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2023

REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE

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CONTENTS

Foreword 4

Note from the Authors 5

DATA HIGHLIGHTS

International Students 6

U.S. Study Abroad 7

MAPS

Leading Places of Origin of International Students 8

Leading Study Abroad Destinations of U.S. Students 9

U.S. TRENDS

International Students 10

U.S. Destinations of International Students 14

Spotlight: International Students with Disabilities 16

U.S. Study Abroad 18

Spotlight: Benefits of International
Competencies to Future Employment Outcomes 22

U.S. Intensive English Programs 24

International Scholars 26

WORLD REGION TRENDS

A Global Perspective 28

Africa, Sub-Saharan 30

Asia 30

Europe 31

Latin America and the Caribbean 32

Middle East and North Africa 32

North America and Oceania 33

DATA TABLES

International Students 35

U.S. Study Abroad 77

U.S. Intensive English Programs 92

International Scholars 102

Methodology 113

Acknowledgments 117

References 118

Fast Facts 119

Foreword

International education and exchanges proved resilient, rebounded quickly, and grew at record levels in the past year.

Over one million international students studying in the United States in 2022/23 reflect a strong rebound, with the number approaching pre-pandemic levels. The *Open Doors 2023 Report on International Educational Exchange* emphasizes that international education is resilient and integral to universities and countries looking to support global innovation, collaboration, and peace.

The data presented in *Open Doors* reinforces that the United States remains the destination of choice for international students wishing to study abroad, as it has been for more than a century. IIE began collecting this data in 1920 when we also discovered that the United States surpassed Germany and England, which had been the leading destination countries for 500 years. Hosting international students is a crucial way our university communities and people learn about and engage with the world we share, and how we invent vaccines and much else that benefits the whole world.

One of the main reasons the United States can welcome students and scholars from across the globe is the U.S. Department of State's Fulbright Program, which has been the flagship program of our public diplomacy for 76 years. In this time, it has facilitated the mutual exchange of people and ideas between the United States and more than 160 countries. In 2022/23, the United States welcomed international students from over 210 places of origin. More U.S. higher education institutions are expanding their outreach, especially by

leveraging the EducationUSA network of over 430 international student advising centers that provide international students with information about studying in the United States.

U.S. students who study abroad also play a vital role in the people-to-people exchanges that bring the global community closer together. In 2021/22, U.S. study abroad rebounded to more than half of pre-pandemic levels, signaling a turning point in students' ability to pursue in-person experiences abroad safely. The support of the U.S. Department of State's USA Study Abroad initiative has been pivotal in rebuilding capacity at U.S. institutions. This support enables institutions to send more students overseas where they gain critical 21st-century workforce skills and develop new knowledge and perspectives needed to solve global challenges. As more U.S. higher education institutions resume study abroad activities to all destinations, this number will continue to grow, too.

We are all experiencing a new normal defined by its hybrid nature and technologies that were not previously so widely available. This new normal changes how we prepare students and scholars for international education and what contingencies we consider throughout their journey and stay abroad. Much of what we have learned will make exchanges more accessible, safe, and innovative.

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

Note from the Authors

This year's *Open Doors* report showcases robust rebounds in international educational exchange following the effects of the COVID-19 pandemic.

Open Doors 2023 records the resounding resilience of international educational exchange, with rebounds noted across all four data collection areas of international students, U.S. study abroad, intensive English programs (IEPs), and international scholars. This year's report focuses on the shifting profiles of students and scholars engaging in international educational exchange. It also includes a number of data collection enhancements that build our knowledge of those participating in global mobility, particularly as international higher education moves beyond the COVID-19 pandemic.

The international student section highlights that the number of international students grew at the fastest rate in more than 40 years, reaching one million international students in 2022/23. The analysis showcases new enrollment that exceeded pre-pandemic levels, with increases across all academic levels and growth among emerging places of origin. It further explores the diverse fields of study that students pursued, looks deeper into how students funded their studies, and examines the varying levels of capacity at U.S. institutions to host international students by academic level and institutional type.

The U.S. study abroad section documents the resumption of study abroad programs in the 2021/22 academic year, with student numbers rebounding more than halfway back to pre-pandemic levels. During the 2021/22 academic year, U.S. institutions were still making institutional decisions on how, when, and where to resume study abroad, and programming was impacted by travel limitations in certain destinations. We report on study abroad destinations in Europe rebounding

faster than other world regions, the level of students pursuing faculty-led study abroad, and the profile of students engaging in study abroad.

This year's IEP analysis highlights increases across nearly all places of origin, how student profiles vary by provider type, and new data that categorizes IEP enrollment by visa status. Finally, the international scholars' section reports strong growth across most world regions and the easing of COVID-19 restrictions at U.S. institutions that had impacted international scholar appointments.

We also provide spotlight sections that offer insight into notable trends, including an analysis of international students with disabilities and recent research on the impact of international education on employability.

The global mobility section showcases the sustained interest among globally mobile tertiary students to enroll at institutions in diverse host destinations. It notes an uneven resurgence of mobility in 2023, with differences in rebounds among the leading sending countries of international students, institutional capacity to host students, and the dominant fields of study that international students pursue.

As always, we thank the thousands of colleagues at U.S. colleges, universities, and IEPs prioritizing reporting to *Open Doors*. This institutional commitment to reporting allows us to again provide the field with critical data to tell this year's nuanced *Open Doors* story.

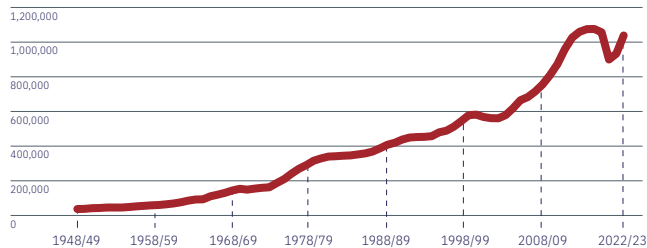
*Mirka Martel, Julie Baer, Leah Mason,
Natalya Andrejko, & Nora Nemeth*

DATA HIGHLIGHTS

International Students

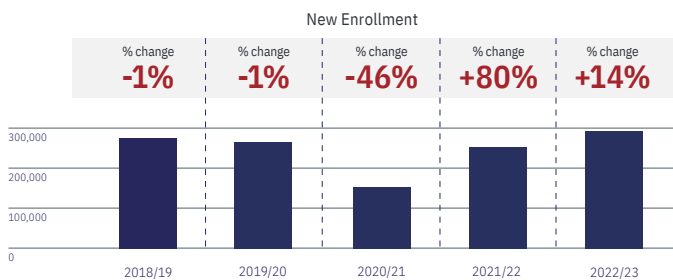
1,057,188 international students enrolled at U.S. higher education institutions or were on Optional Practical Training (OPT) in the 2022/23 academic year.

INTERNATIONAL STUDENTS, 1948/49 – 2022/23



In 2022/23, the total number of international students **increased by 12%** from the prior academic year and **surpassed one million**.

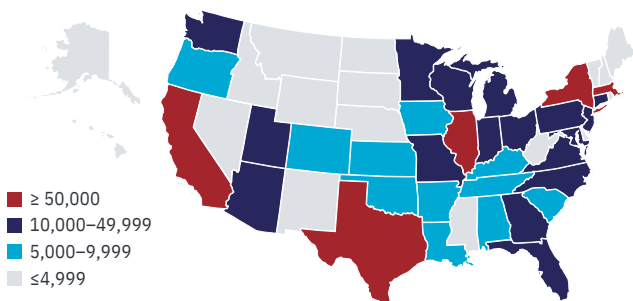
NEW INTERNATIONAL STUDENTS*



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

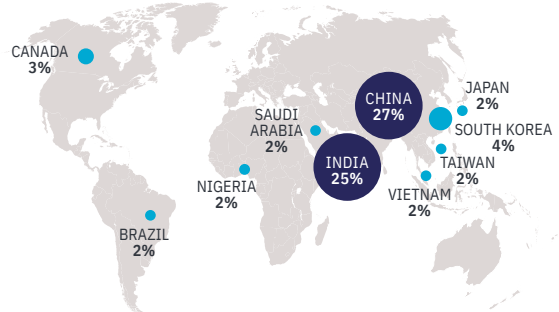
Newly enrolled international students increased by **14 percent to 298,523** in 2022/23, higher than pre-pandemic totals.

U.S. STATES HOSTING INTERNATIONAL STUDENTS, 2022/23



The top three states hosting international students were **California, New York, and Texas**.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2022/23

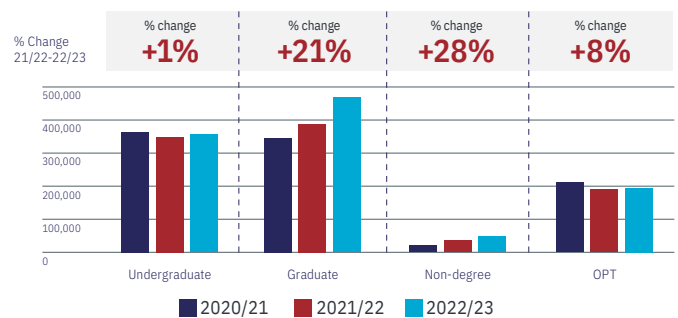


Students from China and India accounted for **53%** of international students.

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS AT ALL-TIME HIGHS, 2022/23



ACADEMIC LEVELS OF INTERNATIONAL STUDENTS



International graduate students reached an all-time high of **467,027** in 2022/23.

SELECTED FIELDS OF STUDY FOR INTERNATIONAL STUDENTS, 2022/23



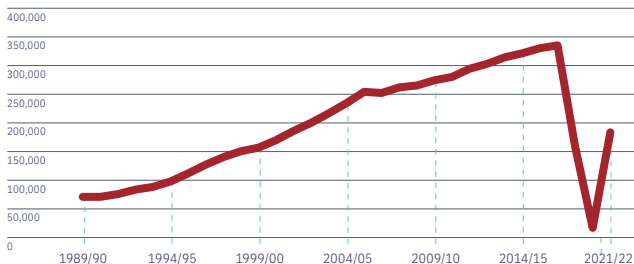
55% of international students studied in STEM fields in 2022/23.

DATA HIGHLIGHTS

U.S. Study Abroad

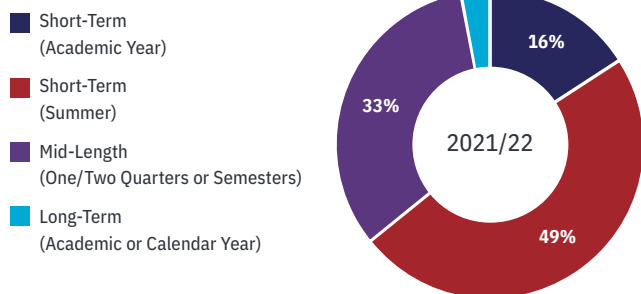
188,753 U.S. students studied abroad for academic credit in the 2021/22 academic year.

U.S. STUDENTS STUDYING ABROAD, 1989/90–2021/22



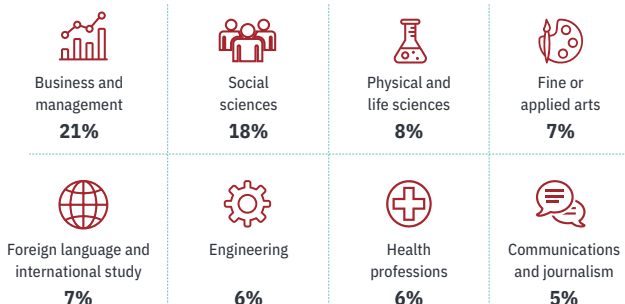
In 2021/22, the total number of U.S. students who studied abroad for academic credit **increased to 188,753 students**, a nearly 13-fold increase of 1,197%.

DURATION OF U.S. STUDY ABROAD, 2021/22

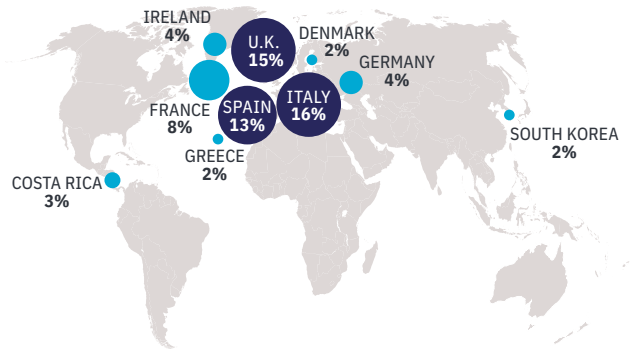


Almost half of all U.S. students studied abroad during the summer, a total of **92,424 students**.

SELECTED FIELDS OF STUDY FOR U.S. STUDY ABROAD, 2021/22



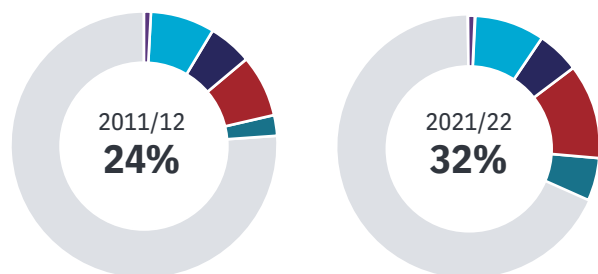
LEADING DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2021/22



Europe hosted **73%** of all U.S. students who studied abroad.

RACE/ETHNICITY OF U.S. STUDENTS STUDYING ABROAD

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



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

OTHER FORMS OF EDUCATION ABROAD, 2021/22

More than **12,690 U.S. students** participated in non-credit work, internships, volunteering, and research abroad, in addition to the 188,753 students who received academic credit for study abroad in 2021/22.

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



249 institutions reported that more than **16,620** students received academic credit for an online global learning experience.

FIGURE 1 Leading Places of Origin of International Students, 2022/23

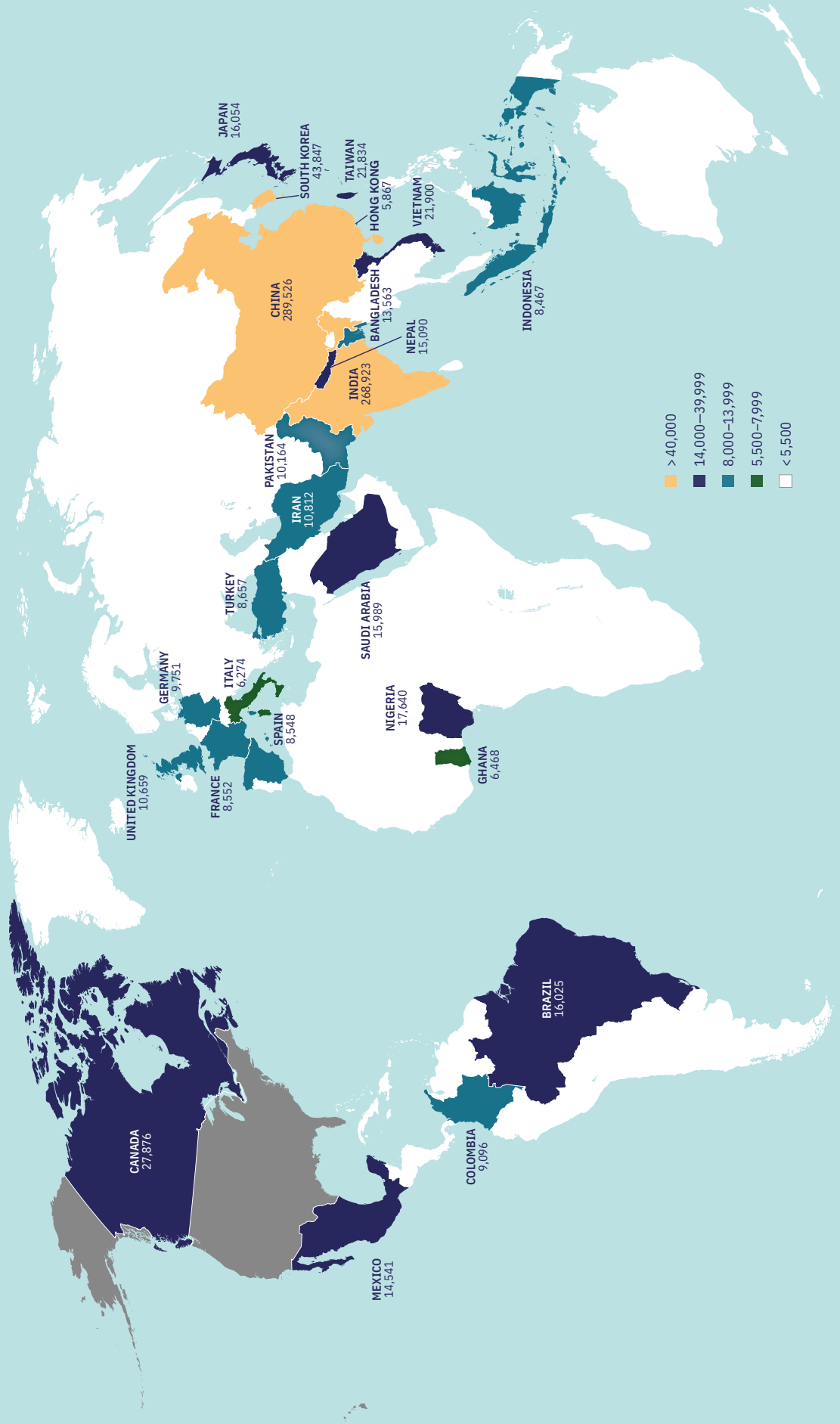


FIGURE 2 Leading Study Abroad Destinations of U.S. Students, 2021/22



International Students

International student enrollment and Optional Practical Training exceeded one million in 2022/23, with a growth rate of 12 percent, the highest in over 40 years.

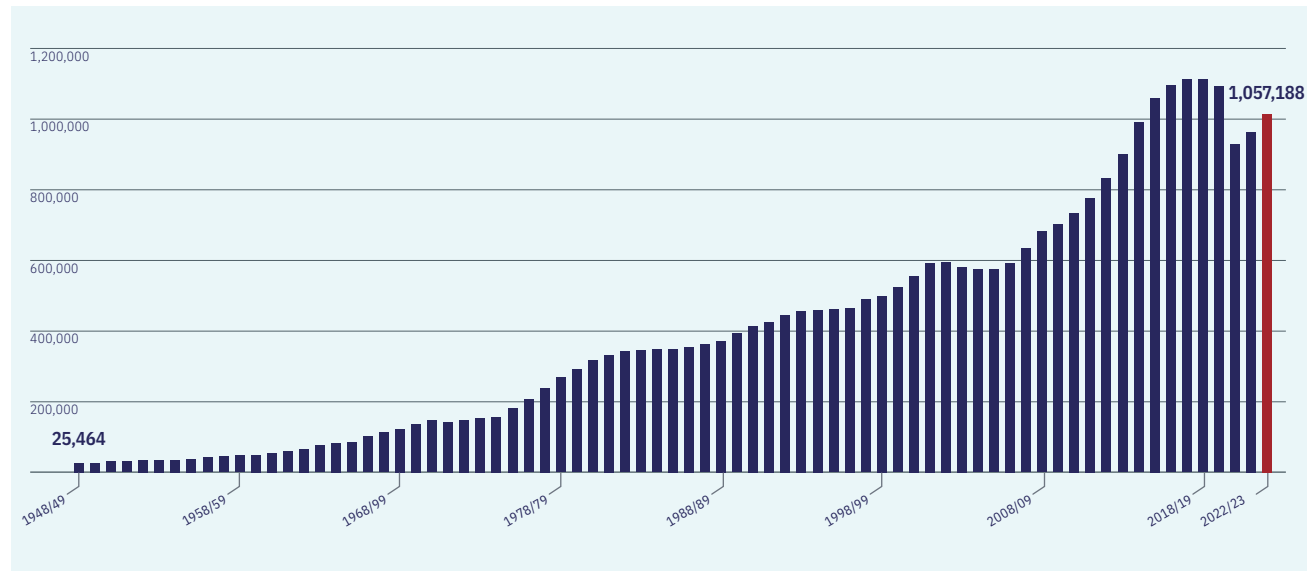


FIGURE 3
International students at U.S. higher education institutions, 1948/49 – 2022/23

The total number of international students, including enrolled students and those on Optional Practical Training (OPT), rebounded to near pre-pandemic levels with 1,057,188 international students at U.S. higher education institutions in 2022/23 (Fig. 3; Table 1.1).

The height of international student totals in the United States was in 2018/19 at 1,095,299 students. The COVID-19 pandemic resulted in a 15 percent decrease in 2020/21. In the last two years, the rate of international student growth increased by 4 percent in 2021/22 and 12 percent in 2022/23. The year-on-year change in international students this year, an increase of 108,000 students, was the largest in *Open Doors* history. Approximately 95 percent of students were physically located in the United States to pursue their studies, and international students comprised 6 percent of the total U.S. higher education population. This reflects the sustained efforts of U.S. colleges and universities to engage throughout the COVID-19 pandemic in recruitment activities to attract international students from across the world to their

campuses and international students’ desire to pursue a U.S. higher education.

NEW ENROLLMENTS EXCEEDED 298,000 AND CONTINUED TO CLIMB

The number of new international students, those studying at their college or university for the first time, exceeded pre-pandemic levels at 298,523 students (Table 1.2), nearly reaching the all-time high of over 300,000 students in 2015/16. In the last three years, due to the COVID-19 pandemic, new enrollments experienced a 46 percent decrease in 2020/21, followed by an 80 percent surge in 2021/22. In 2022/23, there was an additional 14 percent increase in new international students.

New international students are important to enrollment growth in the United States, and the continued increase in the number of students this year signaled students’ sustained interest in choosing to begin their studies in the United States. New enrollment increases across all academic levels replenished the pipeline of students in the United States at the undergraduate, graduate, and non-degree levels (Table 1.2).

ALL ACADEMIC LEVELS EXPERIENCED INTERNATIONAL STUDENT ENROLLMENT GROWTH

Student totals increased across all academic levels and OPT in 2022/23 (Fig. 4; Table 1.3). The number of international undergraduate students grew for the first time in five years, with a one percent increase to 347,602 students (Table 1.4). The effects of the COVID-19 pandemic resulted in smaller cohorts several years ago and slowed overall growth at the undergraduate level. Since then, there has been growth among entering cohorts for the past two years, which led to the overall increase reported in 2022/23. For example, the number of students at the associate (+5 percent), freshman (+10 percent), and sophomore student levels (+15 percent) all experienced strong growth in 2022/23.

A total of 467,027 international graduate students studied at U.S. higher education institutions, a 21 percent increase and the highest level of graduate students ever recorded in *Open Doors*. The growth at the graduate level was driven by increasing numbers of master's students, which grew by a robust 37 percent. Graduate student numbers continued to surpass undergraduate numbers in 2022/23.

The non-degree international student population experienced a 28 percent increase, reaching 43,766, due to the continued resumption of many exchange and intensive English programs.

The total number of students pursuing OPT grew by eight percent to 198,793 students in 2022/23, ending two years of declines amid the COVID-19 pandemic. This turnaround was driven by the strong rebound of graduate students in 2021/22. As the incoming classes of new

international students, particularly graduate students, continue to increase post-pandemic, the number of OPT students will likely also continue to increase.

14 OF THE TOP 25 PLACES OF ORIGIN REBOUNDED TO PRE-PANDEMIC LEVELS

The United States continued to be the destination of choice for international students from over 210 places of origin. China, India, and South Korea were the top three places of origin in 2022/23. More U.S. higher education institutions are expanding their outreach, especially by leveraging the EducationUSA network of advising centers that exist in more than 175 countries.

China remained the leading place of origin and remained stable at 289,526 students in 2022/23. There was minimal change of 560 fewer students than in 2021/22. Among institutions hosting students from China, 330 institutions noted an increase in the number of students from China, whereas 574 noted a decrease. The number of undergraduate students from China fell for the fourth consecutive year. In 2022/23, institutions reported an 8 percent decline to 100,349 students, the lowest level of undergraduate students from China recorded since 2012/13. Offsetting this decline were modest increases in the number of graduate students (+2 percent), non-degree students (+29 percent), and students pursuing OPT (+8 percent).

International student numbers from India increased by 35 percent, reaching an all-time high of 268,923 in 2022/23. India surpassed China to become the largest place of origin for international graduate students in the United States.

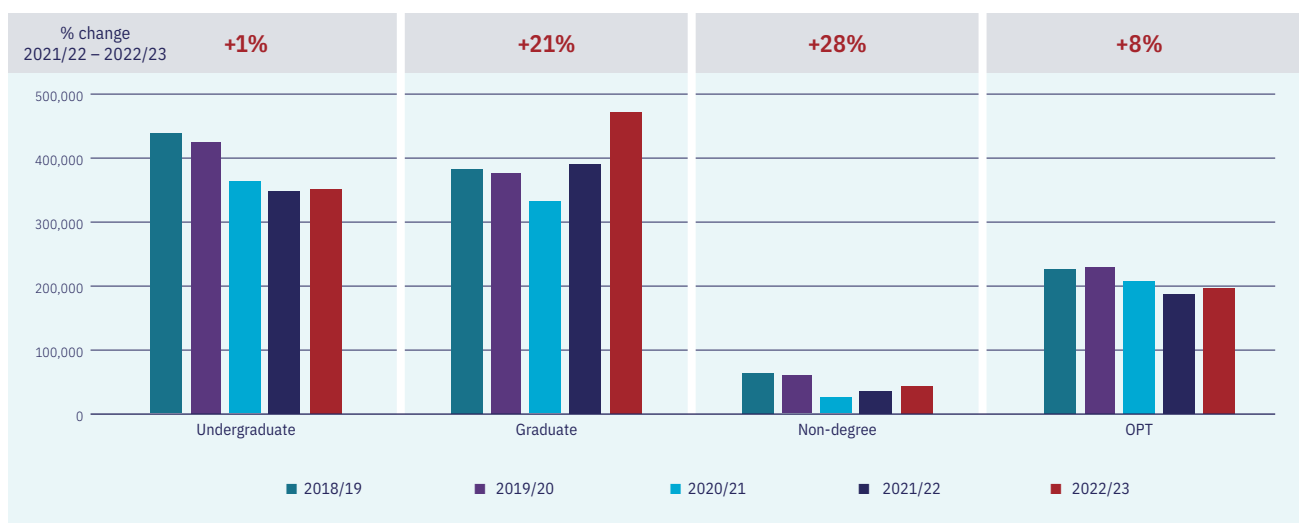


FIGURE 4 International students by academic level, 2018/19 – 2022/23

The number of Indian graduate students increased by 63 percent, and there was a 16 percent uptick in the number of undergraduates.

There are distinct differences in the overall makeup of Chinese and Indian students by academic level. Until recently, Chinese students have predominantly enrolled at the undergraduate level and China remains the largest sender of undergraduate students (Table 1.15). Comparatively, Indian students have traditionally preferred to pursue graduate degrees and India has been the leading place of origin for students on OPT.

Most leading places of origin experienced rebounds in international student enrollment, with 23 of the top 25 places of origin increasing and 14 returning to pre-pandemic enrollment levels. Furthermore, eight of the top 25 places reached all-time highs: Bangladesh (+28 percent), Colombia (+13 percent), Ghana (+32 percent), India (+35 percent), Italy (+10 percent), Nepal (+28 percent), Pakistan (+16 percent), and Spain (+5 percent). Notably, Ghana entered the top 25 places of origin for the first time in *Open Doors* history, and it is the first time in over a decade that two Sub-Saharan African places of origin are in the top 25.

INTERNATIONAL STUDENT NUMBERS INCREASED IN ALL MAJOR FIELDS OF STUDY

Institutions reported increased enrollment in all major fields of study. Math and computer science enrollment continued to grow as the leading field of study for international students in 2022/23, increasing by 20 percent to 240,230 students.

The total number of international students pursuing engineering grew by 8 percent to 202,801 students. These two top fields comprised 42 percent of all international students in 2022/23. In addition to these leading fields, many international students took advantage of the diverse options that U.S. higher education institutions offer, with more than 1,000 fields of study for students to find the right program to meet their interests.

International students' divergent interests are reflected in their selected fields of study and places of origin (Fig. 5). While there is strong interest in STEM fields from many leading places of origin, there is also greater diversity among other countries in the top 25, including places where greater proportions of students pursue business and management, social sciences, or fine and applied arts. International students pursue a wide variety of fields of study thanks to the many academic options that U.S. higher education institutions offer.

PERSONAL AND FAMILY FUNDS REMAIN THE PRIMARY SOURCE OF FUNDING

In addition to their intellectual contributions at U.S. institutions and the benefits all students gain from engaging with peers from around the world, international students are major contributors to the U.S. economy. According to the U.S. Department of Commerce (2023), international students contributed \$38 billion to the U.S. economy in 2022. In comparison, the U.S. Department of Commerce reported contributions of \$26 billion in 2013,

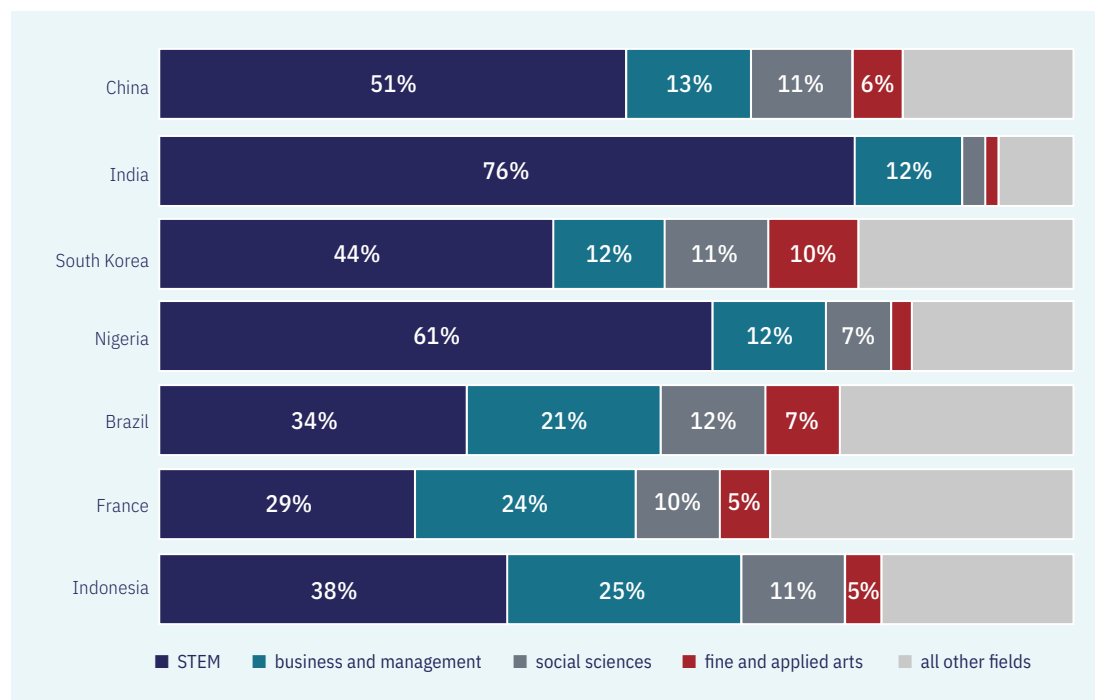


FIGURE 5
Percentage of international students studying in select fields of study and places of origin, 2022/23

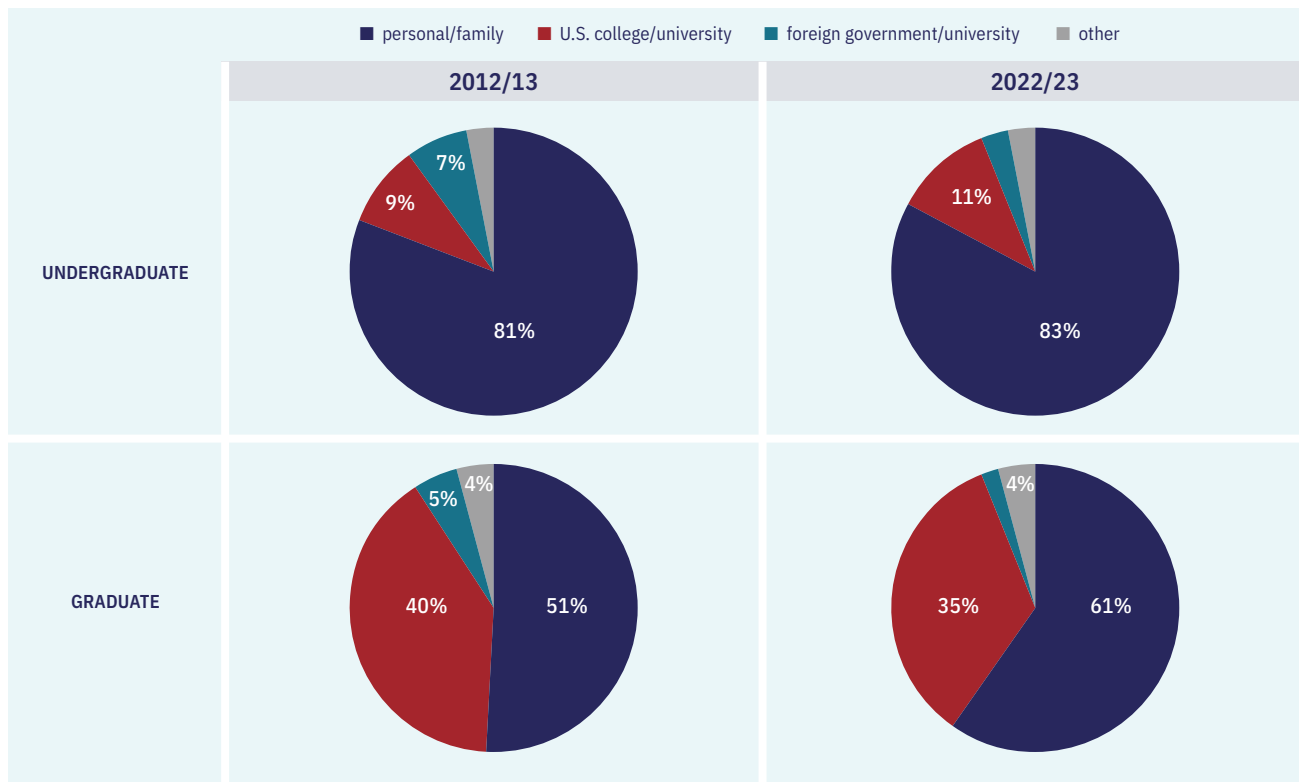


FIGURE 6
Primary source of international undergraduate and graduate students funds, 2012/13 and 2022/23

showing the considerable growth of international education in just a decade.

The economic contributions of international students have grown significantly over the past decade because of the rising number of students and shifts in how students fund their studies (Fig. 6). The vast majority (83 percent) of international undergraduate students financed their education through personal and family funding sources in 2022/23, a pattern that has remained consistent over the past decade. In addition, a smaller proportion of undergraduate students funded their education through foreign government scholarship programs (three percent) in comparison to a decade ago (nine percent in 2012/13), when programs like the Brazil Scientific Mobility Program and the Saudi Arabian Government Scholarship Program provided funding to international students enrolled at the undergraduate level.

In comparison with undergraduates, how graduate students fund their studies has shifted more significantly during this timeframe (Fig. 6). In 2012/13, half (51 percent) of all graduate students used personal and family funds, and 40 percent relied on U.S. university funding for their education. Mirroring this trend, approximately 53 percent of graduate students studied at the master’s level and 38 percent at the doctoral level, suggesting that international students at the master’s level fund their education through personal and

family funds, whereas doctoral students received funding from their U.S. university. Between 2012/13 and 2017/18, this trend shifted toward international graduate students funding their own studies more often. By 2017/18, 60 percent of international graduate students funded their own studies in the United States. This was driven by the rapid increase in the number of international master’s students (59 percent) who were less likely to receive funding through a research or teaching assistantship, which is more commonly offered to students at the doctoral level. In 2022/23, 61 percent of students paid for their studies with personal and family funds, which parallels the 63 percent of graduate students studying at the master’s level.

Over the past decade, the proportion of international graduate students who received most of their funding from their U.S. university fell from 40 percent in 2012/13 to 35 percent in 2022/23. Nevertheless, the total number of students who received this form of funding has increased as more students enrolled at the graduate level. In 2022/23, more than 163,000 graduate students relied on funding from their U.S. institution, the highest number ever reported in *Open Doors*.

Given early indications from the *Fall 2023 Snapshot* that the number of graduate students is likely to grow, it is likely that the proportion of students funding their own studies at the graduate level may continue to rise in the coming year.

U.S. Destinations of International Students

International student rebounds occurred throughout the United States.

International students sought educational opportunities at all types of institutions across the United States in 2022/23, with colleges and universities offering a wide array of options for students to find their best fit. The United States’ nearly 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.

INTERNATIONAL STUDENT NUMBERS INCREASED ACROSS ALL INSTITUTIONAL TYPES

As institutions resumed traditional international student recruitment, 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 2022/23.

Sector. The majority (59 percent) of international students studied at public colleges and universities, and 40 percent attended private not-for-profit institutions in 2022/23 (Table 1.22). The number of international students across both public and private not-for-profit institutions

increased, and for the second consecutive year international enrollment at private not-for-profit institutions rose at a faster rate (+14 percent) than public institutions (+10 percent).

Institutional type. In 2022/23, 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 11 percent, with the number of international students at R1 universities, defined as doctoral institutions with very high research activity, growing by a strong 10 percent (Table 1.24). Master’s colleges and universities experienced 22 percent growth in the number of international students in 2022/23, whereas baccalaureate colleges, associate’s colleges, and special focus institutions had smaller growth in 2022/23 (+3 percent, +7 percent, and +5 percent, respectively). The higher growth at doctoral and master’s institutions was due to increases in the total number of international graduate students in the United States.

Geographic region. Colleges and universities in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands hosted international students in 2022/23, and the number of international students increased in 50 of the 53 states and territories (Table 1.16). All U.S. regions

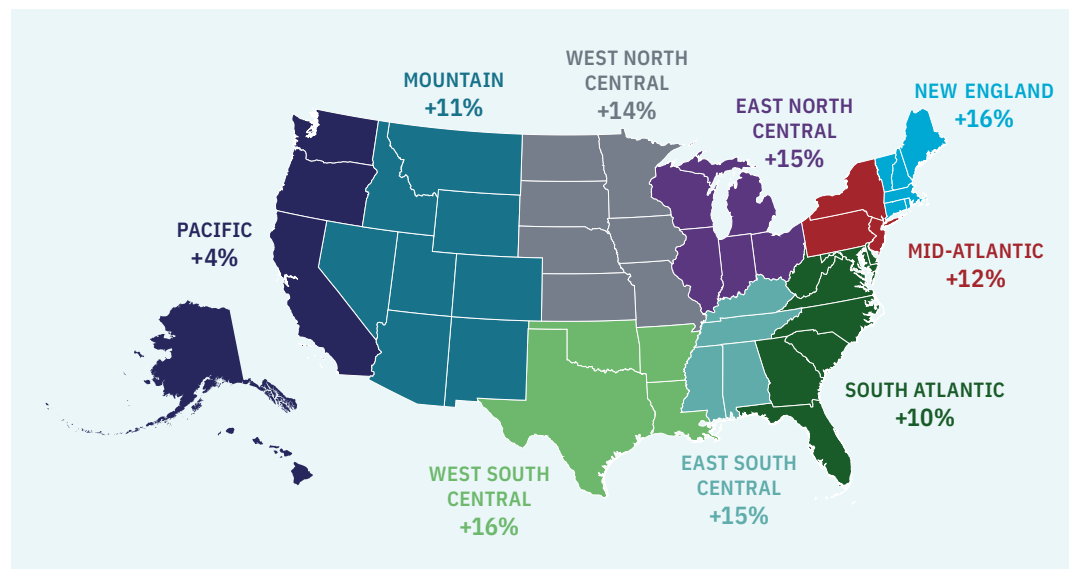


FIGURE 7 International student percent change by U.S. geographic divisions, 2022/23

experienced notable growth in the number of international students in 2022/23, with eight of the nine geographic areas defined by the U.S. Census Bureau indicating increases of ten percent or greater (Fig. 7). The New England and West South Central regions reported the strongest growth (+16 percent), driven by strong growth in the top host states of Massachusetts and Texas.

U.S. INSTITUTIONS HAVE THE CAPACITY TO HOST MORE INTERNATIONAL STUDENTS, ESPECIALLY UNDERGRADUATE STUDENTS

As institutions look to recruit international students from around the world, the United States continues to have extensive capacity to host international students. The 1,057,188 enrolled and OPT international students comprised only 6 percent of the approximately 19 million students enrolled at U.S. institutions (Table 1.1). In comparison, international students represented more than 20 percent of the higher education population in the United Kingdom, Australia, and Canada (*Project Atlas*, 2023).

A special analysis examining comparable data of enrolled students at institutions reporting to *Open Doors* and the U.S. Department of Education explored how the

proportion of international student enrollment levels varied by academic level and institutional type.* Similar to the national data, approximately 6 percent of enrolled students at U.S. higher education institutions were international students in 2022/23 (Fig. 8). With a majority of international students attending doctoral institutions, it is not surprising to see that international students comprise a higher proportion of the total student body at these institutions (9 percent). Conversely, international students only make up approximately 1 percent of the student population at associate’s colleges.

This information significantly diverges when analyzed at the undergraduate and graduate levels. International students comprise only 3 percent of the student population at the undergraduate level. The highest level of international student representation is at baccalaureate colleges, where they make up 5 percent of the population, followed by doctoral universities at 4 percent. What is notable about these proportions is that there remains capacity to host international students at the undergraduate level due to a decline in overall undergraduate enrollment over the past decade. In fall 2021, U.S. colleges and universities enrolled 2.6 million fewer undergraduate students than in fall 2011 (U.S. Department of Education, 2023). As the declining enrollment trend is expected to continue, an uptick in international undergraduate students may contribute to both campus diversification and stabilization of enrollment numbers throughout the United States.

In contrast to the undergraduate population, international students make up a much higher proportion of the total graduate student population in the United States at 18 percent. Doctoral universities host the most significant proportion of international students, at 20 percent of the student population. There are, however, variations within this institutional type, with international students at institutions classified as doctoral universities: very high research activity comprising 25 percent of the total student body. Master’s colleges and universities have a lower proportion of international students at approximately 10 percent. These higher proportions are notable as they showcase how international students contribute to many graduate programs across the United States. As institutions look to future recruitment, it is notable that many U.S. higher education institutions are building the capacity to host more graduate students. Over the past decade, from fall 2011 to fall 2021, graduate enrollment nationally in the United States grew by more than 275,000 students, which outpaces the growth in graduate international student enrollment over this same period (U.S. Department of Education, 2023).

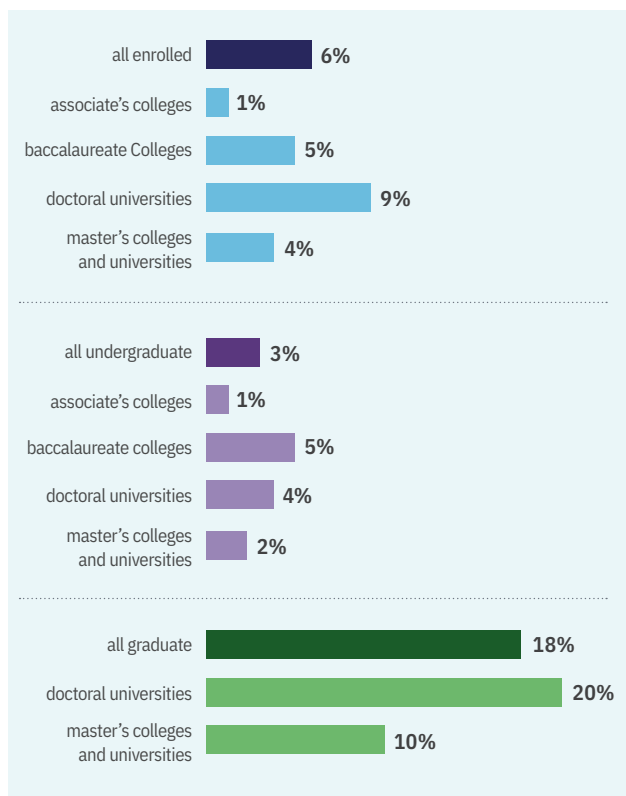


FIGURE 8 International students as a percentage of the total U.S. higher education population,* 2022/23

*IIE calculated the proportion of international student enrollment using data from the National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS). The proportion of international student enrollment is based on all student enrollment (including U.S. and international enrollment) from fall 2021, the most recent year for which data was available at the time of analysis.

Spotlight: Promoting Access to U.S. Higher Education: International Students with Disabilities

U.S. colleges and universities reported more than 3,000 international students with a disability in the 2022/23 academic year, approximately 2 percent of the international student population.

IIE published the *Open Doors Special Report: Promoting Access to U.S. Higher Education: International Students with Disabilities* in 2023, which focused on international students with disabilities (Baer & Andrejko, 2023). This report provided a foundation for stakeholders across the United States to understand the national landscape of information on international students with disabilities. The findings in this section reflect the enrollment of international students with disabilities from *Open Doors 2023* and the context of collecting data and supporting students with disabilities from the *Open Doors Special Report*, which was based on interviews and survey responses from 386 colleges and universities.

MORE THAN 3,000 STUDENTS DISCLOSED A DISABILITY IN 2022/23

Based on the *Open Doors Special Report's* recommendation, the *Open Doors* International Student Census collected data on international students with disabilities for the first time in 2022/23 (Fig. 9). In this first year of reporting, 18 percent of *Open Doors* respondents reported that 3,212 international students disclosed a disability in 2022/23. This reflects approximately 2 percent of the international student population at reporting institutions. Most (74 percent) international students with a disclosed disability were studying at the undergraduate level.

Approximately 40 percent of disabilities disclosed by international students were mental health or psychological disabilities. There were also significant populations of students who disclosed attention-deficit/hyperactivity disorder (20 percent), chronic health (13 percent), and learning disabilities (10 percent).

It is important to acknowledge that institutions are still building the capacity to collect and report this information. According to data from the *Open Doors Special Report*, U.S. colleges and universities noted that collaboration is critical to collecting and reporting data related to this student population. The overwhelming majority (83 percent) of interview participants and survey

respondents cited the need to consult the campus disability resource office. To protect student confidentiality, data on students with disabilities is often restricted to authorized users in the disability office systems.

In addition to interoffice collaboration, institutions identified additional internal steps they need to make to report on international students with disabilities. The majority (61 percent) of institutions indicated the need to cross-reference a list of international students with students registered with disabilities services. This aligns with institutional practices noted by Mobility International USA on collecting aggregate



FIGURE 9
Percentage of international students with disabilities reported by disability classification, 2022/23
Note: Students with more than one disability were included in each respective category.

data on study abroad students with disabilities. In addition to providing this data to national research projects, such as *Open Doors*, most (88 percent) institutions use data on international students with disabilities in multiple initiatives across campus. Institutions noted plans to use this information to advocate for students (76 percent), conduct resource planning (63 percent), advocate for resource and staffing needs (55 percent), train faculty and staff (54 percent), and continue to maintain compliance (47 percent).

INTERNATIONAL STUDENTS WITH DISABILITIES FACE UNIQUE CHALLENGES

While all people with disabilities can face environmental and attitudinal barriers, stigmas, and discrimination, there is an added layer of complexity for international students with disabilities (Centers for Disease Control and Prevention, 2020; Trammell, 2009). As such, it is important to acknowledge that international students with disabilities who are studying in a new context in the United States may face unique barriers or concerns. Institutions noted that international students may have limited knowledge about disabilities as defined in the United States (55 percent), challenges in documenting a disability (49 percent), limited knowledge about academic accommodations (47 percent), limited knowledge of one’s own disability (45 percent), and concerns around the stigma of disabilities (41 percent), among others.

U.S. INSTITUTIONS WORK TO PROVIDE A RANGE OF SUPPORT RESOURCES

Given these barriers, many U.S. higher education institutions noted their commitment to serve all students with disabilities. According to the U.S. Department of Education (2011), there are numerous academic adjustments available to students with disabilities ranging from granting priority registration and providing notetakers to recording devices and sign language interpreters, among others. In addition to the legal requirements that U.S. higher education institutions must meet, many colleges and universities are utilizing tools such as universal design and the social model of disability to address student barriers (Reardon et al., 2021; Scott et al., 2003; Thornton & Downs, 2010).

As international students coming to the United States may not be as familiar with the U.S. cultural context regarding disabilities, accommodations, or how to access the available supports, institutions noted the critical need to share information numerous times and in multiple forms. To inform prospective and current international students with disabilities about the supports available to them, the majority (74 percent)

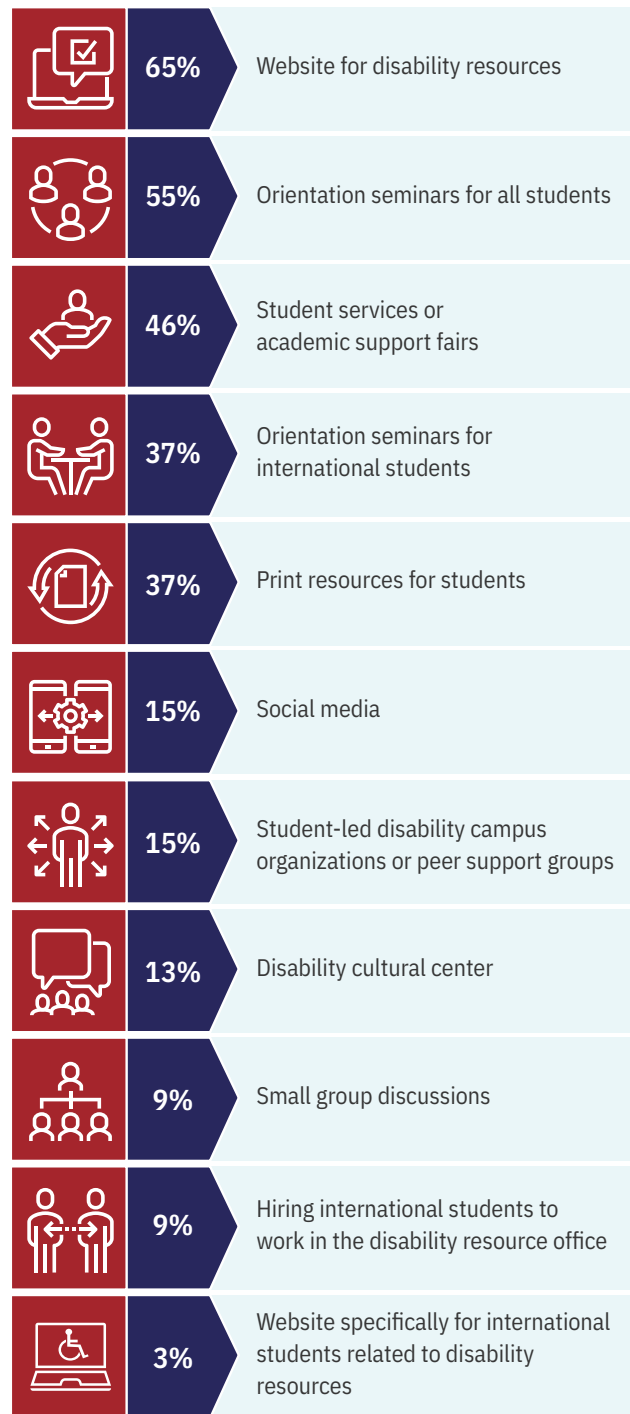


FIGURE 10 Institutional dissemination of resources for international students with disabilities

Source: *Open Doors Special Report: International Students with Disabilities*

of U.S. higher education institutions noted using multiple formats to inform international students about disability resources, including websites about disability services, orientation seminars, student services or academic support fairs, print resources, and social media (Fig. 10).

*Portions of this section are excerpted from Baer, J., & Andrejko, N. (2023). *Open Doors special report – Promoting access to U.S. higher education: International students with disabilities*. Institute of International Education.

U.S. Study Abroad

U.S. study abroad rebounded in 2021/22, with numbers more than halfway back to pre-pandemic levels.

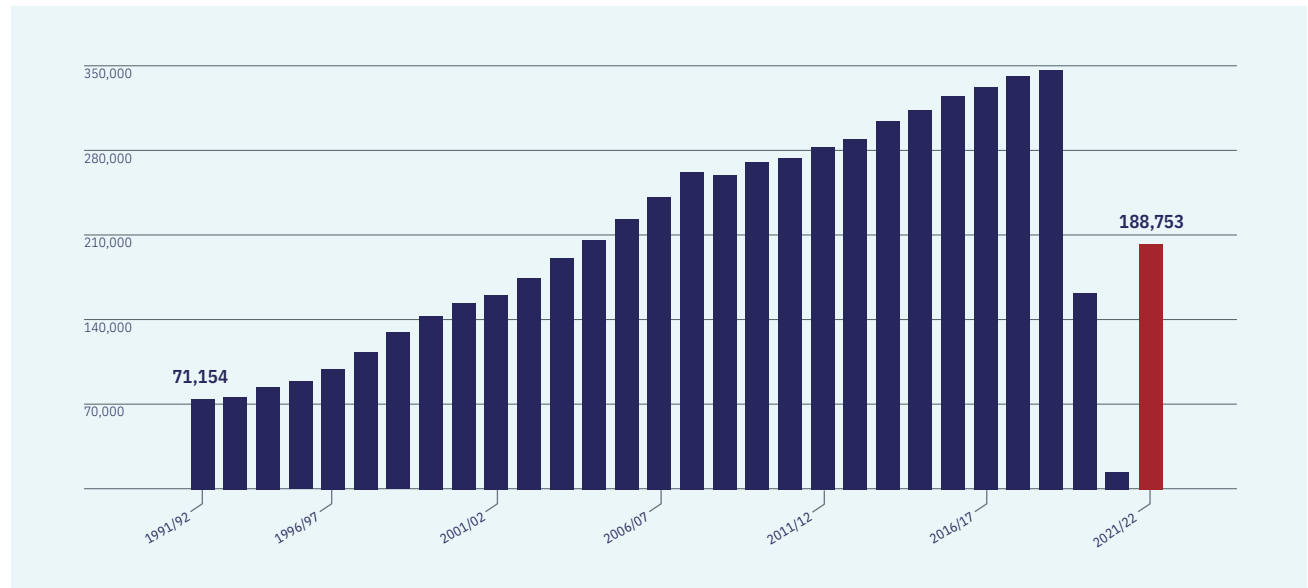


FIGURE 11 U.S. study abroad, 1991/92 – 2021/22

Many study abroad programs in the 2021/22 academic year resumed following the height of the pandemic, with 188,753 students pursuing opportunities abroad for academic credit (Fig. 11). This robust rebound signaled a critical turning point in students’ ability to pursue in-person experiences abroad safely. It represented a nearly 13-fold increase from the low of approximately 15,000 study abroad students in the prior year. This strong return to study abroad resulted in study abroad numbers that were more than halfway back to pre-pandemic levels (Table 2.1).

Notably, the U.S. study abroad total reflects a period when travel and study abroad programming were still affected by the COVID-19 pandemic. During this time, institutions resumed study abroad programs but took precautions to safeguard the health and well-being of students, faculty, and staff. Furthermore, some destinations still had strict travel restrictions in effect.

As we look toward the future, U.S. colleges and universities anticipate a continuation of this rebound. Over the past two years, IIE has collected data from hundreds of U.S. higher education institutions regarding the state of study abroad

through the *Spring Snapshots on International Educational Exchange*. Approximately 83 percent of institutions anticipated that study abroad enrollment would increase from 2021/22 to 2022/23 (Martel & Baer, 2022). Building upon this expected growth, 82 percent of institutions also projected growth in study abroad numbers from 2022/23 to 2023/24 (Baer & Martel, 2023). This indicates the strong commitment of U.S. colleges and universities to offer study abroad programs and students’ robust interest in participating in them.

STUDY ABROAD TO EUROPE REBOUNDED FASTER THAN OTHER WORLD REGIONS

The regional destinations data reflects a snapshot in time that reveals different regional responses to the COVID-19 pandemic around the world. Many of the leading destinations during this period reflected places that allowed travel amid the pandemic, destinations with historical institutional relationships, or destinations with institutional branch campuses that could continue to welcome students safely.

Before the pandemic, in 2018/19, approximately 56 percent of students studied in Europe, 14 percent in Latin America and

the Caribbean, 12 percent in Asia, and 4 percent in Sub-Saharan Africa and Oceania, respectively (Fig. 12). In 2021/22, study abroad rebounded faster in Europe than in many other regions, with 73 percent of students studying in this region (Table 2.6). This is the highest proportion of students studying in Europe in more than 30 years. Reflecting this regional trend, Italy, the United Kingdom, Spain, and France remained the leading host destinations, with more than half (52 percent) of all students studying in these top four destinations (Table 2.5).

Slower growth in other study abroad regions, such as Asia and Oceania, was likely due to continued strict COVID-19 protocols, including border closures during the 2021/22 academic year. For example, prior to the pandemic in 2018/19, China, Australia, and Japan were among the top ten destinations for study abroad, with more than 8,000 students traveling to each destination. In 2021/22, fewer than a thousand students studied in each destination (Table 2.7).

Despite the gradual resumption of programs in certain destinations, study abroad to destinations outside of Europe continues to grow, with students traveling to more than 170 destinations worldwide in 2021/22. This reflects an additional 40 destinations globally in comparison to the prior year. Given the importance of students having opportunities to study in diverse destinations, this data will be closely monitored in the years to come as COVID-19 restrictions ease and study abroad programs resume.

NEARLY HALF OF STUDY ABROAD OCCURRED DURING THE SUMMER TERM

The duration when many students study abroad returned to pre-pandemic proportions, with approximately 65 percent of students on short-term programs of eight weeks or fewer or a

summer term, 33 percent on mid-length durations of a quarter or a semester, and 3 percent on long-term programs of an academic year or calendar year (Table 2.10). Notably, nearly half (49 percent) of all study abroad in 2021/22 occurred during the summer term. Study abroad more robustly rebounded in summer programs than short-term academic year programs, with 92,424 students participating in summer 2022 study abroad experiences, likely due to programs resuming operations in the summer term (Table 2.12).

FACULTY-LED STUDY ABROAD IS MOST COMMON

As institutions rebuild study abroad programming, The Forum on Education Abroad’s *State of the Field* (2023) and IIE’s *Spring 2022 Snapshot* documented the different types of study abroad experiences that institutions offer (Martel & Baer, 2022). This year’s *Spring 2023 Snapshot* research builds upon this knowledge by recording how many students partook in each type of opportunity (Baer & Martel, 2023) (Fig. 13).

The most common way for U.S. students to study abroad is through faculty-led programs. More than half (55 percent) of the reported study abroad students participated in faculty-led programs in 2021/22. Approximately 14 percent of students participated in programs with at least one special course developed for the U.S. or other international students in the program. This can include courses at overseas branch campuses, “island” programs, or language-focused programs with classes designed for non-native speakers of the local language. Another ten percent of students take regular university courses designed for host university students. These students may be on an integrated university study or directly enrolled at the host university for the term.

Among responding institutions, 83 percent noted that

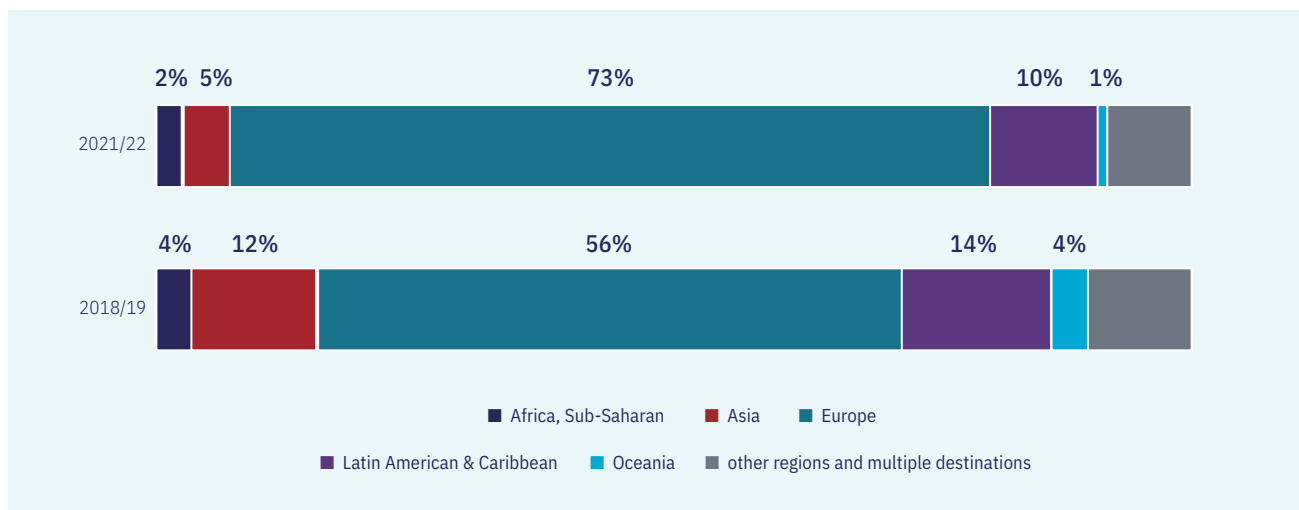


FIGURE 12
U.S. study abroad by world region, 2018/19 and 2021/22

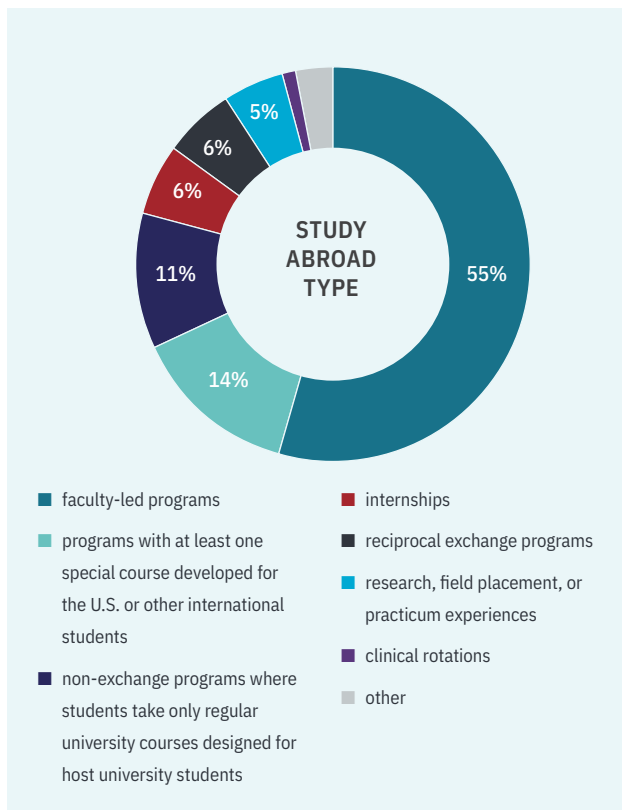


FIGURE 13
U.S. students studying abroad by program type, 2021/22
Source: Spring 2023 Snapshot on International Educational Exchange

students participated in multiple types of study abroad programs. Data reported in this section demonstrates that institutions are offering multiple types of study abroad experiences and that students are availing themselves of these opportunities. It further provides study abroad staff with valuable insights as they create strategic plans and re-open study abroad programs.

PROFILE OF STUDY ABROAD STUDENTS REMAINS CONSISTENT

The suspension and subsequent re-emergence 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 stable over the past four years (Table 2.2).

Approximately 90 percent of students abroad studied at the undergraduate level, with the majority pursuing opportunities abroad in their junior (31 percent) or senior (35 percent) year. There continues to be a higher 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 being unable to participate in study abroad during their junior year due to COVID-19 restrictions.

Just over two-thirds (69 percent) of students going abroad identified as female, 31 percent as male, and less than one percent as non-binary. This proportion has remained relatively stable since *Open Doors* began collecting this data in 1985/86.

Institutions reported approximately 11 percent of study abroad students as having a disability in 2021/22, which remains consistent with prior years' findings. *Open Doors* has continued to refine the data collection of information on U.S. students with disabilities studying abroad and, this year, added a new category for Attention-deficit/hyperactivity disorder (ADHD). Among students with a reported disability, institutions noted the highest proportions of students with mental health/psychological disabilities (40 percent) and ADHD (24 percent).

In the 2021/22 academic year, approximately 32 percent of reported students identified as students of color, including 12 percent of students who identified as Hispanic or Latino(a), 9 percent as Asian, Native Hawaiian, or other Pacific Islander, 5 percent as Black or African-American, and 5 percent as multiracial. As institutions look to the future, outreach to underrepresented students across all profiles is necessary to increase participation in study abroad.

STUDY ABROAD FOR STUDENTS WITH FINANCIAL NEED

To understand the profile of students studying abroad, it is necessary to collect more information at the national level on the classifications used to measure the diversity of students being served and identify areas for improvement. While *Open Doors* collects data on gender, race and ethnicity, and disability status, the *Spring 2023 Snapshot* explored additional metrics to understand better how institutions collect data on students with high financial need.

One of the widely cited barriers to studying abroad is the financial cost of these experiences. As institutions look to provide opportunities for all students, not just those who have the means to afford study abroad, it is important to understand to what extent students with high financial needs are taking advantage of study abroad programs.

When asked if institutions collected data on the metrics of student financial need, approximately 35 percent of responding institutions in the 2023 *Spring Snapshot* noted tracking this information, and an additional 28 percent noted the intent to collect this data.

Among the institutions that already collect or plan to collect data on students with high financial need, the most popular indicator was whether a student was Pell Grant eligible, with 77 percent of institutions using this metric (Fig. 14). This was much higher than the proportion of institutions

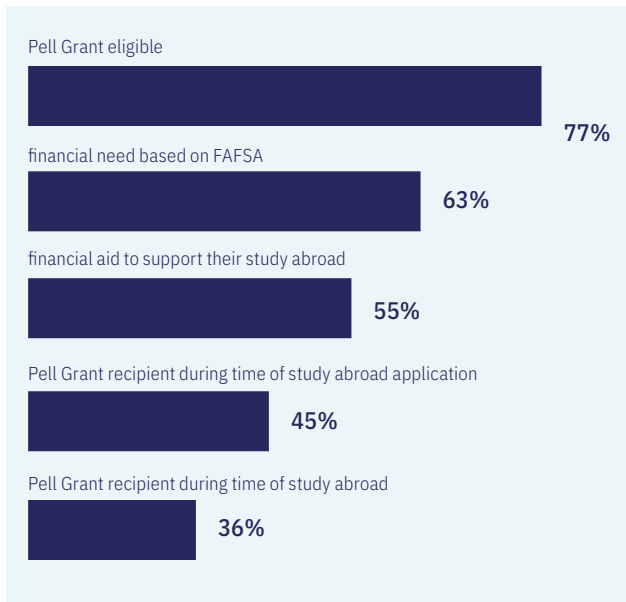


FIGURE 14
Metrics used for collecting data on study abroad students with high financial need

Source: Spring 2023 Snapshot on International Educational Exchange

tracking whether students were Pell Grant recipients either when they applied to study abroad (45 percent) or during their time abroad (36 percent). Institutions also cited measuring a student’s financial need through documentation from FAFSA (63 percent) and institutional financial aid information (55 percent).

As institutions return to in-person study abroad opportunities for students following the pandemic, there is an opportunity to more closely monitor how programs are working to increase participation in study abroad among traditionally underrepresented students, including students with high financial need. Offices can then use these participation statistics to benchmark information against institutional profiles. This provides an opportunity to highlight study abroad successes or areas for improvement that can result in adjustments to campaigns or outreach to specific populations on campus.

OTHER FORMS OF GLOBAL EDUCATION EXPERIENCES CONTINUE

In addition to students traveling for academic credit, U.S. students also engaged in many other opportunities to gain global education experience.

Institutions seeking to support students who could not participate in a study abroad program outside of the United States in 2021/22 offered students a variety of online global learning experiences. As a result, in addition to the 188,753 U.S. students who studied abroad for academic credit, more than 16,000 students received academic credit for participating in online global learning experiences. The most popular online experiences included internships and consulting with global companies (47 percent), collaborative project-based learning (38 percent), and courses paired with partner institutions (30 percent). Continuing to provide these experiences allows students who may not be able to physically travel, whether due to health, safety, affordability, or other obligations, the opportunity to engage with communities worldwide.

Additionally, 252 U.S. institutions reported that 12,697 U.S. students went abroad for experiential activities that did not garner academic credit at their home institution. These non-credit experiences included volunteering, internships, work, and research overseas (Table 2.14). Non-credit activities provide another type of practical experience that students can use as they consider employment opportunities or future collaborations with colleagues from around the world.

Finally, *Project Atlas* (2023) recorded that more than 81,000 U.S. students pursued an undergraduate or graduate degree at a college or university outside the United States.

Combined, this data represents nearly 300,000 students from the United States who pursued global educational opportunities, which indicates that U.S. study abroad is resilient and able to rebound from setbacks. U.S. higher education institutions continue to expand the many options for global engagement, and students are seeking opportunities that allow them to engage in our global community.

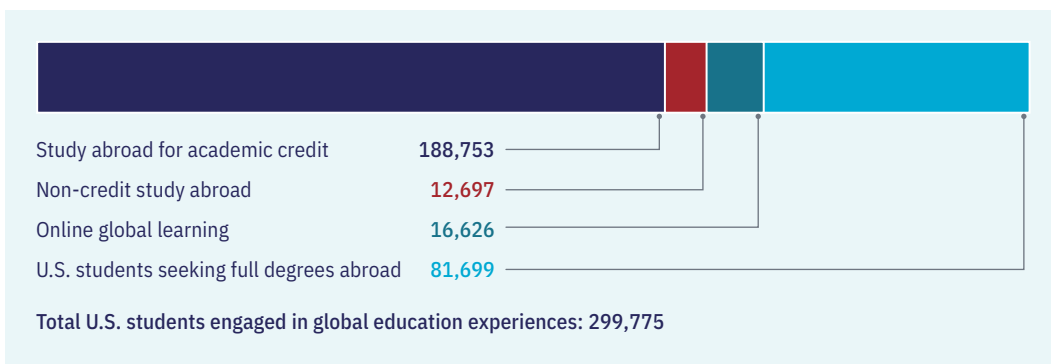


FIGURE 15
U.S. students engaged in global education experiences, 2021/22

Spotlight: Benefits of International Competencies to Future Employment Outcomes

Language and area studies positively impact the development of a wide range of 21st-century job skills.

The dialogue around essential workforce skills and the role of higher education institutions in supporting skill development has increased as questions are raised about the future of work and what comprises the global workforce (Fain, 2021; Finley, 2021; World Economic Forum, 2023; Young, 2023). Research from leading education organizations provides evidence that the skills gained from international education are important to employers. The American Council on the Teaching of Foreign Languages (2019) reported that 90 percent of U.S.-based employers have a high demand for employees with world language skills and that this demand is expected to increase in the coming years. Emsi, a U.S.-based global labor market consulting firm, and NAFSA's (2020) study reported that the global skills students hone while on a study abroad experience were mentioned in more than 31 million unique job postings.

IIE's *Global Workforce Pathways* study explored the employability and professional outcomes of Department of Education, Title VI National Resource Center (NRC) graduates, individuals who engaged in language and area studies during their academic study. The study built on previous IIE research focused on skill development, *Gaining an Employment Edge – The Impact of Study Abroad*, which found that students who participated in study abroad developed many 21st-century job skills that positively impacted their long-term career progression and promotions (Farrugia & Sanger, 2017). However, study abroad is only one element of campus internationalization. The *Global Workforce Pathways* study expanded the focus to the outcomes of students who engaged in language and area studies activities offered through a Title VI NRC.

The *Global Workforce Pathways* research identified career pathways and trends to inform the broader conversation between U.S. higher education institutions and employers around the global competency skills graduates possess that translate to the workforce. Conducted with the support of an International Research and Studies grant from the U.S. Department of Education, the *Global Workforce Pathways* study surveyed NRC alumni who participated in 1.) a class, workshop, or institute funded by the center, 2.) received funding from the center in the form of a grant, scholarship, or fellowship, or 3.)

worked at the center from 2010 to 2018. The research team collected 926 responses across 40 NRCs located at 22 universities. The following are key findings from the study:

PARTICIPATION IN WORLD LANGUAGE AND AREA STUDIES ACTIVITIES HAS AN OVERALL POSITIVE IMPACT ON THE DEVELOPMENT OF 21ST-CENTURY JOB SKILLS

A vast majority of respondents (89 percent) indicated that participation in NRC activities supported their development of 21st-century job skills relevant to their professional and academic journeys. They reported significantly developing 14 out of the 15 intrapersonal, cognitive, and interpersonal skills through activities related to language and area studies (Fig. 16).

NRC graduates reported the greatest gains in course or major-related knowledge, intercultural skills, curiosity, communication, flexibility/adaptability, and language skills. Approximately half of the respondents noted that language and area studies helped significantly increase their confidence, self-awareness, interpersonal skills, tolerance for ambiguity, and work ethic. Respondents also improved their problem-solving skills, teamwork, and leadership, but to a lesser degree than other skills. Fewer than 20 percent of NRC graduates reported significant gains in technical/computer software skills, a finding consistent with Farrugia and Sanger's research, which suggests an area where program offerings in language and area studies could enhance the integration of relevant technology skills.

By interacting with peers, faculty, and other staff through NRC-funded activities, graduates who pursued NRC language or area studies greatly benefitted by building both the technical knowledge related to the focus of the activities as well as many additional 21st-century skills. Through participation in these activities, most graduates developed critical skills that apply and can be transferred to all fields, regardless of the discipline they pursued.

LANGUAGE AND AREA STUDIES ACTIVITIES POSITIVELY IMPACT CAREER GOALS

A large majority (82 percent) of NRC graduates noted that

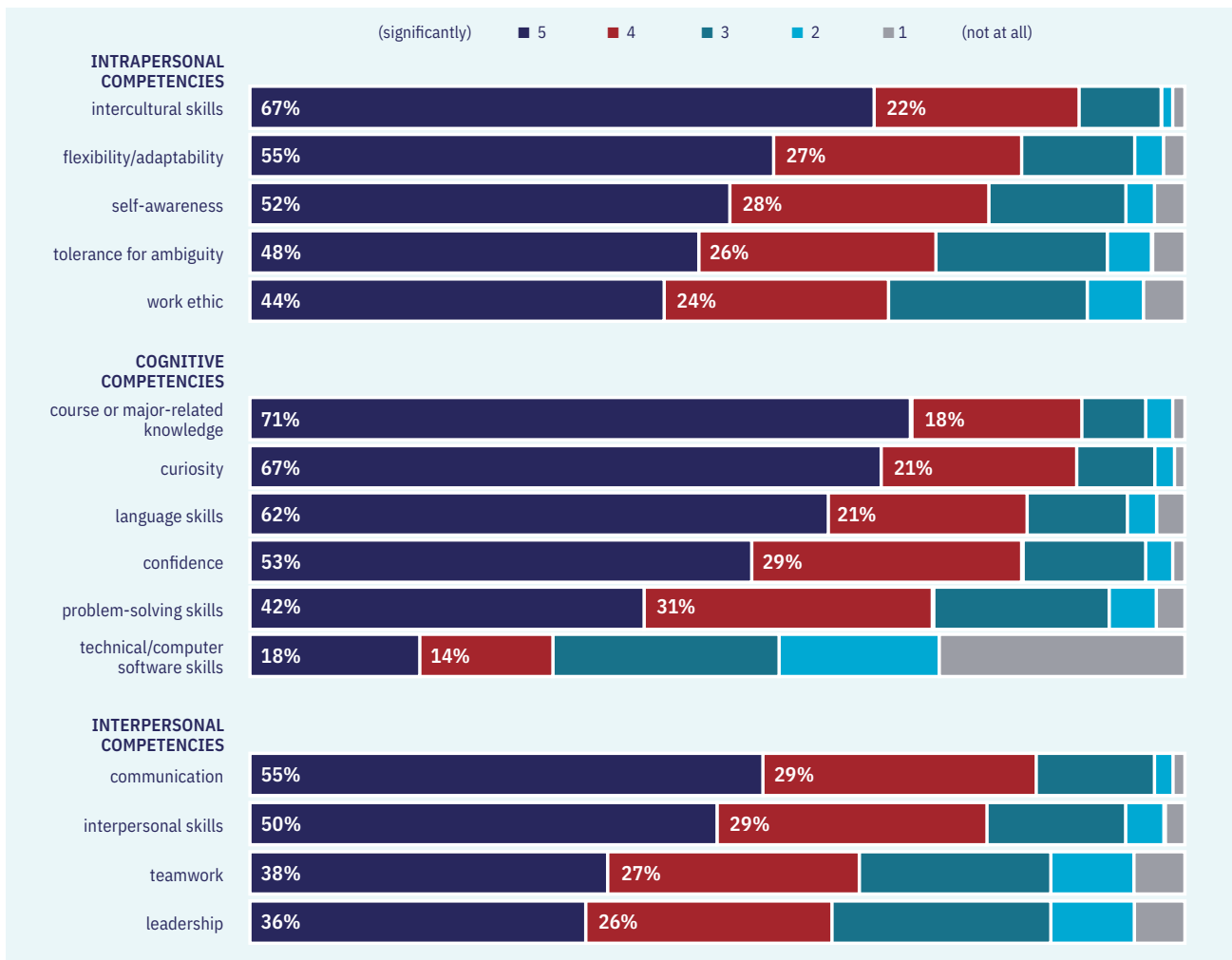


FIGURE 16 Reported skill development or improvement through language and area studies activities

Source: *Global Workforce Pathways*

NRC programs positively affected their career goals.

For respondents who indicated a positive impact on their career goals, the research team also categorized the most prevalent activities pursued during the language or area studies training. This is important because it identifies potential links between career pathways and NRC program activities. For those respondents who pursued language studies, the activities most closely associated with positive career goals included conducting research, receiving a grant for language, or receiving a Foreign Language and Area Studies scholarship. For respondents who engaged in area studies, the activities most closely associated with positive career goals included receiving a grant, scholarship, or fellowship; writing a thesis or dissertation; or earning a degree.

KNOWLEDGE IN A LANGUAGE OR ABOUT A WORLD AREA EXPANDS CAREER PATHWAYS

More than 90 percent of NRC graduates reported that their knowledge of language or area studies was helpful in pursuing academic or employment opportunities. Respondents noted that through participation in NRC

activities, they developed a broader understanding of career options where language and area studies knowledge complemented their knowledge in other areas, highlighting potential pathways in all sectors. Language and area studies knowledge paired with other subject areas further enhanced their applications for employment. More than half of the respondents highlighted their knowledge and skills in these areas in their professional profiles and shared more details during interviews with potential employers.

LANGUAGE AND AREA STUDIES ACTIVITIES ARE A VALUABLE COMPONENT OF HIGHER EDUCATION

Language and area studies programs contribute to developing a range of 21st-century skills relevant to both degree-seeking graduates and all students who engage in these activities. This research can support higher education institutions to make the case for how language and area studies contribute significantly to skill development and employment benefits, particularly as institutions seek to prepare students holistically to meet employers' needs as they enter the global workforce.

This section is excerpted from Mason, L., Martel, M., & Cordova, L. (2024). *Global workforce pathways*. Institute of International Education.

U.S. Intensive English Programs

The number of international students studying at U.S. IEPs rebounded by 63 percent in 2022.

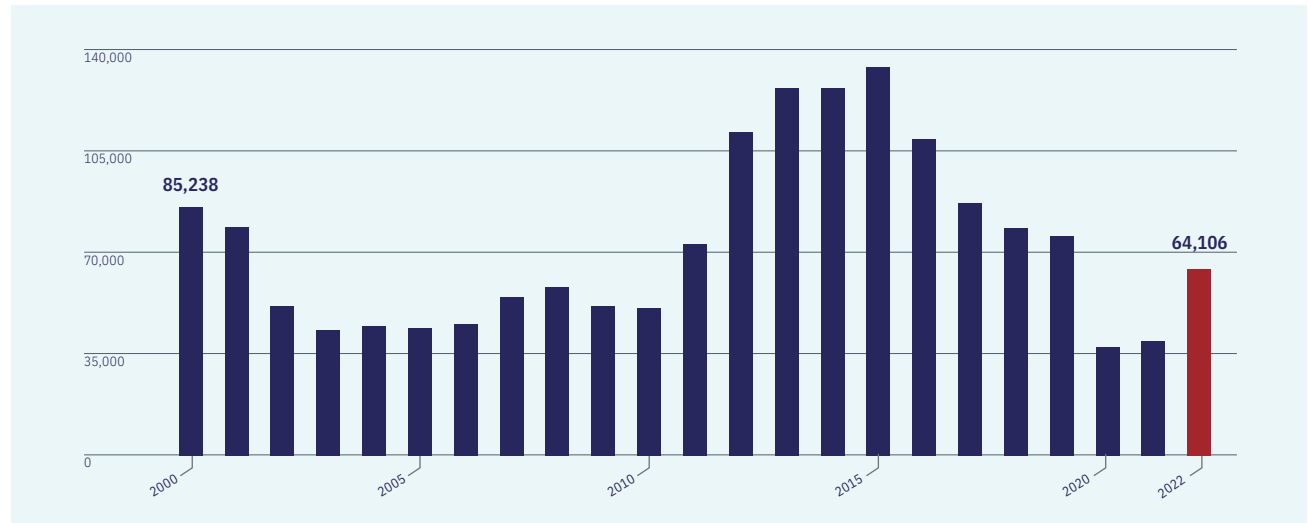


FIGURE 17
International students at U.S. IEPs, 2000 – 2022

In the 2022 calendar year, 64,106 international students enrolled in U.S. intensive English programs (IEPs) in-person or online (Fig. 17). This number represents a significant 63 percent increase in the total number of IEP students compared with the prior year and a robust return to pre-pandemic levels reported in 2019 (Table 3.1). International students studied at U.S. IEPs for a total of 669,705 student-weeks, which represents one student studying for one week.

While the definition of an IEP student at a U.S. institution includes both students on campus and those online, the vast majority of students were on-site at IEPs in the United States. As of fall 2022, 92 percent of IEPs provided predominantly in-person instruction to international students, up from 78 percent in fall 2021 and 20 percent in fall 2020. Mirroring this trend of on-site offerings, 93 percent of IEP students were enrolled in in-person classes at IEPs in 2022.

The strong return to in-person programming also affected 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 in 2022/23, which found that IEP international students contributed \$370 million to the U.S. economy and supported 3,164 jobs (NAFSA, 2023). While this analysis is a subset of the *Open Doors* IEP population, it provides valuable analysis that allows IEPs and membership

organizations to advocate and showcase the economic benefits that students in IEPs bring to communities nationwide.

IEP ENROLLMENT INCREASED ACROSS NEARLY ALL LEADING PLACES OF ORIGIN

Students from more than 180 places of origin worldwide participated in intensive English language programs in the United States in 2022, with IEPs reporting robust rebounds from many places of origin. *Open Doors* recorded increases in the total number of international students in 23 of the 25 leading places of origin, and 16 returned to student totals that exceeded pre-pandemic levels (Table 3.7).

Japan, France, and China remained the top three places of origin for IEP students. Japan continued to be the leading place of origin for the second consecutive year, with more than 10,000 students, comprising 16 percent of all IEP students in the United States. France became the second leading place of origin (5,004 students), followed by China (4,633 students). The number of Chinese students rebounded more slowly than other places of origin, likely due to several factors, including travel restrictions that continued through 2022.

When comparing trends from prior to the COVID-19 pandemic with today's trends, there are notable regional shifts in IEP student enrollment (Fig. 18). In 2019, more than half (54

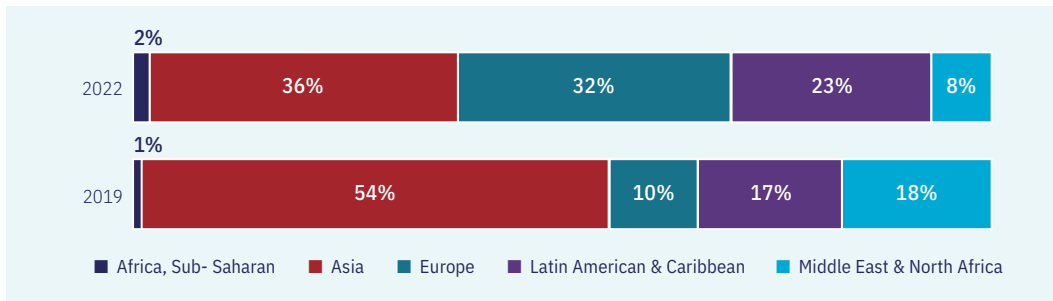


FIGURE 18
International IEP students by world region, 2019 and 2022

percent) of students were from Asia, but this number fell to 36 percent in 2022, principally due to the decline in the number of students from China. However, the number of students from Sub-Saharan Africa, Europe, and Latin America and the Caribbean has fully rebounded to pre-pandemic levels, leading to increased proportions of students from each of these regions in 2022. Another notable shift has been in the proportion of students from the Middle East and North Africa. In 2019, 18 percent of IEP student enrollment was from the Middle East and North Africa, with many students supported by Saudi Arabia’s government scholarship program. Due to changes in this program, now only eight percent of international IEP students were from the Middle East and North Africa in 2022.

IEP PROVIDERS ATTRACTED DIFFERENT STUDENT PROFILES

Most IEPs reported in *Open Doors* were governed by a college or university or an independent provider affiliated with a higher education institution (89 percent) (Table 3.2). Approximately 11 percent of IEPs included in *Open Doors* were stand-alone providers not affiliated with a higher education institution. These independent programs are an important sector of the IEP industry, as 46 percent of IEP students enrolled in programs at these institutions.

Furthermore, the top ten places of origin of IEP students varied considerably by program type (Fig. 19). Students in IEPs affiliated with higher education institutions came from places of origin that closely mirror the overall international student population in the United States. Nine of the top ten leading places of origin for intensive English students were also among the leading places of origin for the international student population reported in the International Student Census (Table 1.11, Table 3.7). IEPs not affiliated with higher education institutions often have specialized programs for specific markets. In particular, many IEP students from European places of origin, such as France, Germany, Italy, Poland, Spain, and Switzerland, participated in these programs in 2022 along with students from Japan, South Korea, Colombia, and Brazil.

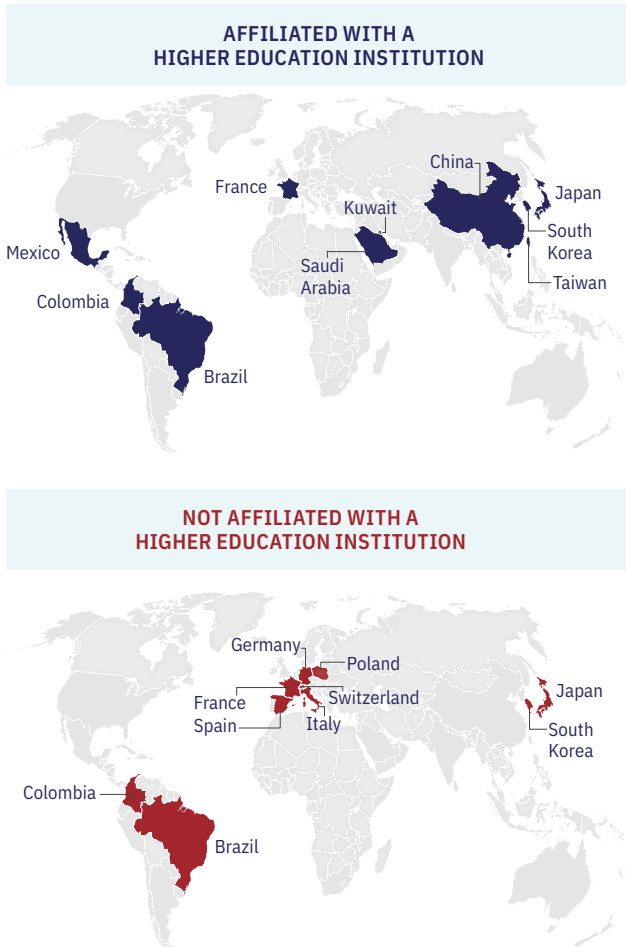


FIGURE 19
Top IEP places of origin by program type, 2022

MOST IEP STUDENTS STUDIED ON AN F-STUDENT VISA

This year, IIE asked about intensive English student visa classifications, which is the first time this question was asked since 1990/91. The question was reinstated to build understanding around the visa types available to IEP students pursuing study in the United States.

The majority of students (73 percent) pursued their IEP study on an F-student visa, which allows students to take full-time IEP courses (Table 3.5). Interestingly, this does represent a decline from the last time this data was collected over 30 years ago, when 81 percent of IEP students were on F-student visas. Approximately 22 percent of IEP students were on a B-visa, and 3 percent were on a J-visa in 2022.

International Scholars

U.S. higher education institutions hosted more than 100,000 international scholars in 2022/23.

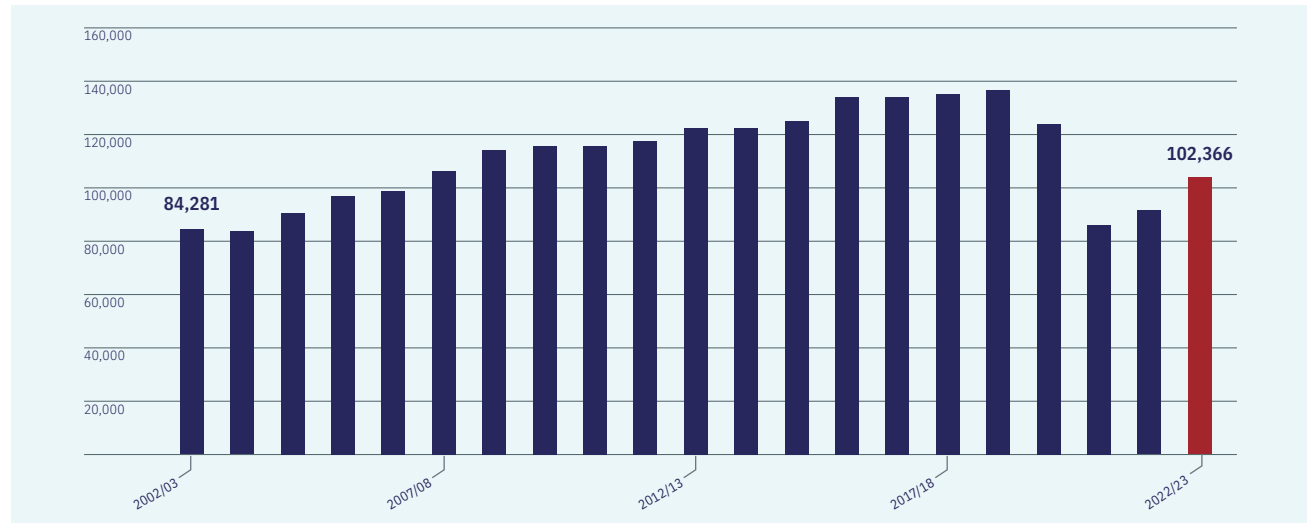


FIGURE 20
International scholars in the United States, 2002/03 – 2022/23

From July 2022 through June 2023, 102,366 international scholars engaged in academic activities at U.S. colleges and universities, a 13 percent increase from the previous academic year (Fig. 20). This growth represents a robust increase that continues to build upon the 6 percent growth reported in 2021/22. While the number of scholars has yet to rebound to pre-pandemic levels of approximately 136,000, the growth in 2022/23 for the second consecutive year reflects a sustained commitment among U.S. colleges and universities to host international scholars.

International scholars, professionals on nonimmigrant visas engaged in academic activities, contribute to U.S. higher education institutions across the United States by conducting research (76 percent), teaching (9 percent), a combination of both (7 percent), or clinical activities (4 percent) (Table 4.2). The return of scholars from across the world to U.S. institutions is critical as these professionals contribute to internationalized campuses that bring together diverse viewpoints and foster collaborative networks that are working to address global challenges.

In 2022/23, the percentage of scholars on shorter-term appointments continued to rise, partly due to an easing of COVID-19 travel restrictions and more institutions resuming new international scholar appointments (Table 4.3). The proportion of international scholars in the United States for fewer than six months grew from 13 percent in 2021/22 to 19 percent

of the population in 2022/23. Consistent with the previous year, most international scholars were in the United States for mid-length appointments: six months to a year (18 percent) or one year to three years (38 percent). The percentage of international scholars on long-term appointments exceeding five years slightly decreased, from 7 percent to 6 percent.

SUB-SAHARAN AFRICA AND LATIN AMERICA SCHOLAR NUMBERS RETURN TO PRE-PANDEMIC LEVELS

In 2022/23, international scholars came from more than 190 places of origin (Table 4.7). More than half (52 percent) of the international scholars at U.S. colleges and universities were from Asia, which remained the leading region of origin, and even this percentage showed a 9 percent increase. Across other regions throughout the world, there was strong growth in the number of international scholars from Sub-Saharan Africa (+45 percent), Latin America and the Caribbean (+22 percent), and Europe (+14 percent). The number of scholars from Sub-Saharan Africa and Latin America and the Caribbean fully rebounded and exceeded pre-pandemic levels.

China remained the leading place of origin for international scholars in the United States, with 19,556 scholars in 2022/23 (Table 4.6). Approximately one in five (19 percent) international scholars were from China, and the number of international scholars from China remained steady (+1 percent). The significant

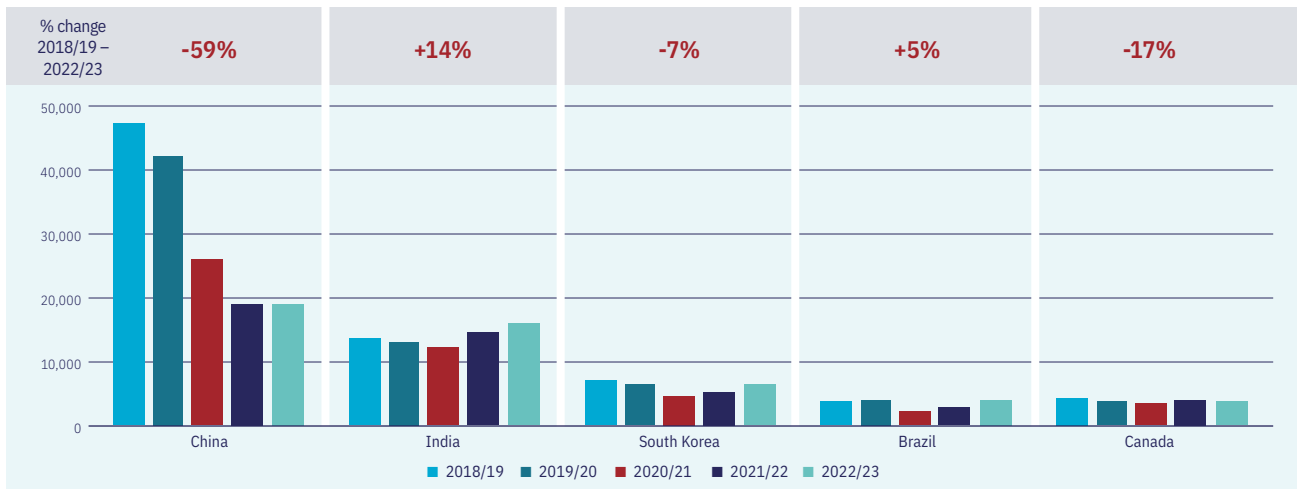


FIGURE 21
Top five places of origin of international scholars, 2018/19 – 2022/23

decline in the number of scholars from China over the past four years has contributed to the slower rebound in the overall number of scholars in the United States (Fig. 21). The total number of Chinese scholars has yet to rebound to pre-pandemic highs of 47,964 in 2018/19. According to reporting institutions, many factors have contributed to the slow return of scholars from China, including continued COVID-19 travel restrictions, visa appointment and processing delays, and Proclamation No. 10043 (June 4, 2020), which suspended entry of certain researchers from China.

The total number of international scholars from nearly all top 25 places of origin grew in 2022/23 (Table 4.6). Notably, ten places of origin post-pandemic surpassed the number of scholars prior to the pandemic: Argentina, Bangladesh, Brazil, Colombia, Egypt, India, Iran, Mexico, Nigeria, and Pakistan. India, the second largest place of origin, experienced an 8 percent increase, with 16,068 scholars in the United States. This rebound reflects the highest levels of international scholars from India reported to *Open Doors*. The number of international scholars from Nigeria (+43 percent), Bangladesh (+36 percent), and Brazil (+36 percent) experienced the most robust growth rates among the top 25 places of origin.

UNIVERSITIES ARE WELCOMING NEW INTERNATIONAL SCHOLARS, WITH LESS THAN 10 PERCENT NOTING NEW SCHOLARS' APPOINTMENT FREEZES

As COVID-19 restrictions have lifted on U.S. campuses, institutions noted that many pandemic realities affecting international scholars have eased (Fig. 22). At the height of the pandemic in 2020/21, two-thirds (68 percent) of colleges and universities cited that facilities, such as housing, libraries, or research labs, were closed. However, in 2022/23, only 6 percent of institutions noted closures. Additionally, few institutions reported freezing scholar appointments (8 percent) or budget cuts that affected international scholars (14 percent).

Institutions offered valuable resources for international scholars. Most institutions (66 percent) reported communicating with international scholars about health, safety, and well-being. Even as in-person on-campus activities have resumed, 59 percent of institutions continued to hold virtual office hours and appointments in 2022/23. However, many colleges and universities have transitioned to a hybrid environment with digitally available academic content. As such, 36 percent of institutions provided resources on online collaboration and access to virtual library and lab materials, and 31 percent provided resources for delivering remote instruction for scholars involved in teaching.

In welcoming new scholars, institutions continued offering scholars flexible options as they resumed travel to the United States. Most institutions indicated that they had provided communications on travel restrictions and visa regulations, policies, and procedures (66 percent) or amended or deferred start dates of scholars unable to travel (59 percent). As institutions support the return of international scholars from around the world, they also provide resources and support to the many professionals who bring their knowledge and perspectives to classrooms and communities across the United States.



FIGURE 22
COVID-19 related impacts on U.S. institutions, 2020/21 – 2022/23

A Global Perspective

Uneven resurgence in mobility at the regional level highlights growth in mobility to North America and Europe.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics monitors global mobility trends of international students across major host destinations. The total number of globally mobile international students remained consistent at 6.4 million in the 2020/21 academic year according to the latest report (UNESCO, 2023). This stabilization of growth reflects the global data amid the height of the COVID-19 pandemic and represents a shift compared to the significant growth in the 20 years preceding the COVID-19 pandemic. According to *Project Atlas*, the top six hosts of international students in 2023 were the United States, the United Kingdom, Canada, France, Australia, and Germany.¹ Together, these countries hosted over 55 percent of international students (Fig. 23).

As the world moves forward from the initial shock of the COVID-19 pandemic, *Project Atlas* research identified an uneven resurgence of mobility in 2023. *Project Atlas* partners in North America and Europe reported robust increases in the number of international students. Among

the leading hosts of international students in these regions, this increase was driven by strong rebounds in emerging markets. Conversely, partners in Asia and Oceania reported decreases in international student numbers, with declines in Japan (-10 percent), China (-5 percent), and Australia (-1 percent). The slower reemergence of student mobility numbers in some destinations may be attributed to factors such as national policies related to COVID-19, difficulty arranging travel, and concerns around access to medical facilities (Economic Research Institute for ASEAN and East Asia, 2022).

Contributing to the variability in growth rates across countries were differences in rebounds among the leading sending countries of international students, China and India. China was the leading country sending international students to the majority of *Project Atlas* partners. However, most *Project Atlas* partners reported that the overall number of students from China fell in 2023. The top five host destinations of international students from China were the United States, the United Kingdom, Australia, Japan, and

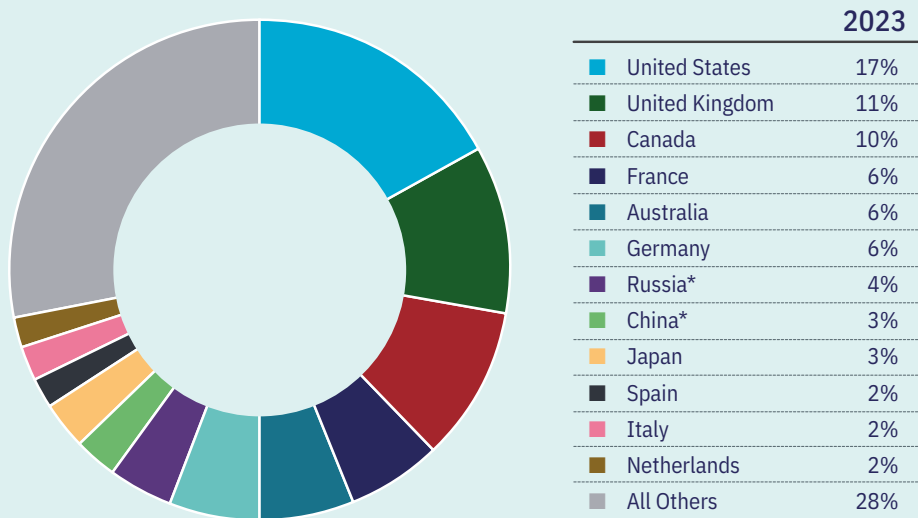


FIGURE 23
Leading host destinations of international students, 2023
Source: *Project Atlas*, 2023

*UNESCO, 2023

¹ *Project Atlas* partners report data across various years and timelines. *Project Atlas* data each year refers to the reporting year when partners submit their data.

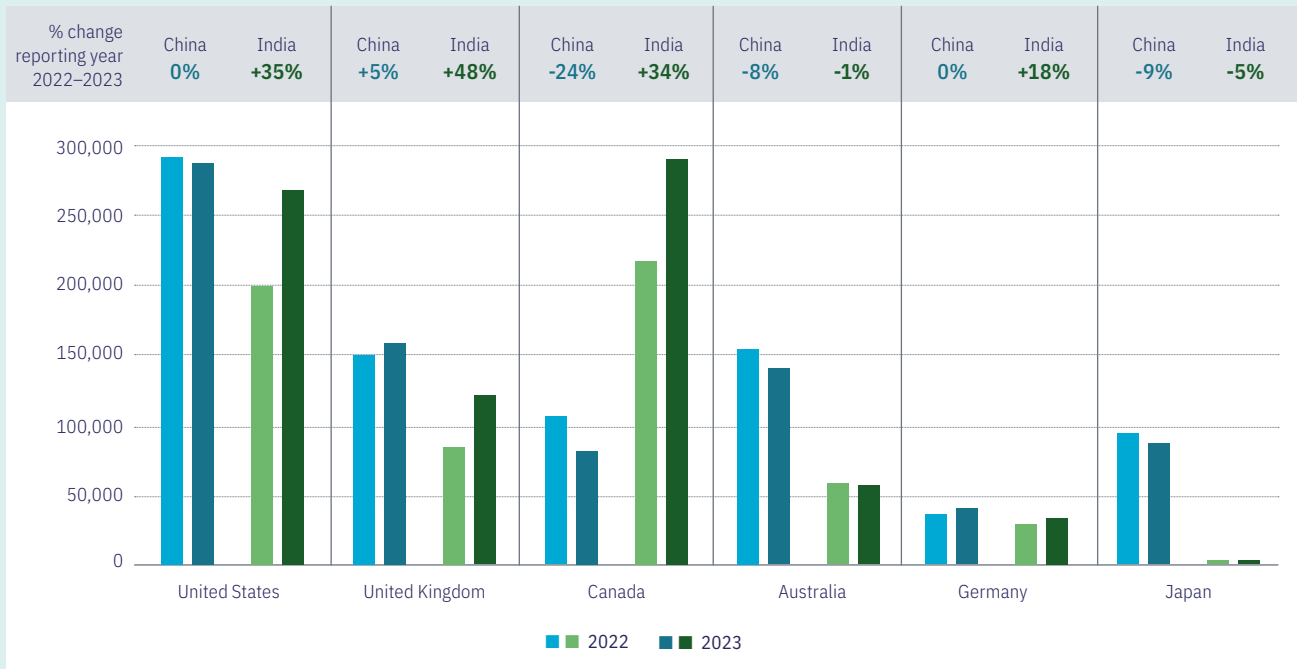


FIGURE 24 International students from China and India in selected host destinations, 2023
Source: *Project Atlas*, 2023

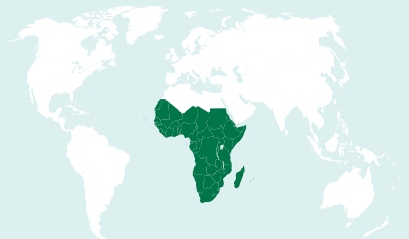
Canada. All of these leading destinations reported flat or falling numbers of students from China, except for the United Kingdom (Fig. 24).

In comparison, there was tremendous, double-digit growth in the number of Indian students in leading host destinations. This was most notable in the top three host destinations for international students from India, Canada (+34 percent), the United States (+35 percent), and the United Kingdom (+48 percent). This robust growth contributed to the overall increases noted in these leading destinations. *Project Atlas* partners outside the top three destinations reported more modest growth rates among international students from India.

As countries work to attract international students, it is important to acknowledge institutions’ capacity to host international students. Among the leading Anglophone countries, international students represented 22 percent of the total higher education population in the United Kingdom, 24 percent in Australia, and 30 percent in Canada. In comparison, international students accounted for six percent of the U.S. total higher education population in 2022/23, meaning there continues to be capacity to host international students at the nearly 4,000 U.S. colleges and universities.

Capacity at higher education institutions is further complicated by the number of international students focused on similar fields of study. In 2023, 16 *Project Atlas* partners reported that 44 percent of international students pursued studies in the science, technology, engineering, and mathematics fields and 21 percent in business and management. As such, some institutions may need to consider expanding their capacity to meet the growing international student demand for STEM degrees.

Future international student mobility will continue to be affected by numerous push and pull factors that may encourage students to seek higher education institutions outside of their home country. The pace of recovery from the COVID-19 pandemic in each country and region continues to impact the data. Additional factors affecting future mobility include the capacity of higher education globally, the college-age student population in leading places of origin, national strategies to attract students, opportunities for work experience following academic studies, the growing number of refugees and displaced persons due to conflict and natural disasters, the evolving role of technology in higher education, and an increasing focus on sustainability.



Africa, Sub-Saharan

Sub-Saharan Africa had the highest growth rate among sending regions, growing 18 percent, with more than 50,000 students from Sub-Saharan Africa enrolled in U.S. higher education institutions in 2022/23. This year also marks the first time in more than a decade that two Sub-Saharan African places of origin, Nigeria and Ghana, were in the top 25 places of origin. Nigeria, consistently listed among the top 25 places of origin, saw student numbers increase by 22 percent in 2022/23 to 17,640 students. The number of students from Ghana studying in the United States increased by 32 percent to 6,486, an all-time high, placing Ghana among the top 25 places of origin for international students for the first time. Kenya and Ethiopia, two East African countries, are also large senders, each with over 3,000 students enrolled in U.S. higher education.

Most (82 percent) international students from Sub-Saharan Africa pursued degree programs, studying at the

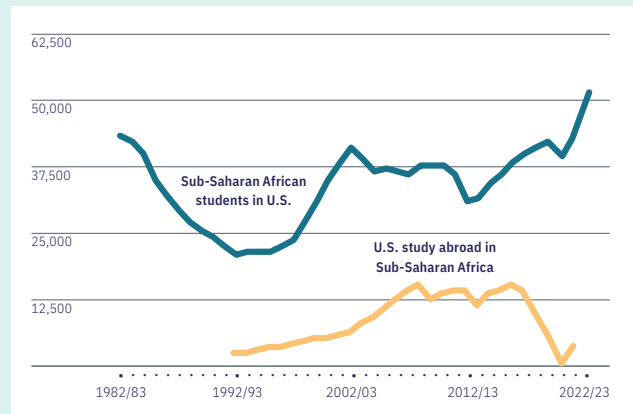
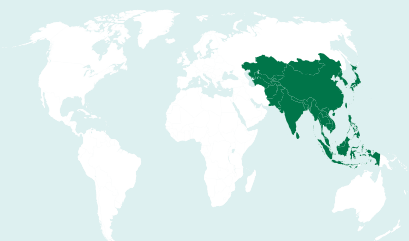


FIGURE 25 Student mobility between the United States and Sub-Saharan Africa, 1982/83 – 2022/23

undergraduate and graduate levels. A 27 percent 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 2022/23 at the graduate level.

The number of U.S. students in Sub-Saharan Africa in 2021/22 increased to over 4,600, with one-third of students studying in South Africa. As higher education institutions reestablish study abroad programs in Sub-Saharan Africa, traditional destinations for U.S. students include South Africa, Ghana, Kenya, and Tanzania.



Asia

In 2022/23, postsecondary students from across Asia accounted for 71 percent of all international students at U.S. higher education institutions, and 11 of the top 25 places of origin were in Asia. Students from China and India accounted for 53 percent of all international students. China was the leading place of origin for international students for the 14th consecutive year, with 289,526 students enrolled at institutions in the United States despite a 0.2 percent decline. India, the second largest sending country, reached an all-time high of 268,923 in the 2022/23 academic year, an increase of 35 percent. Furthermore, Bangladesh, Pakistan, and Nepal also reached all-time highs for international students. This

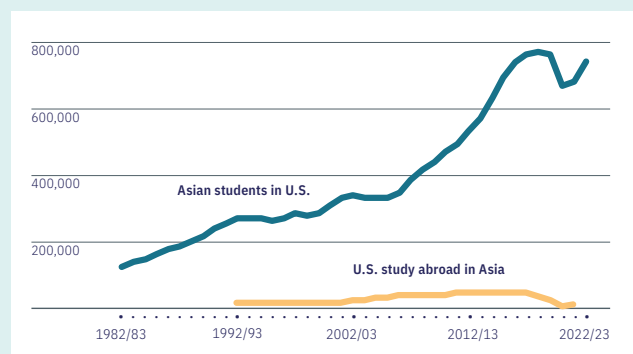


FIGURE 26 Student mobility between the United States and Asia, 1982/83 – 2022/23

strong growth in the number of students from places in South and Central Asia led to a 14 percent increase in Asia as a whole.

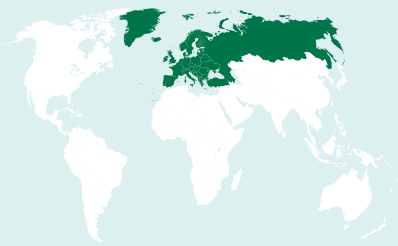
Nearly half (48 percent) of all students from Asia are enrolled at the graduate level. India surpassed China to become the largest sender of international graduate

Asia (cont'd)

students in the United States for the first time since 2009/10. The number of Indian graduate students soared, increasing by 63 percent to 165,936 students, an increase of nearly 64,000 students compared to last year, driving the overall growth in this area. In contrast, overall growth in the number of students from Asia enrolled at the undergraduate level stagnated. Among other Asian places of origin, Japanese and South Korean student numbers increased by 19 percent and 8 percent, 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 studying abroad in Asia remained low at 8,892 students in 2021/22. Strict COVID-19 protocols remained an obstacle to study abroad

participation throughout Asia. Among the top 10 destinations for U.S. study abroad, South Korea hosted 4,304 U.S. students, almost rebounding to the pre-pandemic total, likely due to South Korea's policies and successful management of the COVID-19 pandemic (Kim, J. et al., 2021). In spring 2022, the U.S. State Department travel registry, which most U.S. institutions use to assess travel risk and make programmatic decisions, lowered South Korea's travel rating to level 1, "Exercise Normal Precautions," whereas other destinations in Asia, such as Japan and China, remained at level 3, "Reconsider Travel." Other Asian study abroad destinations, including Singapore, Thailand, and Japan, hosted between 675 and 1,000 U.S. students as programs resumed in the region.



Europe

An eight percent increase in international students from Europe was mainly driven by students' strong interest in non-degree programs such as short-term exchange experiences or English language programs in 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. In 2022/23, while the number of European students at the undergraduate and graduate academic levels increased by four and three percent, the total number of non-degree students from Europe rose 23 percent to 14,054 students. The region's leading places of origin, including the United Kingdom, Germany, Turkey, France, Spain, and Italy, all saw increased mobility to the United States. Notably, the number of international students from Spain and Italy reached all-time highs of 8,548 and 6,274, respectively.

Study abroad programs in Europe rebounded faster than other world regions. Europe was the predominant destination for study abroad, with 73 percent of U.S.

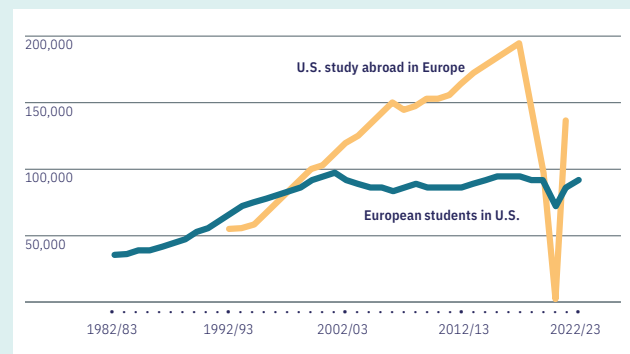


FIGURE 27 Student mobility between the United States and Europe, 1982/83 – 2022/23

students studying in this region. This is the highest proportion of U.S. students studying in Europe in more than thirty years (1989/90). Reflecting this regional trend, Italy, the United Kingdom, Spain, and France remained the leading host destinations, with more than half (52 percent) of all U.S. students studying in these top four destinations. In addition, 11 other European destinations appeared among the leading hosts of U.S. study abroad for academic credit. Europe continues to host the largest number of U.S. students pursuing full degrees abroad, with almost 40,000 students reported by IIE's *Project Atlas* partners in France, Germany, Italy, the Netherlands, Norway, Poland, 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 5 percent to 81,945 students in 2022/23. The overall regional growth is attributed to greater increases in the number of students from the Caribbean (+8 percent) and South America (+7 percent) and a one percent increase in the number of students from Mexico and Central America. Brazil continues to lead the region in international student enrollments at U.S. higher education institutions. In 2022/23, 16,025 Brazilian students enrolled at U.S. colleges and universities, an eight percent increase from the previous year. In addition to Brazil, Mexico and Colombia were among the top 25 places of origin for international students. While the number of Mexican students remained consistent at over 14,500, the number of students from Colombia increased by 13 percent to 9,096, an all-time high for Colombia. Most (80 percent) international students from Latin America and the Caribbean pursued degree programs, studying at the undergraduate and graduate levels.

Latin America and the Caribbean remained popular for U.S. students receiving academic credit for study abroad,

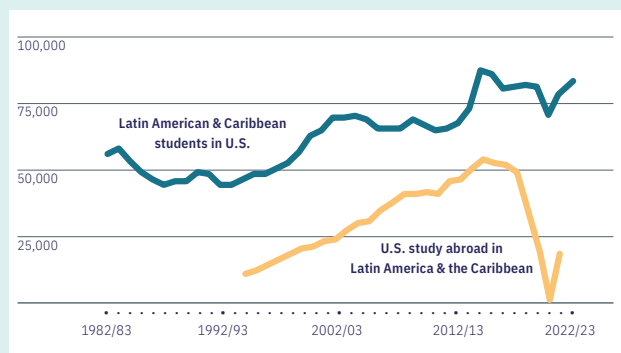


FIGURE 28 Student mobility between the United States and Latin America and the Caribbean, 1982/83 – 2022/23

accounting for 10 percent of all U.S. study abroad. Costa Rica remains the leading destination in the region, hosting 4,751 students in 2021/22. Mexico, Ecuador, Peru, Argentina, and Belize were all leading destinations for U.S. study abroad students in 2021/22 and saw increasing student totals as study abroad rebounded to the region. While U.S. study abroad to Mexico rebounded halfway to the pre-pandemic total, a slower recovery of study abroad to the Caribbean and South America was reflected in student numbers that reached only a third of the pre-pandemic total in these areas. The non-credit education abroad sector also rebounded in the region, with one in four U.S. students pursuing non-credit work, internship, or volunteer experience in Latin America and the Caribbean, most notably in Mexico, Costa Rica, and Panama.

Middle East and North Africa



The Middle East and North Africa region accounted for five percent of the international students in the United States. It was the only region that saw student numbers decline (-2 percent) in 2022/23, falling for the seventh consecutive year. Student totals in the Middle East paint a mixed picture. The majority (78 percent) of students from Iran, which increased by 16 percent, were enrolled at the graduate level, thus driving an increase (+5 percent) in the number of graduate students from the Middle East. However, the continued decline in the number of students from Saudi

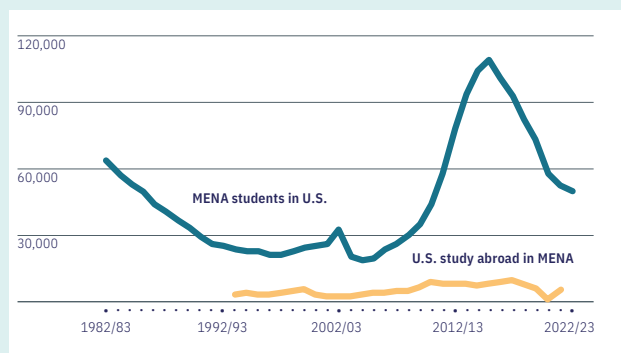


FIGURE 29 Student mobility between the United States and the Middle East and North Africa, 1982/83 – 2022/23

Arabia (-12 percent), the largest sender of international students from the region, coupled with an eight percent decline in student enrollment from Kuwait, drove the three percent decrease in the overall number of students from the Middle East and contributed to the decline (-10 percent) of

Middle East and North Africa (cont'd)

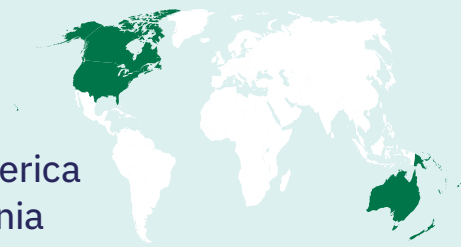
undergraduate student numbers from the Middle East.

Notably, North African student totals increased by 7 percent, likely due to an increase in the number of international students from Morocco (+9 percent) and Egypt (+7 percent), with both places reaching pre-pandemic total and Egypt hitting an all-time high.

U.S. study abroad to the Middle East and North Africa has been low historically, accounting for only three percent of all

study abroad in 2021/22. The region hosted 5,559 U.S. study abroad students. Israel, the region's top destination for U.S. students, hosted more than 2,714 students. Other traditional U.S. study abroad destinations, including the United Arab Emirates, Morocco, Jordan, and Egypt, all saw increased student participation as study abroad rebounded from the COVID-19 pandemic.

North America and Oceania



Canada remained the fourth leading sender of international students to the United States. A three percent increase in the number of students from Canada resulted in 27,876 students enrolled in 2022/23. Growth varied by academic level, with the number of Canadian undergraduates increasing by 0.4 percent and graduate students increasing by three percent.

Many U.S. students travel to Canada for traditional credit-bearing study abroad and non-credit experiential activities. In 2021/22, Canada was among the leading destinations for U.S. students participating in non-credit work, internship, volunteer, or research experience with 793 students. Another 673 students participated in credit-bearing study abroad,

bringing the total of students from U.S. higher education institutions who participated in study abroad to Canada to almost 1,500.

Within Oceania, Australia and New Zealand continued to be the largest senders of international students to the United States. The United States hosted 6,782 students from Oceania in 2022/23, 91 percent of whom were from Australia (66 percent) or New Zealand (24 percent).

Prior to the COVID-19 pandemic, Australia and New Zealand were consistently popular destinations for U.S. study abroad students. In 2018/19, Australia was the 5th leading destination for study abroad, and the two countries together accounted for 5 percent of all U.S. study abroad. Due to COVID-19 border and travel restrictions, only one percent of study abroad, or 1,085 students, studied abroad in Australia and New Zealand in 2021/22. Additionally, 4,245 U.S. students pursued a full degree in Australia or New Zealand, a consistent total from the previous year. (*Project Atlas*, 2023).

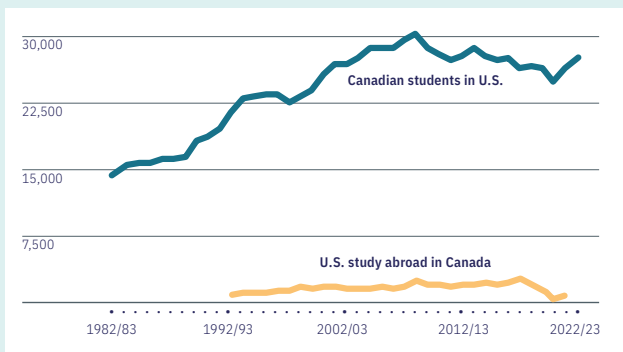


FIGURE 30 Student mobility between the United States and Canada, 1982/83 – 2022/23

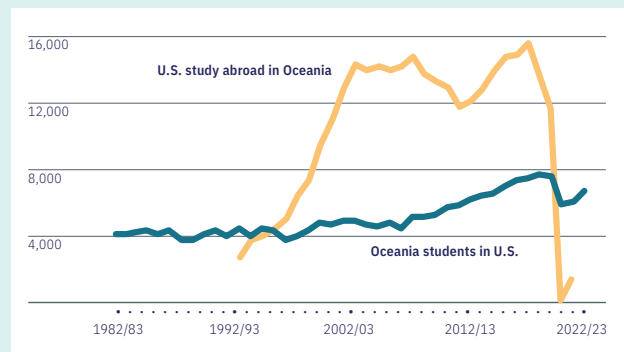


FIGURE 31 Student mobility between the United States and Oceania, 1982/83 – 2022/23

International Students

INTERNATIONAL STUDENT TOTALS

- 1.1 International Student and U.S. Higher Education Enrollment, 1948/49 – 2022/23 37
 - 1.2 New International Student Enrollment, 2013/14 – 2022/23 39
-

ACADEMIC LEVELS AND STUDENT CHARACTERISTICS

- 1.3 International Students by Detailed Academic Level, 2021/22 & 2022/23 39
 - 1.4 International Students by Academic Level, 1982/83 – 2022/23 40
 - 1.5 Personal Characteristics of International Students, Selected Years, 1982/83 – 2022/23 41
 - 1.6 Number of International Students by Field of Study and Academic Level, 2021/22 & 2022/23 41
 - 1.7 Percent of International Students by Field of Study and Academic Level, 2022/23 43
 - 1.8 International Students' Fields of Study by Institutional Type, 2022/23 43
 - 1.9 International Students' Fields of Study for Selected Places of Origin, 2022/23 44
-

PLACES OF ORIGIN

- 1.10 International Students by World Region, 2021/22 & 2022/23 45
- 1.11 Top 25 Places of Origin of International Students, 2021/22 & 2022/23 45
- 1.12 Top 25 Places of Origin of International Students by Academic Level, 2021/22 & 2022/23 46
- 1.13 Leading Place of Origin of International Students, 1949/50 – 2022/23 46
- 1.14 International Students by Place of Origin, 2021/22 & 2022/23 48
- 1.15 International Students by Place of Origin and Academic Level, 2021/22 & 2022/23 51

(cont'd)

U.S. DESTINATIONS

1.16 International Students by U.S. State or Territory and Region, 2013/14 – 2022/23	59
1.17 International Students as a Share of Total Higher Education Enrollment, Top 20 States or Territories, 2022/23	60
1.18 Top 5 Places of Origin for the Top 20 U.S. States Hosting International Students, 2022/23	61
1.19 Top 50 Metropolitan Areas Hosting International Students, 2021/22 & 2022/23	62
1.20 Top 20 Metropolitan Areas Hosting International Students, 2013/14 – 2022/23	63
1.21 Top 10 Places of Origin for the Top 15 Metropolitan Areas Hosting International Students, 2022/23	64

INSTITUTIONAL CHARACTERISTICS

1.22 International Students by Academic Level, Sector and Size of Institution, 2022/23	66
1.23 International Students by Institutional Type and Academic Level, 2022/23	66
1.24 International Students by Institutional Type, 2021/22 & 2022/23	67
1.25 Top 25 Places of Origin of International Students by Institutional Type, 2022/23	68

ECONOMIC CONTRIBUTIONS

1.26 Higher Education Receipts for Selected Places of Origin, 2013 – 2022	69
1.27 Financial Contribution of International Students to U.S. States and Territories, 2022/23	69
1.28 International Students' Primary Source of Funding by Academic Level, 2022/23	70
1.29 International Students' Primary Source of Funding by Institutional Type, 2022/23	70

INSTITUTIONAL RANKINGS

1.30 Leading Institutions Hosting International Students, 2021/22 & 2022/23	71
1.31 Institutions Hosting 1,000 or More International Students, 2022/23	72

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

1.1 INTERNATIONAL STUDENT AND U.S. HIGHER EDUCATION ENROLLMENT, 1948/49 – 2022/23

	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 – 2022/23 (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
2022/23	858,395	198,793	1,057,188	11.5	18,961,280	5.6

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

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

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

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

1.2 NEW INTERNATIONAL STUDENT ENROLLMENT, 2013/14 – 2022/23

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	% change from 2021/22
Undergraduate	109,486	112,765	119,262	115,841	108,539	106,881	104,907	69,183	90,642	95,681	5.6
Graduate	108,519	121,637	126,516	124,888	117,960	119,828	120,332	66,082	146,526	168,920	15.3
Non-degree	52,123	59,364	54,965	50,107	45,239	42,674	42,473	10,263	24,793	33,922	36.8
TOTAL	270,128	293,766	300,743	290,836	271,738	269,383	267,712	145,528	261,961	298,523	14.0

1.3 INTERNATIONAL STUDENTS BY DETAILED ACADEMIC LEVEL, 2021/22 & 2022/23

	2021/22		2022/23		% change
	N	%	N	%	
TOTAL UNDERGRADUATE	344,532	36.3	347,602	32.9	0.9
Associate's	40,512	4.3	42,547	4.0	5.0
Bachelor's	304,020	32.1	305,055	28.9	0.3
Freshman	58,724	6.2	64,575	6.1	10.0
Sophomore	47,779	5.0	54,892	5.2	14.9
Junior	61,857	6.5	56,299	5.3	-9.0
Senior	83,498	8.8	81,086	7.7	-2.9
Bachelor's, unspecified	52,162	5.5	48,203	4.6	-7.6
TOTAL GRADUATE	385,097	40.6	467,027	44.2	21.3
Master's	215,076	22.7	294,923	27.9	37.1
Doctoral	135,530	14.3	141,301	13.4	4.3
Professional	13,582	1.4	17,926	1.7	32.0
Graduate, unspecified	20,909	2.2	12,877	1.2	-38.4
TOTAL NON-DEGREE	34,131	3.6	43,766	4.1	28.2
Non-degree, Intensive English	7,737	0.8	10,801	1.0	39.6
Non-degree, other	26,394	2.8	32,965	3.1	24.9
TOTAL ENROLLED STUDENTS	763,760	80.5	858,395	81.2	12.4
TOTAL OPTIONAL PRACTICAL TRAINING (OPT)	184,759	19.5	198,793	18.8	7.6
Post-Completion OPT	*	*	127,573	12.1	—
STEM OPT	*	*	71,220	6.7	—
TOTAL INTERNATIONAL STUDENTS	948,519	100.0	1,057,188	100.0	11.5

*Starting in 2022/23, Post Completion OPT and STEM OPT students were reported separately.
Note: Percent distributions may not sum to 100.0 because of rounding.

1.4 INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 1982/83 – 2022/23

	TOTAL	Undergraduate		Graduate		Non-degree		Optional Practical Training	
		N	%	N	%	N	%	N	%
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
2022/23	1,057,188	347,602	32.6	467,027	44.2	43,766	4.1	198,793	18.8

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

1.5 PERSONAL CHARACTERISTICS OF INTERNATIONAL STUDENTS, SELECTED YEARS, 1982/83 – 2022/23

	Total	Academic level (%)				Gender (%)			Marital status (%)		Visa (%)		
		Undergraduate	Graduate	Non-degree	OPT	Female	Male	Nonbinary*	Single	Married	F visa	J visa	Other
1982/83	336,985	60.2	32.7	6.0	1.1	29.1	70.9	—	80.1	19.9	84.0	7.2	8.8
1987/88	356,187	49.6	43.9	5.2	1.3	32.3	67.7	—	79.8	20.2	79.4	12.1	8.5
1992/93	438,618	47.9	44.1	5.5	2.5	37.0	63.0	—	82.5	17.5	85.5	8.5	6.0
1997/98	481,280	46.4	43.1	7.0	3.4	41.9	58.1	—	83.6	16.4	86.8	6.7	6.5
2002/03	586,323	44.4	45.7	5.2	4.7	43.8	56.2	—	85.0	15.0	86.0	4.9	9.1
2007/08	623,805	39.0	44.4	7.5	9.1	44.7	55.3	—	87.2	12.8	88.6	5.1	6.3
2012/13	819,644	41.5	38.0	9.0	11.6	44.4	55.6	—	90.8	9.2	91.2	5.2	4.4
2017/18	1,094,792	40.4	35.0	6.0	18.6	43.6	56.4	—	91.3	8.7	92.8	4.1	3.0
2022/23	1,057,188	32.9	44.2	4.1	18.8	44.8	55.1	0.0	91.4	8.6	93.6	3.3	3.1

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, 2021/22 & 2022/23

	2021/22 total	2022/23 total	% change	Academic level (2022/23)			
				Undergraduate	Graduate	Non-degree	OPT
Agriculture	12,725	13,461	5.8	3,685	7,100	195	2,481
Agriculture	7,546	7,868	4.3	2,051	4,460	122	1,235
Natural resources and conservation	5,179	5,593	8.0	1,634	2,640	73	1,246
Business and management	147,293	157,281	6.8	62,978	60,259	5,677	28,367
Communications and journalism	19,702	21,990	11.6	10,219	7,669	324	3,778
Communication, journalism	16,771	18,059	7.7	8,495	6,207	316	3,041
Communications technologies/technicians	2,931	3,931	34.1	1,724	1,462	8	737
Education	15,272	15,897	4.1	3,241	10,444	283	1,929
Engineering	188,194	202,801	7.8	42,997	105,585	2,647	51,572
Construction trades	140	248	77.1	164	41	11	32
Engineering	173,718	183,048	5.4	37,037	96,523	1,649	47,839
Engineering technologies/technicians	11,261	16,132	43.3	3,352	8,540	716	3,524
Mechanic and repair technologies/technicians	353	361	2.3	301	1	13	46
Military technologies	133	295	121.8	54	207	28	6
Precision production	50	43	-14.0	37	2	0	4
Transportation and materials moving	2,539	2,674	5.3	2,052	271	230	121
Fine and applied arts	51,136	51,689	1.1	24,781	17,405	1,402	8,101
Architecture	12,395	13,242	6.8	4,013	5,489	148	3,592
Visual and performing arts	38,741	38,447	-0.8	20,768	11,916	1,254	4,509
Health professions	32,052	34,856	8.7	9,997	19,127	832	4,900
Health professions	31,379	33,785	7.7	9,675	18,541	748	4,821
Residency programs	673	1,071	59.1	322	586	84	79

(cont'd)

1.6 NUMBER OF INTERNATIONAL STUDENTS BY FIELD OF STUDY AND ACADEMIC LEVEL, 2021/22 & 2022/23 (cont'd)

	2021/22 total	2022/23 total	% change	Academic level (2022/23)			
				Undergraduate	Graduate	Non-degree	OPT
Humanities	15,204	15,783	3.8	3,990	9,939	731	1,123
English language and literature/letters	3,816	4,116	7.9	1,461	1,944	426	285
Foreign languages, literatures, and linguistics	6,343	6,416	1.2	1,138	4,604	175	499
Philosophy and religious studies	2,838	3,146	10.9	1,268	1,613	42	223
Theology and religious vocations	2,207	2,105	-4.6	123	1,778	88	116
Intensive English	7,358	10,404	41.4	809	35	9,495	65
Legal studies and law enforcement	13,793	16,096	16.7	1,969	9,326	521	4,280
Homeland security, law enforcement, and firefighting	1,853	2,084	12.5	1,363	536	44	141
Legal professions and studies	11,940	14,012	17.4	606	8,790	477	4,139
Math and computer science	200,301	240,230	19.9	56,555	124,054	1,446	58,175
Computer and information sciences	157,896	196,727	24.6	42,525	104,095	1,314	48,793
Mathematics and statistics	42,405	43,503	2.6	14,030	19,959	132	9,382
Physical and life sciences	78,712	84,830	7.8	24,933	43,732	715	15,450
Biological and biomedical sciences	45,214	49,993	10.6	17,015	23,322	369	9,287
Physical sciences	32,917	34,126	3.7	7,513	20,195	329	6,089
Science technologies/technicians	581	711	22.4	405	215	17	74
Social sciences	78,770	85,998	9.2	39,634	33,622	1,475	11,267
Area, ethnic, cultural, and gender studies	2,373	2,492	5.0	813	1,277	174	228
History	2,428	2,551	5.1	909	1,394	86	162
Psychology	16,832	18,474	9.8	10,783	5,343	207	2,141
Public administration and social service professions	6,780	8,483	25.1	1,029	6,298	100	1,056
Social sciences	50,357	53,998	7.2	26,100	19,310	908	7,680
Other fields of study	70,948	87,962	24.0	47,261	18,187	15,261	7,253
Basic skills	1,581	3,076	94.6	1,084	102	1,695	195
Family and consumer sciences/human sciences	2,329	2,250	-3.4	1,181	764	53	252
Liberal arts and sciences/general studies	37,228	43,067	15.7	29,605	1,028	11,195	1,239
Library science	212	103	-51.4	11	75	4	13
Multi/interdisciplinary studies	22,932	32,496	41.7	10,818	14,518	2,187	4,973
Parks, recreation, leisure, and fitness studies	6,095	6,287	3.2	4,125	1,550	98	514
Personal and culinary services	544	646	18.8	424	132	24	66
Reserve Officer Training Corps	27	37	37.0	13	18	5	1
Undeclared	17,059	17,910	5.0	14,553	543	2,762	52
TOTAL	948,519	1,057,188	11.5	347,602	467,027	43,766	198,793

1.7 PERCENT OF INTERNATIONAL STUDENTS BY FIELD OF STUDY AND ACADEMIC LEVEL, 2022/23

	All academic levels	Academic level (%)			
		Undergraduate	Graduate	Non-degree	OPT
Science, technology, engineering, and math	54.5	39.7	64.2	13.3	66.7
<i>Math and computer science</i>	22.7	16.3	26.6	3.3	29.3
<i>Engineering</i>	19.2	12.4	22.6	6.0	25.9
<i>Physical and life sciences</i>	8.0	7.2	9.4	1.6	7.8
<i>Health professions</i>	3.3	2.9	4.1	1.9	2.5
<i>Agriculture</i>	1.3	1.1	1.5	0.4	1.2
Business and management	14.9	18.1	12.9	13.0	14.3
Social sciences	8.1	11.4	7.2	3.4	5.7
Fine and applied arts	4.9	7.1	3.7	3.2	4.1
Communications and journalism	2.1	2.9	1.6	0.7	1.9
Education	1.5	0.9	2.2	0.6	1.0
Humanities	1.5	1.1	2.1	1.7	0.6
Legal studies and law enforcement	1.5	0.6	2.0	1.2	2.2
Intensive English	1.0	0.2	0.0	21.7	0.0
Other fields of study	8.3	13.6	3.9	34.9	3.6
Undeclared	1.7	4.2	0.1	6.3	0.0

Read table as: "16.3 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, 2022/23

	Doctoral universities (%)	Master's colleges & universities (%)	Baccalaureate colleges (%)	Associate's colleges (%)	Special focus institutions (%)
Agriculture	1.5	0.4	1.1	0.4	0.2
Business and management	14.2	19.9	14.7	19.0	11.2
Communications and journalism	1.9	4.0	1.7	1.6	3.2
Education	1.5	1.9	1.6	1.1	0.2
Engineering	21.2	14.9	4.6	6.6	0.9
Fine and applied arts	3.8	8.5	3.9	4.6	44.1
Health professions	3.0	3.3	1.4	7.1	15.9
Humanities	1.5	1.1	3.3	0.8	3.8
Intensive English	0.7	1.1	0.2	4.8	0.0
Legal studies and law enforcement	1.7	0.7	0.6	0.9	0.7
Math and computer science	23.2	28.7	16.2	12.1	2.2
Physical and life sciences	8.7	3.2	8.9	4.8	14.5
Social sciences	8.7	3.7	17.1	4.2	1.7
Other fields of study	7.2	7.7	13.5	30.0	1.2
Undeclared	1.4	1.0	11.2	2.0	0.2
TOTAL INTERNATIONAL STUDENTS	819,036	128,514	36,489	52,622	20,527

Read table as: "Of the 819,036 international students enrolled at doctoral institutions, 23.2 percent pursued math and computer science as their major field of study."

1.9 INTERNATIONAL STUDENTS' FIELDS OF STUDY FOR SELECTED PLACES OF ORIGIN, 2022/23

	TOTAL STUDENTS	% of students											
		Business/ management	Education	Engineering*	Fine/ applied arts	Health professions*	Humanities	Intensive English	Math/ computer science*	Physical/life sciences*	Social sciences	Other fields of study	Undeclared
Bangladesh	13,563	8.0	1.0	35.6	1.5	2.9	1.0	0.7	21.0	15.6	5.8	5.7	1.0
Brazil	16,025	21.1	1.7	13.5	6.9	2.9	3.0	1.5	7.5	10.2	11.5	18.2	2.2
Canada	27,876	16.6	4.6	8.4	7.4	12.3	2.9	0.0	8.3	10.1	11.2	14.9	3.2
China	289,526	13.4	2.0	16.8	5.8	1.5	1.2	0.5	23.2	9.8	11.2	11.8	2.8
Colombia	9,096	17.7	2.3	16.9	7.2	2.5	3.8	4.7	6.6	10.4	10.4	15.9	1.6
France	8,552	23.7	1.0	14.1	5.1	1.3	5.7	1.5	7.3	5.8	9.7	19.8	5.1
Germany	9,751	22.0	1.3	9.4	3.4	1.6	4.5	1.2	5.2	7.2	12.8	27.3	3.9
Hong Kong	5,867	15.3	2.1	8.4	10.9	3.0	3.4	0.2	13.6	8.4	13.7	17.2	3.9
India	268,923	11.6	0.3	26.9	1.6	2.5	0.4	0.1	41.2	5.6	2.5	6.7	0.7
Indonesia	8,467	25.4	2.1	15.7	5.0	2.4	1.7	0.3	12.8	7.5	10.6	14.2	2.3
Iran	10,812	4.7	1.6	47.2	5.8	2.5	1.6	0.3	13.5	12.9	4.0	5.7	0.3
Italy	6,274	22.1	0.9	12.9	5.0	2.0	6.3	0.7	7.9	9.0	12.9	17.6	2.7
Japan	16,054	22.0	1.9	5.4	5.6	2.4	3.5	10.3	7.1	5.2	11.2	21.3	4.2
Kuwait	5,427	15.8	1.0	44.5	3.1	3.2	1.2	8.2	3.4	6.3	5.4	6.5	1.4
Mexico	14,541	19.5	2.5	16.1	7.7	3.5	3.3	2.1	7.1	11.4	10.0	14.2	2.7
Nepal	15,090	9.8	0.7	16.2	1.4	6.6	0.6	1.7	29.4	17.6	5.0	9.8	1.3
Nigeria	17,640	11.9	2.0	18.6	1.9	11.2	2.7	0.1	14.7	16.5	7.4	12.0	0.9
Pakistan	10,164	14.7	2.0	21.9	2.0	3.5	1.9	0.5	19.6	10.4	10.2	10.9	2.6
Saudi Arabia	15,989	13.0	3.5	28.9	2.6	9.4	1.6	3.6	12.3	6.9	5.3	11.7	1.1
South Korea	43,847	12.0	2.2	16.6	10.1	4.9	2.4	1.5	13.8	8.2	11.3	13.7	3.2
Spain	8,548	22.7	1.3	18.0	4.8	1.7	6.6	0.4	7.4	7.5	7.7	18.7	3.2
Taiwan	21,834	16.6	1.5	21.2	7.2	3.2	1.1	1.2	18.4	10.4	6.0	11.3	1.8
Turkey/Türkiye	8,657	10.7	2.7	25.9	5.8	1.3	2.8	1.0	14.2	9.2	13.6	10.3	2.4
United Kingdom	10,659	18.3	1.8	8.5	5.8	3.1	4.8	0.0	8.2	9.0	15.0	21.0	4.2
Vietnam	21,900	24.7	1.1	11.8	4.1	4.7	2.2	1.6	21.5	9.6	5.9	10.3	2.8

*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, 2021/22 & 2022/23

	2021/22		2022/23		% change
	N	%	N	%	
Africa, Sub-Saharan	42,518	4.5	50,199	4.7	18.1
Asia	658,669	69.4	748,165	70.8	13.6
Europe	83,240	8.8	89,906	8.5	8.0
Latin America and Caribbean	77,969	8.2	81,945	7.8	5.1
Middle East and North Africa	53,104	5.6	52,295	4.9	-1.5
North America	27,013	2.8	27,876	2.6	3.2
Oceania	5,994	0.6	6,782	0.6	13.1
Stateless	12	0.0	20	0.0	*
WORLD TOTAL	948,519	100.0	1,057,188	100.0	11.5

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

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

1.11 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS, 2021/22 & 2022/23

	2021/22	2022/23	% of total	% change
WORLD TOTAL	948,519	1,057,188	100.0	11.5
1 China	290,086	289,526	27.4	-0.2
2 India	199,182	268,923	25.4	35.0
3 South Korea	40,755	43,847	4.1	7.6
4 Canada	27,013	27,876	2.6	3.2
5 Vietnam	20,713	21,900	2.1	5.7
6 Taiwan	20,487	21,834	2.1	6.6
7 Nigeria	14,438	17,640	1.7	22.2
8 Japan	13,449	16,054	1.5	19.4
9 Brazil	14,897	16,025	1.5	7.6
10 Saudi Arabia	18,206	15,989	1.5	-12.2
11 Nepal	11,799	15,090	1.4	27.9
12 Mexico	14,500	14,541	1.4	0.3
13 Bangladesh	10,597	13,563	1.3	28.0
14 Iran	9,295	10,812	1.0	16.3
15 United Kingdom	10,292	10,659	1.0	3.6
16 Pakistan	8,772	10,164	1.0	15.9
17 Germany	8,550	9,751	0.9	14.0
18 Colombia	8,077	9,096	0.9	12.6
19 Turkey/Türkiye	8,467	8,657	0.8	2.2
20 France	7,751	8,552	0.8	10.3
21 Spain	8,165	8,548	0.8	4.7
22 Indonesia	8,003	8,467	0.8	5.8
23 Ghana	4,916	6,468	0.6	31.6
24 Italy	5,695	6,274	0.6	10.2
25 Hong Kong	5,848	5,867	0.6	0.3

1.12 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY ACADEMIC LEVEL, 2021/22 & 2022/23

UNDERGRADUATE				GRADUATE					
	2021/22	2022/23	% change		2021/22	2022/23	% change		
1	China	109,492	100,349	-8.4	1	India	102,024	165,936	62.6
2	India	27,545	31,954	16.0	2	China	123,182	126,028	2.3
3	South Korea	18,262	19,306	5.7	3	South Korea	14,915	15,305	2.6
4	Vietnam	13,947	14,295	2.5	4	Canada	10,338	10,669	3.2
5	Canada	13,004	13,051	0.4	5	Taiwan	9,008	9,985	10.8
6	Brazil	7,345	7,860	7.0	6	Nigeria	7,212	9,555	32.5
7	Saudi Arabia	8,649	7,507	-13.2	7	Bangladesh	7,452	9,196	23.4
8	Mexico	7,738	7,254	-6.3	8	Iran	7,025	8,405	19.6
9	Japan	7,008	7,191	2.6	9	Saudi Arabia	6,717	6,146	-8.5
10	Nepal	4,518	6,288	39.2	10	Nepal	4,576	5,542	21.1
11	Taiwan	6,093	5,859	-3.8	11	Brazil	4,752	4,908	3.3
12	United Kingdom	4,865	4,810	-1.1	12	Mexico	4,412	4,566	3.5
13	Nigeria	4,529	4,804	6.1	13	Pakistan	3,635	4,531	24.6
14	Indonesia	4,507	4,387	-2.7	14	Ghana	2,984	4,140	38.7
15	Kuwait	4,037	3,616	-10.4	15	Turkey/Türkiye	3,937	4,006	1.8
16	Pakistan	3,241	3,601	11.1	16	Colombia	3,514	3,844	9.4
17	Spain	3,339	3,575	7.1	17	Vietnam	3,596	3,768	4.8
18	Colombia	2,827	3,175	12.3	18	Japan	3,290	3,516	6.9
19	Germany	2,839	3,053	7.5	19	United Kingdom	2,799	2,825	0.9
20	Hong Kong	3,293	3,021	-8.3	20	Germany	2,563	2,687	4.8
21	Turkey/Türkiye	2,866	2,780	-3.0	21	Italy	2,382	2,430	2.0
22	Malaysia	2,670	2,667	-0.1	22	France	2,288	2,330	1.8
23	France	2,471	2,544	3.0	23	Indonesia	1,831	2,237	22.2
24	Bangladesh	1,659	2,503	50.9	24	Spain	2,156	2,103	-2.5
25	Venezuela	3,203	2,471	-22.9	25	Egypt	1,919	2,082	8.5

1.13 LEADING PLACE OF ORIGIN OF INTERNATIONAL STUDENTS, 1949/50 – 2022/23

	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		2021/22	2022/23	% change		OPT	2021/22	2022/23	% change	
1	China	6,213	8,016	29.0		1	India	68,188	69,062	1.3
2	Japan	2,017	3,926	94.6		2	China	51,199	55,133	7.7
3	Germany	2,464	3,115	26.4		3	South Korea	6,023	6,646	10.3
4	South Korea	1,555	2,590	66.6		4	Taiwan	4,773	5,139	7.7
5	France	1,817	2,247	23.7		5	Canada	3,199	3,696	15.5
6	India	1,425	1,971	38.3		6	Vietnam	2,741	3,276	19.5
7	Spain	1,691	1,650	-2.4		7	Nepal	2,597	3,171	22.1
8	United Kingdom	1,405	1,553	10.5		8	Nigeria	2,413	2,825	17.1
9	Taiwan	613	851	38.8		9	Brazil	2,172	2,564	18.0
10	Mexico	651	845	29.8		10	Mexico	1,699	1,876	10.4
11	Saudi Arabia	1,244	833	-33.0		11	Iran	1,807	1,875	3.8
12	Brazil	628	693	10.4		12	Pakistan	1,603	1,825	13.8
13	Colombia	514	657	27.8		13	Bangladesh	1,377	1,699	23.4
14	Netherlands	378	652	72.5		14	Turkey/Türkiye	1,417	1,629	15.0
15	Denmark	390	641	64.4		15	Indonesia	1,370	1,602	16.9
16	Italy	436	622	42.7		16	Saudi Arabia	1,596	1,503	-5.8
17	Australia	138	600	334.8		17	United Kingdom	1,223	1,471	20.3
18	Vietnam	429	561	30.8		18	France	1,175	1,431	21.8
19	Kuwait	705	550	-22.0		19	Japan	1,134	1,421	25.3
20	Norway	250	537	114.8		20	Colombia	1,222	1,420	16.2
21	Sweden	256	470	83.6		20	Spain	979	1,220	24.6
22	Canada	472	460	-2.5		22	Malaysia	1,186	1,216	2.5
23	Nigeria	284	456	60.6		23	Hong Kong	884	1,064	20.4
24	Singapore	73	394	439.7		24	Italy	839	1,019	21.5
25	Ireland	251	323	28.7		25	Ghana	814	954	17.2

(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	2022/23	China	289,526	27.4
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, 2021/22 & 2022/23

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
AFRICA, SUB-SAHARAN	42,518	50,199	4.7	8.9	Cabo Verde	44	47		6.8
East Africa	10,157	11,312	1.1	11.4	Côte d'Ivoire	1,034	1,072		3.7
Burundi	157	194		23.6	Gambia, The	231	286		23.8
Djibouti	6	10		66.7	Ghana	4,916	6,468		31.6
Eritrea	77	73		-5.2	Guinea	76	96		26.3
Ethiopia	2,680	3,006		12.2	Guinea-Bissau	8	12		50.0
Kenya	3,799	4,059		6.8	Liberia	269	276		2.6
Rwanda	1,226	1,372		11.9	Mali	254	254		0.0
Seychelles	6	18		200.0	Mauritania	53	41		-22.6
Somalia	92	120		30.4	Niger	246	332		35.0
South Sudan	100	87		-13.0	Nigeria	14,438	17,640		22.2
Sudan	360	381		5.8	Saint Helena	2	1		-50.0
Tanzania	749	904		20.7	Senegal	445	490		10.1
Uganda	905	1,088		20.2	Sierra Leone	197	280		42.1
Central Africa	2,871	3,494	0.3	21.7	Togo	193	198		2.6
Cameroon	927	1,086		17.2	West Africa, Unspecified	0	0		0.0
Central African Republic	11	11		0.0	ASIA	658,669	748,165	70.8	13.6
Chad	61	67		9.8	East Asia	372,378	378,979	35.8	1.8
Congo, Republic of the (Brazzaville)	190	199		4.7	China	290,086	289,526		-0.2
Congo, Dem. Rep. of the (Kinshasa)	1,266	1,660		31.1	Hong Kong	5,848	5,867		0.3
Equatorial Guinea	186	234		25.8	Japan	13,449	16,054		19.4
Gabon	229	236		3.1	Macau	394	360		-8.6
São Tomé & Príncipe	1	1		0.0	Mongolia	1,355	1,488		9.8
Southern Africa	6,516	7,282	0.7	11.8	North Korea	4	3		-25.0
Angola	541	553		2.2	South Korea	40,755	43,847		7.6
Botswana	231	256		10.8	Taiwan	20,487	21,834		6.6
Comoros	21	23		9.5	South and Central Asia	237,500	316,446	29.9	33.2
Eswatini	169	181		7.1	Afghanistan	420	682		62.4
Lesotho	70	70		0.0	Bangladesh	10,597	13,563		28.0
Madagascar	209	226		8.1	Bhutan	143	188		31.5
Malawi	342	373		9.1	India	199,182	268,923		35.0
Mauritius	281	292		3.9	Kazakhstan	2,121	2,440		15.0
Mozambique	145	147		1.4	Kyrgyzstan	478	705		47.5
Namibia	107	94		-12.1	Maldives	23	27		17.4
Reunion	6	10		66.7	Nepal	11,799	15,090		27.9
South Africa	2,375	2,713		14.2	Pakistan	8,772	10,164		15.9
Zambia	512	555		8.4	Sri Lanka	2,928	3,106		6.1
Zimbabwe	1,507	1,789		18.7	Tajikistan	183	170		-7.1
West Africa	22,974	28,111	2.7	22.4	Turkmenistan	223	299		34.1
Benin	201	2461		22.4	Uzbekistan	631	1,089		72.6
Burkina Faso	367	372		1.4	Southeast Asia	48,791	52,740	5.0	8.1
					Brunei	42	41		-2.4

(cont'd)

(cont'd)

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
Burma	1,909	2,483		30.1	Monaco	19	14		-26.3
Cambodia	875	1,060		21.1	Montenegro	121	132		9.1
Indonesia	8,003	8,467		5.8	Netherlands	2,172	2,751		26.7
Laos	101	107		5.9	North Macedonia	218	209		-4.1
Malaysia	4,933	4,973		0.8	Norway	1,633	1,926		17.9
Philippines	3,278	3,818		16.5	Poland	1,458	1,585		8.7
Singapore	3,901	4,484		14.9	Portugal	1,030	1,045		1.5
Thailand	5,007	5,376		7.4	Romania	872	876		0.5
Timor-Leste	29	31		6.9	Russia	4,802	4,913		2.3
Vietnam	20,713	21,900		5.7	San Marino	3	4		33.3
EUROPE	83,240	89,906	8.5	8.0	Serbia	898	863		-3.9
Albania	1,026	1,087		5.9	Slovakia	305	296		-3.0
Andorra	18	20		11.1	Slovenia	201	212		5.5
Armenia	366	457		24.9	Spain	8,165	8,548		4.7
Austria	977	1,054		7.9	Sweden	2,352	2,732		16.2
Azerbaijan	728	901		23.8	Switzerland	1,301	1,434		10.2
Belarus	357	382		7.0	Turkey/Türkiye	8,467	8,657		2.2
Belgium	988	1,044		5.7	Ukraine	1,835	2,072		12.9
Bosnia and Herzegovina	257	236		-8.2	United Kingdom	10,292	10,659		3.6
Bulgaria	532	546		2.6	Europe, Unspecified	4	0		-100.0
Croatia	392	408		4.1	LATIN AMERICA	77,969	81,945	7.8	5.1
Cyprus	413	413		0.0	& CARIBBEAN				
Czech Republic	732	787		7.5	Caribbean	10,789	11,692	1.1	8.4
Denmark	1,091	1,393		27.7	Anguilla	18	15		-16.7
Estonia	178	197		10.7	Antigua and Barbuda	159	168		5.7
Finland	480	517		7.7	Aruba	65	58		-10.8
France	7,751	8,552		10.3	Bahamas	2,387	2,606		9.2
Georgia	662	832		25.7	Barbados	269	287		6.7
Germany	8,550	9,751		14.0	Bermuda	235	228		-3.0
Gibraltar	12	5		-58.3	British Virgin Islands	35	82		134.3
Greece	2,407	2,539		5.5	Cayman Islands	111	145		30.6
Holy See	2	0		-100.0	Cuba	114	113		-0.9
Hungary	705	712		1.0	Curacao	76	54		-28.9
Iceland	411	367		-10.7	Dominica	514	459		-10.7
Ireland	1,295	1,441		11.3	Dominican Republic	1,300	1,514		16.5
Italy	5,695	6,274		10.2	Grenada	118	129		9.3
Kosovo	157	160		1.9	Guadeloupe	2	25		1,150.0
Latvia	291	251		-13.7	Haiti	1,015	1,015		0.0
Liechtenstein	7	7		0.0	Jamaica	2,651	2,928		10.4
Lithuania	314	323		2.9	Martinique	4	5		25.0
Luxembourg	89	89		0.0	Montserrat	3	4		33.3
Malta	62	82		32.3	Saint Kitts and Nevis	184	186		1.1
Moldova	147	151		2.7	Saint Lucia	164	201		22.6

(cont'd)

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
Saint Vincent and the Grenadines	74	93		25.7	Oman	2,077		-5.7	-9.5
Sint Maarten	88	88		-11.1	Palestinian Territories	457		-5.8	14.4
Trinidad and Tobago	1,160	1,248		7.6	Qatar	404		-19.2	-11.0
Turks and Caicos	40	36		-10.0	Saudi Arabia	15,989		-12.2	-17.0
Caribbean, Unspecified	3	3		0.0	Syria	402		4.4	-9.4
Mexico and Central America	23,525	23,778	2.2	1.1	United Arab Emirates	1,502		-7.2	-6.9
Belize	388	370		-4.6	Yemen	305		0.0	4.1
Costa Rica	1,315	1,357		3.2	North Africa	7,281	0.7	7.2	8.1
El Salvador	1,445	1,309		-9.4	Algeria	302		12.7	22.4
Guatemala	1,228	1,289		5.0	Egypt	4,247		7.1	8.0
Honduras	2,186	2,227		1.9	Libya	449		-4.9	-16.2
Mexico	14,500	14,541		0.3	Morocco	1,603		9.3	13.3
Nicaragua	553	598		8.1	Tunisia	680		10.2	15.5
Panama	1,910	2,087		9.3	NORTH AMERICA	27,013	27,876	2.6	3.2
South America	43,655	46,475	4.4	6.5	Canada	27,013	27,876		3.2
Argentina	2,718	2,979		9.6	OCEANIA	5,994	6,782	0.6	13.1
Bolivia	1,285	1,332		3.7	Australia	3,892	4,504		15.7
Brazil	14,897	16,025		7.6	Cook Islands	4	2		-50.0
Chile	2,750	3,007		9.3	Fiji	85	134		57.6
Colombia	8,077	9,096		12.6	French Polynesia	39	56		43.6
Ecuador	2,781	3,090		11.1	Kiribati	28	42		50.0
Falkland Islands/ Islas Malvinas	1	0		-100.0	Marshall Islands, Republic of the	14	3		-78.6
French Guiana	3	13		333.3	Micronesia, Federated States of	51	33		-35.3
Guyana	326	380		16.6	Nauru	3	3		0.0
Paraguay	714	732		2.5	New Caledonia	2	2		0.0
Peru	4,335	5,170		19.3	New Zealand	1,539	1,651		7.3
Suriname	37	43		16.2	Niue	0	1		-
Uruguay	414	398		-3.9	Norfolk Island	0	0		0.0
Venezuela	5,317	4,210		-20.8	Palau	19	13		-31.6
MIDDLE EAST & NORTH AFRICA	53,104	52,295	4.9	-1.5	Papua New Guinea	92	104		13.0
Middle East	46,314	45,014	4.3	-2.8	Samoa	72	66		-8.3
Bahrain	387	371		-4.1	Solomon Islands	14	10		-28.6
Iran	9,295	10,812		16.3	Tonga	119	147		23.5
Iraq	597	544		-8.9	Tuvalu	1	3		200.0
Israel	2,027	2,019		-0.4	Vanuatu	11	8		-27.3
Jordan	2,426	2,608		7.5	Wallis and Futuna	9	0		-100.0
Kuwait	5,923	5,427		-8.4	STATELESS	12	20	0.0	66.7
Lebanon	1,958	2,097		7.1	WORLD TOTAL	948,519	1,057,188	100.0	11.5

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

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2021/22 & 2022/23

	TOTAL	UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING									
		2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change								
AFRICA, SUB-SAHARAN	50,199	18,105	19,790	39.4	9.3	16,772	21,237	42.3	26.6	1,121	1,631	3.2	45.5	6,520	7,541	15.0	15.7
East Africa	11,312	5,416	5,857	51.8	8.1	3,045	3,556	31.4	16.8	218	219	1.9	0.5	1,478	1,680	14.9	13.7
Burundi	194	104	140	72.2	34.6	30	35	18.0	16.7	6	7	3.6	16.7	17	12	6.2	-29.4
Djibouti	10	1	5	50.0	400.0	4	5	50.0	25.0	1	0	0.0	-100.0	0	0	0.0	0.0
Eritrea	73	30	29	39.7	-3.3	43	37	50.7	-14.0	3	1	1.4	-66.7	1	6	8.2	500.0
Ethiopia	3,006	1,705	1,919	63.8	12.6	609	633	21.1	3.9	60	69	2.3	15.0	306	385	12.8	25.8
Kenya	4,059	1,954	1,953	48.1	-0.1	1,202	1,409	34.7	17.2	60	53	1.3	-11.7	583	644	15.9	10.5
Rwanda	1,372	694	695	50.7	0.1	281	404	29.4	43.8	13	20	1.5	53.8	238	253	18.4	6.3
Seychelles	18	2	10	55.6	400.0	2	7	38.9	250.0	0	0	0.0	0.0	2	1	5.6	-50.0
Somalia	120	55	79	65.8	43.6	24	24	20.0	0.0	3	3	2.5	0.0	10	14	11.7	40.0
South Sudan	87	66	52	59.8	-21.2	18	16	18.4	-11.1	6	3	3.4	-50.0	10	16	18.4	60.0
Sudan	381	102	123	32.3	20.6	174	179	47.0	2.9	21	11	2.9	-47.6	63	68	17.8	7.9
Tanzania	904	381	445	49.2	16.8	238	304	33.6	27.7	27	20	2.2	-25.9	103	135	14.9	31.1
Uganda	1,088	322	407	37.4	26.4	420	503	46.2	19.8	18	32	2.9	77.8	145	146	13.4	0.7
Central Africa	3,494	1,677	1,925	55.1	14.8	650	710	20.3	9.2	215	417	11.9	94.0	329	442	12.7	34.3
Cameroon	1,086	448	536	49.4	19.6	320	363	33.4	13.4	32	34	3.1	6.3	127	153	14.1	20.5
Central African Republic	11	6	7	63.6	16.7	4	1	9.1	-75.0	1	3	27.3	200.0	0	0	0.0	0.0
Chad	67	36	36	53.7	0.0	17	19	28.4	11.8	1	4	6.0	300.0	7	8	11.9	14.3
Congo, Republic of the (Brazzaville)	199	122	117	58.8	-4.1	45	50	25.1	11.1	4	13	6.5	225.0	19	19	9.5	0.0
Congo, Dem. Rep. of the (Kinshasa)	1,660	774	927	55.8	19.8	212	229	13.8	8.0	149	297	17.9	99.3	131	207	12.5	58.0
Equatorial Guinea	234	137	150	64.1	9.5	13	10	4.3	-23.1	21	54	23.1	157.1	15	20	8.5	33.3
Gabon	236	153	152	64.4	-0.7	39	37	15.7	-5.1	7	12	5.1	71.4	30	35	14.8	16.7
São Tomé & Príncipe	1	1	0	0.0	-100.0	0	1	100.0	-	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, 2021/22 & 2022/23 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING	
	2022/23	2021/22	2022/23	% of total change	2022/23	% of total change	2022/23	% of total change	2022/23	% of total change
Southern Africa	7,282	3,482	3,860	53.0	1,876	28.3	236	3.2	965	15.5
Angola	553	319	295	53.3	90	13.7	68	12.3	111	20.6
Botswana	256	122	115	44.9	76	37.1	8	3.1	31	14.8
Comoros	23	7	8	34.8	10	60.9	1	4.3	2	0.0
Eswatini	181	95	102	56.4	42	19.9	0	0.6	32	23.2
Lesotho	70	31	26	37.1	25	37.1	0	0.0	14	25.7
Madagascar	226	105	116	51.3	72	35.0	4	1.8	24	11.9
Malawi	373	140	134	35.9	146	50.4	8	1.9	48	11.8
Mauritius	292	144	117	40.1	71	29.5	2	2.1	64	28.4
Mozambique	147	72	77	52.4	52	36.7	3	2.0	15	8.8
Namibia	94	47	40	42.6	37	34.0	2	4.3	21	18.1
Reunion	10	4	7	70.0	1	20.0	0	0.0	1	10.0
South Africa	2,713	1,394	1,603	59.1	650	24.8	46	3.1	285	13.0
Zambia	555	263	301	54.2	160	31.0	14	1.8	75	13.0
Zimbabwe	1,789	739	919	51.4	444	29.4	82	2.2	242	17.0
West Africa	28,111	7,530	8,148	29.0	11,201	53.0	495	2.7	3,748	15.3
Benin	246	93	123	50.0	76	35.4	11	14	21	22
Burkina Faso	372	195	200	53.8	96	19.9	15	40	61	58
Cabo Verde	47	27	34	72.3	7	8.5	2	1	8	17.0
Côte d'Ivoire	1,072	537	567	52.9	260	25.5	49	67	188	165
Gambia, The	286	94	110	38.5	102	49.3	4	5	31	30
Ghana	6,468	1,078	1,303	20.1	2,984	64.0	40	71	814	954
Guinea	96	50	58	60.4	13	17.7	6	4	7	17
Guinea-Bissau	12	8	7	58.3	0	25.0	0	1	0	1
Liberia	276	148	155	56.2	106	35.1	4	6	11	18
Mali	254	147	141	55.5	58	24.0	23	20	26	32
Mauritania	41	27	22	53.7	18	34.1	3	1	5	4
Niger	332	128	120	36.1	62	48.2	9	11	47	41
Nigeria	17,640	4,529	4,804	27.2	7,212	54.2	284	456	2,413	2,825
Saint Helena	1	0	1	100.0	0	0.0	0	0	2	0
Senegal	490	261	279	56.9	94	23.1	31	41	59	57
Sierra Leone	280	105	129	46.1	64	40.4	2	5	26	33
Togo	198	103	95	48.0	49	29.8	12	16	29	28
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3
				0.0		0.0		0.0		0.0
				6.9		20.2		8.4		32.3
				22.9		76.6		1.8		150.0
				-7.8		20.4		8.1		33.3

(cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING			
	2022/23	2021/22	2022/23	% of total change	2022/23	% of total change	2021/22	2022/23	2021/22	2022/23	% of total change	% of total change
ASIA	748,165	213,348	214,027	28.6	479	26.0	14,115	20,263	146,663	155,444	20.8	6.0
East Asia	378,979	145,201	136,763	36.1	41.4	3.0	10,623	15,681	64,256	69,699	18.4	8.5
China	289,526	109,492	100,349	34.7	43.5	2.3	6,213	8,016	51,199	55,133	19.0	7.7
Hong Kong	5,867	3,293	3,021	51.5	27.1	4.4	149	193	884	1,064	18.1	20.4
Japan	16,054	7,008	7,191	44.8	21.9	6.9	2,017	3,926	1,134	1,421	8.9	25.3
Macau	360	236	183	50.8	29.7	3.9	2	1	53	69	19.2	30.2
Mongolia	1,488	815	853	57.3	20.4	10.1	74	104	190	227	15.3	19.5
North Korea	3	2	1	33.3	66.7	0.0	0	0	0	0	0.0	0.0
South Korea	43,847	18,262	19,306	44.0	34.9	2.6	1,555	2,590	6,023	6,646	15.2	10.3
Taiwan	21,834	6,093	5,859	26.8	45.7	10.8	613	851	4,773	5,139	23.5	7.7
South and Central Asia	316,446	39,495	47,654	15.1	59.7	56.3	2,291	2,848	74,866	77,007	24.3	2.9
Afghanistan	682	140	252	37.0	47.7	48.4	22	61	39	44	6.5	12.8
Bangladesh	13,563	1,659	2,503	18.5	67.8	23.4	109	165	1,377	1,699	12.5	23.4
Bhutan	188	100	128	68.1	21.3	21.2	1	6	9	14	7.4	55.6
India	268,923	27,545	31,954	11.9	61.7	62.6	1,425	1,971	68,188	69,062	25.7	1.3
Kazakhstan	2,440	949	1,069	43.8	35.1	17.9	149	157	297	358	14.7	20.5
Kyrgyzstan	705	322	458	65.0	16.7	55.3	34	78	46	51	7.2	10.9
Maldives	27	14	17	63.0	29.6	14.3	1	1	1	1	3.7	0.0
Nepal	15,090	4,518	6,288	41.7	36.7	21.1	108	89	2,597	3,171	21.0	22.1
Pakistan	10,164	3,241	3,601	35.4	44.6	24.6	293	207	1,603	1,825	18.0	13.8
Sri Lanka	3,106	472	498	16.0	63.1	8.4	88	28	560	621	20.0	10.9
Tajikistan	170	103	100	58.8	21.8	-19.6	11	8	23	25	14.7	8.7
Turkmenistan	299	122	163	54.5	21.1	31.3	5	23	48	50	16.7	4.2
Uzbekistan	1,089	310	623	57.2	29.9	64.6	45	54	78	86	7.9	10.3
Southeast Asia	52,740	28,652	29,610	56.1	24.0	11.1	1,201	1,734	7,541	8,738	16.6	15.9
Brunei	41	22	19	46.3	36.6	25.0	1	1	7	6	14.6	-14.3
Burma	2,483	1,304	1,767	71.2	16.0	29.3	74	63	224	256	10.3	14.3
Cambodia	1,060	654	764	72.1	16.7	23.8	17	31	61	88	8.3	44.3
Indonesia	8,467	4,507	4,387	51.8	26.4	22.2	295	241	1,370	1,602	18.9	16.9
Laos	107	70	69	64.5	24.3	62.5	5	6	10	6	5.6	-40.0
Malaysia	4,973	2,670	2,667	53.6	20.8	0.5	48	56	1,186	1,216	24.5	2.5
Philippines	3,818	1,545	1,774	46.5	37.6	16.2	74	86	423	522	13.7	23.4
Singapore	4,484	1,650	1,626	36.3	34.7	7.7	73	394	732	907	20.2	23.9

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1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2021/2022 & 2022/23 (cont'd)

	TOTAL			UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING				
	2022/23	2021/22	% change	2022/23	2021/22	% change	2022/23	2021/22	% change	2022/23	2021/22	% change	2022/23	2021/22	% change		
Thailand	5,376	2,267	2,223	41.4	-1.9	1,772	2,002	37.2	13.0	184	294	5.5	59.8	784	857	15.9	9.3
Timor-Leste	31	16	19	61.3	18.8	9	9	29.0	0.0	1	1	3.2	0.0	3	2	6.5	-33.3
Vietnam	21,900	13,947	14,295	65.3	2.5	3,596	3,768	17.2	4.8	429	561	2.6	30.8	2,741	3,276	15.0	19.5
EUROPE	89,906	34,825	36,166	40.2	3.9	26,250	26,921	29.9	2.6	11,394	14,054	15.6	23.3	10,771	12,765	14.2	18.5
Albania	1,087	616	640	58.9	3.9	258	269	24.7	4.3	25	33	3.0	32.0	127	145	13.3	14.2
Andorra	20	13	9	45.0	-30.8	3	7	35.0	133.3	1	0	0.0	-100.0	1	4	20.0	300.0
Armenia	457	141	189	41.4	34.0	151	170	37.2	12.6	17	13	2.8	-23.5	57	85	18.6	49.1
Austria	1,054	362	401	38.0	10.8	312	254	24.1	-18.6	210	280	26.6	33.3	93	119	11.3	28.0
Azerbaijan	901	294	354	39.3	20.4	305	403	44.7	32.1	39	29	3.2	-25.6	90	115	12.8	27.8
Belarus	382	185	196	51.3	5.9	112	122	31.9	8.9	12	11	2.9	-8.3	48	53	13.9	10.4
Belgium	1,044	387	398	38.1	2.8	314	327	31.3	4.1	162	176	16.9	8.6	125	143	13.7	14.4
Bosnia and Herzegovina	236	158	125	53.0	-20.9	65	65	27.5	0.0	2	4	1.7	100.0	32	42	17.8	31.3
Bulgaria	546	270	267	48.9	-1.1	142	136	24.9	-4.2	9	19	3.5	111.1	111	124	22.7	11.7
Croatia	408	203	211	51.7	3.9	142	123	30.1	-13.4	6	10	2.5	66.7	41	64	15.7	56.1
Cyprus	413	181	198	47.9	9.4	136	135	32.7	-0.7	17	17	4.1	0.0	79	63	15.3	-20.3
Czech Republic	787	404	481	61.1	19.1	158	154	19.6	-2.5	90	81	10.3	-10.0	80	71	9.0	-11.3
Denmark	1,393	461	471	33.8	2.2	189	196	14.1	3.7	390	641	46.0	64.4	51	85	6.1	66.7
Estonia	197	107	122	61.9	14.0	45	42	21.3	-6.7	9	14	7.1	55.6	17	19	9.6	11.8
Finland	517	293	270	52.2	-7.8	107	109	21.1	1.9	34	87	16.8	155.9	46	51	9.9	10.9
France	8,552	2,471	2,544	29.7	3.0	2,288	2,330	27.2	1.8	1,817	2,247	26.3	23.7	1,175	1,431	16.7	21.8
Georgia	832	353	384	46.2	8.8	213	290	34.9	36.2	17	37	4.4	117.6	79	121	14.5	53.2
Germany	9,751	2,839	3,053	31.3	7.5	2,563	2,687	27.6	4.8	2,464	3,115	31.9	26.4	684	896	9.2	31.0
Gibraltar	5	3	1	20.0	-66.7	0	0	0.0	0.0	0	1	20.0	-	9	3	60.0	-66.7
Greece	2,539	761	790	31.1	3.8	1,121	1,141	44.9	1.8	63	59	2.3	-6.3	462	549	21.6	18.8
Holy See	0	0	0	0.0	0.0	2	0	0.0	-100.0	0	0	0.0	0.0	0	0	0.0	0.0
Hungary	712	348	375	52.7	7.8	223	199	27.9	-10.8	38	35	4.9	-7.9	96	103	14.5	7.3
Iceland	367	239	189	51.5	-20.9	104	111	30.2	6.7	13	22	6.0	69.2	55	45	12.3	-18.2
Ireland	1,441	570	596	41.4	4.6	352	383	26.6	8.8	251	323	22.4	28.7	122	139	9.6	13.9
Italy	6,274	2,038	2,203	35.1	8.1	2,382	2,430	38.7	2.0	436	622	9.9	42.7	839	1,019	16.2	21.5
Kosovo	160	73	76	47.5	4.1	59	58	36.3	-1.7	6	6	3.8	0.0	19	20	12.5	5.3
Latvia	251	140	140	55.8	0.0	62	67	26.7	8.1	56	9	3.6	-83.9	33	35	13.9	6.1
Liechtenstein	7	5	6	85.7	20.0	0	1	14.3	-	2	0	0.0	-100.0	0	0	0.0	0.0

(cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING							
	2022/23	2021/22	2022/23	% of total change	2022/23	% of total change	2022/23	% of total change	2022/23	% of total change						
Lithuania	323	179	172	53.3	83	72	22.3	-13.3	11	18	5.6	63.6	41	61	18.9	48.8
Luxembourg	89	34	39	43.8	29	24	27.0	-17.2	13	13	14.6	0.0	13	13	14.6	0.0
Malta	82	37	51	62.2	16	20	24.4	25.0	2	3	3.7	50.0	7	8	9.8	14.3
Moldova	151	75	75	49.7	41	46	30.5	12.2	2	1	0.7	-50.0	29	29	19.2	0.0
Monaco	14	11	10	71.4	2	1	7.1	-50.0	3	2	14.3	-33.3	3	1	7.1	-66.7
Montenegro	132	81	88	66.7	28	30	22.7	7.1	3	0	0.0	-100.0	9	14	10.6	55.6
Netherlands	2,751	1,043	1,233	44.8	566	625	22.7	10.4	378	652	23.7	72.5	185	241	8.8	30.3
North Macedonia	209	102	90	43.1	83	72	34.4	-13.3	2	2	1.0	0.0	31	45	21.5	45.2
Norway	1,926	977	937	48.7	272	287	14.9	5.5	250	537	27.9	114.8	134	165	8.6	23.1
Poland	1,585	685	747	47.1	477	481	30.3	0.8	122	141	8.9	15.6	174	216	13.6	24.1
Portugal	1,045	477	477	45.6	311	317	30.3	1.9	106	90	8.6	-15.1	136	161	15.4	18.4
Romania	876	408	384	43.8	288	288	32.9	0.0	32	41	4.7	28.1	144	163	18.6	13.2
Russia	4,913	2,002	1,992	40.5	1,714	1,820	37.0	6.2	315	260	5.3	-17.5	771	841	17.1	9.1
San Marino	4	2	3	75.0	1	0	0.0	-100.0	0	0	0.0	0.0	0	1	25.0	-
Serbia	863	469	422	48.9	300	284	32.9	-5.3	6	16	1.9	166.7	123	141	16.3	14.6
Slovakia	296	187	172	58.1	60	68	23.0	13.3	18	19	6.4	5.6	40	37	12.5	-7.5
Slovenia	212	98	103	48.6	67	66	31.1	-1.5	11	8	3.8	-27.3	25	35	16.5	40.0
Spain	8,548	3,339	3,575	41.8	2,156	2,103	24.6	-2.5	1,691	1,650	19.3	-2.4	979	1,220	14.3	24.6
Sweden	2,732	1,506	1,678	61.4	278	318	11.6	14.4	256	470	17.2	83.6	312	266	9.7	-14.7
Switzerland	1,434	544	553	38.6	378	378	26.4	0.0	220	315	22.0	43.2	159	188	13.1	18.2
Turkey/Türkiye	8,657	2,866	2,780	32.1	3,937	4,006	46.3	1.8	247	242	2.8	-2.0	1,417	1,629	18.8	15.0
Ukraine	2,072	919	1,086	52.4	556	581	28.0	4.5	115	130	6.3	13.0	245	275	13.3	12.2
United Kingdom	10,659	4,865	4,810	45.1	2,799	2,825	26.5	0.9	1,405	1,553	14.6	10.5	1,223	1,471	13.8	20.3
Europe, Unspecified	0	4	0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
LATIN AMERICA & CARIBBEAN	81,945	40,015	40,816	49.8	23,441	24,913	30.4	6.3	3,889	4,213	5.1	8.3	10,624	12,003	14.6	13.0
Caribbean	11,692	6,683	7,144	61.1	2,468	2,845	24.3	15.3	290	271	2.3	-6.6	1,348	1,432	12.2	6.2
Anguilla	15	13	11	73.3	2	2	13.3	0.0	0	0	0.0	0.0	3	2	13.3	-33.3
Antigua and Barbuda	168	98	100	59.5	35	45	26.8	28.6	2	3	1.8	50.0	24	20	11.9	-16.7
Aruba	58	56	47	81.0	6	5	8.6	-16.7	0	2	3.4	-	3	4	6.9	33.3
Bahamas	2,606	1,592	1,686	64.7	437	564	21.6	29.1	66	55	2.1	-16.7	292	301	11.6	3.1
Barbados	287	171	172	59.9	59	68	23.7	15.3	4	4	1.4	0.0	35	43	15.0	22.9
Bermuda	228	179	174	76.3	37	35	15.4	-5.4	3	3	1.3	0.0	16	16	7.0	0.0
British Virgin Islands	82	27	65	79.3	6	13	15.9	116.7	1	1	1.2	0.0	1	3	3.7	200.0

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2021/22 & 2022/23 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING								
	2022/23	2021/22	2022/23	% of total change	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23	% of total change						
				%							%						
Cayman Islands	145	88	124	85.5	40.9	17	16	11.0	-5.9	0	1	0.7	-	6	4	2.8	-33.3
Cuba	113	41	31	27.4	-24.4	59	70	61.9	18.6	9	8	7.1	-11.1	5	4	3.5	-20.0
Curacao	54	55	38	70.4	-30.9	12	5	9.3	-58.3	1	2	3.7	100.0	8	9	16.7	12.5
Dominica	459	325	210	45.8	-35.4	96	144	31.4	50.0	2	9	2.0	350.0	91	96	20.9	5.5
Dominican Republic	1,514	794	940	62.1	18.4	298	329	21.7	10.4	58	39	2.6	-32.8	150	206	13.6	37.3
Grenada	129	57	69	53.5	21.1	37	45	34.9	21.6	3	1	0.8	-66.7	21	14	10.9	-33.3
Guadeloupe	25	1	9	36.0	800.0	1	11	44.0	1,000.0	0	1	4.0	-	0	4	16.0	-
Haiti	1,015	635	609	60.0	-4.1	231	240	23.6	3.9	74	72	7.1	-2.7	75	94	9.3	25.3
Jamaica	2,928	1,536	1,775	60.6	15.6	688	754	25.8	9.6	52	41	1.4	-21.2	375	358	12.2	-4.5
Martinique	5	2	2	40.0	0.0	1	2	40.0	100.0	1	1	20.0	0.0	0	0	0.0	0.0
Montserrat	4	2	2	50.0	0.0	0	1	25.0	-	0	0	0.0	0.0	1	1	25.0	0.0
Saint Kitts and Nevis	186	115	104	55.9	-9.6	42	51	27.4	21.4	1	8	4.3	700.0	26	23	12.4	-11.5
Saint Lucia	201	89	104	51.7	16.9	50	70	34.8	40.0	0	2	1.0	-	25	25	12.4	0.0
Saint Vincent and the Grenadines	93	41	51	54.8	24.4	20	27	29.0	35.0	0	2	2.2	-	13	13	14.0	0.0
Sint Maarten	90	73	81	90.0	11.0	4	8	8.9	100.0	0	0	0.0	0.0	11	1	1.1	-90.9
Trinidad and Tobago	1,248	664	715	57.3	7.7	322	334	26.8	3.7	13	14	1.1	7.7	161	185	14.8	14.9
Turks and Caicos	36	26	24	66.7	-7.7	8	6	16.7	-25.0	0	0	0.0	0.0	6	6	16.7	0.0
Caribbean, Unspecified	3	3	1	33.3	-66.7	0	0	0.0	0.0	0	2	66.7	-	0	0	0.0	0.0
Mexico and Central America	23,778	13,248	12,647	53.2	-4.5	6,442	6,681	28.1	3.7	945	1,184	5.0	25.3	2,890	3,266	13.7	13.0
Belize	370	209	191	51.6	-8.6	112	115	31.1	2.7	6	6	1.6	0.0	61	58	15.7	-4.9
Costa Rica	1,357	611	627	46.2	2.6	447	452	33.3	1.1	40	39	2.9	-2.5	217	239	17.6	10.1
El Salvador	1,309	1,027	843	64.4	-17.9	239	267	20.4	11.7	42	41	3.1	-2.4	137	158	12.1	15.3
Guatemala	1,289	718	732	56.8	1.9	296	309	24.0	4.4	36	45	3.5	25.0	178	203	15.7	14.0
Honduras	2,227	1,323	1,301	58.4	-1.7	501	535	24.0	6.8	65	81	3.6	24.6	297	310	13.9	4.4
Mexico	14,541	7,738	7,254	49.9	-6.3	4,412	4,566	31.4	3.5	651	845	5.8	29.8	1,699	1,876	12.9	10.4
Nicaragua	598	328	373	62.4	13.7	136	128	21.4	-5.9	17	24	4.0	41.2	72	73	12.2	1.4
Panama	2,087	1,294	1,326	63.5	2.5	299	309	14.8	3.3	88	103	4.9	17.0	229	349	16.7	52.4
South America	46,475	20,084	21,025	45.2	4.7	14,531	15,387	33.1	5.9	2,654	2,758	5.9	3.9	6,386	7,305	15.7	14.4
Argentina	2,979	1,218	1,304	43.8	7.1	987	1,062	35.6	7.6	141	161	5.4	14.2	372	452	15.2	21.5
Bolivia	1,332	794	765	57.4	-3.7	250	275	20.6	10.0	57	65	4.9	14.0	184	227	17.0	23.4
Brazil	16,025	7,345	7,860	49.0	7.0	4,752	4,908	30.6	3.3	628	693	4.3	10.4	2,172	2,564	16.0	18.0
Chile	3,007	794	838	27.9	5.5	1,399	1,446	48.1	3.4	163	231	7.7	41.7	394	492	16.4	24.9

(cont'd)

	TOTAL	UNDERGRADUATE			GRADUATE			NON-DEGREE			OPTIONAL PRACTICAL TRAINING						
		2022/23	2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change	2021/22	2022/23 of total change			
Colombia	9,096	2,827	3,175	34.9	12.3	3,514	3,844	42.3	9.4	514	657	7.2	27.8	1,222	1,420	15.6	16.2
Ecuador	3,090	1,284	1,451	47.0	13.0	874	935	30.3	7.0	179	220	7.1	22.9	444	484	15.7	9.0
Falkland Islands/ Islas Malvinas	0	0	0	0.0	0.0	1	0	0.0	-100.0	0	0	0.0	0.0	0	0	0.0	0.0
French Guiana	13	2	3	23.1	50.0	1	0	0.0	-100.0	0	10	76.9	-	0	0	0.0	0.0
Guyana	380	168	190	50.0	13.1	116	137	36.1	18.1	2	6	1.6	200.0	40	47	12.4	17.5
Paraguay	732	359	348	47.5	-3.1	134	158	21.6	17.9	164	156	21.3	-4.9	57	70	9.6	22.8
Peru	5,170	1,911	2,456	47.5	28.5	1,380	1,651	31.9	19.6	443	315	6.1	-28.9	601	748	14.5	24.5
Suriname	43	20	18	41.9	-10.0	10	16	37.2	60.0	1	2	4.7	100.0	6	7	16.3	16.7
Uruguay	398	159	146	36.7	-8.2	179	186	46.7	3.9	25	12	3.0	-52.0	51	54	13.6	5.9
Venezuela	4,210	3,203	2,471	58.7	-22.9	934	769	18.3	-17.7	337	230	5.5	-31.8	843	740	17.6	-12.2
MIDDLE EAST & NORTH AFRICA	52,295	21,729	20,125	38.5	-7.4	22,162	23,208	44.4	4.7	2,980	2,482	4.7	-16.7	6,233	6,480	12.4	4.0
Middle East	45,014	19,374	17,477	38.8	-9.8	19,218	20,089	44.6	4.5	2,584	2,062	4.6	-20.2	5,138	5,386	12.0	4.8
Bahrain	371	231	202	54.4	-12.6	99	123	33.2	24.2	15	5	1.3	-66.7	42	41	11.1	-2.4
Iran	10,812	400	444	4.1	11.0	7,025	8,405	77.7	19.6	63	88	0.8	39.7	1,807	1,875	17.3	3.8
Iraq	544	144	157	28.9	9.0	367	284	52.2	-22.6	13	22	4.0	69.2	73	81	14.9	11.0
Israel	2,019	695	692	34.3	-0.4	896	857	42.4	-4.4	133	128	6.3	-3.8	303	342	16.9	12.9
Jordan	2,608	835	889	34.1	6.5	1,151	1,244	47.7	8.1	97	75	2.9	-22.7	343	400	15.3	16.6
Kuwait	5,427	4,037	3,616	66.6	-10.4	956	1,004	18.5	5.0	705	550	10.1	-22.0	225	257	4.7	14.2
Lebanon	2,097	505	513	24.5	1.6	1,006	1,098	52.4	9.1	73	52	2.5	-28.8	374	434	20.7	16.0
Oman	2,077	1,782	1,572	75.7	-11.8	130	122	5.9	-6.2	132	164	7.9	24.2	158	219	10.5	38.6
Palestinian Territories	457	168	189	41.4	12.5	247	191	41.8	-22.7	19	13	2.8	-31.6	51	64	14.0	25.5
Qatar	404	394	268	66.3	-32.0	79	84	20.8	6.3	17	35	8.7	105.9	10	17	4.2	70.0
Saudi Arabia	15,989	8,649	7,507	47.0	-13.2	6,717	6,146	38.4	-8.5	1,244	833	5.2	-33.0	1,596	1,503	9.4	-5.8
Syria	402	149	180	44.8	20.8	163	157	39.1	-3.7	11	16	4.0	45.5	62	49	12.2	-21.0
United Arab Emirates	1,502	1,288	1,134	75.5	-12.0	248	254	16.9	2.4	34	53	3.5	55.9	48	61	4.1	27.1
Yemen	305	97	114	37.4	17.5	134	120	39.3	-10.4	28	28	9.2	0.0	46	43	14.1	-6.5
North Africa	7,281	2,355	2,648	36.4	12.4	2,944	3,119	42.8	5.9	396	420	5.8	6.1	1,095	1,094	15.0	-0.1
Algeria	302	87	114	37.7	31.0	120	137	45.4	14.2	27	17	5.6	-37.0	34	34	11.3	0.0
Egypt	4,247	1,317	1,395	32.8	5.9	1,919	2,082	49.0	8.5	155	201	4.7	29.7	576	569	13.4	-1.2
Libya	449	88	109	24.3	23.9	244	216	48.1	-11.5	26	30	6.7	15.4	114	94	20.9	-17.5
Morocco	1,603	631	730	45.5	15.7	452	479	29.9	6.0	135	122	7.6	-9.6	248	272	17.0	9.7
Tunisia	680	232	300	44.1	29.3	209	205	30.1	-1.9	53	50	7.4	-5.7	123	125	18.4	1.6

(cont'd)

1.15 INTERNATIONAL STUDENTS BY PLACE OF ORIGIN AND ACADEMIC LEVEL, 2021/22 & 2022/23 (cont'd)

	TOTAL		UNDERGRADUATE		GRADUATE		NON-DEGREE		OPTIONAL PRACTICAL TRAINING									
	2022/23	2021/22	2022/23 of total change	%	2022/23 of total change	%	2021/22	2022/23 of total change	2021/22	2022/23 of total change								
NORTH AMERICA	27,876	13,004	13,051	46.8	46.8	0.4	10,338	10,669	38.3	3.2	472	460	1.7	-2.5	3,199	3,696	13.3	15.5
Canada	27,876	13,004	13,051	46.8	46.8	0.4	10,338	10,669	38.3	3.2	472	460	1.7	-2.5	3,199	3,696	13.3	15.5
OCEANIA	6,782	3,504	3,616	53.3	53.3	3.2	1,588	1,640	24.2	3.3	160	663	9.8	314.4	742	863	12.7	16.3
Australia	4,504	2,155	2,175	48.3	48.3	0.9	1,116	1,159	25.7	3.9	138	600	13.3	334.8	483	570	12.7	18.0
Cook Islands	2	1	1	50.0	0.0	0.0	2	1	50.0	-50.0	0	0	0.0	0.0	1	0	0.0	-100.0
Fiji	134	67	115	85.8	71.6	16.7	12	14	10.4	16.7	3	1	0.7	-66.7	3	4	3.0	33.3
French Polynesia	56	39	53	94.6	35.9	—	0	1	1.8	—	0	1	1.8	—	0	1	1.8	—
Kiribati	42	25	32	76.2	28.0	200.0	2	6	14.3	200.0	0	2	4.8	—	1	2	4.8	100.0
Marshall Islands, Republic of the	3	14	3	100.0	-78.6	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Micronesia, Federated States of	33	40	29	87.9	-27.5	0.0	8	3	9.1	-62.5	0	0	0.0	0.0	3	1	3.0	-66.7
Nauru	3	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	3	3	100.0	0.0
New Caledonia	2	1	1	50.0	0.0	0.0	1	0	0.0	-100.0	0	0	0.0	0.0	0	1	50.0	—
New Zealand	1,651	891	913	55.3	2.5	1.8	399	406	24.6	1.8	8	57	3.5	612.5	241	275	16.7	14.1
Niue	1	0	1	100.0	—	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Norfolk Island	0	0	0	0.0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Palau	13	11	10	76.9	-9.1	-57.1	7	3	23.1	-57.1	0	0	0.0	0.0	1	0	0.0	-100.0
Papua New Guinea	104	70	77	74.0	10.0	31.6	19	25	24.0	31.6	1	0	0.0	-100.0	2	2	1.9	0.0
Samoa	66	61	56	84.8	-8.2	42.9	7	10	15.2	42.9	3	0	0.0	-100.0	1	0	0.0	-100.0
Solomon Islands	10	13	8	80.0	-38.5	0.0	1	1	10.0	0.0	0	1	10.0	—	0	0	0.0	0.0
Tonga	147	102	132	89.8	29.4	10.0	10	11	7.5	10.0	7	1	0.7	-85.7	0	3	2.0	—
Tuvalu	3	1	3	100.0	200.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Vanuatu	8	8	7	87.5	-12.5	-100.0	2	0	0.0	-100.0	0	0	0.0	0.0	1	1	12.5	0.0
Wallis and Futuna	0	5	0	0.0	-100.0	-100.0	2	0	0.0	-100.0	0	0	0.0	0.0	2	0	0.0	-100.0
STATELESS	20	2	11	55.0	450.0	166.7	3	8	40.0	166.7	0	0	0.0	0.0	7	1	5.0	-85.7
WORLD TOTAL	1,057,188	344,532	347,602	32.9	0.9	21.3	385,097	467,027	44.2	21.3	34,131	43,766	4.1	28.2	184,759	198,793	18.8	7.6

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

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2013/14 - 2022/23

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	% change from 2021/22
Northeast	230,469	251,514	270,020	283,055	292,553	298,217	300,665	256,125	270,487	305,428	12.9
Connecticut	10,530	11,897	13,564	14,711	15,278	14,832	15,112	11,778	12,352	16,727	35.4
Maine	1,198	1,354	1,396	1,341	1,343	1,335	1,480	1,427	1,492	1,703	14.1
Massachusetts	51,240	55,447	59,436	62,926	68,192	71,098	73,695	66,273	71,026	79,751	12.3
New Hampshire	3,277	3,784	4,506	4,671	4,391	4,333	3,531	2,828	2,942	3,767	28.0
New Jersey	17,082	19,196	21,228	22,708	22,924	23,456	23,092	19,039	18,946	21,985	16.0
New York	98,906	106,758	114,316	118,424	121,260	124,277	126,911	106,894	113,666	126,782	11.5
Pennsylvania	41,446	45,704	48,453	51,129	51,817	51,818	50,070	42,477	44,370	48,593	9.5
Rhode Island	5,549	5,872	5,409	5,378	5,478	5,376	5,225	4,181	4,401	4,786	8.7
Vermont	1,241	1,502	1,712	1,767	1,870	1,692	1,549	1,228	1,292	1,334	3.3
South	236,622	262,172	283,141	296,098	298,686	301,241	293,540	250,946	258,490	290,246	12.3
Alabama	7,451	7,901	8,561	9,549	9,300	9,326	9,376	8,157	8,138	9,022	10.9
Arkansas	4,964	5,918	5,665	6,455	5,376	6,817	5,799	5,104	4,579	5,680	24.0
Delaware	4,228	4,051	5,052	5,664	7,542	7,395	6,342	3,339	3,046	3,819	25.4
D.C.	9,980	10,556	11,120	12,204	12,230	12,545	13,046	10,816	10,587	11,457	8.2
Florida	36,249	39,377	43,462	45,718	46,516	45,957	46,221	39,179	39,622	42,590	7.5
Georgia	17,781	19,758	21,122	21,510	22,789	23,623	24,265	21,515	25,057	26,450	5.6
Kentucky	7,370	8,104	8,043	7,832	9,942	12,776	12,073	10,523	8,891	9,765	9.8
Louisiana	6,976	6,872	7,835	7,698	7,750	7,428	7,177	6,325	6,062	6,626	9.3
Maryland	16,121	16,862	18,304	19,501	19,671	20,345	20,362	18,784	19,651	22,743	15.7
Mississippi	2,840	3,101	3,533	3,765	3,450	3,312	3,361	2,526	2,733	2,960	8.3
North Carolina	15,943	17,319	18,884	20,112	21,092	21,954	22,782	18,587	20,278	23,488	15.8
Oklahoma	8,913	9,928	10,330	9,789	8,945	7,935	7,328	6,147	6,125	7,651	24.9
South Carolina	5,215	5,895	6,253	6,636	6,207	6,064	6,493	5,352	5,907	6,173	4.5
Tennessee	8,436	9,507	9,094	9,957	8,870	9,267	7,864	6,867	7,270	9,206	26.6
Texas	64,277	75,588	82,184	85,116	84,348	81,893	77,097	67,428	70,223	80,757	15.0
Virginia	17,145	18,220	19,549	20,400	20,233	20,452	20,274	17,472	17,841	19,365	8.5
West Virginia	2,733	3,215	4,150	4,192	4,425	4,152	3,680	2,825	2,480	2,494	0.6
Midwest	206,341	225,819	237,231	240,980	239,947	235,900	225,158	192,061	198,690	227,843	14.7
Illinois	42,527	46,574	50,327	52,225	53,362	53,724	51,966	44,004	46,599	55,337	18.8
Indiana	26,406	28,104	29,219	30,600	29,994	29,083	28,136	23,948	24,628	26,739	8.6
Iowa	11,318	12,220	12,711	12,488	13,362	12,624	11,603	9,493	8,246	8,261	0.2
Kansas	10,631	12,020	10,351	10,231	9,571	9,339	8,911	7,738	8,272	9,353	13.1
Michigan	29,648	32,015	33,848	34,296	34,049	33,236	31,408	27,454	27,657	33,501	21.1
Minnesota	13,765	14,438	14,941	15,389	15,695	15,279	15,378	13,095	13,503	14,321	6.1
Missouri	18,205	21,703	24,171	23,261	23,014	22,428	20,140	17,234	19,167	24,260	26.6
Nebraska	5,292	5,774	5,910	6,089	6,091	5,628	5,320	4,415	3,984	4,097	2.8
North Dakota	2,773	2,677	2,571	2,393	2,179	2,114	2,002	1,750	1,869	2,102	12.5
Ohio	32,498	35,761	37,752	38,680	37,583	37,314	35,508	29,979	31,146	34,204	9.8
South Dakota	1,560	1,782	1,981	2,108	2,096	2,064	1,826	1,518	1,670	2,018	20.8
Wisconsin	11,718	12,751	13,449	13,220	12,951	13,067	12,960	11,433	11,949	13,650	14.2

(cont'd)

1.16 INTERNATIONAL STUDENTS BY U.S. STATE OR TERRITORY AND REGION, 2013/14 – 2022/23 (cont'd)

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	% change from 2021/22
West	211,675	234,872	252,655	257,984	263,007	259,368	255,546	214,396	220,310	233,067	5.8
Alaska	542	533	488	419	414	406	375	282	301	290	-3.7
Arizona	15,442	20,437	22,212	22,670	23,203	22,741	22,548	21,197	25,677	30,054	17.0
California	121,647	135,130	149,328	156,879	161,942	161,693	160,592	132,758	134,043	138,393	3.2
Colorado	9,621	10,800	11,346	11,527	11,639	11,888	11,631	9,569	9,355	9,920	6.0
Hawaii	4,388	4,035	4,295	3,855	3,975	4,078	3,706	3,227	3,422	3,939	15.1
Idaho	3,810	4,592	4,501	3,733	3,574	3,429	3,597	2,952	3,230	3,263	1.0
Montana	1,691	2,146	1,735	1,720	1,485	1,581	1,410	902	1,200	1,241	3.4
Nevada	2,336	2,556	2,518	2,901	2,955	2,520	2,642	2,131	1,943	2,031	4.5
New Mexico	3,711	3,374	3,767	3,595	3,426	3,208	2,837	2,311	2,369	2,633	11.1
Oregon	13,360	14,422	14,382	13,209	12,580	11,373	10,705	8,360	7,613	7,379	-3.1
Utah	8,449	8,622	8,302	8,520	8,254	7,946	8,491	8,533	9,233	10,019	8.5
Washington	25,554	27,051	28,624	27,801	28,455	27,472	26,089	21,402	21,144	23,100	9.3
Wyoming	1,124	1,174	1,157	1,155	1,105	1,033	923	772	780	805	3.2
Other	945	549	792	705	599	573	587	567	567	604	11.4
Guam	*	*	*	*	*	*	*	*	*	*	*
Puerto Rico	849	453	703	609	527	505	516	505	426	498	16.9
Virgin Islands	96	96	89	96	72	68	71	62	116	106	-8.6
U.S. TOTAL	886,052	974,926	1,043,839	1,078,822	1,094,792	1,095,299	1,075,496	914,095	948,519	1,057,188	11.5

*Did not report

1.17 INTERNATIONAL STUDENTS AS A SHARE OF TOTAL HIGHER EDUCATION ENROLLMENT, TOP 20 STATES OR TERRITORIES, 2022/23

Rank*		Total students**	International students	% int'l	Rank*		Total students**	International students	% int'l
1	Massachusetts	478,479	79,751	16.7	11	Maryland	339,614	22,743	6.7
2	District of Columbia	99,435	11,457	11.5	12	Hawaii	60,076	3,939	6.6
3	New York	1,153,083	126,782	11.0	13	Rhode Island	74,636	4,786	6.4
4	Connecticut	185,634	16,727	9.0	14	Indiana	429,699	26,739	6.2
5	Illinois	675,669	55,337	8.2	15	New Jersey	380,882	21,985	5.8
6	Pennsylvania	648,446	48,593	7.5	16	California	2,482,339	138,393	5.6
7	Missouri	336,590	24,260	7.2	17	Ohio	646,311	34,204	5.3
8	Washington	321,430	23,100	7.2	18	Texas	1,566,134	80,757	5.2
9	Michigan	481,573	33,501	7.0	19	Arizona	614,146	30,054	4.9
10	Delaware	56,251	3,819	6.8	20	Georgia	544,354	26,450	4.9

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

**Data from the National Center for Education Statistics (NCES) reflecting enrollment in fall 2021, 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, 2022/23

1 CALIFORNIA	%	6 PENNSYLVANIA	%	11 INDIANA	%	16 MARYLAND	%
1 China	37.5	1 China	35.8	1 India	33.9	1 China	37.3
2 India	18.4	2 India	20.5	2 China	20.4	2 India	23.7
3 South Korea	5.0	3 South Korea	4.0	3 South Korea	6.0	3 South Korea	4.0
4 Taiwan	3.5	4 Saudi Arabia	2.8	4 Taiwan	3.4	4 Nigeria	3.0
5 Japan	3.0	5 Canada	2.7	5 Saudi Arabia	2.1	5 Canada	2.6
STATE TOTAL	138,393	STATE TOTAL	48,593	STATE TOTAL	26,739	STATE TOTAL	22,743
% of U.S. Total	13.1	% of U.S. Total	4.6	% of U.S. Total	2.5	% of U.S. Total	2.2
2 NEW YORK	%	7 FLORIDA	%	12 GEORGIA	%	17 NEW JERSEY	%
1 China	38.2	1 India	17.3	1 China	26.5	1 India	42.1
2 India	21.5	2 China	11.6	2 India	24.8	2 China	27.3
3 South Korea	4.7	3 Brazil	5.9	3 South Korea	6.7	3 South Korea	3.1
4 Canada	4.4	4 Venezuela	3.9	4 Nigeria	3.5	4 Canada	1.4
5 Taiwan	1.9	5 Colombia	3.9	5 Taiwan	2.0	5 Taiwan	1.2
STATE TOTAL	126,782	STATE TOTAL	42,590	STATE TOTAL	26,450	STATE TOTAL	21,985
% of U.S. Total	12.0	% of U.S. Total	4.0	% of U.S. Total	2.5	% of U.S. Total	2.1
3 TEXAS	%	8 OHIO	%	13 MISSOURI	%	18 VIRGINIA	%
1 India	38.5	1 India	28.8	1 India	40.3	1 India	24.5
2 China	12.2	2 China	27.4	2 China	26.8	2 China	20.7
3 Mexico	5.8	3 Vietnam	3.4	3 South Korea	2.5	3 South Korea	5.6
4 Nepal	4.2	4 Saudi Arabia	3.3	4 Nepal	2.2	4 Saudi Arabia	3.9
5 Vietnam	4.0	5 South Korea	3.0	5 Vietnam	1.8	5 Bangladesh	2.7
STATE TOTAL	80,757	STATE TOTAL	34,204	STATE TOTAL	24,260	STATE TOTAL	19,365
% of U.S. Total	7.6	% of U.S. Total	3.2	% of U.S. Total	2.3	% of U.S. Total	1.8
4 MASSACHUSETTS	%	9 MICHIGAN	%	14 NORTH CAROLINA	%	19 CONNECTICUT	%
1 China	29.1	1 India	31.3	1 China	31.2	1 India	36.6
2 India	28.1	2 China	26.5	2 India	27.2	2 China	24.3
3 South Korea	3.4	3 Canada	4.8	3 South Korea	3.2	3 Canada	3.9
4 Canada	3.2	4 South Korea	4.4	4 Canada	2.0	4 South Korea	2.1
5 Vietnam	2.0	5 Taiwan	2.1	5 United Kingdom	1.7	5 United Kingdom	1.8
STATE TOTAL	79,751	STATE TOTAL	33,501	STATE TOTAL	23,488	STATE TOTAL	16,727
% of U.S. Total	7.5	% of U.S. Total	3.2	% of U.S. Total	2.2	% of U.S. Total	1.6
5 ILLINOIS	%	10 ARIZONA	%	15 WASHINGTON	%	20 MINNESOTA	%
1 India	31.2	1 India	38.1	1 China	35.4	1 China	21.4
2 China	27.0	2 China	25.7	2 India	11.5	2 India	17.8
3 South Korea	4.5	3 Saudi Arabia	3.1	3 Vietnam	6.2	3 South Korea	5.6
4 Taiwan	2.4	4 South Korea	2.6	4 Taiwan	5.3	4 Nepal	4.0
5 Nigeria	2.2	5 Taiwan	2.2	5 South Korea	5.3	5 Ethiopia	3.8
STATE TOTAL	55,337	STATE TOTAL	30,054	STATE TOTAL	23,100	STATE TOTAL	14,321
% of U.S. Total	5.2	% of U.S. Total	2.8	% of U.S. Total	2.2	% of U.S. Total	1.4

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2021/22 & 2022/23

		No. of institutions	2021/22 students	2022/23 students	% of total	% change
1	New York-Newark-Jersey City, NY-NJ-PA	106	90,186	102,513	9.7	13.7
2	Boston-Cambridge-Newton, MA-NH	49	61,676	69,494	6.6	12.7
3	Los Angeles-Long Beach-Anaheim, CA	67	58,668	60,634	5.7	3.4
4	Chicago-Naperville-Elgin, IL-IN-WI	47	28,246	33,362	3.2	18.1
5	Dallas-Fort Worth-Arlington, TX	19	24,499	32,060	3.0	30.9
6	Washington-Arlington-Alexandria, DC-VA-MD-WV	22	22,763	25,588	2.4	12.4
7	San Francisco-Oakland-Berkeley, CA	26	21,828	22,816	2.2	4.5
8	Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	35	18,706	21,544	2.0	15.2
9	Phoenix-Mesa-Chandler, AZ	11	16,226	21,285	2.0	31.2
10	Seattle-Tacoma-Bellevue, WA	30	16,917	18,690	1.8	10.5
11	Atlanta-Sandy Springs-Alpharetta, GA	19	16,368	17,345	1.6	6.0
12	Houston-The Woodlands-Sugar Land, TX	19	16,577	17,316	1.6	4.5
13	San Jose-Sunnyvale-Santa Clara, CA	11	14,006	15,096	1.4	7.8
14	San Diego-Chula Vista-Carlsbad, CA	20	15,300	15,046	1.4	-1.7
15	Champaign-Urbana, IL	1	13,014	14,680	1.4	12.8
16	Baltimore-Columbia-Towson, MD	17	12,295	14,501	1.4	17.9
17	Pittsburgh, PA	19	12,792	14,190	1.3	10.9
18	Miami-Fort Lauderdale-Pompano Beach, FL	13	11,640	12,435	1.2	6.8
19	Lafayette-West Lafayette, IN	1	11,198	11,872	1.1	6.0
20	Ann Arbor, MI	3	9,775	10,883	1.0	11.3
21	St. Louis, MO-IL	20	8,353	10,542	1.0	26.2
22	Tampa-St. Petersburg-Clearwater, FL	8	8,152	9,506	0.9	16.6
23	Buffalo-Cheektowaga, NY	10	8,106	9,185	0.9	13.3
24	State College, PA	1	9,313	9,161	0.9	-1.6
25	Durham-Chapel Hill, NC	4	7,650	9,117	0.9	19.2
26	Madison, WI	3	7,810	8,708	0.8	11.5
27	Minneapolis-St. Paul-Bloomington, MN-WI	21	8,080	8,707	0.8	7.8
28	Ithaca, NY	3	7,726	8,595	0.8	11.2
29	Austin-Round Rock-Georgetown, TX	7	7,355	8,537	0.8	16.1
30	Sacramento-Roseville-Folsom, CA	4	8,382	8,500	0.8	1.4
31	Rochester, NY	11	7,439	8,149	0.8	9.5
32	Columbus, OH	10	7,633	8,141	0.8	6.7
33	New Haven-Milford, CT	6	5,615	8,095	0.8	44.2
34	Cincinnati, OH-KY-IN	9	6,850	7,657	0.7	11.8
35	College Station-Bryan, TX	1	7,162	7,416	0.7	3.5
36	Tucson, AZ	2	6,366	6,826	0.6	7.2
37	Syracuse, NY	9	5,976	6,624	0.6	10.8
38	Springfield, MA	9	5,947	6,496	0.6	9.2
39	Gainesville, FL	2	6,055	6,442	0.6	6.4
40	Orlando-Kissimmee-Sanford, FL	7	6,134	6,299	0.6	2.7
41	Bloomington, IN	1	5,245	6,004	0.6	14.5
42	Cleveland-Elyria, OH	11	5,681	5,722	0.5	0.7
43	Raleigh-Cary, NC	7	5,568	5,713	0.5	2.6
44	Detroit-Warren-Dearborn, MI	16	5,047	5,531	0.5	9.6

(cont'd)

1.19 TOP 50 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2021/22 & 2022/23 (cont'd)

		No. of institutions	2021/22 students	2022/23 students	% of total	% change
45	Providence-Warwick, RI-MA	14	5,043	5,486	0.5	8.8
46	Hartford-East Hartford-Middletown, CT	9	5,153	5,425	0.5	5.3
47	Santa Maria-Santa Barbara, CA	3	5,536	5,236	0.5	-5.4
48	Lansing-East Lansing, MI	3	4,730	5,131	0.5	8.5
49	Campbellsville, KY	1	4,485	5,033	0.5	12.2
50	Riverside-San Bernardino-Ontario, CA	11	4,437	4,839	0.5	9.1

*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, 2013/14 – 2022/23

		2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2021/22	% change from 2021/22
1	New York, NY	77,779	84,713	93,213	97,492	99,511	102,103	103,531	84,972	90,186	102,513	13.7
2	Boston, MA	43,801	47,895	51,072	53,979	58,972	61,422	63,993	57,635	61,676	69,494	12.7
3	Los Angeles, CA	54,891	59,842	66,483	70,005	71,499	71,021	70,338	58,803	58,668	60,634	3.4
4	Chicago, IL	26,437	28,829	32,119	33,068	33,160	33,588	31,827	26,456	28,246	33,362	18.1
5	Dallas, TX	20,414	23,588	26,972	29,374	29,225	28,825	26,872	23,562	24,499	32,060	30.9
6	Washington, DC	21,663	22,672	24,570	26,691	26,833	27,660	28,560	23,672	22,763	25,588	12.4
7	San Francisco, CA	24,030	25,204	27,417	27,449	27,913	27,075	26,998	20,882	21,828	22,816	4.5
8	Philadelphia, PA	20,168	21,273	22,974	24,195	26,496	25,969	24,643	19,230	18,706	21,544	15.2
9	Phoenix, AZ	10,105	13,975	15,330	15,795	16,287	15,899	15,790	15,330	16,226	21,285	31.2
10	Seattle, WA	19,391	21,133	22,684	21,990	22,452	22,064	21,089	17,476	16,917	18,690	10.5
	TOP 10 TOTAL	318,679	349,124	382,834	400,038	412,348	415,626	413,641	348,018	359,715	407,986	13.4
11	Atlanta, GA	11,425	12,518	13,206	13,889	14,400	14,979	15,375	13,343	16,368	17,345	6.0
12	Phoenix, AZ	16,983	18,623	20,641	20,856	21,115	20,054	18,097	16,459	16,577	17,316	4.5
13	San Diego, CA	13,405	14,822	17,073	18,044	18,473	19,139	17,940	14,805	14,006	15,096	7.8
14	San Jose, CA	10,095	12,283	14,210	15,940	16,586	16,914	17,393	14,991	15,300	15,046	-1.7
15	Champaign-Urbana, IL	11,138	11,522	12,412	12,727	13,670	13,697	14,157	13,005	13,014	14,680	12.8
16	Pittsburgh, PA	8,292	8,892	9,581	10,372	10,367	10,908	11,001	10,898	12,295	14,501	17.9
17	Baltimore, MD	11,253	12,517	13,528	14,107	15,242	15,141	14,834	12,024	12,792	14,190	10.9
18	Miami, FL	12,800	13,489	14,541	15,002	15,139	14,681	14,737	12,138	11,640	12,435	6.8
19	Lafayette, IN	9,988	10,230	10,563	11,288	11,044	10,943	11,173	10,500	11,198	11,872	6.0
20	Ann Arbor, MI	8,301	8,344	8,533	9,043	9,242	9,410	9,697	8,866	9,775	10,883	11.3
	TOP 20 TOTAL	432,359	472,364	517,122	541,306	557,626	561,492	558,045	475,047	492,680	551,350	11.9

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

1.21 TOP 10 PLACES OF ORIGIN FOR THE TOP 15 METROPOLITAN AREAS* HOSTING INTERNATIONAL STUDENTS, 2022/23

1 NEW YORK, NY		%
1	China	38.9
2	India	22.1
3	South Korea	5.0
4	Canada	3.1
5	Taiwan	2.0
6	France	1.3
7	Brazil	1.3
8	United Kingdom	1.1
9	Turkey/Türkiye	1.0
10	Italy	0.9
Metro Area Total		102,513
% of U.S. Total		9.7

4 CHICAGO, IL		%
1	India	32.4
2	China	23.5
3	South Korea	3.8
4	Canada	2.6
5	Taiwan	2.0
6	Spain	1.8
7	Vietnam	1.7
8	Pakistan	1.6
9	Brazil	1.6
10	Mexico	1.5
Metro Area Total		33,362
% of U.S. Total		3.2

7 SAN FRANCISCO, CA		%
1	China	31.2
2	India	16.9
3	South Korea	6.1
4	Taiwan	3.7
5	Canada	3.6
6	Japan	2.9
7	France	2.6
8	Indonesia	2.4
9	United Kingdom	1.6
10	Brazil	1.5
Metro Area Total		22,816
% of U.S. Total		2.2

2 BOSTON, MA		%
1	China	29.8
2	India	27.5
3	South Korea	3.5
4	Canada	3.5
5	Taiwan	1.8
6	Japan	1.6
7	Vietnam	1.6
8	Brazil	1.5
9	United Kingdom	1.2
10	Mexico	1.0
Metro Area Total		69,494
% of U.S. Total		6.6

5 DALLAS, TX		%
1	India	59.6
2	Nepal	7.4
3	China	6.2
4	Vietnam	3.6
5	Nigeria	2.1
6	South Korea	2.0
7	Bangladesh	1.7
8	Mexico	1.3
9	Pakistan	1.2
10	Iran	1.1
Metro Area Total		32,060
% of U.S. Total		3.0

8 PHILADELPHIA, PA		%
1	China	31.0
2	India	20.8
3	South Korea	3.4
4	Canada	3.3
5	Vietnam	2.7
6	Nigeria	2.1
7	Taiwan	1.6
8	Saudi Arabia	1.5
9	Brazil	1.4
10	Bangladesh	1.4
Metro Area Total		21,544
% of U.S. Total		2.0

3 LOS ANGELES, CA		%
1	China	39.6
2	India	16.6
3	South Korea	5.7
4	Taiwan	3.5
5	Japan	3.5
6	Vietnam	2.8
7	Canada	2.4
8	Indonesia	1.7
9	France	1.3
10	Brazil	1.3
Metro Area Total		60,634
% of U.S. Total		5.7

6 WASHINGTON, DC		%
1	China	24.7
2	India	23.4
3	South Korea	4.8
4	Saudi Arabia	3.7
5	Nigeria	2.1
6	Taiwan	2.0
7	Vietnam	2.0
8	Canada	1.5
9	Brazil	1.5
10	Colombia	1.2
Metro Area Total		25,588
% of U.S. Total		2.4

9 PHOENIX, AZ		%
1	India	46.1
2	China	24.0
3	Saudi Arabia	3.1
4	Taiwan	2.4
5	South Korea	2.1
6	Canada	1.9
7	Vietnam	1.3
8	Mexico	1.1
9	Japan	0.9
10	Kuwait	0.9
Metro Area Total		21,285
% of U.S. Total		2.0

(cont'd)

10 SEATTLE, WA			12 HOUSTON, TX			14 SAN DIEGO, CA		
		%			%			%
1	China	38.7	1	India	22.1	1	China	39.7
2	India	12.4	2	China	17.6	2	India	16.5
3	Taiwan	5.8	3	Vietnam	8.5	3	South Korea	4.1
4	Vietnam	5.6	4	Nigeria	5.9	4	Taiwan	3.8
5	South Korea	5.5	5	Mexico	4.9	5	Germany	3.3
6	Indonesia	4.3	6	Pakistan	3.3	6	Japan	2.8
7	Japan	3.7	7	Nepal	2.6	7	Kuwait	2.1
8	Hong Kong	2.0	8	South Korea	2.2	8	Canada	1.9
9	Canada	1.8	9	Taiwan	1.8	9	Mexico	1.7
10	Thailand	1.4	10	Colombia	1.6	10	Vietnam	1.6
	Metro Area Total	18,690		Metro Area Total	17,316		Metro Area Total	15,046
	% of U.S. Total	1.8		% of U.S. Total	1.6		% of U.S. Total	1.4
11 ATLANTA, GA			13 SAN JOSE, CA			15 CHAMPAIGN-URBANA, IL		
		%			%			%
1	India	29.6	1	India	31.7	1	China	46.2
2	China	24.6	2	China	23.6	2	India	22.5
3	South Korea	7.0	3	Vietnam	3.6	3	South Korea	7.4
4	Nigeria	3.3	4	South Korea	3.6	4	Taiwan	4.3
5	Vietnam	2.0	5	Canada	3.6	5	Indonesia	1.2
6	Taiwan	1.8	6	Taiwan	3.3	6	Nigeria	1.1
7	Brazil	1.4	7	Brazil	1.6	7	Turkey/Türkiye	0.9
8	Pakistan	1.4	8	Japan	1.6	8	Canada	0.9
9	Canada	1.4	9	Burma	1.3	9	Brazil	0.9
10	Turkey/Türkiye	1.2	10	Mexico	1.3	10	Bangladesh	0.9
	Metro Area Total	17,345		Metro Area Total	15,096		Metro Area Total	14,680
	% of U.S. Total	1.6		% of U.S. Total	1.4		% 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, 2022/23

	% of international student enrollment					All levels
	Undergraduate	Graduate	Non-degree	OPT		
Sector						
Public	63.6	57.2	73.0	57.4		59.0
Private not-for-profit	35.8	42.3	25.6	41.9		40.1
Private for-profit	0.6	0.5	1.4	0.7		0.9
Size of institution						
Very small (under 1,000)	1.1	0.6	0.8	0.5		1.2
Small (1,000–4,999)	14.2	4.8	9.5	5.8		9.6
Mid-size (5,000–9,999)	10.2	9.9	8.8	9.7		10.5
Large (10,000–19,999)	19.3	19.8	22.4	19.7		20.1
Very large (20,000 and above)	55.2	64.8	58.5	64.3		58.7
TOTAL INTERNATIONAL STUDENTS	347,602	467,027	43,766	198,793		1,057,188

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

1.23 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE AND ACADEMIC LEVEL, 2022/23

	Enrollment	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
Doctoral universities	819,036	77.5	66.6	88.6	75.1	85.6
Master's colleges & universities	128,514	12.2	12.2	9.3	12.8	9.9
Baccalaureate colleges	36,489	3.5	7.5	0.5	2.9	1.9
Associate's colleges	52,622	5.0	12.0	0.0	8.1	1.1
Special focus institutions	20,527	1.9	1.8	1.6	1.1	1.4
TOTAL INTERNATIONAL STUDENTS	1,057,188	100.0	100.0	100.0	100.0	100.0

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

1.24 INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE, 2021/22 & 2022/23

	2021/22 students	2022/23 students	% change
Doctoral universities	738,555	819,036	10.9
Doctoral universities (very high research activity)	589,158	648,621	10.1
Doctoral universities (high research activity)	110,245	124,552	13.0
Doctoral/professional universities	39,152	45,863	17.1
Master's colleges & universities	105,680	128,514	21.6
Master's colleges & universities (larger programs)	85,496	103,927	21.6
Master's colleges & universities (medium programs)	12,163	15,332	26.1
Master's colleges & universities (small programs)	8,021	9,255	15.4
Baccalaureate colleges	35,569	36,489	2.6
Baccalaureate colleges (arts and sciences focus)	23,013	23,219	0.9
Baccalaureate colleges (diverse fields)	12,556	13,270	5.7
Associate's colleges	49,099	52,622	7.2
Associate's colleges (high transfer)	25,107	25,906	3.2
Associate's colleges (high career and technical)	2,154	2,386	10.8
Associate's colleges (mixed transfer/career and technical)	8,960	10,532	17.5
Baccalaureate/associate's colleges	12,878	13,798	7.1
Special focus institutions	19,616	20,527	4.6
Arts, music, and design schools	9,864	10,685	8.3
Business and management schools	2,515	2,464	-2.0
Engineering schools	333	361	8.4
Faith-related institutions	741	728	-1.8
Law schools	37	60	62.2
Medical schools and centers	438	530	21.0
Other health professions schools	1,945	2,032	4.5
Other special focus institutions	570	470	-17.5
Other technology-related schools	3,170	3,194	0.8
Tribal colleges	3	3	0.0
ALL INSTITUTIONS	948,519	1,057,188	11.5

1.25 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE, 2022/23

Doctoral universities		Master's colleges & universities		Baccalaureate colleges		Associate's colleges		Special focus institutions		
	%		%		%		%		%	
1	China	30.2	India	33.3	China	19.2	China	8.4	China	31.0
2	India	26.2	China	14.9	India	7.6	Vietnam	7.6	India	17.2
3	South Korea	4.0	South Korea	4.1	Vietnam	5.3	Japan	5.9	South Korea	9.7
4	Canada	2.5	Canada	3.2	South Korea	4.5	South Korea	5.0	Canada	5.1
5	Taiwan	2.2	Nepal	2.4	Canada	4.2	Brazil	4.7	Taiwan	2.8
6	Vietnam	1.7	Nigeria	2.3	Japan	3.4	India	4.3	Nigeria	1.8
7	Saudi Arabia	1.6	Vietnam	2.0	Brazil	2.4	Nepal	3.7	Vietnam	1.6
8	Nigeria	1.6	Japan	2.0	Nepal	2.3	Mexico	3.5	Mexico	1.5
9	Bangladesh	1.4	Brazil	1.6	United Kingdom	2.2	Colombia	2.9	Saudi Arabia	1.5
10	Brazil	1.3	Saudi Arabia	1.5	Pakistan	1.8	Nigeria	2.7	Brazil	1.3
11	Mexico	1.3	Taiwan	1.4	Mexico	1.6	Indonesia	2.1	Turkey/Türkiye	1.3
12	Iran	1.2	Germany	1.4	Spain	1.6	Canada	2.0	Indonesia	0.9
13	Japan	1.2	United Kingdom	1.3	Philippines	1.5	Burma	1.9	Thailand	0.9
14	Nepal	1.2	Spain	1.2	Germany	1.5	Pakistan	1.8	United Kingdom	0.9
15	United Kingdom	0.9	Colombia	1.0	Nigeria	1.4	Taiwan	1.7	Hong Kong	0.9
16	Pakistan	0.9	Mexico	1.0	Bahamas	1.4	Venezuela	1.6	Colombia	0.8
17	Turkey/Türkiye	0.9	Bangladesh	1.0	Ghana	1.2	Kenya	1.1	Japan	0.7
18	Germany	0.8	France	0.9	Taiwan	1.2	Peru	1.1	Germany	0.7
19	France	0.8	Ethiopia	0.8	France	1.1	Saudi Arabia	1.0	France	0.7
20	Indonesia	0.8	Ghana	0.7	Ethiopia	1.1	Germany	1.0	Bangladesh	0.7
21	Spain	0.7	Pakistan	0.7	Kenya	1.1	Sweden	1.0	Spain	0.7
22	Colombia	0.7	Italy	0.7	Bangladesh	1.0	Jamaica	1.0	Italy	0.7
23	Ghana	0.6	Kenya	0.6	Hong Kong	1.0	United Kingdom	1.0	Russia	0.7
24	Italy	0.6	Sweden	0.6	Zimbabwe	0.8	Bangladesh	1.0	Ghana	0.6
25	Kuwait	0.6	Peru	0.5	Jamaica	0.8	Congo, Dem. Rep. of the (Kinshasa)	1.0	Peru	0.6
WORLD TOTAL		819,036	128,514		36,489		52,622		20,527	

Read table as: "Of the 819,036 international students enrolled at doctoral institutions, 30.2 percent are from China."

1.26 HIGHER EDUCATION RECEIPTS FOR SELECTED PLACES OF ORIGIN, 2013 – 2022 (millions of U.S. dollars)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	% of 2022 total	% change
WORLD TOTAL	26,153	30,272	35,284	40,135	44,825	47,263	47,857	38,710	32,918	37,974	100	15.4
China	7,362	9,213	11,267	13,453	15,869	17,286	17,801	14,333	10,861	12,274	32.3	13.0
India	3,199	3,999	5,274	6,558	7,230	7,569	7,695	6,189	5,931	7,137	18.8	20.3
European Union	2,053	2,233	2,395	2,525	2,641	2,735	2,763	1,828	1,740	2,049	5.4	17.8
South Korea	2,442	2,426	2,450	2,512	2,607	2,589	2,505	1,962	1,558	1,797	4.7	15.3
Canada	1,170	1,251	1,316	1,351	1,375	1,395	1,411	1,191	1,124	1,280	3.4	13.9
Taiwan	745	761	793	853	945	1,018	1,054	863	729	844	2.2	15.8
Vietnam	348	409	524	659	860	973	1,018	878	738	816	2.1	10.6
Saudi Arabia	1,271	1,595	1,917	1,931	1,829	1,647	1,426	1,017	729	761	2.0	4.4
Brazil	383	432	499	562	688	812	901	749	640	748	2.0	16.9
Japan	657	666	679	698	764	786	777	579	464	538	1.4	15.9
Nigeria	212	260	328	398	469	518	530	459	459	533	1.4	16.1
Mexico	449	496	535	541	536	529	525	435	430	518	1.4	20.5

Source: Bureau of Economic Analysis, U.S. Department of Commerce, www.bea.gov/international. Updated as of October 24, 2023.

1.27 FINANCIAL CONTRIBUTIONS OF INTERNATIONAL STUDENTS TO U.S. STATES AND TERRITORIES, 2022/23

	Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution		Total int'l students	Total \$ contribution
Alabama	9,022	\$305,294,207	Louisiana	6,626	\$246,686,816	Oklahoma	7,651	\$218,859,002
Alaska	290	\$9,758,858	Maine	1,703	\$69,750,452	Oregon	7,379	\$260,191,431
Arizona	30,054	\$986,417,044	Maryland	22,743	\$929,419,259	Pennsylvania	48,593	\$2,047,181,588
Arkansas	5,680	\$146,634,110	Massachusetts	79,751	\$3,619,849,771	Puerto Rico	498	\$12,404,885
California	138,393	\$6,002,408,439	Michigan	33,501	\$1,257,101,987	Rhode Island	4,786	\$257,647,041
Colorado	9,920	\$359,198,863	Minnesota	14,321	\$459,465,954	South Carolina	6,173	\$181,562,080
Connecticut	16,727	\$698,205,160	Mississippi	2,960	\$73,530,743	South Dakota	2,018	\$44,710,568
Delaware	3,819	\$107,737,008	Missouri	24,260	\$827,915,288	Tennessee	9,206	\$332,742,601
D.C.	11,457	\$525,543,651	Montana	1,241	\$40,594,562	Texas	80,757	\$2,213,816,117
Florida	42,590	\$1,395,540,583	Nebraska	4,097	\$112,107,877	Utah	10,019	\$302,552,437
Georgia	26,450	\$951,663,054	Nevada	2,031	\$60,921,844	Vermont	1,334	\$63,256,874
Hawaii	3,939	\$133,579,981	New Hampshire	3,767	\$161,274,619	Virgin Islands	106	\$3,249,627
Idaho	3,263	\$68,357,392	New Jersey	21,985	\$861,918,529	Virginia	19,365	\$702,437,522
Illinois	55,337	\$2,057,169,693	New Mexico	2,633	\$71,721,550	Washington	23,100	\$830,302,801
Indiana	26,739	\$890,188,092	New York	126,782	\$5,781,073,620	West Virginia	2,494	\$77,070,934
Iowa	8,261	\$250,759,308	North Carolina	23,488	\$816,129,822	Wisconsin	13,650	\$486,205,420
Kansas	9,353	\$246,469,466	North Dakota	2,102	\$43,792,655	Wyoming	805	\$18,485,753
Kentucky	9,765	\$308,922,930	Ohio	34,204	\$1,173,990,698	U.S. TOTAL	1,057,188	\$40,103,770,566

Source: NAFFSA: 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, 2022/23

	Students	% of total	Academic level (%)			
			Undergraduate	Graduate	Non-degree	OPT
International funding sources	632,145	59.8	87.1	62.9	81.4	0.0
Personal and family	600,926	56.8	82.5	60.7	69.8	0.0
Foreign government or university	23,296	2.2	3.1	1.6	11.1	0.0
Foreign private sponsor	7,434	0.7	1.4	0.5	0.5	0.0
International organization	489	0.0	0.0	0.1	0.1	0.0
U.S. funding sources	412,985	39.1	11.5	35.7	16.7	100.0
U.S. college or university*	207,788	19.7	10.8	35.0	15.1	0.0
Current employment	201,162	19.0	0.0	0.5	0.3	100.0
U.S. private sponsor	2,351	0.2	0.5	0.1	0.4	0.0
U.S. government	1,684	0.2	0.1	0.2	0.9	0.0
Other sources	12,058	1.1	1.4	1.3	1.9	0.0
TOTAL INTERNATIONAL STUDENTS	1,057,188	100.0	347,602	467,027	43,766	198,793

Read table as: "Of the 347,602 international undergraduate students, 82.5 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, 2022/23

	% of students				
	Doctoral universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
International funding sources	56.4	72.1	59.6	89.0	57.2
Personal and family	53.7	70.0	58.0	81.2	54.5
Foreign government or university	2.3	1.8	1.3	1.7	1.7
Foreign private sponsor	0.4	0.2	0.2	6.0	1.0
International organization	0.0	0.1	0.1	0.1	0.0
U.S. funding sources	42.2	27.7	39.7	10.4	41.5
U.S. college or university*	21.7	9.4	26.7	3	23.4
Current employment	20.3	18	11.6	4.7	17.2
U.S. government	0.1	0.1	0.3	0.8	0.3
U.S. private sponsor	0.1	0.2	1.1	1.9	0.6
Other sources	1.3	0.2	0.5	0.7	1.1
TOTAL INTERNATIONAL STUDENTS	819,036	128,514	36,489	52,622	20,527

Read table as: "Of the 819,036 international students at doctoral institutions, 53.7 percent rely primarily on personal and family funds to pay for their studies."

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

1.30 LEADING INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2021/22 & 2022/23

Institution	City	State	2021/21	2022/23	% change
New York University	New York	NY	21,081	24,496	16.2
Northeastern University – Boston	Boston	MA	17,836	20,637	15.7
Columbia University	New York	NY	16,956	19,001	12.1
Arizona State University – Campus Immersion	Tempe	AZ	15,293	17,981	17.6
University of Southern California	Los Angeles	CA	15,729	17,264	9.8
University of Illinois – Urbana-Champaign	Champaign	IL	12,833	14,680	14.4
Boston University	Boston	MA	11,798	13,281	12.6
Purdue University – West Lafayette	West Lafayette	IN	11,198	11,872	6.0
University of California – Berkeley	Berkeley	CA	10,664	11,719	9.9
University of California – San Diego	La Jolla	CA	11,279	10,431	-7.5
University of Michigan – Ann Arbor	Ann Arbor	MI	9,349	10,411	11.4
University of Washington	Seattle	WA	8,682	10,198	17.5
University of California – Los Angeles	Los Angeles	CA	10,990	9,725	-11.5
University of Texas – Dallas	Richardson	TX	7,741	9,582	23.8
Johns Hopkins University	Baltimore	MD	7,893	9,322	18.1
Pennsylvania State University – University Park	University Park	PA	9,313	9,161	-1.6
Carnegie Mellon University	Pittsburgh	PA	8,196	9,009	9.9
University of California – Irvine	Irvine	CA	7,888	8,984	13.9
University of Pennsylvania	Philadelphia	PA	7,400	8,614	16.4
University of Wisconsin – Madison	Madison	WI	7,686	8,567	11.5
Cornell University	Ithaca	NY	7,579	8,403	10.9
University of North Texas	Denton	TX	5,004	8,200	63.9
SUNY University at Buffalo	Buffalo	NY	6,723	7,696	14.5
Georgia Institute of Technology	Atlanta	GA	8,040	7,671	-4.6
University of California – Davis	Davis	CA	7,505	7,621	1.5
LEADING INSTITUTIONS (27.9% OF ALL INTERNATIONAL STUDENTS)			264,656	294,526	11.3

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2022/23

Institution	City	State	Total int'l students
New York University	New York	NY	24,496
Northeastern University – Boston	Boston	MA	20,637
Columbia University	New York	NY	19,001
Arizona State University – Campus Immersion	Tempe	AZ	17,981
University of Southern California	Los Angeles	CA	17,264
University of Illinois – Urbana-Champaign	Champaign	IL	14,680
Boston University	Boston	MA	13,281
Purdue University – West Lafayette	West Lafayette	IN	11,872
University of California – Berkeley	Berkeley	CA	11,719
University of California – San Diego	La Jolla	CA	10,431
University of Michigan – Ann Arbor	Ann Arbor	MI	10,411
University of Washington	Seattle	WA	10,198
University of California – Los Angeles	Los Angeles	CA	9,725
University of Texas – Dallas	Richardson	TX	9,582
Johns Hopkins University	Baltimore	MD	9,322
Pennsylvania State University – University Park	University Park	PA	9,161
Carnegie Mellon University	Pittsburgh	PA	9,009
University of California – Irvine	Irvine	CA	8,984
University of Pennsylvania	Philadelphia	PA	8,614
University of Wisconsin – Madison	Madison	WI	8,567
Cornell University	Ithaca	NY	8,403
University of North Texas	Denton	TX	8,200
SUNY University at Buffalo	Buffalo	NY	7,696
Georgia Institute of Technology	Atlanta	GA	7,671
University of California – Davis	Davis	CA	7,621
Texas A&M University – College Station	College Station	TX	7,416
Harvard University	Cambridge	MA	7,236
University of South Florida – Tampa	Tampa	FL	7,142
University of Texas – Austin	Austin	TX	7,132
Ohio State University – Columbus	Columbus	OH	6,896
University of Texas – Arlington	Arlington	TX	6,862
University of Chicago	Chicago	IL	6,822
University of Arizona	Tucson	AZ	6,649
University of Maryland – College Park	College Park	MD	6,297
University of Florida	Gainesville	FL	6,203
Duke University and Medical Center	Durham	NC	6,027
Indiana University – Bloomington	Bloomington	IN	6,004
University of Minnesota – Twin Cities	Minneapolis	MN	5,945
Rutgers University – New Brunswick	New Brunswick	NJ	5,941
Northwestern University	Evanston	IL	5,920
Syracuse University	Syracuse	NY	5,570
Washington University in St. Louis	Saint Louis	MO	5,460
Stanford University	Stanford	CA	5,441
University of Cincinnati	Cincinnati	OH	5,346
Massachusetts Institute of Technology	Cambridge	MA	5,290

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2022/23 (cont'd)

Institution	City	State	Total int'l students
North Carolina State University	Raleigh	NC	5,281
University of Illinois – Chicago	Chicago	IL	5,155
Stevens Institute of Technology	Hoboken	NJ	5,146
University of Houston	Houston	TX	5,079
Michigan State University	East Lansing	MI	5,074
University of Rochester	Rochester	NY	4,974
University of Massachusetts – Amherst	Amherst	MA	4,893
University of California – Santa Barbara	Santa Barbara	CA	4,687
The New School	New York	NY	4,684
San Jose State University	San Jose	CA	4,671
Virginia Polytechnic Institute and State University	Blacksburg	VA	4,650
George Mason University	Fairfax	VA	4,555
Florida International University	Miami	FL	4,491
SUNY Stony Brook University	Stony Brook	NY	4,452
Yale University	New Haven	CT	4,445
Savannah College of Art and Design	Savannah	GA	4,342
George Washington University	Washington	DC	4,266
University of Utah	Salt Lake City	UT	4,219
University of Connecticut	Storrs	CT	3,877
University of Central Missouri	Warrensburg	MO	3,777
University of Central Florida	Orlando	FL	3,736
Illinois Institute of Technology	Chicago	IL	3,700
Wichita State University	Wichita	KS	3,655
Georgetown University	Washington	DC	3,650
University of Pittsburgh – Pittsburgh	Pittsburgh	PA	3,598
Georgia State University	Atlanta	GA	3,584
University of Colorado – Boulder	Boulder	CO	3,469
Texas Tech University	Lubbock	TX	3,460
Trine University – Detroit Regional	Detroit	MI	3,420
University of New Haven	West Haven	CT	3,346
Rice University	Houston	TX	3,346
Iowa State University	Ames	IA	3,264
New Jersey Institute of Technology	Newark	NJ	3,188
Emory University	Atlanta	GA	3,060
Drexel University	Philadelphia	PA	3,051
Pace University – New York	New York	NY	3,008
University of Virginia – Charlottesville	Charlottesville	VA	2,988
University of North Carolina – Charlotte	Charlotte	NC	2,983
University of North Carolina – Chapel Hill	Chapel Hill	NC	2,943
University of California – Riverside	Riverside	CA	2,931
Lone Star College System	The Woodlands	TX	2,917
University of Miami	Coral Gables	FL	2,905
Oregon State University – Corvallis	Corvallis	OR	2,814
Houston Community College System	Houston	TX	2,807

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2022/23 (cont'd)

Institution	City	State	Total int'l students
School of Visual Arts	New York	NY	2,781
Case Western Reserve University	Cleveland	OH	2,756
Rochester Institute of Technology	Rochester	NY	2,721
University of Maryland – Baltimore County	Baltimore	MD	2,612
SUNY Binghamton University	Binghamton	NY	2,549
University of Georgia	Athens	GA	2,541
California State University – Long Beach	Long Beach	CA	2,533
San Diego State University	San Diego	CA	2,528
University of Delaware	Newark	DE	2,490
Princeton University	Princeton	NJ	2,474
Brown University	Providence	RI	2,411
Florida State University	Tallahassee	FL	2,410
Pratt Institute	Brooklyn	NY	2,401
Western Michigan University	Kalamazoo	MI	2,399
Temple University	Philadelphia	PA	2,356
Arizona State University – Digital Immersion	Scottsdale	AZ	2,331
Boston College	Chestnut Hill	MA	2,307
University of Missouri – Kansas City	Kansas City	MO	2,304
Fordham University	Bronx	NY	2,280
University of Dayton	Dayton	OH	2,203
Indiana University – Purdue University Indianapolis	Indianapolis	IN	2,181
Tufts University	Medford	MA	2,131
Cleveland State University	Cleveland	OH	2,068
University of Iowa	Iowa City	IA	2,063
DePaul University	Chicago	IL	2,059
University of Massachusetts – Lowell	Lowell	MA	2,046
Vanderbilt University	Nashville	TN	2,043
California State University – Northridge	Northridge	CA	2,040
Brigham Young University	Provo	UT	2,017
University of Nebraska – Lincoln	Lincoln	NE	2,006
University of Kansas	Lawrence	KS	1,994
Oklahoma State University – Stillwater	Stillwater	OK	1,981
Kent State University – Kent	Kent	OH	1,968
Missouri State University	Springfield	MO	1,964
University of San Francisco	San Francisco	CA	1,956
Auburn University – Auburn	Auburn	AL	1,953
Brandeis University	Waltham	MA	1,941
San Francisco State University	San Francisco	CA	1,903
University of Oklahoma – Norman	Norman	OK	1,897
University of South Carolina – Columbia	Columbia	SC	1,896
University of Toledo	Toledo	OH	1,893
Clemson University	Clemson	SC	1,891
Louisiana State University and A&M College	Baton Rouge	LA	1,885
American University	Washington	DC	1,872

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2022/23 (cont'd)

Institution	City	State	Total int'l students
Colorado State University	Fort Collins	CO	1,863
California State University – Fullerton	Fullerton	CA	1,823
Brigham Young University – Idaho	Rexburg	ID	1,811
University of Massachusetts – Boston	Boston	MA	1,784
Santa Monica College	Santa Monica	CA	1,782
University of Memphis	Memphis	TN	1,751
University of Alabama – Birmingham	Birmingham	AL	1,750
Wayne State University	Detroit	MI	1,731
University of Notre Dame	Notre Dame	IN	1,721
Minnesota State University – Mankato	Mankato	MN	1,711
CUNY Baruch College	New York	NY	1,710
Dartmouth College	Hanover	NH	1,705
University of Kentucky	Lexington	KY	1,700
Sacred Heart University	Fairfield	CT	1,660
University of California – Santa Cruz	Santa Cruz	CA	1,656
Washington State University	Pullman	WA	1,644
Academy of Art University	San Francisco	CA	1,632
SUNY University at Albany	Albany	NY	1,620
Santa Clara University	Santa Clara	CA	1,609
Teachers College, Columbia University	New York	NY	1,606
Babson College	Wellesley	MA	1,603
University of Wisconsin – Milwaukee	Milwaukee	WI	1,578
St. Cloud State University – St. Cloud	Saint Cloud	MN	1,571
Dallas College	Dallas	TX	1,544
University of Arkansas – Fayetteville	Fayetteville	AR	1,530
Lewis University	Romeoville	IL	1,508
Tulane University	New Orleans	LA	1,487
Portland State University	Portland	OR	1,481
University of Missouri – Columbia	Columbia	MO	1,476
Saint Louis University	Saint Louis	MO	1,458
Valencia College	Orlando	FL	1,448
Rensselaer Polytechnic Institute – Troy	Troy	NY	1,442
De Anza College	Cupertino	CA	1,422
Northern Illinois University	DeKalb	IL	1,416
ArtCenter College of Design	Pasadena	CA	1,409
Worcester Polytechnic Institute	Worcester	MA	1,406
Texas A&M University – Commerce	Commerce	TX	1,381
Montgomery College	Rockville	MD	1,357
California State University – East Bay	Hayward	CA	1,353
University of Colorado – Denver	Denver	CO	1,353
University of Tennessee – Knoxville	Knoxville	TN	1,349
Brigham Young University – Hawaii	Laie, Oahu	HI	1,343
Southern Methodist University	Dallas	TX	1,341

(cont'd)

1.31 INSTITUTIONS HOSTING 1,000 OR MORE INTERNATIONAL STUDENTS, 2022/23 (cont'd)

Institution	City	State	Total int'l students
University of Texas – San Antonio	San Antonio	TX	1,312
Florida Atlantic University	Boca Raton	FL	1,310
Northeastern University – Seattle	Seattle	WA	1,305
University of New Mexico – Albuquerque	Albuquerque	NM	1,303
Central Michigan University	Mount Pleasant	MI	1,300
Kennesaw State University	Kennesaw	GA	1,300
University of Texas – El Paso	El Paso	TX	1,294
University of Alabama – Tuscaloosa	Tuscaloosa	AL	1,293
Wright State University – Dayton	Dayton	OH	1,292
Miami University – Oxford	Oxford	OH	1,291
University of Michigan – Dearborn	Dearborn	MI	1,280
Utah State University	Logan	UT	1,280
Northwest Missouri State University	Maryville	MO	1,278
Rhode Island School of Design	Providence	RI	1,269
Wilmington University	New Castle	DE	1,268
Eastern Illinois University	Charleston	IL	1,259
Kansas State University	Manhattan	KS	1,259
School of the Art Institute of Chicago	Chicago	IL	1,245
Lehigh University	Bethlehem	PA	1,244
University of Bridgeport	Bridgeport	CT	1,239
Monroe College	New Rochelle	NY	1,238
University of Oregon	Eugene	OR	1,238
Clark University	Worcester	MA	1,224
Western Illinois University	Macomb	IL	1,219
University of Hawaii – Manoa	Honolulu	HI	1,215
Ohio University – Athens	Athens	OH	1,204
Loyola Marymount University	Los Angeles	CA	1,203
Embry-Riddle Aeronautical University – Daytona Beach	Daytona Beach	FL	1,186
Suffolk University	Boston	MA	1,179
West Virginia University	Morgantown	WV	1,174
Michigan Technological University	Houghton	MI	1,168
Gannon University	Erie	PA	1,141
Florida Institute of Technology	Melbourne	FL	1,136
Virginia Commonwealth University	Richmond	VA	1,129
Bentley University	Waltham	MA	1,108
Southern Arkansas University – Magnolia	Magnolia	AR	1,095
Rutgers University – Newark	Newark	NJ	1,091
SUNY Fashion Institute of Technology	New York	NY	1,077
Southeast Missouri State University	Cape Girardeau	MO	1,068
Orange Coast College	Costa Mesa	CA	1,060
Wake Forest University	Winston-Salem	NC	1,057
Southern Illinois University – Edwardsville	Edwardsville	IL	1,050
Northern Arizona University	Flagstaff	AZ	1,043
New York Institute of Technology – Old Westbury	Old Westbury	NY	1,015

U.S. Study Abroad

U.S. STUDY ABROAD TOTALS

2.1 U.S. Study Abroad Totals, Selected Years, 1989/90 – 2021/22 78

STUDENT CHARACTERISTICS

2.2 Profile of U.S. Study Abroad Students, 2012/13 – 2021/22 78
2.3 Number of U.S. Study Abroad Students by Field of Study, 2020/21 & 2021/22 80
2.4 Percent of U.S. Study Abroad Students by Field of Study, 2012/13 – 2021/22 81

DESTINATIONS

2.5 Top 25 Destinations of U.S. Study Abroad Students, 2020/21 & 2021/22 81
2.6 Host Regions of U.S. Study Abroad Students, 2012/13 – 2021/22 82
2.7 Destinations of U.S. Study Abroad Students, 2020/21 & 2021/22 82

INSTITUTION AND PROGRAM CHARACTERISTICS

2.8 U.S. Study Abroad by U.S. State or Territory, 2012/13 – 2021/22 86
2.9 U.S. Study Abroad by Students' Home Institutional Type and Sector, 2020/21 & 2021/22 87
2.10 Duration of U.S. Study Abroad, 2017/18 – 2021/22 87
2.11 Duration of U.S. Study Abroad by Institutional Type, 2021/22 88
2.12 Detailed Duration of U.S. Study Abroad, 2012/13 – 2021/22 88
2.13a Program Sponsorship of U.S. Study Abroad, 2020/21 & 2021/22 88
2.13b Financial Support of U.S. Study Abroad, 2020/21 & 2021/22 89
2.13c Experiential Activities Abroad for Academic Credit by Institutional and Activity Type, 2021/22 89
2.14 Non-Credit Experiential Activities Abroad by Institutional and Activity Type, 2021/22 89
2.15 Non-Credit Experiential Activities Abroad by Select Destinations, 2021/22 90

INSTITUTIONAL RANKINGS

2.16 Leading Institutions Awarding Credit for Study Abroad, 2021/22 91

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 – 2021/22*

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	2021/22	188,753
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, 2012/13 – 2021/22

U.S. STUDY ABROAD STUDENTS (%)

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
ACADEMIC LEVEL										
Undergraduate	86.4	87.0	87.6	87.7	87.9	87.7	88.0	90.6	88.1	89.7
Associate's	1.1	1.7	1.8	1.7	1.7	1.7	1.9	0.8	0.4	0.9
Freshman	3.8	3.9	3.9	3.6	4.0	4.2	4.1	2.7	7.0	5.0
Sophomore	13.7	13.1	13.1	12.7	13.2	12.8	13.2	12.3	14.2	11.4
Junior	34.7	33.9	33.1	32.9	33.0	33.0	33.4	42.7	27.0	30.6
Senior	24.7	25.3	26.4	27.7	27.4	28.2	29.4	27.0	33.6	34.8
Bachelor's, Unspecified	8.4	9.1	9.3	9.1	8.6	7.8	6.2	5.1	5.9	7.0
Graduate	13.5	12.7	12.1	12.1	11.9	12.1	11.6	9.3	11.5	10.2
Master's	8.4	7.6	7.4	7.0	7.3	7.8	7.4	5.4	6.3	6.7
Doctoral	0.8	0.7	0.7	0.7	0.7	0.8	0.7	0.6	1.5	0.7
Graduate, professional	2.3	2.0	1.9	2.1	2.0	1.8	1.7	1.6	1.6	1.3
Graduate, unspecified	2.0	2.4	2.1	2.3	1.9	1.7	1.8	1.7	2.1	1.5
Other academic level	0.1	0.3	0.3	0.2	0.2	0.2	0.2	0.1	0.4	0.1
GENDER										
Female	65.3	65.3	66.6	66.5	67.3	67.0	67.3	67.4	65.9	68.7
Male	34.7	34.7	33.4	33.5	32.7	33.0	32.7	32.6	34.0	31.1
Nonbinary	–	–	–	–	–	–	–	–	0.1	0.2
RACE/ETHNICITY										
American Indian or Alaska Native	0.5	0.5	0.5	0.5	0.4	0.5	0.4	0.5	0.4	0.4
Asian, Native Hawaiian or Other Pacific Islander	7.3	7.7	8.1	8.4	8.2	8.4	8.9	8.6	10.0	8.6
Black or African American	5.3	5.6	5.6	5.9	6.1	6.1	6.4	5.5	4.1	5.3
Hispanic or Latino(a)	7.6	8.3	8.8	9.7	10.2	10.6	10.9	10.6	12.3	11.9
Multiracial	3.0	3.6	4.1	3.9	4.3	4.4	4.7	4.8	4.8	5.3
White	76.3	74.3	72.9	71.6	70.8	70.0	68.7	70.0	68.3	68.6

(cont'd)

2.2 PROFILE OF U.S. STUDY ABROAD STUDENTS, 2012/13 – 2020/21 (cont'd)

	U.S. STUDY ABROAD STUDENTS (%)									
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
DISABILITY STATUS										
Disability	5.1	5.7	5.3	8.8	8.5	9.2	10.5	12.4	11.2	10.5
Type of disability										
<i>Attention-deficit/hyperactivity disorder (ADHD)*</i>	–	–	–	–	–	–	–	–	–	23.5
<i>Autism spectrum disability **</i>	–	–	–	1.8	2.0	2.2	2.2	2.0	2.3	1.6
<i>Chronic health disability **</i>	–	–	–	23.2	16.8	16.1	17.2	18.1	22.5	15.9
<i>Learning disability*</i>	46.4	43.8	42.1	34.4	34.3	33.5	32.5	31.5	35.2	10.1
<i>Mental health/psychological disability</i>	27.9	25.9	27.0	27.7	32.4	35.0	35.5	37.9	31.5	39.9
<i>Mobility/physical disability</i>	5.9	4.7	5.2	3.6	4.5	4.1	3.3	3.2	1.7	2.5
<i>Sensory disability</i>	3.8	5.0	5.0	4.4	4.4	3.1	3.0	2.2	3.1	2.7
<i>Other disability</i>	16.0	20.6	20.7	4.9	5.6	6.0	6.4	5.1	3.7	3.8
# of institutions reporting disability status	265	273	322	341	380	360	317	276	75	292
TOTAL U.S. STUDY ABROAD	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	14,549	188,753

*Starting in 2021/22, Attention-deficit/hyperactivity disorder (ADHD) was reported separately from learning disabilities.

**Starting in 2015/16, autism spectrum and chronic health disabilities 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, 2020/21 & 2021/22

	2020/21	2021/22	% change		2020/21	2021/22	% change
Agriculture	357	5,384	1,408.1	Legal studies and law enforcement	181	2,804	1,449.2
Agriculture	142	2,127	1,397.9	Homeland security, law enforcement, and firefighting	53	955	1,701.9
Natural resources and conservation	215	3,257	1,414.9	Legal professions and studies	128	1,849	1,344.5
Business and management	2,512	39,220	1,461.3	Math and computer science	494	6,329	1,181.2
Communications and journalism	673	9,867	1,366.1	Computer and information sciences	321	4,290	1,236.4
Communication, journalism	609	9,396	1,442.9	Mathematics and statistics	173	2,039	1,078.6
Communications technologies/technicians	64	471	635.9	Physical and life sciences	1,398	15,441	1,004.5
Education	278	4,573	1,545.0	Biological and biomedical sciences	1,125	12,113	976.7
Engineering	1,292	10,606	720.9	Physical sciences	262	3,058	1,067.2
Construction trades	1	56	5,500.0	Science technologies/technicians	11	270	2,354.5
Engineering	968	9,427	873.9	Social sciences	2,502	33,178	1,226.1
Engineering technologies/technicians	115	652	467.0	Area, ethnic, cultural and gender studies	233	2,068	787.6
Mechanic and repair technologies/technicians	1	54	5,300.0	History	230	3,358	1,360.0
Military technologies	0	34	0.0	Psychology	625	9,433	1,409.3
Precision production	0	16	0.0	Public administration and social service professions	172	2,020	1,074.4
Transportation and materials moving	207	367	77.3	Social sciences	1,242	16,299	1,212.3
Fine and applied arts	929	13,359	1,338.0	Other fields of study	1,217	14,275	1,073.0
Architecture	298	3,584	1,102.7	Basic skills	1	39	3,800.0
Visual and performing arts	631	9,775	1,449.1	Family and consumer sciences/human sciences	82	1,553	1,793.9
Foreign language and international studies	1,283	13,229	931.1	Liberal arts and sciences/general studies	660	5,345	709.8
Foreign languages, literatures, and linguistics	599	7,224	1,106.0	Library science	5	51	920.0
International/global studies	684	6,005	777.9	Multi/interdisciplinary studies	292	4,985	1,607.2
Health professions	711	10,589	1,389.3	Parks, recreation, leisure and fitness studies	154	1,858	1,106.5
Health professions	652	10,184	1,462.0	Personal and culinary services	23	377	1,539.1
Residency programs	59	405	586.4	Reserve officer training corps	0	67	–
Humanities	454	6,415	1,313.0	Undeclared	268	3,484	1,200.0
English language and literature/letters	296	4,584	1,448.6	ALL FIELDS OF STUDY	14,549	188,753	1,197.4
Philosophy and religious studies	135	1,463	983.7				
Theology and religious vocations	23	368	1,500.0				

2.4 PERCENT OF U.S. STUDY ABROAD STUDENTS BY FIELD OF STUDY, 2012/13 – 2021/22

	U.S. STUDY ABROAD STUDENTS (%)									
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Science, technology, engineering, and math	22.5	22.6	23.9	25.2	25.8	25.6	26.8	24.5	29.2	25.6
<i>Physical or life sciences</i>	8.8	8.0	8.1	8.1	8.0	7.8	8.1	7.4	9.6	8.2
<i>Engineering</i>	4.1	4.6	5.0	5.1	5.3	5.2	5.5	4.3	8.9	5.6
<i>Health professions</i>	6.4	6.0	6.3	7.1	7.1	6.9	7.1	6.0	4.9	5.6
<i>Math or computer science</i>	1.9	2.1	2.2	2.4	2.8	2.9	3.2	3.8	3.4	3.4
<i>Agriculture</i>	1.3	1.9	2.3	2.5	2.5	2.7	2.9	3.0	2.5	2.9
Business and management	20.4	19.6	20.1	20.9	20.7	20.8	20.7	20.8	17.3	20.8
Social sciences*	22.1	18.7	17.3	17.1	17.2	17.1	17.0	19.2	17.2	17.6
Fine and applied arts	7.8	7.0	6.9	6.9	6.3	6.8	6.9	6.9	6.4	7.1
Foreign language and international studies**	—	7.8	7.7	7.4	7.3	7.1	6.9	7.8	8.8	7.0
Communications and journalism**	—	5.6	5.8	5.7	5.6	5.5	5.4	6.1	4.6	5.2
Humanities*	10.4	4.1	3.8	3.7	3.6	3.6	3.3	3.7	3.1	3.4
Education	4.0	3.7	3.5	3.4	3.3	3.3	3.1	2.4	1.9	2.4
Legal studies and law enforcement**	—	1.5	1.6	1.5	1.6	1.5	1.6	1.4	1.2	1.5
Foreign languages**	4.9	—	—	—	—	—	—	—	—	—
Other fields of study	5.2	6.7	6.8	6.5	6.8	6.7	6.8	6.2	8.4	7.6
Undeclared	2.7	2.6	2.6	1.9	1.9	1.9	1.6	1.1	1.8	1.8
TOTAL U.S. STUDY ABROAD	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	14,549	188,753

*Starting 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 from 2013/14 onward are not entirely comparable to prior years.

**Starting in 2013/14, communications and journalism and legal studies and law enforcement were reported separately. 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, 2020/21 & 2021/22

	2020/21	2021/22	% of total	% change		2020/21	2021/22	% of total	% change
1 Italy	19,731	2,193	16.2	1,295.8	14 Ecuador	145	2,283	1.2	1,474.5
2 United Kingdom	19,792	2,089	14.6	1,606.1	15 Netherlands	29	2,227	1.2	7,579.3
3 Spain	19,147	1,612	13.4	1,113.4	16 Austria	46	2,037	1.1	4,328.3
4 France	8,528	1,025	7.6	1,304.6	17 Switzerland	131	1,573	0.8	1,100.8
5 Germany	1,942	977	4.0	1,755.3	18 South Africa	89	1,543	0.8	1,633.7
6 Ireland	3,130	622	3.7	3,200.9	19 Sweden	80	1,416	0.8	1,670.0
7 Costa Rica	3,917	565	2.5	740.9	20 Peru	6	1,368	0.7	22,700.0
8 Greece	1,893	539	2.4	972.7	21 Iceland	260	1,274	0.7	390.0
9 Denmark	1,829	418	2.3	606.3	22 United Arab Emirates	2	1,176	0.6	58,700.0
10 South Korea	4,512	412	2.3	340.5	23 Argentina	6	1,041	0.6	17,250.0
11 Mexico	2,481	382	1.5	1,041.9	24 Portugal	26	1,014	0.5	3,800.0
12 Israel	249	260	1.4	403.5	25 Belize	156	970	0.5	521.8
13 Czech Republic	79	2,425	1.3	2,969.6					

2.6 HOST REGIONS OF U.S. STUDY ABROAD STUDENTS, 2012/13 – 2021/22

	U.S. STUDY ABROAD STUDENTS (%)									
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Africa, Sub-Saharan	4.6	4.4	3.4	3.9	4.0	4.2	3.9	3.3	2.4	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	11.9	11.4	11.1	11.6	11.2	11.7	9.1	12.3	4.7
Europe	53.3	53.3	54.5	54.4	54.4	54.9	55.7	57.9	66.3	73.1
Latin America & Caribbean	15.7	16.2	16.0	16.3	15.5	14.9	13.8	13.4	11.0	10.3
Middle East & North Africa	2.2	2.1	2.2	1.9	2.1	2.1	2.3	3.2	4.9	2.9
North America	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.5	0.2	0.4
Oceania	4.0	3.9	4.0	4.2	4.4	4.3	4.4	7.1	0.5	0.7
Multiple Destinations	7.3	7.7	7.9	7.6	7.5	7.9	7.5	5.4	2.3	5.5
TOTAL U.S. STUDY ABROAD	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	14,549	188,753

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

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2020/21 & 2021/22

	2020/21	2021/22	% of total	% change		2020/21	2021/22	% of total	% change
AFRICA, SUB-SAHARAN	354	4,614	2.4	1,203.4	Southern Africa	148	2,018	1.1	1,263.5
Central Africa	4	21	0.0	425.0	Angola	0	0	0.0	
Cameroon	2	10		400.0	Botswana	2	73		3,550.0
Central African Republic	0	0		0.0	Comoros	0	0		0.0
Chad	1	1		0.0	Eswatini	0	2		–
Congo, Dem. Rep. of (Kinshasa)	1	5		400.0	Lesotho	0	0		0.0
Congo, Rep. of (Brazzaville)	0	3		–	Madagascar	2	37		1,750.0
Equatorial Guinea	0	0		0.0	Malawi	22	43		95.5
Gabon	0	2		–	Mauritius	0	11		–
São Tomé and Príncipe	0	0		0.0	Mozambique	1	11		1,000.0
East Africa	128	1,578	0.8	1,132.8	Namibia	2	122		6,000.0
Burundi	1	2		100.0	Reunion	0	0		0.0
Djibouti	0	2		–	South Africa	89	1,543		1,633.7
Eritrea	0	0		0.0	Zambia	29	101		248.3
Ethiopia	4	9		125.0	Zimbabwe	1	75		7,400.0
Kenya	36	737		1,947.2	West Africa	74	997	0.5	1,247.3
Rwanda	36	235		552.8	Benin	0	7		–
Seychelles	0	1		–	Burkina Faso	1	1		0.0
Somalia	1	0		-100.0	Cabo Verde	1	10		900.0
South Sudan	0	1		–	Cote d'Ivoire	0	8		–
Sudan	0	5		–	Gambia, The	2	5		150.0
Tanzania	29	359		1,137.9	Ghana	53	697		1,215.1
Uganda	21	227		981.0	Guinea	2	1		-50.0

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2020/21 & 2021/22 (cont'd)

	2020/21	2021/22	% of total	% change		2020/21	2021/22	% of total	% change
Guinea-Bissau	0	0		0.0	Singapore	21	936		4,357.1
Liberia	1	26		2,500.0	Thailand	77	848		1,001.3
Mali	0	0		0.0	Timor-Leste	0	0		0.0
Mauritania	1	0		-100.0	Vietnam	4	109		2,625.0
Niger	0	1		—					
Nigeria	3	9		200.0	EUROPE	9,647	138,007	73.1	1,330.6
Saint Helena	0	0		0.0	Albania	3	3		0.0
Senegal	7	180		2,471.4	Andorra	0	0		0.0
Sierra Leone	3	37		1,133.3	Armenia	4	37		825.0
Togo	0	15		—	Austria	46	2,037		4,328.3
ANTARCTICA	3	4	0.0	33.3	Azerbaijan	1	21		2,000.0
					Belarus	0	0		0.0
ASIA	1,795	8,892	4.7	395.4	Belgium	9	685		7,511.1
East Asia	1,615	5,835	3.1	261.3	Bosnia and Herzegovina	26	108		315.4
China	382	211		-44.8	Bulgaria	15	47		213.3
Hong Kong	32	120		275.0	Croatia	34	497		1,361.8
Japan	124	678		446.8	Cyprus	12	359		2,891.7
Macau	0	0		0.0	Czech Republic	79	2,425		2,969.6
Mongolia	0	54		—	Denmark	622	4,393		606.3
South Korea	977	4,304		340.5	Estonia	1	78		7,700.0
Taiwan	100	468		368.0	Finland	3	436		14,433.3
					France	1,025	14,397		1,304.6
South and Central Asia	61	804	0.4	1,218.0	Georgia	15	51		240.0
Afghanistan	0	1		—	Germany	412	7,644		1,755.3
Bangladesh	0	11		—	Gibraltar	0	12		—
Bhutan	0	25		—	Greece	418	4,484		972.7
India	16	336		2,000.0	Holy See	0	0		0.0
Kazakhstan	0	58		—	Hungary	22	514		2,236.4
Kyrgyzstan	30	120		300.0	Iceland	260	1,274		390.0
Maldives	0	0		0.0	Ireland	213	7,031		3,200.9
Nepal	7	209		2,885.7	Italy	2,193	30,610		1,295.8
Pakistan	3	5		66.7	Kosovo	7	51		628.6
Sri Lanka	0	7		—	Latvia	2	115		5,650.0
Tajikistan	1	7		600.0	Liechtenstein	0	0		0.0
Turkmenistan	0	3		—	Lithuania	14	68		385.7
Uzbekistan	4	22		450.0	Luxembourg	136	341		150.7
Southeast Asia	119	2,253	1.2	1,793.3	Malta	1	68		6,700.0
Brunei	0	0		0.0	Moldova	0	11		—
Burma	2	0		-100.0	Monaco	0	1		—
Cambodia	3	97		3,133.3	Montenegro	1	16		1,500.0
Indonesia	10	142		1,320.0	Netherlands	29	2,227		7,579.3
Laos	0	0		0.0	North Macedonia	0	1		—
Malaysia	0	69		—	Norway	14	322		2,200.0
Philippines	2	52		2,500.0	Poland	18	303		1,583.3
					Portugal	26	1,014		3,800.0

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2020/21 & 2021/22 (cont'd)

	2020/21	2021/22	% of total	% change		2020/21	2021/22	% of total	% change
Romania	13	112		761.5	Guatemala	21	638		2,938.1
Russia	13	44		238.5	Honduras	41	329		702.4
San Marino	0	0		0.0	Mexico	248	2,832		1,041.9
Serbia	19	67		252.6	Nicaragua	22	17		-22.7
Slovakia	0	11		—	Panama	55	817		1,385.5
Slovenia	1	62		6,100.0	South America	249	6,716	3.6	2,597.2
Spain	2,089	25,348		1,113.4	Argentina	6	1,041		17,250.0
Sweden	80	1,416		1,670.0	Bolivia	2	80		3,900.0
Switzerland	131	1,573		1,100.8	Brazil	25	636		2,444.0
Turkey/Türkiye	12	169		1,308.3	Chile	7	726		10,271.4
Ukraine	16	21		31.3	Colombia	32	283		784.4
United Kingdom	1,612	27,503		1,606.1	Ecuador	145	2,283		1,474.5
LATIN AMERICA & CARIBBEAN	1,600	19,387	10.3	1,111.7	Falkland Islands/ Islas Malvinas	0	0		0.0
Caribbean	238	2,281	1.2	858.4	French Guiana	0	49		—
Anguilla	0	0		0.0	Guyana	20	42		110.0
Antigua and Barbuda	0	1		—	Paraguay	1	42		4,100.0
Aruba	0	2		—	Peru	6	1,368		22,700.0
Bahamas	20	446		2,130.0	Suriname	0	0		0.0
Barbados	7	116		1,557.1	Uruguay	5	165		3,200.0
Bermuda	2	34		1,600.0	Venezuela	0	1		—
British Virgin Islands	0	47		—	MIDDLE EAST & NORTH AFRICA	711	5,559	2.9	681.9
Cayman Islands	0	34		—	Middle East	650	4,590	2.4	606.2
Cuba	1	266		26,500.0	Bahrain	0	0		0.0
Curacao	21	68		223.8	Iran	0	0		0.0
Dominica	0	18		—	Iraq	0	2		—
Dominican Republic	149	636		326.8	Israel	539	2,714		403.5
Grenada	0	19		—	Jordan	102	618		505.9
Guadeloupe	0	9		—	Kuwait	0	0		0.0
Haiti	3	5		66.7	Lebanon	2	4		100.0
Jamaica	18	301		1,572.2	Oman	2	31		1,450.0
Martinique	0	25		—	Palestinian Territories	0	20		—
Montserrat	0	1		—	Qatar	3	19		533.3
Saint Kitts and Nevis	0	20		—	Saudi Arabia	0	6		—
Saint Lucia	0	39		—	Syria	0	0		0.0
Saint Vincent and the Grenadines	1	22		2,100.0	United Arab Emirates	2	1,176		58,700.0
Sint Maarten	0	0		0.0	Yemen	0	0		0.0
Trinidad and Tobago	0	58		—	North Africa	61	969	0.5	1,488.5
Turks and Caicos	16	114		612.5	Algeria	0	0		0.0
Mexico and Central America	1,113	10,390	5.5	833.5	Egypt	40	227		467.5
Belize	156	970		521.8	Libya	0	0		0.0
Costa Rica	565	4,751		740.9	Morocco	20	712		3,460.0
El Salvador	5	36		620.0	Tunisia	1	30		2,900.0

(cont'd)

2.7 DESTINATIONS OF U.S. STUDY ABROAD STUDENTS, 2020/21 & 2021/22 (cont'd)

	2020/21	2021/22	% of total	% change		2020/21	2021/22	% of total	% change
NORTH AMERICA	32	673	0.4	2,003.1	Norfolk Island	0	0		0.0
Canada	32	673		2,003.1	Palau	0	51		—
					Papua New Guinea	0	0		0.0
OCEANIA	71	1,318	0.7	1,756.3	Samoa	0	1		—
Australia	25	924		3,596.0	Solomon Islands	0	0		0.0
Cook Islands	0	0		0.0	Tonga	0	0		0.0
Fiji	2	65		3,150.0	Tuvalu	0	0		0.0
French Polynesia	14	111		692.9	Vanuatu	0	0		0.0
Kiribati	0	0		0.0	Wallis and Futuna	0	0		0.0
Marshall Islands, Republic of the	0	0		0.0					
Micronesia, Federated States of	0	4		—	MULTI-DESTINATION	336	10,299	5.5	2,965.2
Nauru	0	0		0.0					
New Caledonia	0	1		—	WORLD TOTAL	14,549	188,753	100.0	1,197.4
New Zealand	30	161		436.7					
Niue	0	0		0.0					

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

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 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
Alabama	2,665	2,702	3,014	3,562	3,795	3,996	3,920	1,292	198	2,760	1,293.9
Alaska	81	112	102	82	72	73	49	49	2	53	2,550.0
Arizona	3,981	3,821	4,415	4,657	4,936	5,209	5,324	1,877	406	3,505	763.3
Arkansas	1,391	1,372	1,558	1,717	1,742	1,711	1,826	626	221	1,495	576.5
California	27,322	29,177	30,142	32,125	32,257	31,671	33,456	17,007	499	15,511	3,008.4
Colorado	5,067	5,355	5,350	5,524	6,036	6,406	6,770	3,979	426	4,446	943.7
Connecticut	4,497	4,740	4,666	4,618	5,211	4,998	4,820	2,554	48	3,052	6,258.3
Delaware	1,517	1,455	1,492	1,572	1,552	1,433	1,429	1,335	0	553	—
District of Columbia	5,464	5,196	5,500	5,545	5,115	5,364	5,663	3,417	315	2,997	851.4
Florida	10,149	11,084	11,195	11,543	12,105	12,687	13,401	4,197	1,019	9,446	827.0
Georgia	8,682	9,920	10,488	11,429	11,417	11,630	12,465	3,185	632	6,835	981.5
Hawaii	660	542	638	583	609	538	558	229	124	363	192.7
Idaho	501	564	729	784	836	778	791	336	46	408	787.0
Illinois	9,903	10,384	9,917	9,434	9,761	10,098	10,547	5,280	254	4,651	1,731.1
Indiana	9,119	9,649	10,395	10,883	11,774	11,953	12,146	5,118	367	7,591	1,968.4
Iowa	5,514	5,806	6,076	5,670	5,904	5,950	5,744	2,670	122	2,804	2,198.4
Kansas	2,391	2,357	2,540	2,783	2,679	2,866	2,855	1,134	184	1,722	835.9
Kentucky	4,032	4,427	4,207	4,216	4,247	4,594	4,029	1,489	145	2,022	1,294.5
Louisiana	1,349	1,852	2,164	2,077	1,993	2,158	2,384	1,241	80	1,511	1,788.8
Maine	1,319	1,672	1,727	1,548	1,647	1,584	1,689	1,190	69	801	1,060.9
Maryland	5,196	5,062	5,167	5,179	4,910	4,782	5,060	3,138	27	1,741	6,348.1
Massachusetts	14,782	14,762	15,063	14,642	14,998	14,802	15,327	10,236	957	9,936	938.2
Michigan	9,698	10,289	10,760	11,146	11,533	11,219	11,520	4,675	380	5,654	1,387.9
Minnesota	9,022	9,353	8,958	8,577	8,612	8,490	8,716	5,889	353	3,994	1,031.4
Mississippi	777	1,157	1,339	1,364	1,342	1,523	1,554	418	177	1,228	593.8
Missouri	4,947	4,951	5,417	5,844	5,782	5,349	5,959	2,561	233	2,955	1,168.2
Montana	760	764	861	747	784	683	980	290	1	299	29,800.0
Nebraska	1,700	1,857	1,860	1,985	1,972	1,984	1,926	648	102	1,102	980.4
Nevada	835	737	961	992	1,029	951	1,140	508	0	145	—
New Hampshire	1,715	1,706	1,711	1,830	1,647	1,762	1,837	1,200	13	868	6,576.9
New Jersey	3,799	3,609	3,694	4,346	4,557	4,688	4,527	1,888	84	2,714	3,131.0
New Mexico	879	936	1,032	1,158	1,217	1,111	827	220	20	420	2,000.0
New York	25,906	26,206	26,725	26,950	26,824	28,129	26,504	16,713	1,152	12,865	1,016.8
North Carolina	10,846	11,068	11,506	12,650	12,979	13,258	13,747	6,939	573	8,737	1,424.8
North Dakota	391	494	481	524	417	595	611	140	8	180	2,150.0
Ohio	11,415	12,729	12,868	14,136	13,991	14,470	14,157	6,056	553	6,108	1,004.5
Oklahoma	2,329	2,798	2,655	2,839	2,980	3,129	3,301	672	183	1,689	823.0
Oregon	3,939	3,736	3,767	3,877	3,958	4,276	4,001	1,544	409	3,042	643.8
Pennsylvania	18,668	19,039	18,927	19,524	20,497	20,955	21,672	10,455	672	10,663	1,486.8
Puerto Rico	0	11	9	7	72	136	220	84	4	78	1,850.0
Rhode Island	2,660	3,075	3,196	2,912	3,253	3,187	3,023	2,100	65	1,090	1,576.9
South Carolina	4,425	4,737	5,380	5,671	5,752	6,307	6,258	3,049	316	4,040	1,178.5
South Dakota	767	757	890	834	708	864	1,081	371	12	341	2,741.7
Tennessee	5,716	5,842	5,699	6,129	7,099	7,330	7,151	1,979	407	4,507	1,007.4

(cont'd)

2.8 U.S. STUDY ABROAD BY U.S. STATE OR TERRITORY, 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
Texas	13,216	14,946	16,605	17,929	18,123	19,846	19,604	6,186	1,603	11,560	621.1
Utah	3,108	3,531	3,568	3,944	4,366	5,035	5,159	1,073	83	4,308	5,090.4
Vermont	1,910	1,988	1,944	1,957	1,932	2,029	2,194	1,632	97	838	763.9
Virgin Islands	12	0	0	0	0	0	0	0	0	0	0.0
Virginia	9,641	10,023	10,400	10,789	11,354	12,373	12,364	5,406	580	7,408	1,177.2
Washington	6,203	6,327	6,194	6,599	6,613	6,902	6,780	3,772	82	3,348	3,982.9
West Virginia	1,050	938	1,182	1,189	1,075	1,047	1,088	227	6	208	3,366.7
Wisconsin	7,132	8,428	7,911	8,355	8,282	8,402	8,443	4,200	194	3,810	1,863.9
Wyoming	360	424	370	362	381	440	502	159	46	351	663.0
TOTAL U.S. STUDY ABROAD	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	14,549	188,753	1,197.4

2.9 U.S. STUDY ABROAD BY STUDENTS' HOME INSTITUTIONAL TYPE AND SECTOR, 2020/21 & 2021/22

HOME INSTITUTIONAL TYPE	U.S. study abroad students (%)		HOME INSTITUTIONAL SECTOR	U.S. study abroad students (N)		% of total 2021/22
	2020/21	2021/22		2020/21	2021/22	
Associate's colleges	0.6	1.2	Private for-profit	12	86	0.0
Baccalaureate colleges	10.3	10.2	Private not-for-profit	5,379	80,928	42.9
Doctoral universities	77.7	75.8	Public	9,158	107,739	57.1
Master's colleges and universities	10.9	12.2	TOTAL U.S. STUDY ABROAD	14,549	188,753	100.0
Special focus institutions	0.4	0.6				
TOTAL U.S. STUDY ABROAD	14,549	188,753				

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

2.10 DURATION OF STUDY ABROAD, 2017/18 – 2021/22

	2017/18	%	2018/19	%	2019/20	%	2020/21	%	2021/22	%
Short-term (summer, or eight weeks or less)	220,813	64.6	225,266	64.9	49,789	30.6	9,290	63.9	122,181	64.7
Mid-length (one semester, or one or two quarters)	113,058	33.1	114,077	32.9	106,879	65.7	4,120	28.3	61,815	32.7
Long-term (academic or calendar year)	7,880	2.3	7,756	2.2	5,965	3.7	1,139	7.8	4,757	2.5
TOTAL U.S. STUDY ABROAD	341,751	100.0	347,099	100.0	162,633	100.0	14,549	100.0	188,753	100.0

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

2.11 DURATION OF STUDY ABROAD BY INSTITUTIONAL TYPE, 2021/22

	All institution types	Doctoral universities	Master's colleges & universities	Baccalaureate colleges	Associate's colleges	Special focus institutions
Short-term (%)	64.7	66.6	69.2	44.7	90.7	54.9
Mid-length (%)	32.7	30.8	28.9	52.8	8.8	37.1
Long-term (%)	2.5	2.6	1.9	2.5	0.6	8.0
TOTAL U.S. STUDY ABROAD	188,753	143,164	22,982	19,271	2,282	1,054

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

2.12 DETAILED DURATION OF U.S. STUDY ABROAD, 2012/13 – 2021/22

DURATION OF STUDY	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Short-term										
8 weeks or less during academic year	15.3	16.5	16.7	17.4	18.8	19.0	19.3	15.9	5.1	12.9
<i>Two to eight weeks</i>	6.9	6.6	6.5	6.6	6.8	7.3	6.9	5.7	3.7	4.6
<i>Fewer than two weeks</i>	8.4	9.9	10.2	10.8	12.0	11.7	12.4	10.2	1.4	8.3
January term	7.1	7.5	7.4	7.4	7.1	7.0	6.9	13.9	0.8	2.9
Summer term	37.8	38.1	39.0	38.0	38.5	38.5	38.6	0.9	57.7	49.0
<i>Summer: More than eight weeks</i>	—	—	2.7	2.6	2.9	2.9	2.6	0.1	11.6	3.5
<i>Summer: Two to eight weeks</i>	33.7	33.5	30.9	30.4	30.5	29.9	29.6	0.6	40.3	38.5
<i>Summer: Fewer than two weeks</i>	4.1	4.6	5.4	5.0	5.1	5.7	6.4	0.2	5.8	7.0
Mid-length										
One quarter	2.4	2.4	2.2	2.3	2.2	2.4	1.8	2.8	1.5	2.1
One semester	33.6	31.9	31.8	31.9	30.7	30.3	30.7	62.5	26.3	30.3
Two quarters	0.3	0.6	0.3	0.3	0.2	0.2	0.3	0.3	0.3	0.4
Long-term										
Academic year	3.1	2.9	2.5	2.3	2.2	2.2	2.1	3.5	7.3	2.4
Calendar year	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.5	0.1
Other	0.3	0.0	0.1	0.4	0.2	0.3	0.1	0.1	0.4	0.0
TOTAL U.S. STUDY ABROAD	289,408	304,467	313,415	325,339	332,727	341,751	347,099	162,633	14,549	188,753

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

2.13a PROGRAM SPONSORSHIP OF U.S. STUDY ABROAD, 2020/21 & 2021/22

PROGRAM SPONSORSHIP	U.S. study abroad students (%)	
	2020/21	2021/22
Solely own institution	67.9	73.9
Other institutions/organizations	32.1	26.1
TOTAL STUDENTS	14,549	188,753

2.13b FINANCIAL SUPPORT OF U.S. STUDY ABROAD, 2020/21 & 2021/22

TYPE OF FINANCIAL SUPPORT (percentage of programs)	2020/21			2021/22		
	Institution's own programs	Approved outside programs	Other programs	Institution's own programs	Approved outside programs	Other programs
Federal aid	81.6	85.9	38.6	90.9	92.4	42.9
Merit-based institutional aid	75.6	71.7	17.4	86.5	78.9	21.9
Need-based institutional aid	76.2	73.7	20.0	86.5	78.9	22.4
State aid	75.6	75.2	27.6	84.6	82.6	32.7
Other aid	76.2	81.3	28.0	87.2	87.4	37.0
Reporting institutions*		310			628	

*Not all institutions provided financial support data.

Read table as: "90.9 percent of institutions awarded federal aid for students to study abroad on the institution's own programs in 2021/22."

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

2.13c EXPERIENTIAL ACTIVITIES ABROAD FOR ACADEMIC CREDIT BY INSTITUTIONAL AND ACTIVITY TYPE, 2021/22

By institutional type	2021/22	By activity type	2021/22
Associate's colleges	1.1	Research or field work	27.8
Baccalaureate colleges	11.3	Volunteering or service learning	15.9
Doctoral universities	71.2	Work or internships	28.7
Master's colleges & universities	16.0	Other experiential activities	27.6
Special focus institutions	0.4		
TOTAL STUDENTS	49,093		49,093

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

2.14 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY INSTITUTIONAL AND ACTIVITY TYPE, 2021/22

By institutional type	2021/22	By activity type	2021/22
Associate's colleges	0.2	Research or field work	22.6
Baccalaureate colleges	11.8	Volunteering or service learning	16.8
Doctoral universities	77.9	Work or internships	15.9
Master's colleges & universities	10.0	Other experiential activities	44.6
Special focus institutions	0.1		
TOTAL STUDENTS	12,697		12,697

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

2.15 NON-CREDIT EXPERIENTIAL ACTIVITIES ABROAD BY SELECT DESTINATION, 2021/22

	2021/22 students	% of total		2021/22 students	% of total		2021/22 students	% of total
Africa, Sub-Saharan	837	6.6	Ireland	755		Brazil	94	
Kenya	168		Spain	697		Colombia	80	
South Africa	153		France	548		Argentina	66	
Uganda	111		Germany	410		Honduras	64	
Ghana	103		Greece	269		Belize	47	
Rwanda	48		Switzerland	212		Cuba	38	
Tanzania	32		Netherlands	177		Jamaica	38	
Malawi	22		Denmark	157		Bolivia	34	
Sierra Leone	19		Portugal	135		Uruguay	30	
Madagascar	16		Czech Republic	98		Nicaragua	29	
Cote d'Ivoire	14		Croatia	79		El Salvador	29	
Eswatini	13		Norway	70		Bermuda	27	
Mozambique	12		Sweden	63		Antigua And Barbuda	18	
Nigeria	11		Turkey/Türkiye	58		All Others	21	
Senegal	11		Iceland	52				
Zambia	11		Austria	48		Middle East & North Africa	558	4.4
All Others	93		Finland	47		Israel	274	
			Belgium	46		Morocco	105	
Asia	827	6.5	Hungary	36		United Arab Emirates	90	
South Korea	140		Bosnia and Herzegovina	34		Jordan	32	
India	99		Estonia	32		Egypt	17	
Japan	84		Poland	31		Palestinian Territories	17	
Singapore	72		Cyprus	28		Qatar	11	
Thailand	59		Serbia	24		All Others	12	
China	58		Romania	18				
Taiwan	51		Luxembourg	12		North America	793	6.2
Nepal	49		Russia	11		Canada	793	
Vietnam	36		Armenia	10				
Philippines	30		All Others	55		Oceania	103	0.8
Indonesia	28					Australia	62	
Hong Kong	27		Latin America & Caribbean	2,994	23.6	Fiji	18	
Cambodia	21		Mexico	477		New Zealand	12	
Sri Lanka	13		Costa Rica	356		All Others	11	
Pakistan	11		Panama	332				
Malaysia	10		Guatemala	251		Antarctica	0	0.0
All Others	39		Peru	250				
			Ecuador	218		Multiple Destinations	703	5.5
Europe	5,882	46.3	Dominican Republic	208				
United Kingdom	907		Bahamas	174		TOTAL	12,697	100.0
Italy	763		Chile	113				

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

2.16 LEADING INSTITUTIONS AWARDING CREDIT FOR STUDY ABROAD, 2021/22

Institution	City	State	Study abroad students
Brigham Young University	Provo	UT	2,878
University of Texas – Austin	Austin	TX	2,652
New York University	New York	NY	2,557
Indiana University – Bloomington	Bloomington	IN	2,498
Florida State University	Tallahassee	FL	2,469
University of Georgia	Athens	GA	2,324
University of Florida	Gainesville	FL	2,195
Texas A&M University – College Station	College Station	TX	2,176
University of Michigan – Ann Arbor	Ann Arbor	MI	2,007
University of Colorado – Boulder	Boulder	CO	1,987
University of California – Los Angeles	Los Angeles	CA	1,867
University of Wisconsin – Madison	Madison	WI	1,798
University of North Carolina – Chapel Hill	Chapel Hill	NC	1,740
University of Notre Dame	Notre Dame	IN	1,705
Boston University	Boston	MA	1,692
Arizona State University – Campus Immersion	Tempe	AZ	1,676
Pennsylvania State University – University Park	University Park	PA	1,604
University of South Carolina – Columbia	Columbia	SC	1,581
Georgia Institute of Technology	Atlanta	GA	1,540
Michigan State University	East Lansing	MI	1,507
University of Virginia – Charlottesville	Charlottesville	VA	1,488
University of Minnesota – Twin Cities	Minneapolis	MN	1,480
Miami University – Oxford	Oxford	OH	1,382
Purdue University – West Lafayette	West Lafayette	IN	1,351
Syracuse University	Syracuse	NY	1,350
Elon University	Elon	NC	1,346
Georgetown University	Washington	DC	1,333
University of Southern California	Los Angeles	CA	1,279
University of Pittsburgh – Pittsburgh	Pittsburgh	PA	1,267
Northeastern University – Boston	Boston	MA	1,210
University of Washington	Seattle	WA	1,203
University of Tennessee – Knoxville	Knoxville	TN	1,193
University of Oregon	Eugene	OR	1,130
University of California – Berkeley	Berkeley	CA	1,117
Iowa State University	Ames	IA	1,101
Virginia Polytechnic Institute and State University	Blacksburg	VA	1,083
University of Alabama – Tuscaloosa	Tuscaloosa	AL	1,059
North Carolina State University	Raleigh	NC	1,028
University of South Florida – Tampa	Tampa	FL	1,017
Ohio State University – Columbus	Columbus	OH	999

U.S. Intensive English Programs

INTENSIVE ENGLISH PROGRAM TOTALS

3.1 IEP Enrollment by Total Students and Total Student-Weeks, 2000 – 2022 93

PROGRAM AND STUDENT CHARACTERISTICS

3.2 IEP Students and Student-Weeks by Program Type and Enrollment Status, 2022 93

3.3 IEP as Pathways to Full Degree Programs, 2022 94

3.4 IEP Students Intending to Continue Further (Non-IEP) Study in the United States, 2022 94

3.5 IEP Students and Student-Weeks by Visa Status, 2022 95

PLACES OF ORIGIN

3.6 World Region of Origin of IEP Students, 2022 95

3.7 Top 25 Places of Origin of IEP Students, 2022 96

3.8 IEP Students and Student-Weeks by Place of Origin, 2022 97

U.S. DESTINATIONS

3.9 IEP Students and Student-Weeks by U.S. State or Territory, 2022 100

3.10 IEP Students and Student-Weeks by Enrollment Status for Top 4 Host States, 2022 100

3.11 Top 20 Places of Origin for the Top 4 States Hosting IEP Students, 2022 101

3.1 IEP ENROLLMENT BY TOTAL STUDENTS AND TOTAL STUDENT-WEEKS, 2000 – 2022

	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
2022	64,106	669,705	10.4

3.2 IEP STUDENTS AND STUDENT-WEEKS BY PROGRAM TYPE AND ENROLLMENT STATUS, 2022

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	80	38,977	11,514	27,463	357,369	52,470	304,899
Not affiliated by contract with a higher education institution	39	29,341	8,987	20,354	229,972	35,386	194,586
For-profit	34	28,959	8,976	19,983	222,824	35,330	187,494
Not-for-profit	5	382	11	371	7,148	56	7,092
Affiliated by contract with a higher education institution	41	9,636	2,527	7,109	127,397	17,084	110,313
For-profit	32	7,702	1,785	5,917	102,070	13,020	89,050
Not-for-profit	9	1,934	742	1,192	25,327	4,064	21,263
COLLEGE OR UNIVERSITY GOVERNED	268	25,129	8,720	16,409	312,336	72,699	239,637
Private institution	67	6,133	2,461	3,672	72,004	18,485	53,519
Public institution	201	18,996	6,259	12,737	240,332	54,214	186,118
ALL PROGRAMS	348	64,106	20,234	43,872	669,705	125,169	544,536

3.3 IEP AS PATHWAYS TO FULL-DEGREE PROGRAMS, 2022

	Programs reporting	% for which IEP is part of a formal pathway program to further study at own or another institution
INDEPENDENT PROVIDERS	61	39.3
Affiliated by contract with a higher education institution	34	17.6
For-profit	31	16.1
Not-for-profit	3	33.3
Not affiliated by contract with a higher education institution	27	66.7
For-profit	18	55.6
Not-for-profit	9	88.9
COLLEGE OR UNIVERSITY GOVERNED	227	55.5
Private institution	58	53.4
Public institution	169	50.9

*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, 2022

% of students intending further study	# of programs
25% or fewer	71
26% to 50%	69
51% to 75%	49
76% or greater	101
All reporting programs*	290
ALL PROGRAMS	348

	Students	% of IEP students
Estimated IEP students intending further study in the United States	17,350	27.1

*Not all programs provided further study data.

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

3.5 IEP STUDENTS AND STUDENT-WEEKS BY VISA STATUS, 2022

Visa status	2022 students	2022 student-weeks	Average weeks per students, 2022
F	46,460	564,782	12.2
J	2,084	26,729	12.8
B	14,365	63,326	4.4
Other visa	1,197	14,868	12.4
TOTAL	64,106	669,705	10.4

3.6 WORLD REGION OF ORIGIN OF IEP STUDENTS, 2022

	2022 students	% of world total	% change from 2021*
Africa, Sub-Saharan	1,357	2.1	33.3
Asia	22,831	35.6	65.8
Europe	20,198	31.5	69.4
Latin America and Caribbean	14,756	23.0	28.5
Middle East and North Africa	4,779	7.5	-1.1
North America	158	0.2	**
Oceania	20	0.0	**
Stateless	7	0.0	**
TOTAL	64,106	100.0	62.9

*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.

3.7 TOP 25 PLACES OF ORIGIN OF IEP STUDENTS, 2022

		Students			Student-weeks			Average weeks per student, 2022
	2022 students	% of total	% change from 2021*	2022 student-weeks	% of total	% change from 2021*		
WORLD TOTAL	64,106	100.0	62.9	669,705	100.0	43.3	10.4	
1	Japan	10,020	15.6	105.6	104,922	15.7	104.2	10.5
2	France	5,004	7.8	82.0	34,161	5.1	32.0	6.8
3	China	4,633	7.2	22.2	65,705	9.8	0.3	14.2
4	Brazil	3,654	5.7	149.4	27,955	4.2	74.9	7.7
5	South Korea	3,541	5.5	72.9	41,059	6.1	73.2	11.6
6	Colombia	2,930	4.6	36.6	39,613	5.9	76.7	13.5
7	Italy	2,898	4.5	122.5	15,322	2.3	53.9	5.3
8	Saudi Arabia	2,646	4.1	-3.6	48,343	7.2	10.1	18.3
9	Germany	2,615	4.1	96.6	19,044	2.8	76.8	7.3
10	Switzerland	2,086	3.3	60.9	15,899	2.4	32.6	7.6
11	Mexico	1,796	2.8	-26.3	18,358	2.7	-10.0	10.2
12	Chile	1,423	2.2	16.4	11,417	1.7	0.6	8.0
13	Spain	1,338	2.1	67.4	8,506	1.3	30.6	6.4
14	Argentina	1,277	2.0	63.4	7,461	1.1	33.6	5.8
15	Poland	1,122	1.8	72.2	4,431	0.7	36.5	3.9
16	Taiwan	999	1.6	40.0	14,313	2.1	39.8	14.3
17	Ecuador	979	1.5	11.6	10,473	1.6	15.0	10.7
18	Kuwait	967	1.5	-8.3	14,127	2.1	-12.6	14.6
18	Netherlands	952	1.5	57.5	6,826	1.0	30.7	7.2
20	Peru	861	1.3	39.6	10,330	1.5	52.9	12.0
21	Belgium	833	1.3	1.7	6,152	0.9	-5.3	7.4
22	India	757	1.2	83.9	12,229	1.8	76.3	16.2
23	Vietnam	734	1.1	97.3	8,973	1.3	64.6	12.2
24	Turkey/Türkiye	693	1.1	12.5	9,277	1.4	11.3	13.4
25	Venezuela	616	1.0	5.5	6,581	1.0	12.3	10.7

*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.

3.8 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2022

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
AFRICA, SUB-SAHARAN	1,357	22,699	16.7	Cabo Verde	3	44	14.7
Central Africa	674	12,330	18.3	Cote d'Ivoire	123	1,931	15.7
Cameroon	21	416	19.8	Gambia, The	6	37	6.2
Central African Republic	3	74	24.7	Ghana	19	400	21.1
Chad	9	137	15.2	Guinea	12	200	16.7
Congo, Dem. Rep. of (Kinshasa)	498	9,055	18.2	Guinea-Bissau	2	11	5.5
Congo, Rep. of (Brazzaville)	28	549	19.6	Liberia	3	60	20.0
Equatorial Guinea	47	912	19.4	Mali	22	309	14.0
Gabon	68	1,187	17.5	Mauritania	3	82	27.3
São Tomé and Príncipe	0	0	—	Niger	39	701	18.0
East Africa	121	1,310	10.8	Nigeria	45	588	13.1
Burundi	9	131	14.6	Saint Helena	0	0	—
Djibouti	1	18	18.0	Senegal	44	603	13.7
Eritrea	1	4	4.0	Sierra Leone	6	82	13.7
Ethiopia	19	271	14.3	Togo	13	182	14.0
Kenya	18	237	13.2	ASIA	22,831	277,299	12.1
Rwanda	33	143	4.3	East Asia	19,512	229,981	11.8
Seychelles	0	0	—	China	4,633	65,705	14.2
Somalia	2	4	2.0	Hong Kong	121	1,222	10.1
South Sudan	1	15	15.0	Japan	10,020	104,922	10.5
Sudan	17	280	16.5	Macau	2	25	12.5
Tanzania	14	155	11.1	Mongolia	196	2,735	14.0
Uganda	6	52	8.7	North Korea	0	0	—
Southern Africa	156	2,809	18.0	South Korea	3,541	41,059	11.6
Angola	86	1,837	21.4	Taiwan	999	14,313	14.3
Botswana	1	25	25.0	South & Central Asia	1,858	28,745	15.5
Comoros	0	0	—	Afghanistan	189	4,308	22.8
Eswatini	1	4	4.0	Bangladesh	278	4,353	15.7
Lesotho	2	9	4.5	Bhutan	1	9	9.0
Madagascar	23	321	14.0	India	757	12,229	16.2
Malawi	4	46	11.5	Kazakhstan	191	1,383	7.2
Mauritius	3	13	4.3	Kyrgyzstan	61	960	15.7
Mozambique	7	127	18.1	Maldives	0	0	—
Namibia	2	10	5.0	Nepal	39	575	14.7
Reunion	4	34	8.5	Pakistan	205	3,427	16.7
South Africa	19	337	17.7	Sri Lanka	10	111	11.1
Zambia	3	33	11.0	Tajikistan	7	142	20.3
Zimbabwe	1	13	13.0	Turkmenistan	37	466	12.6
West Africa	406	6,250	15.4	Uzbekistan	83	782	9.4
Benin	15	195	13.0				
Burkina Faso	51	825	16.2				

(cont'd)

3.8 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2022 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Southeast Asia	1,461	18,573	12.7	Lithuania	5	68	13.6
Brunei	1	35	35.0	Luxembourg	38	171	4.5
Burma	69	888	12.9	Malta	0	0	—
Cambodia	36	531	14.8	Moldova	5	104	20.8
Indonesia	196	2,067	10.5	Monaco	3	41	13.7
Laos	10	146	14.6	Montenegro	2	26	13.0
Malaysia	13	202	15.5	Netherlands	952	6,826	7.2
Philippines	57	589	10.3	North Macedonia	6	115	19.2
Singapore	7	128	18.3	Norway	77	517	6.7
Thailand	331	4,935	14.9	Poland	1,122	4,431	3.9
Timor-Leste	7	79	11.3	Portugal	273	1,328	4.9
Vietnam	734	8,973	12.2	Romania	127	361	2.8
				Russia	293	3,562	12.2
EUROPE	20,198	139,327	6.9	San Marino	1	4	4.0
Albania	48	731	15.2	Serbia	13	120	9.2
Andorra	9	65	7.2	Slovakia	64	598	9.3
Armenia	97	398	4.1	Slovenia	2	10	5.0
Austria	282	1,477	5.2	Spain	1,338	8,506	6.4
Azerbaijan	33	320	9.7	Sweden	375	2,826	7.5
Belarus	31	349	11.3	Switzerland	2,086	15,899	7.6
Belgium	833	6,152	7.4	Turkey/Türkiye	693	9,277	13.4
Bosnia and Herzegovina	4	20	5.0	Ukraine	200	2,209	11.0
Bulgaria	4	36	9.0	United Kingdom	9	93	10.3
Croatia	11	84	7.6				
Cyprus	2	35	17.5	LATIN AMERICA & CARIBBEAN	14,756	150,140	10.2
Czech Republic	302	1,607	5.3	Caribbean	267	3,969	14.9
Denmark	145	1,159	8.0	Anguilla	0	0	—
Estonia	1	18	18.0	Antigua and Barbuda	2	23	11.5
Finland	69	272	3.9	Aruba	1	24	24.0
France	5,004	34,161	6.8	Bahamas	2	35	17.5
Georgia	50	226	4.5	Barbados	3	13	4.3
Germany	2,615	19,044	7.3	Bermuda	0	0	—
Gibraltar	0	0	—	British Virgin Islands	0	0	—
Greece	9	97	10.8	Cayman Islands	0	0	—
Holy See	0	0	—	Cuba	35	340	9.7
Hungary	50	488	9.8	Curacao	1	18	18.0
Iceland	3	35	11.7	Dominica	1	9	9.0
Ireland	0	0	—	Dominican Republic	140	2,243	16.0
Italy	2,898	15,322	5.3	Grenada	2	5	2.5
Kosovo	6	48	8.0	Guadeloupe	4	14	3.5
Latvia	3	55	18.3	Haiti	71	1,217	17.1
Liechtenstein	5	36	7.2	Jamaica	0	0	—

(cont'd)

3.8 IEP STUDENTS AND STUDENT-WEEKS BY PLACE OF ORIGIN, 2022 (cont'd)

	Students	Student-weeks	Average weeks per student		Students	Student-weeks	Average weeks per student
Martinique	3	12	4.0	Lebanon	26	419	16.1
Montserrat	0	0	—	Oman	240	2,736	11.4
Saint Kitts and Nevis	1	12	12.0	Palestinian Territories	27	278	10.3
Saint Lucia	1	4	4.0	Qatar	43	724	16.8
Saint Vincent and the Grenadines	0	0	—	Saudi Arabia	2,646	48,343	18.3
Sint Maarten	0	0	—	Syria	17	214	12.6
Trinidad and Tobago	0	0	—	United Arab Emirates	70	1,034	14.8
Turks and Caicos Islands	0	0	—	Yemen	45	541	12.0
Mexico & Central America	2,466	28,833	11.7	North Africa	359	5,203	14.5
Belize	7	74	10.6	Algeria	59	735	12.5
Costa Rica	97	1,199	12.4	Egypt	96	1,522	15.9
El Salvador	58	995	17.2	Libya	32	469	14.7
Guatemala	68	926	13.6	Morocco	98	1,222	12.5
Honduras	108	1,758	16.3	Tunisia	74	1,255	17.0
Mexico	1,796	18,358	10.2	NORTH AMERICA	158	854	5.4
Nicaragua	66	963	14.6	Canada	158	854	5.4
Panama	266	4,560	17.1	OCEANIA	20	205	10.3
South America	12,023	117,338	9.8	Australia	2	21	10.5
Argentina	1,277	7,461	5.8	Cook Islands	0	0	—
Bolivia	143	2,305	16.1	Fiji	0	0	—
Brazil	3,654	27,955	7.7	French Polynesia	11	55	5.0
Chile	1,423	11,417	8.0	Kiribati	0	0	—
Colombia	2,930	39,613	13.5	Marshall Islands, Republic of the	0	0	—
Ecuador	979	10,473	10.7	Micronesia, Federated States of	0	0	—
Falkland Islands/ Islas Malvinas	0	0	—	Nauru	0	0	—
French Guiana	1	8	8.0	New Caledonia	0	0	—
Guyana	0	0	—	New Zealand	5	47	9.4
Paraguay	89	878	9.9	Niue	0	0	—
Peru	861	10,330	12.0	Norfolk Islands	0	0	—
Suriname	1	11	11.0	Palau	0	0	—
Uruguay	49	306	6.2	Papua New Guinea	1	33	33.0
Venezuela	616	6,581	10.7	Samoa	0	0	—
MIDDLE EAST & NORTH AFRICA	4,779	79,062	16.5	Solomon Islands	0	0	—
Middle East	4,420	73,859	16.7	Tonga	1	49	49.0
Bahrain	5	117	23.4	Tuvalu	0	0	—
Iran	77	1,144	14.9	Vanuatu	0	0	—
Iraq	15	185	12.3	Wallis and Futuna	0	0	—
Israel	61	692	11.3	STATELESS	7	119	17.0
Jordan	181	3,305	18.3	TOTAL	64,106	669,705	10.4
Kuwait	967	14,127	14.6				

3.9 IEP STUDENTS AND STUDENT-WEEKS BY U.S. STATE OR TERRITORY, 2022

	Programs	Total students	Student-weeks		Programs	Total students	Student-weeks
Alabama	7	687	8,543	Montana	2	52	812
Alaska	*	*	*	Nebraska	4	239	3,396
Arizona	3	1,404	16,028	Nevada	1	11	176
Arkansas	4	231	4,261	New Hampshire	2	37	499
California	39	15,145	125,915	New Jersey	4	1,119	25,192
Colorado	7	457	6,665	New Mexico	2	95	1,110
Connecticut	5	304	5,930	New York	25	11,234	76,257
Delaware	1	637	8,387	North Carolina	6	264	2,812
District of Columbia	5	338	3,047	North Dakota	*	*	*
Florida	20	7,452	74,075	Ohio	12	1,208	16,966
Georgia	10	1,267	21,731	Oklahoma	4	220	3,657
Hawaii	7	3,509	24,444	Oregon	7	861	15,687
Idaho	2	95	1,395	Pennsylvania	14	1,766	22,645
Illinois	18	1,089	15,074	Rhode Island	1	43	1,376
Indiana	6	250	4,361	South Carolina	3	123	1,657
Iowa	5	233	3,805	South Dakota	*	*	*
Kansas	7	497	6,449	Tennessee	8	615	8,063
Kentucky	4	211	2,075	Texas	15	2,433	32,952
Louisiana	4	123	1,504	Utah	6	1,275	20,555
Maine	*	*	*	Vermont	*	*	*
Maryland	5	187	5,067	Virginia	5	858	13,416
Massachusetts	13	4,191	38,018	Washington	14	1,380	16,900
Michigan	13	356	5,612	West Virginia	2	46	963
Minnesota	5	351	4,990	Wisconsin	8	475	6,740
Mississippi	4	174	2,508	Wyoming	*	*	*
Missouri	9	564	7,990	U.S. TOTAL	348	64,106	669,705

*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.

3.10 IEP STUDENTS AND STUDENT-WEEKS BY ENROLLMENT STATUS FOR TOP 4 HOST STATES, 2022

	ALL STATES	CALIFORNIA	NEW YORK	FLORIDA	MASSACHUSETTS
	% of students	% of students	% of students	% of students	% of students
Full-time*	68.4	67.9	58.4	74.1	59.6
Part-time	31.6	32.1	41.6	25.9	40.4
Total students	64,106	15,145	11,234	7,452	4,191
	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks	% of student-weeks
Full-time*	81.3	84.3	70.8	85.1	80.7
Part-time	18.7	15.7	29.2	14.9	19.3
Total student-weeks	669,705	125,915	76,257	74,075	38,018

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

3.11 TOP 20 PLACES OF ORIGIN FOR THE TOP 4 STATES HOSTING IEP STUDENTS, 2022

1 CALIFORNIA				3 FLORIDA			
		Students	% of students			Students	% of students
State total		15,145	100.0	State total		7,452	100.0
1	Japan	2,954	19.5	1	France	1,038	13.9
2	France	1,836	12.1	2	Brazil	743	10.0
3	Brazil	1,180	7.8	3	Colombia	586	7.9
4	South Korea	874	5.8	4	Japan	583	7.8
5	Germany	797	5.3	5	Italy	530	7.1
5	Italy	797	5.3	6	Poland	382	5.1
7	Switzerland	793	5.2	7	Germany	370	5.0
8	Spain	522	3.4	8	Saudi Arabia	368	4.9
9	Belgium	412	2.7	9	Switzerland	324	4.3
10	Colombia	382	2.5	10	Venezuela	320	4.3
11	China	379	2.5	11	Netherlands	170	2.3
12	Netherlands	329	2.2	12	South Korea	161	2.2
13	Saudi Arabia	317	2.1	13	Kuwait	143	1.9
14	Mexico	298	2.0	14	Peru	140	1.9
15	Poland	296	2.0	15	Spain	123	1.7
16	Argentina	290	1.9	16	China	118	1.6
17	Chile	287	1.9	17	Ecuador	115	1.5
18	Taiwan	225	1.5	18	Chile	110	1.5
19	Turkey/Türkiye	177	1.2	19	Argentina	104	1.4
20	Ecuador	176	1.2	20	Belgium	99	1.3
2 NEW YORK				4 MASSACHUSETTS			
		Students	% of students			Students	% of students
State total		11,234	100.0	State total		4,191	100.0
1	Italy	1,184	10.5	1	Japan	1,327	31.7
2	France	1,132	10.1	2	France	349	8.3
3	Germany	870	7.7	3	Colombia	206	4.9
4	Brazil	713	6.3	4	Spain	195	4.7
5	Argentina	657	5.8	5	China	187	4.5
6	Japan	647	5.8	6	Mexico	181	4.3
7	Chile	633	5.6	7	South Korea	173	4.1
8	Mexico	525	4.7	8	Italy	159	3.8
9	South Korea	513	4.6	9	Brazil	124	3.0
10	China	499	4.4	9	Saudi Arabia	116	2.8
11	Colombia	488	4.3	11	Chile	110	2.6
12	Poland	303	2.7	12	Argentina	100	2.4
13	Spain	290	2.6	13	Taiwan	78	1.9
14	Switzerland	266	2.4	14	Germany	76	1.8
15	Ecuador	253	2.3	15	Ecuador	72	1.7
16	Netherlands	222	2.0	16	Switzerland	66	1.6
17	Peru	207	1.8	17	Peru	58	1.4
18	Belgium	139	1.2	18	Hong Kong	53	1.3
19	Taiwan	128	1.1	19	Netherlands	49	1.2
20	Turkey/Türkiye	120	1.1	20	Belgium	35	0.8

International Scholars

SCHOLAR CHARACTERISTICS

- 4.1 International Scholar Totals, 2001/02 – 2022/23 **103**
 - 4.2 Visa Status, Gender, and Primary Function of International Scholars, 2018/19 – 2022/23 **103**
 - 4.3 Duration of Stay for International Scholars, 2019/20 – 2022/23 **104**
 - 4.4 Major Field of Specialization of International Scholars, 2018/19 – 2022/23 **104**
 - 4.5 Detailed Major Field of Specialization of International Scholars, 2021/22 & 2022/23 **105**
-

PLACES OF ORIGIN

- 4.6 Top 25 Places of Origin of International Scholars, 2021/22 & 2022/23 **106**
 - 4.7 International Scholars By Place of Origin, 2021/22 & 2022/23 **107**
-

U.S. DESTINATIONS AND INSTITUTIONS

- 4.8 International Scholars by U.S. State or Territory, 2018/19 – 2022/23 **110**
- 4.9 Leading Institutions Hosting International Scholars, 2022/23 **112**

4.1 INTERNATIONAL SCHOLAR TOTALS, 2001/02 – 2022/23

	International scholars	% annual change		International scholars	% annual change		International scholars	% annual change
2001/02	86,015	8.0	2009/10	115,098	1.4	2017/18	135,009	0.5
2002/03	84,281	-2.0	2010/11	115,313	0.2	2018/19	136,563	1.2
2003/04	82,905	-1.6	2011/12	116,917	1.4	2019/20	123,508	-9.6
2004/05	89,634	8.1	2012/13	122,059	4.4	2020/21	85,538	-30.7
2005/06	96,981	8.2	2013/14	121,914	-0.1	2021/22	90,891	6.3
2006/07	98,239	1.3	2014/15	124,861	2.4	2022/23	102,366	12.3
2007/08	106,123	8.0	2015/16	134,014	7.3			
2008/09	113,494	6.9	2016/17	134,379	0.3			

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, 2018/19 – 2022/23

		% of total scholars				
		2018/19	2019/20	2020/21	2021/22	2022/23
Visa status	B	2.0	1.6	0.3	0.9	1.5
	F-1 OPT	5.2	5.3	7.5	6.8	6.6
	H-1B	19.2	20.7	29.8	30.2	26.0
	J-1 Scholar	70.1	69.0	58.4	57.8	61.7
	O-1	0.6	0.7	1.0	1.0	1.0
	TN	0.9	0.9	1.2	1.1	0.9
	Other	2.1	1.8	1.7	2.2	2.3
Gender	Female	40.2	41.2	39.7	40.5	41.5
	Male	59.8	58.8	60.3	59.5	58.5
	Nonbinary	—	—	—	0.02	0.02
Primary function	Both Research & Teaching	7.4	5.7	7.3	8.2	7.1
	Clinical	2.5	2.2	3.6	4.2	3.8
	Research	78.8	79.6	77.1	75.6	76.2
	Teaching	7.3	8.5	9.2	8.9	8.7
	Other Function	4.1	4.0	2.9	3.1	4.2
TOTAL		136,563	123,508	85,538	90,891	102,366

4.3 DURATION OF STAY FOR INTERNATIONAL SCHOLARS, 2019/20 – 2022/23

	% of total scholars			
	2019/20	2020/21	2021/22	2022/23
Less than 3 months	8.7	1.6	5.7	9.8
3 months up to 6 months	9.1	3.3	7.4	8.8
6 months up to 1 year	22.3	19	17.4	18.3
1 year up to 3 years	38.9	47.4	39.0	38.1
3 years up to 5 years	15.7	21.5	23.1	19.3
Over 5 years	5.3	7.2	7.4	5.6

4.4 MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23
Science, technology, engineering, and math	77.3	77.5	81.3	79.4	78.0
<i>Physical and life sciences</i>	35.3	35.3	40.2	40.0	39.3
<i>Engineering</i>	17.7	16.9	15.7	14.8	15.0
<i>Health professions</i>	13.3	14.1	14.6	13.8	12.8
<i>Math and computer science</i>	6.3	6.5	6.4	6.2	5.9
<i>Agriculture</i>	4.8	4.7	4.4	4.6	5.0
Social sciences	6.8	7.1	5.9	6.7	7.2
Business and management	3.7	3.4	2.8	3.4	3.6
Humanities	3.4	3.3	2.7	2.6	2.5
Fine and applied arts	1.9	1.8	1.5	1.7	2.0
Education	1.7	2.0	1.3	1.2	1.5
Legal studies and law enforcement	1.4	1.4	1.0	1.1	1.5
Communications and journalism	0.9	0.9	0.7	0.6	0.7
Other fields of specialization	2.9	2.7	2.8	3.2	3.0
TOTAL	136,563	123,508	85,538	90,891	102,366

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

4.5 DETAILED MAJOR FIELD OF SPECIALIZATION OF INTERNATIONAL SCHOLARS, 2021/22 – 2022/23

	2021/22	2022/23	% change		2021/22	2022/23	% change
Agriculture	4,152	5,108	23.0	Legal studies and law enforcement	995	1,485	49.2
Agriculture	3,301	4,046	22.6	Homeland security, law enforcement, and firefighting	34	43	26.5
Natural resources and conservation	851	1,062	24.8	Legal professions and studies	961	1,442	50.1
Business and management	3,126	3,724	19.1	Math and computer science	5,640	6,025	6.8
Communications and journalism	532	683	28.4	Computer and information sciences	3,289	3,517	6.9
Communication, journalism	496	654	31.9	Mathematics and statistics	2,351	2,508	6.7
Communications technologies/technicians	36	29	-19.4	Physical and life sciences	36,396	40,217	10.5
Education	1,127	1,501	33.2	Biological and biomedical sciences	26,261	29,484	12.3
Engineering	13,430	15,404	14.7	Physical sciences	9,841	10,545	7.2
Construction trades	4	5	25.0	Science technologies/technicians	294	188	-36.1
Engineering	12,576	14,387	14.4	Social sciences	6,084	7,399	21.6
Engineering technologies/technicians	790	924	17.0	Area, ethnic, cultural and gender studies	942	1,280	35.9
Mechanic and repair technologies/technicians	2	0	-100.0	History	438	497	13.5
Military technologies	4	6	50.0	Psychology	948	1,090	15.0
Precision production	0	0	0.0	Public administration and social service professions	770	895	16.2
Transportation and materials moving	54	82	51.9	Social sciences	2,986	3,637	21.8
Fine and applied arts	1,546	2,046	32.3	Other fields of specialization	2,885	3,099	7.4
Architecture	605	693	14.5	Basic Skills	19	10	-47.4
Visual and performing arts	941	1,353	43.8	Family and consumer sciences/human sciences	234	257	9.8
Health professions	12,588	13,073	3.9	Liberal arts and sciences/general studies	583	503	-13.7
Health professions	10,495	10,924	4.1	Library science	107	202	88.8
Residency programs	2,093	2,149	2.7	Multi/interdisciplinary studies	792	1,106	39.6
Humanities	2,390	2,602	8.9	Parks, recreation, leisure and fitness studies	181	285	57.5
English language and literature/letters	355	395	11.3	Personal and culinary services	10	24	140.0
Foreign languages, literatures and linguistics	1,403	1,519	8.3	Reserve officer training corps	4	15	275.0
Philosophy and religious studies	565	603	6.7	Other	955	697	-27.0
Theology and religious vocations	67	85	26.9	TOTAL	90,891	102,366	12.6

4.6 TOP 25 PLACES OF ORIGIN OF INTERNATIONAL SCHOLARS, 2021/22 – 2022/23

	2021/22	2022/23	% of total	% change
WORLD TOTAL	90,891	102,366	100.0	12.6
1 China	19,391	19,556	19.1	0.9
2 India	14,847	16,068	15.7	8.2
3 South Korea	5,439	6,646	6.5	22.2
4 Brazil	3,292	4,468	4.4	35.7
5 Canada	3,993	3,832	3.7	-4.0
6 Germany	3,389	3,736	3.6	10.2
7 Italy	2,948	3,305	3.2	12.1
8 France	2,590	2,978	2.9	15.0
9 Japan	2,356	2,767	2.7	17.4
10 Spain	2,136	2,373	2.3	11.1
11 United Kingdom	2,006	2,297	2.2	14.5
12 Iran	1,449	1,845	1.8	27.3
13 Turkey/Türkiye	1,421	1,777	1.7	25.1
14 Mexico	1,549	1,775	1.7	14.6
15 Pakistan	1,280	1,646	1.6	28.6
16 Taiwan	1,241	1,421	1.4	14.5
17 Colombia	1,133	1,370	1.3	20.9
18 Israel	1,124	1,277	1.2	13.6
19 Egypt	790	933	0.9	18.1
20 Nigeria	616	883	0.9	43.3
21 Australia	763	789	0.8	3.4
22 Russia	675	754	0.7	11.7
23 Bangladesh	540	736	0.7	36.3
24 Netherlands	594	727	0.7	22.4
25 Argentina	652	712	0.7	9.2

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2021/22 – 2022/23

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
AFRICA, SUB-SAHARAN	2,220	3,213	3.1	44.7	Cabo Verde	0	3		-
East Africa	618	909	0.9	47.1	Côte d'Ivoire	20	23		15.0
Burundi	9	10		11.1	Gambia, The	8	14		75.0
Djibouti	2	2		0.0	Ghana	266	383		44.0
Eritrea	3	3		0.0	Guinea	2	3		50.0
Ethiopia	204	298		46.1	Guinea-Bissau	3	2		-33.3
Kenya	177	252		42.4	Liberia	8	11		37.5
Rwanda	38	83		118.4	Mali	17	43		152.9
Seychelles	0	0		0.0	Mauritania	7	6		-14.3
Somalia	0	0		0.0	Niger	35	20		-42.9
South Sudan	0	0		0.0	Nigeria	616	883		43.3
Sudan	48	46		-4.2	Saint Helena	0	1		-
Tanzania	36	74		105.6	Senegal	36	51		41.7
Uganda	101	141		39.6	Sierra Leone	9	9		0.0
Central Africa	108	139	0.1	28.7	Togo	9	14		55.6
Cameroon	83	99		19.3	ASIA	48,292	52,701	51.5	9.1
Central African Republic	0	1		-	East Asia	28,719	30,726	30.0	7.0
Chad	1	4		300.0	China	19,391	19,556		0.9
Congo, Republic of the (Brazzaville)	1	4		300.0	Hong Kong	215	268		24.7
Congo, Dem. Rep. of the (Kinshasa)	21	28		33.3	Japan	2,356	2,767		17.4
Equatorial Guinea	0	1		-	Macau	13	17		30.8
Gabon	2	2		0.0	Mongolia	64	51		-20.3
São Tomé and Príncipe	0	0		0.0	North Korea	0	0		0.0
Southern Africa	430	653	0.6	51.9	South Korea	5,439	6,646		22.2
Angola	2	7		250.0	Taiwan	1,241	1,421		14.5
Botswana	13	23		76.9	South & Central Asia	17,812	19,898	19.4	11.7
Comoros	3	4		33.3	Afghanistan	66	139		110.6
Eswatini	2	6		200.0	Bangladesh	540	736		36.3
Lesotho	1	9		800.0	Bhutan	0	6		-
Madagascar	21	22		4.8	India	14,847	16,068		8.2
Malawi	29	44		51.7	Kazakhstan	276	328		18.8
Mauritius	22	20		-9.1	Kyrgyzstan	11	13		18.2
Mozambique	8	29		262.5	Maldives	9	7		-22.2
Namibia	6	13		116.7	Nepal	480	557		16.0
Reunion	1	0		-100.0	Pakistan	1,280	1,646		28.6
South Africa	205	303		47.8	Sri Lanka	264	281		6.4
Zambia	30	46		53.3	Tajikistan	6	10		66.7
Zimbabwe	87	127		46.0	Turkmenistan	8	11		37.5
West Africa	1,064	1,512	1.5	42.1	Uzbekistan	25	96		284.0
Benin	17	25		47.1	Southeast Asia	1,761	2,077	2.0	17.9
Burkina Faso	11	21		90.9	Brunei	2	2		0.0
					Burma	49	47		-4.1

(cont'd)

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2021/22 & 2022/23 (cont'd)

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
Cambodia	10	32		220.0	Montenegro	8	9		12.5
Indonesia	175	215		22.9	Netherlands	594	727		22.4
Laos	0	0		0.0	North Macedonia	24	19		-20.8
Malaysia	230	240		4.3	Norway	231	382		65.4
Philippines	175	222		26.9	Poland	585	678		15.9
Singapore	259	316		22.0	Portugal	342	388		13.5
Thailand	412	529		28.4	Romania	161	169		5.0
Timor-Leste	2	2		0.0	Russia	675	754		11.7
Vietnam	447	472		5.6	San Marino	1	1		0.0
EUROPE	21,782	24,876	24.3	14.2	Serbia	159	166		4.4
Albania	32	39		21.9	Slovakia	94	105		11.7
Andorra	0	1		-	Slovenia	71	74		4.2
Armenia	62	52		-16.1	Spain	2,136	2,373		11.1
Austria	345	374		8.4	Sweden	285	351		23.2
Azerbaijan	36	42		16.7	Switzerland	518	573		10.6
Belarus	65	51		-21.5	Turkey/Türkiye	1,421	1,777		25.1
Belgium	392	436		11.2	Ukraine	241	355		47.3
Bosnia and Herzegovina	15	29		93.3	United Kingdom	2,006	2,297		14.5
Bulgaria	74	88		18.9	Europe, unspecified	0	0		0.0
Croatia	99	103		4.0	LATIN AMERICA	8,826	10,789	10.5	22.2
Cyprus	66	70		6.1	& CARIBBEAN				
Czech Republic	204	234		14.7	Caribbean	411	457	0.4	11.2
Denmark	257	353		37.4	Anguilla	0	0		0.0
Estonia	38	51		34.2	Antigua and Barbuda	6	11		83.3
Finland	174	213		22.4	Aruba	0	0		0.0
France	2,590	2,978		15.0	Bahamas	50	75		50.0
Georgia	57	98		71.9	Barbados	13	12		-7.7
Germany	3,389	3,736		10.2	Bermuda	2	7		250.0
Gibraltar	0	17		-	British Virgin Islands	16	0		-100.0
Greece	689	676		-1.9	Cayman Islands	25	0		-100.0
Holy See	0	1		-	Cuba	25	29		16.0
Hungary	234	244		4.3	Curacao	2	0		-100.0
Iceland	21	28		33.3	Dominica	6	8		33.3
Ireland	303	329		8.6	Dominican Republic	47	59		25.5
Italy	2,948	3,305		12.1	Grenada	7	13		85.7
Kosovo	6	10		66.7	Guadeloupe	0	0		0.0
Latvia	20	25		25.0	Haiti	30	46		53.3
Liechtenstein	0	1		-	Jamaica	94	101		7.4
Lithuania	66	59		-10.6	Martinique	0	0		0.0
Luxembourg	16	7		-56.3	Montserrat	0	0		0.0
Malta	11	9		-18.2	Saint Kitts & Nevis	7	7		0.0
Moldova	17	17		0	Saint Lucia	11	15		36.4
Monaco	4	2		-50	Saint Vincent & Grenadines	1	2		100.0

(cont'd)

4.7 INTERNATIONAL SCHOLARS BY PLACE OF ORIGIN, 2021/22 & 2022/23 (cont'd)

	2021/22	2022/23	% of total	% change		2021/22	2022/23	% of total	% change
Sint Maarten	3	0		-100.0	Palestinian Territories	40	64		60.0
Trinidad and Tobago	66	71		7.6	Qatar	8	15		87.5
Turks and Caicos	0	1		—	Saudi Arabia	297	390		31.3
Mexico & Central America	1,964	2,280	2.2	16.1	Syria	53	80		50.9
Belize	11	18		63.6	United Arab Emirates	13	27		107.7
Costa Rica	120	130		8.3	Yemen	11	23		109.1
El Salvador	46	60		30.4	North Africa	1,104	1,291	1.3	16.9
Guatemala	71	98		38.0	Algeria	50	63		26.0
Honduras	113	134		18.6	Egypt	790	933		18.1
Mexico	1,549	1,775		14.6	Libya	46	50		8.7
Nicaragua	20	33		65.0	Morocco	117	139		18.8
Panama	34	32		-5.9	Tunisia	101	106		5.0
South America	6,451	8,052	7.9	24.8	NORTH AMERICA	3,993	3,832	3.7	-4.0
Argentina	652	712		9.2	Canada	3,993	3,832		-4.0
Bolivia	47	60		27.7	OCEANIA	946	1,005	1.0	6.2
Brazil	3,292	4,468		35.7	Australia	763	789		3.4
Chile	473	539		14.0	Cook Islands	0	0		0.0
Colombia	1,133	1,370		20.9	Fiji	4	3		-25.0
Ecuador	197	226		14.7	French Polynesia	1	1		0.0
Falkland Islands/ Islas Malvinas	0	0		0.0	Kiribati	0	0		0.0
French Guiana	0	0		0.0	Marshall Islands, Republic of the	0	0		0.0
Guyana	25	6		-76.0	Micronesia, Federated States of	1	0		-100.0
Paraguay	36	51		41.7	Nauru	0	0		0.0
Peru	296	361		22.0	New Caledonia	0	0		0.0
Suriname	3	2		-33.3	New Zealand	167	200		19.8
Uruguay	86	77		-10.5	Niue	1	0		-100.0
Venezuela	211	180		-14.7	Norfolk Island	0	0		0.0
MIDDLE EAST & NORTH AFRICA	4,830	5,941	5.8	23.0	Palau	2	0		-100.0
Middle East	3,726	4,650	4.5	24.8	Papua New Guinea	4	8		100.0
Bahrain	11	14		27.3	Samoa	0	2		—
Iran	1,449	1,845		27.3	Solomon Islands	2	1		-50.0
Iraq	74	115		55.4	Tonga	1	1		0.0
Israel	1,124	1,277		13.6	Tuvalu	0	0		0.0
Jordan	236	293		24.2	Vanuatu	0	0		0.0
Kuwait	29	51		75.9	Wallis and Futuna	0	0		0.0
Lebanon	370	443		19.7	STATELESS	2	9	0.0	350.0
Oman	11	13		18.2	WORLD TOTAL	90,891	102,366	100.0	12.6

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

4.8 INTERNATIONAL SCHOLARS BY U.S. STATE OR TERRITORY, 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23	% change from 2021/22
Alabama	1,679	1,640	1,314	1,426	1,760	23.4
Alaska	72	43	30	56	64	14.3
Arizona	2,518	2,379	1,777	1,916	2,139	11.6
Arkansas	331	354	237	280	303	8.2
California	24,087	21,865	13,658	15,517	17,745	14.4
Colorado	1,852	1,917	1,418	1,412	1,744	23.5
Connecticut	3,192	2,984	2,316	2,667	2,755	3.3
Delaware	450	412	277	281	334	18.9
District of Columbia	968	985	742	807	977	21.1
Florida	4,013	3,548	2,195	2,158	2,670	23.7
Georgia	3,782	3,437	2,451	2,555	1,880	-26.4
Hawaii	461	408	265	214	213	-0.5
Idaho	87	170	120	139	181	30.2
Illinois	6,363	4,891	4,002	4,736	4,535	-4.2
Indiana	3,351	3,279	2,295	2,344	2,901	23.8
Iowa	1,307	1,032	670	650	786	20.9
Kansas	1,045	966	663	712	743	4.4
Kentucky	1,373	1,049	581	500	604	20.8
Louisiana	811	956	649	672	909	35.3
Maine	144	113	72	89	109	22.5
Maryland	4,658	4,056	3,050	3,035	3,618	19.2
Massachusetts	11,705	11,077	7,694	8,250	10,311	25.0
Michigan	5,077	4,528	3,287	2,928	3,258	11.3
Minnesota	1,614	1,658	1,336	1,171	1,291	10.2
Mississippi	247	210	181	216	244	13.0
Missouri	3,172	2,739	2,259	1,394	1,883	35.1
Montana	181	65	54	58	79	36.2
Nebraska	1,117	965	590	848	859	1.3
Nevada	254	229	134	171	393	129.8
New Hampshire	441	337	337	380	407	7.1
New Jersey	2,875	2,786	2,072	2,420	2,520	4.1
New Mexico	420	287	186	262	428	63.4
New York	10,475	9,070	5,827	6,905	7,616	10.3
North Carolina	4,950	4,096	2,746	2,830	3,462	22.3
North Dakota	294	281	225	252	272	7.9
Ohio	3,845	3,418	2,330	2,213	2,346	6.0
Oklahoma	680	709	355	357	339	-5.0
Oregon	845	682	373	481	551	14.6
Pennsylvania	7,836	6,716	5,387	5,745	6,744	17.4
Rhode Island	857	774	460	538	741	37.7

(cont'd)

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

	2018/19	2019/20	2020/21	2021/22	2022/23	% change from 2021/22
South Carolina	703	762	460	465	477	2.6
South Dakota	85	49	47	49	44	-10.2
Tennessee	1,288	1,335	1,160	1,016	985	-3.1
Texas	8,094	7,247	4,850	5,099	4,840	-5.1
Utah	790	235	157	134	182	35.8
Vermont	433	400	191	202	233	15.3
Virginia	1,429	1,409	1,137	1,319	1,674	26.9
Washington	2,187	1,929	1,079	1,062	1,163	9.5
West Virginia	512	463	359	374	401	7.2
Wisconsin	1,572	2,508	1,441	1,533	1,615	5.3
Wyoming	*	*	*	*	*	*
Puerto Rico	41	60	42	53	38	-28.3
Virgin Islands	*	*	*	*	*	*
U.S. TOTAL	136,563	123,508	85,538	90,891	102,366	12.6

* Did not report

4.9 LEADING INSTITUTIONS HOSTING INTERNATIONAL SCHOLARS, 2022/23

Institution	City	State	International scholars
Harvard University	Cambridge	MA	4,478
Stanford University	Stanford	CA	3,314
Columbia University	New York	NY	2,925
Yale University	New Haven	CT	2,587
University of California — Los Angeles	Los Angeles	CA	2,348
University of California — Berkeley	Berkeley	CA	2,315
University of California — San Diego	La Jolla	CA	2,274
Johns Hopkins University	Baltimore	MD	2,160
Massachusetts Institute of Technology	Cambridge	MA	2,090
University of Michigan — Ann Arbor	Ann Arbor	MI	1,951
University of Pennsylvania	Philadelphia	PA	1,824
University of California — San Francisco	San Francisco	CA	1,615
University of California — Davis	Davis	CA	1,606
Purdue University — West Lafayette	West Lafayette	IN	1,506
University of Pittsburgh — Pittsburgh	Pittsburgh	PA	1,470
University of Wisconsin — Madison	Madison	WI	1,459
Northwestern University	Evanston	IL	1,452
Duke University and Medical Center	Durham	NC	1,375
University of Illinois — Urbana-Champaign	Champaign	IL	1,309
University of Minnesota — Twin Cities	Minneapolis	MN	1,236
University of Arizona	Tucson	AZ	1,233
Cornell University	Ithaca	NY	1,224
Princeton University	Princeton	NJ	1,210
Ohio State University — Columbus	Columbus	OH	1,162
University of Florida	Gainesville	FL	1,140
Rutgers University — New Brunswick	New Brunswick	NJ	1,131
Boston University	Boston	MA	1,064
New York University	New York	NY	1,046
University of Texas — Austin	Austin	TX	1,030
Washington University in St. Louis	Saint Louis	MO	993
University of Alabama — Birmingham	Birmingham	AL	964
Emory University	Atlanta	GA	948
Pennsylvania State University — University Park	University Park	PA	947
University of California — Irvine	Irvine	CA	943
University of North Carolina — Chapel Hill	Chapel Hill	NC	937
California Institute of Technology	Pasadena	CA	928
University of Washington	Seattle	WA	859
University of Illinois — Chicago	Chicago	IL	857
University of Virginia — Charlottesville	Charlottesville	VA	833
Rice University	Houston	TX	824

Methodology

IN THIS SECTION

- 5.1 Response Rates: International Student Census Variables, 2018/19 – 2022/23 115
- 5.2 Response Rates: U.S. Study Abroad Survey Variables, 2017/18 – 2021/22 115
- 5.3 Response Rates: Intensive English Program Survey Variables, 2022 116
- 5.4 Response Rates: International Scholar Survey Variables, 2018/19 – 2022/23 116

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 2022/23, IIE collected institution-level data from over 3,000 higher education institutions and intensive English program providers located in the United States, District of Columbia, and U.S. territories. IIE administered the 2023 *Open Doors* surveys online from March through September 2023. 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 as of September 2023.³ 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* 2023 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 2022. IIE administered this survey from March through June 2023 to 2,834 U.S. higher education institutions. In 2023, 1,520 institutions responded to the survey,

yielding a 54 percent response rate. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 67 percent of all institutions surveyed. (*See Imputation and Estimation for more details*).

A total of 1,483 institutions (98 percent of responding institutions) reported international students in 2022/23. Key variables, including academic level, enrollment status, gender, visa status, field of study, and place of origin had response rates ranging from 91 percent to 98 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 2021/22 academic year, including summer 2022.

IIE administered this survey from March through June 2023 to U.S. higher education institutions. In 2023, 1,173 institutions, or 57 percent of the 2,068 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*).

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 2023.

Most institutions provided detailed information on the characteristics of their students (Table 5.2). Response rates may exceed 100 percent due to a single student pursuing multiple majors or pursuing multiple study abroad experiences.

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 international students who enrolled in a U.S. intensive English program during the 2022 calendar year (January 1 to December 31, 2022). The *Open Doors* IEP survey collected student enrollment and total student weeks (one student

studying for one week), which are 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 2023. In 2023, 303 institutions, or 41 percent of the 748 institutions surveyed, responded to the survey. Response rates ranged from 100 percent for the total number of students to 94 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 47 percent of all institutions surveyed. (*See Imputation and Estimation for more details*).

INTERNATIONAL SCHOLARS SURVEY

The *Open Doors* International Scholars survey included surveyed 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, 2022 and ending June 30, 2023.

IIE administered this survey from July through September 2023. In 2023, 546 institutions, or 33 percent of the 1,663 institutions surveyed, responded to the survey. Data were imputed for non-responding institutions. The reporting institutions and imputees together accounted for 45 percent of all institutions surveyed. (*See Imputation and Estimation for more details*). Response rates on the characteristics of scholars are listed in Table 5.4.

5.1 RESPONSE RATES: INTERNATIONAL STUDENT CENSUS VARIABLES, 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23
Academic Level	99.0	99.6	99.4	99.3	98.3
Enrollment Status	94.1	95.7	94.9	95.1	94.6
Field of Study	86.8	89.4	96.7	95.2	96.0
Gender	87.9	90.6	90.2	90.0	90.8
Marital Status	28.3	28.1	27.2	27.7	27.8
New and Continuing	93.1	92.7	94.4	93.6	94.1
Place of Origin	91.7	94.2	98.6	98.8	98.1
Profiles	82.9	83.6	89.9	87.4	89.1
Source of Funding	55.0	58.0	61.0	58.1	58.7
Visa	95.5	96.3	91.5	93.5	93.8
Total reported	1,095,299	1,075,496	914,095	948,519	1,057,188

5.2 RESPONSE RATES: U.S. STUDY ABROAD SURVEY VARIABLES, 2017/18 – 2021/22

	2017/18	2018/19	2019/20	2020/21	2021/22
Academic level	97.8	98.2	98.6	99.2	97.4
Destination	99.3	100.7	99.0	98.1	99.1
Disability	28.8	29.3	33.2	30.9	24.9
Duration	99.5	100.7	100.6	97.9	98.3
Field of study	100.4	102.5	106.9	103.5	103.4
Gender	95.9	95.9	96.5	95.5	94.9
Non-credit WIVA	36.2	35.2	21.5	8.8	21.7
Program sponsorship	95.5	95.3	93.4	94.8	92.2
Race/ethnicity	81.1	82.0	85.6	84.0	83.1
Total reported	341,751	347,099	162,633	14,549	188,753

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, 2022

	# reporting	% of reporting
Enrollment Status, Number of Students	289	95.4
Enrollment Status, Number of Student-Weeks	289	97.3
Percent of Students Intending Further (Non-IEP) Study	290	95.7
Place of Origin, Number of Students	286	94.4
Place of Origin, Number of Student-Weeks	279	93.9
Program Sponsorship	348	100.0
Total Number of Students	303	100.0
Total Number of Student-Weeks	297	98.0

5.4 RESPONSE RATES: INTERNATIONAL SCHOLARS SURVEY VARIABLES, 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23
Duration	*	75.9	80.0	85.0	85.8
Field of Specialization	87.8	86.7	91.1	89.3	91.1
Gender	96.2	97.4	96.4	95.6	94.6
Place of Origin	96.4	97.1	97.5	95.7	95.1
Primary Function	94.2	96.0	93.2	92.4	94.7
Visa	99.7	99.3	99.7	99.8	98.7
Total Reported	136,563	123,508	85,538	90,891	102,366

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Publishing the *Open Doors Report on International Educational Exchange* involves the cooperation and contributions of many individuals and organizations.

The U.S. Department of State's Bureau of Educational and Cultural Affairs has supported the project since 1972. This annual cooperative agreement enables IIE to collect, analyze, publish, and widely disseminate *Open Doors* data. We want to thank Anthony Koliha, Director, Office of Global Educational Programs, Jamie Sharp, Deputy Director, Office of Global Educational Programs, and Nichole Allem, Senior Advisor, Office of Global Educational Programs, for their project oversight.

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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, the American International Recruitment Council, and the Association of Public and Land-Grant Universities coordinated with us to collect data in the annual *Fall 2023 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 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.

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Argentina: Argentina Ministry of Education

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Canada: Canadian Bureau for International Education

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Poland: Polish National Agency for Academic Exchange

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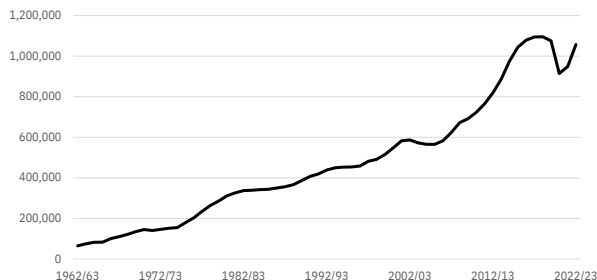
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INTERNATIONAL STUDENTS

Open Doors 2023 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 2022/23, the total number of international students at U.S. colleges and universities increased by 12% to 1,057,188 students.



	Total int'l students	% change
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
2022/23	1,057,188	11.5

International students accounted for 5.6% of the total U.S. higher education population of 18,961,280 students.*

NEW INTERNATIONAL STUDENT ENROLLMENT

	New int'l students	% change
2018/19	269,383	-0.9
2019/20	267,712	-0.6
2020/21	145,528	-45.6
2021/22	261,961	80.0
2022/23	298,523	14.0

U.S. STATES HOSTING INTERNATIONAL STUDENTS

	2021/22	2022/23	% change
California	134,043	138,393	3.2
New York	113,666	126,782	11.5
Texas	70,223	80,757	15.0
Massachusetts	71,026	79,751	12.3
Illinois	46,599	55,337	18.8
Pennsylvania	44,370	48,593	9.5
Florida	39,622	42,590	7.5
Ohio	31,146	34,204	9.8
Michigan	27,657	33,501	21.1
Arizona	25,677	30,054	17.0
Other States	344,490	387,226	12.4

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, 2023.

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>.

PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

	2021/22	2022/23	% of total	% change
WORLD TOTAL	948,519	1,057,188	100.0	11.5
China	290,086	289,526	27.4	-0.2
India	199,182	268,923	25.4	35.0
South Korea	40,755	43,847	4.1	7.6
Canada	27,013	27,876	2.6	3.2
Vietnam	20,713	21,900	2.1	5.7
Taiwan	20,487	21,834	2.1	6.6
Nigeria	14,438	17,640	1.7	22.2
Japan	13,449	16,054	1.5	19.4
Brazil	14,897	16,025	1.5	7.6
Saudi Arabia	18,206	15,989	1.5	-12.2
Nepal	11,799	15,090	1.4	27.9
Mexico	14,500	14,541	1.4	0.3
Bangladesh	10,597	13,563	1.3	28.0
Iran	9,295	10,812	1.0	16.3
United Kingdom	10,292	10,659	1.0	3.6
Pakistan	8,772	10,164	1.0	15.9
Germany	8,550	9,751	0.9	14.0
Colombia	8,077	9,096	0.9	12.6
Turkey	8,467	8,657	0.8	2.2
France	7,751	8,552	0.8	10.3
Spain	8,165	8,548	0.8	4.7
Indonesia	8,003	8,467	0.8	5.8
Ghana	4,916	6,468	0.6	31.6
Italy	5,695	6,274	0.6	10.2
Hong Kong	5,848	5,867	0.6	0.3
Other Places of Origin	158,566	171,065	16.2	7.9

U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2022/23

New York University	New York	NY	24,496
Northeastern University - Boston	Boston	MA	20,637
Columbia University	New York	NY	19,001
Arizona State University - Campus Immersion	Tempe	AZ	17,981
University of Southern California	Los Angeles	CA	17,264
University of Illinois - Urbana-Champaign	Champaign	IL	14,680
Boston University	Boston	MA	13,281
Purdue University - West Lafayette	West Lafayette	IN	11,872
University of California - Berkeley	Berkeley	CA	11,719
University of California - San Diego	La Jolla	CA	10,431
University of Michigan - Ann Arbor	Ann Arbor	MI	10,411
University of Washington	Seattle	WA	10,198
University of California - Los Angeles	Los Angeles	CA	9,725
University of Texas - Dallas	Richardson	TX	9,582
Johns Hopkins University	Baltimore	MD	9,322
Pennsylvania State University - University Park	University Park	PA	9,161
Carnegie Mellon University	Pittsburgh	PA	9,009
University of California - Irvine	Irvine	CA	8,984
University of Pennsylvania	Philadelphia	PA	8,614
University of Wisconsin - Madison	Madison	WI	8,567
Other Institutions	-	-	802,253

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

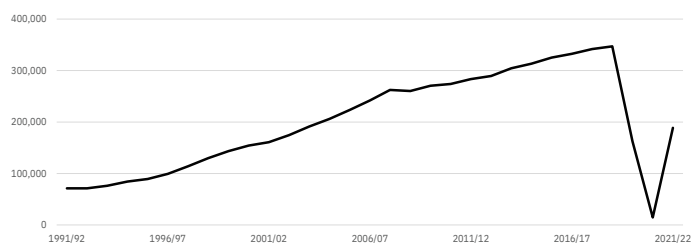
	Under-graduate	% change	Graduate	% change	Non-degree	% change	OPT	% change
2018/19	431,930	-2.4	377,943	-1.3	62,341	-5.0	223,085	9.6
2019/20	419,321	-2.9	374,435	-0.9	58,201	-6.6	223,539	0.2
2020/21	359,787	-14.2	329,272	-12.1	21,151	-63.7	203,885	-8.8
2021/22	344,532	-4.2	385,097	17.0	34,131	61.4	184,759	-9.4
2022/23	347,602	0.9	467,027	21.3	43,766	28.2	198,793	7.6

INTERNATIONAL STUDENTS (cont'd)

PRIMARY SOURCE OF FUNDING	2022/23	% of total	SELECTED FIELDS OF STUDY	2021/22	2022/23	% of total	% change
Personal and Family	600,926	56.8	Math and Computer Science	200,301	240,230	22.7	19.9
U.S. College or University	207,788	19.7	Engineering	188,194	202,801	19.2	7.8
Current Employment	201,162	19.0	Business and Management	147,293	157,281	14.9	6.8
Foreign Government or University	23,296	2.2	Social Sciences	78,770	85,998	8.1	9.2
Foreign Private Sponsor	7,434	0.7	Physical and Life Sciences	78,712	84,830	8.0	7.8
U.S. Private Sponsor	2,351	0.2	Fine and Applied Arts	51,136	51,689	4.9	1.1
U.S. Government	1,684	0.2	Health Professions	32,052	34,856	3.3	8.7
International Organization	489	0.0	Communications and Journalism	19,702	21,990	2.1	11.6
Other Sources of Funding	12,058	1.1	Legal Studies and Law Enforcement	13,793	16,096	1.5	16.7
			Education	15,272	15,897	1.5	4.1

U.S. STUDENTS STUDYING ABROAD

In 2021/22, the total number of U.S. students who studied abroad for academic credit increased to 188,753 students, a nearly 13-fold increase of 1,197%.



DURATION OF STUDY ABROAD	2020/21	2021/22	% total
Short-term			
8 weeks or less during the academic year	869	29,757	15.8
Summer term	8,421	92,424	49.0
Mid-length (One/two quarters or semester)	4,120	61,815	32.7
Long-term (Academic or calendar year)	1,139	4,757	2.5

HOST REGIONS	2020/21	2021/22	% of total	% change
Europe	9,647	138,007	73.1	1,330.6
Latin America & Caribbean	1,600	19,387	10.3	1,111.7
Asia	1,795	8,892	4.7	395.4
Middle East & North Africa	711	5,559	2.9	681.9
Sub-Saharan Africa	354	4,614	2.4	1,203.4
Oceania	71	1,318	0.7	1,756.3
North America	32	673	0.4	2,003.1
Antarctica	3	4	0.0	33.3
Multiple Destinations	336	10,299	5.5	2,965.2

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

SELECTED FIELDS OF STUDY	2020/21	2021/22	% of total	% change
Business and Management	2,512	39,220	20.8	1,461.3
Social Sciences	2,502	33,178	17.6	1,226.1
Physical and Life Sciences	1,398	15,441	8.2	1,004.5
Fine and Applied Arts	929	13,359	7.1	1,338.0
Foreign Language and International Studies	1,283	13,229	7.0	931.1

RACE/ETHNICITY	2020/21	2021/22
American Indian or Alaska Native	0.4	0.4
Asian or Pacific Islander	10.0	8.6
Black or African-American	4.1	5.3
Hispanic or Latino(a)	12.3	11.9
Multiracial	4.8	5.3
White	68.3	68.6

DESTINATIONS	2020/21	2021/22	% of total	% change
WORLD TOTAL	14,549	188,753	100.0	1,197.4
Italy	2,193	30,610	16.2	1,295.8
United Kingdom	1,612	27,503	14.6	1,606.1
Spain	2,089	25,348	13.4	1,113.4
France	1,025	14,397	7.6	1,304.6
Germany	412	7,644	4.0	1,755.3
Ireland	213	7,031	3.7	3,200.9
Costa Rica	565	4,751	2.5	740.9
Greece	418	4,484	2.4	972.7
Denmark	622	4,393	2.3	606.3
South Korea	977	4,304	2.3	340.5
Mexico	248	2,832	1.5	1,041.9
Israel	539	2,714	1.4	403.5
Czech Republic	79	2,425	1.3	2,969.6
Ecuador	145	2,283	1.2	1,474.5
Netherlands	29	2,227	1.2	7,579.3
Austria	46	2,037	1.1	4,328.3
Switzerland	131	1,573	0.8	1,100.8
South Africa	89	1,543	0.8	1,633.7
Sweden	80	1,416	0.8	1,670.0
Peru	6	1,368	0.7	22,700.0
Iceland	260	1,274	0.7	390.0
United Arab Emirates	2	1,176	0.6	58,700.0
Argentina	6	1,041	0.6	17,250.0
Portugal	26	1,014	0.5	3,800.0
Belize	156	970	0.5	521.8
Other Destinations	2,581	32,395	17.2	1,155.1

PARTICIPATION IN STUDY ABROAD	Student total	% of total
All U.S. undergraduates who study abroad during their degree program	169,216	5.9

U.S. higher education undergraduate total* 2,867,563

*Total U.S. students receiving Associate and Bachelor's degrees. Source: National Center for Education Statistics, 2022

OTHER FORMS OF EDUCATION ABROAD

In addition to the 188,753 U.S. students who received academic credit for study abroad in 2021/22, 252 institutions reported that 12,697 students participated in non-credit experiential activities, such as work, internships, volunteering, and research abroad. Furthermore, 249 U.S. institutions reported that 16,626 students participated in online global learning opportunities, including remote internships, collaborative project-based learning, and videoconference dialogues.

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2023

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.

The *Open Doors 2023 Report on International Educational Exchange* provides detailed information and analysis on:

- international students at U.S. higher education institutions in 2022/23,
- U.S. students who studied abroad for academic credit in 2021/22,
- international scholars who taught and conducted research at U.S. colleges and universities in 2022/23, and
- international students enrolled in intensive English programs in the United States in 2022.

The Institute of International Education (IIE), a world leader in international education, has published annual statistics on international educational exchange activity into and out of the United States since 1949. 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.

Additional information and data are available on opendoorsdata.org.

Cover: Osman Hyder, *Ascending*

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