



U.S. Students in Overseas Degree Programs:

Key Destinations and Fields of Study

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Executive Summary

The field of international education today is highly dynamic and expanding rapidly. The historical movement of students from developing to developed countries has shifted to a multidirectional flow of students all over the world in pursuit of a wide range of higher education opportunities. In a global economy and a world more interconnected than ever before, professional, financial, and academic incentives continue to spur the interest of Americans to partake in education programs outside of the United States. American students continue to participate in study abroad programs and pursue the rapidly expanding opportunities to obtain degrees abroad.

According to a study conducted by the Institute of International Education (IIE) in 2008, there is significant capacity and interest among other countries to host a larger number of U.S. students on study abroad programs.¹ The study found that three-quarters of the responding institutions surveyed across Europe, North America, and Oceania consider recruitment of U.S. students for degree study to be a significant growth area for international student enrollment. However, despite this level of interest, very little has been known to date about the numbers of U.S. students who obtain their degrees overseas.

The current report presents findings from the first-ever survey on U.S. students pursuing full degrees abroad at the postsecondary level, their specific level of study, and their chosen field of study. While data on the number of U.S. students who study abroad for credit at their U.S. home institution has been available through the *Open Doors Report on International Educational Exchange* since 1985, this new report offers data that complements *Open Doors* and helps to complete the picture of outbound postsecondary mobility in the United States. The responding countries include the top host countries of U.S. students who study abroad, among others.

Key Findings

- There are over 43,000 U.S. students enrolled in academic degree programs in the thirteen countries represented in this study.
- Most students are enrolled in master's degree programs (44 percent), followed by students in undergraduate degree programs (39 percent), and 17 percent in doctoral degree programs.
- Nearly three-fourths (72 percent) of U.S. degree students who study overseas do so in Anglophone countries.
- The top destination of U.S. degree-seeking students is the United Kingdom, which in 2009/10 hosted 5,940 undergraduate and 10,245 graduate students.
- The top fields for degree study by U.S. students abroad are the humanities, social sciences, and business and management. Field preferences vary depending on level of study and host country.
- Taken together, findings from the latest *Open Doors Study Abroad Survey*² and from this new degree-study survey show that there are well over 313,000 American postsecondary students studying abroad.

These findings and country-level analysis will be of interest to policy makers and education institutions in the U.S. and abroad. The comprehensive picture of U.S. students abroad can better enable overseas institutions to attract more U.S. students to their campuses and allow U.S. campuses to better advise their students on overseas study options. This report also provides critical information for college and career counselors in high schools across the U.S., particularly on top destinations for American students and what fields are currently most popular in degree programs abroad.

¹ Available at <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Exploring-Host-Country-Capacity-for-Increasing-US-Study-Abroad>

² *Open Doors 2011*.

U.S. Degree Mobility in the Global Context

The flow of international students around the world in the last half of the 20th century has been mostly one of students from the global South moving to the global North to pursue degree programs, and students from Europe, North America, and Oceania circulating within these three regions on short-term exchanges and study abroad programs. As the field of international education becomes more competitive and the economic value of international students contributes more to national and institutional bottom lines, the global competition for talent will drive the implementation of policies to recruit more international students and create demand-driven programs.

Owing to the growing global market of higher education, students today have more options than ever before to pursue education opportunities outside of their home country. Many of the motivations that have historically pushed students to study abroad are still relevant today: the necessity of overseas education when it is not available at home, the pursuit of higher quality education than what is offered domestically, and the prestige that is widely associated with studying abroad. Over the last two decades, new incentives have further diversified the profile of students who choose to study overseas. International study has become more appealing to students from top host countries who have historically studied overseas in relatively small numbers and almost exclusively in programs for a short duration of time. These new incentives include the rising cost of higher education at home and demands of an increasingly global workforce that require skills such as multilingualism and intercultural competence.

In the last 20 years, the number of U.S. students participating in U.S. study abroad programs more than tripled to reach 270,604 in 2009/10, according to the *Open Doors 2011 Report*. This figure is comprised of U.S. students who are enrolled in U.S. institutions and receive credit at their home institution upon return from a study abroad program. As the field of international education expands to include less traditional pathways of mobility, it is important to capture data on new and emerging trends. To this end, this report on *U.S. Students in Overseas Degree Programs* is a first-time endeavor to arrive at a comprehensive count of students from the United States who are pursuing full degrees abroad at all levels of postsecondary study.

The aim of this report is to provide timely and accurate data on a segment of student mobility that has not been fully captured before. By collecting data directly from the leading host countries on the number of U.S. students who choose to pursue their education overseas, we can provide a more complete picture of the total outbound education mobility rate in the United States. Although this data is reported differently from country to country (i.e. some countries report data for an academic year and others report statistics as a “Snapshot” in time), the data collected in the *Survey on U.S. Students Enrolled Overseas in Degree-Seeking Programs* includes the most comprehensive and timely information available to date, supplementing UNESCO’s Global Education Digest Report, which collects data on students studying outside of their home country for a year or more, but not necessarily in degree programs, and publishes data with a two year lag time.³

The first part of this report enumerates U.S. students who pursue degree programs around the world. The second part offers a closer look at the types of degrees students pursue and their fields of study. Finally, the last section includes country-specific information and an overview of internationalization strategies that contribute to fostering an inviting environment for U.S. students to pursue degrees abroad. The appendices include research methodology, definitions, and a bibliography.

³ For more information on UNESCO definitions, see UOE Data Collection on Education Systems, Volume 1. Manual: Concepts, definitions and classifications. <http://www.uis.unesco.org/UIQuestionnaires/Pages/default.aspx>.

U.S. Students Pursuing Degrees Abroad: Where Do They Go?

The *Survey on U.S. Students Enrolled Overseas in Degree-Seeking Programs* was administered from May - July 2011 by IIE, the U.S. partner and Secretariat for *Project Atlas*[®], a global network of over 20 country and research partners collaborating on data collection and research in student mobility. The survey was sent to 20 *Project Atlas* partners, including top host and sending countries around the world. Data on U.S. degree students was received for 13 countries representing four regions: Asia, Europe, Oceania, and North America. The countries that submitted data range from the largest host of U.S. degree-seeking students (United Kingdom) to countries that host 100 or more degree students.

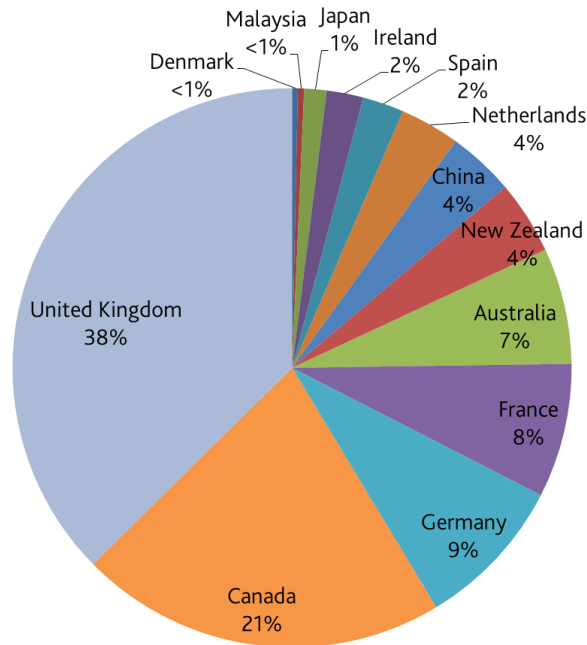
Figure 1: U.S. Degree Students by Country, Ranked by Total Enrolled U.S. Degree Students

Country	U.S. Degree Students	Period of Reported Data
United Kingdom	16,185	2009 – 2010
Canada	9,190	December 2010
Germany	3,826	October 2009 – February 2010
France	3,356	September 2009 – August 2011
Australia	2,907	January – December 2010
New Zealand	1,839	2009
China	1,666	January – December 2010
Netherlands	1,500	September 2009 – September 2010
Spain	1,036 ⁴	2009 – 2010
Ireland	915	September 2010 – June 2011
Japan	560	May 2010
Malaysia	158	2010
Denmark	142	September 2009 – June 2010
Total	43,280	

Over 72 percent of U.S. students pursue their degrees in Anglophone countries (including Canada). Non-Anglophone Western Europe represents the second largest host region of U.S. degree students (23 percent). Figure 2 illustrates the relative market share of U.S. degree students by host country.

⁴ This includes degree students as well as exchange students. Study abroad students are excluded. See Appendix B for definitions.

Figure 2: Market Share of Hosts of U.S. Degree Students



Although the data presented in this study only begins to cover the geographical breadth of countries to which U.S. students travel in pursuit of academic degrees, these countries represent the top destinations that host U.S. degree students abroad. Most of the countries represented in this report are leading hosts of U.S. students participating in study abroad programs for credit at home institutions in the U.S.⁵

⁵ The exception is Italy, which is the second largest host of U.S. study abroad students, but does not host large numbers of degree students from the U.S. All other top host countries are represented in this survey.

U.S. Students in Overseas Degrees Programs: What Degrees Do They Pursue and What Do They Study?

The survey asked respondents to report the total number of students from the United States enrolled in the following levels of study: undergraduate, master's, and doctoral degrees.⁶ Nine respondents submitted data on level of study: Australia, China, Denmark, France, Germany, Ireland, Japan, New Zealand, and United Kingdom,⁷ representing 74 percent (31,396) of all U.S. degree students covered by the survey.

In these nine countries, 39 percent (12,416) of students are enrolled in undergraduate degree programs, 44 percent (13,653) in master's degree programs, and 17 percent (5,351) in doctoral degree programs. In Ireland and Japan, two of the three countries that reported data on students enrolled in public and private higher education institutions (HEIs), there were significantly more undergraduate students enrolled in private HEIs than public HEIs. This trend was the opposite at the graduate level for Ireland, which had more U.S. degree students enrolled in public HEIs both in master's degree programs and in doctoral degree programs. For Japan, the number of U.S. students enrolled in master's degree programs was higher in private HEIs than public HEIs, though reversed at the doctoral level. Malaysia, which also reported enrollment in public and private HEIs, has nearly twice as many U.S. degree students in private HEIs as in public HEIs.

Six out of nine countries that submitted data on level of study also reported field of study data. These countries include: Australia, Denmark, France, Ireland, Japan, and the United Kingdom, and represent 57 percent (24,089) of all U.S. degree students reported in the survey.

The survey asked for information on the following fields of study,⁸ which are categories also used in the *Open Doors Study Abroad Survey* to collect data on U.S. students who study abroad for credit: agriculture, business and management, education, engineering, fine and applied arts, health professions, humanities, mathematics and computer sciences, physical sciences, social sciences, and other.

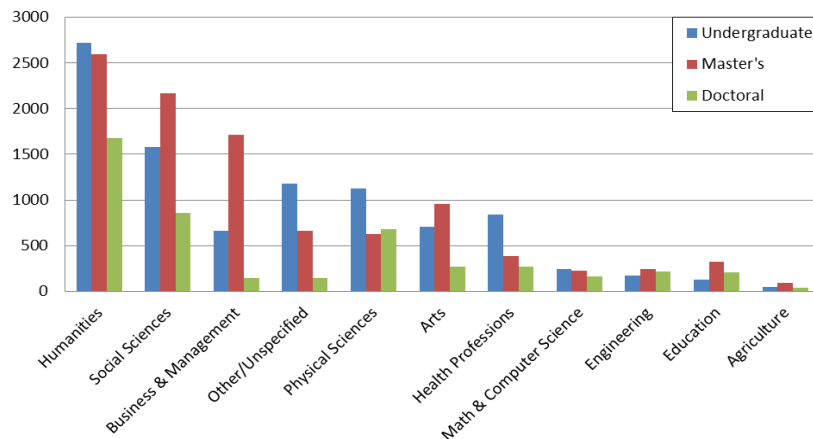
Across all levels of study (Figure 3), the majority of U.S. students pursuing degrees abroad study humanities, social sciences, and business and management. The most popular disciplines at all levels are humanities and social sciences. The number of students who study business and management and the physical sciences vary by host country and by the level of study, with more students studying business and management at the master's level than the doctoral level, and more students studying physical sciences at the undergraduate and doctoral levels than at the master's level.

⁶ See Appendix B for definitions.

⁷ The United Kingdom does not classify graduate level programs as "master's" and "doctoral" but as "postgraduate taught" and "postgraduate research" degrees. The majority of doctoral students are enrolled in the postgraduate research programs and the one year master's degree students are enrolled in the postgraduate taught programs.

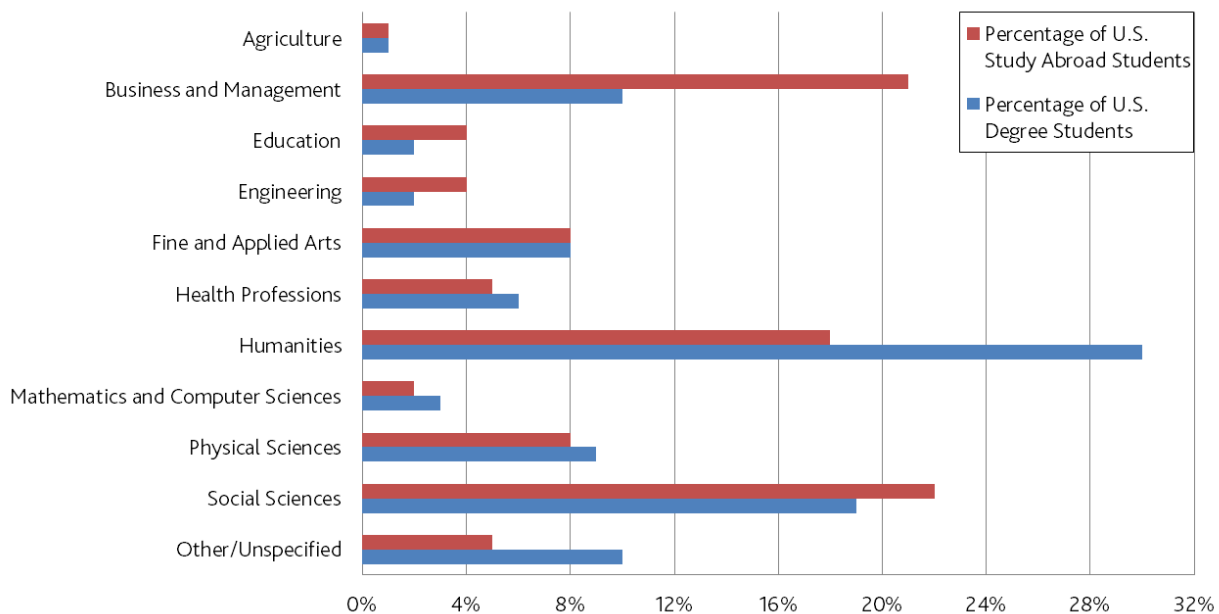
⁸ See Appendix B for definitions.

Figure 3: U.S. Students in Overseas Degree Programs, by Level and Field of Study



The annual *Open Doors Study Abroad Survey* collects data on U.S. students who study abroad for credit awarded by their home institutions in the U.S. Figure 4 compares field of study data for U.S. study abroad students from the latest *Open Doors Report* with U.S. students who earn degrees abroad. While 20.8 percent of study abroad students in 2009/10 majored in business and management, a lower percentage (10 percent) of U.S. students in degree programs are in this field. A larger percentage of students pursue degrees abroad in humanities than do students in study abroad programs. The majority of U.S. students in overseas degree programs are studying in the fields of humanities, social sciences, and business and management (59 percent), while the fields of physical sciences, health professions, mathematics and computer science, and engineering make up 20 percent. Proportionally, more students of education participate in study abroad programs than the number of U.S. degree students who pursue degrees in education abroad.

Figure 4: U.S. Degree Students Compared to U.S. Study Abroad Students, by Field of Study



Country Level Analysis

This section presents information on U.S. degree students for each country that reported data on academic level and field of study. Comprehensive data on U.S. students pursuing degrees abroad is not readily available for all countries and information on level and field of study can be especially challenging to retrieve. Nevertheless, the information in Figures 5 and 6 provides a detailed view of how many U.S. degree students study in each country that was able to provide this data, at what academic level, and in which fields of study. Both figures also allows for comparisons across the countries represented. For instance, New Zealand has the highest percentage of undergraduate students, Germany has the highest percentage of master's degree students, and the United Kingdom has the most doctoral degree students from the U.S. both in percentage and in number.

Figure 5: U.S. Students in Overseas Degree Programs, by Country and Level of Study

	Undergraduate	Master's	Doctoral	Total
Australia	1,099 (38%)	1,283 (44%)	525 (18%)	2,907
China	875 (53%)	596 (36%)	195 (12%)	1,666
Denmark	39 (27%)	85 (60%)	18 (13%)	142
France	1,581 (47%)	1,616 (48%)	159 (5%)	3,356
Germany	649 (17%)	2,905 (75%)	272 (7%)	3,826
Ireland	460 (48%)	291 (34%)	164 (18%)	915
Japan	283 (51%)	197 (35%)	80 (14%)	560
New Zealand	1,499 (82%)	139 (7%)	201 (11%)	1839
UK	5,940 (37%)	6,510 (40%)	3,735 (23%)	16,185
TOTAL	12,425	13,622	5,349	31,396

Figure 6: U.S. Students in Overseas Degree Programs, by Country and Field of Study

	Australia*		Denmark*		France		Ireland*		Japan		UK	
Field of Study	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Agriculture	98	3%	-	-	-	-	11	1%	-	-	70	<1%
Arts	275	9%	-	-	-	-	45	5%	20	4%	1,595	10%
Business & Management	477	16%	-	-	184	5%	73	8%	-	-	1,780	11%
Education	179	6%	-	-	-	-	8	1%	6	1%	460	3%
Engineering	118	4%	17	12%	-	-	14	2%	71	13%	405	3%
Health Professions	442	15%	8	6%	47	1%	205	22%	5	1%	795	5%
Humanities	-	-	41	29%	2,231	66%	327	36%	176	31%	4,260	26%
Math & Computer Science	68	2%	-	-	146	4%	18	2%	1	<1%	395	2%
Physical & Life Sciences	530	18%	23	16%	63	2%	43	5%	13	2%	1,765	11%
Social Sciences	720	25%	53	37%	671	20%	72	8%	160	29%	2,930	18%
Other	-	-	-	-	14	<1%	99	11%	103	18%	1,770	11%
Total	2,907		142		3,356		915		560		16,185	

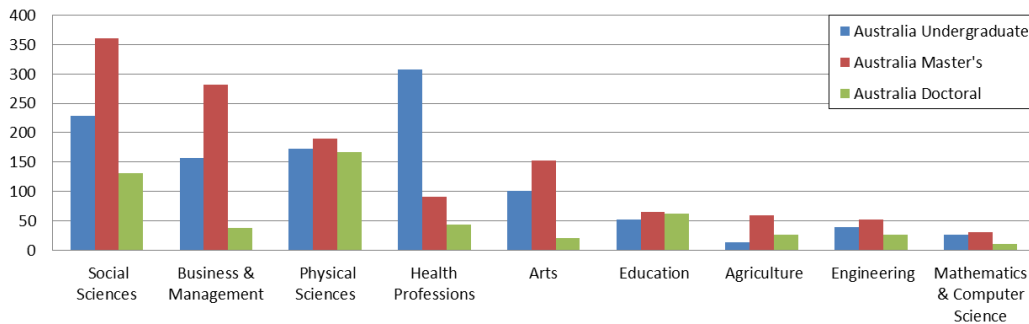
Note: Percentages may not total 100% due to rounding.

*See Appendix B for field of study definitions and notes for Australia, Denmark and Ireland.

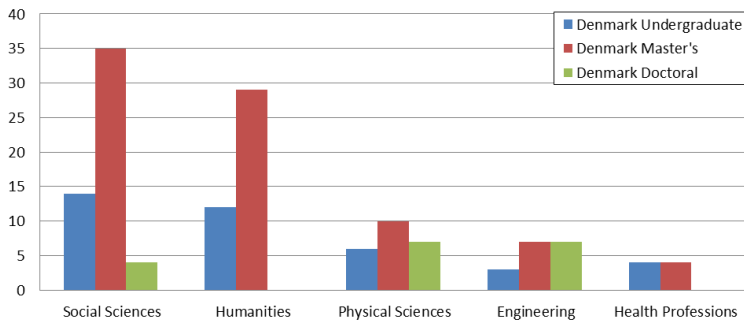
The graphs in Figure 7 present the most granular analysis of U.S. degree students in six countries that reported data on field of study by academic level. The data shows different fields of study and how they vary by academic level. In Australia and Ireland, for example, the largest number of undergraduate U.S. degree students study in the health professions, while most U.S. doctoral degree students in Australia pursue degrees in physical sciences and in Ireland, the top field of study for U.S. doctoral students is humanities. This data analysis is complementary to the aggregate information presented in Figure 3, and demonstrates that while many countries mirror the overall trends of most popular fields and levels of study, each country is a unique case study that reflects historical patterns in mobility as well as national policies in internationalization that affect how many international students come to the country, what they choose to study, and at what point in their academic career.

Figure 7: U.S. Students in Overseas Degree Programs, by Country, Level and Field of Study

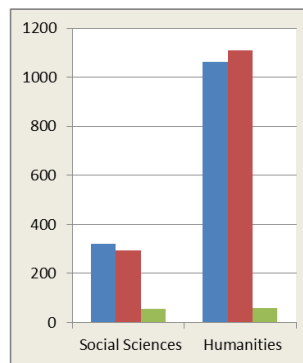
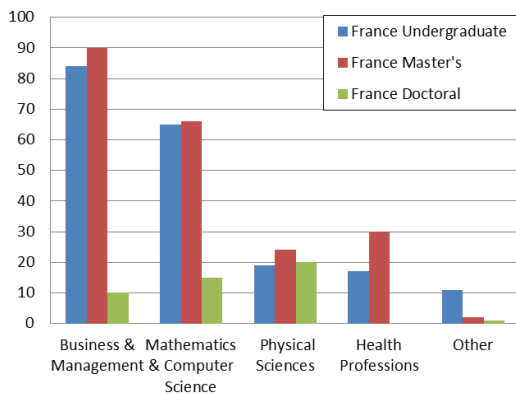
Australia



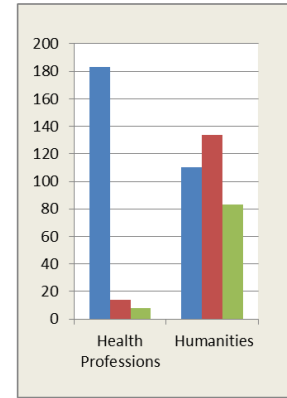
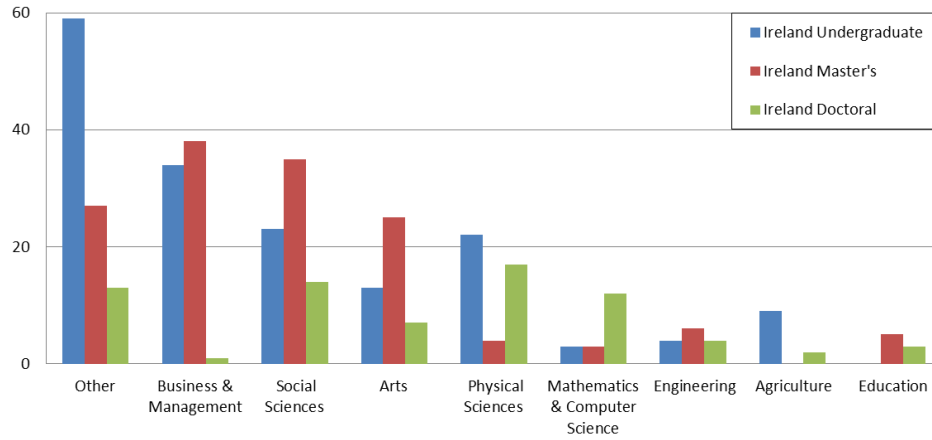
Denmark



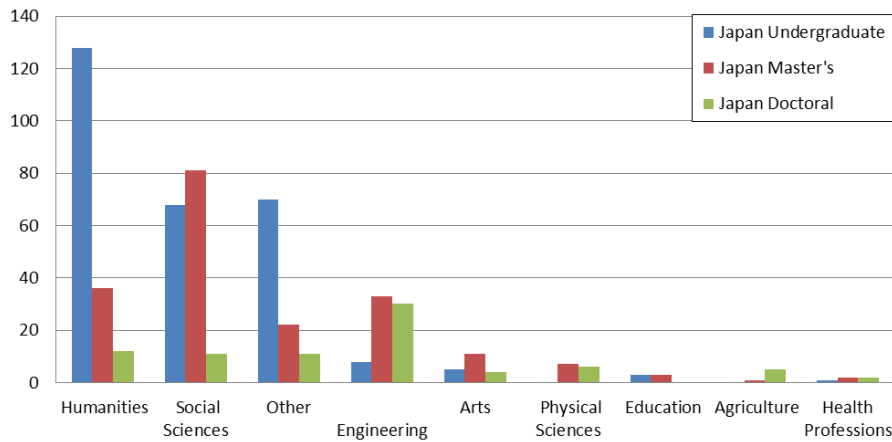
France



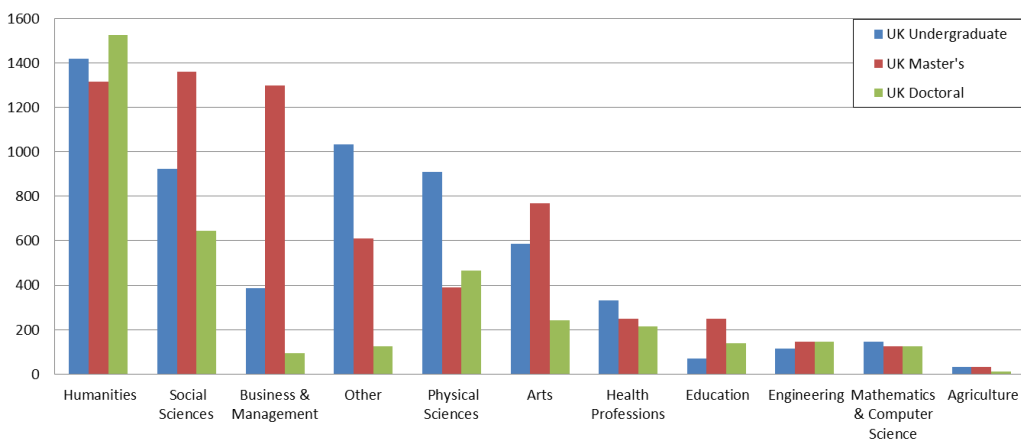
Ireland



Japan



United Kingdom



Internationalization Strategies and Policies

To provide more context for the numbers presented in the preceding section, this portion of the report is drawn from a recent *Project Atlas* publication, *Student Mobility and the Internationalization of Higher Education: National Policies and Strategies from Six World Regions*, and discusses key internationalization strategies and policies that are currently in place in *Project Atlas* partner countries to recruit more international students, including degree students. While the strategies pertain to all incoming students (including U.S. students), they have direct relevance for the U.S., which is often identified as a key sending country.⁹

Over the last several decades, many countries have experienced considerable growth in international student enrollments. Many traditional and emerging host countries are seeing increases in the number of students who participate in a broad range of educational programs and seek opportunities both for short-term study and educational exchanges as well as degree programs abroad. To promote student mobility, many governments and academic institutions are devising innovative strategies to bring more international students to their campuses. The most ubiquitous policy across host countries is the support of scholarships for study, research, and professional development. Traditional hosts, including Australia and countries in Western Europe, continue to offer scholarships to international students. In recent years, the Chinese government made great inroads in internationalization through this strategy, granting upwards of 20,000 scholarships to international students who study in China. To implement this policy in China, universities have been entrusted to recruit students and grant government scholarships to international students.

Other countries, including New Zealand and France, offer highly subsidized degree study programs and low tuition fees for international students at the same rate as for domestic students.

In addition to scholarships and reduced tuition incentives, many countries also have policies that make degree study in their country attractive for prospective students. Canada, for example, has favorable immigration policies, systems in place to ease the processing of visa applications, and allows international students to work off-campus and extend the length of their post-graduation work permit.

Many non-Anglophone European countries have rapidly increased the number of courses and full degree programs offered in English. According to a 2008 report on English-taught programs in Europe, the number of such programs for students pursuing bachelor's and master's degrees was 2,400.¹⁰ A search in January 2012 on the MastersPortal.eu database of degree programs in Europe yields over 5,300 results for degree programs taught in English in the European Union, not including the United Kingdom.

Other strategies include supporting international students as they acclimate to a new environment and providing assistance with securing university housing and health insurance, and creating networking opportunities. Ireland aims to integrate international students with domestic students and add significant value to career outcomes of all students who study in Ireland. Denmark has initiatives aimed particularly to attract and support U.S. students, including targeted information brochures, country seminars, nationally coordinated graduate fairs, and workshops on U.S. federal loans.

Many countries also promote student mobility by focusing on building partnerships with overseas institutions and providing professional development opportunities to enhance international student mobility. Germany is focused on increasing research cooperation with global leaders and long-term cooperation with developing countries in education, research, and development. Internationalization strategies include bolstering

⁹ See Gutierrez, R., Bhandari, R., & Obst, D. (2008). *Exploring Host Country Capacity for Increasing U.S. Study Abroad*.

¹⁰ Wächter, B. & Maiworm, F. (2008). *English-Taught Programmes in European Higher Education*.

Germany's research presence abroad, analyzing international trends in research and innovation, and promoting Germany as a hub for research and development in key target countries.

Malaysia is also becoming a hub for international students and scholars. To promote Malaysian higher education and attract more international students, the Ministry of Higher Education has established Malaysia Education Promotional Centers in Dubai, Jakarta, Ho Chi Minh City, and Beijing. The government is encouraging institutions to promote Malaysian education overseas, build partnerships with recruiting agents, and improve recognition of Malaysian degrees globally.

Likewise, Japan seeks to expand informational resources about its higher education system and to strengthen the support services available for international students. The Netherlands has built a network of 10 Netherlands Education Support Offices ("NESO"), located in China, India, Indonesia, Brazil, Vietnam, Thailand, Mexico, Russia, Taiwan, and South Korea.

To promote higher education in Spain, the government aims to attract students and scholars from target countries such as the United States, Argentina, Brazil, Chile, and China (among others). Dissemination of information also plays a key role in Spain's internationalization strategy, and Fundación Universidades provides services and useful tools to help international students organize their stay in Spain.

Many countries have also launched national initiatives to promote internationalization. In 2006, the United Kingdom announced the second phase of the *Prime Minister's Initiative for International Education (PMI2)*, which promotes international partnerships, builds UK's profile abroad, improves the quality of international students' experience in the UK, and enhances the employability of international graduate students. Japan launched the "300,000 International Students Plan" in July 2009, with the goal of recruiting 300,000 international students by 2020.

Conclusion and Policy Recommendations

The information presented in this report complements IIE's annual *Open Doors* survey to provide a more complete picture of outbound student mobility in the United States. While the majority of students from the U.S. who study overseas do so on short-term programs for credit at their home institutions (as reported in *Open Doors*), another subset of students enroll in full degree programs overseas. That over 43,000 students from the U.S. obtain their postsecondary degrees abroad has significant policy implications for America's secondary and postsecondary education sector as well as for countries that are interested in recruiting more U.S. students to their HEIs. Because our study is the first of its kind, no trend data is currently available on whether overseas degree study by U.S. students is on the rise. Nonetheless, anecdotal reports from our survey respondents and recent media coverage suggests that this trend will become more prevalent as international degree programs become more attractive to American students.¹¹

Based on the findings in this report, the following are some key policy implications to be considered by U.S. and international HEIs:

- There is considerable room for growth in U.S. students pursuing degree programs overseas. Currently, there are more than five times as many American students participating in credit study abroad programs for credit at the U.S. home campus as there are U.S. students enrolled in overseas degree programs. Most host countries report a strong desire to expand their hosting of degree students from the U.S.
- The majority of American students are going to Anglophone countries to pursue degrees, but many are also choosing to study in non-Anglophone countries, especially those that offer degrees taught in English. France and Germany are among the top five hosts of U.S. degree students, with one year master's programs taught in English being especially popular.
- While nearly 60 percent of U.S. degree students are concentrated in the fields of humanities, social sciences, and business and management, there is also interest in the fields of engineering, physical sciences, and health professions, which in total make up 17 percent of U.S. students pursuing degrees overseas. More graduate than undergraduate students from the U.S. are enrolled in the fields of science, technology, engineering and mathematics (STEM), particularly at the master's level, indicating that a substantial number of Americans are pursuing 'terminal' degrees abroad in highly specialized fields.

More research is needed to understand more fully the motivations of American students who enroll in degree programs overseas, the types of foreign institutions and programs that are most attractive to U.S. students, and the academic experience of American students pursuing degrees abroad. In addition to the data presented in this report, more information will allow for an expansive qualitative and quantitative analysis of U.S. degree students that will inform not only the trends of American students studying overseas but also the changing landscape of global student mobility.

¹¹ See for example: Berger, L. (2006, January 8). Far, far and away. *The New York Times*, and Lewin, T. (2008, November 30). Going off to college for less (Passport required). *The New York Times*.

Appendix A: Methodology

This report is based on a survey conducted by the Institute of International Education in collaboration with *Project Atlas*[®] country partners who supplied data on students from the United States enrolled in degree programs in their respective countries. The purpose of this survey is to close the information gap on the number of students from the U.S. who choose to pursue full degree programs overseas. A six-question survey was sent to all *Project Atlas* partners¹² in April 2011 and data was collected through July 2011. Thirteen out of 20 country partners were able to provide data. Of these, nine respondents provided data on level of study, and six provided detailed information on field of study.

The definitions for level of study and field of study used in the survey are the same as in the annual *Open Doors Study Abroad Survey* to allow for comparison and aggregation of data. Survey respondents were able to submit data based on their own classification system, though most respondents supplied data based on the definitions provided in the survey. Among the exceptions are the United Kingdom, which classifies its graduate programs as “taught” and “research” programs. For Germany, the data for U.S. students is the sum of *Bildungsinländer* (foreign students with a German higher education qualification) and *Bildungsausländer* (foreign students with no German higher education qualification). U.S. degree students enrolled in programs that follow the traditional higher education structure in Germany (Diploma/Magister) were reported in the master’s level category. The data for Spain includes degree students as well as exchange students, though study abroad students are excluded.

Although the classification for fields of study is not the same in all countries, the survey asked respondents to provide data as close as possible to the given definitions for the purpose of data comparison. For the countries where level or field of study data submitted was different, the data was reclassified to conform with the definitions outlined in the survey.

Respondents were asked to provide the most-current available data based on their academic year and data-collection cycle. The reported data ranges in the reporting period. Japan and Canada reported “Snapshot” data, which measures the total number of international students enrolled in degree programs in a given day or month. In this report, totals are aggregated based on the broad timeframe of all submitted data. This report is thus able to capture the number of U.S. students enrolled in degree studies overseas for one specific year but rather for the range of academic and data-collection cycles for which responding countries collect and share data.

The survey was administered only to *Project Atlas* partners, all of whom were asked to access the relevant data that is collected either by their agency or by a national-level agency in their country. IIE is grateful for the support and participation of all partners in this project, without whom this report would not be possible.

¹² To see full list of *Project Atlas* partners please visit www.iie.org/projectatlas.

Appendix B: Definitions

Degree Student: A student who has been admitted to, and is enrolled at, an educational institution in a status designed to lead to a degree.¹³

Exchange: a program involving reciprocal movement of participants, whether faculty, students, staff, or community members between institutions or countries.¹⁴

U.S. Study Abroad: U.S. students (citizens and permanent residents) enrolled for a degree (and/or General Education students at community colleges) at U.S. higher education institutions who receive academic credit at their home institution in the U.S. for study abroad, regardless of who sponsored the program (home institution or another institution/organization), or who awarded the initial credit.

Study abroad programs are categorized based on duration of study:

Short-term study abroad programs: summer programs or programs of eight weeks or less

Mid-length study abroad programs: semester or quarter programs

Long-term study abroad programs: an academic or calendar year

Level of Study

Degree students: Students studying toward a degree awarded by an institution in the host country.

Undergraduate Degree Students include B.A., B.S.

Master's Degree Students include M.A., M.S., and graduate-level professional degrees, such as M.B.A.

Doctoral Degree Students include Ph.D., M.D., and other doctoral-level professional degrees.

Field of Study

Agriculture: agriculture, agricultural operations and related sciences; natural resources and conservation

Business and Management: business, management, marketing and related support services; personal and culinary services; tourism and related courses

Education: all education-related fields of study

Engineering: engineering; engineering technologies/technicians; transportation and materials moving; construction trades; mechanic and repair technologies/technicians; precision production

Fine and Applied Arts: visual and performing arts; music; architecture and related services

Health Professions: all health-related fields of study

Humanities: foreign languages, literatures and linguistics; English language and literature/letters; theology and religious vocations; philosophy and religious studies

Mathematics and Computer Sciences: computer and information sciences and support services; mathematics and statistics

Physical and Life Sciences: biological and biomedical sciences; physical sciences; science technologies/technicians

Social Sciences: social sciences; psychology; public administration and social service professions; parks, recreation, leisure and fitness studies; area, ethnic, cultural and gender studies; history; security and protective services

¹³ Definition from Forum on Education Abroad Glossary,
<http://www.forumea.org/UnderstandingtheUSEducationalSystem.cfm>

¹⁴ Definition from Forum on Education Abroad Glossary,
<http://www.forumea.org/EducationAbroadProgramFeaturesandTypes.cfm>

Other: liberal arts and sciences and general studies; communication, journalism and related programs; legal professions and studies; multi/interdisciplinary studies; family and consumer sciences/human sciences/communications technologies/technicians and support services; library sciences; residency programs

Note: All definitions are from *Open Doors* unless otherwise stated.

Country Specific Definitions for Field of Study

Denmark:

Fields of study combine several academic disciplines as follows:

Humanities: programs within the humanities, programs within fine and applied arts, programs within education science and certain programs within computer science.

Natural Sciences: programs within the natural sciences, including physics, mathematics and life sciences, programs within agriculture and certain programs within computer science.

Social Science: programs within the social sciences and programs within business and management.

Health Science: programs within the health sciences.

Technical Sciences: programs within engineering and certain programs within computer science.

Australia:

The fields of study defined in this report as Social Sciences, Humanities and Other are classified as Society and Culture in the Australian education system. The equivalent definition of Society and Culture can fit either in the Humanities or Social Sciences classification. Therefore, the number of U.S. degree students in this field is grouped under Social Sciences by academic level and the fields of Humanities and Other are omitted in the report.

Ireland:

The Other category includes all medical or other health profession students.

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IIE Information Resources on U.S. Study Abroad

OPEN DOORS REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE: www.iie.org/opendoors

The *Open Doors Report on International Educational Exchange*, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the U.S. and other nations, with over 60 years of trend data.

IIE STUDY ABROAD WHITE PAPER SERIES: www.iie.org/StudyAbroadCapacity

- Issue 1: Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives (May 2007)
- Issue 2: Exploring Host Country Capacity for Increasing U.S. Study Abroad (May 2008)
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- Issue 7: U.S. Study Abroad in Thailand: Host Country Perspectives and Guidelines for Partners (August 2010)
- Issue 8: Expanding U.S. Study Abroad to India: A Guide for Institutions (July 2011)
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IIE/AIFS GLOBAL EDUCATION RESEARCH REPORTS: www.iie.org/gerr

- Report One: U.S.-China Educational Exchange: Perspectives on a Growing Partnership (2008)
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- Report Three: International India: A Turning Point in Educational Exchange with the U.S. (2010)
- Report Four: Innovation through Education: Building the Knowledge Economy in the Middle East (2010)
- Report Five: Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (2011)
- Report Six: Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages (2011)

IIEPASSPORT: PROGRAM OPPORTUNITIES FOR STUDY ABROAD: www.iiepassport.org

STUDY ABROAD FUNDING OPPORTUNITIES FOR STUDENTS: www.studyabroadfunding.org

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The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. A major initiative of the Center is the International Academic Partnerships Program (IAPP), funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

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