
IIE/FORUM ON EDUCATION ABROAD SURVEY OF STUDY ABROAD ENROLLMENTS DURING ACADEMIC YEAR 2010/11

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EXECUTIVE SUMMARY

The Institute of International Education (IIE) and the Forum on Education Abroad joined again this year to gather advance data on study abroad enrollments for the 2010/11 academic year to supplement the regular U.S. study abroad data collection conducted through IIE's *Open Doors Report on International Educational Exchange*. This snapshot survey provides the study abroad field with top-line study abroad enrollment trends for the 2010/11 academic year, as well as baseline data on non-credit education abroad and participation by non-U.S. citizens in study abroad programs at U.S. colleges and universities.

Key findings include:

- U.S. student participation in study abroad continues to grow in 2010/11, with 53 percent of respondents reporting increases in study abroad enrollment.
- Study abroad to non-traditional destinations, such as India and China is continuing to increase, as well as study abroad to more traditional destinations in Western Europe.
- Over 6,700 students participated in non-credit education abroad activities, such as internships, volunteer experiences and other co-curricular activities, in 2010/11.
- Many new short-term faculty-led programs are being created, as well as new partnerships with both foreign and domestic institutions to promote new programs.
- Thirty percent of respondents reported hiring new staff or allocating additional staff time, indicating that the financial climate at many institutions may be improving.

ABOUT THE SURVEY

The **Institute of International Education (IIE)**, an independent nonprofit founded in 1919, is among the world's largest and most experienced international education and training organizations. IIE publishes the annual *Open Doors Report on International Educational Exchange*, the only long-standing, comprehensive information resource on international higher education exchange activity into and out of the U.S.

The **Forum on Education Abroad** is a global membership association of over 550 institutions and organizations that together represent approximately 90 percent of the U.S. studying abroad. The Forum is the only organization devoted exclusively to the field of education abroad and is designated the Standards Development Organization for education abroad by the U.S. Department of Justice and Federal Trade Commission.

IIE and the Forum surveyed member institutions to gain insight into study abroad enrollment during the 2010/11 academic year. Respondents were also asked questions on topics not included in the regular *Open Doors* U.S. Study Abroad Survey, including participation in non-credit education abroad and participation by non-U.S. citizens in study abroad, as well as questions on institutional changes in study abroad budgets and staffing. The online survey was conducted from August 31- September 30, 2011.

RESPONDENT PROFILE

153 IIE Network and Forum member institutions responded to the survey.¹ The majority of respondents (85 percent) were U.S. four-year colleges and universities, with U.S. community colleges, specialized institutions, independent program providers and non-U.S. institutions also represented. About 46 percent (70 respondents) were public institutions and organizations and 54 percent (83 respondents) were private. The percentage breakdown by institutional type is given below. The number of respondents in each category is given in parenthesis.

Type of Institution	% of Total	% Public	% Private
Doctorate Institutions	36.6 (56)	67.9 (38)	32.1 (18)
Master's Institutions	18.3 (28)	39.3 (11)	60.7 (17)
Baccalaureate Institutions	30.1 (46)	19.6 (9)	80.4 (37)
Associate's Institutions	5.9 (9)	88.9 (8)	11.1 (1)
Independent Program Providers	6.5 (10)	10.0 (1)	90.0 (9)
Other (Consortia and Non-U.S. Institutions)	2.6 (4)	75.0 (3)	25.0 (1)
Total	100.0 (153)	45.8 (70)	54.2 (83)

Among the U.S. institutions who responded, all institution sizes were represented, from small colleges enrolling fewer than 5,000 students through large universities enrolling over 20,000 students. The largest proportion (40 percent) enrolled between 1,000 and 5,000 students. The respondents also represented a wide variety of study abroad enrollment sizes, ranging from enrollments of fewer than 50 students through enrollments of over 1,000 study abroad students. The largest proportion (47 percent) enrolled between 101 and 500 study abroad students. The detailed breakdowns are given below.

¹ Due to institutional overlap in IIE Network and Forum memberships, a response rate could not be calculated.

Size of Institution	Number of Respondents	Percent of Total
1,000 students or less	2	1.4
1,001-5,000 students	55	39.6
5,001-10,000 students	27	19.4
10,001-20,000 students	16	11.5
Over 20,000 students	39	28.1
Total	139	100.0

2010/11 Study Abroad Total	Number of Respondents	Percent of Total
1-50 students	16	11.5
51-100 students	13	9.4
101-500 students	65	46.8
501-1,000 students	23	16.5
Over 1,000 students	22	15.8
Total	139	100

SURVEY RESULTS

Study Abroad Enrollments

The survey asked respondents to compare study abroad enrollment in 2010/11 with enrollments for the previous academic year. The majority (53 percent) of respondents reported that there had been an increase in study abroad enrollment in 2010/11, with 28 percent reporting an increase of less than ten percent, 15 percent reporting an increase of 10 to 25 percent and 9 percent reporting an increase of over 25 percent. The breakdown is given below.

Amount of Change	Number of Respondents	Percent of Total
Increase of more than 25%	13	9.4
Increase of 10-25%	21	15.1
Increase of less than 10%	39	28.0
No change	24	17.3
Decline of less than 10%	34	24.5
Decline of 10-25%	6	4.3
Decline of more than 25%	2	1.4
Total	139	100.0

Compared to survey results from last year, roughly the same percentage of respondents indicated that study abroad enrollments had increased this year as last year (53 percent for 2010/11 and 55 percent for 2009/10). Similarly, about the same proportion of respondents indicated a decline in study abroad enrollment this year as last year (30 percent for 2010/11 and 32 percent for 2009/10).

Public institutions were slightly more likely to report increases than private institutions while private institutions were slightly more likely to report declines: 55 percent of public institutions reported increases in 2010/11, compared to 51 percent of private institutions, and 28 percent of public institutions reported declines compared to 32 percent of private institutions. The detailed breakdown is given below.

Public Institutions	Number of Respondents	Percent of Total
Increase of more than 25%	6	9.2
Increase of 10-25%	10	15.4
Increase of less than 10%	20	30.8
No change	11	16.9
Decline of less than 10%	17	26.2
Decline of 10-25%	0	0.0
Decline of more than 25%	1	1.5
Total	65	100.0

Private Institutions	Number of Respondents	Percent of Total
Increase of more than 25%	7	9.6
Increase of 10-25%	11	15.1
Increase of less than 10%	19	26.0
No change	13	17.8
Decline of less than 10%	16	21.9
Decline of 10-25%	6	8.2
Decline of more than 25%	1	1.4
Total	73	100.0

Study Abroad Destinations

Among the study abroad destinations included in this survey, Western Europe was the region with the highest proportion of reported increases in 2010/11: 48 percent of respondents reported increases, while 23 percent reported declines and 30 percent reported no change. The detailed breakdown is given below. Europe is the region currently hosting the largest number of U.S. study abroad students, with 144,840 U.S. students studying abroad in Europe in 2009/10, according to IIE's *Open Doors Report on International Educational Exchange*.

Many institutions also reported increases in study abroad to China: 48 percent of respondents reported increases in study abroad to China in 2010/11, while 25 percent reported declines and 33 percent reported no change. The detailed breakdown is given below. According to *Open Doors*, 13,910 U.S. students studied abroad in China in 2009/10.

Study abroad to India also appears to be continuing to grow: 38 percent of respondents reported increases in study abroad to India in 2010/11, while 20 percent reported declines and 41 percent reported no change. The detailed breakdown is given below. Study abroad to India increased 44 percent in 2009/10, to 3,884 students, according to *Open Doors*.

Amount of Change	Western Europe		China		India	
	Total	Percent	Total	Percent	Total	Percent
Increase of more than 25%	10	12.5	11	14.5	10	15.2
Increase of 10-25%	12	15.0	5	6.6	2	3.0
Increase of less than 10%	16	20.0	16	21.0	13	19.7
No change	24	30.0	25	32.9	27	40.9
Decline of less than 10%	10	12.5	8	10.5	7	10.6
Decline of 10-25%	5	6.3	4	5.3	2	3.0
Decline of more than 25%	3	3.7	7	9.2	5	7.6
Total	80	100.0	76	100.0	66	100.0

U.S. study abroad to Australia declined 11 percent to 9,962 students in 2009/10, according to *Open Doors*, and appears to be flat in 2010/11: 35 percent of respondents reported increases, 31 percent reported declines and 34 percent reported no change compared to the previous year. The detailed breakdown is given below.

While U.S. study abroad to Japan increased seven percent to 6,166 students in 2009/10, according to *Open Doors*, 41 percent of respondents reported declines in 2010/11, likely due to the earthquake and tsunami. The detailed breakdown is given below.

U.S. study abroad to Mexico declined slightly to 7,157 students in 2009/10, according to *Open Doors*. This trend appears to have continued in 2010/11, with 21 percent of respondents reporting declines, 48 percent reporting level enrollments and 14 percent reporting increases compared to the previous year. The detailed breakdown is given below. Some respondents attributed declines to the U.S. Department of State travel warnings issued for Mexico.

Amount of Change	Australia		Japan		Mexico	
	Total	Percent	Total	Percent	Total	Total
Increase of more than 25	10	13.5	7	9.6	3	4.2
Increase of 10-25	7	9.4	2	2.7	1	1.4
Increase of less than 10	9	12.2	10	13.7	6	8.5
No change	25	33.8	24	32.9	32	45.1
Decline of less than 10	12	16.2	11	15.1	5	7.0
Decline of 10-25	4	5.5	5	6.8	4	5.6
Decline of more than 25	7	9.4	14	19.2	20	28.2
Total	74	100.0	73	100.0	71	100.0

U.S. study abroad to the Middle East and North Africa (MENA) has seen increased over the past few years (albeit from a small base number), as non-traditional destinations become more popular. Enrollments appear to be flat for 2010/11, with the same number of respondents reporting increases and declines. The detailed breakdown is given below. U.S. study abroad to Turkey, however, appears to have increased in 2010/11, with 32 percent reporting increases, 21 percent reporting declines and 48 percent reporting no change. The detailed breakdown is given below.

U.S. study abroad to Sub-Saharan Africa has also been growing in popularity over the past several years (also from small base numbers), in line with the general trend of more study abroad to non-traditional destinations. The trend appears to have continued in 2010/11, with 36 percent of respondents reporting increases, 25 percent reporting declines and 39 percent reporting no change. The detailed breakdown is given below.

Amount of Change	Middle East/ North Africa		Turkey		Sub-Saharan Africa	
	Total	Percent	Total	Percent	Total	Percent
Increase of more than 25	6	8.7	10	15.9	8	11.9
Increase of 10-25	5	7.3	2	3.2	6	9.0
Increase of less than 10	14	20.3	8	12.7	10	14.9
No change	19	27.5	30	47.6	26	38.8
Decline of less than 10	8	11.6	2	3.2	11	16.4
Decline of 10-25	4	5.8	2	3.2	1	1.5
Decline of more than 25	13	18.8	9	14.2	5	7.5
Total	69	100.0	63	100.0	67	100.0

Non-Credit Education Abroad Enrollments

Data on non-credit education abroad is often difficult to collect due to the inability of institutions to accurately track non-credit-bearing activity. For this survey, respondents were asked to estimate the number of students at their institutions who participated in a non-credit education abroad activity, such as an international internship, volunteer abroad experience or other co-curricular activity in 2010/11. While 19 percent of respondents reported no non-credit education abroad activity at their institution or organization, the majority (81 percent) of respondents did report non-credit education abroad activity. The largest proportion (34 percent) reported 20 or fewer students participating in non-credit activities abroad; however, 16 percent reported over 100 students. The detailed breakdown is given below. Countries in Latin America and the Caribbean (e.g., Dominican Republic) and sub-Saharan Africa (e.g., Ghana) are popular destinations for non-credit study abroad, particularly for service learning and volunteer projects.

Number of Students Participating in Non-Credit Education Abroad	Number of Respondents	Percent of Total
0 students	17	19.3
1-20 students	30	34.1
21-50 students	16	18.2
51-100 students	11	12.5
More than 100 students	14	15.9
Total	88	100.0

International Students Studying Abroad

Campuses with large international student populations often also send large numbers of non-U.S. citizens on study abroad programs. The majority (71 percent) of respondents to this survey reported sending between one and fifty international students on study abroad in 2010/11. Fourteen percent of respondents sent more than 50 international students on study abroad and sixteen percent indicated that they did not send any international students on study abroad in 2010/11. The detailed breakdown is given below.

Number of Non-U.S. Students Participating in Study Abroad	Number of Respondents	Percent of Total
0 students	18	15.5
1-50 students	82	70.7
51-100 students	6	5.2
More than 100 students	10	8.6
Total	116	100.0

Steps Taken by Institutions to Increase Study Abroad Enrollments

Respondents were asked if they had taken any special steps to increase study abroad enrollments in 2010/11. The majority (61 percent) of respondents reported creating new faculty-led short-term programs. Many institutions also reported having developed new foreign partnerships and bilateral exchange programs. A significant number of institutions reported hiring additional staff, providing new scholarships and grants or forming new domestic partnerships. This indicates that the fiscal climate seems to have improved at many institutions. The detailed breakdown of steps taken is given below.

Steps Taken	Number of Respondents	Percent of Total
New faculty-led short programs	85	61.2
New foreign partnerships	50	36.0
New bilateral exchange programs	50	36.0
New staff or additional staff time	42	30.2
New scholarships/grants	38	27.3
New domestic partnerships	36	25.9
New funding for marketing	23	16.5
None of the above	12	8.6

CONCLUSION

Data from the current survey show that study abroad enrollments are continuing to increase in 2010/11, along the same lines as the previous year. More institutions are reporting increases than declines and among institutions reporting declines, the majority reported small declines of less than ten percent. Study abroad to non-traditional destinations such as India and China is continuing to increase, as is study abroad to more traditional destinations in Western Europe.

The **Institute of International Education (IIE)** has been working with our partners 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 (www.iie.org/gilman), the Fulbright U.S. Student Program (www.iie.org/fulbright) and the National Security Education Program Boren Scholarships (www.iie.org/nsep), that IIE administers for the U.S. Government and other sponsors prepare a new generation for global citizenship. However, there remains a huge unmet need to expand the international experience of U.S. students, 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 of study.

The **Forum on Education Abroad** is working to improve education abroad programs to the benefit of the students who participate in them, through disseminating standards of good practice, and promoting best practices to support the standards. The Forum's initiatives include data collection and outcomes assessment research, sharing of curricular best practices, and a formal quality improvement program, all to advocate for high quality education abroad. With institutional members from across the globe and representing the full range of education abroad constituents, the Forum's efforts to improve education abroad have wide-reaching impact. It has collaborated recently with IIE to expand study abroad capacity in Brazil, India and Turkey.

Appendix A: IIE Online Resources for U.S. Study Abroad

StudyAbroadFunding.org – database of study abroad scholarships and grants
IIEPassport.org – online search engine of over 900 study abroad programs
IIE.org – homepage for the Institute of International Education and its over 250 programs
IIE.org/opendoors – *Open Doors* data on U.S. student mobility and trends
IIEBooks.org – IIE's online bookstore

Appendix B: Forum on Education Abroad Online Resources for U.S. Education Abroad

www.forumea.org/standards-index.cfm – Standards of Good Practice for Education Abroad
www.forumea.org/standards-toolbox.cfm – best practice resources for Forum members
www.forumea.org – homepage of the Forum on Education Abroad
