IIE STUDY ABROAD WHITE PAPER SERIES
Issue Number 1| May 2007

MEETING AMERICA'S GLOBAL EDUCATION CHALLENGE

Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives

INSTITUTE OF INTERNATIONAL EDUCATION
Opening Minds to the World®

Institute of International Education

An independent 501(c)(3) nonprofit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

Institute of International Education
809 United Nations Plaza
New York, NY 10017
www.iie.org

For further information contact:
Email: policyresearch@iie.org

Contributors

IIE Membership and Public Affairs
Daniel Obst, Director of Membership & Publications
Sharon Witherell, Director of Public Affairs

IIE Research & Evaluation
Rajika Bhandari, Director
Patricia Chow, Program Officer

Education Abroad
Michelle Pickard, Director, IIE Houston & Gilman International Scholarship Program
Christopher Powers, Director, Education Abroad Programs and Boren Scholarships and Fellowships

Design
Barbara Taff

Cover Graphic and all *Open Doors* materials are from IIE's *Open Doors 2006: Report on International Educational Exchange*, which is published with support from the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

MEETING AMERICA'S GLOBAL EDUCATION CHALLENGE:

Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives

First in a Series of White Papers on Expanding Capacity and Diversity in Study Abroad

Institute of International Education

May 2007

By Daniel Obst, Rajika Bhandari and Sharon Witherell

IIE Information Resources

www.iie.org	IIE Online
www.iienetwork.org	Resources for International Educators
www.opendoors.iienetwork.org	Open Doors Report on International Educational Exchange
www.atlas.iienetwork.org	Atlas of Student Mobility
www.iiebooks.org	IIE's Online Bookstore
www.iiepassport.org	Directory of Study Abroad Programs
www.StudyAbroadFunding.org	Funding for U.S. Study Abroad

Study Abroad Programs Administered by IIE for U.S. Government and Other Sponsors

	U.S. Department of State
www.fulbrightonline.org	Fulbright U.S. Student Program
www.iie.org/gilman	Benjamin A. Gilman International Scholarship Program
	U.S. Department of Defense
www.iie.org/nsep	NSEP Boren Scholarships and Fellowships
	National Science Foundation
www.iie.org/cesri/	Central Europe Summer Research Institute
	ABB
www.globale3.org	Global Engineering Education Exchange
	Freeman Foundation
www.iie.org/freeman-asia	Freeman Awards for Study in Asia
	Whitaker Foundation
www.whitakerawards.org	Whitaker International Fellows and Scholars Program

Table of Contents

I. Introduction

To succeed and prosper in a global economy and interconnected world, U.S. students need international knowledge, intercultural communications skills, and global perspectives. This policy research paper will present the current trends in study abroad in the United States and will look at new funding initiatives and program models that have begun to strategically influence diversity.

The Institute of International Education is working to increase the number and diversity of American students who go abroad and to encourage study in places of growing strategic importance to the United States. Programs such as the Gilman International Scholarship Program, the Fulbright U.S. Student Program, the National Security Education Program Boren Scholarships and Fellowships and the Freeman Awards for Study in Asia (Freeman-ASIA) that IIE administers for the U.S. Government and other sponsors send U.S. students abroad in growing numbers, preparing a new generation for global citizenship. U.S. campuses also continue to expand their commitment to study abroad, and the number of American students receiving credit for study abroad annually exceeds 205,000, according to the latest *Open Doors* data published by the Institute.

However, with a total higher education enrollment of 14 million, there remains a huge unmet need to expand American students' international experience, and an even greater challenge to ensure that access to study abroad is available to all, including students of diverse backgrounds, low incomes, and underrepresented fields.

The recent Lincoln Commission report has noted how critical it is to America's competitiveness and national security to provide more students with international experience, and lays out the ambitious goal of sending 1 million students abroad each year. The report also notes the need to address the issue of capacity abroad (especially in non-traditional destinations) to host so many American students, and to assure that U.S. campuses have the resources and structures available to prepare and send them.

The Institute is launching a new policy research initiative to assess these capacity issues through a series of surveys and dialogs. It is imperative that efforts to increase significantly the number of students studying abroad make efficient use of current and additional resources. This new IIE initiative will offer educators and policymakers focused data and information on current capabilities and future capacity, as well as recommendations for action to maximize resources and pave the way for substantial study abroad growth.

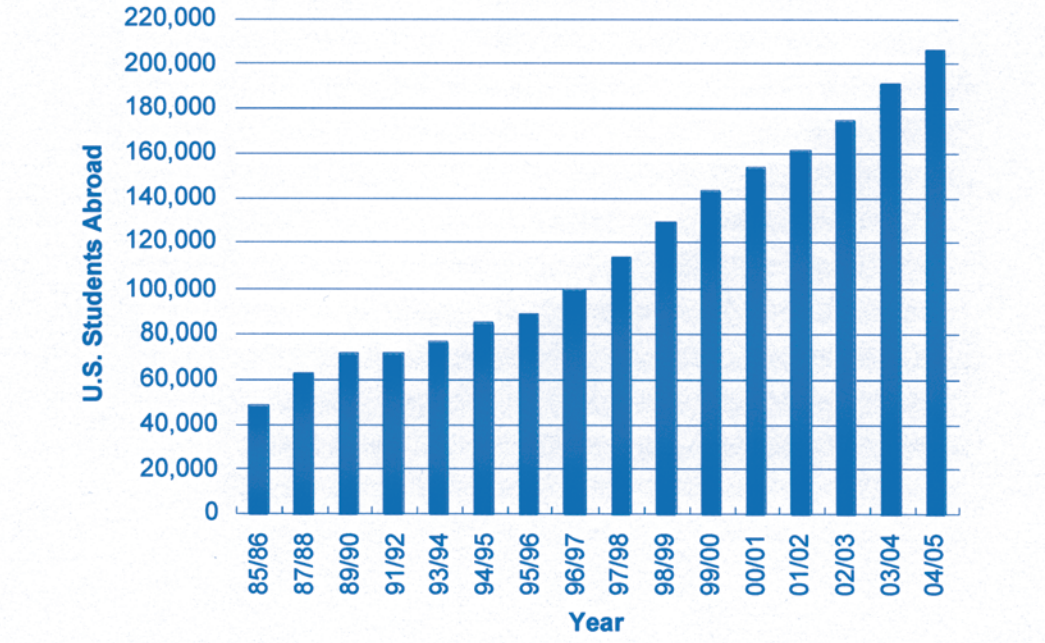
This May 2007 IIE White Paper represents the first of the Institute's new policy research series. It assesses current trends in study abroad in the United States, providing a benchmark for future expansion. It includes an analysis of existing strategic funding initiatives – such as the Gilman, Boren and Freeman-ASIA Scholarships – showing how resource allocation can influence the diversity of participants, geographic destinations, field of study and length of study. In addition, the paper also highlights institutions that have created specific program models that better facilitate a more diverse group of students participating in study abroad.

II. Growth in Study Abroad Participation and Program Offerings

Public officials, academic leaders and citizens are increasingly aware of the risks to America's national security, economic competitiveness and global leadership if the next generation of students fails to experience and understand foreign cultures and languages or acquire the self-confidence, independence, and leadership qualities that result from studying abroad. A survey conducted by the American Council on Education found that 90 percent of the U.S. public agreed that knowledge about international issues would be important to careers of younger generations.[1] Nevertheless, barely 206,000 U.S. students studied abroad for credit in 2004/05 – less than one percent of all students enrolled in U.S. higher education.[2] By comparison, more than half a million international students study in the United States each year, and more than two million study outside their home countries.[3]

Despite the low percentage of U.S. students studying abroad, the total number has been steadily increasing. According to *Open Doors*[4], IIE's annual survey of student mobility, funded by the U.S. Department of State, 205,983 students studied abroad for academic credit in 2004/05 – an increase of 8 percent over the prior year's figures. This latest increase builds on steady growth over the past few decades. In just the last decade, study abroad increased by 144 percent, up from 84,403 in 1994/95. While study abroad participation saw an average annual increase of 9 percent over the past ten years, it is statistically more difficult to maintain a constant rate of increase as the total number of study abroad students gets larger.

Figure 1: U.S. Students Studying Abroad, 1985-2005



With 20 years of sustained and marked growth in U.S. international education, the study abroad experience has moved well beyond the typical "junior year abroad," with students seeking educational experiences of various durations, at different points – and sometimes more than once – in their academic careers. Students are increasingly going to study in non-traditional destinations, and increasingly to non English-speaking countries, as shown in Figure 3 on page 11.

A. Growth in Study Abroad Program Offerings

The number of study abroad programs has also increased substantially. IIE's study abroad directories (*IIEPassport: Academic Year Abroad* and *IIEPassport: Short-Term Study Abroad*) have provided U.S. students and advisors with study abroad program listings since 1950. The IIEPassport directories are the most comprehensive directories of study abroad programs for U.S. students. In 1986 the directories listed 2,005 programs. This number increased to 6,514 in 2006. This represents an increase of approximately 225 percent. During the same period, the number of U.S. students studying abroad increased by 327 percent. The most recent IIEPassport directories (2007 editions) include over 7,500[5] listings. These do not include the many campus-based initiatives open only to their own students, nor the growing numbers of students enrolling directly in foreign university degree programs.

This dramatic growth in the number of study abroad programs and students participating in them can be attributed to various factors:

- American campuses are providing more opportunities for students to have an international experience by offering more and different types of study abroad experiences that appeal to a broader range of students.

- A wide range of activities sponsored by the U.S. Government help U.S. students to gain access to international experiences. These include the Fulbright U.S. Student Program, the Gilman Scholarships for undergraduates with financial need, the National Security Education Program Boren Scholarships and Fellowships, and the new National Security Language Initiative.

- Foundations and corporations are increasingly interested in encouraging students to study abroad and are offering a variety of scholarship programs. Examples include IIE's Freeman Awards for Study in Asia (Freeman Foundation)[6], the Global Engineering Education Exchange consortium (ABB)[7], and the Whitaker International Fellows and Scholars Program (Whitaker Foundation)[8] to conduct research or study in the field of biomedical engineering.

- Foreign governments and institutions are ramping up their marketing and outreach efforts to attract U.S. students, either as degree-seeking students or as study abroad students.

- The availability of more programs taught in English at institutions around the world has also helped to attract U.S. students.

- Finally, U.S. students and their parents increasingly recognize the value of study abroad in order to be prepared for leadership roles in the global economy and an increasingly interconnected world. Studying abroad gives students a career skill set that is increasingly valued by employers.[9]

B. Program Models Address the Need for Greater Diversity

Most importantly, U.S. institutions, along with governments and other organizations, are beginning to address some of the barriers to participation in study abroad, and are making efforts to diversify the types of students that study abroad and the fields in which they study.

Below are just a few examples of recently developed programs that have successfully managed to integrate a diverse set of students in unique study abroad programs. Other innovative examples can be found among the winners and honorable mentions of IIE's Andrew Heiskell Awards for Innovation in International Education at www.iienetwork.org.

- Florida A&M University developed the Global Opportunities on I-10 (GO I-I0)[10] project to address the need for international awareness and understanding of its predominantly African-American student body. With the GO I-10 project, FAMU's semester-long study in Kenya and short-term study abroad initiatives in the Dominican Republic offer the university's students the opportunity to be exposed to different cultures through international travel as a structural component of their university education. The university is developing new programs in China and Brazil.

- The University of Wisconsin–Eau Claire[11] initiated an evaluation of barriers to study abroad for traditionally underrepresented groups, including students of color and ethnic minorities, and students majoring in education and nursing. To extend the reach of study abroad to these students, new programs are now offered, including one in Thailand, designed for students of the campus and the community's largest minority population, Hmong Americans, and another in Costa Rica, designed for nursing majors. Since the program in Thailand began in 2004, 64 percent of the students have been Hmong and Hmong-American and 17 percent have been education or nursing majors. That same year, two new partnerships were created, one in South Africa for nursing and education majors, and another to facilitate student teaching in countries around the globe. Of the 43 students who have traveled to South Africa, 21 percent have been nursing or education majors.

- Valdosta State University launched a program that encourages students to gain skills useful to them when working with foreign language speaking communities at home. The Study Abroad Program in Guadalajara[12] was established fifteen years ago with the stated aim of improving the language skills of majors and minors in Spanish and increasing their cultural competency through exposure to Hispanic culture. In recent years the mission has changed, occasioned by the steady influx of migrants into the region and has extended to include students in other disciplines whose professional careers and personal lives would involve positive interaction with the newly-increasing Hispanic population. Students are actively recruited from such disciplines as Sociology, Social Work, Criminal Justice, Nursing and Education to complete foreign language requirements.

- Emory University created the Emory College Science Experience Abroad (SEA)[13], which has met with success among both students and faculty. The SEA program offers new science-focused study abroad programs (that satisfy degree requirements in disciplines such as biology and chemistry), scholarships and financial incentives, improved science-specific advising and

mentoring, better marketing and student advocacy, and greater faculty involvement in student recruitment and advising. The number of science students participating in study abroad has increased from 9 percent to 20 percent in three years.

- The RISE Program (Research Internships in Science and Engineering)[14], launched by the German Academic Exchange Service (DAAD) in 2005, provides North American undergraduate science and engineering students with rigorous research opportunities by pairing them with advanced doctoral students in Germany for up to three months in the summer. In its first year, DAAD received 383 applications from North American undergraduate students. In 2006, applications for the RISE cycle increased by 57 percent (over 600 applications were received). In 2007, the number of applications continued to increase.

- The University of Virginia is currently beta-testing its new Curricular Design Tool[15], an Internet database of all the study abroad opportunities that meet the requirements of an engineering degree at the university. The Curricular Design Tool allows engineering students to select their major and class year, enter the maximum number of credits they are willing to take in any given semester and check off the courses they have already completed. Finally, the student only needs to hit the submit button to view a schedule of his or her classes, incorporating a semester abroad.

While these are only a few examples, they are indicative of the growing trend to develop study abroad programs that are customized to students' needs. New initiatives like these have begun to show success in attracting traditionally underrepresented students. IIE's policy research initiative on study abroad capacity will highlight new programs and strategies that institutions are developing to make study abroad more inclusive and accessible to diverse student populations.

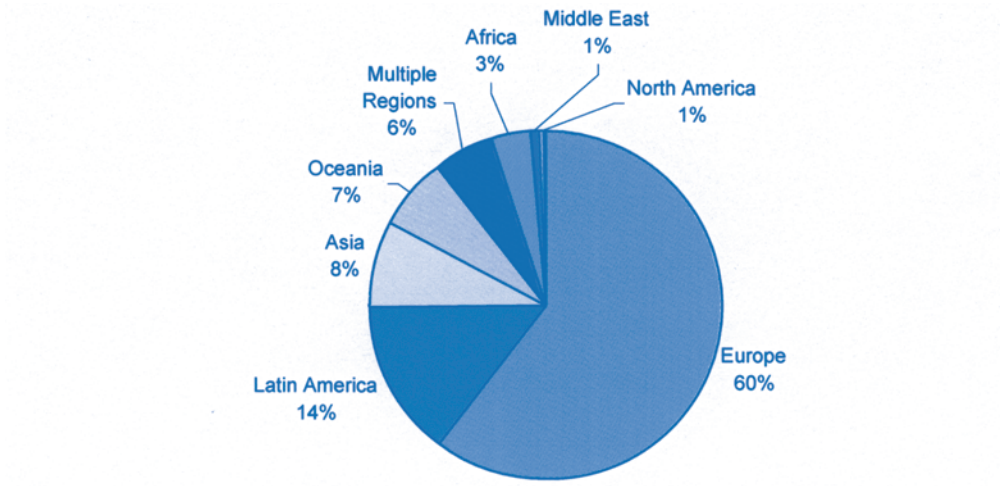
III. Study Abroad in the United States: Baseline Trends and How They are Changing

A. Where Do They Study? - Leading Destinations and Regions

The majority of students continue to go to traditional destinations. However, specific programs show that the students' interest in studying in less-visited regions can be influenced by funding initiatives. Scholarships that encourage study in more diverse destinations have shown success in attracting students to a wider array of destinations and study in strategic and lesser studied languages (See figures 5 and 6).

According to *Open Doors*, Europe continued to host the largest proportion (60 percent) of U.S. students abroad in 2004/05, followed by Latin America (14 percent), Asia (8 percent), and Oceania (7 percent). Only 3.5 percent studied in Africa and 1 percent in the Middle East.

Figure 2: Host Regions of U.S. Study Abroad, 2004/2005



Despite the large number of U.S. students who studied abroad in Europe, 11 of the top 20 destinations were in Africa, Asia, Latin America, and Oceania. While 45 percent of all U.S. students abroad study in perennially popular destinations in Western Europe (#1 United Kingdom, #2 Italy, #3 Spain, and #4 France), there were major increases in the number of students going to other host countries, including a 35 percent increase (to 6,389, up from 4,737 the previous year) in students going to China, now the 8th-leading host destination for American students and the only Asian country in the top 10.

While China's growth in popularity is the largest (this year's increase follows a 90 percent increase from the previous year, after declines caused by SARS), the number of students going to other non-traditional destinations throughout the world also increased, although overall numbers headed to the developing world remain low. Of particular note are large percentage increases in three countries new to the top 20: Argentina, Brazil, and India. Study in Argentina increased 53 percent to 2,013, to become the 18th most popular destination. Brazil, at #19, increased 28 percent to 1,994, and India is now the 20th leading destination, up 53 percent to 1,767. Chile, the 16th leading destination, was up 12 percent to 2,393. Countries dropping out of the top 20 list this year were Cuba, Russia, and the Netherlands.

Figure 3: Top 20 Destinations of U.S. Study Abroad, 2003/04 and 2004/05

2004/05 Rank	Destination	2003/04	2004/05	% Change
1	United Kingdom	32,237	32,071	-0.5
2	Italy	21,922	24,858	13.4
3	Spain	20,080	20,806	3.6
4	France	13,718	15,374	12.1
5	Australia	11,418	10,813	-5.3
6	Mexico	9,293	9,244	-0.5
7	Germany	5,985	6,557	9.6
8	China	4,737	6,389	34.9
9	Ireland	5,198	5,083	-2.2
10	Costa Rica	4,510	4,887	8.4
11	Japan	3,707	4,100	10.6
12	Austria	2,444	2,757	12.8
13	New Zealand	2,369	2,657	12.2
14	Czech Republic	2,089	2,494	19.4
15	Greece	2,099	2,445	16.5
16	Chile	2,135	2,393	12.1
17	South Africa	2,009	2,304	14.7
18	Argentina	1,315	2,013	53.1
19	Brazil	1,554	1,994	28.3
20	India	1,157	1,767	52.7

In addition, almost 70 percent of students in these top 20 destinations were studying in countries where English is not the primary language. Interestingly, while the number of students in most countries in the top 20 increased significantly, there were small decreases in the number of U.S. students going to English-speaking nations. The most notable decline was in the number of students going to Australia, which showed a 5 percent decrease after several years of rising popularity among American students.

Students going to the perennial favorite, the United Kingdom, decreased by less than 1 percent to 32,075; and Ireland was down 2 percent to 5,083. Other than the small decreases in the UK and Ireland, most of the popular European destinations saw increases, with more students going to Italy (up 13 percent to 24,858), Spain (up 4 percent to 20,806), France (up 12 percent to 15,374), and Germany (up 10 percent to 6,557).

These data suggest that U.S. students are increasingly selecting study abroad destinations that might offer linguistic, cultural, and professional experience in emerging global markets.

Looking at destination trends over the past 15 years, there are a few changes in the top 10 destinations, as Figure 4 illustrates. While the leading host destinations remain the same, Israel, Austria and Japan have dropped out of the Top 10 and were replaced by Australia, Ireland and Costa Rica.

Figure 4: Top 10 Destinations of U.S. Study Abroad, 1985/86, 1994/95 and 2004/05

Rank	1985/86	1994/95	2004/05
1	United Kingdom	United Kingdom	United Kingdom
2	France	France	Italy
3	Spain	Spain	Spain
4	Italy	Italy	France
5	Germany, Fed. Rep. of	Mexico	Australia
6	Mexico	Germany	Mexico
7	Israel	Australia	Germany
8	Austria	Israel	China
9	Japan	Costa Rica	Ireland
10	China	Japan	Costa Rica

Strategic Funding Initiatives Influence Destination of Study

Recent statistics from key U.S. Government-funded study abroad scholarship programs indicate that the selection of geographic regions can indeed be influenced. As can be seen in Figures 5 and 6, the percentage of Gilman and Boren scholarship recipients going to non-traditional countries and regions well exceeds those of the overall U.S. study abroad population. For example, 31 percent of Gilman recipients and 40 percent of Boren scholars study in Asia, compared to the 8 percent of the overall study abroad population.

Figure 5: Study Abroad Destinations - Gilman Program vs. Overall Study Abroad Population

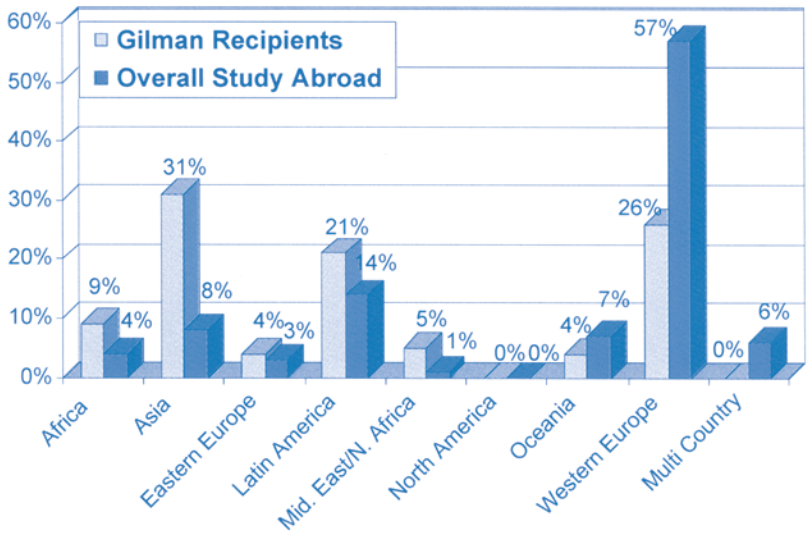


Figure 6: Study Abroad Destinations – Boren Scholars vs. Overall Study Abroad Population

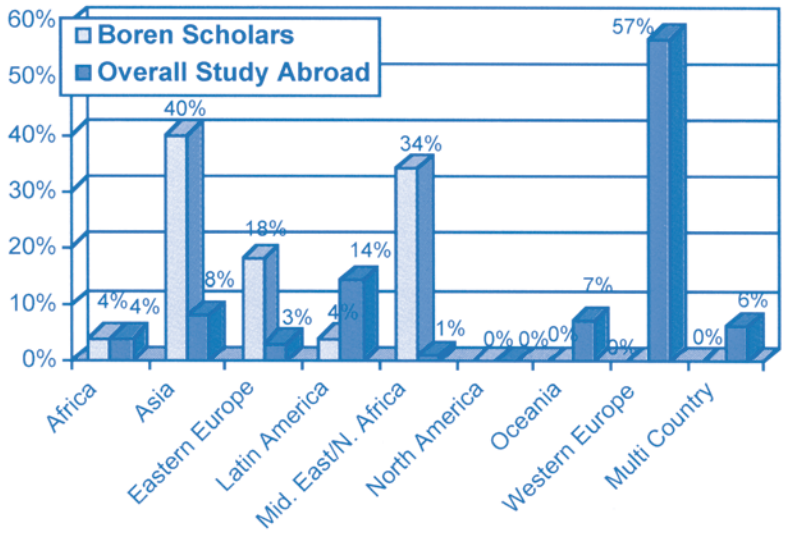


Figure 7: Study Abroad Destinations - Freeman-ASIA Award Recipients, 2000-2007

Study Abroad Location	Number of Students
Japan	1,209
China	995
Hong Kong	219
Thailand	207
Korea	151
Vietnam	66
Taiwan	64
Singapore	63
Other Asian countries	122
TOTAL	3,096

The Freeman Awards for Study in Asia (Freeman-ASIA), a foundation-funded effort to expand U.S. study in East and Southeast Asia, may also have contributed to the overall increase in the number of U.S. students studying in a number of Asian countries, especially for semester or academic-year terms. Recent statistics from the Freeman-ASIA program indicate that, along with the already popular host countries of Japan and China, the program has attracted growing numbers of students to other countries in the region. Among Freeman-ASIA grantees, the most popular destination is Japan, followed by China, Hong Kong, Thailand and Korea. Other places, such as Vietnam, Singapore and Taiwan, are gaining in popularity. While they lag far behind the leading Asian hosts, they have contributed to overall growth of study abroad in that region.

B. Which Types of Institutions Send the Most U.S. Students Abroad?

Student participation in study abroad varies based on the type of institution in which the student is enrolled: 59 percent of all U.S. students studying abroad were enrolled in Doctoral/Research Extensive and Intensive institutions, followed by 21 percent in Master's I & II institutions and 16 percent in Baccalaureate colleges. Only 2 percent came from Associate's institutions. Considering that community colleges now enroll well over 50 percent of all students in higher education, the very low participation in study abroad by community college students reveals a huge untapped potential audience, but one that also faces significant obstacles.

Open Doors 2006 reports that 38 U.S. campuses, primarily large research institutions, awarded academic credit for study abroad last year to more than 1,000 of their students. New York University remained the leading sending institution (2,611), followed by Michigan State University (2,385), University of Texas at Austin (2,169), Penn State University Main Campus (2,084), University of Minnesota - Twin Cities (1,836), University of Florida (1,805), University of Pennsylvania (1,744), University of Illinois at Urbana-Champaign (1,739), University of Georgia (1,731) and University of Virginia (1,684).

Some Smaller Schools Show High Rates of Participation

Although large institutions send larger total numbers, many smaller institutions report sending a much higher proportion of their students abroad. *Open Doors 2006* also provides data on study abroad participation rates, and lists those campuses that send very high percentages of their students abroad for some period during their undergraduate career. The top ten campuses, each sending more than 80 percent of their students abroad, are (in alphabetical order): Austin College, Colby College, College of St. Benedict/St. John's University, Davidson College, DePauw University, Dickinson College, Elon University, Lee University, Lewis and Clark College, and, St. Olaf College.

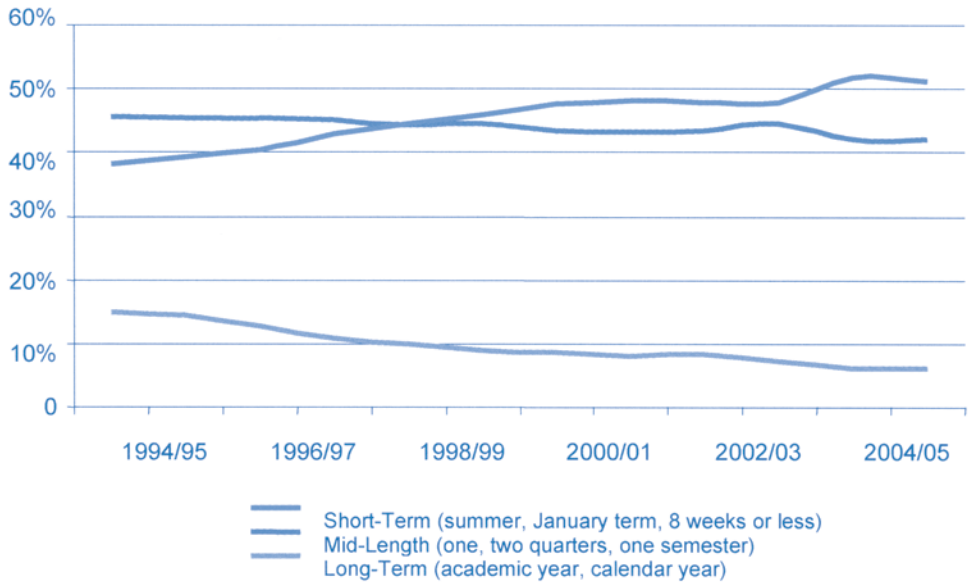
C. How Long Do They Study Abroad? – Duration of Study Abroad

Open Doors 2006 data show that the largest growth area is short-term study. Beginning in 1998/99, U.S. student participation in short-term study abroad programs surpassed mid-length programs. In 2004/05 the majority (56 percent) of all U.S. students who studied abroad chose summer, January term, and other programs of 8 weeks or less.

Although long-term programs have attracted a fairly consistent number of students over the past ten years (ranging from 11,300 to 12,770 students per year), their overall share has declined in comparison with short- and mid-length programs. The "semester abroad" model attracts 38 percent of students (which is relatively unchanged from 1985) and only 6 percent of students studied abroad for a full academic year (compared to 18 percent in 1985).

Much of the debate on duration of study abroad sojourns revolves around the relative value of short-term programs. Short-term programs do not provide the same opportunity for immersion in the culture and language of the host destination as do programs of longer duration. However, short-term programs have played an important role in increasing enrollments in study abroad and can play an even more significant role in the goal of diversifying the range of U.S. students going abroad for study. They offer flexible international study opportunities to students who might otherwise be unable to participate in traditional programs due to financial, academic, personal, or other limitations.

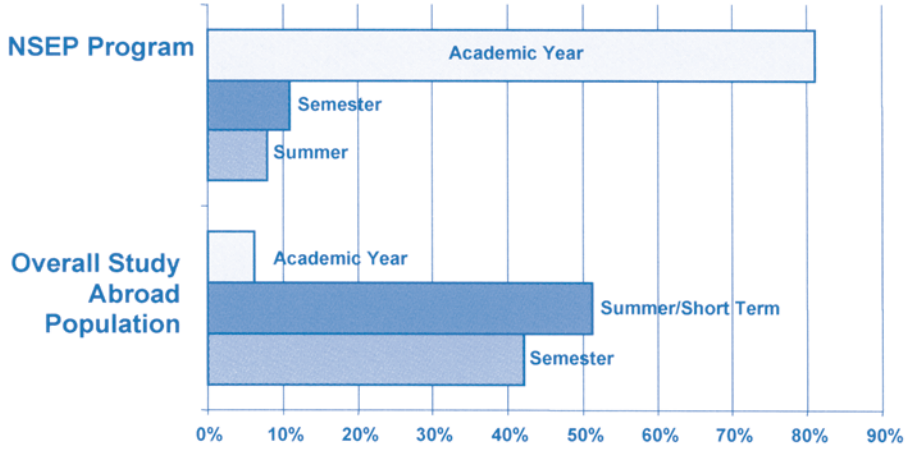
Figure 8: Duration of Study Abroad, 1993-2005



Funding Initiatives Can Influence Length of Study

Statistics from the Boren Scholarship program demonstrate that interest in long-term study abroad remains attractive, if funds are made available. Over 80 percent of Boren scholars study abroad for a full academic year, as indicated in Figure 9, compared to 6 percent of the overall study abroad population.

Figure 9: Duration of Study Abroad – Boren Scholars vs. Overall Study Abroad Population



Duration of Study Abroad Varies by Type of Institution

A new analysis by IIE of the *Open Doors* study abroad data highlights which universities have the most success in sending students for longer term periods of study. The following figures, not previously published, reveal some interesting findings.

Figure 10 shows that nearly three-quarters of study abroad students at associate's institutions participate in short-term study abroad programs, and that associate's institutions are more likely to send their students on short-term study abroad as compared with other types of institutions. In contrast, baccalaureate institutions are most likely to send students abroad for mid-term sojourns, while Master's institutions and Doctoral/Research institutions, which send the largest number of students abroad, reflect the national pattern of over 50 percent short-term stays. It is also interesting to note that an analysis of three-year trends (2002-03 to 2004-05) indicates no change over time in the relationship between institutional type and the duration of study abroad.

Figure 10: Duration of Study Abroad by Institutional Type, 2004/05[16]

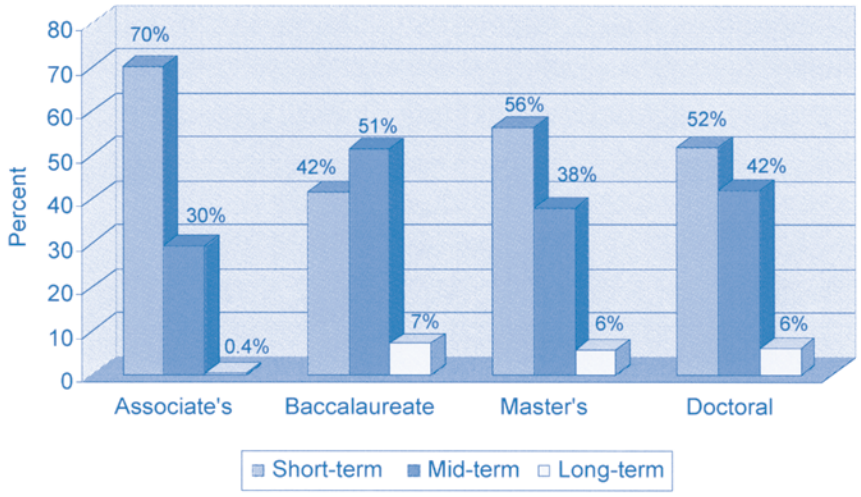


Figure 11 lists the top 20 institutions sending students on long-term and mid-term study abroad regardless of institutional type; Figure 12, on the other hand, presents the top 10 institutions sending students on mid-length and long-term study abroad by institutional type.[17] Although few associate's institutions send students on long-term study abroad, it is encouraging to see that several—including the top 10 listed in the table—have been successful in sending students abroad on mid-length programs. An examination of what these institutions are doing to encourage their students to participate in longer-term sojourns may provide useful guidance in the effort to diversify and expand longer study abroad stays for non-traditional students. Baccalaureate institutions, such as the top ten listed in Figure 12, are more likely than other types of institutions to send students on long-term study abroad sojourns.

Figure 11: Top 20 Institutions Sending the Largest Numbers of Students on Long-term and Mid-length Study Abroad, 2004/05[18]

Rank	Long-term study abroad	Rank	Mid-length study abroad
1	Yeshiva University	1	New York University
2	Touro College	2	University of Washington-Seattle Campus
3	University of California-San Diego	3	Boston University
4	Pepperdine University	4	Pennsylvania State University-Main Campus
5	University of California-Santa Barbara	5	University of Minnesota-Twin Cities
6	Hope College	6	University of Wisconsin-Madison
7	Smith College	7	Syracuse University
8	New York University	8	University of Colorado at Boulder
9	Saint Cloud State University	9	Indiana University-Bloomington
10	University of California-Berkeley	10	University of Notre Dame
11	University of Wisconsin-Madison	11	University of Texas at Austin, The
12	Georgetown University	12	George Washington University
13	University of California-Santa Cruz	13	Cornell University-Endowed Colleges
14	Tufts University	14	San Diego State University
15	California Polytechnic State Univ-San Luis Obispo	15	University of Virginia-Main Campus
16	University of California-Los Angeles	16	University of Pennsylvania
17	Middlebury College-Language schools	17	University of North Carolina at Chapel Hill
18	University of Illinois at Urbana-Champaign	18	Boston College
19	University of Notre Dame	19	Georgetown University
20	University of California-Irvine	20	University of Illinois at Urbana-Champaign

Figure 12: Top 10 BA and AA Institutions Sending the Largest Numbers of Students, 2004/05[19]

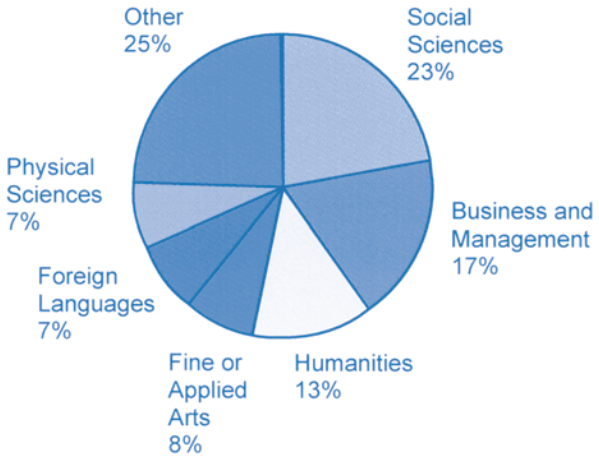
Associate's Institutions by Mid-term Duration		Baccalaureate Institutions by Long-term Duration	
Rank	Institution	Rank	Institution
1	Citrus College	1	Hope College
2	City College of San Francisco	2	Smith College
3	Santa Rosa Junior College	3	Dickinson College
3	Sierra College	4	Sarah Lawrence College
5	Santa Barbara City College	5	College of the Holy Cross
6	Chaffey College	6	Mount Holyoke College
6	Pasadena City College	7	Wellesley College
8	Miracosta College	8	Fashion Institute of Technology
9	Riverside Community College	9	Middlebury College
10	North Lake College	10	Colby College
		10	Kenyon College

D. What Do They Study? – Fields of Study

Even though the relative share of social science and humanities majors compared with other fields of study has declined over the past 15 years, these fields still accounted for the largest proportion (36 percent) of study abroad students in 2004/05. About a quarter (23 percent) of all students studying abroad major in the social sciences, followed by business & management (17 percent), and humanities (13 percent), as Figure 13 shows. Business & management, mathematics, sciences and engineering have all seen increases over the same period. The proportion of business and management majors studying abroad has increased from 14 percent in 1994/95 to 17 percent in 2004/05, and the proportion of science majors has increased from 10 percent to 12 percent. These are only modest gains, but indicate that students in these fields increasingly realize the contribution that study abroad can make to their future careers.

The proportion of study abroad students in the fine & applied arts and all other fields has remained fairly stable, while the proportion majoring in foreign languages has declined.

Figure 13: Fields of Study of U.S. Students Abroad, 2004/05



Targeted Initiatives Increase Study Abroad in Underrepresented Fields

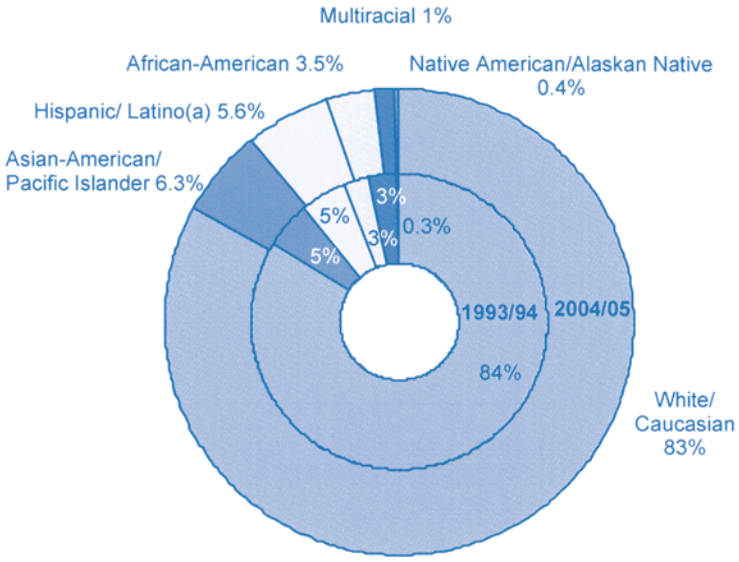
Several nationally-offered initiatives for science and engineering majors, such as the NSF-funded Central Europe Summer Research Institute[20], the DAAD's Research Internships in Science and Engineering (RISE), and the Global Engineering Education Exchange, as well as targeted campus-based programs, have expanded opportunities in these fields for study and research abroad.

E. Profile of U.S. Students Abroad: Race and Ethnicity Remain Largely Unchanged

The personal characteristics of U.S. students have changed little over time. Those who studied abroad in 2004/05 were largely women (66 percent) and undergraduate students in their junior year of study (36 percent). This percentage has remained virtually unchanged for decades.

Despite efforts to diversify the study abroad population and increase the participation rate of minority students, those who studied abroad in 2004/05 were predominantly Caucasian (83 percent), which also remains unchanged. Students of color comprise only 17 percent of American students who study abroad, a much lower percentage than their participation in higher education overall. Among the underrepresented groups, Hispanic-Americans made up 6 percent of U.S. study abroad, followed by African-Americans (4 percent), Multiracial students (1 percent), and Native-American students (less than 1 percent). Figure 14 indicates how little has changed in the past 10 years.

Figure 14: Race and Ethnicity, 1993/94 and 2004/05



Recent Strategic Initiatives Show that Program Methodology Can Change Diversity Statistics

A number of higher education institutions have begun to address this challenge through various strategic initiatives, either targeted at underrepresented groups or requiring all students to study abroad. Goucher College is one institution that chose the latter route.

At the national level, targeted outreach and recruitment strategies have produced participation rates of minority students far above the overall U.S. study abroad population. As shown in Figure 15, Gilman recipients exceed national percentages of African-American and Asian-American students by 12 percent, and Hispanic students by 7 percent.

Figure 15: Race and Ethnicity - Gilman Program vs. Overall Study Abroad Population, 2004/05

Race/Ethnicity	Gilman Program	Overall Study Abroad Population
White/Caucasian	40%	83%
Asian-American/Pacific Islander	18%	6%
African-American	15%	4%
Hispanic/Latino(a)	13%	6%
Multiracial	8%	1%
Native American	1%	Less than 1%

The new IIEPassport Study Abroad Funding website (www.studyabroadfunding.org) and a searchable CD-Rom were launched in 2006 to help showcase scholarships that are available for study and research abroad. The directory is searchable by field of study and destination country. To help students and advisers find scholarships that are targeted at minority students, students with disabilities, or other underrepresented groups, IIE recently added these criteria to the list of search options.

Increasing Diversity – A Challenge for Study Abroad

While financial need may be a key obstacle, various other challenges remain to increasing the number of U.S. students studying abroad, and more needs to be done to increase the diversity of participating students and institutions.[21]

For the 2006/07 Andrew Heiskell Awards for Innovation in International Education, IIE launched a special focus on increasing participation in study abroad, showcasing four models for "Increasing Diversity in Study Abroad."[22] Three winning programs effectively increase participation of students of diverse racial, ethnic and socioeconomic backgrounds, while another model increases participation of students in science-related disciplines. Pressure to minimize time to graduation and extensive course requirements are two of the greatest barriers to study abroad for underrepresented students. In each of these cases, creating study abroad experiences with direct relevance to student majors is critical in increasing participation. All of the study abroad programs profiled this year provide excellent strategies for extending the benefits of international experience to a broader population. Other web-based resources to assist campuses in increasing study abroad outreach include the Project for Learning Abroad, Training and Outreach (PLATO)[23] and the National Clearinghouse on Disability and Exchange (Mobility International USA).[24]

IV. Conclusion

While study abroad continues to steadily expand, growing by almost 145 percent in the past decade, the profile of U.S. students going abroad, the destinations they go to, and the fields they study in have not changed much in that same time period. Certain targeted funding initiatives, along with special programming at the campus level, have managed to make some headway.

However, to reach a greatly expanded goal of one million U.S. students studying abroad, the higher education community needs to change the traditional study abroad patterns and profiles and dramatically increase the efforts to diversify the fields and destinations, as well as the diversity of participating students.

More research is needed on the existing constraints and how model programs and initiatives can be expanded into larger, more comprehensive approaches. Future IIE policy research papers will assess current capabilities and future capacity, and will make recommendations for action to maximize resources to promote substantial study abroad growth. In addition, the Institute will survey host countries and higher education organizations outside the United States to assess where sufficient capacity exists abroad (especially in non-traditional destinations) to host one million American students in the years ahead.

As part of the Institute's policy research initiative and with ongoing input from study abroad experts, including IIE's IDEA (Increasing Diversity in Education Abroad) Council, the Institute plans to evaluate the continuing challenges in the context of assessing the overall capacity for increasing the number of American students who study abroad. We welcome your feedback on this initial benchmarking report and your input on future research efforts addressing these challenges.

Contact us at policyresearch@iie.org. Copies of this report can be downloaded at: www.iie.org/StudyAbroadCapacity.

Endnotes

[1] Siaya, L, Porcelli, M. & Green, M. (2002). *One Year Later: Attitudes About International Education Since September 11.* American Council on Education, Washington DC.

[2] Institute of International Education. (2006). *Open Doors.* New York, NY: IIE. With funding from the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

[3] UNESCO Institute of Statistics. (2006). *Global Education Digest*. Montreal, Canada: UNESCO.

[4] Data collected in Spring 2006 report on credit awarded for study abroad beginning Summer 2004 through Spring 2005. *Open Doors Report on International Educational Exchange*. (2006 Edition). Institute of International Education. **http://opendoors.iienetwork.org**.

[5]The listings included in the IIEPassport Study Abroad Directories are also available on **http://www.iiepassport.org.**

[6] The Freeman Awards for Study in Asia (Freeman-ASIA), sponsored by the Freeman Foundation and administered by IIE, provide U.S. undergraduate students with grants to study in East and Southeast Asia. **http://www.iie.org/freeman-asia/**.

[7] The Global Engineering Education Exchange (Global E3) is an international consortium which exchanges engineering majors on a tuition-swap basis, including 32 U.S. engineering programs and over 40 institutions outside the United States. **http://www.globale3.org**.

[8] The Whitaker International Fellows and Scholars Program, administered by IIE, sends U.S.-based biomedical engineers abroad to conduct a study and/or research project in the field of biomedical engineering for an academic year. **http://www.whitakerawards.org**.

[9] Surveys addressing employer attitudes toward study abroad include: Council on International Educational Exchange, "Employer Attitudes toward Study Abroad" (upcoming article in Frontiers, September 2007); Survey conducted by Global HR News, commissioned by The Scholar Ship (February 2007); "An Exploration of the Demand for Study Overseas from American Students and Employers" conducted by J. Walter Thompson Education for the Institute of International Education, the German Academic Exchange Service (DAAD), the British Council, and the Australian Education Office (2003).

[10] More information about the Global Opportunities on I-10 Program is available at **http://www.famu.edu/index.cfm?a=oied&p=BIEProgram.**

[11] Statistics taken from University of Wisconsin's submission to IIE's Andrew Heiskell Awards 2006/07: **http://www.iienetwork.org/?p=96756#glen**

[12] More information at: **http://www.valdosta.edu/cip/VSUGroupStudyAbroadPrograms.shtml**

[13] More information about Emory's Science Experience Abroad Program is available at: **http://www.college.emory.edu/current/courses/special_programs/sea/index.html**.

[14] More information about the RISE Program is available at **http://www.daad.de/rise/en/**. An evaluation of the RISE Program is available at **http://www.iienetwork.org/?p=RISE**.

[15] Announced May 9, 2007 in UVA Today. The beta version of the Curricular Design Tool is available at **http://www.seas.virginia.edu/studyabroad/**.

[16] Definitions: Short-term (summer, January term, 8 weeks or less); mid-length (one, two quarters, one semester); long-term (academic year, calendar year).

[17] Due to space limitations, findings are presented for associate's and baccalaureate institutions only.

[18] University of North Carolina at Chapel Hill and Boston College are tied for 17th place.

[19] Several institutions listed in this figure are tied.

[20] Sponsored by the National Science Foundation and managed by the Institute of International Education, CESRI is a fellowship opportunity for U.S. graduate students in science and engineering who are seeking a quality hands-on international research experience in Austria, the Czech Republic, Germany, Hungary, Poland or Slovakia. **http://www.iie.org/cesri/**.

[21] In August 2003, IIE conducted a survey of its member campuses on the "Obstacles to Study Abroad." Asked to consider all of their students who have faced obstacles to study abroad, the survey respondents suggest that the primary obstacles to study abroad can be attributed as follows: "financial" (41 percent), "academic" (22 percent), "health & safety" (11 percent) and "parents" (11 percent). 15 percent noted "other" types of obstacles. To view the report, go to **www.iienetwork.org**.

[22] The 2007 Heiskell Award winning programs and honorable mentions in the "Increasing Diversity in Education Abroad" category were: Emory University (Atlanta, Georgia) "Emory College's Science Experience Abroad" (SEA); Florida A & M University (Tallahassee, Florida) "Global Opportunities on I -10"; University of Wisconsin - Eau Claire (Eau Claire, Wisconsin) "Education Abroad: Removing Barriers and Extending the Reach;" and Valdosta State University (Valdosta, Georgia) "Study Abroad Program in Guadalajara."

[23] PLATO is an integrated study abroad training, certification, and diversity outreach program located at Loyola Marymount University and supported through a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive program. **http://www.globaled.us/plato/**

[24] NCDE is a comprehensive one-stop resource for people with disabilities, exchange and disability staff interested in study, work, intern, volunteer, research or teach abroad programs, a project sponsored by the U.S. Department of State. **http://www.miusa.org/ncde/**

About IIE

The Institute of International Education is a world leader in the international exchange of people and ideas. An independent, nonprofit organization founded in 1919, IIE has a network of 18 offices worldwide. IIE designs and implements programs of study and training for students, educators and professionals from all sectors with funding from government and private sources. Programs that IIE administers for the U.S. Government and other sponsors, such as the Gilman Scholarships and the Fulbright Fellowships, the National Security Program David L. Boren Scholarships, the Freeman Awards for Study in Asia, the Whitaker International Fellows and Scholars Program, and the NSF-funded Central Europe Summer Research Institute send U.S. students abroad in growing numbers, preparing a new generation for global citizenship. The Institute is a resource for educators and institutions worldwide, publishing *IIEPassport: Academic Year Abroad* and *Short Term Study Abroad* and operating www.IIEPassport.org, the search engine for study abroad programs, as well as www.StudyAbroadFunding.org. IIE conducts policy research and provides advising and counseling on international education and opportunities abroad. IIE's annual survey of student mobility is published annually in the *Open Doors Report on International Educational Exchange* (www.opendoors.iienetwork.org), supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State.
www.iie.org

About the IIENetwork

IIENetwork is IIE's membership association, with over 900 member institutions, including universities, 2- and 4-year colleges, national and international exchange agencies and educational not-for-profit organizations around the world. Each IIENetwork designee is an important link in a network of over 4,500 individuals with a commitment to the internationalization of their institutions. As an IIENetwork member, campus professionals receive targeted membership services to help recruit and advise international students and Americans studying abroad, network with other professionals in the field, and stay current on new developments in international education.
www.iienetwork.org

INSTITUTE OF INTERNATIONAL EDUCATION
809 United Nations Plaza
New York, NY 10017-3580
Tel: 212-883-8200 www.iie.org