A Review of Findings from the GLO Research Project

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International Education Week Webinar Series

Who’s Counting?
Understanding the Landscape of Graduate Learning Overseas

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Presenters

Leah Mason, Ed.D.
Research Lead

- Oversees research projects
  - Project Atlas, GLO, AIFS
- Authored:
  - White paper report on language acquisition during study abroad (2015)
- Education: Teachers College, Columbia University

Jodi Sanger
Research Analyst

- Variety of internal & external research & evaluation projects
  - GSA, PEER, GLO
- Authored and co-authored:
  - Gaining an Employment Edge (2017)
- Education: UC San Diego & Sorbonne University Abu Dhabi
IIE Research, Evaluation & Learning Team

Research on Academic Mobility

Strategic Planning

Program Evaluation

Capacity-Building and Learning

Who’s Counting? Understanding the Graduate Learning Overseas Landscape
The Office of International and Foreign Language Education administers grant and fellowship programs at the K-12, graduate, and postsecondary levels that strengthen:

- foreign language instruction
- area/international studies teaching and research
- professional development for educators
- curriculum development

Title VI programs offer domestic grants to institutions of higher education to develop and maintain capacity and performance in area/international studies and world languages.

The Fulbright-Hays Overseas programs award grants to US educators, administrators, and pre-doctoral students as well as to U.S. institutions and educational organizations. Funding supports research and training efforts overseas, which focus on non-Western foreign languages and area studies.

IFLE Website: https://www2.ed.gov/about/offices/list/ope/iegps/index.html
About the GLO Project

Before launching GLO, we knew...

- Learning overseas helps to develop key skills related to...
  - intercultural communication
  - language competency
  - global citizenship

- Enrollment in U.S. graduate education has been rising for years

- Little is known about the overseas learning of graduate students

GLO is a three-year project that aims to:
- Identify the scale & scope of graduate students’ learning activities overseas
- Understand the institutional practices around student mobility

Learn more at www.iie.org/glo
Graduate Learning Overseas Landscape
Graduate Students Overseas

Figure 1: U.S. and international graduate student participation in learning overseas (2016/17)

- 24,868 students participated in learning overseas
- 70% were not required to go overseas to fulfill degree requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Students</td>
<td>18,582</td>
</tr>
<tr>
<td>International Students</td>
<td>3,156</td>
</tr>
<tr>
<td>Unknown Status</td>
<td>3,130</td>
</tr>
</tbody>
</table>
Diversity

Figure 2: Race/ethnicity and gender of GLO Survey and national graduate enrollments (2016/17)

Sources: GLO Survey and National Center for Education Statistics, Tables EF2016 and EF2016A
Types of Activities

Figure 4: Number of students engaged in learning overseas by activity type (2016/17)

- Coursework/Traditional Study Abroad: 11,582 (48%)
- Research & Field Work: 3,911 (16%)
- Travel Seminar & Study Tour: 3,157 (13%)
- Work, Co-op & Internship: 2,075 (8%)
- Volunteering & Service Learning: 1,328 (5%)
- Language Study: 411 (2%)
- Other: 1,863 (8%)

Who’s Counting? Understanding the Graduate Learning Overseas Landscape
### Fields of Study

**Figure 5:** Comparison of GLO Survey (2016/17) top ten fields of study to *Open Doors* (2016/17) and national graduate enrollments (2015/16)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>GLO Survey (Graduate) %</th>
<th>National Enrollments* (Graduate) %</th>
<th>Open Doors (All Levels) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Management, Marketing, and Related Support Services</td>
<td>34.0%</td>
<td>17.1%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Health Professions and Related Programs</td>
<td>16.5%</td>
<td>20.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Education</td>
<td>5.0%</td>
<td>17.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Legal Professions and Studies</td>
<td>4.1%</td>
<td>3.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Social Sciences (excluding International Relations and Affairs)</td>
<td>4.0%</td>
<td>2.2%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>3.8%</td>
<td>3.1%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Public Administration and Social Service Professions</td>
<td>3.7%</td>
<td>4.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Architecture and Related Services</td>
<td>2.7%</td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.5%</td>
<td>5.4%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Liberal Arts and Sciences, General Studies and Humanities</td>
<td>2.4%</td>
<td>0.9%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

*Source: U.S. Department of Education, 2015/16 National Postsecondary Student Aid Study; '16, graduate school enrollments*
## Destinations

**Figure 6: Comparison of GLO Survey top ten destinations with Open Doors (2016/17)**

<table>
<thead>
<tr>
<th>Destination</th>
<th>GLO Survey, 2016/17</th>
<th>Open Doors, 2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>China</td>
<td>1,959</td>
<td>8.7%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,839</td>
<td>8.2%</td>
</tr>
<tr>
<td>Germany</td>
<td>1,047</td>
<td>4.7%</td>
</tr>
<tr>
<td>Mexico</td>
<td>877</td>
<td>3.9%</td>
</tr>
<tr>
<td>France</td>
<td>861</td>
<td>3.8%</td>
</tr>
<tr>
<td>India</td>
<td>852</td>
<td>3.8%</td>
</tr>
<tr>
<td>Italy</td>
<td>826</td>
<td>3.5%</td>
</tr>
<tr>
<td>South Africa</td>
<td>626</td>
<td>3.4%</td>
</tr>
<tr>
<td>Spain</td>
<td>625</td>
<td>2.6%</td>
</tr>
<tr>
<td>Peru</td>
<td>586</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
Durations

Figure 8: Comparison of GLO Survey durations overseas with Open Doors (2016/17)

- **Limited**
  - GLO Survey: 10.1%
  - Open Doors: 24.2%
  - Total: 50.6%
- **Short-Term**
  - GLO Survey: 36.2%
  - Open Doors: 37.3%
  - Total: 73.5%
- **Mid-Length**
  - GLO Survey: 3.1%
  - Open Doors: 36.0%
  - Total: 39.1%
- **Long-Term**
  - GLO Survey: 3.1%
  - Open Doors: 2.3%
  - Total: 5.4%
Institutional Practices, Motivations & Challenges
Who collects mobility data?

**Figure 10:** Offices contributing data for GLO Survey reporting

- **Study Abroad Office**: 85%
- **Institutional Research Office**: 31%
- **International Student Office**: 23%
- **Academic Departments**: 18%
- **Graduate Deans’ Offices**: 13%
- **Risk Management Office**: 6%
- **Scholarship Offices**: 3%
- **Student Affairs/Council/Office**: 2%
- **Other**: 12%
How is mobility data collected?

Figure 12: Methods used by institutions to track graduate student learning overseas

- Student Travel Registries: 51%
- Other Centralized Administrative Databases: 49%
- Insurance Enrollment Systems: 14%
- Internal Surveys or Departments or Divisions: 13%
- No Established Methods; Data was Collected Ad Hoc for this Survey: 12%
- Other: 12%
“[Administrative assistants] typically do the paperwork for everyone in the department, and if you make allies of them, then they’ll just make it part of their workflow... ‘okay, we gotta get everyone registered’... so they can get their travel reimbursement. They don’t want the headache of having someone go abroad, and they didn’t do all the right steps, and now they can’t get reimbursed later. So, they’re usually really responsive to the fiscal integrity process, and just saying, ‘this is what you have to do.’”

- 2019 GLO Focus Group Participant
Why is mobility data collected?

Figure 13: Institutional student mobility tracking motivations by institutional size
What are the challenges?

**Figure 14:** Institutional graduate learning overseas tracking challenges by institutional size
“...there is a lot more distance between our [study abroad] office and the graduate students. And so, sometimes we just have more challenges around communication with those students... Everything tends to go through the faculty, and so there’s more room for gaps and holes than what we get from the undergraduate students with whom we have much closer contact.

So, we’re trying to also think strategically about how to build more direct communications or stronger relationships with the graduate faculty in order to have more consistent and clear communication with the graduate students, and then be able to have similar expectations of them, as we do of our undergraduate students.”

- 2019 GLO Focus Group Participant
Collaboration helps improve data collection

**Figure 11:** Percentage of institutions confident in data completeness and working with academic departments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Collaborated with Academic Departments</th>
<th>Did Not Collaborate with Academic Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Study</td>
<td>46%</td>
<td>58%</td>
</tr>
<tr>
<td>Research or Field Work</td>
<td>46%</td>
<td>41%</td>
</tr>
<tr>
<td>Work, Co-op, Internship</td>
<td>46%</td>
<td>35%</td>
</tr>
<tr>
<td>Volunteering or Service Learning</td>
<td>39%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Who’s Counting? Understanding the Graduate Learning Overseas Landscape
What are institutions doing to enhance learning overseas data collection?

- Establishing a study abroad advisory group across different departments on campus
- Implementing triggers using travel insurance requirements linked to funding
- Sending out all campus email reminders to register travel every term
Key Takeaways

- 3.4% graduate student participation in learning overseas means there is room for growth

- Graduate student participation in learning overseas is different

- Graduate students benefit from preparation and support prior to learning overseas

- Support from senior leadership is important to encourage best practices
Questions?

Contact us about GLO and other IIE research projects: iieresearch@iie.org
Before we go...

• **Continue the conversation** with fellow Commitment Partners in the [LinkedIn Group](http://www.linkedin.com) (request to join).

• **Pitch a Post** if you want to share success stories from your GSA commitment, or other study abroad-related topics, email us.

• **Keep IIE updated** – Submit the [Commitment Partner contact update form](http://www.iie.org) if there is a change in the partner’s primary contact information.

• **Subscribe to GSA Newsletter** – Receive info monthly. Visit website > Resources > Newsletter (submit form)