |
| Rutgers University – New Brunswick | New Brunswick | NJ | 6,131 |
| University of South Florida – Tampa | Tampa | FL | 6,107 |
| University of Chicago | Chicago | IL | 6,004 |
| Harvard University | Cambridge | MA | 5,976 |
| University of Minnesota – Twin Cities | Minneapolis | MN | 5,948 |
| University of Florida | Gainesville | FL | 5,829 |
| University of Maryland – College Park | College Park | MD | 5,545 |
| University of Texas – Arlington | Arlington | TX | 5,490 |
| Indiana University – Bloomington | Bloomington | IN | 5,245 |
| North Carolina State University | Raleigh | NC | 5,195 |
| University of California – Santa Barbara | Santa Barbara | CA | 5,135 |
| Syracuse University | Syracuse | NY | 5,107 |
| Northwestern University | Evanston | IL | 5,065 |
| Duke University and Medical Center | Durham | NC | 5,039 |
| University of North Texas | Denton | TX | 5,004 |
| University of Illinois – Chicago | Chicago | IL | 4,930 |

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2021/22 (cont'd)

| Institution | City | State | Total int'l students |
|---|-----------------|-------|----------------------|
| Washington University in Saint Louis | Saint Louis | MO | 4,928 |
| Massachusetts Institute of Technology | Cambridge | MA | 4,906 |
| Stanford University | Stanford | CA | 4,839 |
| Michigan State University | East Lansing | MI | 4,686 |
| University of Houston | Houston | TX | 4,615 |
| SUNY Stony Brook University | Stony Brook | NY | 4,531 |
| University of Cincinnati | Cincinnati | OH | 4,512 |
| Campbellsville University | Campbellsville | KY | 4,485 |
| University of Rochester | Rochester | NY | 4,478 |
| Virginia Polytechnic Institute and State University | Blacksburg | VA | 4,434 |
| University of Massachusetts – Amherst | Amherst | MA | 4,339 |
| Savannah College of Art and Design | Savannah | GA | 4,314 |
| San Jose State University | San Jose | CA | 4,194 |
| The New School | New York | NY | 4,190 |
| Yale University | New Haven | CT | 4,083 |
| George Washington University | Washington | DC | 4,051 |
| Florida International University | Miami | FL | 3,856 |
| University of Connecticut | Storrs | CT | 3,805 |
| University of Central Florida | Orlando | FL | 3,754 |
| University of Utah | Salt Lake City | UT | 3,704 |
| George Mason University | Fairfax | VA | 3,679 |
| Iowa State University | Ames | IA | 3,326 |
| University of Colorado – Boulder | Boulder | CO | 3,263 |
| University of Pittsburgh – Pittsburgh | Pittsburgh | PA | 3,192 |
| University of Miami | Coral Gables | FL | 3,138 |
| Lone Star College System | The Woodlands | TX | 3,138 |
| Stevens Institute of Technology | Hoboken | NJ | 3,125 |
| Oregon State University – Corvallis | Corvallis | OR | 3,101 |
| Georgetown University | Washington | DC | 3,081 |
| Texas Tech University | Lubbock | TX | 3,065 |
| Rice University | Houston | TX | 3,064 |
| Georgia State University | Atlanta | GA | 3,049 |
| Houston Community College System | Houston | TX | 2,972 |
| University of Virginia – Charlottesville | Charlottesville | VA | 2,911 |
| Emory University | Atlanta | GA | 2,789 |
| Drexel University | Philadelphia | PA | 2,733 |
| Illinois Institute of Technology | Chicago | IL | 2,688 |
| Wichita State University | Wichita | KS | 2,653 |
| University of North Carolina – Charlotte | Charlotte | NC | 2,633 |
| Case Western Reserve University | Cleveland | OH | 2,631 |
| University of California – Riverside | Riverside | CA | 2,622 |
| New Jersey Institute of Technology | Newark | NJ | 2,618 |
| Rochester Institute of Technology | Rochester | NY | 2,604 |

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2021/22 (cont'd)

| Institution | City | State | Total int'l students |
|---|---------------|-------|----------------------|
| School of Visual Arts | New York | NY | 2,535 |
| University of North Carolina – Chapel Hill | Chapel Hill | NC | 2,501 |
| Fordham University | Bronx | NY | 2,490 |
| Princeton University | Princeton | NJ | 2,367 |
| Western Michigan University | Kalamazoo | MI | 2,354 |
| University of Georgia | Athens | GA | 2,345 |
| Temple University | Philadelphia | PA | 2,339 |
| Pace University – New York | New York | NY | 2,298 |
| Boston College | Chestnut Hill | MA | 2,262 |
| Cleveland State University | Cleveland | OH | 2,262 |
| University of Delaware | Newark | DE | 2,254 |
| SUNY Binghamton University | Binghamton | NY | 2,249 |
| Academy of Art University | San Francisco | CA | 2,232 |
| Auburn University – Auburn | Auburn | AL | 2,205 |
| Pratt Institute | Brooklyn | NY | 2,176 |
| University of Iowa | Iowa City | IA | 2,176 |
| Santa Monica College | Santa Monica | CA | 2,115 |
| Florida State University | Tallahassee | FL | 2,111 |
| Brown University | Providence | RI | 2,106 |
| California State University – Long Beach | Long Beach | CA | 2,076 |
| University of Central Missouri | Warrensburg | MO | 2,063 |
| Indiana University – Purdue University Indianapolis | Indianapolis | IN | 2,023 |
| University of Nebraska – Lincoln | Lincoln | NE | 2,017 |
| Arizona State University – Digital Immersion | Scottsdale | AZ | 1,992 |
| University of Kansas | Lawrence | KS | 1,984 |
| University of Maryland – Baltimore County | Baltimore | MD | 1,968 |
| Vanderbilt University | Nashville | TN | 1,966 |
| American University | Washington | DC | 1,944 |
| University of Massachusetts – Lowell | Lowell | MA | 1,914 |
| Colorado State University | Fort Collins | CO | 1,906 |
| Tufts University | Medford | MA | 1,885 |
| CUNY Baruch College | New York | NY | 1,884 |
| San Diego State University | San Diego | CA | 1,882 |
| Berklee College of Music | Boston | MA | 1,853 |
| University of South Carolina – Columbia | Columbia | SC | 1,842 |
| Brandeis University | Waltham | MA | 1,821 |
| University of Toledo | Toledo | OH | 1,801 |
| Washington State University | Pullman | WA | 1,794 |
| University of Dayton | Dayton | OH | 1,787 |
| Brigham Young University – Idaho | Rexburg | ID | 1,787 |
| Louisiana State University and A&M College | Baton Rouge | LA | 1,768 |
| Brigham Young University | Provo | UT | 1,761 |

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2021/22 (cont'd)

| Institution | City | State | Total int'l students |
|--|---------------|-------|----------------------|
| Minnesota State University – Mankato | Mankato | MN | 1,751 |
| University of Oklahoma – Norman | Norman | OK | 1,749 |
| Wayne State University | Detroit | MI | 1,741 |
| Missouri State University | Springfield | MO | 1,739 |
| University of Missouri – Kansas City | Kansas City | MO | 1,721 |
| University of Kentucky | Lexington | KY | 1,712 |
| University of San Francisco | San Francisco | CA | 1,709 |
| University of California – Santa Cruz | Santa Cruz | CA | 1,703 |
| California State University – Fullerton | Fullerton | CA | 1,685 |
| Oklahoma State University – Stillwater | Stillwater | OK | 1,680 |
| Clemson University | Clemson | SC | 1,678 |
| Rensselaer Polytechnic Institute – Troy | Troy | NY | 1,638 |
| DePaul University | Chicago | IL | 1,629 |
| Santa Clara University | Santa Clara | CA | 1,597 |
| University of Notre Dame | Notre Dame | IN | 1,593 |
| San Francisco State University | San Francisco | CA | 1,554 |
| University of Arkansas – Fayetteville | Fayetteville | AR | 1,525 |
| Dartmouth College | Hanover | NH | 1,514 |
| Kent State University – Kent | Kent | OH | 1,508 |
| University of Missouri – Columbia | Columbia | MO | 1,491 |
| Portland State University | Portland | OR | 1,470 |
| University of Massachusetts – Boston | Boston | MA | 1,463 |
| California State University – Northridge | Northridge | CA | 1,457 |
| Saint Cloud State University – Saint Cloud | Saint Cloud | MN | 1,452 |
| Southern Methodist University | Dallas | TX | 1,440 |
| SUNY University at Albany | Albany | NY | 1,439 |
| De Anza College | Cupertino | CA | 1,415 |
| University of Alabama – Birmingham | Birmingham | AL | 1,411 |
| Miami University – Oxford | Oxford | OH | 1,401 |
| Tulane University | New Orleans | LA | 1,372 |
| Worcester Polytechnic Institute | Worcester | MA | 1,349 |
| West Virginia University | Morgantown | WV | 1,327 |
| Valencia College | Orlando | FL | 1,314 |
| Babson College | Wellesley | MA | 1,313 |
| ArtCenter College of Design | Pasadena | CA | 1,313 |
| University of Texas – El Paso | El Paso | TX | 1,313 |
| University of Alabama – Tuscaloosa | Tuscaloosa | AL | 1,299 |
| Seattle University | Seattle | WA | 1,296 |
| University of Oregon | Eugene | OR | 1,294 |
| Northern Illinois University | DeKalb | IL | 1,292 |
| Kansas State University | Manhattan | KS | 1,267 |
| University of Wisconsin – Milwaukee | Milwaukee | WI | 1,265 |

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2021/22 (cont'd)

| Institution | City | State | Total int'l students |
|--|---------------|-------|----------------------|
| University of Tennessee – Knoxville | Knoxville | TN | 1,261 |
| Lehigh University | Bethlehem | PA | 1,245 |
| University of New Mexico – Albuquerque | Albuquerque | NM | 1,223 |
| University of Texas – San Antonio | San Antonio | TX | 1,214 |
| Montgomery College | Rockville | MD | 1,214 |
| California State University – East Bay | Hayward | CA | 1,204 |
| Clark University | Worcester | MA | 1,197 |
| Southern Illinois University – Carbondale | Carbondale | IL | 1,190 |
| School of the Art Institute of Chicago | Chicago | IL | 1,182 |
| Teachers College, Columbia University | New York | NY | 1,175 |
| Utah State University | Logan | UT | 1,172 |
| Ohio University – Athens | Athens | OH | 1,171 |
| Rhode Island School of Design | Providence | RI | 1,168 |
| Virginia Commonwealth University | Richmond | VA | 1,129 |
| Loyola Marymount University | Los Angeles | CA | 1,124 |
| Northeastern University – Seattle | Seattle | WA | 1,124 |
| Brigham Young University – Hawaii | Laie, Oahu | HI | 1,122 |
| University of Colorado – Denver | Denver | CO | 1,088 |
| University of Hawaii – Manoa | Honolulu | HI | 1,075 |
| Embry–Riddle Aeronautical University – Daytona Beach | Daytona Beach | FL | 1,071 |
| Wright State University – Dayton | Dayton | OH | 1,069 |
| Pepperdine University | Malibu | CA | 1,063 |
| Orange Coast College | Costa Mesa | CA | 1,050 |
| New York Institute of Technology – Old Westbury | Old Westbury | NY | 1,043 |
| Bentley University | Waltham | MA | 1,033 |
| Texas A&M University – Kingsville | Kingsville | TX | 1,030 |
| Dallas College | Dallas | TX | 1,001 |

U.S. Study Abroad

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

2.1 U.S. STUDY ABROAD TOTALS, SELECTED YEARS, 1989/90–2020/21*

| | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 2020/21 | 14,549 |
| 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, 2011/12–2020/21

U.S. STUDY ABROAD STUDENTS (%)

| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| ACADEMIC LEVEL | | | | | | | | | | |
| Undergraduate | 86.2 | 86.4 | 87.0 | 87.6 | 87.7 | 87.9 | 87.7 | 88.0 | 90.6 | 88.1 |
| Associate's | 1.1 | 1.1 | 1.7 | 1.8 | 1.7 | 1.7 | 1.7 | 1.9 | 0.8 | 0.4 |
| Freshman | 3.3 | 3.8 | 3.9 | 3.9 | 3.6 | 4.0 | 4.2 | 4.1 | 2.7 | 7.0 |
| Sophomore | 13.0 | 13.7 | 13.1 | 13.1 | 12.7 | 13.2 | 12.8 | 13.2 | 12.3 | 14.2 |
| Junior | 36.0 | 34.7 | 33.9 | 33.1 | 32.9 | 33.0 | 33.0 | 33.4 | 42.7 | 27.0 |
| Senior | 24.4 | 24.7 | 25.3 | 26.4 | 27.7 | 27.4 | 28.2 | 29.4 | 27.0 | 33.6 |
| Bachelor's, Unspecified | 8.4 | 8.4 | 9.1 | 9.3 | 9.1 | 8.6 | 7.8 | 6.2 | 5.1 | 5.9 |
| Graduate | 13.5 | 13.5 | 12.7 | 12.1 | 12.1 | 11.9 | 12.1 | 11.6 | 9.3 | 11.5 |
| Master's | 8.3 | 8.4 | 7.6 | 7.4 | 7.0 | 7.3 | 7.8 | 7.4 | 5.4 | 6.3 |
| Doctoral | 0.7 | 0.8 | 0.7 | 0.7 | 0.7 | 0.7 | 0.8 | 0.7 | 0.6 | 1.5 |
| Graduate, professional | 2.6 | 2.3 | 2.0 | 1.9 | 2.1 | 2.0 | 1.8 | 1.7 | 1.6 | 1.6 |
| Graduate, unspecified | 1.9 | 2.0 | 2.4 | 2.1 | 2.3 | 1.9 | 1.7 | 1.8 | 1.7 | 2.1 |
| Other academic level | 0.3 | 0.1 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.4 |
| GENDER | | | | | | | | | | |
| Female | 64.8 | 65.3 | 65.3 | 66.6 | 66.5 | 67.3 | 67.0 | 67.3 | 67.4 | 65.9 |
| Male | 35.2 | 34.7 | 34.7 | 33.4 | 33.5 | 32.7 | 33.0 | 32.7 | 32.6 | 34.0 |
| Nonbinary | – | – | – | – | – | – | – | – | – | 0.1 |
| RACE/ETHNICITY | | | | | | | | | | |
| American Indian or Alaska Native | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.4 | 0.5 | 0.4 | 0.5 | 0.4 |
| Asian, Native Hawaiian or Other Pacific Islander | 7.7 | 7.3 | 7.7 | 8.1 | 8.4 | 8.2 | 8.4 | 8.9 | 8.6 | 10.0 |
| Black or African American | 5.3 | 5.3 | 5.6 | 5.6 | 5.9 | 6.1 | 6.1 | 6.4 | 5.5 | 4.1 |
| Hispanic or Latino(a) | 7.6 | 7.6 | 8.3 | 8.8 | 9.7 | 10.2 | 10.6 | 10.9 | 10.6 | 12.3 |
| Multiracial | 2.5 | 3.0 | 3.6 | 4.1 | 3.9 | 4.3 | 4.4 | 4.7 | 4.8 | 4.8 |
| White | 76.4 | 76.3 | 74.3 | 72.9 | 71.6 | 70.8 | 70.0 | 68.7 | 70.0 | 68.3 |

(cont'd)

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2011/12–2020/21 (cont'd)

| | U.S. STUDY ABROAD STUDENTS (%) | | | | | | | | | |
|---|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| DISABILITY STATUS | | | | | | | | | | |
| Disability | 5.0 | 5.1 | 5.7 | 5.3 | 8.8 | 8.5 | 9.2 | 10.5 | 12.4 | 11.2 |
| No Disability | 95.0 | 94.9 | 94.3 | 94.7 | 91.2 | 91.5 | 90.8 | 89.5 | 87.6 | 88.8 |
| Type of disability | | | | | | | | | | |
| <i>Autism spectrum disorder*</i> | – | – | – | – | 1.8 | 2.0 | 2.2 | 2.2 | 2.0 | 2.3 |
| <i>Chronic health disorder*</i> | – | – | – | – | 23.2 | 16.8 | 16.1 | 17.2 | 18.1 | 22.5 |
| <i>Learning disability and attention-deficit/hyperactivity disorders (ADHD)</i> | 43.4 | 46.4 | 43.8 | 42.1 | 34.4 | 34.3 | 33.5 | 32.5 | 31.5 | 35.2 |
| <i>Mental health disability</i> | 28.0 | 27.9 | 25.9 | 27.0 | 27.7 | 32.4 | 35.0 | 35.5 | 37.9 | 31.5 |
| <i>Other disability</i> | 17.2 | 16.0 | 20.6 | 20.7 | 4.9 | 5.6 | 6.0 | 6.4 | 5.1 | 3.7 |
| <i>Physical disability</i> | 7.6 | 5.9 | 4.7 | 5.2 | 3.6 | 4.5 | 4.1 | 3.3 | 3.2 | 1.7 |
| <i>Sensory disability</i> | 3.8 | 3.8 | 5.0 | 5.0 | 4.4 | 4.4 | 3.1 | 3.0 | 2.2 | 3.1 |
| # of institutions reporting disability status | 269 | 265 | 273 | 322 | 341 | 380 | 360 | 317 | 276 | 75 |
| TOTAL U.S. STUDY ABROAD | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 |

* 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, 2019/20 & 2020/21

| | 2019/20 | 2020/21 | % change | | 2019/20 | 2020/21 | % change |
|---|---------------|--------------|--------------|--|----------------|---------------|--------------|
| Agriculture | 4,817 | 357 | -92.6 | Legal studies and law enforcement | 2,276 | 181 | -92.0 |
| Agriculture | 1,781 | 142 | -92.0 | Homeland security, law enforcement, and firefighting | 930 | 53 | -94.3 |
| Natural resources and conservation | 3,036 | 215 | -92.9 | Legal professions and studies | 1,346 | 128 | -90.5 |
| Business and management | 33,829 | 2,512 | -92.6 | Math and computer science | 6,139 | 494 | -92.0 |
| Communications and journalism | 9,855 | 673 | -93.2 | Computer and information sciences | 4,067 | 321 | -92.1 |
| Communication, journalism | 9,395 | 609 | -93.5 | Mathematics and statistics | 2,072 | 173 | -91.7 |
| Communications technologies/technicians | 460 | 64 | -86.1 | Physical and life sciences | 12,078 | 1,398 | -88.4 |
| Education | 3,870 | 278 | -92.8 | Biological and biomedical sciences | 9,151 | 1,125 | -87.7 |
| Engineering | 6,933 | 1,292 | -81.4 | Physical sciences | 2,763 | 262 | -90.5 |
| Construction trades | 37 | 1 | -97.3 | Science technologies/technicians | 164 | 11 | -93.3 |
| Engineering | 6,411 | 968 | -84.9 | Social sciences | 31,239 | 2,502 | -92.0 |
| Engineering technologies/technicians | 443 | 115 | -74.0 | Area, ethnic, cultural and gender studies | 2,210 | 233 | -89.5 |
| Mechanic and repair technologies/technicians | 11 | 1 | -90.9 | History | 2,867 | 230 | -92.0 |
| Military technologies | 7 | 0 | -100.0 | Psychology | 7,670 | 625 | -91.9 |
| Precision production | 7 | 0 | -100.0 | Public administration and social service professions | 2,004 | 172 | -91.4 |
| Transportation and materials moving | 17 | 207 | 1,117.6 | Social sciences | 16,488 | 1,242 | -92.5 |
| Fine and applied arts | 11,154 | 929 | -91.7 | Other fields of study | 10,059 | 1,217 | -87.9 |
| Architecture | 3,037 | 298 | -90.2 | Basic skills | 47 | 1 | -97.9 |
| Visual and performing arts | 8,117 | 631 | -92.2 | Family and consumer sciences/human sciences | 1,288 | 82 | -93.6 |
| Foreign language and international studies | 12,749 | 1,283 | -89.9 | Liberal arts and sciences/general studies | 3,664 | 660 | -82.0 |
| Foreign languages, literatures, and linguistics | 6,754 | 599 | -91.1 | Library science | 50 | 5 | -90.0 |
| International/global studies | 5,995 | 684 | -88.6 | Multi/interdisciplinary studies | 3,046 | 292 | -90.4 |
| Health professions | 9,812 | 711 | -92.8 | Parks, recreation, leisure and fitness studies | 1,824 | 154 | -91.6 |
| Health professions | 9,291 | 652 | -93.0 | Personal and culinary services | 127 | 23 | -81.9 |
| Residency programs | 521 | 59 | -88.7 | Reserve officer training corps | 13 | 0 | -100.0 |
| Humanities | 5,976 | 454 | -92.4 | Undeclared | 1,847 | 268 | -85.5 |
| English language and literature/letters | 4,196 | 296 | -92.9 | ALL FIELDS OF STUDY | 162,633 | 14,549 | -91.1 |
| Philosophy and religious studies | 1,504 | 135 | -91.0 | | | | |
| Theology and religious vocations | 276 | 23 | -91.7 | | | | |

2.4 PERCENT OF U.S. STUDY ABROAD STUDENTS BY FIELD OF STUDY, 2011/12–2020/21

| | U.S. STUDY ABROAD STUDENTS (%) | | | | | | | | | |
|--|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Science, technology, engineering, and math | 21.1 | 22.5 | 22.6 | 23.9 | 25.2 | 25.8 | 25.6 | 26.8 | 24.5 | 29.2 |
| <i>Physical or life sciences</i> | 8.6 | 8.8 | 8.0 | 8.1 | 8.1 | 8.0 | 7.8 | 8.1 | 7.4 | 9.6 |
| <i>Engineering</i> | 3.9 | 4.1 | 4.6 | 5.0 | 5.1 | 5.3 | 5.2 | 5.5 | 4.3 | 8.9 |
| <i>Health professions</i> | 5.7 | 6.4 | 6.0 | 6.3 | 7.1 | 7.1 | 6.9 | 7.1 | 6.0 | 4.9 |
| <i>Math or computer science</i> | 1.7 | 1.9 | 2.1 | 2.2 | 2.4 | 2.8 | 2.9 | 3.2 | 3.8 | 3.4 |
| <i>Agriculture</i> | 1.2 | 1.3 | 1.9 | 2.3 | 2.5 | 2.5 | 2.7 | 2.9 | 3.0 | 2.5 |
| Business and management | 20.5 | 20.4 | 19.6 | 20.1 | 20.9 | 20.7 | 20.8 | 20.7 | 20.8 | 17.3 |
| Social sciences* | 22.4 | 22.1 | 18.7 | 17.3 | 17.1 | 17.2 | 17.1 | 17.0 | 19.2 | 17.2 |
| Foreign language and international studies** | — | — | 7.8 | 7.7 | 7.4 | 7.3 | 7.1 | 6.9 | 7.8 | 8.8 |
| Fine and applied arts | 7.8 | 7.8 | 7.0 | 6.9 | 6.9 | 6.3 | 6.8 | 6.9 | 6.9 | 6.4 |
| Communications and journalism** | — | — | 5.6 | 5.8 | 5.7 | 5.6 | 5.5 | 5.4 | 6.1 | 4.6 |
| Humanities* | 10.8 | 10.4 | 4.1 | 3.8 | 3.7 | 3.6 | 3.6 | 3.3 | 3.7 | 3.1 |
| Education | 4.1 | 4.0 | 3.7 | 3.5 | 3.4 | 3.3 | 3.3 | 3.1 | 2.4 | 1.9 |
| Legal studies and law enforcement** | — | — | 1.5 | 1.6 | 1.5 | 1.6 | 1.5 | 1.6 | 1.4 | 1.2 |
| Foreign languages** | 5.3 | 4.9 | — | — | — | — | — | — | — | — |
| Other fields of study | 5.0 | 5.2 | 6.7 | 6.8 | 6.5 | 6.8 | 6.7 | 6.8 | 6.2 | 8.4 |
| Undeclared | 3.0 | 2.7 | 2.6 | 2.6 | 1.9 | 1.9 | 1.9 | 1.6 | 1.1 | 1.8 |
| TOTAL U.S. STUDY ABROAD | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 |

* 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, 2019/20 & 2020/21

| | 2019/20 | 2020/21 | % of total | % change | | 2019/20 | 2020/21 | % of total | % change | | |
|--------------------|----------------|---------------|--------------|--------------|-------|---------|--------------------|------------|----------|-------|-------|
| WORLD TOTAL | 162,633 | 14,549 | 100.0 | -91.1 | 13 | Mexico | 2,999 | 248 | 1.7 | -91.7 | |
| 1 | Italy | 19,731 | 2,193 | 15.1 | -88.9 | 14 | Ireland | 4,712 | 213 | 1.5 | -95.5 |
| 2 | Spain | 19,792 | 2,089 | 14.4 | -89.4 | 15 | Belize | 1,119 | 156 | 1.1 | -86.1 |
| 3 | United Kingdom | 19,147 | 1,612 | 11.1 | -91.6 | 16 | Dominican Republic | 871 | 149 | 1.0 | -82.9 |
| 4 | France | 8,528 | 1,025 | 7.0 | -88.0 | 17 | Ecuador | 1,787 | 145 | 1.0 | -91.9 |
| 5 | South Korea | 1,942 | 977 | 6.7 | -49.7 | 18 | Luxembourg | 230 | 136 | 0.9 | -40.9 |
| 6 | Denmark | 3,130 | 622 | 4.3 | -80.1 | 19 | Switzerland | 1,085 | 131 | 0.9 | -87.9 |
| 7 | Costa Rica | 3,917 | 565 | 3.9 | -85.6 | 20 | Japan | 3,406 | 124 | 0.9 | -96.4 |
| 8 | Israel | 1,893 | 539 | 3.7 | -71.5 | 21 | Jordan | 603 | 102 | 0.7 | -83.1 |
| 9 | Greece | 1,829 | 418 | 2.9 | -77.1 | 22 | Taiwan | 451 | 100 | 0.7 | -77.8 |
| 10 | Germany | 4,512 | 412 | 2.8 | -90.9 | 23 | South Africa | 2,159 | 89 | 0.6 | -95.9 |
| 11 | China | 2,481 | 382 | 2.6 | -84.6 | 24 | Sweden | 898 | 80 | 0.5 | -91.1 |
| 12 | Iceland | 249 | 260 | 1.8 | 4.4 | 25 | Czech Republic | 2,667 | 79 | 0.5 | -97.0 |

2.6 HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 2011/12–2020/21

| | U.S. STUDY ABROAD STUDENTS (%) | | | | | | | | | |
|--------------------------------|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Africa, Sub-Saharan | 4.5 | 4.6 | 4.4 | 3.4 | 3.9 | 4.0 | 4.2 | 3.9 | 3.3 | 2.4 |
| Antarctica | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Asia | 12.4 | 12.4 | 11.9 | 11.4 | 11.1 | 11.6 | 11.2 | 11.7 | 9.1 | 12.3 |
| Europe | 53.3 | 53.3 | 53.3 | 54.5 | 54.4 | 54.4 | 54.9 | 55.7 | 57.9 | 66.3 |
| Latin America & Caribbean | 15.8 | 15.7 | 16.2 | 16.0 | 16.3 | 15.5 | 14.9 | 13.8 | 13.4 | 11.0 |
| Middle East & North Africa | 2.5 | 2.2 | 2.1 | 2.2 | 1.9 | 2.1 | 2.1 | 2.3 | 3.2 | 4.9 |
| North America | 0.6 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.6 | 0.5 | 0.2 |
| Oceania | 4.5 | 4.0 | 3.9 | 4.0 | 4.2 | 4.4 | 4.3 | 4.4 | 7.1 | 0.5 |
| Multiple Destinations | 6.4 | 7.3 | 7.7 | 7.9 | 7.6 | 7.5 | 7.9 | 7.5 | 5.4 | 2.3 |
| TOTAL U.S. STUDY ABROAD | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 |

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

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2019/20 & 2020/21

| | 2019/20 | 2020/21 | % of total | % change | | 2019/20 | 2020/21 | % of total | % change |
|--------------------------------|--------------|------------|-------------|--------------|------------------------|--------------|------------|------------|--------------|
| AFRICA, SUB-SAHARAN | 5,444 | 354 | 2.4 | -93.5 | Southern Africa | 2,665 | 148 | 1.0 | -94.4 |
| Central Africa | 34 | 4 | 0.03 | -88.2 | Angola | 0 | 0 | | 0.0 |
| Cameroon | 20 | 2 | | -90.0 | Botswana | 106 | 2 | | -98.1 |
| Central African Republic | 0 | 0 | | 0.0 | Comoros | 2 | 0 | | -100.0 |
| Chad | 5 | 1 | | -80.0 | Eswatini | 19 | 0 | | -100.0 |
| Congo, Dem. Rep. of (Kinshasa) | 0 | 1 | | — | Lesotho | 1 | 0 | | -100.0 |
| Congo, Rep. of (Brazzaville) | 2 | 0 | | -100.0 | Madagascar | 62 | 2 | | -96.8 |
| Equatorial Guinea | 7 | 0 | | -100.0 | Malawi | 99 | 22 | | -77.8 |
| Gabon | 0 | 0 | | 0.0 | Mauritius | 21 | 0 | | -100.0 |
| São Tomé and Príncipe | 0 | 0 | | 0.0 | Mozambique | 13 | 1 | | -92.3 |
| East Africa | 1,624 | 128 | 0.9 | -92.1 | Namibia | 78 | 2 | | -97.4 |
| Burundi | 0 | 1 | | — | Reunion | 0 | 0 | | 0.0 |
| Djibouti | 8 | 0 | | -100.0 | South Africa | 2,159 | 89 | | -95.9 |
| Eritrea | 0 | 0 | | 0.0 | Zambia | 104 | 29 | | -72.1 |
| Ethiopia | 62 | 4 | | -93.5 | Zimbabwe | 1 | 1 | | 0.0 |
| Kenya | 494 | 36 | | -92.7 | West Africa | 1,121 | 74 | 0.5 | -93.4 |
| Rwanda | 139 | 36 | | -74.1 | Benin | 34 | 0 | | -100.0 |
| Seychelles | 0 | 0 | | 0.0 | Burkina Faso | 1 | 1 | | 0.0 |
| Somalia | 1 | 1 | | 0.0 | Cabo Verde | 15 | 1 | | -93.3 |
| South Sudan | 0 | 0 | | 0.0 | Cote d'Ivoire | 1 | 0 | | -100.0 |
| Sudan | 0 | 0 | | 0.0 | Gambia, The | 28 | 2 | | -92.9 |
| Tanzania | 602 | 29 | | -95.2 | Ghana | 797 | 53 | | -93.4 |
| Uganda | 318 | 21 | | -93.4 | Guinea | 3 | 2 | | -33.3 |

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2019/20 & 2020/21 (cont'd)

| | 2019/20 | 2020/21 | % of total | % change | | 2019/20 | 2020/21 | % of total | % change |
|-------------------------------|---------------|--------------|-------------|--------------|-------------------------|---------------|--------------|-------------|--------------|
| Guinea-Bissau | 0 | 0 | | 0.0 | Thailand | 1,228 | 77 | | -93.7 |
| Liberia | 11 | 1 | | -90.9 | Timore-Leste/East Timor | 2 | 0 | | -100.0 |
| Mali | 0 | 0 | | 0.0 | Vietnam | 452 | 4 | | -99.1 |
| Mauritania | 1 | 1 | | 0.0 | | | | | |
| Niger | 3 | 0 | | -100.0 | EUROPE | 94,230 | 9,647 | 66.3 | -89.8 |
| Nigeria | 12 | 3 | | -75.0 | Albania | 26 | 3 | | -88.5 |
| Saint Helena | 1 | 0 | | -100.0 | Andorra | 0 | 0 | | 0.0 |
| Senegal | 183 | 7 | | -96.2 | Armenia | 7 | 4 | | -42.9 |
| Sierra Leone | 19 | 3 | | -84.2 | Austria | 1,405 | 46 | | -96.7 |
| Togo | 12 | 0 | | -100.0 | Azerbaijan | 10 | 1 | | -90.0 |
| | | | | | Belarus | 2 | 0 | | -100.0 |
| ASIA | 14,792 | 1,795 | 12.3 | -87.9 | Belgium | 609 | 9 | | -98.5 |
| | | | | | Bosnia and Herzegovina | 13 | 26 | | 100.0 |
| East Asia | 8,861 | 1,615 | 11.1 | -81.8 | Bulgaria | 45 | 15 | | -66.7 |
| China | 2,481 | 382 | | -84.6 | Croatia | 127 | 34 | | -73.2 |
| Hong Kong | 543 | 32 | | -94.1 | Cyprus | 148 | 12 | | -91.9 |
| Japan | 3,406 | 124 | | -96.4 | Czech Republic | 2,667 | 79 | | -97.0 |
| Macau | 7 | 0 | | -100.0 | Denmark | 3,130 | 622 | | -80.1 |
| Mongolia | 31 | 0 | | -100.0 | Estonia | 28 | 1 | | -96.4 |
| South Korea | 1,942 | 977 | | -49.7 | Finland | 328 | 3 | | -99.1 |
| Taiwan | 451 | 100 | | -77.8 | France | 8,528 | 1,025 | | -88.0 |
| | | | | | Georgia | 13 | 15 | | 15.4 |
| South and Central Asia | 2,262 | 61 | 0.4 | -97.3 | Germany | 4,512 | 412 | | -90.9 |
| Afghanistan | 0 | 0 | | 0.0 | Gibraltar | 0 | 0 | | 0.0 |
| Bangladesh | 13 | 0 | | -100.0 | Greece | 1,829 | 418 | | -77.1 |
| Bhutan | 83 | 0 | | -100.0 | Holy See | 0 | 0 | | 0.0 |
| India | 1,736 | 16 | | -99.1 | Hungary | 815 | 22 | | -97.3 |
| Kazakhstan | 22 | 0 | | -100.0 | Iceland | 249 | 260 | | 4.4 |
| Kyrgyzstan | 31 | 30 | | -3.2 | Ireland | 4,712 | 213 | | -95.5 |
| Maldives | 0 | 0 | | 0.0 | Italy | 19,731 | 2,193 | | -88.9 |
| Nepal | 351 | 7 | | -98.0 | Kosovo | 18 | 7 | | -61.1 |
| Pakistan | 4 | 3 | | -25.0 | Latvia | 19 | 2 | | -89.5 |
| Sri Lanka | 17 | 0 | | -100.0 | Liechtenstein | 0 | 0 | | 0.0 |
| Tajikistan | 1 | 1 | | 0.0 | Lithuania | 16 | 14 | | -12.5 |
| Turkmenistan | 0 | 0 | | 0.0 | Luxembourg | 230 | 136 | | -40.9 |
| Uzbekistan | 4 | 4 | | 0.0 | Malta | 53 | 1 | | -98.1 |
| | | | | | Moldova | 3 | 0 | | -100.0 |
| Southeast Asia | 3,669 | 119 | 0.8 | -96.8 | Monaco | 0 | 0 | | 0.0 |
| Brunei | 0 | 0 | | 0.0 | Montenegro | 1 | 1 | | 0.0 |
| Burma | 28 | 2 | | -92.9 | Netherlands | 2,202 | 29 | | -98.7 |
| Cambodia | 175 | 3 | | -98.3 | North Macedonia | 0 | 0 | | 0.0 |
| Indonesia | 369 | 10 | | -97.3 | Norway | 373 | 14 | | -96.2 |
| Laos | 16 | 0 | | -100.0 | Poland | 219 | 18 | | -91.8 |
| Malaysia | 32 | 0 | | -100.0 | Portugal | 528 | 26 | | -95.1 |
| Philippines | 303 | 2 | | -99.3 | Romania | 42 | 13 | | -69.0 |
| Singapore | 1,064 | 21 | | -98.0 | | | | | |

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2019/20 & 2020/21 (cont'd)

| | 2019/20 | 2020/21 | % of total | % change | | 2019/20 | 2020/21 | % of total | % change |
|--------------------------------------|---------------|--------------|-------------|--------------|---------------------------------------|--------------|------------|------------|--------------|
| Russia | 394 | 13 | | -96.7 | Honduras | 297 | 41 | | -86.2 |
| San Marino | 0 | 0 | | 0.0 | Mexico | 2,999 | 248 | | -91.7 |
| Serbia | 30 | 19 | | -36.7 | Nicaragua | 83 | 22 | | -73.5 |
| Slovakia | 7 | 0 | | -100.0 | Panama | 892 | 55 | | -93.8 |
| Slovenia | 24 | 1 | | -95.8 | South America | 7,842 | 249 | 1.7 | -96.8 |
| Spain | 19,792 | 2,089 | | -89.4 | Argentina | 1,920 | 6 | | -99.7 |
| Sweden | 898 | 80 | | -91.1 | Bolivia | 57 | 2 | | -96.5 |
| Switzerland | 1,085 | 131 | | -87.9 | Brazil | 1,041 | 25 | | -97.6 |
| Turkey | 160 | 12 | | -92.5 | Chile | 1,332 | 7 | | -99.5 |
| Ukraine | 55 | 16 | | -70.9 | Colombia | 334 | 32 | | -90.4 |
| United Kingdom | 19,147 | 1,612 | | -91.6 | Ecuador | 1,787 | 145 | | -91.9 |
| LATIN AMERICA & CARIBBEAN | 21,819 | 1,600 | 11.0 | -92.7 | Falkland Islands/ Islas Malvinas | 0 | 0 | | 0.0 |
| Caribbean | 3,672 | 238 | 1.6 | -93.5 | French Guiana | 1 | 0 | | -100.0 |
| Anguilla | 1 | 0 | | -100.0 | Guyana | 35 | 20 | | -42.9 |
| Antigua and Barbuda | 1 | 0 | | -100.0 | Paraguay | 17 | 1 | | -94.1 |
| Aruba | 34 | 0 | | -100.0 | Peru | 1,117 | 6 | | -99.5 |
| Bahamas | 423 | 20 | | -95.3 | Suriname | 0 | 0 | | 0.0 |
| Barbados | 109 | 7 | | -93.6 | Uruguay | 197 | 5 | | -97.5 |
| Bermuda | 118 | 2 | | -98.3 | Venezuela | 4 | 0 | | -100.0 |
| British Virgin Islands | 37 | 0 | | -100.0 | MIDDLE EAST & NORTH AFRICA | 5,134 | 711 | 4.9 | -86.2 |
| Cayman Islands | 38 | 0 | | -100.0 | Middle East | 3,892 | 650 | 4.5 | -83.3 |
| Cuba | 1,058 | 1 | | -99.9 | Bahrain | 11 | 0 | | -100.0 |
| Curacao | 52 | 21 | | -59.6 | Iran | 0 | 0 | | 0.0 |
| Dominica | 38 | 0 | | -100.0 | Iraq | 2 | 0 | | -100.0 |
| Dominican Republic | 871 | 149 | | -82.9 | Israel | 1,893 | 539 | | -71.5 |
| Grenada | 7 | 0 | | -100.0 | Jordan | 603 | 102 | | -83.1 |
| Guadeloupe | 12 | 0 | | -100.0 | Kuwait | 4 | 0 | | -100.0 |
| Haiti | 63 | 3 | | -95.2 | Lebanon | 39 | 2 | | -94.9 |
| Jamaica | 424 | 18 | | -95.8 | Oman | 75 | 2 | | -97.3 |
| Martinique | 42 | 0 | | -100.0 | Palestinian Territories | 3 | 0 | | -100.0 |
| Montserrat | 12 | 0 | | -100.0 | Qatar | 29 | 3 | | -89.7 |
| Saint Kitts and Nevis | 20 | 0 | | -100.0 | Saudi Arabia | 10 | 0 | | -100.0 |
| Saint Lucia | 36 | 0 | | -100.0 | Syria | 1 | 0 | | -100.0 |
| Saint Vincent and the Grenadines | 11 | 1 | | -90.9 | United Arab Emirates | 1,222 | 2 | | -99.8 |
| Sint Maarten | 20 | 0 | | -100.0 | Yemen | 0 | 0 | | 0.0 |
| Trinidad and Tobago | 184 | 0 | | -100.0 | North Africa | 1,242 | 61 | 0.4 | -95.1 |
| Turks and Caicos | 61 | 16 | | -73.8 | Algeria | 3 | 0 | | -100.0 |
| Mexico and Central America | 10,305 | 1,113 | 7.7 | -89.2 | Egypt | 374 | 40 | | -89.3 |
| Belize | 1,119 | 156 | | -86.1 | Libya | 0 | 0 | | 0.0 |
| Costa Rica | 3,917 | 565 | | -85.6 | Morocco | 810 | 20 | | -97.5 |
| El Salvador | 114 | 5 | | -95.6 | Tunisia | 55 | 1 | | -98.2 |
| Guatemala | 884 | 21 | | -97.6 | | | | | |

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2019/20 & 2020/21 (cont'd)

| | 2019/20 | 2020/21 | % of total | % change | | 2019/20 | 2020/21 | % of total | % change |
|-----------------------------------|---------------|-----------|------------|--------------|--------------------------|----------------|---------------|--------------|--------------|
| NORTH AMERICA | 833 | 32 | 0.2 | -96.2 | Norfolk Island | 0 | 0 | | 0.0 |
| Canada | 833 | 32 | | -96.2 | Palau | 0 | 0 | | 0.0 |
| | | | | | Papua New Guinea | 5 | 0 | | -100.0 |
| OCEANIA | 11,529 | 71 | 0.5 | -99.4 | Samoa | 43 | 0 | | -100.0 |
| Australia | 8,252 | 25 | | -99.7 | Solomon Islands | 0 | 0 | | 0.0 |
| Cook Islands | 2 | 0 | | -100.0 | Tonga | 0 | 0 | | 0.0 |
| Fiji | 55 | 2 | | -96.4 | Tuvalu | 0 | 0 | | 0.0 |
| French Polynesia | 67 | 14 | | -79.1 | Vanuatu | 4 | 0 | | -100.0 |
| Kiribati | 0 | 0 | | 0.0 | Wallis and Futuna | 0 | 0 | | 0.0 |
| Marshall Islands, Republic of the | 4 | 0 | | -100.0 | | | | | |
| Micronesia, Federated States of | 1 | 0 | | -100.0 | ANTARCTICA | 16 | 3 | 0.02 | -81.3 |
| Nauru | 0 | 0 | | 0.0 | | | | | |
| New Caledonia | 0 | 0 | | 0.0 | MULTI-DESTINATION | 8,836 | 336 | 2.3 | -96.2 |
| New Zealand | 3,096 | 30 | | -99.0 | | | | | |
| Niue | 0 | 0 | | 0.0 | WORLD TOTAL | 162,633 | 14,549 | 100.0 | -91.1 |

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

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 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 |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------------------------|
| Alabama | 2,834 | 2,665 | 2,702 | 3,014 | 3,562 | 3,795 | 3,996 | 3,920 | 1,292 | 198 | -84.7 |
| Alaska | 88 | 81 | 112 | 102 | 82 | 72 | 73 | 49 | 49 | 2 | -95.9 |
| Arizona | 3,645 | 3,981 | 3,821 | 4,415 | 4,657 | 4,936 | 5,209 | 5,324 | 1,877 | 406 | -78.4 |
| Arkansas | 1,164 | 1,391 | 1,372 | 1,558 | 1,717 | 1,742 | 1,711 | 1,826 | 626 | 221 | -64.7 |
| California | 26,008 | 27,322 | 29,177 | 30,142 | 32,125 | 32,257 | 31,671 | 33,456 | 17,007 | 499 | -97.1 |
| Colorado | 5,005 | 5,067 | 5,355 | 5,350 | 5,524 | 6,036 | 6,406 | 6,770 | 3,979 | 426 | -89.3 |
| Connecticut | 4,234 | 4,497 | 4,740 | 4,666 | 4,618 | 5,211 | 4,998 | 4,820 | 2,554 | 48 | -98.1 |
| Delaware | 1,611 | 1,517 | 1,455 | 1,492 | 1,572 | 1,552 | 1,433 | 1,429 | 1,335 | 0 | -100.0 |
| District of Columbia | 5,403 | 5,464 | 5,196 | 5,500 | 5,545 | 5,115 | 5,364 | 5,663 | 3,417 | 315 | -90.8 |
| Florida | 10,079 | 10,149 | 11,084 | 11,195 | 11,543 | 12,105 | 12,687 | 13,401 | 4,197 | 1,019 | -75.7 |
| Georgia | 8,945 | 8,682 | 9,920 | 10,488 | 11,429 | 11,417 | 11,630 | 12,465 | 3,185 | 632 | -80.2 |
| Hawaii | 572 | 660 | 542 | 638 | 583 | 609 | 538 | 558 | 229 | 124 | -45.9 |
| Idaho | 565 | 501 | 564 | 729 | 784 | 836 | 778 | 791 | 336 | 46 | -86.3 |
| Illinois | 10,021 | 9,903 | 10,384 | 9,917 | 9,434 | 9,761 | 10,098 | 10,547 | 5,280 | 254 | -95.2 |
| Indiana | 10,055 | 9,119 | 9,649 | 10,395 | 10,883 | 11,774 | 11,953 | 12,146 | 5,118 | 367 | -92.8 |
| Iowa | 5,128 | 5,514 | 5,806 | 6,076 | 5,670 | 5,904 | 5,950 | 5,744 | 2,670 | 122 | -95.4 |
| Kansas | 2,340 | 2,391 | 2,357 | 2,540 | 2,783 | 2,679 | 2,866 | 2,855 | 1,134 | 184 | -83.8 |
| Kentucky | 3,632 | 4,032 | 4,427 | 4,207 | 4,216 | 4,247 | 4,594 | 4,029 | 1,489 | 145 | -90.3 |
| Louisiana | 1,701 | 1,349 | 1,852 | 2,164 | 2,077 | 1,993 | 2,158 | 2,384 | 1,241 | 80 | -93.6 |
| Maine | 1,298 | 1,319 | 1,672 | 1,727 | 1,548 | 1,647 | 1,584 | 1,689 | 1,190 | 69 | -94.2 |
| Maryland | 5,279 | 5,196 | 5,062 | 5,167 | 5,179 | 4,910 | 4,782 | 5,060 | 3,138 | 27 | -99.1 |
| Massachusetts | 14,394 | 14,782 | 14,762 | 15,063 | 14,642 | 14,998 | 14,802 | 15,327 | 10,236 | 957 | -90.7 |
| Michigan | 9,384 | 9,698 | 10,289 | 10,760 | 11,146 | 11,533 | 11,219 | 11,520 | 4,675 | 380 | -91.9 |
| Minnesota | 9,249 | 9,022 | 9,353 | 8,958 | 8,577 | 8,612 | 8,490 | 8,716 | 5,889 | 353 | -94.0 |
| Mississippi | 1,064 | 777 | 1,157 | 1,339 | 1,364 | 1,342 | 1,523 | 1,554 | 418 | 177 | -57.7 |
| Missouri | 4,938 | 4,947 | 4,951 | 5,417 | 5,844 | 5,782 | 5,349 | 5,959 | 2,561 | 233 | -90.9 |
| Montana | 667 | 760 | 764 | 861 | 747 | 784 | 683 | 980 | 290 | 1 | -99.7 |
| Nebraska | 1,806 | 1,700 | 1,857 | 1,860 | 1,985 | 1,972 | 1,984 | 1,926 | 648 | 102 | -84.3 |
| Nevada | 745 | 835 | 737 | 961 | 992 | 1,029 | 951 | 1,140 | 508 | 0 | -100.0 |
| New Hampshire | 1,954 | 1,715 | 1,706 | 1,711 | 1,830 | 1,647 | 1,762 | 1,837 | 1,200 | 13 | -98.9 |
| New Jersey | 3,036 | 3,799 | 3,609 | 3,694 | 4,346 | 4,557 | 4,688 | 4,527 | 1,888 | 84 | -95.6 |
| New Mexico | 844 | 879 | 936 | 1,032 | 1,158 | 1,217 | 1,111 | 827 | 220 | 20 | -90.9 |
| New York | 24,646 | 25,906 | 26,206 | 26,725 | 26,950 | 26,824 | 28,129 | 26,504 | 16,713 | 1,152 | -93.1 |
| North Carolina | 10,415 | 10,846 | 11,068 | 11,506 | 12,650 | 12,979 | 13,258 | 13,747 | 6,939 | 573 | -91.7 |
| North Dakota | 420 | 391 | 494 | 481 | 524 | 417 | 595 | 611 | 140 | 8 | -94.3 |
| Ohio | 11,124 | 11,415 | 12,729 | 12,868 | 14,136 | 13,991 | 14,470 | 14,157 | 6,056 | 553 | -90.9 |
| Oklahoma | 2,054 | 2,329 | 2,798 | 2,655 | 2,839 | 2,980 | 3,129 | 3,301 | 672 | 183 | -72.8 |
| Oregon | 3,736 | 3,939 | 3,736 | 3,767 | 3,877 | 3,958 | 4,276 | 4,001 | 1,544 | 409 | -73.5 |
| Pennsylvania | 18,676 | 18,668 | 19,039 | 18,927 | 19,524 | 20,497 | 20,955 | 21,672 | 10,455 | 672 | -93.6 |
| Puerto Rico | 0 | 0 | 11 | 9 | 7 | 72 | 136 | 220 | 84 | 4 | -95.2 |
| Rhode Island | 2,899 | 2,660 | 3,075 | 3,196 | 2,912 | 3,253 | 3,187 | 3,023 | 2,100 | 65 | -96.9 |
| South Carolina | 4,143 | 4,425 | 4,737 | 5,380 | 5,671 | 5,752 | 6,307 | 6,258 | 3,049 | 316 | -89.6 |
| South Dakota | 609 | 767 | 757 | 890 | 834 | 708 | 864 | 1,081 | 371 | 12 | -96.8 |
| Tennessee | 5,305 | 5,716 | 5,842 | 5,699 | 6,129 | 7,099 | 7,330 | 7,151 | 1,979 | 407 | -79.4 |

(cont'd)

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 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 |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|-----------------------|
| Texas | 12,864 | 13,216 | 14,946 | 16,605 | 17,929 | 18,123 | 19,846 | 19,604 | 6,186 | 1,603 | -74.1 |
| Utah | 3,242 | 3,108 | 3,531 | 3,568 | 3,944 | 4,366 | 5,035 | 5,159 | 1,073 | 83 | -92.3 |
| Vermont | 1,968 | 1,910 | 1,988 | 1,944 | 1,957 | 1,932 | 2,029 | 2,194 | 1,632 | 97 | -94.1 |
| Virgin Islands | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Virginia | 8,737 | 9,641 | 10,023 | 10,400 | 10,789 | 11,354 | 12,373 | 12,364 | 5,406 | 580 | -89.3 |
| Washington | 6,327 | 6,203 | 6,327 | 6,194 | 6,599 | 6,613 | 6,902 | 6,780 | 3,772 | 82 | -97.8 |
| West Virginia | 990 | 1,050 | 938 | 1,182 | 1,189 | 1,075 | 1,047 | 1,088 | 227 | 6 | -97.4 |
| Wisconsin | 7,115 | 7,132 | 8,428 | 7,911 | 8,355 | 8,282 | 8,402 | 8,443 | 4,200 | 194 | -95.4 |
| Wyoming | 363 | 360 | 424 | 370 | 362 | 381 | 440 | 502 | 159 | 46 | -71.1 |
| TOTAL U.S. STUDY ABROAD | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 | -91.1 |

2.9 U.S. STUDY ABROAD BY STUDENTS' HOME INSTITUTIONAL TYPE AND SECTOR, 2019/20 & 2020/21

| HOME INSTITUTIONAL TYPE | U.S. study abroad students (%) | |
|------------------------------------|--------------------------------|---------------|
| | 2019/20 | 2020/21 |
| Associate's colleges | 1.4 | 0.6 |
| Baccalaureate colleges | 14.9 | 10.3 |
| Doctoral universities | 65.6 | 77.7 |
| Master's colleges and universities | 17.1 | 10.9 |
| Special focus institutions | 1.0 | 0.4 |
| TOTAL U.S. STUDY ABROAD | 162,633 | 14,549 |

| HOME INSTITUTIONAL SECTOR | U.S. study abroad students (N) | | % of total 2020/21 |
|--------------------------------|--------------------------------|---------------|--------------------|
| | 2019/20 | 2020/21 | |
| Private for-profit | 113 | 12 | 0.1 |
| Private not-for-profit | 83,363 | 5,379 | 37.0 |
| Public | 79,157 | 9,158 | 62.9 |
| TOTAL U.S. STUDY ABROAD | 162,633 | 14,549 | 100.0 |

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

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

2.10 DURATION OF STUDY ABROAD, 2016/17–2020/21

| | 2016/17 | % | 2017/18 | % | 2018/19 | % | 2019/20 | % | 2020/21 | % |
|---|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|---------------|--------------|
| Short-term (summer, or eight weeks or less) | 214,798 | 64.6 | 220,813 | 64.6 | 225,266 | 64.9 | 49,789 | 30.6 | 9,290 | 63.9 |
| Mid-length (one semester, or one or two quarters) | 110,269 | 33.1 | 113,058 | 33.1 | 114,077 | 32.9 | 106,879 | 65.7 | 4,120 | 28.3 |
| Long-term (academic or calendar year) | 7,660 | 2.3 | 7,880 | 2.3 | 7,756 | 2.2 | 5,965 | 3.7 | 1,139 | 7.8 |
| TOTAL U.S. STUDY ABROAD | 332,727 | 100.0 | 341,751 | 100.0 | 347,099 | 100.0 | 162,633 | 100.0 | 14,549 | 100.0 |

2.11 DURATION OF STUDY ABROAD BY INSTITUTIONAL TYPE,* 2020/21

| | All institution types | Doctoral universities | Master's colleges & universities | Baccalaureate colleges | Associate's colleges | Special focus institutions |
|--------------------------------|-----------------------|-----------------------|----------------------------------|------------------------|----------------------|----------------------------|
| Short-term (%) | 63.9 | 67.2 | 60.0 | 42.4 | 55.6 | 8.3 |
| Mid-length (%) | 28.3 | 25.1 | 34.2 | 47.4 | 44.4 | 63.9 |
| Long-term (%) | 7.8 | 7.7 | 5.8 | 10.2 | 0.0 | 27.8 |
| TOTAL U.S. STUDY ABROAD | 14,549 | 11,311 | 1,591 | 1,501 | 92 | 54 |

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

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

2.12 DETAILED DURATION OF U.S. STUDY ABROAD, 2011/12–2020/21

| DURATION OF STUDY | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|
| Short-term | | | | | | | | | | |
| 8 weeks or less during academic year | 14.4 | 15.3 | 16.5 | 16.7 | 17.4 | 18.8 | 19.0 | 19.3 | 15.9 | 5.1 |
| <i>Two to eight weeks</i> | 6.5 | 6.9 | 6.6 | 6.5 | 6.6 | 6.8 | 7.3 | 6.9 | 5.7 | 3.7 |
| <i>Fewer than two weeks</i> | 7.9 | 8.4 | 9.9 | 10.2 | 10.8 | 12.0 | 11.7 | 12.4 | 10.2 | 1.4 |
| January term | 7.0 | 7.1 | 7.5 | 7.4 | 7.4 | 7.1 | 7.0 | 6.9 | 13.9 | 0.8 |
| Summer term | 37.1 | 37.8 | 38.1 | 39.0 | 38.0 | 38.5 | 38.5 | 38.6 | 0.9 | 57.7 |
| <i>Summer: More than eight weeks</i> | – | – | – | 2.7 | 2.6 | 2.9 | 2.9 | 2.6 | 0.1 | 11.6 |
| <i>Summer: Two to eight weeks</i> | 33.4 | 33.7 | 33.5 | 30.9 | 30.4 | 30.5 | 29.9 | 29.6 | 0.6 | 40.3 |
| <i>Summer: Fewer than two weeks</i> | 3.7 | 4.1 | 4.6 | 5.4 | 5.0 | 5.1 | 5.7 | 6.4 | 0.2 | 5.8 |
| Mid-length | | | | | | | | | | |
| One quarter | 2.5 | 2.4 | 2.4 | 2.2 | 2.3 | 2.2 | 2.4 | 1.8 | 2.8 | 1.5 |
| One semester | 35.0 | 33.6 | 31.9 | 31.8 | 31.9 | 30.7 | 30.3 | 30.7 | 62.5 | 26.3 |
| Two quarters | 0.4 | 0.3 | 0.6 | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 |
| Long-term | | | | | | | | | | |
| Academic year | 3.2 | 3.1 | 2.9 | 2.5 | 2.3 | 2.2 | 2.2 | 2.1 | 3.5 | 7.3 |
| Calendar year | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.5 |
| Other | 0.3 | 0.3 | 0.0 | 0.1 | 0.4 | 0.2 | 0.3 | 0.1 | 0.1 | 0.4 |
| TOTAL U.S. STUDY ABROAD | 283,332 | 289,408 | 304,467 | 313,415 | 325,339 | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 |

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

2.13a PROGRAM SPONSORSHIP OF U.S. STUDY ABROAD, 2019/20 & 2020/21

| PROGRAM SPONSORSHIP | U.S. study abroad students (%) | |
|----------------------------------|--------------------------------|---------------|
| | 2019/20 | 2020/21 |
| Solely own institution | 65.5 | 67.9 |
| Other institutions/organizations | 34.5 | 32.1 |
| TOTAL STUDENTS | 162,633 | 14,549 |

2.13b FINANCIAL SUPPORT OF U.S. STUDY ABROAD, 2019/20 & 2020/21

| TYPE OF FINANCIAL SUPPORT (percentage of programs) | 2019/20 | | | 2020/21 | | |
|---|-------------------------------|---------------------------------|-------------------|-------------------------------|---------------------------------|-------------------|
| | Institution's own programs | Approved outside programs | Other programs | Institution's own programs | Approved outside programs | Other programs |
| Federal aid | 94.0 | 94.5 | 46.1 | 81.6 | 85.9 | 38.6 |
| Merit-based institutional aid | 88.7 | 79.7 | 21.8 | 75.6 | 71.7 | 17.4 |
| Need-based institutional aid | 90.8 | 81.1 | 24.0 | 76.2 | 73.7 | 20.0 |
| State aid | 89.6 | 86.4 | 35.5 | 75.6 | 75.2 | 27.6 |
| Other aid | 91.3 | 87.9 | 36.1 | 76.2 | 81.3 | 28.0 |
| Reporting institutions* | | 671 | | | 310 | |

* Not all institutions provided financial support data.

Read table as: "81.6 percent of institutions awarded federal aid for students to study abroad on the institution's own programs in 2020/21."

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

**2.13c EXPERIENTIAL ACTIVITIES ABROAD FOR ACADEMIC CREDIT
BY INSTITUTION AND ACTIVITY TYPE, 2020/21**

| EXPERIENTIAL LEARNING ACTIVITIES DURING STUDY ABROAD FOR ACADEMIC CREDIT | 2020/21 | By activity type | 2020/21 |
|---|--------------|----------------------------------|--------------|
| By institutional type* | | | |
| Associate's colleges | 0.4 | Research or field work | 32.5 |
| Baccalaureate colleges | 17.2 | Volunteering or service learning | 13.6 |
| Doctoral universities | 69.0 | Work or internships | 24.4 |
| Master's colleges & universities | 12.9 | Other experiential activities | 29.5 |
| Special focus institutions | 0.5 | | |
| TOTAL STUDENTS | 4,557 | | 4,557 |

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

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

2.14 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY INSTITUTION AND ACTIVITY TYPE, 2020/21

| By institutional type* | 2020/21 | By activity type | 2020/21 |
|----------------------------------|--------------|----------------------------------|--------------|
| Associate's colleges | 0.1 | Research or field work | 23.6 |
| Baccalaureate colleges | 11.0 | Volunteering or service learning | 24.2 |
| Doctoral universities | 82.1 | Work or internships | 35.0 |
| Master's colleges & universities | 6.6 | Other experiential activities | 17.3 |
| Special focus institutions | 0.1 | | |
| TOTAL STUDENTS | 1,585 | | 1,585 |

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

*Based on the 2021 Carnegie Classification of Institutions of Higher Education. These are not entirely comparable to classifications used in previous *Open Doors*. For more information, see <https://carnegieclassifications.acenet.edu/index.php>

2.15 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY SELECT DESTINATION, 2020/21

| | 2020/21 students | % of total | | 2020/21 students | % of total | | 2020/21 students | % of total |
|----------------------------|------------------|-------------|--------------------------------------|------------------|-------------|---------------------------------------|------------------|--------------|
| Africa, Sub-Saharan | 186 | 11.7 | Denmark | 18 | | Middle East & North Africa | 86 | 5.4 |
| South Africa | 46 | | Netherlands | 16 | | Israel | 58 | |
| Uganda | 35 | | Switzerland | 16 | | All Others | 28 | |
| Ghana | 17 | | Greece | 11 | | North America | 44 | 2.8 |
| Kenya | 16 | | Ireland | 11 | | Canada | 44 | |
| Tanzania | 15 | | Russia | 11 | | Oceania | 14 | 0.9 |
| All Others | 57 | | All Others | 70 | | Australia | 6 | |
| Asia | 158 | 10.0 | Latin America & Caribbean | 659 | 41.6 | All Others | 8 | |
| South Korea | 49 | | Mexico | 130 | | Antarctica | 1 | 0.1 |
| China | 22 | | Costa Rica | 113 | | Multiple destinations | 19 | 1.2 |
| India | 19 | | Ecuador | 109 | | TOTAL | 1,585 | 100.1 |
| Taiwan | 17 | | Peru | 70 | | | | |
| Japan | 16 | | Brazil | 31 | | | | |
| Hong Kong | 15 | | Belize | 26 | | | | |
| All Others | 20 | | Honduras | 25 | | | | |
| Europe | 418 | 26.4 | Bahamas | 23 | | | | |
| Spain | 86 | | Turks and Caicos | 22 | | | | |
| United Kingdom | 56 | | Guatemala | 22 | | | | |
| France | 45 | | Nicaragua | 14 | | | | |
| Germany | 44 | | Chile | 11 | | | | |
| Italy | 34 | | All Others | 63 | | | | |

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

2.16 LEADING INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, 2020/21

| | | | Study abroad students |
|---|-----------------|----|----------------------------------|
| Texas A&M University – College Station | College Station | TX | 569 |
| Georgia Institute of Technology | Atlanta | GA | 404 |
| Florida State University | Tallahassee | FL | 400 |
| Miami University – Oxford | Oxford | OH | 391 |
| University of Texas – Austin | Austin | TX | 388 |
| New York University | New York | NY | 336 |
| University of South Carolina – Columbia | Columbia | SC | 289 |
| University of Oregon | Eugene | OR | 268 |
| Touro University | New York | NY | 250 |
| Texas Tech University | Lubbock | TX | 245 |
| University of North Carolina – Chapel Hill | Chapel Hill | NC | 233 |
| Wellesley College | Wellesley | MA | 221 |
| University of Tennessee – Knoxville | Knoxville | TN | 217 |
| George Washington University | Washington | DC | 215 |
| University of Florida | Gainesville | FL | 199 |
| University of Colorado – Boulder | Boulder | CO | 194 |
| Temple University | Philadelphia | PA | 187 |
| University of South Florida – Tampa | Tampa | FL | 179 |
| Arizona State University – Campus Immersion | Tempe | AZ | 162 |
| Northeastern University – Boston | Boston | MA | 161 |
| University of Dallas | Irving | TX | 160 |
| University of Arizona | Tucson | AZ | 157 |
| Syracuse University | Syracuse | NY | 152 |
| University of Oklahoma – Norman | Norman | OK | 152 |
| Indiana University – Bloomington | Bloomington | IN | 150 |
| University of Minnesota – Twin Cities | Minneapolis | MN | 145 |
| University of Michigan – Ann Arbor | Ann Arbor | MI | 140 |
| University of Missouri – Columbia | Columbia | MO | 140 |
| University of Alabama – Tuscaloosa | Tuscaloosa | AL | 134 |
| University of Hawaii – Manoa | Honolulu | HI | 122 |
| University of Kansas | Lawrence | KS | 120 |
| Elon University | Elon | NC | 119 |
| University of Kentucky | Lexington | KY | 119 |
| Virginia Polytechnic Institute and State University | Blacksburg | VA | 115 |
| University of Massachusetts – Amherst | Amherst | MA | 108 |
| University of Arkansas – Fayetteville | Fayetteville | AR | 106 |
| Harding University | Searcy | AR | 102 |
| Portland State University | Portland | OR | 102 |
| Colorado State University | Fort Collins | CO | 100 |
| Carleton College | Northfield | MN | 98 |

U.S. Intensive English Programs

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3.1 IEP ENROLLMENT BY TOTAL STUDENTS AND TOTAL STUDENT-WEEKS, 2000–2021

| | 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 |
| 2021 | 39,352 | 467,368 | 11.9 |

3.2 IEP STUDENTS AND STUDENT-WEEKS BY PROGRAM TYPE AND ENROLLMENT STATUS, 2021

| 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 | 66 | 23,879 | 2,873 | 21,006 | 253,531 | 23,282 | 230,249 |
| For-profit | 59 | 23,419 | 2,764 | 20,655 | 244,879 | 22,333 | 222,546 |
| Affiliated by contract with a higher education institution | 31 | 4,422 | 849 | 3,573 | 74,651 | 9,667 | 64,984 |
| Not affiliated by contract with a higher education institution | 28 | 18,997 | 1,915 | 17,082 | 170,228 | 12,666 | 157,562 |
| Not-for-profit | 7 | 460 | 109 | 351 | 8,652 | 949 | 7,703 |
| Affiliated by contract with a higher education institution | 3 | 228 | 100 | 128 | 4,513 | 877 | 3,636 |
| Not affiliated by contract with a higher education institution | 4 | 232 | 9 | 223 | 4,139 | 72 | 4,067 |
| COLLEGE OR UNIVERSITY GOVERNED | 264 | 15,473 | 5,215 | 10,258 | 213,837 | 53,411 | 160,426 |
| Private institution | 69 | 3,891 | 1,488 | 2,403 | 56,861 | 17,772 | 39,089 |
| Public institution | 195 | 11,582 | 3,727 | 7,855 | 156,976 | 35,639 | 121,337 |
| ALL PROGRAMS | 330 | 39,352 | 8,088 | 31,264 | 467,368 | 76,693 | 390,675 |

3.3 IEP AS PATHWAYS TO FULL-DEGREE PROGRAMS, 2021

| | Programs reporting | % for which IEP is part of a formal pathway program to further study at own or another institution |
|--|--------------------|--|
| INDEPENDENT PROVIDERS | 53 | 49.1 |
| For-profit | 46 | 45.7 |
| Not-for-profit | 7 | 71.4 |
| Affiliated by contract with a higher education institution | 3 | 100.0 |
| Not affiliated by contract with a higher education institution | 4 | 50.0 |
| COLLEGE OR UNIVERSITY GOVERNED | 245 | 55.1 |
| Private institution | 62 | 54.8 |
| Public institution | 183 | 55.2 |
| ALL PROGRAMS REPORTING* | 298 | 54.0 |

* Not all programs provided pathway to full degree program data.

3.4 IEP STUDENTS INTENDING TO CONTINUE FURTHER (NON-IEP) STUDY IN THE UNITED STATES, 2021

| % of students intending further study | # of programs |
|---------------------------------------|---------------|
| 25% or fewer | 58 |
| 26% to 50% | 55 |
| 51% to 75% | 63 |
| 76% or greater | 119 |
| All reporting programs* | 295 |
| ALL PROGRAMS | 330 |

Read table as: "Fifty-eight 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 | 12,440 | 31.6 |

* Not all programs provided further study data.

3.5 WORLD REGION OF ORIGIN OF IEP STUDENTS, 2021

| | 2021 students | % of world total | % change from 2020* |
|------------------------------|------------------|---------------------|------------------------|
| Africa, Sub-Saharan | 876 | 2.2 | 78.4 |
| Asia | 12,435 | 31.6 | -37.7 |
| Europe | 11,475 | 29.2 | 6.2 |
| Latin America and Caribbean | 9,881 | 25.1 | -8.2 |
| Middle East and North Africa | 4,626 | 11.8 | -29.9 |
| North America | 48 | 0.1 | ** |
| Oceania | 10 | 0.0 | ** |
| Stateless | 1 | 0.0 | ** |
| TOTAL | 39,352 | 100.0 | -28.6 |

* 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.

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

3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2021

| | Students | | | Student-weeks | | | Average weeks per student, 2021 |
|--------------------|------------------|---------------|------------------------|-----------------------|---------------|------------------------|---------------------------------------|
| | 2021 students | % of total | % change from 2020* | 2021 student-weeks | % of total | % change from 2020* | |
| WORLD TOTAL | 39,352 | 100.0 | -28.6 | 467,368 | 100.0 | -30.5 | 11.9 |
| 1 Japan | 4,298 | 10.9 | -17.5 | 46,800 | 10.0 | 3.2 | 10.9 |
| 2 China | 3,754 | 9.5 | -54.7 | 66,963 | 14.3 | -53.8 | 17.8 |
| 3 France | 2,639 | 6.7 | -3.0 | 24,680 | 5.3 | 21.4 | 9.4 |
| 4 Saudi Arabia | 2,627 | 6.7 | -49.1 | 42,398 | 9.1 | -44.0 | 16.1 |
| 5 Mexico | 2,240 | 5.7 | 12.1 | 18,597 | 4.0 | 18.1 | 8.3 |
| 6 Colombia | 1,832 | 4.7 | 10.4 | 20,644 | 4.4 | 1.5 | 11.3 |
| 7 South Korea | 1,768 | 4.5 | -40.3 | 21,971 | 4.7 | -35.3 | 12.4 |
| 8 Germany | 1,375 | 3.5 | 31.6 | 11,391 | 2.4 | 49.2 | 8.3 |
| 9 Italy | 1,260 | 3.2 | 2.6 | 9,502 | 2.0 | -8.0 | 7.5 |
| 10 Switzerland | 1,153 | 2.9 | 32.9 | 10,709 | 2.3 | 50.6 | 9.3 |
| 11 Chile | 1,152 | 2.9 | 10.3 | 10,703 | 2.3 | 18.4 | 9.3 |
| 12 Brazil | 1,151 | 2.9 | -53.7 | 14,500 | 3.1 | -46.3 | 12.6 |
| 13 Kuwait | 1,034 | 2.6 | 123.5 | 15,751 | 3.4 | 57.2 | 15.2 |
| 14 Ecuador | 824 | 2.1 | 52.7 | 8,428 | 1.8 | 38.3 | 10.2 |
| 15 Belgium | 785 | 2.0 | 180.0 | 6,241 | 1.3 | 159.8 | 8.0 |
| 16 Spain | 771 | 2.0 | 20.5 | 6,091 | 1.3 | 11.8 | 7.9 |
| 17 Argentina | 767 | 1.9 | 1.1 | 5,462 | 1.2 | 18.7 | 7.1 |
| 18 Taiwan | 648 | 1.6 | -30.9 | 9,505 | 2.0 | -32.8 | 14.7 |
| 18 Poland | 645 | 1.6 | -29.0 | 3,200 | 0.7 | -43.2 | 5.0 |
| 20 Netherlands | 579 | 1.5 | -12.5 | 5,010 | 1.1 | -57.6 | 8.7 |

(cont'd)

3.6 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2021 (cont'd)

| | | Students | | | Student-weeks | | | Average weeks per student, 2021 |
|----|-----------|---------------|------------|---------------------|--------------------|------------|---------------------|---------------------------------|
| | | 2021 students | % of total | % change from 2020* | 2021 student-weeks | % of total | % change from 2020* | |
| 21 | Turkey | 560 | 1.4 | -5.8 | 7,776 | 1.7 | -26.4 | 13.9 |
| 22 | Peru | 558 | 1.4 | 31.6 | 5,876 | 1.3 | 10.7 | 10.5 |
| 23 | India | 414 | 1.1 | 34.9 | 6,742 | 1.4 | 20.6 | 16.3 |
| 24 | Venezuela | 387 | 1.0 | 18.7 | 5,640 | 1.2 | -16.6 | 14.6 |
| 25 | Russia | 385 | 1.0 | -7.4 | 3,544 | 0.8 | -9.5 | 9.2 |

* 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, 2021

| | Students | Student-weeks | Average weeks per student | | Students | Student-weeks | Average weeks per student |
|--------------------------------|------------|---------------|---------------------------|------------------------|------------|---------------|---------------------------|
| AFRICA, SUB-SAHARAN | 876 | 14,948 | 17.1 | Southern Africa | 205 | 4,666 | 22.8 |
| Central Africa | 309 | 5,096 | 16.5 | Angola | 141 | 4,027 | 28.6 |
| Cameroon | 21 | 240 | 11.4 | Botswana | 0 | 0 | – |
| Central African Republic | 4 | 28 | 7.0 | Comoros | 0 | 0 | – |
| Chad | 8 | 112 | 14.0 | Eswatini | 0 | 0 | – |
| Congo, Dem. Rep. of (Kinshasa) | 208 | 3,338 | 16.0 | Lesotho | 0 | 0 | – |
| Congo, Rep. of (Brazzaville) | 18 | 323 | 17.9 | Madagascar | 23 | 258 | 11.2 |
| Equatorial Guinea | 24 | 464 | 19.3 | Malawi | 5 | 73 | 14.6 |
| Gabon | 26 | 591 | 22.7 | Mauritius | 0 | 0 | – |
| São Tomé and Príncipe | 0 | 0 | – | Mozambique | 4 | 100 | 25.0 |
| East Africa | 79 | 1,262 | 16.0 | Namibia | 3 | 32 | 10.7 |
| Burundi | 11 | 109 | 9.9 | Reunion | 1 | 6 | 6.0 |
| Djibouti | 1 | 9 | 9.0 | South Africa | 22 | 100 | 4.5 |
| Eritrea | 2 | 26 | 13.0 | Zambia | 3 | 43 | 14.3 |
| Ethiopia | 22 | 303 | 13.8 | Zimbabwe | 3 | 27 | 9.0 |
| Kenya | 20 | 365 | 18.3 | West Africa | 283 | 3,924 | 13.9 |
| Rwanda | 7 | 97 | 13.9 | Benin | 12 | 194 | 16.2 |
| Seychelles | 0 | 0 | – | Burkina Faso | 35 | 387 | 11.1 |
| Somalia | 0 | 0 | – | Cabo Verde | 5 | 81 | 16.2 |
| South Sudan | 0 | 0 | – | Cote d'Ivoire | 71 | 1,031 | 14.5 |
| Sudan | 12 | 321 | 26.8 | Gambia, The | 3 | 54 | 18.0 |
| Tanzania | 3 | 9 | 3.0 | Ghana | 11 | 159 | 14.5 |
| Uganda | 1 | 23 | 23.0 | Guinea | 9 | 122 | 13.6 |
| | | | | Guinea-Bissau | 1 | 30 | 30.0 |

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2021 (cont'd)

| | Students | Student-weeks | Average weeks per student | | Students | Student-weeks | Average weeks per student |
|---------------------------------|---------------|----------------|---------------------------|------------------------|---------------|---------------|---------------------------|
| Liberia | 3 | 25 | 8.3 | Philippines | 24 | 363 | 15.1 |
| Mali | 22 | 369 | 16.8 | Singapore | 8 | 149 | 18.6 |
| Mauritania | 4 | 55 | 13.8 | Thailand | 152 | 2,605 | 17.1 |
| Niger | 13 | 230 | 17.7 | Timor-Leste | 10 | 96 | 9.6 |
| Nigeria | 31 | 494 | 15.9 | Vietnam | 343 | 5,246 | 15.3 |
| Saint Helena | 0 | 0 | - | | | | |
| Senegal | 58 | 644 | 11.1 | EUROPE | 11,475 | 98,370 | 8.6 |
| Sierra Leone | 2 | 17 | 8.5 | Albania | 34 | 429 | 12.6 |
| Togo | 3 | 32 | 10.7 | Andorra | 1 | 16 | 16.0 |
| ASIA | 12,435 | 173,781 | 14.0 | Armenia | 6 | 53 | 8.8 |
| East Asia | 10,625 | 147,512 | 13.9 | Austria | 216 | 1,026 | 4.8 |
| China | 3,754 | 66,963 | 17.8 | Azerbaijan | 30 | 326 | 10.9 |
| Hong Kong | 71 | 936 | 13.2 | Belarus | 22 | 197 | 9.0 |
| Japan | 4,298 | 46,800 | 10.9 | Belgium | 785 | 6,241 | 8.0 |
| Macau | 2 | 32 | 16.0 | Bosnia and Herzegovina | 0 | 0 | - |
| Mongolia | 83 | 1,301 | 15.7 | Bulgaria | 4 | 26 | 6.5 |
| North Korea | 1 | 4 | 4.0 | Croatia | 10 | 99 | 9.9 |
| South Korea | 1,768 | 21,971 | 12.4 | Cyprus | 1 | 11 | 11.0 |
| Taiwan | 648 | 9,505 | 14.7 | Czech Republic | 272 | 1,432 | 5.3 |
| South & Central Asia | 1,059 | 15,189 | 14.3 | Denmark | 57 | 584 | 10.2 |
| Afghanistan | 37 | 209 | 5.6 | Estonia | 3 | 14 | 4.7 |
| Bangladesh | 65 | 1,080 | 16.6 | Finland | 6 | 91 | 15.2 |
| Bhutan | 1 | 4 | 4.0 | France | 2,639 | 24,680 | 9.4 |
| India | 414 | 6,742 | 16.3 | Georgia | 6 | 65 | 10.8 |
| Kazakhstan | 310 | 3,873 | 12.5 | Germany | 1,375 | 11,391 | 8.3 |
| Kyrgyzstan | 35 | 396 | 11.3 | Gibraltar | 0 | 0 | - |
| Maldives | 1 | 4 | 4.0 | Greece | 7 | 163 | 23.3 |
| Nepal | 24 | 351 | 14.6 | Holy See | 0 | 0 | - |
| Pakistan | 108 | 1,826 | 16.9 | Hungary | 35 | 291 | 8.3 |
| Sri Lanka | 7 | 108 | 15.4 | Iceland | 2 | 19 | 9.5 |
| Tajikistan | 7 | 90 | 12.9 | Ireland | 0 | 0 | - |
| Turkmenistan | 8 | 139 | 17.4 | Italy | 1,260 | 9,502 | 7.5 |
| Uzbekistan | 42 | 367 | 8.7 | Kosovo | 2 | 43 | 21.5 |
| Southeast Asia | 751 | 11,080 | 14.8 | Latvia | 0 | 0 | - |
| Brunei | 2 | 34 | 17.0 | Liechtenstein | 0 | 0 | - |
| Burma | 43 | 545 | 12.7 | Lithuania | 4 | 36 | 9.0 |
| Cambodia | 17 | 200 | 11.8 | Luxembourg | 15 | 105 | 7.0 |
| Indonesia | 127 | 1,458 | 11.5 | Malta | 0 | 0 | - |
| Laos | 13 | 181 | 13.9 | Moldova | 1 | 17 | 17.0 |
| Malaysia | 12 | 203 | 16.9 | Monaco | 1 | 16 | 16.0 |
| | | | | Montenegro | 3 | 27 | 9.0 |
| | | | | Netherlands | 579 | 5,010 | 8.7 |
| | | | | North Macedonia | 1 | 17 | 17.0 |

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2021 (cont'd)

| | Students | Student-weeks | Average weeks per student | | Students | Student-weeks | Average weeks per student |
|--------------------------------------|--------------|----------------|---------------------------|---------------------------------------|--------------|---------------|---------------------------|
| Norway | 16 | 199 | 12.4 | | | | |
| Poland | 645 | 3,200 | 5.0 | | | | |
| Portugal | 136 | 734 | 5.4 | | | | |
| Romania | 60 | 288 | 4.8 | | | | |
| Russia | 385 | 3,544 | 9.2 | | | | |
| San Marino | 1 | 2 | 2.0 | | | | |
| Serbia | 6 | 74 | 12.3 | | | | |
| Slovakia | 21 | 274 | 13.0 | | | | |
| Slovenia | 6 | 82 | 13.7 | | | | |
| Spain | 771 | 6,091 | 7.9 | | | | |
| Sweden | 200 | 2,390 | 12.0 | | | | |
| Switzerland | 1,153 | 10,709 | 9.3 | | | | |
| Turkey | 560 | 7,776 | 13.9 | | | | |
| Ukraine | 133 | 1,043 | 7.8 | | | | |
| United Kingdom | 5 | 37 | 7.4 | | | | |
| LATIN AMERICA & CARIBBEAN | 9,881 | 107,289 | 10.9 | | | | |
| Caribbean | 167 | 2,712 | 16.2 | | | | |
| Anguilla | 0 | 0 | - | | | | |
| Antigua and Barbuda | 0 | 0 | - | | | | |
| Aruba | 0 | 0 | - | | | | |
| Bahamas | 2 | 17 | 8.5 | | | | |
| Barbados | 0 | 0 | - | | | | |
| Bermuda | 0 | 0 | - | | | | |
| British Virgin Islands | 0 | 0 | - | | | | |
| Cayman Islands | 0 | 0 | - | | | | |
| Cuba | 10 | 145 | 14.5 | | | | |
| Curacao | 1 | 17 | 17.0 | | | | |
| Dominica | 0 | 0 | - | | | | |
| Dominican Republic | 70 | 1,212 | 17.3 | | | | |
| Grenada | 0 | 0 | - | | | | |
| Guadeloupe | 0 | 0 | - | | | | |
| Haiti | 79 | 1,263 | 16.0 | | | | |
| Jamaica | 5 | 58 | 11.6 | | | | |
| Martinique | 0 | 0 | - | | | | |
| Montserrat | 0 | 0 | - | | | | |
| Saint Kitts and Nevis | 0 | 0 | - | | | | |
| Saint Lucia | 0 | 0 | - | | | | |
| Saint Vincent and the Grenadines | 0 | 0 | - | | | | |
| Sint Maarten | 0 | 0 | - | | | | |
| Trinidad and Tobago | 0 | 0 | - | | | | |
| Turks and Caicos Islands | 0 | 0 | - | | | | |
| | | | | Mexico & Central America | 2,840 | 30,405 | 10.7 |
| | | | | Belize | 10 | 75 | 7.5 |
| | | | | Costa Rica | 43 | 523 | 12.2 |
| | | | | El Salvador | 40 | 802 | 20.1 |
| | | | | Guatemala | 45 | 623 | 13.8 |
| | | | | Honduras | 81 | 1,554 | 19.2 |
| | | | | Mexico | 2,240 | 18,597 | 8.3 |
| | | | | Nicaragua | 11 | 202 | 18.4 |
| | | | | Panama | 370 | 8,029 | 21.7 |
| | | | | South America | 6,874 | 74,172 | 10.8 |
| | | | | Argentina | 767 | 5,462 | 7.1 |
| | | | | Bolivia | 110 | 1,915 | 17.4 |
| | | | | Brazil | 1,151 | 14,500 | 12.6 |
| | | | | Chile | 1,152 | 10,703 | 9.3 |
| | | | | Colombia | 1,832 | 20,644 | 11.3 |
| | | | | Ecuador | 824 | 8,428 | 10.2 |
| | | | | Falkland Islands/ Islas Malvinas | 0 | 0 | - |
| | | | | French Guiana | 2 | 32 | 16.0 |
| | | | | Guyana | 0 | 0 | - |
| | | | | Paraguay | 57 | 753 | 13.2 |
| | | | | Peru | 558 | 5,876 | 10.5 |
| | | | | Suriname | 1 | 9 | 9.0 |
| | | | | Uruguay | 33 | 210 | 6.4 |
| | | | | Venezuela | 387 | 5,640 | 14.6 |
| | | | | MIDDLE EAST & NORTH AFRICA | 4,626 | 72,460 | 15.7 |
| | | | | Middle East | 4,389 | 69,078 | 15.7 |
| | | | | Bahrain | 8 | 140 | 17.5 |
| | | | | Iran | 48 | 645 | 13.4 |
| | | | | Iraq | 31 | 530 | 17.1 |
| | | | | Israel | 46 | 605 | 13.2 |
| | | | | Jordan | 105 | 1,668 | 15.9 |
| | | | | Kuwait | 1,034 | 15,751 | 15.2 |
| | | | | Lebanon | 15 | 309 | 20.6 |
| | | | | Oman | 209 | 3,809 | 18.2 |
| | | | | Palestinian Territories | 30 | 261 | 8.7 |
| | | | | Qatar | 26 | 411 | 15.8 |
| | | | | Saudi Arabia | 2,627 | 42,398 | 16.1 |
| | | | | Syria | 91 | 817 | 9.0 |
| | | | | United Arab Emirates | 61 | 993 | 16.3 |
| | | | | Yemen | 58 | 741 | 12.8 |

(cont'd)

3.7 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2021 (cont'd)

| | Students | Student-weeks | Average weeks per student | | Students | Student-weeks | Average weeks per student |
|-----------------------------------|------------|---------------|---------------------------|-------------------|---------------|----------------|---------------------------|
| North Africa | 237 | 3,382 | 14.3 | Nauru | 0 | 0 | – |
| Algeria | 24 | 320 | 13.3 | New Caledonia | 0 | 0 | – |
| Egypt | 77 | 1,284 | 16.7 | New Zealand | 0 | 0 | – |
| Libya | 30 | 424 | 14.1 | Niue | 0 | 0 | – |
| Morocco | 67 | 853 | 12.7 | Norfolk Islands | 0 | 0 | – |
| Tunisia | 39 | 501 | 12.8 | Palau | 0 | 0 | – |
| NORTH AMERICA | 48 | 422 | 8.8 | Papua New Guinea | 2 | 22 | 11.0 |
| Canada | 48 | 422 | 8.8 | Samoa | 0 | 0 | – |
| OCEANIA | 10 | 81 | 8.1 | Solomon Islands | 3 | 26 | 8.7 |
| Australia | 2 | 22 | 11.0 | Tonga | 0 | 0 | – |
| Cook Islands | 0 | 0 | – | Tuvalu | 0 | 0 | – |
| Fiji | 0 | 0 | – | Vanuatu | 0 | 0 | – |
| French Polynesia | 3 | 11 | 3.7 | Wallis and Futuna | 0 | 0 | – |
| Kiribati | 0 | 0 | – | STATELESS | 1 | 17 | 17.0 |
| Marshall Islands, Republic of the | 0 | 0 | – | TOTAL | 39,352 | 467,368 | 11.9 |
| Micronesia, Federated States of | 0 | 0 | – | | | | |

3.8 IEP STUDENTS AND STUDENT-WEEKS BY U.S. STATE OR TERRITORY, 2021

| | Programs | Total students | Student-weeks | | Programs | Total students | Student-weeks |
|----------------------|----------|----------------|---------------|-------------------|------------|----------------|----------------|
| Alabama | 8 | 873 | 12,126 | Montana | 2 | 114 | 1,191 |
| Alaska | * | * | * | Nebraska | 4 | 137 | 2,791 |
| Arizona | 3 | 553 | 6,670 | Nevada | * | * | * |
| Arkansas | 5 | 169 | 3,162 | New Hampshire | 2 | 108 | 948 |
| California | 32 | 9,030 | 87,853 | New Jersey | 4 | 855 | 21,689 |
| Colorado | 5 | 339 | 5,944 | New Mexico | 1 | 78 | 884 |
| Connecticut | 5 | 211 | 4,400 | New York | 26 | 6,954 | 53,377 |
| Delaware | 1 | 450 | 6,934 | North Carolina | 6 | 205 | 2,158 |
| District of Columbia | 5 | 347 | 5,376 | North Dakota | * | * | * |
| Florida | 18 | 3,839 | 38,925 | Ohio | 13 | 665 | 12,611 |
| Georgia | 10 | 936 | 16,645 | Oklahoma | 3 | 99 | 1,518 |
| Hawaii | 6 | 1,047 | 8,790 | Oregon | 7 | 828 | 15,238 |
| Idaho | 2 | 35 | 676 | Pennsylvania | 13 | 1,024 | 12,341 |
| Illinois | 19 | 1,062 | 14,264 | Rhode Island | 1 | 26 | 416 |
| Indiana | 7 | 206 | 3,526 | South Carolina | 3 | 106 | 1,606 |
| Iowa | 4 | 100 | 2,004 | South Dakota | 1 | 3 | 56 |
| Kansas | 6 | 378 | 5,745 | Tennessee | 7 | 355 | 6,588 |
| Kentucky | 3 | 65 | 1,104 | Texas | 16 | 1,593 | 20,831 |
| Louisiana | 4 | 111 | 2,618 | Utah | 5 | 536 | 11,455 |
| Maine | * | * | * | Vermont | * | * | * |
| Maryland | 4 | 128 | 2,252 | Virginia | 5 | 549 | 8,970 |
| Massachusetts | 12 | 3,117 | 33,340 | Washington | 16 | 851 | 10,299 |
| Michigan | 10 | 193 | 3,241 | West Virginia | 2 | 66 | 1,286 |
| Minnesota | 3 | 97 | 1,532 | Wisconsin | 7 | 221 | 4,278 |
| Mississippi | 4 | 123 | 2,281 | Wyoming | * | * | * |
| Missouri | 10 | 570 | 7,429 | U.S. TOTAL | 330 | 39,352 | 467,368 |

* 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, 2021

| | ALL STATES | CALIFORNIA | NEW YORK | FLORIDA | MASSACHUSETTS |
|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | % of students | % of students | % of students | % of students | % of students |
| Full-time* | 79.4 | 91.1 | 73.2 | 93.4 | 77.6 |
| Part-time | 20.6 | 8.9 | 26.8 | 6.6 | 22.4 |
| Total students | 39,352 | 9,030 | 6,954 | 3,839 | 3,117 |
| | % of student-weeks | % of student-weeks | % of student-weeks | % of student-weeks | % of student-weeks |
| Full-time* | 83.6 | 92.9 | 76.4 | 93.0 | 81.3 |
| Part-time | 16.4 | 7.1 | 23.6 | 7.0 | 18.7 |
| Total student-weeks | 467,368 | 87,853 | 53,377 | 38,925 | 33,340 |

* 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, 2021

| 1 CALIFORNIA | | | | 3 FLORIDA | | | |
|---------------------|--------------------|-----------------|----------------------|------------------------|--------------------|-----------------|----------------------|
| | | Students | % of students | | | Students | % of students |
| | State total | 9,030 | 100.0 | | State total | 3,839 | 100.0 |
| 1 | France | 1,295 | 14.3 | 1 | France | 521 | 13.6 |
| 2 | Japan | 951 | 10.5 | 2 | Saudi Arabia | 344 | 9.0 |
| 3 | Germany | 705 | 7.8 | 3 | Kuwait | 247 | 6.4 |
| 4 | Switzerland | 657 | 7.3 | 4 | Italy | 243 | 6.3 |
| 5 | Italy | 560 | 6.2 | 5 | Colombia | 189 | 4.9 |
| 6 | Belgium | 489 | 5.4 | 6 | Poland | 173 | 4.5 |
| 7 | Spain | 386 | 4.3 | 6 | Switzerland | 173 | 4.5 |
| 8 | Chile | 309 | 3.4 | 8 | Germany | 161 | 4.2 |
| 8 | Saudi Arabia | 275 | 3.0 | 9 | Mexico | 152 | 4.0 |
| 10 | Netherlands | 274 | 3.0 | 10 | Brazil | 136 | 3.5 |
| 11 | Colombia | 250 | 2.8 | 11 | Venezuela | 121 | 3.2 |
| 12 | South Korea | 237 | 2.6 | 12 | Japan | 116 | 3.0 |
| 13 | China | 236 | 2.6 | 13 | Belgium | 103 | 2.7 |
| 14 | Brazil | 234 | 2.6 | 14 | Ecuador | 98 | 2.6 |
| 15 | Poland | 230 | 2.5 | 15 | Netherlands | 93 | 2.4 |
| 16 | Ecuador | 220 | 2.4 | 15 | Chile | 92 | 2.4 |
| 17 | Argentina | 210 | 2.3 | 15 | China | 92 | 2.4 |
| 18 | Mexico | 207 | 2.3 | 18 | Peru | 88 | 2.3 |
| 19 | Austria | 130 | 1.4 | 19 | Spain | 72 | 1.9 |
| 19 | Kuwait | 130 | 1.4 | 20 | Czech Republic | 70 | 1.8 |
| 2 NEW YORK | | | | 4 MASSACHUSETTS | | | |
| | | Students | % of students | | | Students | % of students |
| | State total | 6,954 | 100.0 | | State total | 3,117 | 100.0 |
| 1 | Mexico | 983 | 14.1 | 1 | Mexico | 478 | 15.3 |
| 2 | Colombia | 519 | 7.5 | 2 | China | 340 | 10.9 |
| 3 | China | 512 | 7.4 | 3 | Colombia | 254 | 8.1 |
| 4 | Japan | 447 | 6.4 | 4 | Japan | 224 | 7.2 |
| 5 | Chile | 445 | 6.4 | 5 | France | 161 | 5.2 |
| 6 | France | 419 | 6.0 | 6 | Chile | 156 | 5.0 |
| 7 | Argentina | 325 | 4.7 | 7 | Brazil | 129 | 4.1 |
| 8 | Germany | 275 | 4.0 | 8 | Italy | 123 | 3.9 |
| 9 | Italy | 269 | 3.9 | 9 | South Korea | 118 | 3.8 |
| 10 | Brazil | 262 | 3.8 | 9 | Saudi Arabia | 112 | 3.6 |
| 11 | South Korea | 250 | 3.6 | 11 | Spain | 108 | 3.5 |
| 12 | Ecuador | 243 | 3.5 | 12 | Ecuador | 87 | 2.8 |
| 13 | Poland | 168 | 2.4 | 13 | Peru | 85 | 2.7 |
| 14 | Netherlands | 150 | 2.2 | 14 | Argentina | 77 | 2.5 |
| 15 | Spain | 133 | 1.9 | 15 | Taiwan | 69 | 2.2 |
| 16 | Turkey | 118 | 1.7 | 16 | Germany | 51 | 1.6 |
| 17 | Kazakhstan | 114 | 1.6 | 17 | Turkey | 41 | 1.3 |
| 18 | Switzerland | 111 | 1.6 | 18 | Switzerland | 39 | 1.3 |
| 19 | Peru | 109 | 1.6 | 19 | Russia | 36 | 1.2 |
| 20 | Belgium | 107 | 1.5 | 20 | Venezuela | 34 | 1.1 |

International Scholars

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4.1 INTERNATIONAL SCHOLAR TOTALS, 2001/02 – 2021/22

| | International scholars | % annual change | | International scholars | % annual change | | International scholars | % annual change |
|---------|------------------------|-----------------|---------|------------------------|-----------------|---------|------------------------|-----------------|
| 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 |
| 2007/08 | 106,123 | 8.0 | 2014/15 | 124,861 | 2.4 | 2021/22 | 90,891 | 6.3 |

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, 2017/18 – 2021/22

| | | % of total scholars | | | | |
|------------------|--------------------------|---------------------|----------------|----------------|---------------|---------------|
| | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Visa status | B | 2.5 | 2.0 | 1.6 | 0.3 | 0.9 |
| | F-1 OPT | 4.5 | 5.2 | 5.3 | 7.5 | 6.8 |
| | H-1B | 18.1 | 19.2 | 20.7 | 29.8 | 30.2 |
| | J-1 Scholar | 71.1 | 70.1 | 69.0 | 58.4 | 57.8 |
| | O-1 | 0.6 | 0.6 | 0.7 | 1.0 | 1.0 |
| | TN | 0.9 | 0.9 | 0.9 | 1.2 | 1.1 |
| | Other | 2.3 | 2.1 | 1.8 | 1.7 | 2.2 |
| Gender | Female | 39.7 | 40.2 | 41.2 | 39.7 | 40.5 |
| | Male | 60.3 | 59.8 | 58.8 | 60.3 | 59.5 |
| | Nonbinary | - | - | - | - | 0.02 |
| Primary function | Both Research & Teaching | 5.6 | 7.4 | 5.7 | 7.3 | 8.2 |
| | Clinical | 2.2 | 2.5 | 2.2 | 3.6 | 4.2 |
| | Research | 79.9 | 78.8 | 79.6 | 77.1 | 3.1 |
| | Teaching | 7.3 | 7.3 | 8.5 | 9.2 | 75.6 |
| | Other Function | 4.9 | 4.1 | 4.0 | 2.9 | 8.9 |
| TOTAL | | 135,009 | 136,563 | 123,508 | 85,538 | 90,891 |

4.3 DURATION OF STAY FOR INTERNATIONAL SCHOLARS, 2019/20 – 2021/22

| | % of total scholars | | |
|-------------------------|---------------------|---------|---------|
| | 2019/20 | 2020/21 | 2021/22 |
| Less than 3 Months | 8.7 | 1.6 | 5.7 |
| 3 Months up to 6 Months | 9.1 | 3.3 | 7.4 |
| 6 months up to 1 year | 22.3 | 19 | 17.4 |
| 1 year up to 3 years | 38.9 | 47.4 | 39.0 |
| 3 years up to 5 years | 15.7 | 21.5 | 23.1 |
| Over 5 years | 5.3 | 7.2 | 7.4 |

4.4 MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2017/18 – 2021/22

| | % of total scholars | | | | |
|--|---------------------|----------------|----------------|---------------|---------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Science, Technology, Engineering, and Math | 77.0 | 77.3 | 77.5 | 81.3 | 79.4 |
| <i>Physical and life sciences</i> | 34.3 | 35.3 | 35.3 | 40.2 | 40.0 |
| <i>Engineering</i> | 17.6 | 17.7 | 16.9 | 15.7 | 14.8 |
| <i>Health professions</i> | 14.4 | 13.3 | 14.1 | 14.6 | 13.8 |
| <i>Math and computer science</i> | 6.0 | 6.3 | 6.5 | 6.4 | 6.2 |
| <i>Agriculture</i> | 4.7 | 4.8 | 4.7 | 4.4 | 4.6 |
| Social sciences | 7.2 | 6.8 | 7.1 | 5.9 | 6.7 |
| Business and management | 3.5 | 3.7 | 3.4 | 2.8 | 3.4 |
| Humanities | 3.7 | 3.4 | 3.3 | 2.7 | 2.6 |
| Fine and applied arts | 1.8 | 1.9 | 1.8 | 1.5 | 1.7 |
| Education | 1.7 | 1.7 | 2.0 | 1.3 | 1.2 |
| Legal studies and law enforcement | 1.4 | 1.4 | 1.4 | 1.0 | 1.1 |
| Communications and journalism | 0.9 | 0.9 | 0.9 | 0.7 | 0.6 |
| Other fields | 2.7 | 2.9 | 2.7 | 2.8 | 3.2 |
| TOTAL | 135,009 | 136,563 | 123,508 | 85,538 | 90,891 |

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

4.5 DETAILED MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2020/21 – 2021/22

| | 2020/21 | 2021/22 | % change | | 2020/21 | 2021/22 | % change |
|--|---------------|---------------|-------------|--|---------------|---------------|-------------|
| Agriculture | 3,735 | 4,152 | 11.2 | Legal studies and law enforcement | 859 | 995 | 15.8 |
| Agriculture | 2,973 | 3,301 | 11.0 | Homeland security, law enforcement, and firefighting | 62 | 34 | -45.2 |
| Natural resources and conservation | 762 | 851 | 11.7 | Legal professions and studies | 797 | 961 | 20.6 |
| Business and management | 2,397 | 3,126 | 30.4 | Math and computer science | 5,497 | 5,640 | 2.6 |
| Communications and journalism | 579 | 532 | -8.1 | Computer and information sciences | 2,967 | 3,289 | 10.9 |
| Communication, journalism | 536 | 496 | -7.5 | Mathematics and statistics | 2,530 | 2,351 | -7.1 |
| Communications technologies/technicians | 43 | 36 | -16.3 | Physical and life sciences | 34,383 | 36,396 | 5.9 |
| Education | 1,152 | 1,127 | -2.2 | Biological and biomedical sciences | 24,602 | 26,261 | 6.7 |
| Engineering | 13,438 | 13,430 | -0.1 | Physical sciences | 9,673 | 9,841 | 1.7 |
| Construction trades | 11 | 4 | -63.6 | Science technologies/technicians | 108 | 294 | 172.2 |
| Engineering | 12,892 | 12,576 | -2.5 | Social sciences | 5,070 | 6,084 | 20.0 |
| Engineering technologies/technicians | 490 | 790 | 61.2 | Area, ethnic, cultural and gender studies | 852 | 942 | 10.6 |
| Mechanic and repair technologies/technicians | 6 | 2 | -66.7 | History | 335 | 438 | 30.7 |
| Military technologies | 2 | 4 | 100.0 | Psychology | 871 | 948 | 8.8 |
| Precision production | 0 | 0 | 0.0 | Public administration and social service professions | 673 | 770 | 14.4 |
| Transportation and materials moving | 37 | 54 | 45.9 | Social sciences | 2,339 | 2,986 | 27.7 |
| Fine and applied arts | 1,295 | 1,546 | 19.4 | Other fields of specialization | 2,381 | 2,885 | 21.2 |
| Architecture | 630 | 605 | -9.0 | Basic Skills | 11 | 19 | 72.7 |
| Visual and performing arts | 665 | 941 | 49.4 | Family and consumer sciences/human sciences | 314 | 234 | -25.5 |
| Health professions | 12,464 | 12,588 | 1.0 | Liberal arts and sciences/general studies | 360 | 583 | 61.9 |
| Health professions | 10,315 | 10,495 | 1.7 | Library science | 133 | 107 | -19.5 |
| Residency programs | 2,149 | 2,093 | -2.6 | Multi/interdisciplinary studies | 591 | 792 | 34.0 |
| Humanities | 2,288 | 2,390 | 4.5 | Parks, recreation, leisure and fitness studies | 244 | 955 | 33.0 |
| English language and literature/letters | 303 | 355 | 17.2 | Personal and culinary services | 5 | 181 | -25.8 |
| Foreign languages, literatures and linguistics | 1,554 | 1,403 | -9.7 | Reserve officer training corps | 5 | 10 | 100.0 |
| Philosophy and religious studies | 370 | 565 | 52.7 | Other | 718 | 4 | -20.0 |
| Theology and religious vocations | 61 | 67 | 9.8 | TOTAL | 85,538 | 90,891 | 6.3 |

4.6 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL SCHOLARS, 2020/21 – 2021/22

| | 2020/21 | 2021/22 | % of total | % change |
|--------------------|---------------|---------------|--------------|------------|
| WORLD TOTAL | 85,538 | 90,891 | 100.0 | 6.3 |
| 1 China | 26,254 | 19,391 | 21.3 | -26.1 |
| 2 India | 12,714 | 14,847 | 16.3 | 16.8 |
| 3 South Korea | 4,928 | 5,439 | 6.0 | 10.4 |
| 4 Canada | 3,863 | 3,993 | 4.4 | 3.4 |
| 5 Germany | 2,419 | 3,389 | 3.7 | 40.1 |
| 6 Brazil | 2,584 | 3,292 | 3.6 | 27.4 |
| 7 Italy | 2,275 | 2,948 | 3.2 | 29.6 |
| 8 France | 2,117 | 2,590 | 2.8 | 22.3 |
| 9 Japan | 2,243 | 2,356 | 2.6 | 5.0 |
| 10 Spain | 1,553 | 2,136 | 2.4 | 37.5 |
| 11 United Kingdom | 1,736 | 2,006 | 2.2 | 15.6 |
| 12 Mexico | 1,345 | 1,549 | 1.7 | 15.2 |
| 13 Iran | 1,315 | 1,449 | 1.6 | 10.2 |
| 14 Turkey | 1,084 | 1,421 | 1.6 | 31.1 |
| 15 Pakistan | 820 | 1,280 | 1.4 | 56.1 |
| 16 Taiwan | 1,164 | 1,241 | 1.4 | 6.6 |
| 17 Colombia | 777 | 1,133 | 1.2 | 45.8 |
| 18 Israel | 1,065 | 1,124 | 1.2 | 5.5 |
| 19 Egypt | 650 | 790 | 0.9 | 21.5 |
| 20 Australia | 743 | 763 | 0.8 | 2.7 |
| 21 Greece | 584 | 689 | 0.8 | 18.0 |
| 22 Russia | 625 | 675 | 0.7 | 8.0 |
| 23 Argentina | 506 | 652 | 0.7 | 28.9 |
| 24 Nigeria | 394 | 616 | 0.7 | 56.3 |
| 25 Netherlands | 553 | 594 | 0.7 | 7.4 |

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2020/21 – 2021/22

| | 2020/21 | 2021/22 | % of total | % change | | 2020/21 | 2021/22 | % of total | % change |
|--------------------------------------|--------------|--------------|------------|-------------|---------------------------------|---------------|---------------|-------------|--------------|
| AFRICA, SUB-SAHARAN | 1,483 | 2,220 | 2.4 | 49.7 | Cabo Verde | 1 | 0 | | -100.0 |
| East Africa | 423 | 618 | 0.7 | 46.1 | Côte d'Ivoire | 9 | 20 | | 122.2 |
| Burundi | 4 | 9 | | 125.0 | Gambia, The | 7 | 8 | | 14.3 |
| Djibouti | 2 | 2 | | 0.0 | Ghana | 169 | 266 | | 57.4 |
| Eritrea | 6 | 3 | | -50.0 | Guinea | 1 | 2 | | 100.0 |
| Ethiopia | 128 | 204 | | 59.4 | Guinea-Bissau | 1 | 3 | | 200.0 |
| Kenya | 129 | 177 | | 37.2 | Liberia | 7 | 8 | | 14.3 |
| Rwanda | 27 | 38 | | 40.7 | Mali | 8 | 17 | | 112.5 |
| Seychelles | 0 | 0 | | 0.0 | Mauritania | 4 | 7 | | 75.0 |
| Somalia | 1 | 0 | | -100.0 | Niger | 11 | 35 | | 218.2 |
| South Sudan | 1 | 0 | | -100.0 | Nigeria | 394 | 616 | | 56.3 |
| Sudan | 34 | 48 | | 41.2 | Saint Helena | 0 | 0 | | 0.0 |
| Tanzania | 20 | 36 | | 80.0 | Senegal | 20 | 36 | | 80.0 |
| Uganda | 71 | 101 | | 42.3 | Sierra Leone | 3 | 9 | | 200.0 |
| Central Africa | 93 | 108 | 0.1 | 16.1 | Togo | 7 | 9 | | 28.6 |
| Cameroon | 71 | 83 | | 16.9 | ASIA | 50,922 | 48,292 | 53.1 | -5.2 |
| Central African Republic | 0 | 0 | | 0.0 | East Asia | 34,775 | 28,719 | 31.6 | -17.4 |
| Chad | 0 | 1 | | — | China | 26,254 | 19,391 | | -26.1 |
| Congo, Republic of the (Brazzaville) | 4 | 1 | | -75.0 | Hong Kong | 139 | 215 | | 54.7 |
| Congo, Dem. Rep. of the (Kinshasa) | 18 | 21 | | 16.7 | Japan | 2,243 | 2,356 | | 5.0 |
| Equatorial Guinea | 0 | 0 | | 0.0 | Macau | 10 | 13 | | 30.0 |
| Gabon | 0 | 2 | | — | Mongolia | 37 | 64 | | 73.0 |
| São Tomé and Príncipe | 0 | 0 | | 0.0 | North Korea | 0 | 0 | | 0.0 |
| Southern Africa | 310 | 430 | 0.5 | 38.7 | South Korea | 4,928 | 5,439 | | 10.4 |
| Angola | 2 | 2 | | 0.0 | Taiwan | 1,164 | 1,241 | | 6.6 |
| Botswana | 11 | 13 | | 18.2 | South & Central Asia | 14,765 | 17,812 | 19.6 | 20.6 |
| Comoros | 1 | 3 | | 200.0 | Afghanistan | 10 | 66 | | 560.0 |
| Eswatini | 12 | 2 | | -83.3 | Bangladesh | 442 | 540 | | 22.2 |
| Lesotho | 3 | 1 | | -66.7 | Bhutan | 0 | 0 | | 0.0 |
| Madagascar | 19 | 21 | | 10.5 | India | 12,714 | 14,847 | | 16.8 |
| Malawi | 33 | 29 | | -12.1 | Kazakhstan | 66 | 276 | | 318.2 |
| Mauritius | 19 | 22 | | 15.8 | Kyrgyzstan | 11 | 11 | | 0.0 |
| Mozambique | 8 | 8 | | 0.0 | Maldives | 6 | 9 | | 50.0 |
| Namibia | 2 | 6 | | 200.0 | Nepal | 440 | 480 | | 9.1 |
| Reunion | 0 | 1 | | — | Pakistan | 820 | 1,280 | | 56.1 |
| South Africa | 117 | 205 | | 75.2 | Sri Lanka | 228 | 264 | | 15.8 |
| Zambia | 18 | 30 | | 66.7 | Tajikistan | 8 | 6 | | -25.0 |
| Zimbabwe | 65 | 87 | | 33.8 | Turkmenistan | 6 | 8 | | 33.3 |
| West Africa | 657 | 1,064 | 1.2 | 61.9 | Uzbekistan | 14 | 25 | | 78.6 |
| Benin | 9 | 17 | | 88.9 | Southeast Asia | 1,382 | 1,761 | 1.9 | 27.4 |
| Burkina Faso | 6 | 11 | | 83.3 | Brunei | 0 | 2 | | — |
| | | | | | Burma | 24 | 49 | | 104.2 |

(cont'd)

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2020/21 & 2021/22 (cont'd)

| | 2020/21 | 2021/22 | % of total | % change | | 2020/21 | 2021/22 | % of total | % change |
|------------------------|---------------|---------------|-------------|-------------|----------------------------|--------------|--------------|------------|-------------|
| Cambodia | 10 | 10 | | 0.0 | Montenegro | 9 | 8 | | -11.1 |
| Indonesia | 126 | 175 | | 38.9 | Netherlands | 553 | 594 | | 7.4 |
| Laos | 0 | 0 | | 0.0 | North Macedonia | 19 | 24 | | 26.3 |
| Malaysia | 200 | 230 | | 15.0 | Norway | 80 | 231 | | 188.8 |
| Philippines | 187 | 175 | | -6.4 | Poland | 461 | 585 | | 26.9 |
| Singapore | 196 | 259 | | 32.1 | Portugal | 268 | 342 | | 27.6 |
| Thailand | 272 | 412 | | 51.5 | Romania | 185 | 161 | | -13.0 |
| Timor-Leste | 1 | 2 | | 100.0 | Russia | 625 | 675 | | 8.0 |
| Vietnam | 366 | 447 | | 22.1 | San Marino | 0 | 1 | | — |
| EUROPE | 17,145 | 21,782 | 24.0 | 27.0 | Serbia | 145 | 159 | | 9.7 |
| Albania | 24 | 32 | | 33.3 | Slovakia | 70 | 94 | | 34.3 |
| Andorra | 1 | 0 | | -100.0 | Slovenia | 56 | 71 | | 26.8 |
| Armenia | 31 | 62 | | 100.0 | Spain | 1,553 | 2,136 | | 37.5 |
| Austria | 263 | 345 | | 31.2 | Sweden | 230 | 285 | | 23.9 |
| Azerbaijan | 32 | 36 | | 12.5 | Switzerland | 415 | 518 | | 24.8 |
| Belarus | 42 | 65 | | 54.8 | Turkey | 1,084 | 1,421 | | 31.1 |
| Belgium | 304 | 392 | | 28.9 | Ukraine | 206 | 241 | | 17.0 |
| Bosnia and Herzegovina | 10 | 15 | | 50.0 | United Kingdom | 1,736 | 2,006 | | 15.6 |
| Bulgaria | 80 | 74 | | -7.5 | Europe, unspecified | 0 | 0 | | 0.0 |
| Croatia | 85 | 99 | | 16.5 | LATIN AMERICA | 6,810 | 8,826 | 9.7 | 29.6 |
| Cyprus | 56 | 66 | | 17.9 | & CARIBBEAN | | | | |
| Czech Republic | 167 | 204 | | 22.2 | Caribbean | 267 | 411 | 0.5 | 53.9 |
| Denmark | 173 | 257 | | 48.6 | Anguilla | 0 | 0 | | 0.0 |
| Estonia | 25 | 38 | | 52.0 | Antigua and Barbuda | 2 | 6 | | 200.0 |
| Finland | 144 | 174 | | 20.8 | Aruba | 0 | 0 | | 0.0 |
| France | 2,117 | 2,590 | | 22.3 | Bahamas | 29 | 50 | | 72.4 |
| Georgia | 48 | 57 | | 18.8 | Barbados | 9 | 13 | | 44.4 |
| Germany | 2,419 | 3,389 | | 40.1 | Bermuda | 3 | 2 | | -33.3 |
| Gibraltar | 2 | 0 | | -100.0 | British Virgin Islands | 0 | 16 | | — |
| Greece | 584 | 689 | | 18.0 | Cayman Islands | 0 | 25 | | — |
| Holy See | 0 | 0 | | 0.0 | Cuba | 19 | 25 | | 31.6 |
| Hungary | 197 | 234 | | 18.8 | Curacao | 1 | 2 | | 100.0 |
| Iceland | 19 | 21 | | 10.5 | Dominica | 6 | 6 | | 0.0 |
| Ireland | 251 | 303 | | 20.7 | Dominican Republic | 38 | 47 | | 23.7 |
| Italy | 2,275 | 2,948 | | 29.6 | Grenada | 4 | 7 | | 75.0 |
| Kosovo | 1 | 6 | | 500.0 | Guadeloupe | 0 | 0 | | 0.0 |
| Latvia | 14 | 20 | | 42.9 | Haiti | 15 | 30 | | 100.0 |
| Liechtenstein | 0 | 0 | | 0.0 | Jamaica | 64 | 94 | | 46.9 |
| Lithuania | 51 | 66 | | 29.4 | Martinique | 0 | 0 | | 0.0 |
| Luxembourg | 11 | 16 | | 45.5 | Montserrat | 0 | 0 | | 0.0 |
| Malta | 4 | 11 | | 175 | Saint Kitts & Nevis | 3 | 7 | | 133.3 |
| Moldova | 17 | 17 | | 0 | Saint Lucia | 11 | 11 | | 0.0 |
| Monaco | 3 | 4 | | 33.3 | Saint Vincent & Grenadines | 2 | 1 | | -50.0 |

(cont'd)

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2020/21 & 2021/22 (cont'd)

| | 2020/21 | 2021/22 | % of total | % change | | 2020/21 | 2021/22 | % of total | % change |
|---|--------------|--------------|------------|-------------|-----------------------------------|---------------|---------------|--------------|--------------|
| Sint Maarten | 0 | 3 | | — | Palestinian Territories | 27 | 40 | | 48.1 |
| Trinidad and Tobago | 61 | 66 | | 8.2 | Qatar | 11 | 8 | | -27.3 |
| Turks and Caicos | 0 | 0 | | 0.0 | Saudi Arabia | 397 | 297 | | -25.2 |
| Mexico & Central America | 1,629 | 1,964 | 2.2 | 20.6 | Syria | 46 | 53 | | 15.2 |
| Belize | 11 | 11 | | 0.0 | United Arab Emirates | 17 | 13 | | -23.5 |
| Costa Rica | 83 | 120 | | 44.6 | Yemen | 12 | 11 | | -8.3 |
| El Salvador | 34 | 46 | | 35.3 | North Africa | 894 | 1,104 | 1.2 | 23.5 |
| Guatemala | 48 | 71 | | 47.9 | Algeria | 53 | 50 | | -5.7 |
| Honduras | 66 | 113 | | 71.2 | Egypt | 650 | 790 | | 21.5 |
| Mexico | 1,345 | 1,549 | | 15.2 | Libya | 42 | 46 | | 9.5 |
| Nicaragua | 19 | 20 | | 5.3 | Morocco | 76 | 117 | | 53.9 |
| Panama | 23 | 34 | | 47.8 | Tunisia | 73 | 101 | | 38.4 |
| South America | 4,914 | 6,451 | 7.1 | 31.3 | NORTH AMERICA | 3,863 | 3,993 | 4.4 | 3.4 |
| Argentina | 506 | 652 | | 28.9 | Canada | 3,863 | 3,993 | | 3.4 |
| Bolivia | 37 | 47 | | 27.0 | OCEANIA | 925 | 946 | 1.0 | 2.3 |
| Brazil | 2,584 | 3,292 | | 27.4 | Australia | 743 | 763 | | 2.7 |
| Chile | 333 | 473 | | 42.0 | Cook Islands | 1 | 0 | | -100.0 |
| Colombia | 777 | 1,133 | | 45.8 | Fiji | 2 | 4 | | 100.0 |
| Ecuador | 135 | 197 | | 45.9 | French Polynesia | 0 | 1 | | — |
| Falkland Islands/ Islas Malvinas | 2 | 0 | | -100.0 | Kiribati | 0 | 0 | | 0.0 |
| French Guiana | 0 | 0 | | 0.0 | Marshall Islands, Republic of the | 0 | 0 | | 0.0 |
| Guyana | 8 | 25 | | 212.5 | Micronesia, Federated States of | 1 | 1 | | 0.0 |
| Paraguay | 24 | 36 | | 50.0 | Nauru | 1 | 0 | | -100.0 |
| Peru | 245 | 296 | | 20.8 | New Caledonia | 0 | 0 | | 0.0 |
| Suriname | 2 | 3 | | 50.0 | New Zealand | 167 | 167 | | 0.0 |
| Uruguay | 70 | 86 | | 22.9 | Niue | 0 | 1 | | — |
| Venezuela | 191 | 211 | | 10.5 | Norfolk Island | 0 | 0 | | 0.0 |
| MIDDLE EAST & NORTH AFRICA | 4,386 | 4,830 | 5.3 | 10.1 | Palau | 6 | 2 | | -66.7 |
| Middle East | 3,492 | 3,726 | 4.1 | 6.7 | Papua New Guinea | 1 | 4 | | 300.0 |
| Bahrain | 10 | 11 | | 10.0 | Samoa | 1 | 0 | | -100.0 |
| Iran | 1,315 | 1,449 | | 10.2 | Solomon Islands | 1 | 2 | | 100.0 |
| Iraq | 68 | 74 | | 8.8 | Tonga | 1 | 1 | | 0.0 |
| Israel | 1,065 | 1,124 | | 5.5 | Tuvalu | 0 | 0 | | 0.0 |
| Jordan | 193 | 236 | | 22.3 | Vanuatu | 0 | 0 | | 0.0 |
| Kuwait | 31 | 29 | | -6.5 | Wallis and Futuna | 0 | 0 | | 0.0 |
| Lebanon | 291 | 370 | | 27.1 | STATELESS | 4 | 2 | 0.0 | -50.0 |
| Oman | 9 | 11 | | 22.2 | WORLD TOTAL | 85,538 | 90,891 | 100.0 | 6.3 |

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

4.8 INTERNATIONAL SCHOLARS BY U.S. STATE OR TERRITORY, 2017/18 – 2021/22

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 |
|----------------------|---------|---------|---------|---------|---------|--------------------------|
| Alabama | 1,624 | 1,679 | 1,640 | 1,314 | 1,426 | 8.5 |
| Alaska | 92 | 72 | 43 | 30 | 56 | 86.7 |
| Arizona | 2,635 | 2,518 | 2,379 | 1,777 | 1,916 | 7.8 |
| Arkansas | 310 | 331 | 354 | 237 | 280 | 18.1 |
| California | 24,000 | 24,087 | 21,865 | 13,658 | 15,517 | 13.6 |
| Colorado | 1,619 | 1,852 | 1,917 | 1,418 | 1,412 | -0.4 |
| Connecticut | 3,177 | 3,192 | 2,984 | 2,316 | 2,667 | 15.2 |
| Delaware | 456 | 450 | 412 | 277 | 281 | 1.4 |
| District of Columbia | 1,063 | 968 | 985 | 742 | 807 | 8.8 |
| Florida | 3,832 | 4,013 | 3,548 | 2,195 | 2,158 | -1.7 |
| Georgia | 3,827 | 3,782 | 3,437 | 2,451 | 2,555 | 4.2 |
| Hawaii | 508 | 461 | 408 | 265 | 214 | -19.2 |
| Idaho | 92 | 87 | 170 | 120 | 139 | 15.8 |
| Illinois | 6,321 | 6,363 | 4,891 | 4,002 | 4,736 | 18.3 |
| Indiana | 3,025 | 3,351 | 3,279 | 2,295 | 2,344 | 2.1 |
| Iowa | 1,248 | 1,307 | 1,032 | 670 | 650 | -3.0 |
| Kansas | 1,059 | 1,045 | 966 | 663 | 712 | 7.4 |
| Kentucky | 1,282 | 1,373 | 1,049 | 581 | 500 | -13.9 |
| Louisiana | 837 | 811 | 956 | 649 | 672 | 3.5 |
| Maine | 175 | 144 | 113 | 72 | 89 | 23.6 |
| Maryland | 4,676 | 4,658 | 4,056 | 3,050 | 3,035 | -0.5 |
| Massachusetts | 12,771 | 11,705 | 11,077 | 7,694 | 8,250 | 7.2 |
| Michigan | 5,182 | 5,077 | 4,528 | 3,287 | 2,928 | -10.9 |
| Minnesota | 1,528 | 1,614 | 1,658 | 1,336 | 1,171 | -12.4 |
| Mississippi | 244 | 247 | 210 | 181 | 216 | 19.3 |
| Missouri | 2,888 | 3,172 | 2,739 | 2,259 | 1,394 | -38.3 |
| Montana | 243 | 181 | 65 | 54 | 58 | 7.4 |
| Nebraska | 1,160 | 1,117 | 965 | 590 | 848 | 43.7 |
| Nevada | 301 | 254 | 229 | 134 | 171 | 27.6 |
| New Hampshire | 430 | 441 | 337 | 337 | 380 | 12.8 |
| New Jersey | 2,601 | 2,875 | 2,786 | 2,072 | 2,420 | 16.8 |
| New Mexico | 372 | 420 | 287 | 186 | 262 | 40.9 |
| New York | 9,963 | 10,475 | 9,070 | 5,827 | 6,905 | 18.5 |
| North Carolina | 4,761 | 4,950 | 4,096 | 2,746 | 2,830 | 3.1 |
| North Dakota | 227 | 294 | 281 | 225 | 252 | 12.0 |
| Ohio | 3,069 | 3,845 | 3,418 | 2,330 | 2,213 | -5.0 |
| Oklahoma | 613 | 680 | 709 | 355 | 357 | 0.6 |
| Oregon | 843 | 845 | 682 | 373 | 481 | 29.0 |
| Pennsylvania | 7,694 | 7,836 | 6,716 | 5,387 | 5,745 | 6.6 |
| Rhode Island | 772 | 857 | 774 | 460 | 538 | 17.0 |

(cont'd)

4.8 INTERNATIONAL SCHOLARS BY U.S. STATE OR TERRITORY, 2017/18–2021/22 (cont'd)

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | % change from 2020/21 |
|-------------------|----------------|----------------|----------------|---------------|---------------|--------------------------|
| South Carolina | 658 | 703 | 762 | 460 | 465 | 1.1 |
| South Dakota | 93 | 85 | 49 | 47 | 49 | 4.3 |
| Tennessee | 1,212 | 1,288 | 1,335 | 1,160 | 1,016 | -12.4 |
| Texas | 7,885 | 8,094 | 7,247 | 4,850 | 5,099 | 5.1 |
| Utah | 738 | 790 | 235 | 157 | 134 | -14.6 |
| Vermont | 413 | 433 | 400 | 191 | 202 | 5.8 |
| Virginia | 1,500 | 1,429 | 1,409 | 1,137 | 1,319 | 16.0 |
| Washington | 2,191 | 2,187 | 1,929 | 1,079 | 1,062 | -1.6 |
| West Virginia | 582 | 512 | 463 | 359 | 374 | 4.2 |
| Wisconsin | 2,176 | 1,572 | 2,508 | 1,441 | 1,533 | 6.4 |
| Wyoming | * | * | * | * | * | * |
| Puerto Rico | 41 | 41 | 60 | 42 | 53 | 26.2 |
| Virgin Islands | * | * | * | * | * | * |
| U.S. TOTAL | 135,009 | 136,563 | 123,508 | 85,538 | 90,891 | 6.3 |

* Did not report

4.9 LEADING INSTITUTIONS HOSTING INTERNATIONAL SCHOLARS, 2021/22

| | | | International scholars |
|---|----------------|----|-----------------------------------|
| Harvard University | Cambridge | MA | 3,546 |
| Columbia University | New York | NY | 2,586 |
| Stanford University | Stanford | CA | 2,554 |
| Yale University | New Haven | CT | 2,445 |
| University of California – San Diego | La Jolla | CA | 2,066 |
| University of California – Berkeley | Berkeley | CA | 2,043 |
| Johns Hopkins University | Baltimore | MD | 2,001 |
| University of Michigan – Ann Arbor | Ann Arbor | MI | 1,937 |
| University of California – Los Angeles | Los Angeles | CA | 1,911 |
| Massachusetts Institute of Technology | Cambridge | MA | 1,772 |
| University of Pennsylvania | Philadelphia | PA | 1,576 |
| University of California – San Francisco | San Francisco | CA | 1,478 |
| University of Wisconsin – Madison | Madison | WI | 1,376 |
| University of California – Davis | Davis | CA | 1,309 |
| Purdue University – West Lafayette | West Lafayette | IN | 1,248 |
| Northwestern University | Evanston | IL | 1,226 |
| University of Pittsburgh – Pittsburgh | Pittsburgh | PA | 1,223 |
| Duke University and Medical Center | Durham | NC | 1,193 |
| University of Chicago | Chicago | IL | 1,184 |
| University of Illinois – Urbana-Champaign | Champaign | IL | 1,167 |
| Rutgers University – New Brunswick | New Brunswick | NJ | 1,150 |
| University of Minnesota – Twin Cities | Minneapolis | MN | 1,139 |
| Princeton University | Princeton | NJ | 1,134 |
| University of Arizona | Tucson | AZ | 1,128 |
| Ohio State University – Columbus | Columbus | OH | 1,015 |
| Cornell University | Ithaca | NY | 943 |
| University of Florida | Gainesville | FL | 943 |
| New York University | New York | NY | 881 |
| University of California – Irvine | Irvine | CA | 877 |
| University of North Carolina – Chapel Hill | Chapel Hill | NC | 853 |
| Emory University | Atlanta | GA | 850 |
| Boston University | Boston | MA | 842 |
| University of Texas – Austin | Austin | TX | 836 |
| California Institute of Technology | Pasadena | CA | 833 |
| University of Alabama – Birmingham | Birmingham | AL | 815 |
| University of Washington | Seattle | WA | 780 |
| University of Illinois – Chicago | Chicago | IL | 770 |
| Arizona State University – Campus Immersion | Tempe | AZ | 713 |
| University of Colorado – Boulder | Boulder | CO | 671 |
| Washington University in Saint Louis | Saint Louis | MO | 662 |

Methodology

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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 Exchange* includes data from four surveys: the International Student Census, U.S. Study Abroad Survey, Intensive English Program (IEP) Survey, and International Scholars Survey. In 2021/22, IIE surveyed 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 2022 *Open Doors* surveys online from March through September 2022. The surveys were voluntary, resulting in variable response rates across surveys and specific questions.

CLASSIFICATION SYSTEMS

The *Open Doors* places of origin were based primarily on the U.S. Department of State's list of countries and areas.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 2021 Carnegie Classification of Institutions of Higher Education, updated September 9, 2022.³ As *Open Doors* used the Carnegie system for its institutional-level analyses and rankings, comparisons within institutional categories from *Open Doors* reports before 2022 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, a definitional update was made in *Open Doors 2021* and *Open Doors 2022* 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 residents, 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 2021. IIE administered this survey from March through June 2022 to 2,877 U.S. higher education institutions. In 2022, 1,489 institutions responded to the survey,

yielding a 52 percent response rate. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 68 percent of all institutions surveyed. (See *Imputation and Estimation for more details*).

A total of 1,457 institutions (98 percent of responding institutions) reported international students in 2021/22. 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 2020/21 academic year, including summer 2021.

IIE administered this survey from March through June 2022 to U.S. higher education institutions. In 2022, 1,173 institutions, or 56 percent of the 2,081 institutions surveyed, responded to the survey. 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*).

Most institutions provided detailed

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

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

3. See <https://carnegieclassifications.acenet.edu/index.php>.

4. The NCES enrollment data used in *Open Doors* calculations were pulled in September 2022.

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.

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. Intensive English program students were defined as an international student enrolled in intensive English study during the 2021 calendar year (January 1 to December 31, 2021). The *Open Doors* IEP Survey collected student enrollment and total student weeks (one student studying for

one week). Data from the IEP survey is 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 March through April 2022. In 2022, 309 institutions, or 49 percent of the 630 institutions surveyed, responded to the survey. Response rates ranged from 100 percent for the total number of students to 65 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 52 percent of all institutions surveyed. (*See Imputation and Estimation for more details*).

INTERNATIONAL SCHOLARS SURVEY

The *Open Doors* International Scholars Survey included accredited, degree-granting higher education institutions in the United States 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, 2021 and ending June 30, 2022.

IIE administered this survey from July through September 2022. In 2022, 558 institutions, or 33 percent of the 1,669 institutions surveyed, responded to the survey. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 46 percent of all institutions surveyed. (*See Imputation and Estimation for more details*). Response rates on the characteristics of scholars are listed in Table 5.4.

5.1 RESPONSE RATES: INTERNATIONAL STUDENT CENSUS VARIABLES, 2017/18 – 2021/22

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-----------------------|------------------|------------------|------------------|----------------|----------------|
| Academic Level | 98.7 | 99.0 | 99.6 | 99.4 | 99.3 |
| Enrollment Status | 94.2 | 94.1 | 95.7 | 94.9 | 95.1 |
| Field of Study | 86.7 | 86.8 | 89.4 | 96.7 | 95.2 |
| Gender | 88.5 | 87.9 | 90.6 | 90.2 | 90.0 |
| Marital Status | 30.0 | 28.3 | 28.1 | 27.2 | 27.7 |
| New and Continuing | 91.5 | 93.1 | 92.7 | 94.4 | 93.6 |
| Place of Origin | 92.8 | 91.7 | 94.2 | 98.6 | 98.8 |
| Profiles | 82.5 | 82.9 | 83.6 | 89.9 | 87.4 |
| Source of Funding | 55.5 | 55.0 | 58.0 | 61.0 | 58.1 |
| Visa | 95.8 | 95.5 | 96.3 | 91.5 | 93.5 |
| Total reported | 1,094,792 | 1,095,299 | 1,075,496 | 914,095 | 948,519 |

5.2 RESPONSE RATES: U.S. STUDY ABROAD SURVEY VARIABLES, 2016/17 – 2020/21

| | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-----------------------|----------------|----------------|----------------|----------------|---------------|
| Academic level | 97.5 | 97.8 | 98.2 | 98.6 | 99.2 |
| Destination | 99.8 | 99.3 | 100.7 | 99.0 | 98.1 |
| Disability | 27.5 | 28.8 | 29.3 | 33.2 | 30.9 |
| Duration | 100.2 | 99.5 | 100.7 | 100.6 | 97.9 |
| Field of study | 99.2 | 100.4 | 102.5 | 106.9 | 103.5 |
| Gender | 96.3 | 95.9 | 95.9 | 96.5 | 95.5 |
| Non-credit WIVA | 32.4 | 36.2 | 35.2 | 21.5 | 8.8 |
| Program sponsorship | 95.9 | 95.5 | 95.3 | 93.4 | 94.8 |
| Race/ethnicity | 79.0 | 81.1 | 82.0 | 85.6 | 84.0 |
| Total reported | 332,727 | 341,751 | 347,099 | 162,633 | 14,549 |

IMPUTATION AND ESTIMATION

Throughout this publication, IIE calculated totals for international students, U.S. study abroad students, international scholars, and IEP students from institutional survey responses. IIE imputed data for non-reporting institutions that had a history of reporting to the *Open Doors* surveys and had data for previous years' figures. 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. Although estimation refinements will continue to be made for future editions, the practice of

estimating based on previous years' numbers is consistent with *Open Doors*' analysis protocols since the 1970s.

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. For this reason, student totals may vary. In addition, due to rounding, percentages may not add up to 100 percent (regardless of whether numbers were imputed). 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 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.

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

5.3 RESPONSE RATES: INTENSIVE ENGLISH PROGRAM SURVEY VARIABLES, 2021

| | # reporting | % of reporting |
|---|-------------|----------------|
| Enrollment Status, Number of Students | 275 | 89.0 |
| Enrollment Status, Number of Student-Weeks | 200 | 65.4 |
| Percent of Students Intending Further (Non-IEP) Study | 295 | 95.5 |
| Place of Origin, Number of Students | 288 | 93.2 |
| Place of Origin, Number of Student-Weeks | 280 | 91.5 |
| Program Sponsorship | 330 | 100.0 |
| Total Number of Students | 309 | 100.0 |
| Total Number of Student-Weeks | 306 | 99.0 |

5.4 RESPONSE RATES: INTERNATIONAL SCHOLARS SURVEY VARIABLES, 2017/18 – 2021/22

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-------------------------|----------------|----------------|----------------|---------------|---------------|
| Field of Specialization | 87.3 | 87.8 | 86.7 | 91.1 | 89.3 |
| Gender | 95.2 | 96.2 | 97.4 | 96.4 | 95.6 |
| Place of Origin | 97.7 | 96.4 | 97.1 | 97.5 | 95.7 |
| Primary Function | 88.4 | 94.2 | 96.0 | 93.2 | 92.4 |
| Visa | 99.6 | 99.7 | 99.3 | 99.7 | 99.8 |
| Total Reported | 135,009 | 136,563 | 123,508 | 85,538 | 90,891 |

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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, Community Colleges for International Development, the College Board, the 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 Snapshot on International Student Enrollment*.

Members of the *Open Doors* Study Abroad Working Group include representatives from the Community Colleges for International Development, Diversity Abroad, Elon University, the Forum on Education Abroad, NAFSA: Association of International Educators, Spelman College, and the University of Michigan. Mobility International USA provided guidance on data collection of U.S. study abroad students' disability status.

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

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

PROJECT ATLAS PARTNERS AND RESEARCH AFFILIATES

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

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)

UNESCO Institute for Statistics (UIS)

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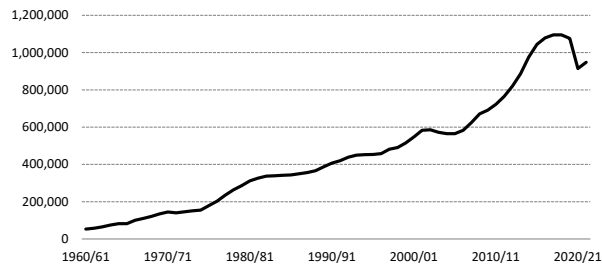
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INTERNATIONAL STUDENTS

Open Doors 2022 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 2021/22, the total number of international students at U.S. colleges and universities increased by 4% to 948,519 students.



| | Total int'l students | % change |
|----------------|----------------------|------------|
| 2017/18 | 1,094,792 | 1.5 |
| 2018/19 | 1,095,299 | 0.05 |
| 2019/20 | 1,075,496 | -1.8 |
| 2020/21 | 914,095 | -15.0 |
| 2021/22 | 948,519 | 3.8 |

International students accounted for 4.7% of the total U.S. higher education population.*

NEW INTERNATIONAL STUDENT ENROLLMENT

| | New int'l students | % change |
|----------------|--------------------|-------------|
| 2017/18 | 271,738 | -6.6 |
| 2018/19 | 269,383 | -0.9 |
| 2019/20 | 267,712 | -0.6 |
| 2020/21 | 145,528 | -45.6 |
| 2021/22 | 261,961 | 80.0 |

U.S. STATES HOSTING INTERNATIONAL STUDENTS

| | 2020/21 | 2021/22 | % change |
|---------------|---------|---------|----------|
| California | 132,758 | 134,043 | 1.0 |
| New York | 106,894 | 113,666 | 6.3 |
| Massachusetts | 66,273 | 71,026 | 7.2 |
| Texas | 67,428 | 70,223 | 4.1 |
| Illinois | 44,004 | 46,599 | 5.9 |
| Pennsylvania | 42,477 | 44,370 | 4.5 |
| Florida | 39,179 | 39,622 | 1.1 |
| Ohio | 29,979 | 31,146 | 3.9 |
| Michigan | 27,454 | 27,657 | 0.7 |
| Arizona | 21,197 | 25,677 | 21.1 |
| Other States | 336,452 | 344,490 | 2.4 |

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

| | Under-graduate | % change | Graduate | % change |
|----------------|----------------|-------------|----------------|-------------|
| 2019/20 | 419,321 | -2.9 | 374,435 | -0.9 |
| 2020/21 | 359,787 | -14.2 | 329,272 | -12.1 |
| 2021/22 | 344,532 | -4.2 | 385,097 | 17.0 |

| | Non-degree | % change | OPT | % change |
|----------------|---------------|-------------|----------------|-------------|
| 2019/20 | 58,201 | -6.6 | 223,539 | 0.2 |
| 2020/21 | 21,151 | -63.7 | 203,885 | -8.8 |
| 2021/22 | 34,131 | 61.4 | 184,759 | -9.4 |

PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

| | 2020/21 | 2021/22 | % of total | % change |
|------------------------|----------------|----------------|--------------|------------|
| WORLD TOTAL | 914,095 | 948,519 | 100.0 | 3.8 |
| China | 317,299 | 290,086 | 30.6 | -8.6 |
| India | 167,582 | 199,182 | 21.0 | 18.9 |
| South Korea | 39,491 | 40,755 | 4.3 | 3.2 |
| Canada | 25,143 | 27,013 | 2.8 | 7.4 |
| Vietnam | 21,631 | 20,713 | 2.2 | -4.2 |
| Taiwan | 19,673 | 20,487 | 2.2 | 4.1 |
| Saudi Arabia | 21,933 | 18,206 | 1.9 | -17.0 |
| Brazil | 14,000 | 14,897 | 1.6 | 6.4 |
| Mexico | 12,986 | 14,500 | 1.5 | 11.7 |
| Nigeria | 12,860 | 14,438 | 1.5 | 12.3 |
| Japan | 11,785 | 13,449 | 1.4 | 14.1 |
| Nepal | 11,172 | 11,779 | 1.2 | 5.6 |
| Bangladesh | 8,598 | 10,597 | 1.1 | 23.2 |
| United Kingdom | 8,028 | 10,292 | 1.1 | 28.2 |
| Iran | 9,614 | 9,295 | 1.0 | -3.3 |
| Pakistan | 7,475 | 8,772 | 0.9 | 17.4 |
| Germany | 5,364 | 8,550 | 0.9 | 59.4 |
| Turkey | 8,109 | 8,467 | 0.9 | 4.4 |
| Spain | 5,781 | 8,165 | 0.9 | 41.2 |
| Colombia | 7,107 | 8,077 | 0.9 | 13.6 |
| Indonesia | 7,489 | 8,003 | 0.8 | 6.9 |
| France | 5,643 | 7,751 | 0.8 | 37.4 |
| Kuwait | 6,846 | 5,923 | 0.6 | -13.5 |
| Hong Kong | 5,878 | 5,848 | 0.6 | -0.5 |
| Italy | 4,894 | 5,695 | 0.6 | 16.4 |
| Other Places of Origin | 147,714 | 157,559 | 16.6 | 6.7 |

U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2021/22

| | | | |
|--|-----------------|----|---------|
| New York University | New York | NY | 21,081 |
| Northeastern University – Boston | Boston | MA | 17,836 |
| Columbia University | New York | NY | 16,956 |
| University of Southern California | Los Angeles | CA | 15,729 |
| Arizona State University – Campus Immersion | Tempe | AZ | 15,293 |
| University of Illinois – Urbana-Champaign | Champaign | IL | 12,833 |
| Boston University | Boston | MA | 11,798 |
| University of California – San Diego | La Jolla | CA | 11,279 |
| Purdue University – West Lafayette | West Lafayette | IN | 11,198 |
| University of California – Los Angeles | Los Angeles | CA | 10,990 |
| University of California – Berkeley University of Michigan – Ann Arbor | Berkeley | CA | 10,664 |
| of Michigan – Ann Arbor | Ann Arbor | MI | 9,349 |
| Pennsylvania State University – University Park | University Park | PA | 9,313 |
| University of Washington | Seattle | WA | 8,682 |
| Carnegie Mellon University | Pittsburgh | PA | 8,196 |
| Georgia Institute of Technology | Atlanta | GA | 8,040 |
| John Hopkins University | Baltimore | MD | 7,893 |
| University of California – Irvine | Irvine | CA | 7,888 |
| University of Texas – Dallas | Richardson | TX | 7,741 |
| University of Wisconsin – Madison | Madison | WI | 7,686 |
| All Other Institutions | – | – | 718,074 |

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, 2022.

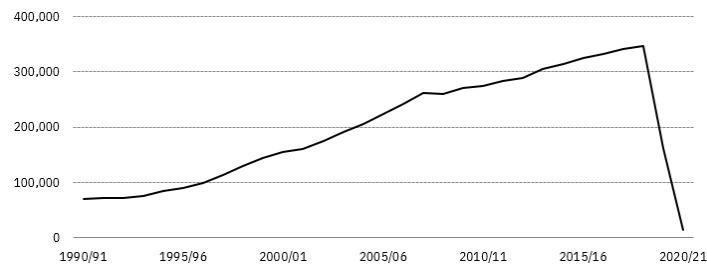
The Institute of International Education (IIE) has conducted an annual statistical survey of international educational exchange activity into and out of the United States since 1948. The results of the survey have been published annually as the *Open Doors Report on International Educational Exchange* 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. Visit us online at: <http://www.opendoorsdata.org>.

INTERNATIONAL STUDENTS (cont'd)

| PRIMARY SOURCE OF FUNDING | 2021/22 | % of total | SELECTED FIELDS OF STUDY | 2020/21 | 2021/22 | % of total | % change |
|----------------------------------|---------|------------|-------------------------------|---------|---------|------------|----------|
| Personal and Family | 525,633 | 55.4 | Math and Computer Science | 182,106 | 200,301 | 21.1 | 10.0 |
| U.S. College or University | 191,309 | 20.2 | Engineering | 190,590 | 188,194 | 19.8 | -1.3 |
| Current Employment | 187,907 | 19.8 | Business and Management | 145,658 | 147,293 | 15.5 | 1.1 |
| Foreign Government or University | 22,994 | 2.4 | Social Sciences | 76,419 | 78,770 | 8.3 | 3.1 |
| Foreign Private Sponsor | 4,893 | 0.5 | Physical and Life Sciences | 75,029 | 78,712 | 8.3 | 4.9 |
| U.S. Government | 2,001 | 0.2 | Fine and Applied Arts | 51,101 | 51,136 | 5.4 | 0.1 |
| U.S. Private Sponsor | 1,925 | 0.2 | Health Professions | 32,468 | 32,052 | 3.4 | -1.3 |
| International Organization | 597 | 0.1 | Communications and Journalism | 20,613 | 19,702 | 2.1 | -4.4 |
| Other Sources of Funding | 11,260 | 1.2 | Education | 15,402 | 15,272 | 1.6 | -0.8 |
| | | | Humanities | 14,702 | 15,204 | 1.6 | 3.4 |

U.S. STUDENTS STUDYING ABROAD

In 2020/21, the total number of U.S. students who studied abroad for academic credit declined by 91% to 14,549 students.



| DURATION OF STUDY ABROAD | 2019/20 | 2020/21 | % change |
|---|---------|---------|----------|
| Short-term | | | |
| 8 weeks or less during the academic year | 48,437 | 869 | -98.2 |
| Summer term | 1,352 | 8,421 | 522.9 |
| Mid-length (One/two quarters or semester) | 106,879 | 4,120 | -96.1 |
| Long-term (Academic or calendar year) | 5,965 | 1,139 | -80.9 |

| HOST REGIONS | 2019/20 | 2020/21 | % of total | % change |
|----------------------------|---------|---------|------------|----------|
| Europe | 94,230 | 9,647 | 66.3 | -89.8 |
| Asia | 14,792 | 1,795 | 12.3 | -87.9 |
| Latin America & Caribbean | 21,819 | 1,600 | 11.0 | -92.7 |
| Middle East & North Africa | 5,134 | 711 | 4.9 | -86.2 |
| Sub-Saharan Africa | 5,444 | 354 | 2.4 | -93.5 |
| Oceania | 11,529 | 71 | 0.5 | -99.4 |
| North America | 833 | 32 | 0.2 | -96.2 |
| Antarctica | 16 | 3 | 0.02 | -81.3 |
| Multiple Destinations | 8,836 | 336 | 2.3 | -96.2 |

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

| SELECTED FIELDS OF STUDY | 2019/20 | 2020/21 | % of total | % change |
|----------------------------------|---------|---------|------------|----------|
| Business and Management | 33,829 | 2,512 | 17.3 | -92.6 |
| Social Sciences | 31,239 | 2,502 | 17.2 | -92.0 |
| Physical and Life Sciences | 12,078 | 1,398 | 9.6 | -88.4 |
| Engineering | 6,933 | 1,292 | 8.9 | -81.4 |
| Foreign Language & Int'l Studies | 12,749 | 1,283 | 8.8 | -89.9 |

| RACE/ETHNICITY | 2019/20 | 2020/21 |
|----------------------------------|---------|---------|
| American Indian or Alaska Native | 0.5 | 0.4 |
| Asian or Pacific Islander | 8.6 | 10.0 |
| Black or African-American | 5.5 | 4.1 |
| Hispanic or Latino(a) | 10.6 | 12.3 |
| Multiracial | 4.8 | 4.8 |
| White | 70.0 | 68.3 |

| DESTINATIONS | 2019/20 | 2020/21 | % of total | % change |
|--------------------|----------------|---------------|--------------|--------------|
| WORLD TOTAL | 162,633 | 14,549 | 100.0 | -91.1 |
| Italy | 19,731 | 2,193 | 15.1 | -88.9 |
| Spain | 19,792 | 2,089 | 14.4 | -89.4 |
| United Kingdom | 19,147 | 1,612 | 11.1 | -91.6 |
| France | 8,528 | 1,025 | 7.0 | -88.0 |
| South Korea | 1,942 | 977 | 6.7 | -49.7 |
| Denmark | 3,130 | 622 | 4.3 | -80.1 |
| Costa Rica | 3,917 | 565 | 3.9 | -85.6 |
| Israel | 1,893 | 539 | 3.7 | -71.5 |
| Greece | 1,829 | 418 | 2.9 | -77.1 |
| Germany | 4,512 | 412 | 2.8 | -90.9 |
| China | 2,481 | 382 | 2.6 | -84.6 |
| Iceland | 249 | 260 | 1.8 | 4.4 |
| Mexico | 2,999 | 248 | 1.7 | -91.7 |
| Ireland | 4,712 | 213 | 1.5 | -95.5 |
| Belize | 1,119 | 156 | 1.1 | -86.1 |
| Dominican Republic | 871 | 149 | 1.0 | -82.9 |
| Ecuador | 1,787 | 145 | 1.0 | -91.9 |
| Luxembourg | 230 | 136 | 0.9 | -40.9 |
| Switzerland | 1,085 | 131 | 0.9 | -87.9 |
| Japan | 3,406 | 124 | 0.9 | -96.4 |
| Jordan | 603 | 102 | 0.7 | -83.1 |
| Taiwan | 451 | 100 | 0.7 | -77.8 |
| South Africa | 2,159 | 89 | 0.6 | -95.9 |
| Sweden | 898 | 80 | 0.5 | -91.1 |
| Czech Republic | 2,667 | 79 | 0.5 | -97.0 |
| Other Destinations | 52,495 | 1,703 | 11.7 | -96.8 |

NON-CREDIT EDUCATION ABROAD

In addition to the 14,549 U.S. students who received academic credit for study abroad in 2020/21, 103 institutions reported that an additional 1,585 U.S. students participated in non-credit work, internships, volunteering, and research abroad.

ONLINE GLOBAL LEARNING

In addition to the 14,549 U.S. students who received academic credit for study abroad in 2020/21, 427 institutions reported that an additional 32,990 U.S. students participated in online global learning opportunities, including remote internships, collaborative project-based learning, and videoconference dialogues.

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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 2022 Report on International Educational Exchange* provides detailed information and analysis on:

- international students at U.S. higher education institutions in 2021/22,
- U.S. students who studied abroad for academic credit in 2020/21,
- international scholars who taught and conducted research at U.S. colleges and universities in 2021/22, and
- international students enrolled in intensive English programs in the United States in 2021.

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Cover: Yueyang He, *Shades of Water*

YUEYANG HE pursues her passion as a Chinese-American businesswoman and artist. Born in Northeast China, Ms. He moved to the United States at age 15 and later pursued a degree in mathematics at the University of Denver. In 2017, Ms. He received the Benjamin A. Gilman International Scholarship to study at Waseda University in Tokyo. As an artist, she has volunteered with the Denver Art Museum and the Child Rescue Foundation. Ms. He hopes to bring people new perspectives in her two fields of interest: business and art.



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