

CLC International Learning Mobility Benchmark

PUBLIC REPORT - 2014

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INTRODUCTION

Headquartered in the Midwest, the Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten member universities plus the University of Chicago. For more than half a century, these world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources, and collaborating on innovative programs. Governed and funded by the Provosts of the member universities, CIC mandates are coordinated by a staff from its Champaign, Illinois headquarters.

The CIC International Learning Mobility Benchmark was established in May 2012 with the objective of developing a yearly report that contains detailed information about the international mobility strategies executed by CIC members. The study aims to go beyond the annual data reported for the IIE Open Doors survey to create an additional set of institutional data to support program management and policy decisions. It also includes some data points previously collected by the CIC Study Abroad Directors group.

A working group of 9 institutions led by Michigan State University and the University of Minnesota was established in April 2012 to develop and pilot an instrument for data collection. In October 2012, a final questionnaire was distributed to participating CIC member universities. The questionnaire requested information about participation in Learning Abroad Programs and the management of learning mobility programs.

The subsequent report was provided to participating CIC member institutions and a blinded (individual institutions were not identifiable) public report was published.

For the 2012-13 academic year, additional CIC member institutions chose to participate. The expanded data set provides a valuable comparison of Learning Abroad Program participation, office operations, funding and social media usage. As an experimental addition to the survey, a preliminary benchmark of student progression and completions is included, using data from a small group of CIC member institutions.

In an important evolution from the first pilot report in 2013, the data reported in 2014, in general, has a higher level of accuracy as participating institutions have had more time to adjust their reporting and data capture, and the project consultants have been able to improve the survey instrument. The group is also developing a common understanding of the data categories, so we are gaining confidence in the comparability of the data. In any case, differences in institutional structures and approaches to Learning Abroad need to be considered when interpreting the data.

This version of the report provides an overview of student participation data in blinded form (only including average, median and range). The full report from the project also includes extensive program management and financial data that remains confidential within the group.

The 2014 CIC International Mobility Benchmark includes information from the following universities:



Michigan State University



University of Minnesota - Twin Cities



Purdue University



University of Nebraska - Lincoln



The University of Iowa



University of Wisconsin - Madison



University of Michigan



Indiana University



The Ohio State University



The Pennsylvania State University



Rutgers University



University of Illinois at Urbana-Champaign



University of Maryland

Benchmarking is a well-established method of comparing data across different organizations in order to improve policy development, management and administration. The process of establishing accurate, comparable data across many indicators is a long-term process and this study represents a starting point. The data is not perfect but the participating institutions are working together to better define key categories and learn from each other.

Participating CIC universities recognize the potential benefit of collectively addressing new areas of data reporting for student mobility. Considerable discussion is still underway to agree on which new areas of reporting should be prioritized, understanding that collective benchmarking can establish the strategic importance of an issue and vice-versa. This study moves the participating institutions beyond rhetoric on several key issues and creates a starting point for informed community discussions.

METHODOLOGY

This study provides information and analysis based on the data reported by the thirteen participating CIC universities. The report includes a comprehensive benchmarking analysis that compares international learning mobility strategies and performance of each participating institution against each other. The objective of this benchmark analysis is to identify standards and best practices that allow universities to improve their performance.



The 2014 report used data from the 2012-2013 academic year to compare and contrast the Learning Abroad Programs of thirteen CIC member institutions in the following areas:

- Student participation
- Destinations
- Program management
- Funding and support
- Inbound Learning Abroad students
- Student success
- Social media and online communications

In order to provide additional comparison points, this study also includes aggregate, average and median values for each indicator. This version of the report does not include a graphical representations that illustrate the position of each university in comparison to other universities, however, it includes the range of values provided by this group of institutions.

Average - We calculate mean by dividing the total of all responses by the number of responses. With this information, universities are able to identify their position against the other universities and against the average of the group.

Median - The median is the exact middle point of the group when they are ranked in order. When the data is not symmetrical and universities report extreme values, the median (rather than the average) provides a more accurate indicator of any general tendency in the data.

For the graphical representations (Charts) in this report, we highlight the average with an orange circle  and the median with a dark red circle. 

Finally, we would like to highlight that this report contains information that will be released in IIE's Open Doors report several months in advance. This important element will allow universities to assess their results and compare their figures with previous Open Doors reports in a more effective way. The report highlights the elements that correspond to an anticipated Open Doors response in **green**.

ADDRESSING DEFINITIONS OF KEY TERMS

Learning Abroad has been chosen as a key term in this report to reflect the breadth of activities that are now occurring under the traditional term, *study abroad*. It is not intended to align with any particular institution but rather to move towards terminology that purposefully extends the scope of inclusion. This terminology also communicates with an international audience, where the term *international learning mobility* (European Union, 2009) has become commonly understood to represent many different forms of international education activities.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed by their institution to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. As an example of the criteria used to evaluate non-credit learning abroad activities, the University of Minnesota has a policy that activities must meet one of the following criteria:

- An activity that fulfills a University of Minnesota academic degree requirements, such as research for a senior project.
- A work, intern, or volunteer experience of at least three weeks in duration.
- A work, intern, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
- Travel of at least a week's duration within the context of an educational program that includes systematic reflection/processing. Individual travel (unless linked to credit) does not qualify.
- Sponsored research abroad.
- Other experiences abroad that the student's parent college has defined as educational and related to collegiate internationalization.

International students are those students defined as non-US citizens and permanent residents, normally classified as international students for the purpose of enrollment in study programs. The Forum on Education Abroad Glossary has been used as a reference for other terms used in this project.

SECTION 1

STUDENT PARTICIPATION DATA

The first section of the report provides an overview of student participation in Learning Abroad Programs at the participating institutions. The goal of the project was to collect data on all Learning Abroad Programs undertaken by students on their campuses, extending the national Open Doors data collection exercise to include non-credit activities and non-resident students. A more inclusive data set would more accurately reflect the success of campuses in promoting learning abroad and also the workload of the offices involved in the activity.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. International student is defined as anyone studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework. These include primarily holders of F (student) visas and J (exchange visitor) visas. Further working definitions used in this report are provided in the appendix.

As the second year of a multi-year project, compromises were made to ease institutions into the new data collection system. While the ideal remains a comprehensive set of data on all students participating in all forms of Learning Abroad Programs, the decision was taken to mirror some sections of the Open Doors statistics in some section areas. In areas where new questions were added, it was decided that all students and program types would be reported at the outset. We anticipate that each year, more complex questions will be added to the survey so long as they hold value to the participating institutions.

As we evolve with this project, it is sensible to acknowledge the weaknesses in the data set presented so that the data can be best used by participating institutions. Where there is not a high confidence in the data presented, it is acknowledged in the text and with the data tables. As such, it should be used with appropriate explanations and disclaimers.

1.1. NUMBER OF LEARNING ABROAD STUDENTS

An important part of the project was to analyze the student participation rate in Learning Abroad Programs, defined as all international activities, credit and non-credit, recorded by the university. We requested information on the total number of students that undertook Learning Abroad Programs over several categories and during the period of Fall 2012 to Summer 2013.

The information provided by the thirteen reporting CIC member universities was sufficient to make a preliminary analysis of student participation in Learning Abroad Programs.

These thirteen CIC universities reported an aggregate of 29,890 students who participated in Learning Abroad Programs during Fall 2012 through Summer 2013. This figure includes U.S. citizens and international students from all academic levels and credit and non-credit Learning Abroad Programs (Table 1). Against the annual total of 238,566 US participants reported in 2013 (2012-13 data) (IIE, 2013) undertaking a bachelor degree and participating in a learning abroad program, this group represents almost 9% of the national total.

The largest group of participants were U.S. residents with 21,906 undertaking a Learning Abroad Program for credit, representing the anticipated total reported to Open Doors. An additional 2,576 U.S. residents participated in a non-credit program (though data in this category should be used cautiously as it is likely to under-represent actual participation rates at many institutions).

All thirteen participating CIC member universities reported a total of 1,776 international students that participated in a Learning Abroad Program with 1,422 of those students undertaking a Learning Abroad Program for credit.

Table 1
Total number of Learning Abroad students (All students)

Student classification	CREDIT	NON-CREDIT	TOTAL
A. US resident participants – citizens and permanent residents (from your institution)	21,906	2,576	26,467
B. International student participants (from your institution)	1,422	319	1,776
C. All students from other CIC institutions (both US and international)	217	4	269
D. All students from other Non-CIC institutions (both US and international)	878	13	891
E. Other or unknown	132	355	487
TOTAL ALL PARTICIPANTS	24,555	3,175	29,890

[Note: This table contains elements that correspond to an anticipated Open Doors response in green. Item C. may represent a double count of participants who undertook learning abroad programs at CIC institutions other than the one with which the participant was enrolled.]

From the reported aggregate of 29,890 students participating in credit and non-credit Learning Abroad Programs, the average was 2,299 students and the median was 2,347 students (Table 2 and Chart 1).

These thirteen universities also reported a total of 26,467 U.S. residents who undertook a Learning Abroad Program. For this group of students, the university average was 2,036 students and the median was 2,203 students.

There were 1,776 international students who undertook a Learning Abroad Program, the university average was 137 students and the median was 117 students.

Table 2

Average and Median of Learning Abroad students (All students)

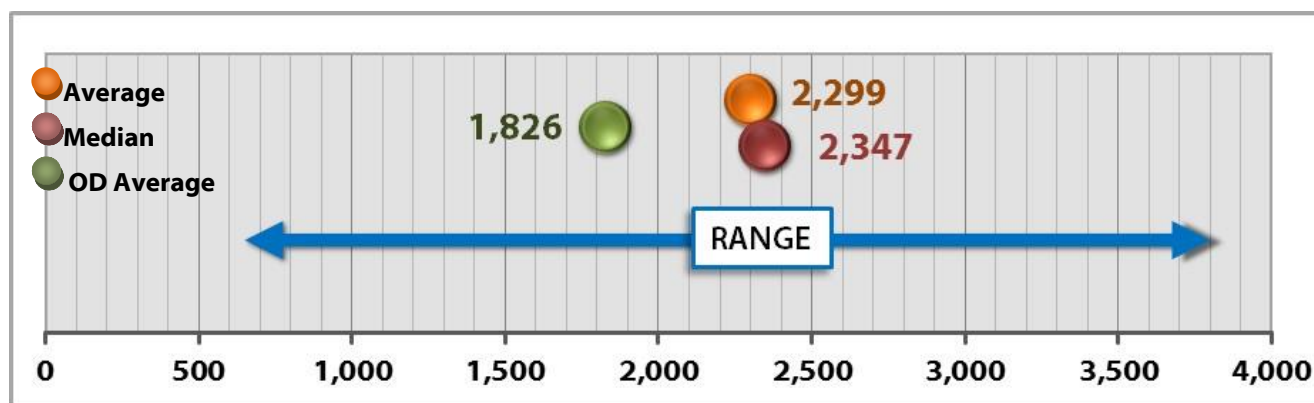
Student classification	Average	Median
A. US resident participants - citizens and permanent residents (from your institution)	2,036	2,203
B. International student participants (from your institution)	137	117
C. All students from other CIC institutions (both US and international)	22	7
D. All students from other Non-CIC institutions (both US and international)	74	25
E. Other or unknown	41	0
TOTAL ALL PARTICIPANTS	2,299	2,347

[Note: Non-credit learning abroad is included in the institutional average and median calculation and as such the number reported is likely to understate the actual participation level at most institutions.]

Chart 1: Total number of learning abroad students (All students) shows the total for each university including the average of 2,299 and the median of 2,347 students.

Chart 1

Total number of learning abroad students (All students)

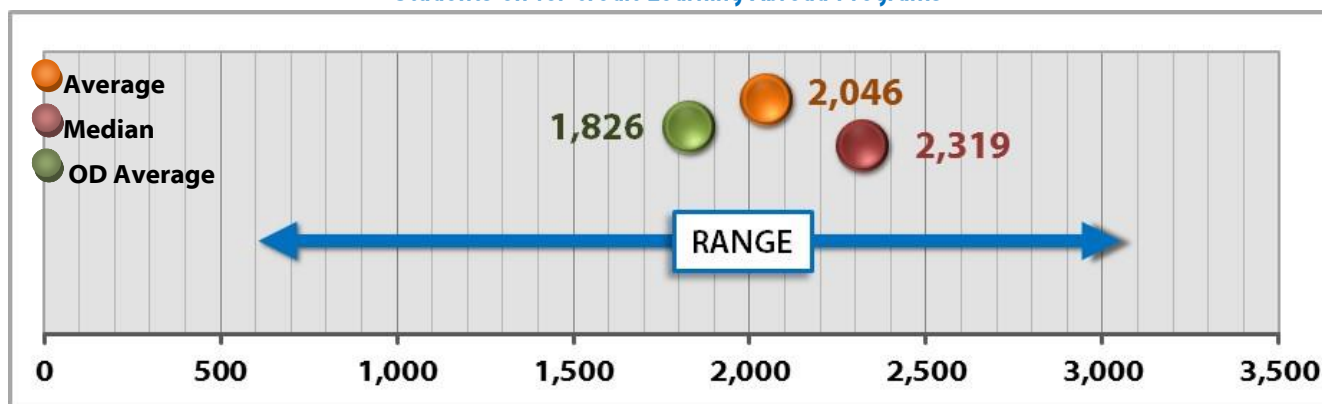


1.2. NUMBER OF LEARNING ABROAD STUDENTS IN FOR-CREDIT PROGRAMS

All thirteen participating CIC universities were able to report on the number of learning abroad students in for-credit programs. There was an aggregate of 24,555 students participating in credit only Learning Abroad Programs. This represents 82.1% of the total. On average, each university had 2,046 students on Learning Abroad Programs for credit (Chart 2).

Chart 2

Students on for-credit Learning Abroad Programs



21,906 of the for-credit participants were U.S. residents. This is equivalent to the total anticipated Open Doors reporting statistic for the thirteen participating universities. For-credit Learning Abroad Programs represent 89.5% of U.S. resident participants. The university average was 1,826 students and the median was 2,155 students (Table 3).

Table 3

Average and Median of students on for-credit Learning Abroad Programs

Student classification	Average	Median
A. US resident participants - citizens and permanent residents (from your institution)	1,826	2,155
B. International student participants (from your institution)	119	99
C. All students from other CIC institutions (both US and international)	22	6
D. All students from other Non-CIC institutions (both US and international)	88	31
E. Other or unknown	33	7
TOTAL ALL PARTICIPANTS	2,046	2,319

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Table 4

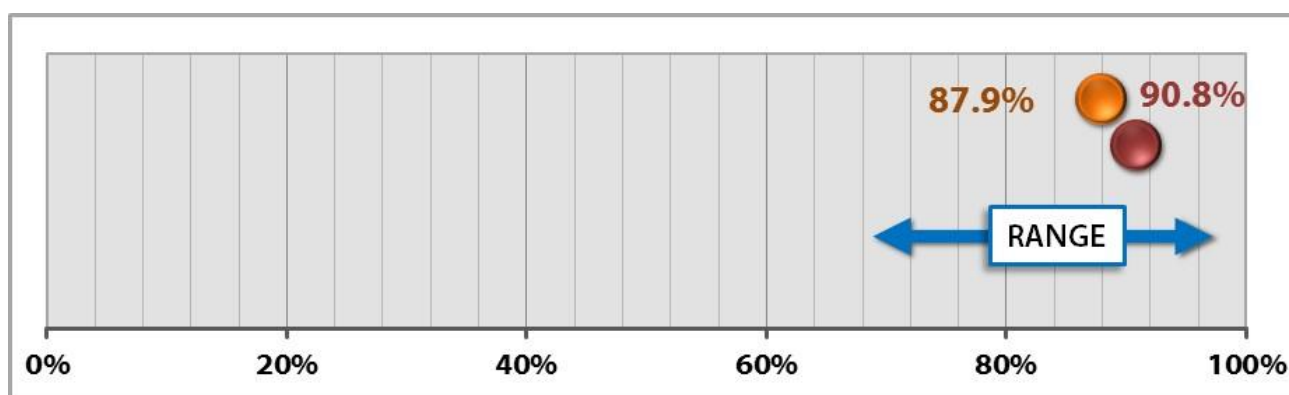
Percentage of students on Learning Abroad Programs for credit

Student classification	Aggregate	Average	Median
A. US resident participants – citizens and permanent residents (from your institution)	89.5%	90.7%	94.2%
B. International student participants (from your institution)	81.7%	85.2%	86.1%
C. All students from other CIC institutions (both US and international)	98.2%	70.0%	100.0%
D. All students from other Non-CIC institutions (both US and international)	98.5%	70.7%	100.0%
E. Other or unknown	27.1%	16%	0%
TOTAL ALL PARTICIPANTS	88.3%	87.9%	90.8%

Chart 3: Percentage of students on for-credit Learning Abroad Programs shows the share of students in for-credit programs from the total for each university including the average of 87.9% and the median of 90.8%.

Chart 3

Percentage of students on Learning Abroad Programs for credit



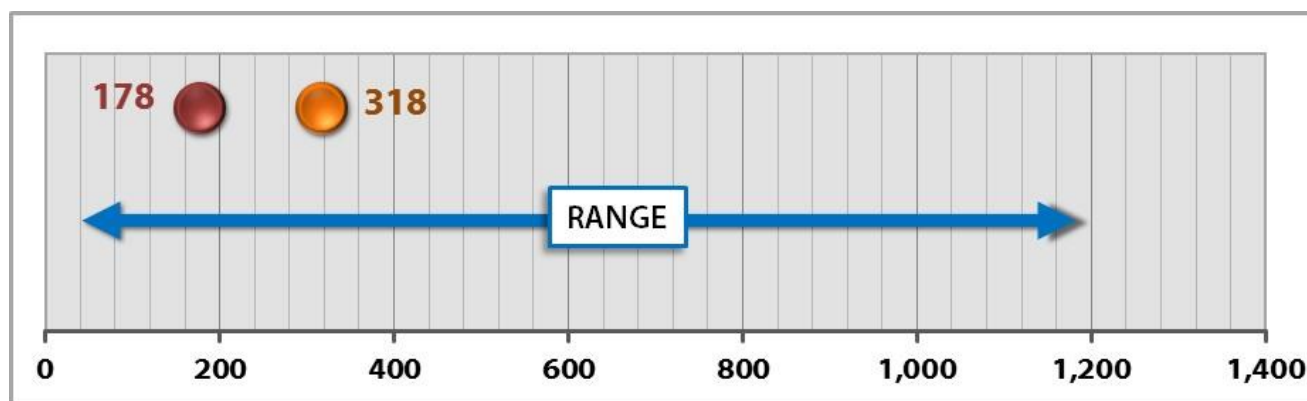
1.3. NUMBER OF LEARNING ABROAD STUDENTS NON-CREDIT PROGRAMS

Ten participating CIC member universities were able to report on the number of learning abroad students in non-credit programs. There was an aggregate of 3,175 students reported as participating in non-credit Learning Abroad Programs. On average, each university had 318 students on non-credit Learning Abroad Programs (See Table 1 and Chart 4).

The quality of the data reported in the non-credit area varies considerably and this data should be used with appropriate explanations.

Chart 4

Students participating in Learning Abroad non-credit programs



[Note: due to data limitations, this graph is likely to understate the actual participation levels in non-credit programs]

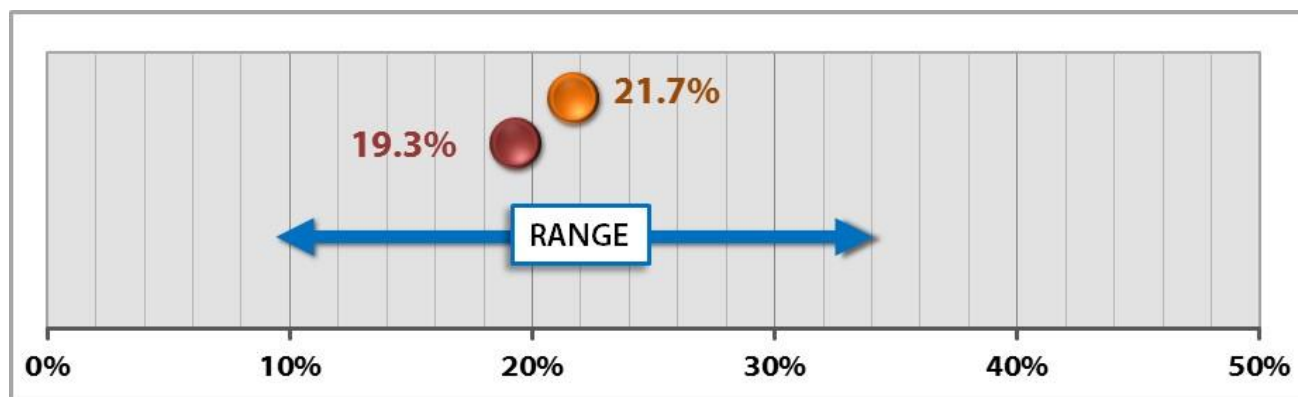
1.4. PARTICIPATION RATES

Using data from the U.S. Department of Education specifically from IPEDS we were able to calculate the participation rates for all thirteen CIC participating universities. For this study we specifically used information on total degrees awarded, allowing us to calculate the total student participation rate in Learning Abroad Programs based on student completions. During the last reporting year the total number of degrees awarded for this group of universities was approximately 135,589 and the total number of students who participated in Learning Abroad Programs was 29,890 across all thirteen reporting CIC universities.

The total number of students who participated in Learning Abroad Programs was equivalent to 22.0% of student completions (calculated as total participants/total degrees awarded), suggesting that 22.0% of students completing their degrees undertook a Learning Abroad Program (Table 5 and Chart 5).

Chart 5

Percentage of participation rate based on the total number of degrees awarded (all study levels)



Based on the information provided by the thirteen reporting CIC member universities and IPEDS, we can also report that for U.S. citizens and permanent residents in undergraduate programs, the participation rate on for-credit Learning Abroad Programs was equivalent to 21.6% (aggregate) of undergraduate completions (Table 5 and Chart 6). This compares with 14.2% reported as the national participation rate in Open Doors 2013 (U.S. citizens and permanent resident participant total for undergraduates/U.S. citizens and permanent residents degrees awarded total undergraduates).

Chart 6

Percentage of participation rate based on the number of Undergraduate degrees awarded

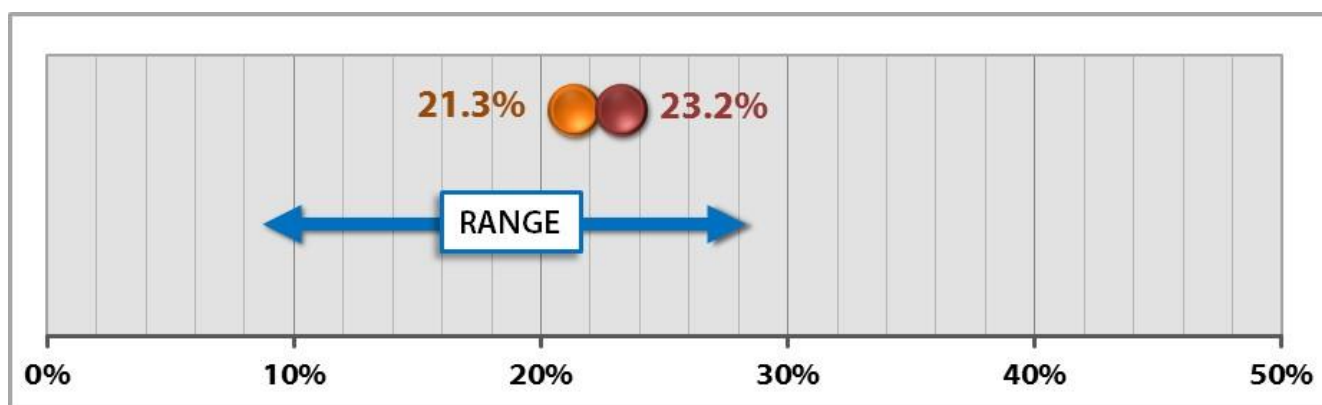


Table 5

Percentage of participation in Learning Abroad Programs

	Aggregate	Average	Median
Percentage compared to total student completions	22.0%	21.7%	19.3%
Percentage compared to total undergraduate student completions.	21.6%	21.3%	23.2%

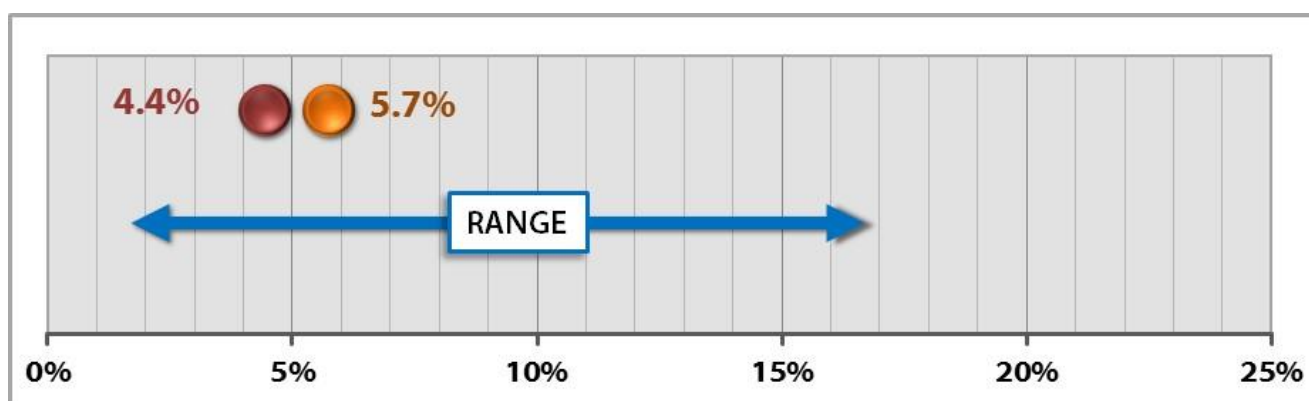
1.5. INTERNATIONAL STUDENTS IN LEARNING ABROAD PROGRAMS

All thirteen CIC participating universities reported a total of 1,776 international students that participated in a Learning Abroad Program. Across these thirteen universities, the average percentage of international students was 5.7% of the total number of students that participated in a Learning Abroad Program and the median was 4.2% (Table 6 and Chart 7a).

Table 6
International Students in Learning Abroad Programs

	Aggregate	Average	Median
International student participants	1,776	137	117
Percentage of international student participants compared to the total number of student participants.	5.9%	5.7%	4.2%

Chart 7a
Percentage of international students on Learning Abroad Programs compare to the total number of students on Learning Abroad Programs.

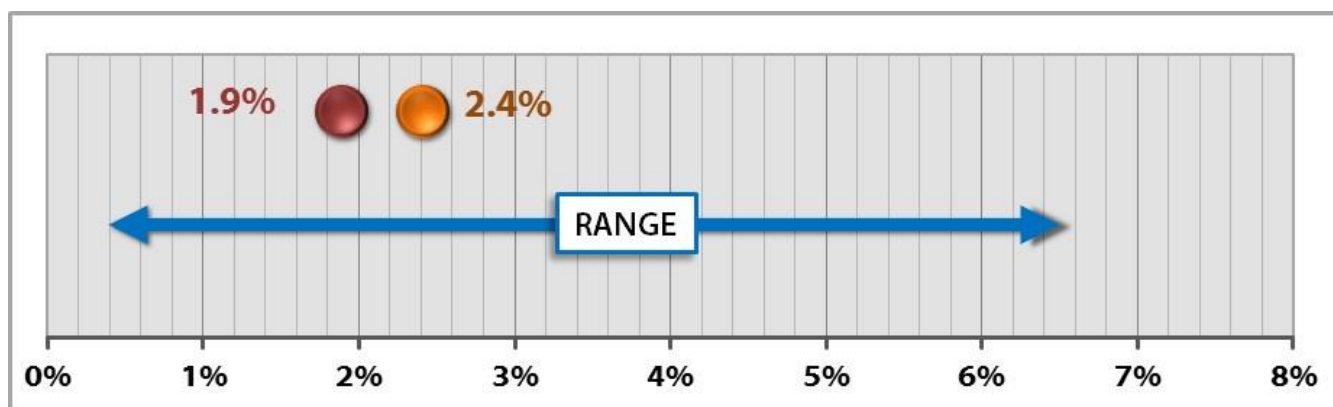


In addition, we calculated the number of international students that participated in a Learning Abroad Program and compared those numbers with the total number of international students enrolled at each university. This provides a different view of the participation of international students in Learning Abroad Programs. Across these thirteen universities, the average participation in learning abroad was 2.4% of the total number of international students enrolled and the median was 1.9% (Chart 7b).

Given the traditional profile of international students being concentrated in graduate programs, it is likely that the current data under-represents international student participation because of the likelihood that they are participating in non-credit activities that are not accurately reported by institutions.

Chart 7b

Percentage of international students on Learning Abroad Programs from the total of international students enrolled



1.6. ACADEMIC LEVEL (U.S. citizens or permanent residents)

Universities were asked to provide information on the total reported U.S. learning abroad students (U.S. citizens or permanent residents) who received academic credit by academic level.

All thirteen CIC participating universities reported 23,896 U.S. citizens or permanent resident students in for-credit Learning Abroad Programs by academic level. During Fall 2012 through Summer 2013, a total of 20,100 were bachelor's degree students which represents 84.1% of the total. 3,764 were graduate students which represents 15.8% of the total.

Table 7

Percentage of students by academic level (U.S. citizens or permanent residents)

Academic Level	Aggregate	Average	Median
Bachelor Total	84.1%	84.8%	85.2%
Graduate Total	15.8%	15.1%	14.8%
Other	0.1%	0.1%	0.0%

Among the thirteen CIC participating universities, the average number of bachelor's degree students on Learning Abroad Programs was 1,546 students which represented 84.8% of the total number. The average for graduate students was 290 or 15.1% of the total (See Table 8 and Table 9).

Table 8

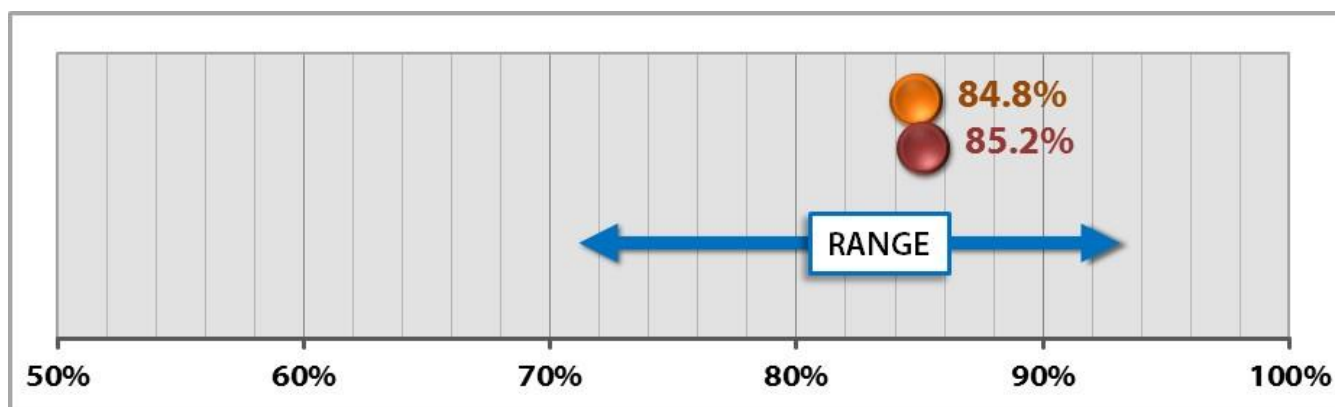
Students by academic level (U.S. citizens or permanent residents)

BACHELOR'S	AGGREGATE	AVERAGE	MEDIAN
TOTAL BACHELOR'S	20,100	1,546	1,789
Freshman	523	40	25
Sophomore	1,917	147	144
Junior	6,919	532	595
Senior	10,545	811	924
Bachelor's, Unspecified	196	15	0
GRADUATE			
TOTAL GRADUATE	3,764	290	320
Master's	2,071	159	151
Doctorate	384	30	8
Professional (e.g. JD, MD, DDS, DVM, etc.)	916	70	45
Graduate, Unspecified	393	30	0
OTHER			
Other/Do Not Know	32	2	0
TOTAL	23,896	1,838	2,153

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Chart 8

Percentage of students in bachelor's degree programs (U.S. citizens or permanent residents)



A further analysis on bachelor level students shows that senior students are the largest group undertaking a for-credit Learning Abroad Program with an aggregate of 10,545 or the equivalent of 44.1% of the total number of all students at all levels. For senior students, the average was 811 or 41.9% and a median of 924 or 46.2% (Table 9). This was followed by junior students with an aggregate of 6,919 or 30.0%, average of 532 or 30.0% and a median of 595 or 31.7%.

Sophomore and freshman students made up only 2,440 or 10.2% of the total 20,100 students who participated in a Learning Abroad Program at bachelor level.

At the graduate level, all thirteen participating universities reported master's degree students undertaking a for-credit Learning Abroad Program with an aggregate of 2,071 students or 8.7% of students at all levels, an average of 159 students or 7.9% of students and a median of 151 students or 6.8% of students (Table 9).

Table 9

Percentage of students by all study levels (U.S. citizens or permanent residents)

Academic Level	Aggregate	Average	Median
BACHELOR'S	84.1%	84.8%	85.2%
Freshman	2.2%	2.2%	1.3%
Sophomore	8.0%	9.0%	7.6%
Junior	29.0%	30.0%	31.7%
Senior	44.1%	41.9%	46.2%
Bachelor's, Unspecified	0.8%	1.7%	0.0%
GRADUATE	15.8%	15.1%	14.8%
Master's	8.7%	7.9%	6.8%
Doctorate	1.6%	1.7%	0.3%
Professional (e.g. JD, MD, DDS, DVM, etc.)	3.8%	3.9%	2.6%
Graduate, Unspecified	1.6%	1.7%	0.0%
OTHER	0.1%	0.1%	0.0%
Other/Do Not Know	0.1%	0.1%	0.0%

1.7. GENDER (U.S. citizens or permanent residents)

All thirteen reporting CIC member universities provided sufficient information to conduct an analysis on gender. The universities reported more female students participating in Learning Abroad Programs for credit both in overall numbers and by academic level.

From the 23,896 undergraduate and graduate students that the thirteen universities reported, 15,022 students or 62.9% of those students were female and 8,861 students or 37.1% of students were male students participating in for-credit Learning Abroad Programs. The average of females was 63.5% compared with 36.4% for males (Table 10 and Chart 9).

Table 10

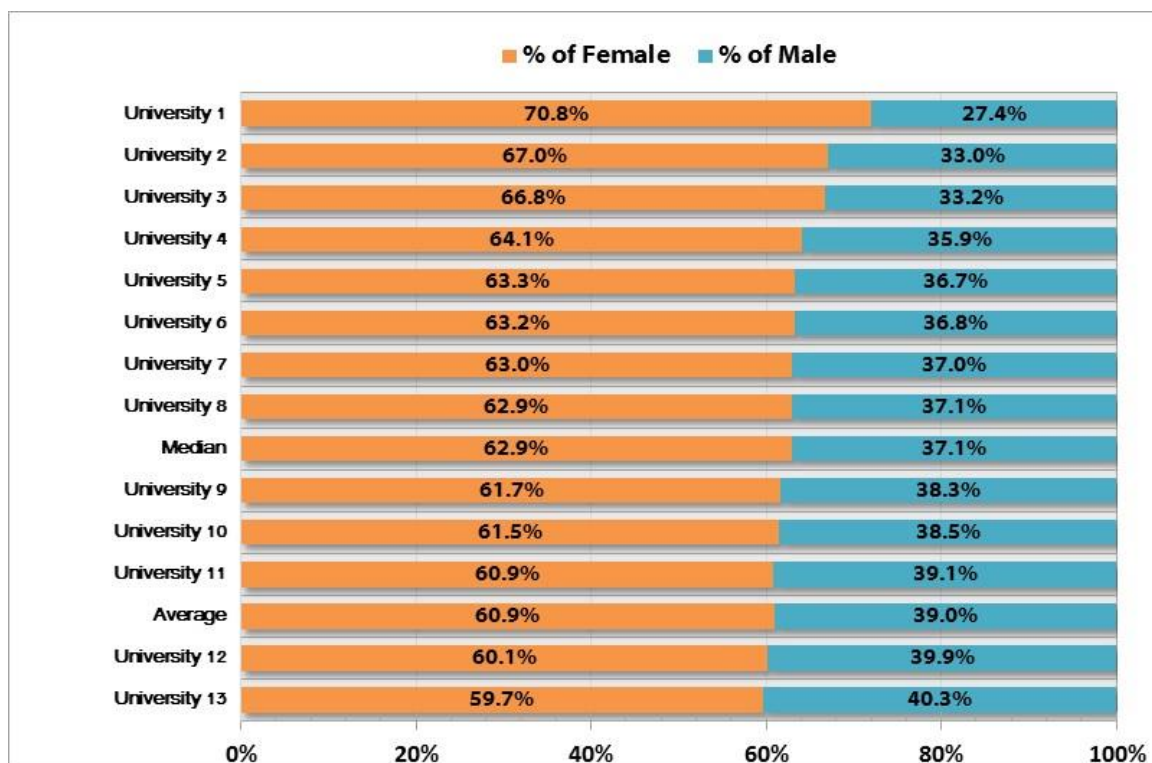
Gender (U.S. citizens or permanent residents)

GENDER	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
A. Male	4,999	1,358	8,861
B. Female	9,366	1,366	15,022
C. Do Not Know	8	4	13
TOTAL	14,373	2,728	23,896

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Chart 9

Percentage of female students in for-credit Learning Abroad Programs (U.S. citizens or permanent residents)



When broken down by academic level, the ratios remain consistent for undergraduate students. Of the 14,373 undergraduate students, 9,366 were female students and 4,999 were male undergraduate students.

At the graduate level, the participation rate of male students rose with 1,358 male students compared with 1,366 female students participating in for-credit Learning Abroad Programs.

Not all universities were able to provide the breakdown of Gender by study level (undergraduate and graduate) and as a result the total reported in Table 10 is higher than the total of just the undergraduate and graduate.

1.8. ETHNICITY/RACE

In the area of Ethnicity/Race, twelve CIC member universities were able to report the ethnicity and race of 25,926 students that participated in a Learning Abroad Program. From the total, the large majority were White students at 73.1%. Tables 11 and 12 provide the complete distribution of students by ethnicity and race and Chart 10 indicates the percentage of White students versus others for all the twelve universities.

One institution was unable to extract international students from other categories, so a small margin of error (1-2%) is noted.

Table 11
Ethnicity/Race

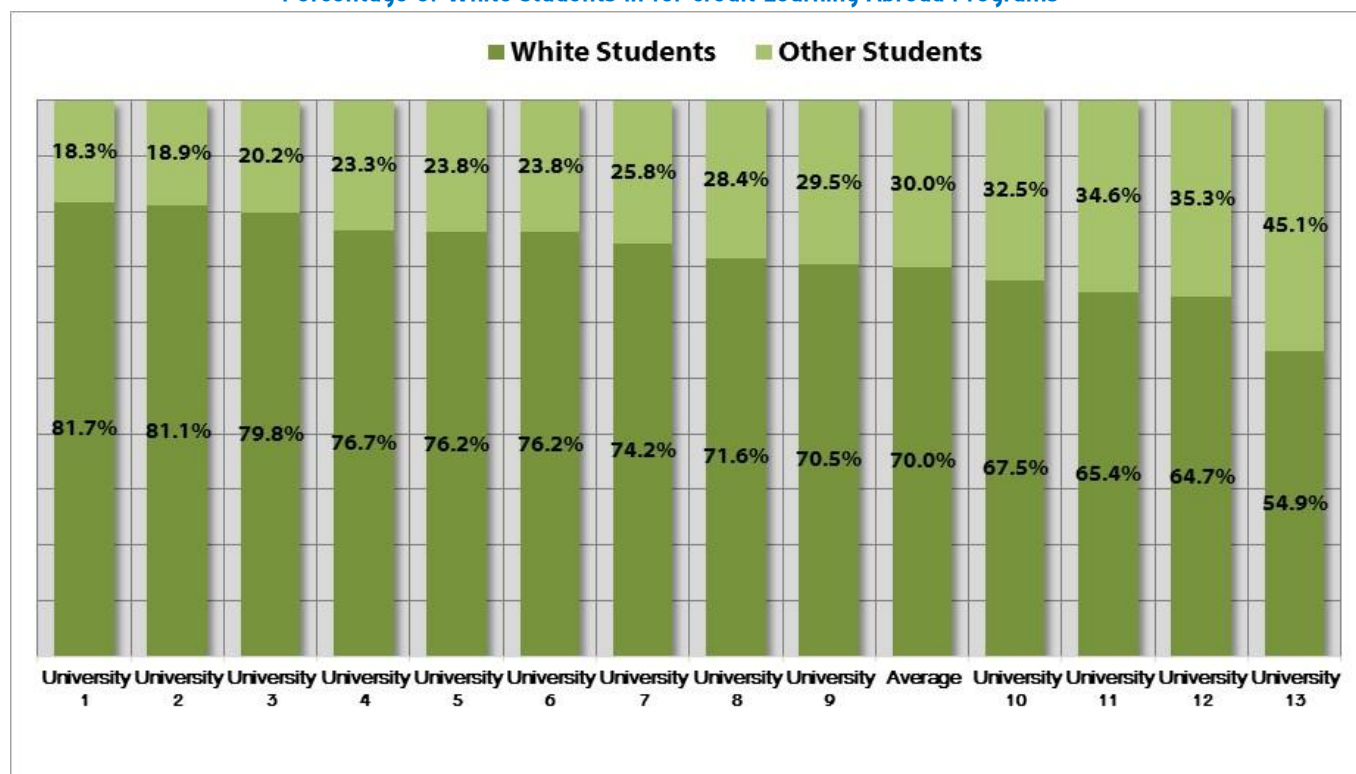
ETHNICITY/RACE	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
A. White	12,827	2,124	18,455
B. Hispanic or Latino/a	951	147	1,302
C. Black or African-American	755	243	1,187
D. Asian/Native Hawaiian or Other Pacific Islander	965	281	1,669
E. American Indian or Alaska Native	62	13	89
F. Multiracial	370	39	546
G. International student	690	507	1,434
H. Do not know	904	181	1,244
TOTAL	17,524	3,535	25,926

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Table 12
Percentage of Ethnicity/Race

ETHNICITY/RACE	Aggregate	Average	Median
A. White	73.1%	72.3%	74.2%
B. Hispanic or Latino/a	5.2%	5.4%	4.7%
C. Black or African-American	4.7%	4.6%	4.2%
D. Asian/Native Hawaiian or Other Pacific Islander	6.6%	6.9%	4.1%
E. American Indian or Alaska Native	0.4%	0.3%	0.2%
F. Multiracial	2.2%	2.4%	2.2%
G. International student	5.7%	5.7%	5.2%
H. Do not know	2.2%	2.3%	2.3%

Chart 10
Percentage of White students in for-credit Learning Abroad Programs



1.9. OTHER DIVERSITY GROUPS

As an optional question on the survey, seven participating CIC member universities were able to report on other diversity groups. Categories were derived from diversity groups considered within higher education research in the U.S. In terms of the reliability of the data, the category Pell-eligible students, is mostly accurate, while the categories First-generation students and Adult students give a general trend in the areas reported.

Seven universities reported an aggregate of 4,381 undergraduate students from other diversity groups who participated in Learning Abroad Programs and received academic credit during Fall 2012 through Summer 2013. Of these participants, the largest groupings are Pell-eligible students with a total of 1,567 students and First-generation students with a total of 1,592.

The data in this category is not consistently accurate in all categories. Most institutions were confident in their ability to track and report Pell-eligible students. Many were moderately successful in reporting First-generation and adult student.

Table 13: Percentage of Other Diversity Groups presents the distribution by percentage of these other groups. The highest average value for this group is for Pell-eligible students with 53.4% follow by First-generation students with 27.7%.

Table 13

Percentage of Other Diversity Groups (Undergraduate students)

OTHER DIVERSITY GROUPS	Total numbers	Distribution of Diversity Groups (%)		
		Aggregate	Average	Median
Pell-eligible students	1,567	35.8%	53.4%	48.0%
First-generation students	1,592	36.3%	27.7%	34.9%
Adult students (over 25 years)	787	18.0%	15.0%	3.9%
Other Diversity Groups	435	9.9%	3.9%	0.0%

[Note: due to data limitations, this graph is likely to understate the actual participation levels of some diversity groups]

1.10. MAJOR FIELD OF STUDY (U.S. citizens or permanent residents)

The thirteen participating universities reported on the number of U.S. citizens or permanent residents that participated in a for-credit Learning Abroad Program.

The top fields of study for undergraduate and graduate students in order of popularity were Business and Management (22.7%), Social Sciences (20.5%), Humanities (9.0%), Physical or Life Sciences (7.2%), Health Sciences (6.8%), Engineering (6.4%), Other (5.8%), Foreign Languages (5.3%), Fine or Applied Arts (4.4%), Agriculture (4.1%), Education (3.6%), Undeclared (2.5%), Mathematics or Computer Sciences (1.2%) and Do not know(0.5%), (Table 15 and Chart 11).

The two most popular fields of study, Business and Management and Social Sciences, made up 49.5% of all fields of study.

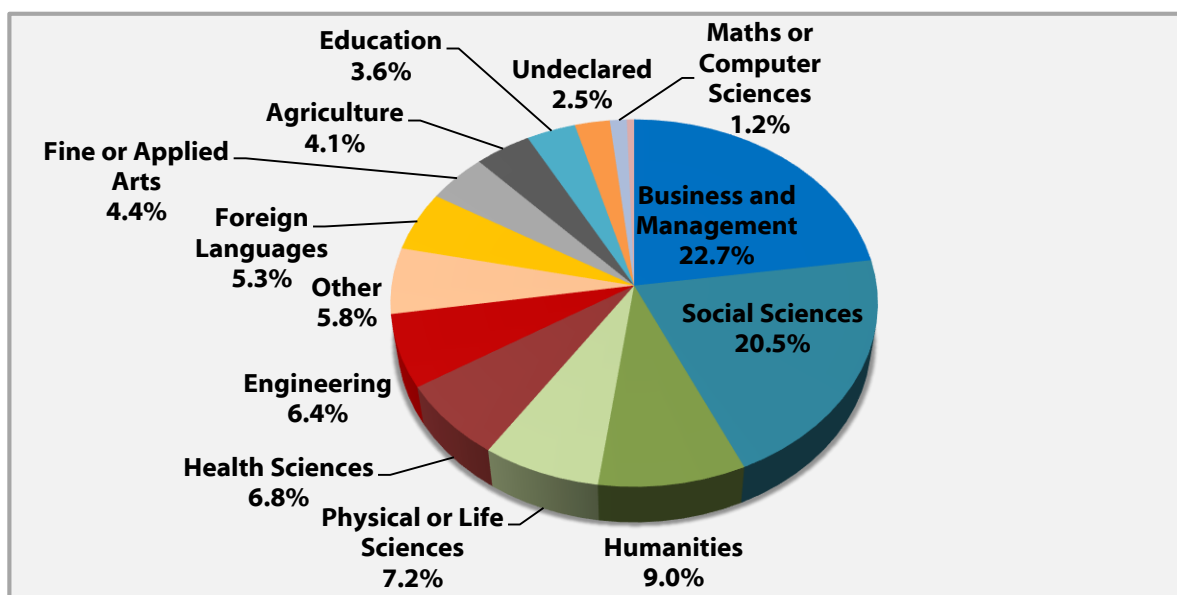
Table 15

Percentage of major fields of study - Undergraduate and graduate (U.S. citizens or permanent residents) - for-credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	4.1%	5.6%	4.5%
B. Business and Management	22.7%	21.8%	23.2%
C. Education	3.6%	3.7%	3.7%
D. Engineering	6.4%	6.3%	5.2%
E. Fine or Applied Arts	4.4%	4.4%	4.1%
F. Foreign Languages	5.3%	4.5%	3.2%
G. Health Sciences	6.8%	7.5%	5.9%
H. Humanities	9.0%	7.6%	5.5%
I. Social Sciences	20.5%	19.2%	19.4%
J. Mathematics or Computer Sciences	1.2%	1.1%	1.1%
K. Physical or Life Sciences	7.2%	7.1%	6.6%
L. Undeclared	2.5%	2.3%	2.2%
M. Other (please specify below - put count here)	5.8%	7.0%	8.4%
N. Do Not Know	0.5%	1.8%	0.0%

Chart 11

Major fields of study (U.S. citizens or permanent residents)- for-credit



Ten CIC member universities were able to report specifically on undergraduate fields of study. Social Sciences (21.5%) and Business and Management (20.3%) continue to be the most popular fields of study and made up 41.8% (Table 16).

Table 16

Percentage of major fields of study - Undergraduate (U.S. citizens or permanent residents) - for-credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	5.1%	5.7%	3.4%
B. Business and Management	20.3%	19.7%	21.5%
C. Education	3.7%	3.7%	3.9%
D. Engineering	6.5%	6.6%	4.8%
E. Fine or Applied Arts	3.4%	4.1%	3.9%
F. Foreign Languages	5.4%	5.1%	3.8%
G. Health Sciences	5.5%	5.9%	4.6%
H. Humanities	9.5%	8.6%	6.1%
I. Social Sciences	21.5%	20.5%	20.4%
J. Mathematics or Computer Sciences	1.1%	1.2%	1.2%
K. Physical or Life Sciences	8.7%	8.1%	8.0%
L. Undeclared	2.3%	2.3%	1.6%
M. Other (please specify below - put count here)	6.0%	6.4%	7.6%
N. Do Not Know	0.8%	2.2%	0.0%

Ten CIC member universities were able to report specifically on graduate fields of study. Business and Management was the most popular field of study with an aggregate of 35.8% followed by Health Sciences with 20.8% (Table 17).

Table 17

Percentage of major fields of study –Graduate (U.S. citizens or permanent residents) – for credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	1.4%	2.4%	1.6%
B. Business and Management	35.8%	30.7%	31.2%
C. Education	4.0%	6.6%	2.8%
D. Engineering	1.2%	1.4%	1.0%
E. Fine or Applied Arts	4.1%	6.8%	1.7%
F. Foreign Languages	2.8%	2.1%	0.0%
G. Health Sciences	20.8%	18.7%	13.5%
H. Humanities	4.5%	4.0%	2.1%
I. Social Sciences	9.4%	8.4%	8.8%
J. Mathematics or Computer Sciences	0.2%	0.1%	0.0%
K. Physical or Life Sciences	2.4%	2.3%	1.4%
L. Undeclared	0.3%	0.3%	0.0%
M. Other (please specify below – put count here)	12.8%	16.1%	13.6%
N. Do Not Know	0.3%	0.2%	0.0%

1.11. DURATION OF LEARNING ABROAD (U.S. citizens or permanent residents)

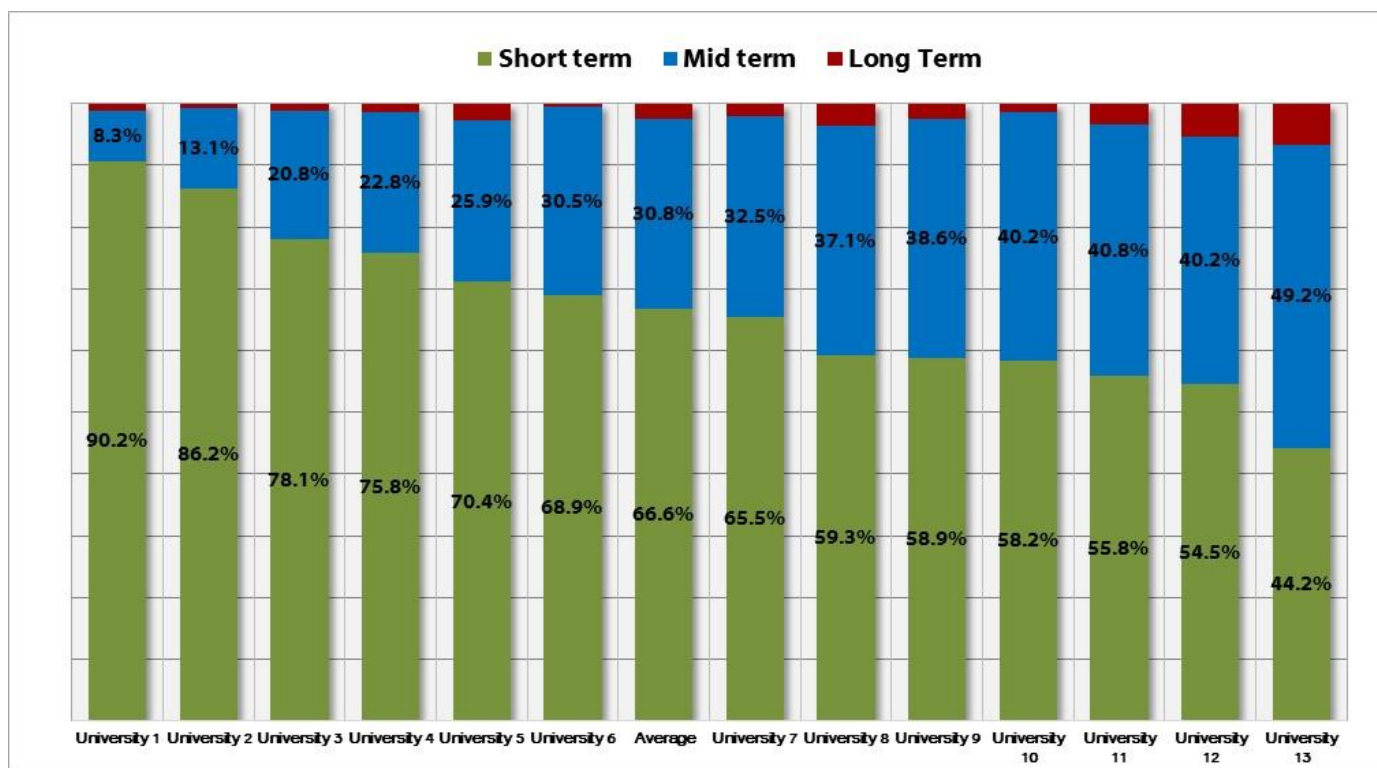
In order to provide an in-depth analysis on the type of programs that students undertook abroad, we requested participating universities to separate their numbers based on the duration of Learning Abroad Programs. The categories reflect the Open Doors categories for duration, with the addition of two additional categories in summer in an attempt to better capture the full range of programs offered during the summer period.

Consistent with Open Doors, the short-term category includes Learning Abroad Programs with duration of two to eight weeks, the mid-length category includes programs with durations of one quarter to one semester and finally the category for long-term includes academic and calendar year programs. To facilitate comparison with national data in Open Doors, we only included U.S. citizens or permanent residents in for-credit Learning Abroad Programs in the analysis of duration.

All thirteen CIC participating universities were able to report the duration for undergraduate and graduate students undertaking a program for credit. These universities reported the duration for 23,708 undergraduate and graduate students of which 15,740 students or 66.4% were participating in Short-Term programs, 7,352 students or 31.0% in Mid-Length programs, 591 students or 2.5% in Long-Term programs, 15 students or 0.1% were reported as unknown (Chart 12, Table 18 and Table 19).

Chart 12

Percentage of U.S. citizens or permanent residents in for-credit Learning Abroad Programs in Short-Term, Mid-Term and Long-Term programs



Short term programs were the most popular with an average of 66.6% of the total and median of 65.5%. Chart 13 presents the percentage of Short-Term programs for these thirteen universities.

Chart 13

Percentage of Short-Term Learning Abroad Programs - Undergraduate and graduate (U.S. citizens or permanent residents) - for-credit

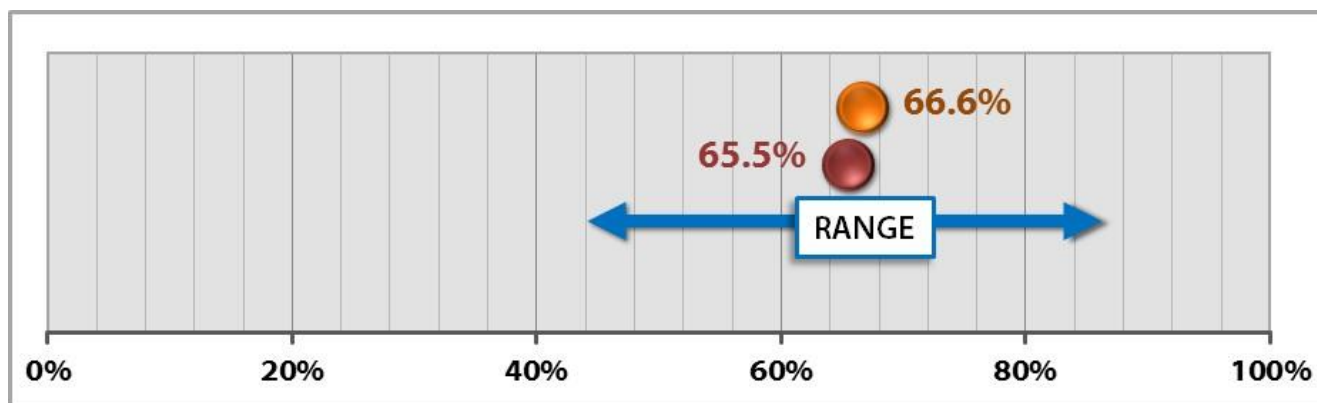


Table 18

Duration of learning abroad - Undergraduate and graduate (U.S. citizens or permanent residents)

DURATION	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
SHORT-TERM	10,271	2,663	15,740
A. Summer: Two weeks or more.	5,397	803	7,163
B. Summer: Less than Two Weeks	482	310	916
C. January Term	700	213	1,558
D. Two to Eight Weeks during the Academic Year (including May Term)	1,676	639	3,302
E. Less than Two Weeks during the Academic Year (including May Term)	2,016	698	2,801
MID-LENGTH	5,386	307	7,352
F. One Quarter	0	0	0
G. Two Quarters	0	0	0
H. One Semester	5,386	307	7,352
LONG-TERM	344	88	591
I. Academic Year	331	82	569
J. Calendar Year (e.g. 2011 Southern Hemisphere programs)	13	6	22
OTHER	1	9	10
K. Other (please specify below)	1	9	10
DO NOT KNOW	0	15	15
L. Do Not Know	0	15	15
TOTAL	16,002	3,082	23,708

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

In the category of Mid-Length, one semester programs are the highest reported with 5,386 undergraduate students and 307 graduate students. These programs made up an aggregate of 31.0% of total enrollments with an average of 30.8% and a median of 32.5% (Table 18 and Table 19).

In the category of Short-Term, Summer programs with a duration of two or more weeks reported an aggregate of 30.2% (average 30.3% and median 30.7%) followed by Short-Term programs with a duration of two to eight weeks during the Academic Year with an aggregate of 13.9% (average 15.0% and median 6.1%) and less than two weeks programs during the academic year with 11.8% (average 11.1% and median 7.1%).

Table 19

Percentage of duration of learning abroad - Undergraduate and Graduate - for-credit

DURATION	Aggregate	Average	Median
SHORT-TERM	66.4%	66.6%	65.5%
A. Summer: Two weeks or more.	30.2%	30.3%	30.7%
B. Summer: Less than Two Weeks	3.9%	4.0%	3.7%
C. January Term	6.6%	6.2%	0.0%
D. Two to Eight Weeks during the Academic Year (including May Term)	13.9%	15.0%	6.1%
E. Less than Two Weeks during the Academic Year (including May Term)	11.8%	11.1%	7.1%
MID-LENGTH	31.0%	30.8%	32.5%
F. One Quarter	0.0%	0.0%	0.0%
G. Two Quarters	0.0%	0.0%	0.0%
H. One Semester	31.0%	30.8%	32.5%
LONG-TERM	2.5%	2.5%	2.0%
I. Academic Year	2.4%	2.4%	2.0%
J. Calendar Year (e.g. 2011 Southern Hemisphere programs)	0.1%	0.1%	0.0%
OTHER	0.0%	0.0%	0.0%
K. Other (please specify below)	0.0%	0.0%	0.0%
DO NOT KNOW	0.1%	0.1%	0.0%
L. Do Not Know	0.1%	0.1%	0.0%

When we considered the number for undergraduate students only, an average of 64.0% participated in a short-term for-credit Learning Abroad Program, followed by 33.7% in a mid-length program and 2.2% in a long-term program.

1.12. LEARNING ABROAD PROGRAM TYPES

This section analyzes what types of programs, for-credit and non-credit that learning abroad students participated in. Categories were derived from areas of activity often grouped by practitioners, and with reference to international data.

All thirteen CIC participating universities were able to report on the totals by the program type, and only ten reported a breakdown of undergraduate and graduate students. A total of 26,310 undergraduate students and graduate students who participated in credit and non-credit Learning Abroad Programs were reported (Table 20).

On average, the thirteen universities reported 68.6% of students participated in regular classes via faculty-led programs or host institutions which is by far the most popular type of Learning Abroad Program for all students (Table 21). This same result was seen for undergraduate students only with an average of 72.8% (Table 22).

This was an optional question, and as such, the quality of the data varies across the group, particularly the data on non-credit activities. Most institutions were able to provide more accurate data on for-credit programs, while one provided a more comprehensive data set for non-credit activities. Data for “regular classes via faculty-led programs, host institutions etc” is generally reliable, while other categories should be used with some caution this year. It is likely that actual participation levels are understated for all categories except A.

Table 20

Students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	CREDIT		NON-CREDIT		TOTAL	
	UG	GRADUATE	UG	GRADUATE	UG	GRADUATE
A. Regular classes via faculty-led program, host institution etc.	15,032	2,334	101	19	17,366	120
B. Internship, professional practicum	1815	863	232	206	2678	438
C. Service learning/community engagement	1125	271	167	185	1,396	352
D. Volunteering	65	20	546	75	85	621
E. Research	169	313	147	498	482	645
F. Conference	7	6	34	206	13	240
G. Other	986	210	357	321	1196	678
TOTAL	19,199	4,017	1,584	1,510	23,216	3,094

[Note: due to data limitations, this graph is likely to understate the actual participation levels of some program categories]

Table 21

Percentage of students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	Average	Median
A. Regular classes via faculty-led program, host institution etc.	68.6%	68.8%
B. Internship, professional practicum	10.4%	7.9%
C. Service learning/community engagement	6.6%	4.4%
D. Volunteering	2.0%	0.0%
E. Research	3.5%	3.4%
F. Conference	0.8%	0.3%
G. Other	8.1%	1.3%

[Note: due to data limitations, this graph is likely to understate the actual participation levels of some program categories]

For undergraduate students only, ten universities reported 72.8% of undergraduate students participating in regular classes via faculty-led program or host institution for academic credit (Table 22).

Table 22a

Percentage of undergraduate students in Learning Abroad Programs by type (For-credit and non-credit programs)
(All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	72.8%	73.8%	75.1%
B. Internship, professional practicum	9.8%	8.8%	6.8%
C. Service learning/community engagement	6.2%	6.5%	4.4%
D. Volunteering	2.9%	2.4%	0.0%
E. Research	1.5%	1.4%	1.2%
F. Conference	0.2%	0.2%	0.3%
G. Other	6.5%	6.9%	1.4%

[Note: due to data limitations, this graph is likely to understate the actual participation levels in most categories]

Table 22b

Percentage of graduate students in Learning Abroad Programs by type (For-credit and non-credit programs)
(All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	42.6%	44.2%	45.7%
B. Internship, professional practicum	19.3%	17.4%	14.7%
C. Service learning/community engagement	8.3%	5.6%	0.6%
D. Volunteering	1.7%	1.2%	0.0%
E. Research	14.7%	12.8%	15.6%
F. Conference	3.8%	3.8%	0.0%
G. Other	9.6%	14.9%	1.1%

[Note: due to data limitations, this table is likely to understate the actual participation levels in most categories]

SECTION 2 DESTINATIONS

2.1. DESTINATIONS (ACADEMIC CREDIT) (All students)

This section analyzed where students undertook a learning program for academic credit. Universities were asked to report students by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

All thirteen CIC participating universities reported the destination of a total of 28,932 undergraduate and graduate students who received academic credit from 141 destinations. This included 18,865 undergraduate and 5,409 graduate students.

The top 25 destinations for students in for-credit Learning Abroad Programs (undergraduate and graduate) were United Kingdom, Italy, Spain, China, Multidestination programs, France, Australia, Germany, Ireland, India, Costa Rica, Brazil, South Africa, Mexico, Japan, Argentina, New Zealand, Czech Republic, Ecuador, Israel, Peru, Denmark, Turkey, Netherlands and South Korea. These countries made up 81.0% of all destinations (Table 24).

1,415 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination (this definition is consistent with Open Doors).

Students who studied abroad on more than one program/experience in different destinations were counted in more than one category below and as a result, the total for this section is higher than the total reported learning abroad students.

Table 24
Top 25 Destinations (Academic Credit) (All students)

CODE	COUNTRY	CREDIT	CREDIT	CREDIT
		UNDERGRADUATE	GRADUATE	TOTAL
3290	United Kingdom	2,235	167	2,853
3250	Italy	2,040	141	2,560
3280	Spain	1,902	90	2,396
2110	China	859	494	1,682
8901	Multidestination	1,007	237	1,415
3223	France	843	94	,1193
6110	Australia	757	12	941
3226	Germany	683	108	870
3246	Ireland	538	46	738
2220	India	311	216	703

4230	Costa Rica	485	35	698
4315	Brazil	247	137	551
1440	South Africa	250	124	506
4270	Mexico	283	114	481
2140	Japan	231	100	403
4305	Argentina	185	40	351
6120	New Zealand	246	11	318
3131	Czech Republic	248	54	305
4330	Ecuador	153	44	286
2425	Israel	147	94	262
4355	Peru	119	113	257
3213	Denmark	198	7	256
3288	Turkey	102	41	245
3266	Netherlands	185	21	241
2160	Korea (South)	170	31	235
	Other countries	2,917	1,099	4,852
TOTAL - ALL DESTINATIONS		17,341	3,670	25,598

2.2. DESTINATIONS BY REGIONS (FOR-CREDIT) (ALL STUDENTS)

In order to provide a bigger picture on the destinations chosen by learning abroad students, we regrouped the destinations by the following regions: Asia, Central America and the Caribbean, Europe, Middle East and North, Africa, North America, Oceania, Other, South America and Sub-Saharan Africa.

Based on this analysis, Europe was the most popular region for learning abroad students taking a for-credit program between Fall 2012 and Summer 2013. The average for Europe as a region was 49.7% or nearly half of all learning abroad students. Asia was the second most popular region but shared a much smaller proportion at only 14.2% (Table 25 and Chart 14).

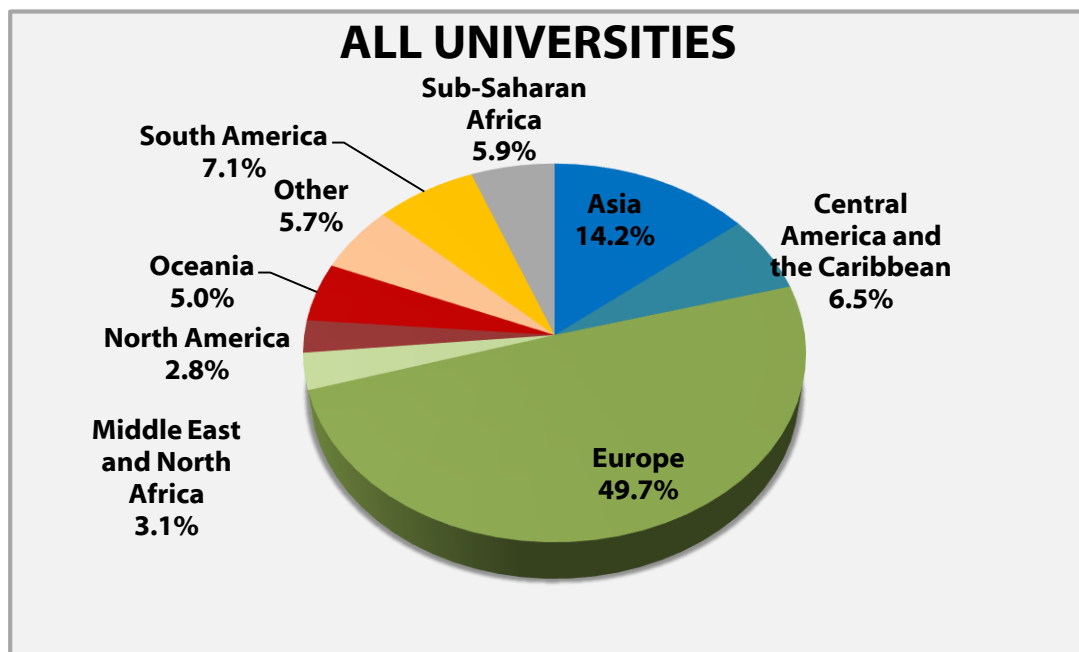
Table 25

Percentage of destinations by regions (Academic Credit) (All students)

REGION	Aggregate	Average	Median
Asia	14.2%	14.0%	14.7%
Central America and the Caribbean	6.5%	6.4%	6.1%
Europe	49.7%	50.9%	50.1%
Middle East and North Africa	3.1%	3.0%	2.7%
North America	2.8%	2.6%	2.3%
Oceania	5.0%	4.9%	5.2%
Other (Includes Multi-Destinationand Do not Know)	5.7%	5.0%	3.7%
South America	7.1%	7.5%	7.3%
Sub-Saharan Africa	5.9%	5.8%	5.9%
TOTAL	100.0%	100.0%	100.0%

Chart 14

Destinations by Regions - Average (Academic Credit) (All students)



2.3. DESTINATIONS (NON-CREDIT) (All students)

This section analyzed the destinations of the total reported Learning Abroad students who participated on a non-credit Learning Abroad Program. Universities were asked to report students by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

Eleven CIC member universities were able to report on the destinations for non-credit Learning Abroad Programs, with varying levels of accuracy as previously noted in this report. They reported an aggregate of 3,763 undergraduate and graduate students who participated in non-academic credit programs from 125 destinations. This included 1,653 undergraduate and 2,110 graduate students.

The top 25 destinations for students in non-credit Learning Abroad Programs (undergraduate and graduate) were China, Germany, Multidestination programs, United Kingdom, Costa Rica, Italy, Dominican Republic, India, Peru, Guatemala, France, Nicaragua, Canada, South Africa, Ghana, Honduras, Mexico, Kenya, Thailand, Uganda, Tanzania, Ecuador, Switzerland, Turkey and Brazil. These countries made up 71.4% of all destinations (Table 26).

A total of 160 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination.

Table 26
Top 25 Destinations (Non-credit) (All students)

CODE	COUNTRY	NON CREDIT UNDERGRADUATE	NON CREDIT GRADUATE	NON CREDIT TOTAL
2110	China	91	94	185
3226	Germany	98	69	167
8901	MULTIDESTINATION	36	124	160
3290	United Kingdom	61	74	135
4230	Costa Rica	35	78	113
3250	Italy	43	68	111
4125	Dominican Republic	98	7	105
2220	India	41	63	104
4355	Peru	70	33	103
4250	Guatemala	86	15	101
3223	France	44	56	100
4280	Nicaragua	78	21	99
5120	Canada	26	72	98
1440	South Africa	23	66	89
1520	Ghana	63	22	85

4260	Honduras	78	3	81
4270	Mexico	17	63	80
1130	Kenya	23	47	70
2350	Thailand	48	21	69
1185	Uganda	19	41	60
1180	Tanzania	35	24	59
4330	Ecuador	34	18	52
3286	Switzerland	25	27	52
3288	Turkey	23	27	50
4315	Brazil	29	20	49
	Other countries	370	586	956
TOTAL - ALL DESTINATIONS FOR NON CREDIT LEARNING ABROAD PROGRAMS		1594	1739	3333

[Note: due to data limitations, this table is likely to understate the actual participation levels in non-credit programs in all destinations]

2.4. CHINA

To assist institutions in responding to the 100,000 Strong Initiative of the U.S. State Department, data for China is being presented as a national case study. 6.6% of reported Learning Abroad Program participants undertook activities in China. By level of study, 5.0% of undergraduates and 13.1% of graduates undertook activities in China, with the majority attaining academic credit. Note that non-credit activities were likely to be underreported. The results for this area vary between the institutions, as shown in Chart 16.

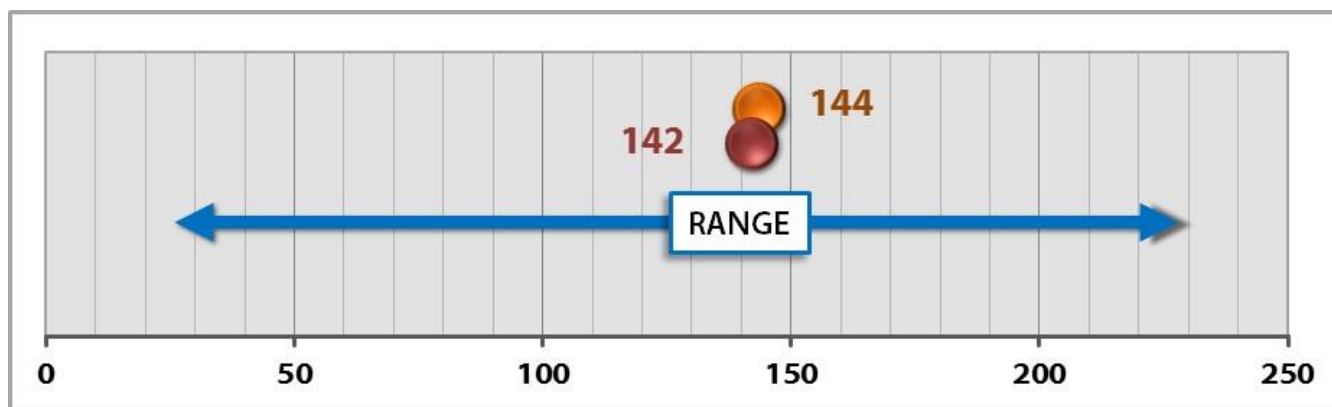
Table 27

Destination - China (Credit and non-credit) (All students)

Category	Aggregate	Average	Median
UG students on credit programs	859	66	65
Graduate students on credit programs	494	38	35
Total Credit Programs	1,682	129	139
UG students on non-credit programs	91	7	3
Graduate students on non-credit programs	94	7	1
Total Non Credit programs	185	14	6
TOTAL	1867	144	142

Chart 16

Destination - China (Credit and non-credit) (All students)



2.5. AMERICAS (Latin America and the Caribbean)

The breakdown for the Latin American and Caribbean region is being presented to support institutional activities around the U.S. State Department 100,000 Strong in the Americas initiative. A total of 5,280 students were reported as studying in this region representing 18.2% of the total. 16.9% of undergraduate learning abroad activities and 21.2% of graduate learning abroad activities were undertaken in Latin America and the Caribbean. At the graduate level, one third of activities were non-credit-bearing. Again, a wide variation across institutions is shown in Chart 17.

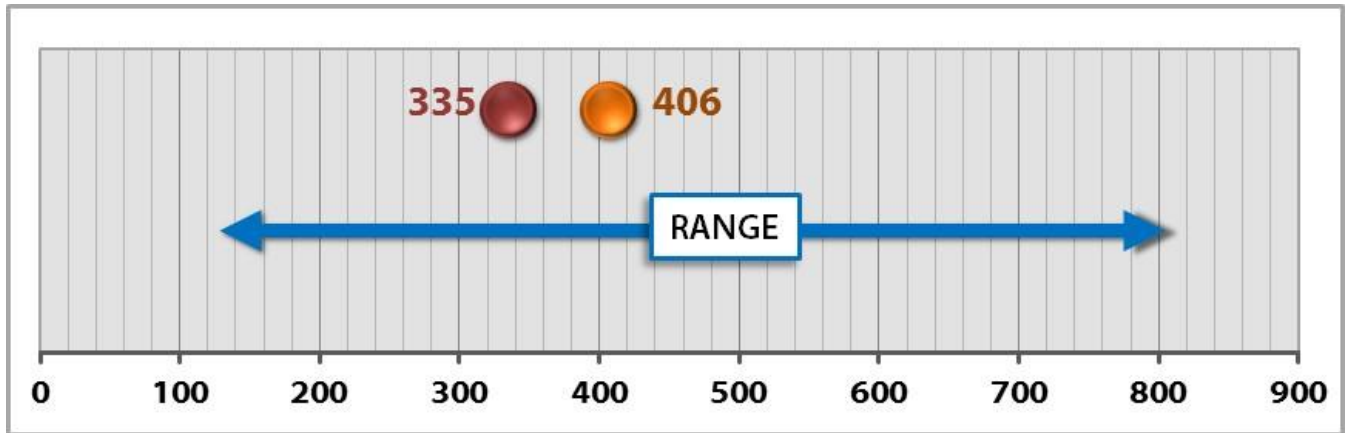
Table 28

Destination - Americas (Credit and non-credit) (All students)

Category	Aggregate	Average	Median
UG students on credit programs	2,524	194	175
Graduate students on credit programs	857	66	78
Total Credit Programs	4,244	326	307
UG students on non-credit programs	673	52	6
Graduate students on non-credit programs	363	28	9
Total Non Credit programs	1036	80	20
TOTAL	5280	406	335

Chart 17

Destination - Americas (Credit and non-credit) (All students)



SECTION 3

PROGRAM MANAGEMENT

This section provides comparative data on the management of Learning Abroad Programs so that data-driven decisions can be made to improve resource management and student participation. Throughout this section it should be noted that no two institutions run identical Learning Abroad Programs, so the data should be considered within the context of each institution.

3.1. STAFFING RATIOS

Universities were asked to report how many staff are tasked primarily with learning abroad activities both within the Study Abroad Office (SAO) and in other offices across campus. The term *staff* will be used to represent all positions regardless of academic and administrative designation.

Twelve CIC member universities responded and an aggregate of 489 FTE staff were employed to work on Learning Abroad Program related tasks.

We requested universities to provide the breakdown of their staff based on the following categories:

- Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis
- Interns, student workers, temporary workers employed in the SAO
- Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title

The majority were employed as full time staff in the SAO on a regular basis with an average of 17.6 FTE which represents 48.2% of the total FTE (Table 29 and Table 30).

This is followed by interns, student workers, temporary workers employed in the SAO with an average of 15.3 FTE, which represents 32.1% of the total FTE. Finally 19.8% were staff outside the SAO who have study/learning abroad as a primary component of their job assignment and/or title with an average of 7.8 FTE.

Table 29
Staffing ratios (FTE)

CATEGORIES	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	211.0	17.6	15.0
Interns, student workers, temporary workers employed in the SAO	184.0	15.3	8.0
Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title	93.8	7.8	7.0
TOTAL	488.8	40.7	29.3

Chart 18

Total number of staff on Learning Abroad Program related tasks (FTE)

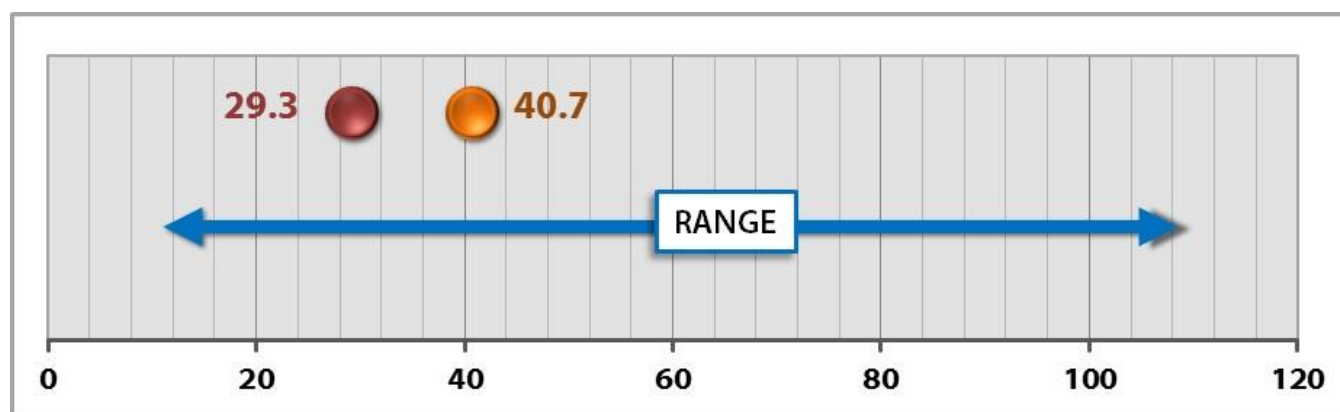
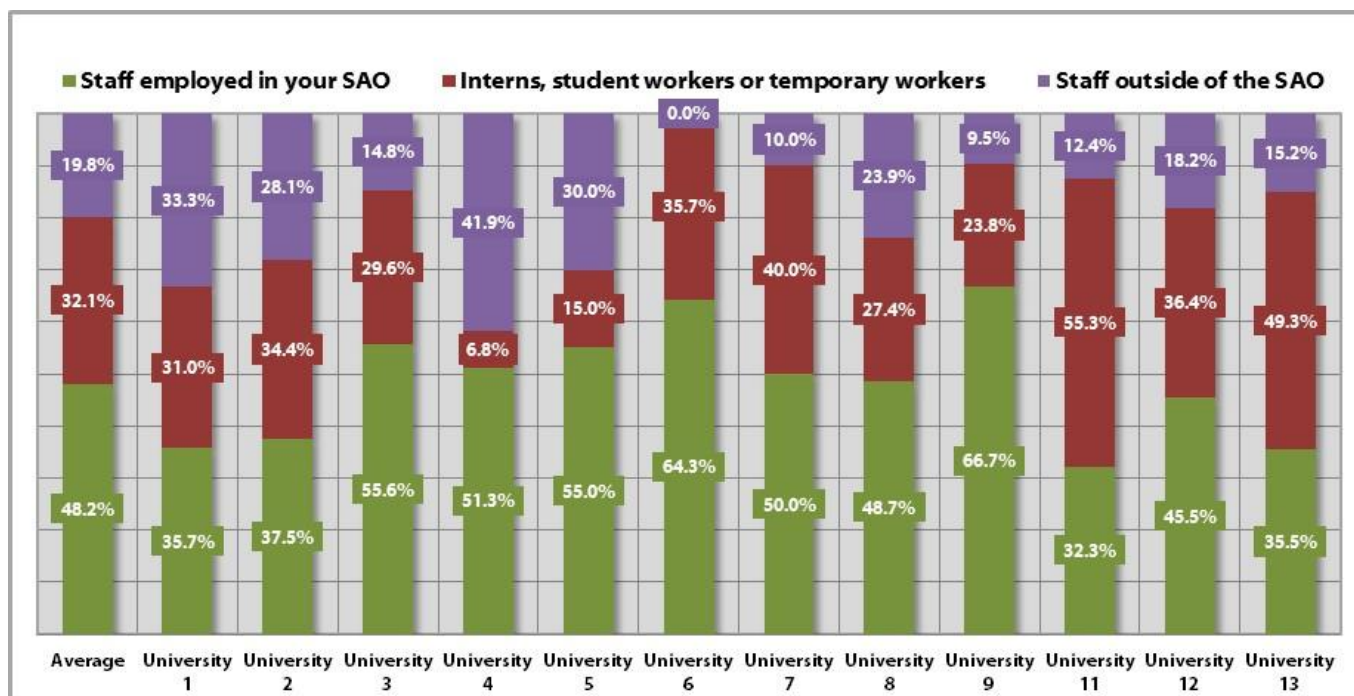


Table 30
Percentage of staff distribution (FTE)

	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	43.2%	48.2%	49.4%
Interns, student workers, temporary workers employed in the SAO	37.6%	32.1%	32.7%
Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title	19.2%	19.8%	16.7%

Chart 19

Percentage of staff distribution by university (FTE)



3.2. WORKLOAD

This question tracks the recruitment 'funnel' to provide a picture of workload related to Learning Abroad Program tasks at each stage of the student recruitment and administration process. For this analysis, we requested information including all students (credit and non-credit, resident, international, internal, external etc.).

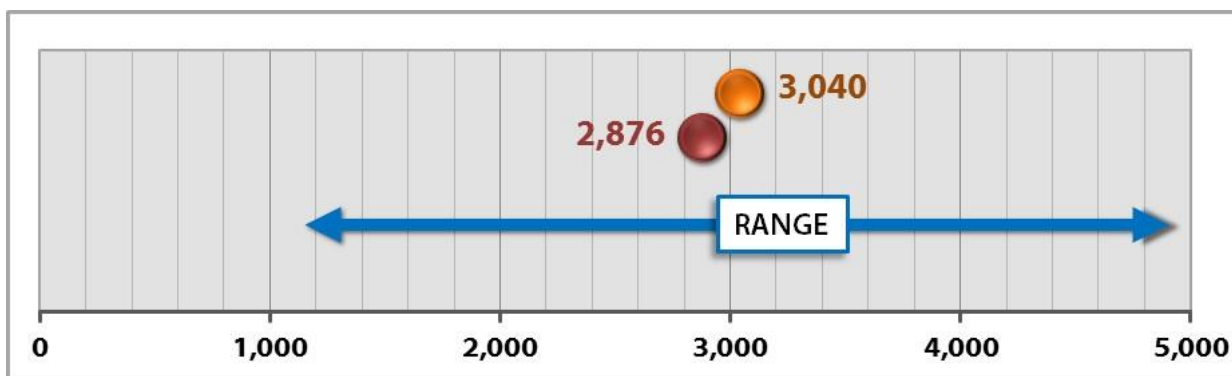
We received information on the number of applications, acceptances and participants who enrolled in a Learning Abroad Program. This information allowed us to calculate the workload per staff for the various tasks. In addition, we were able to calculate the conversion rate that involves the application process for Learning Abroad Programs.

Ten participating CIC member universities reported receiving 30,397 applications in total, 24,885 acceptances and 21,201 participants.

Applications

On average, universities received 3,040 applications with a median of 2,876 applications.

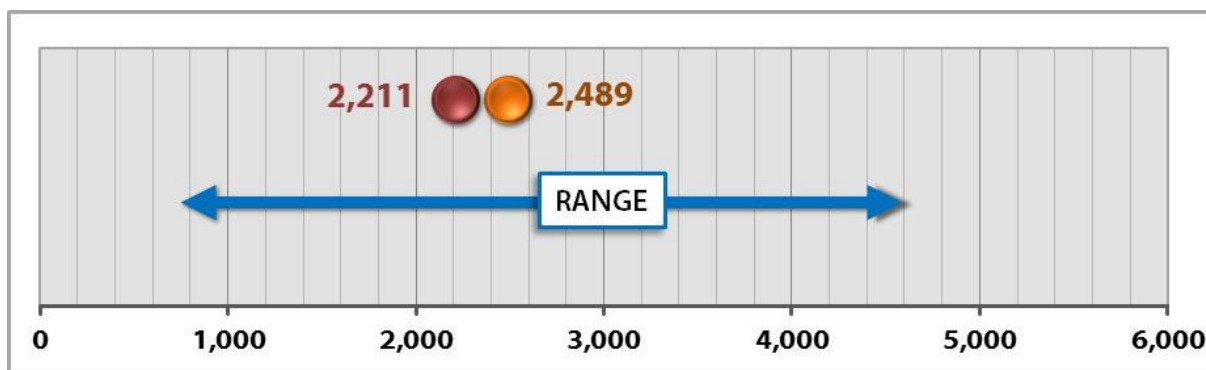
Chart 21 Workload - Applications



Acceptances

On average, universities received 2,489 acceptances (students approved for program participation) with a median of 2,211 acceptances.

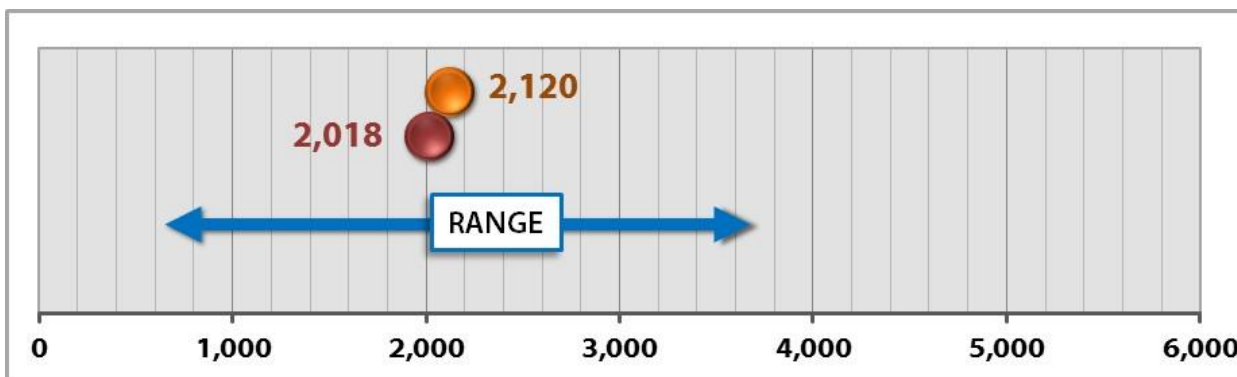
Chart 23 Workload - Acceptances



Participants

On average, universities received 2,120 participants with a median of 2,018 participants.

Chart 24 Workload - Participants



Conversion Rates

The data provided by eleven universities allows us to calculate important conversion rates between applications to participants and acceptances to participants.

The conversion rate of applications to participants was particularly interesting, as on average 68.3% of applications resulted in student participation in a Learning Abroad Program. From there, 84.9% of acceptances are actually participating in the program (Table 31).

Chart 26 shows the number of applications, acceptances and participants serviced on average by these ten universities. The chart illustrates the recruitment 'funnel' for each university which represents the basis of the analysis of conversion rates for this period.

Chart 26

Number of Applications, Acceptances and Participants

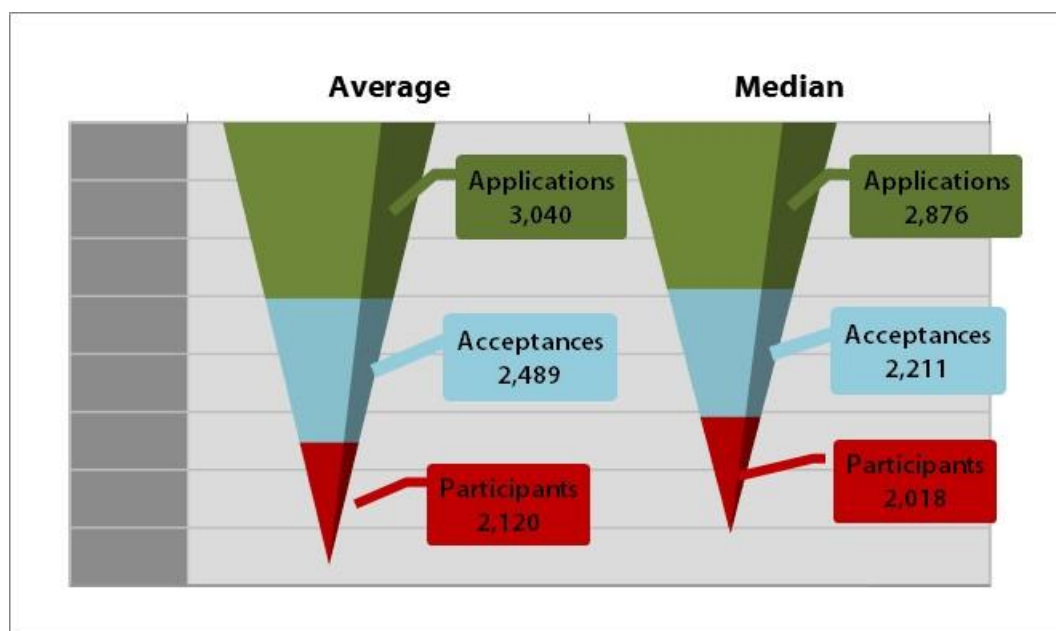


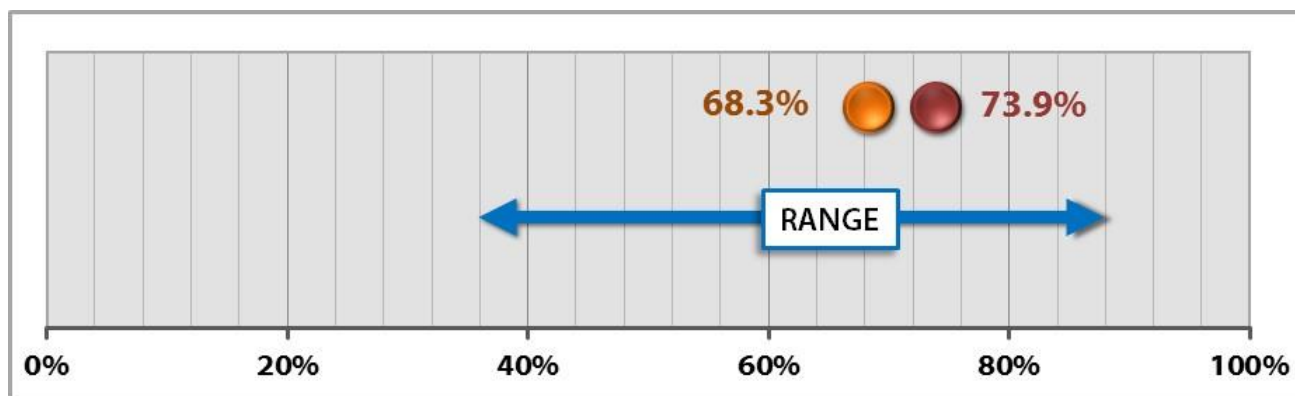
Table 31 Conversion Rates

	Aggregate	Average	Median
Conversion of Applications to participants	69.7%	68.3%	73.9%
Conversion of Acceptances to participants	85.2%	84.9%	86.7%

Chart 27: Conversion Rates of Applications to Participants shows the percentage of participants that accept their application for each university including an average of 68.3% and a median of 73.9%.

Chart 27

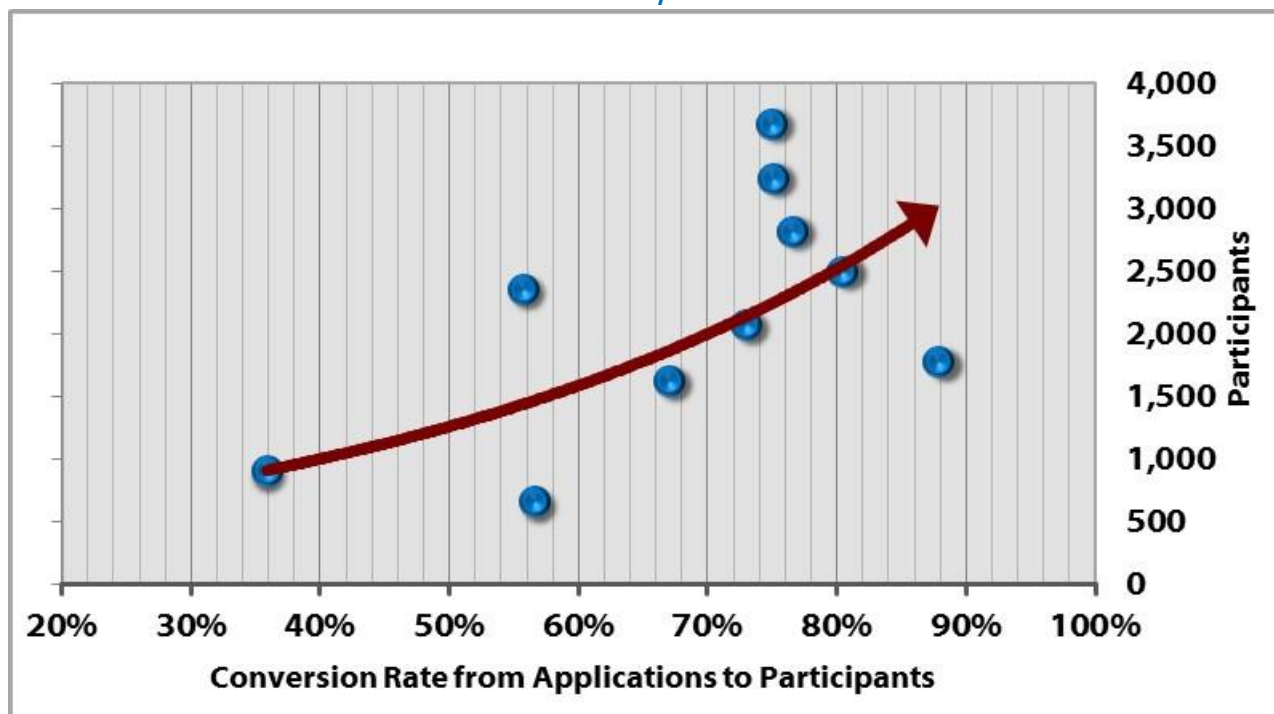
Conversion Rates of Applications to Participants



The combination of the conversion rate from applications to participants and the total number of participants from each university provides an indication of possible economies of scale and efficiencies in the process. It can also flag possible issues of attrition from the process. Chart 28 combines these two variables and shows that universities that run a larger program (a larger number of participants) incur a higher conversion rate. This suggests that there are economies of scale when institutions have a greater number of participants and which results in them having more efficient use of their resources.

Chart 28

Efficiency Chart



3.4. STAFF COMPENSATION

Universities were asked to provide staff compensation information for five job classifications: Director or equivalent; Assistant/Associate Director/s or equivalent; Senior Program or Senior Administrative staff; Study Abroad/Program Advisors/Coordinators and Clerical/Program Assistants.

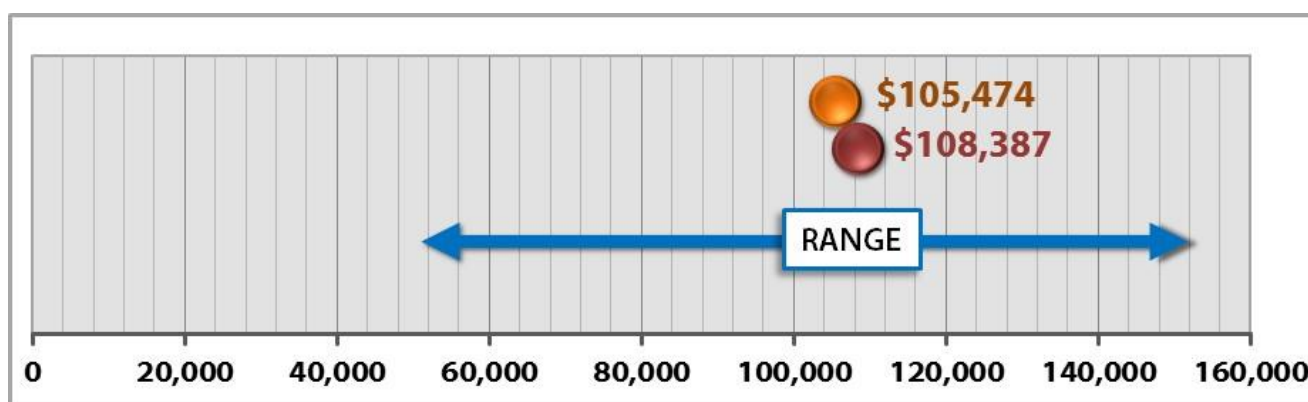
Universities requested that for this section, they did not want each university identified. Twelve CIC member universities responded.

Table 32
Staff Compensation

ANNUAL SALARY		AVERAGE ANNUAL SALARY	MEDIAN ANNUAL SALARY
DIRECTOR OR EQUIVALENT		\$105,474	\$108,387
Assistant/Associate DIRECTOR/S OR EQUIVALENT	MIN	\$53,307	\$55,090
	Average	\$63,641	\$61,755
	MAX	\$73,000	\$74,975
SENIOR PROGRAM OR SENIOR ADMINISTRATIVE STAFF	MIN	\$43,413	\$42,128
	Average	\$47,189	\$48,291
	MAX	\$57,290	\$58,002
STUDY ABROAD/PROGRAM ADVISORS/COORDINATORS	MIN	\$37,916	\$37,500
	Average	\$42,847	\$41,538
	MAX	\$48,014	\$46,000
CLERICAL/PROGRAM ASSISTANTS	MIN	\$32,374	\$31,595
	Average	\$35,954	\$37,157
	MAX	\$39,420	\$39,736

The average compensation received by a Director or equivalent position was \$105,474. The median was \$110,284.

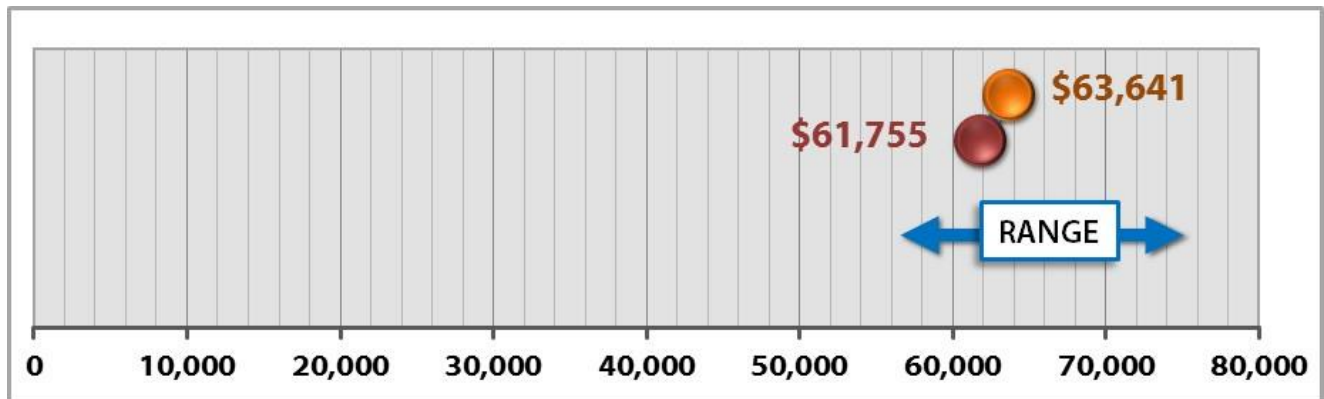
Chart 29
Staff Compensation - Director or equivalent



The average compensation received by an Assistant/Associate Director/s or equivalent was \$63,641. The median was \$61,755. The minimum average compensation was \$53,307 and the maximum average was \$73,000.

Chart 30

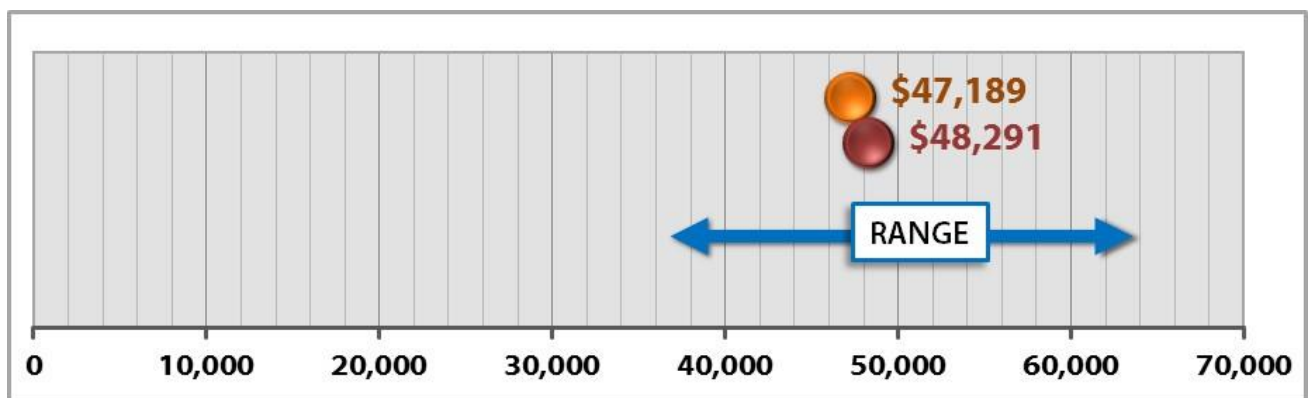
Staff Compensation - Assistant/Associate Director/s or equivalent



The average compensation received by Senior Program or Senior Administrative Staff was \$47,189. The median was \$48,291. The minimum average compensation was \$43,413 and the maximum average was \$57,290.

Chart 31

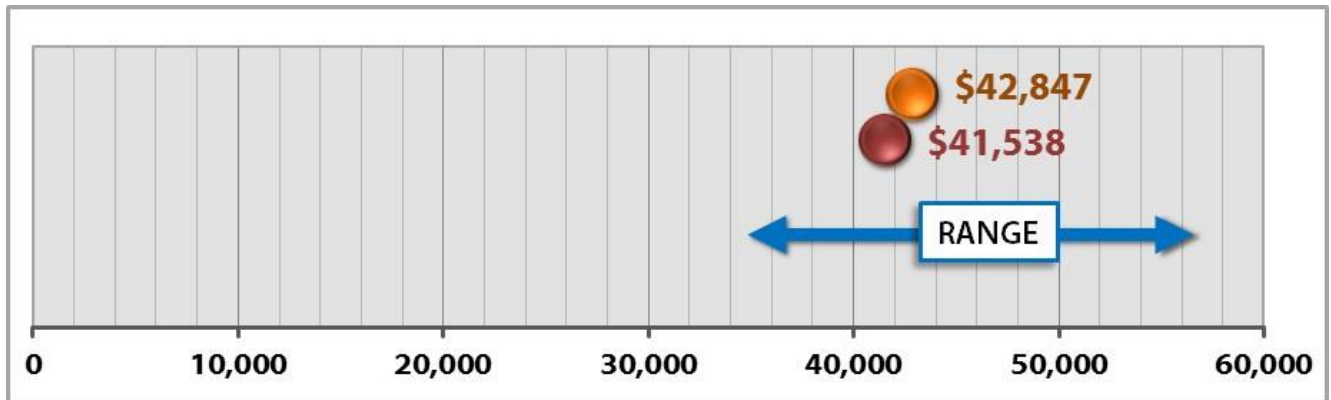
Staff Compensation - Senior Program or Senior Administrative Staff



The average compensation received by Study Abroad/Program Advisors/Coordinators was \$42,847. The median was \$41,538. The minimum average compensation was \$37,916 and the maximum average was \$48,014.

Chart 32

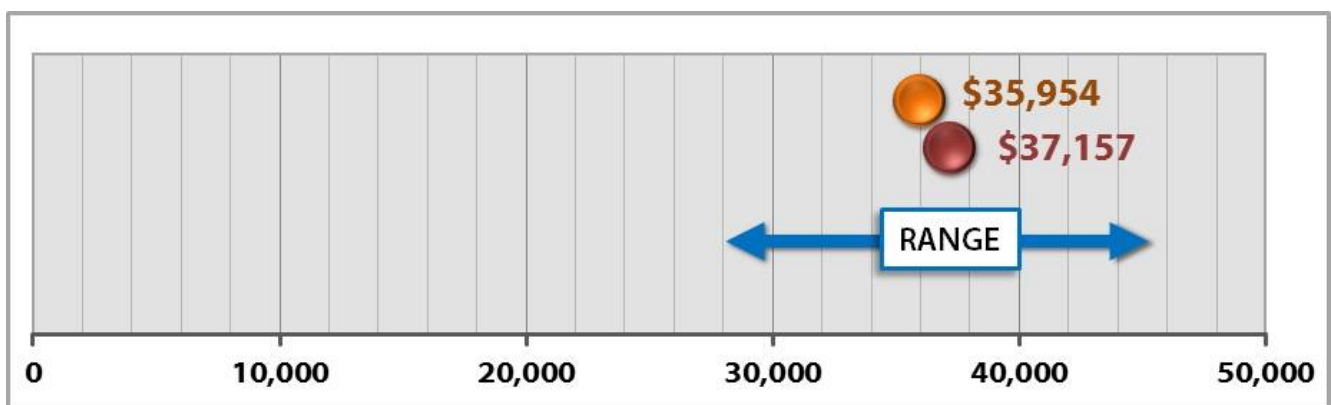
Staff Compensation - Study Abroad/Program Advisors/Coordinators



The average compensation received by Clerical/Program Assistants was \$35,954. The median was \$37,157. The minimum average compensation was \$32,374 and the maximum average was \$39,420.

Chart 33

Staff Compensation - Clerical/Program Assistants



SECTION 4

FUNDING AND SUPPORT

4.1. PROGRAM SPONSORSHIP (only U.S. citizens or permanent residents)

All thirteen CIC participating universities provided data on program sponsorship consistent with Open Doors. On average 78.7% were administered or managed completely by their home institution (including bilateral exchanges with foreign universities) regardless of whether the university gave them direct credit, 21.0% were organized or sponsored by other institutions or providers regardless of whether they received direct credit from their home institution and 0.4% were reported as sponsorship not known (Table 33 and Chart 34).

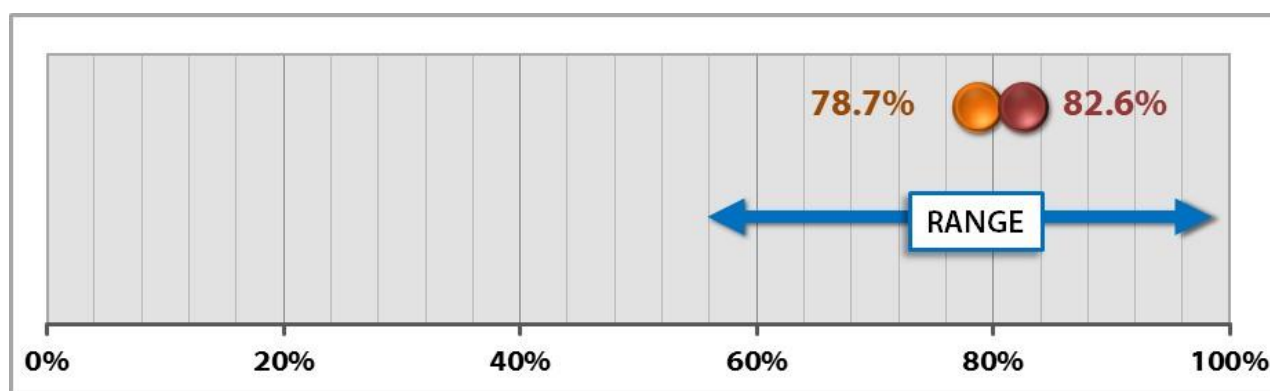
Table 33

Percentage of Program Sponsorship (only U.S. citizens or permanent residents)

CATEGORY	Average	Median
A. Administered or managed completely by your own institution (including bilateral exchanges with foreign universities) regardless of whether you give direct credit	78.7%	82.6%
B. Organized or sponsored by other institutions or providers regardless of whether you give direct credit	21.0%	15.1%
C. Do not know	0.4%	0.0%

Chart 34

Percentage administered or managed completely by your own institution



4.2. INSTITUTIONAL FUNDING FOR STUDENT PARTICIPATION IN LEARNING ABROAD

Eleven CIC member universities reported on the area of institutional funding for student participation in learning abroad. The information provided by all participating institutions provided an interesting preliminary analysis for this area. However, due to the complexity of this topic and a formal definition that covers the requirements of the group it was decided not to report the final findings in this public report.

4.3. OTHER SCHOLARSHIPS

Eleven CIC member universities reported information on other scholarships. They reported 315 learning abroad participants received other scholarships including 217 undergraduate and 98 graduate students (Table 35).

The largest external scholarship program for undergraduate students was the Benjamin A. Gilman International Scholarship Program which was awarded to 138 undergraduate students.

Table 35
Total of Other scholarships

SCHOLARSHIP	UNDERGRADUATE	GRADUATE	TOTAL
A. Boren	16	3	19
B. Gilman	138	0	138
C. Fulbright	29	61	90
D. Other	34	34	68
TOTAL	217	98	315

Table 36

Percentage of Other scholarships

SCHOLARSHIP	Aggregate	Average	Median
A. Boren	6.0%	5.9%	2.4%
B. Gilman	43.8%	53.5%	53.3%
C. Fulbright	28.6%	26.2%	28.6%
D. Other	21.6%	0.0%	0.0%

[Note: due to data limitations, this table is likely to understate the actual levels of scholarships received by students of CIC institutions]

SECTION 5

INBOUND LEARNING ABROAD

5.1. INBOUND LEARNING ABROAD STUDENTS

Universities also provided information on inbound learning abroad students. Eleven CIC member universities reported an aggregate of 2,540 inbound learning abroad students of which only ten universities were able to report the breakdown between undergraduate and graduate students. These ten universities reported in aggregate 1,202 undergraduate students and only 261 graduate students (Table 37). One university was only able to report total numbers.

Table 37
Total inbound learning abroad students (all students)

	UNDERGRADUATE	GRADUATE	TOTAL
A. Inbound exchange students (tuition waiver)	835	123	1,810
B. Inbound fee-paying students	276	111	552
C. Other non-semester visiting students (e.g. summer workshop groups)	91	27	178
TOTAL	1,202	261	2,540

[Note: due to data limitations, this table is likely to understate the actual levels of inbound non-award students at CIC institutions. Totals do not equal the sum of the columns because only totals were reported in some cases.]

The information provided on inbound learning abroad students shows an average of 231 students per university and a median of 215 students. The larger group of inbound learning abroad students is inbound fee paying students which represents 73.3% of the total reported by these ten universities (Chart 37).

Chart 37
Total inbound mobility students (all students)

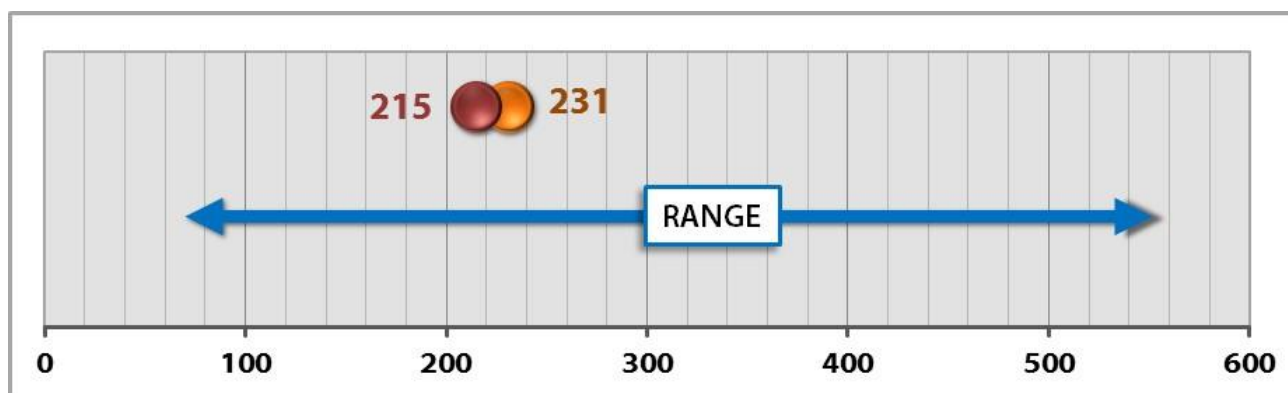


Table 38

Average and Median of inbound learning abroad students

	Average	Median
A. Inbound exchange students (tuition waiver)	165	118
B. Inbound fee-paying students	50	29
C. Other non-semester visiting students (e.g. summer workshop groups)	16	0
TOTAL	231	215

[Note: due to data limitations, this table is likely to understate the actual levels of inbound non-award students at CIC institutions.]

Table 39

Percentage of inbound learning abroad students

	Aggregate	Average	Median
A. Inbound exchange students (tuition waiver)	71.3%	73.3%	77.1%
B. Inbound fee-paying students	21.7%	19.9%	13.5%
C. Other non-semester visiting students (e.g. summer workshop groups)	7.0%	6.7%	0.0%

[Note: due to data limitations, this table is likely to understate the actual levels of inbound non-award students at CIC institutions.]

SECTION 6 STUDENT SUCCESS

6.1. RETENTION RATE

As an optional section on the survey, four participating CIC member universities were able to report on the retention rate of undergraduate students that undertook for-credit learning abroad experiences against those who did not participate in Learning Abroad Programs. This group of universities provided the retention rate for first-to-second-year, second-to-third-year and third-to-fourth-year for the entering class of 2009.

The average of these four institutions indicated a higher retention rate for learning abroad students in all three categories. On average this group reported a difference in the first-to-second year retention rate of 12.3% for learning abroad students in comparison to non-learning abroad students. For second-to-third-year the average difference was 16.7% and for third-to-fourth year the average was 17.2% (Table 13). Chart 13 presents the results for these four universities.

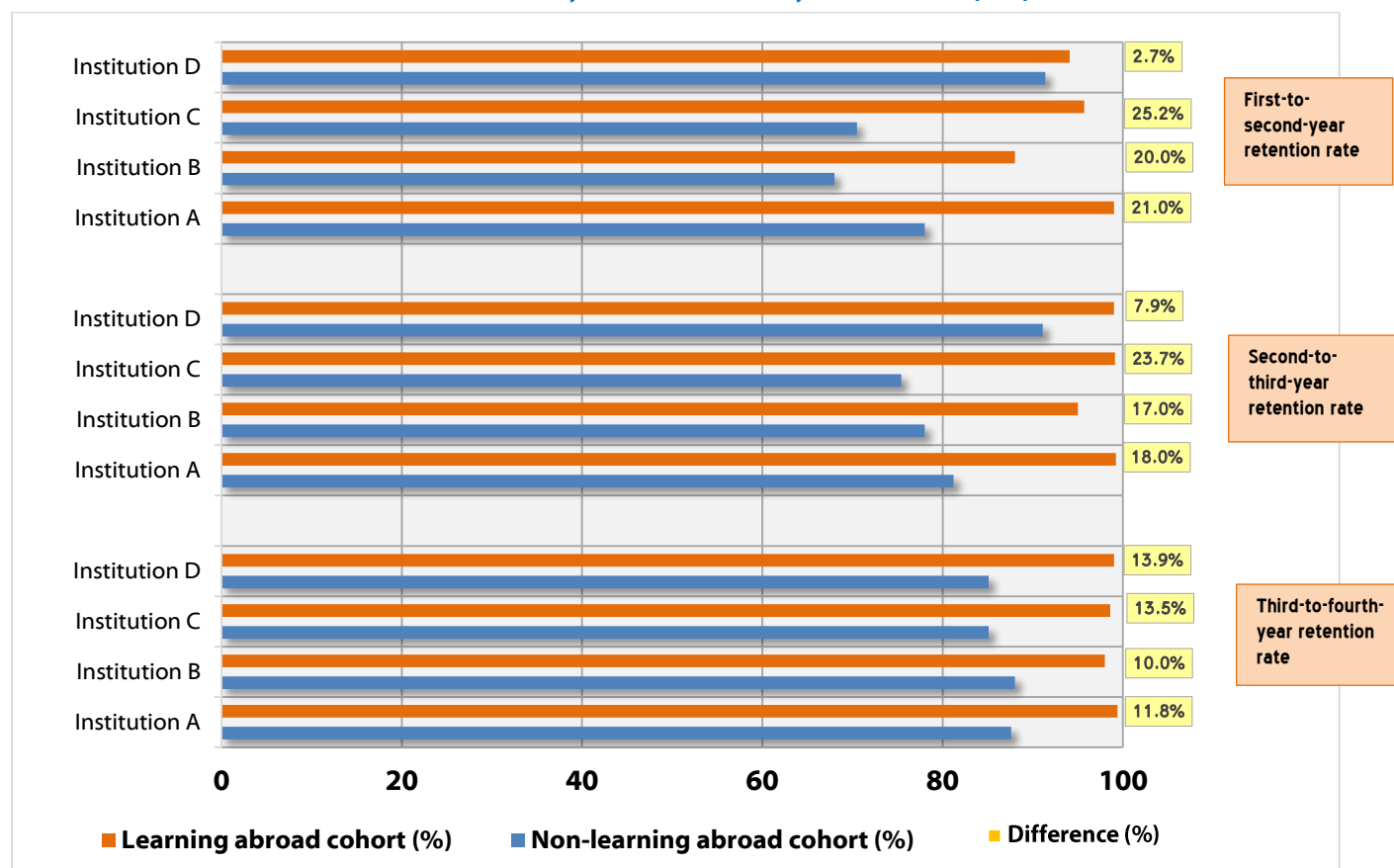
Table 40
Average Retention Rate for Non-learning abroad and learning abroad cohort (in %)

Average Retention rate (2009 entering class)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Difference (%)
A. First-to-second-year retention rate	86.5	98.8	12.3
B. Second-to-third-year retention rate	81.4	98.1	16.7
C. Third-to-fourth-year retention rate	77.0	94.2	17.2

As the first year of reporting this type of data as a benchmark, a few limitations should be acknowledged. Firstly, the data does not take into account when a student participated in a Learning Abroad Program. In Chart 38, the retention rate from first-to-second-year is less likely to reflect any effect of learning abroad. Secondly, data of this nature cannot account for pre-existing characteristics of students, or predispositions, such as motivation levels, intelligence or pre-college preparation, which have been shown to impact upon retention and completion.

The intention of the data reported in this section is to support institutional dialogue on learning abroad outcomes and encourage further research of this nature.

Chart 38
Retention Rate for Non-learning abroad and learning abroad cohort (in %)



6.2. COMPLETION RATE

This four participating CIC member universities also reported on graduation rates for undergraduate student who did not participate in a for-credit learning abroad experience and those who did. This group of universities provide the graduation rates for students entering the years 2007, 2008 and 2009 for the categories 4 years or less, more than 4 years but 5 years or less, and more than 5 years but 6 years or less.

The average of this four institutions indicate a higher graduation rate for learning abroad students in all categories (Table 41). The graduation rate of learning abroad students for each institution is also higher than non-learning abroad students with some minor variations across the institutions (Table 42, 43 and 44). Again, the limitations noted in the previous section on characteristics and dispositions of the students also apply to this data.

Table 41

Average Graduation Rate for Non-learning abroad and learning abroad cohort (in %)

	4 years or less		More than 4 years but 5 years or less		More than 5 years but 6 years or less	
Entering year cohort	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)
A. 2007	49.7	73.4	67.2	93.2	70.4	95.7
B. 2008	51.2	76.2	68.4	93.7		
C. 2009	51.5	77.3				

Table 42

Graduation Rate 4 years or less for Non-learning abroad and learning abroad cohort (in %)

4 YEARS OR LESS	University A		University B		University C		University D	
Entering year cohort	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2007	45.7	78.2	59.0	77.0	45.1	68.1	48.9	70.4
B. 2008	46.9	79.4	61.0	79.0	45.3	69.6	51.4	76.6
C. 2009	47.9	79.9	59.0	77.0	48.3	73.9	50.7	78.3

Table 43

Graduation Rate More than 4 years but 5 years or less for Non-learning abroad and learning abroad cohort (in %)

More than 4 years but 5 years or less	University A		University B		University C		University D	
Entering year cohort	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2007	67.5	96.3	72.0	91.0	63.9	92.7	65.2	92.8
B. 2008	68.1	96.0	73.0	92.0	64.0	93.6	68.4	93.0

Table 44

**Graduation Rate More than 5 years but 6 years or less for Non-learning abroad and learning abroad cohort
(in %)**

More than 5 years but 6 years or less	University A		University B		University C		University D	
Entering year cohort	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)	Non-learning abroad (%)	Learning abroad (%)
A. 2007	71.8	97.9	75.0	93.0	66.4	96.5	68.4	95.4

[Note: due to methodological limitations, this data should be used with acknowledgement of other factors that may influence retention and graduation rates]

SECTION 7

SOCIAL MEDIA AND ONLINE COMMUNICATIONS

Social Media is changing the way we communicate with students. It's a powerful tool to engage with potential, current and past students. It also provides a cost effective strategy to engage with target markets and key stakeholders around the globe.

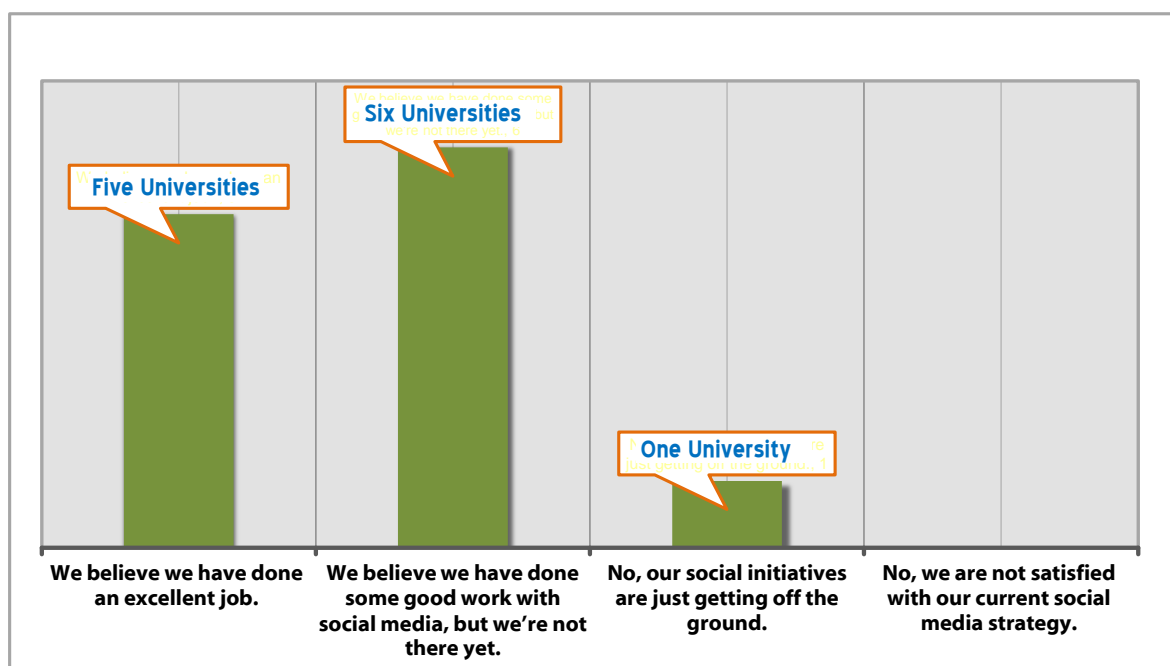
In this section, we review the use of social media channels for the promotion and implementation of Learning Abroad programs among the participating universities.

7.1 SUCCESS IN SOCIAL MEDIA

Our first analysis measures the level of success that each institution has in the use of social media for the promotion and implementation of Learning Abroad Programs. Twelve CIC member universities reported in this area.

Five universities believe that they are doing an excellent job and six universities believe they are doing some good work with social media, but they are not there yet. Only one university is not satisfied with their success and believe that their social media initiatives are just getting off the ground.

Chart 39
Level of Success in Social Media



7.2. USE OF SOCIAL MEDIA TOOLS

These twelve CIC member universities also nominated the specific social media channels they used to support their learning abroad strategy. On average, this group of universities are currently using five different social media channels to support their strategy.

All twelve universities are using Facebook and Twitter to execute their social media strategy. YouTube and Instagram are also popular among this group with nine and eight universities respectively using these channels. Only three universities use LinkedIn and some universities have reported using other social media channels such as Tumblr, Flickr, Vimeo and Vine.

Chart 40
Use of Social Media Tools

Facebook	Twitter	YouTube	Instagram	Pinterest	Linkedin
12 Universities	12 Universities	9 Universities	8 Universities	5 Universities	3 Universities

It is interesting to note that there is no correlation between the number of channels used by each institution and the results of point 7.1 regarding perception of the success that they have had. Institutions that consider their strategies as being very successful on average use five different channels which is the same as the institutions that are more or less happy with their initiatives.

7.3. REASONS TO USE SOCIAL MEDIA TOOLS

The twelve CIC member universities also reported on the reasons they use social media tools. All twelve universities indicated that the primary use of social media tools are to: Promote information sessions for future students and to promote learning abroad opportunities to students. In addition, a large number of these universities reported the use of social media to strengthen their brand.

To complement the analysis we asked institutions to indicate the specific reasons for using Facebook, Twitter, YouTube and LinkedIn:

Facebook: For all universities, there are two main reasons for using this social channel - They are using it to promote information sessions for future students and learning abroad opportunities. In addition, 83% of these institutions also use Facebook to communicate directly with current and future learning abroad students, drive traffic to the institutional website and share experiences of learning abroad students.

YouTube: Universities are using this social channel mainly to share experiences of learning abroad students and promote learning abroad opportunities.

Twitter: For all universities, the main reason for using this social media channel is to promote learning abroad opportunities. In addition, 83% of these institutions also use Twitter to promote information sessions and drive traffic to their institutional website. Only 67% use Twitter to communicate directly with current and future learning abroad students and 50% to share experiences of learning abroad students.

LinkedIn: As we mentioned previously, only three CIC member universities indicated the use of this channel. This small group of universities use LinkedIn for Brand strengthening.

Only a few universities are using these channels to provide pre departure information and to communicate with partner institutions or other stakeholders.

7.4 FRUSTRATIONS OR CHALLENGES IN SOCIAL MEDIA

The effective implementation of a social media strategy may present a challenge and some frustration for some universities. We asked the participating universities to report on their biggest frustration or challenge in the implementation of the social media strategy. From a list of options, universities were able to select one or more of the following frustration or challenges:

- A. Creating social content is too time consuming.
- B. Not enough budget.
- C. Not enough staff.
- D. Don't know what content to create.
- E. Not enough followers to justify the effort.
- F. Difficult to measure the impact and success of social media strategy.
- G. Institutional leaders are not convinced of the value of social media.
- H. Staff does not understand how to use social media
- I. Other.

Eleven universities reported that the biggest challenge is the difficulty to measure the impact and success of social media strategies. In addition, six universities reported "Not enough staff" and five universities reported "Creating social content is too time consuming".

7.5 MANAGEMENT, RESPONSIBILITY AND RESOURCES

We asked universities to provide information regarding the resources and structural responsibility of their social media strategies:

- Nine universities reported that the Study/Learning Abroad Office managed and executed their social media strategies and two universities share the responsibility with another office on campus.
- Eleven universities reported that the staff executing the social media strategy also have additional responsibilities with only one university reporting that their staff work exclusively on social media activities.
- Ten universities hire interns or student workers to assist them with the execution of the social media strategy.
- On average, these universities have one FTE employed to execute the social media strategy. In Eleven universities, the staff responsible for executing the social media strategy has been hired at the operational level and only one university reported the staff as being at the managerial level.
- Only two universities are using or are planning to use paid advertising on social media for the promotion of Learning Abroad Programs.

Appendix 1. DEFINITIONS

FIRST GENERATION STUDENT - A student whose parents never enrolled in post-secondary education (U.S. Government's definition) or whose parents did not obtain a college or university degree (definition used by some institutions). (Forum for Education Abroad, 2011).

INTERNSHIP/PROFESSIONAL PRACTICUM - A work abroad placement, usually connoting working with professionals, with a primary purpose that is educational. Essentially synonymous with the terms practicum and practical training. An internship program may be offered for the experience in its own right, or may be combined with coursework and offered within the context of a study abroad program for academic credit. Paid or unpaid.(Forum for Education Abroad, 2011).

SERVICE LEARNING/COMMUNITY ENGAGEMENT -A subtype of field study program in which the pedagogical focus is a placement in an activity that serves the needs of a community. A specially designed experience combining reflection with structured participation in a community-based project to achieve specified learning outcomes as part of a study abroad program. The learning is structured to develop an integrated approach to understanding the relationship among theory, practice, ideals, values and community.(Forum for Education Abroad, 2011).

VOLUNTEERING - A placement allowing participants to engage with the local community in a structured but unpaid capacity (though some programs provide a living stipend). Although this term is often used interchangeably with service learning, it different in that academic credit is not awarded and there is typically less structured learning. (Forum for Education Abroad, 2011).

RESEARCH - A subtype of field study program in which the main focus is research conducted by participating students.(Forum for Education Abroad, 2011).

CONFERENCE PRESENTATION - A student presentation at a professional or academic conference, where the presentation is included as a formal part of the conference program.



This report was prepared by Davina Potts, Keri Ramirez and Dimity Huckel at Studymove Consultants.

Please contact us if you have a question or require additional information about this report.

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