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THE WORLD IS THE NEW CLASSROOM

Non-Credit Education Abroad

A Study of U.S. Student Participation in Non-Credit
Education Abroad and U.S. Institutions'
Data Collection Processes

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INSTITUTE OF INTERNATIONAL EDUCATION (IIE)

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FOREWORD

International experience is an important component of a 21st century education. Two years ago, IIE launched Generation Study Abroad® to mobilize the higher education community to increase the number and diversity of U.S. students who study abroad. The more than 600 higher education institutions, study abroad organizations and country partners who have joined as Generation Study Abroad commitment partners reflect a global, industry-wide commitment to helping students gain the international skills and knowledge they will need in the global workforce.

While the Generation Study Abroad network has elevated the conversation and leveraged resources to increase study abroad, still only about 10% of U.S. undergraduates study abroad for academic credit. As we work with campuses to help advance their efforts, educators have indicated that students are already re-defining what it means to study abroad. The *Open Doors*® report shows that 304,000 students received academic credit for study abroad in 2013/14, and for 19,000 of these students, their study abroad experiences included work or internships. However, it is increasingly clear that more U.S. students are engaging in a range of experiential activities for which they do not receive academic credit.

In order to begin capturing some of these activities, IIE has begun surveying campuses about their students' non-credit activities. The *Open Doors*® report shows that more than 22,000 American students from 326 campuses participated in non-credit work, internship, and volunteer abroad (WIVA) experiences in 2013/14. But WIVA activities represent only a portion of the full spectrum of non-credit education abroad that students pursue. Educators tell us that many more students are also going abroad to conduct research or field work, attend academic conferences, compete in athletic events, and engage in the performing arts.

We believe that this vast landscape of experiential learning, which we are calling "Non-Credit Education Abroad" (NCEA), has so far been underreported and not fully understood. To address this gap, IIE's Center for Academic Mobility Research and Impact piloted the current study to provide tools for the higher education field to better understand how to define and track the non-credit activities their students are undertaking, and to develop accurate counts of these students, their activities and destinations.

While there are real challenges to collecting robust data on non-credit education abroad, this is a phenomenon that should not be ignored. It highlights students' strong interest in experiential learning outside of the traditional classroom model. As the context of education abroad changes, it is crucial for higher education institutions to actively seek information on what their students are already pursuing overseas so that they can be prepared to provide international experiences that meet the growing demand. In order to do this, institutions need to have deliberate conversations about their study abroad policies and goals.

We urge more colleges and universities to track and report these new ways of undertaking experiential learning abroad, and to take part in the dialogue to help standardize the categories and definition of NCEA so that we can capture this data and produce meaningful analysis to the field.

Institutions can use the data, findings, and best practices contained in this report to understand and meet the current and evolving educational needs and interests of their students. In the coming years, we plan to convene groups of educators to discuss this topic to improve data collection and reporting so that we may better understand the broader landscape of education abroad.

Rajika Bhandari, Ph.D.

Deputy Vice President, Research and Evaluation, IIE

March 2016

ABOUT GENERATION STUDY ABROAD

Generation Study Abroad® is a five-year initiative of the Institute of International Education (IIE) to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade. Higher education institutions, study abroad organizations and other partners that have joined the initiative have committed \$185 million over the next five years to provide support to students, faculty and programming to expand study abroad opportunities to all over the next five years.

More than 600 partners have joined the Generation Study Abroad initiative to date, including 400 U.S. colleges and universities from 48 states as well as higher education

institutions and organizations in other countries, education associations, organizations including study abroad, K-12, and social network agencies and 14 country partners. In addition, 1,000 high school teachers have pledged to make their students aware of study abroad.

The initiative highlights IIE's commitment to study abroad and to encouraging purposeful, innovative action to get more Americans to undertake a meaningful international experience through academic study abroad programs, as well as internships, service learning, and non-credit educational experiences.

To learn more, visit www.iie.org/generationstudyabroad or email StudyAbroad@iie.org.

IIE CENTER FOR ACADEMIC MOBILITY RESEARCH AND IMPACT

The Institute of International Education's IIE Center for Academic Mobility Research and Impact brings together the Institute's in-house research expertise and leading minds from around the world to conduct and disseminate timely research in the field of international student and faculty mobility. The Center also excels in its analytical work studying the impact of international exchange, leadership, and scholarship programs in education. The Center provides applied research and program evaluation services to domestic and international government agencies, non-governmental organizations, corporations and foundations. The Center's in-depth books and reports, including the *Open Doors® Report on International Education Exchange*, supported by the U.S. Department of State, are key reference resources. The Center's work includes:

Driving policy and program decisions through applied research and analysis

The Center conducts longitudinal and snapshot research on the global mobility of students and faculty as well as offers a comprehensive suite of research and program evaluation

services. Policy papers and snapshot surveys developed by the Center capture trends in the rapidly changing landscape of international education.

Measuring impact of international education programs

The Center provides technical assistance and expertise to international education programs that want to measure the outputs, outcomes, and impact of their work. IIE's substantive knowledge of the international exchange and leadership development fields and our methodological expertise drives the Center's study of the impact and multiplier effects of a wide range of programs.

Fostering and disseminating knowledge

The Center offers a range of in-depth publications, and hosts global conferences, roundtable discussions, and expert workshops that bring together networks of thought leaders on key topics in international education and global mobility.

To learn more, visit www.iie.org/Mobility or email IIEresearch@iie.org.

EXECUTIVE SUMMARY

While most American students still study abroad in classrooms for credit back home, a growing number pursue a variety of non-credit educational activities overseas. Even though the Institute of International Education (IIE) *Open Doors*[®] U.S. Study Abroad Survey¹ measures students' participation in non-credit work, internships and volunteering abroad (WIVA), this data reflects an estimated half of all non-credit education abroad (NCEA) activities American students engage in.

Without complete data on U.S. students' educational activities abroad – both for-credit *and* non-credit – it is challenging for higher education institutions to understand the current and evolving educational needs and interests of incoming cohorts. Comprehensive information on all forms of education abroad is not only necessary for U.S. institutions to be able to provide students with valuable experiential opportunities, it also shows whether institutions are meeting their strategic internationalization goals. Reliable NCEA data is key to informing whether campuses need to implement new policies, partnerships, or curricula re-organization in order to meet their students' needs.

This report, produced by the IIE Center for Academic Mobility Research and Impact, examines U.S. students' participation in all types of non-credit education abroad activities for the 2012/13 academic year. It also provides information on U.S. institutions' definitions of NCEA activities, data collection policies, processes, and challenges. Building on the works of other studies, this is the first comprehensive report on the full range of U.S. non-credit education abroad.

The study was conducted between November 2014 and June 2015 as part of IIE's Generation Study Abroad[®] initiative. The data collected and presented in this report reflects students' NCEA activities during the 2012/2013 academic year. A significant part of Generation Study Abroad is focusing on enhancing data collection efforts to better track study abroad, including expanding non-credit education abroad data collection efforts. Study abroad primary data was collected using an

online survey of accredited U.S. higher education institutions. A total of 803 campuses were surveyed, of which 227 responded. The findings are a critical step in understanding U.S. institutions' NCEA definitions and data collection processes, in order to provide a common standard across American campuses, and to fully document the global experiences of American students.

KEY FINDINGS

Defining & Measuring NCEA

- While there is some shared understanding among U.S. institutions on what comprises an NCEA activity, responses reveal that there is a broad variation in what is categorized by campuses under the NCEA umbrella and therefore the types of student activities that are tracked. Activities identified as NCEA ranged from volunteering and service learning to educational-related university activities abroad such as international conferences, athletic and performing arts activities, and religious missions.
- None of the institutions reported capturing 100 percent of all non-credit education abroad activities due to the unknown number of students who do not register their NCEA experiences with their home campuses.
- Half of the reporting institutions cited using travel registries to keep track of their students travelling internationally. International insurance enrollment and university grant records was often cited as a method to capture NCEA students who were independently arranging their own experiences.

¹ *Open Doors*[®] is supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State.

- A large number of institutions reported tracking non-credit education abroad data due to the educational nature of the activities and to create a consistent and centralized health and safety support systems in light of risk concerns.

2012/13 NCEA Patterns

- Almost half of the institutions reported experiencing an increase from the previous year in the number of NCEA students going abroad, suggesting a growing interest in NCEA among students and institutions' improving data collection processes.
- Forty-one percent of reported students participated in NCEA activities that were faculty-led or coordinated. Eleven percent of reported students independently arranged their experiences. The reported proportion of NCEA activities arranged by students appears low because institutions do not have robust data on NCEA activities that their students engaged in without involvement from the home campus. The remaining 48 percent of reported students coordinated their NCEA activity through a variety of venues including administrative offices, student groups or organizations, and third-party providers.
- Institutions reported NCEA activity in 129 countries worldwide. Mexico was the most popular destination among participating students (12 percent), followed by China (7 percent), and Nicaragua (5 percent). Latin America is the most popular region for NCEA, with 13 of the top 25 NCEA destinations.
- Similar to U.S. for-credit study abroad trends, there was a higher NCEA participation rate among women (46 percent), undergraduates (76 percent), and students majoring in science, technology, engineering and math (STEM)² fields (28 percent).

KEY RECOMMENDATIONS

Develop a common framework for NCEA

To continue building on the momentum of this study, it is recommended that the findings in this survey be used to develop a working glossary of NCEA definitions, guidelines, and processes to enhance the general education abroad definitions already established in the field.

Develop an on-campus centralized database for NCEA data

A coordinated process and centralized database on campus are necessary to collect comprehensive non-credit education abroad data at each higher education institution. Based on the best practices reported in this study, it is suggested that campuses utilize travel management software databases, in particular travel registries, to serve as the final repository for all student education abroad information.

Encourage students to register independently-arranged NCEA activities

In order to track students who independently arrange their own NCEA experiences, institutions participating in the study recommend: deliberate and continuous campus-wide engagement with students and parents at key junctures; engaging student organizations and clubs; utilizing required travel registration policies in order for students to enroll in travel health insurance, receive NCEA funding or utilize the institution's name in any capacity; and opening up education abroad advising and training sessions to all students.

²STEM fields include: Agriculture; Engineering; Health Professions; Mathematics or Computer Sciences; and, Physical or Life Sciences.

INTRODUCTION AND OVERVIEW OF RESEARCH

“Even though growing in numbers, WIVA activities represent only a portion of the full spectrum of non-credit education abroad that students pursue.”

While most American students still study abroad in classrooms for credit back home, a growing number bypass this traditional model for a variety of non-credit educational activities overseas offered by their institutions or arranged by the students themselves. The *Open Doors* U.S. Study Abroad Survey has been measuring students' participation in non-credit work, internships and volunteering abroad (WIVA) since 2011/12 when just 116 institutions reported a total of 8,700 students (Farrugia & Bhandari, 2013). In 2013/14, 326 U.S. higher education institutions reported more than 22,000 students who participated in non-credit WIVA (Farrugia & Bhandari, 2015).

Even though growing in numbers, WIVA activities represent only a portion of the full spectrum of non-credit education abroad that students pursue. U.S. students are also engaging in other types of non-credit activities overseas such as travel seminars, research, and field work in addition to WIVA. However, few studies have explored the full breadth of this aspect of education abroad. Of particular note are the Committee on Institutional Cooperation's (CIC) *International Learning Mobility Benchmark* reports (2013 & 2015), which provide an overview of all learning abroad programs (both for-credit and non-credit) undertaken by U.S. and non-resident students from member CIC universities³.

While the CIC reports provided a first look at NCEA students and programs, no studies have examined the full scope of U.S. student participation in non-credit activities abroad. As

part of IIE's Generation Study Abroad[®] and in order to better understand the increasingly popular trend of non-credit education abroad, IIE conducted a survey to collect detailed data on a wide range of students' non-credit activities, as well as information on if and how institutions track and report on their NCEA students.

The aim of this study is twofold:

- 1) To better understand NCEA trends by collecting comprehensive information on the full range of U.S. students' non-credit educational activities abroad;
- 2) To report on institutions' data collection practices to inform efforts to develop good practices and strategies for tracking students engaged in non-credit educational experiences abroad.

In 2014, the Institute of International Education (IIE) launched Generation Study Abroad, with the goal of doubling the number of United States students studying abroad by the end of the decade. IIE's Generation Study Abroad, following the Forum on Education Abroad's (2011) definition of education abroad, defines study abroad experiences as both for-credit and non-credit educational activities outside of the United States at the undergraduate and graduate levels.

³The Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten member universities plus the University of Chicago.

NON-CREDIT EDUCATION ABROAD: AN EXPANDED DEFINITION

A crucial aspect of this report is an examination of what defines a non-credit education abroad activity, as informed by the survey responses. Moving towards a more inclusive definition of non-credit education abroad, IIE uses the term "Non-Credit Education Abroad", or NCEA, to specifically refer to the full range of education-related activities undertaken by students that are not credit-bearing nor mandated as part of an academic degree or certificate. The term encompasses non-credit WIVA activities as defined by *Open Doors* as well as all other types of non-credit activities abroad deemed to be educational by the reporting institutions.

Non-credit education abroad categories identified and used in the survey were informed by and, in some cases, adapted from the Forum on Education Abroad's *Education Abroad Glossary* (2011). In addition, this study's definition of NCEA is comparable to CIC's definition⁴ of non-credit learning abroad activities (2013). (The appendix includes a full list of NCEA definitions used throughout the survey). Traditionally, some of the reported NCEA categories such as "service learning" and "study tours" have strong for-credit connotations among education abroad practitioners. However, due to definitional overlap between these categories and other NCEA activities (eg. study tours with travel seminars) and

because institutions are indeed offering these activities without academic credit, these terms were used in this report. This study lays the groundwork for further discussions among the higher education community on the standardization of non-credit education abroad indicators to enable institutions to assess and compare NCEA trends to better inform institutional policies and initiatives.

ORGANIZATION OF THE REPORT

The remainder of this report is divided into four key sections. The introduction and overview of the research is followed by the methodology and findings. The "Limitations of the Study" section describes the challenges of this research, and the final section provides concluding analysis and recommendations on standardizing NCEA definitions and data collection systems. The appendix presents definitions used throughout the survey.

⁴The *CIC International Learning Mobility Benchmark* studies define non-credit learning abroad as "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." (2013)

"IIE uses the term 'Non-Credit Education Abroad', or NCEA, to specifically refer to the full range of education-related activities undertaken by students that are not credit-bearing."

RESEARCH METHODOLOGY

The current study is based on an online survey of accredited U.S. higher education institutions that was conducted between November 2014 and June 2015. The survey focused on NCEA in the 2012/13 academic year (including summer 2013). A list of 803 institutions was compiled using the Generation Study Abroad U.S. institutions commitment partner directory as well as institutions that reported non-credit WIVA data to the *Open Doors* U.S. Study Abroad Survey.

For the purposes of this study, non-credit education abroad is defined as any type of educational activity abroad that does not result in academic credit but is driven by learning goals. Due to variations in how U.S. higher education institutions define non-credit education abroad activities, all institutions - whether or not they collect NCEA data - were asked to identify the types of activities that are recognized by their campus as non-credit education abroad experiences.

In addition to providing a comprehensive count of the number of U.S. students (citizens and permanent residents) who pursued non-credit education abroad, institutions were asked to provide disaggregated information on students' gender, race/ethnicity, academic levels, and fields of study. The survey was also designed to understand the profile of students' non-credit activities such as when students went on their NCEA activities during the year, types of activities, destinations, and length of activity abroad. Institutions were also asked to identify how students arranged their NCEA experiences.

To understand U.S. institutions' current capacity to collect and report their students' non-credit education abroad activities, the survey included questions on whether institutions collected NCEA data; reasons for not collecting such data; and whether they were in the process of developing a data collection system. Institutions that reported collecting non-credit education abroad data were asked to: report on how, why and with what frequency the data is collected; identify which offices or departments are

responsible for collecting the data; and, provide insight into why their institution is experiencing a growth in NCEA activities – if any.

Of the 803 institutions surveyed, 227 provided valid responses, yielding a response rate of 28 percent. More than half of these institutions (56 percent) reported collecting data on students who participated in non-credit education abroad activities during the 2012/13 academic year (including summer 2013). Not all institutions provided valid responses to all questions therefore the respondent pool for each question analyzed may vary.

117 institutions reported at least 11,339 U.S. students enrolled on their campuses participating in non-credit education abroad activities during the 2012/13 academic year. This figure of all NCEA participation is lower than what is reported by 309 institutions for non-credit WIVA for the same year by *Open Doors* (Farrugia & Bhandari, 2014) because of the smaller number of survey respondents.

FINDINGS

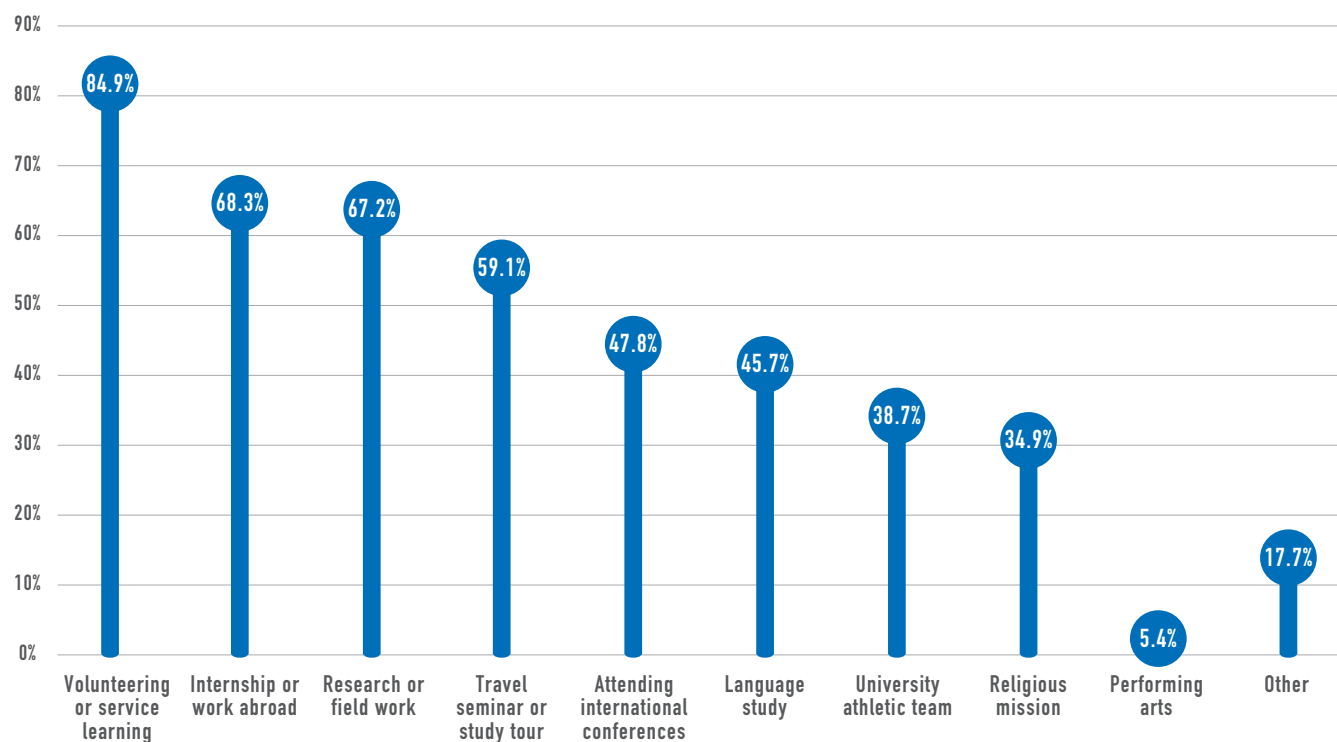
This section of the report provides an overview and analysis of institutions' responses to the survey. The findings are divided into four sub-sections: **1)** institutions' understanding of what comprises an NCEA activity; **2)** students' NCEA activities; **3)** overview of NCEA students; and **4)** institutions' NCEA data collection policies and processes. The respondent pool changes throughout the section due to variation in response rates and some institutions' inability to report comprehensive NCEA data for the 2012/13 academic year.

WHAT IS A NON-CREDIT EDUCATION ABROAD ACTIVITY?

All institutions were asked to identify the types of education abroad activities that they categorized as NCEA during the time of the survey, regardless of whether they tracked these activities among their students. The vast majority of

reporting institutions (85 percent) consider volunteering or service learning to be an NCEA activity. More than half of the institutions identify the following activities as falling under the non-credit umbrella: internship or work abroad (68 percent); research or field work (67 percent); and travel seminar or study tour (59 percent). More than a third of institutions also indicated that educational-related university activities abroad such as international conferences, language study, athletic activities, and religious missions are recognized as NCEA (**Figure 1**).

In addition to the categories above, five percent of institutions identified musical and theater performances as commonly accepted NCEA activities. Four percent of institutions reported not having a formal definition for NCEA, and three percent of institutions reported recognizing any university-related activity abroad that does not have credit associated with it and that is not a vacation as NCEA.



N = 187 institutions

Figure 1. Experiences recognized as non-credit education abroad, 2014/15

NON-CREDIT EDUCATION ABROAD ACTIVITIES

I. NCEA ACTIVITY GROWTH

Almost half of the institutions (49 percent) reported an increase from the previous year in the number of students participating in NCEA for the 2012/13 academic year. Institutions attributed growth in NCEA to a variety of factors including the increased availability of NCEA programs offered by home campuses (29 percent), students' increased desire for international work experience (27 percent), improved institutional tracking processes (27 percent), and the flexibility NCEA offers students to gain international experiences without impacting their studies (26 percent) (Figure 2).

On the other hand, 28 percent of institutions reported no growth in non-credit education abroad activities in comparison with previous years. Seventeen percent of institutions were unable to identify whether or not there was an increase in their NCEA numbers from previous years. Of these institutions, 12 institutions noted that 2012/13 was the first year that their institution began tracking NCEA activities and that there were no previous data available for comparison. In addition, three institutions explained that because a mandated reporting structure does not exist, they are unable to capture and report an accurate account of NCEA activities.

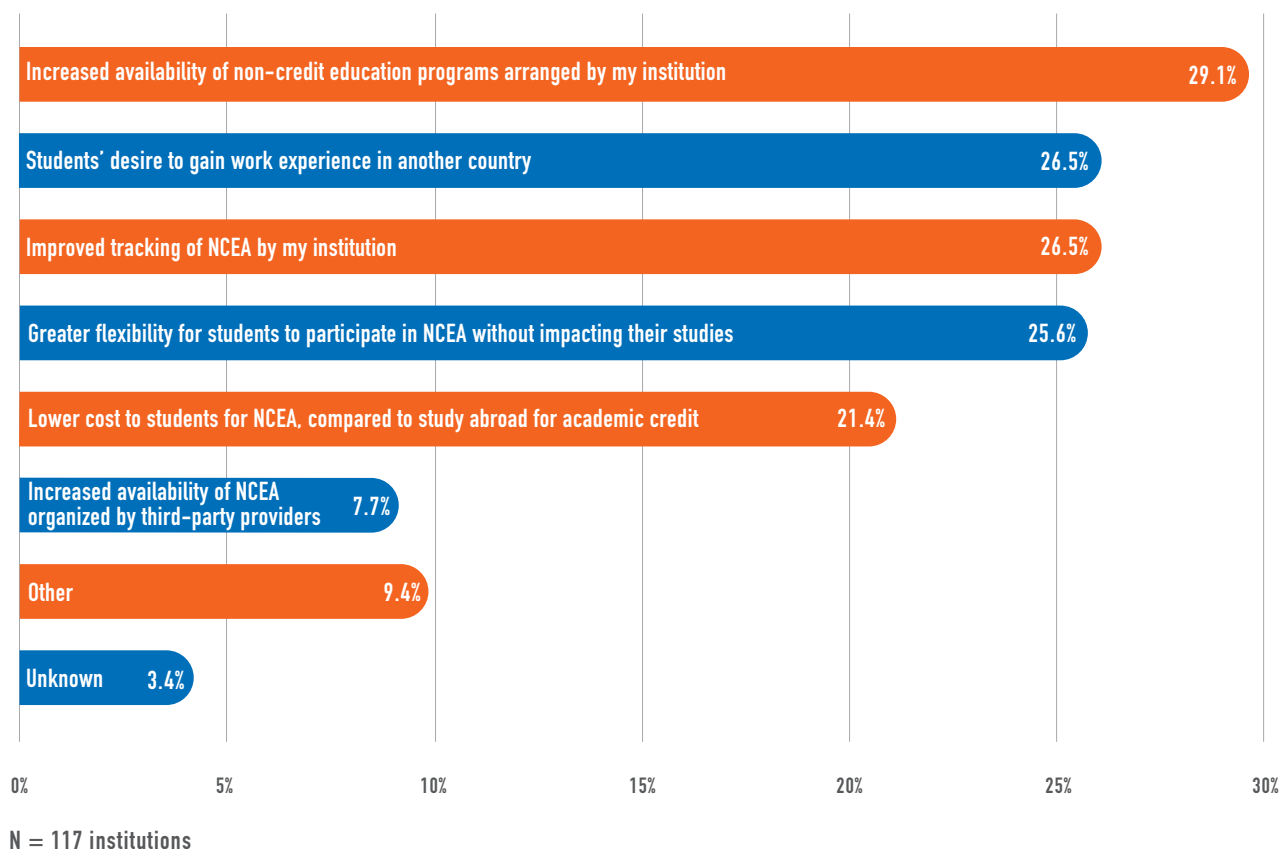


Figure 2. Major reasons for increase in NCEA student numbers, 2012/13

II. ACTIVITY TYPES

Volunteer or service learning abroad was the most popular non-credit activity with almost 42 percent of NCEA students pursuing it in 2012/13 (**Figure 3**). Language study was the least popular type of non-credit experience comprising only 0.3 percent of reported students. The low participation in non-credit language studies is likely due to the wide availability of for-credit language study abroad offered by academic institutions as well as third-party providers. Under the “Other” category, academic conferences, research presentations, musical performances, and athletic competitions were among the most frequently reported types of non-credit activities.

Almost half of the reported students pursued NCEA activities during the spring or summer breaks (43 percent). The winter intercession was the least popular time period, with just seven percent of students participating in NCEA activities (**Figure 4**).

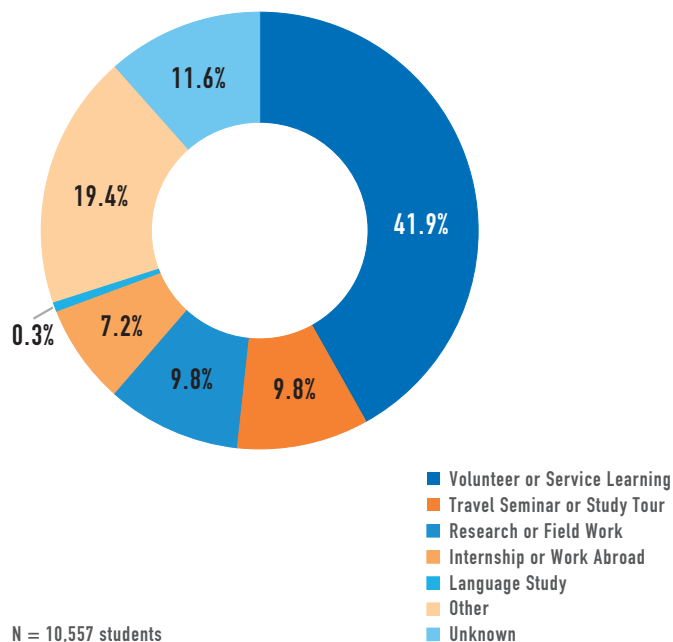


Figure 3. Types of NCEA activities students engaged in, 2012/13

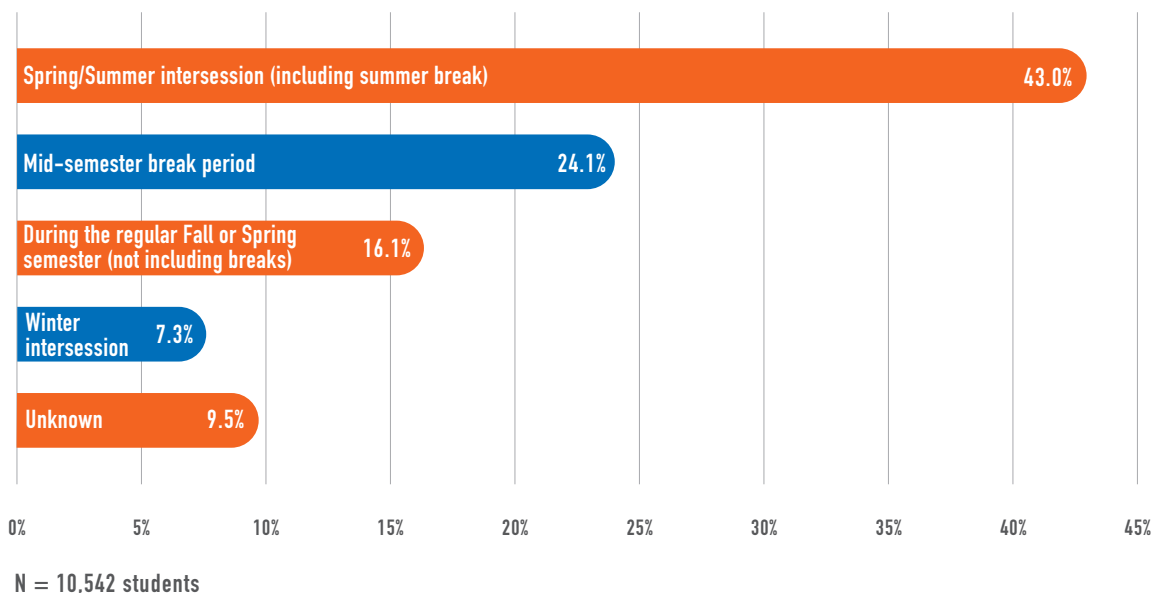


Figure 4. Periods of NCEA activity, 2012/13

III. ACTIVITY COORDINATION METHODS

The majority of reported students (41 percent) participated in NCEA activities that were faculty-led or coordinated, even if arranged in conjunction with an administrative office (Figure 5). Faculty-led study abroad programs are increasingly popular among U.S. institutions, with 90 percent of Generation Study Abroad U.S. institution commitment partners pledging to recruit and train faculty to develop or lead study abroad programs (IIE, 2015). NCEA activities coordinated and led by faculty are attractive to students because of the focused curriculum that is an extension of the classroom; it reduces the logistical and financial burdens; and is easier to integrate within their existing academic schedule. In addition, students have support from faculty pre-departure and during the experience (West Virginia University, 2012). A substantial number of NCEA activities (32 percent) were managed or coordinated by an administrative office. Institutions reported that 15 percent of students went through a student group or organization and 11 percent directly arranged their experience. One percent of NCEA students went through a third-party provider. However, it is highly likely that the reported proportion of NCEA activities arranged by students is particularly low because institutions do not track or have comprehensive data on students' NCEA activities that are coordinated independently from the home campuses.

IV. NON-CREDIT EDUCATION ABROAD ACTIVITY TYPES BY COORDINATION METHODS

Upon taking a closer look at how the different types of NCEA activities were coordinated, administrative offices and student organizations were most active in coordinating volunteering or service learning (Figure 6). Students were most likely to arrange their own internship or work abroad experiences. Among NCEA activities coordinated by third-party providers, the majority of students participated

in internships, work abroad, research, or field work. These findings not only highlight how the various NCEA activities were coordinated, but also which departments and groups institutions can reach out to organize a systemized collection of NCEA data.

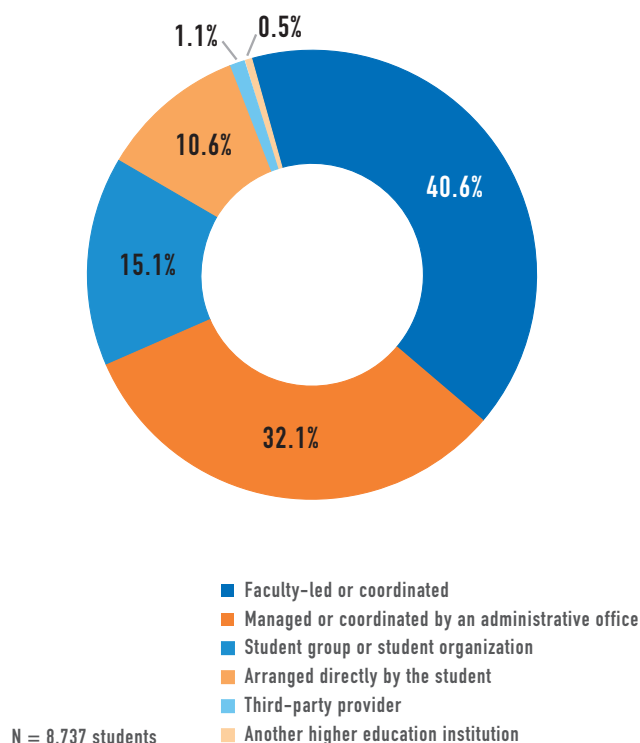


Figure 5. How students arranged their NCEA experience, 2012/13

NCEA Activity Type	Coordination Method					
	Faculty-led or coordinated	Administrative office	Student group/ organization	Arranged by student	3rd-party provider	Another HEI
Reported Total	3,546	2,804	1,322	925	100	40
Internship or Work Abroad	1.7%	6.8%	0.0%	27.0%	37.0%	2.5%
Language Study	0.5%	0.0%	0.0%	0.1%	3.0%	5.0%
Research or Field Work	7.3%	4.7%	1.6%	22.7%	30.0%	10.0%
Travel Seminar or Study Tour	17.3%	16.2%	11.6%	6.2%	10.0%	12.5%
Volunteer or Service Learning	18.2%	46.6%	59.2%	6.1%	17.0%	60.0%
Other	46.2%	18.9%	24.4%	23.5%	3.0%	10.0%
Unknown	8.7%	6.7%	3.3%	14.5%	0.0%	0.0%

N = 93 institutions

Figure 6. How students arranged their NCEA experience, by activity type, 2012/13

NON-CREDIT EDUCATION ABROAD DESTINATIONS AND ACTIVITY TYPES

I. TOP DESTINATIONS

In order to compare the 2012/13 trends in non-credit education abroad destinations with for-credit patterns, respondents were asked to provide NCEA student participation numbers in 26 leading study abroad destinations⁵. These destinations were taken from the top 25 *Open Doors* for-credit study abroad destinations and Canada was also added to this list due to its role as a key host destination for American students pursuing full-degrees abroad (Farrugia & Bhandari, 2014). In addition to these destinations, institutions were also given the opportunity to report information on other destinations that were not listed in the survey.

Eighty-seven institutions were able to provide destination data for a total of 9,567 students. Of this total, 467 students were reported to engage in NCEA in multiple destinations during their time abroad. For this analysis of country-level

trends, only the students reported for specific countries are included (N=9,100). Institutions provided data on NCEA activities by destination for 129 countries worldwide.

When comparing destinations, 16 of the 25 top destinations for U.S. students' for-credit activities placed among the top destinations for non-credit education abroad activities (**Figures 7 & 8**). Mexico was the most popular destination among NCEA students (12 percent), followed by China (7 percent), and Nicaragua (5 percent). More than half of the top 25 NCEA destinations were countries in Latin America (13 countries).

⁵For-credit education abroad *Open Doors* Study Abroad Survey Top 25 destinations for American students in 2012/13 listed in order of popularity: United Kingdom; Italy; Spain; France; China; Germany; Ireland; Costa Rica; Australia; Japan; South Africa; India; Mexico; Argentina; Brazil; Ecuador; Czech Republic; Denmark; Peru; Chile; South Korea; Greece; New Zealand; Israel; Austria.

Figure 7. Top 25 NCEA Destinations of U.S. Students, 2012/13

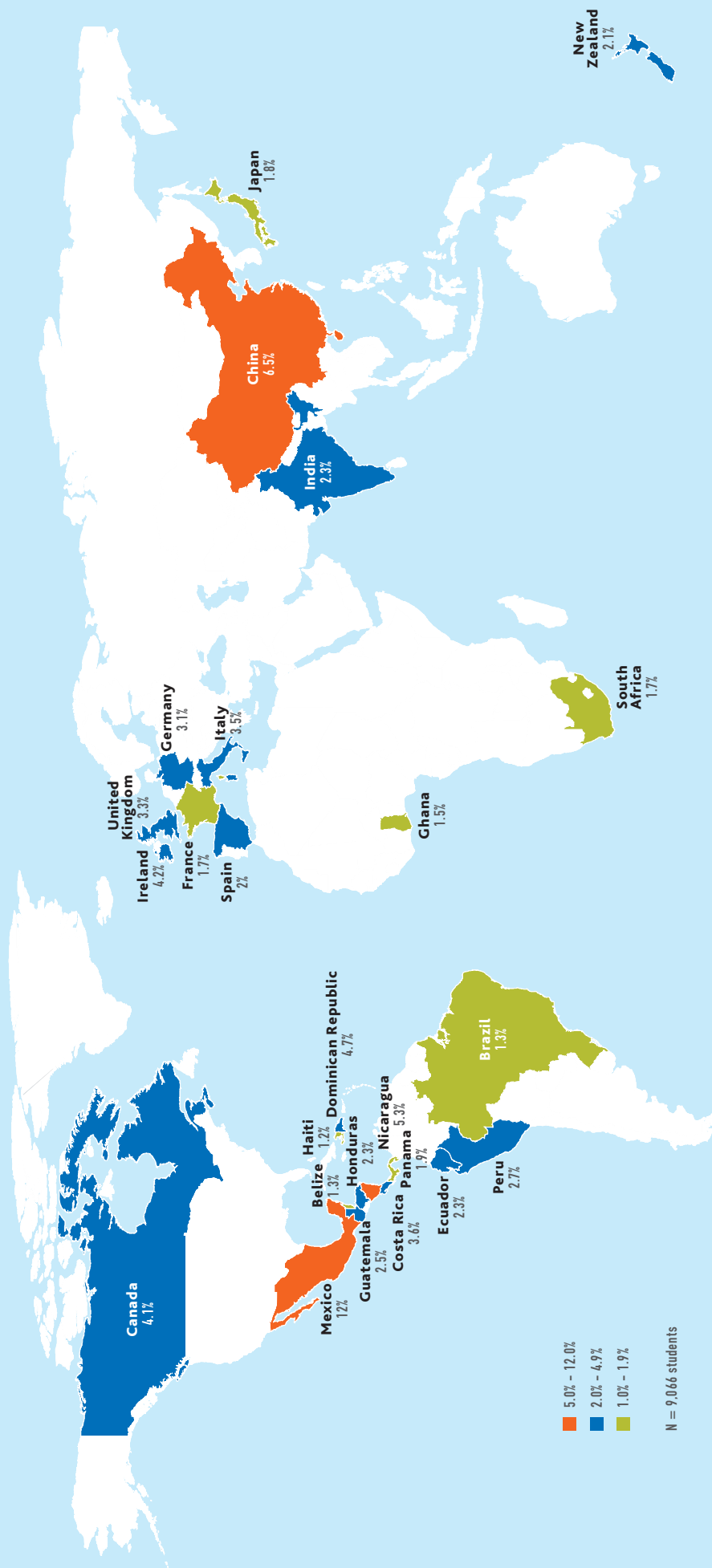
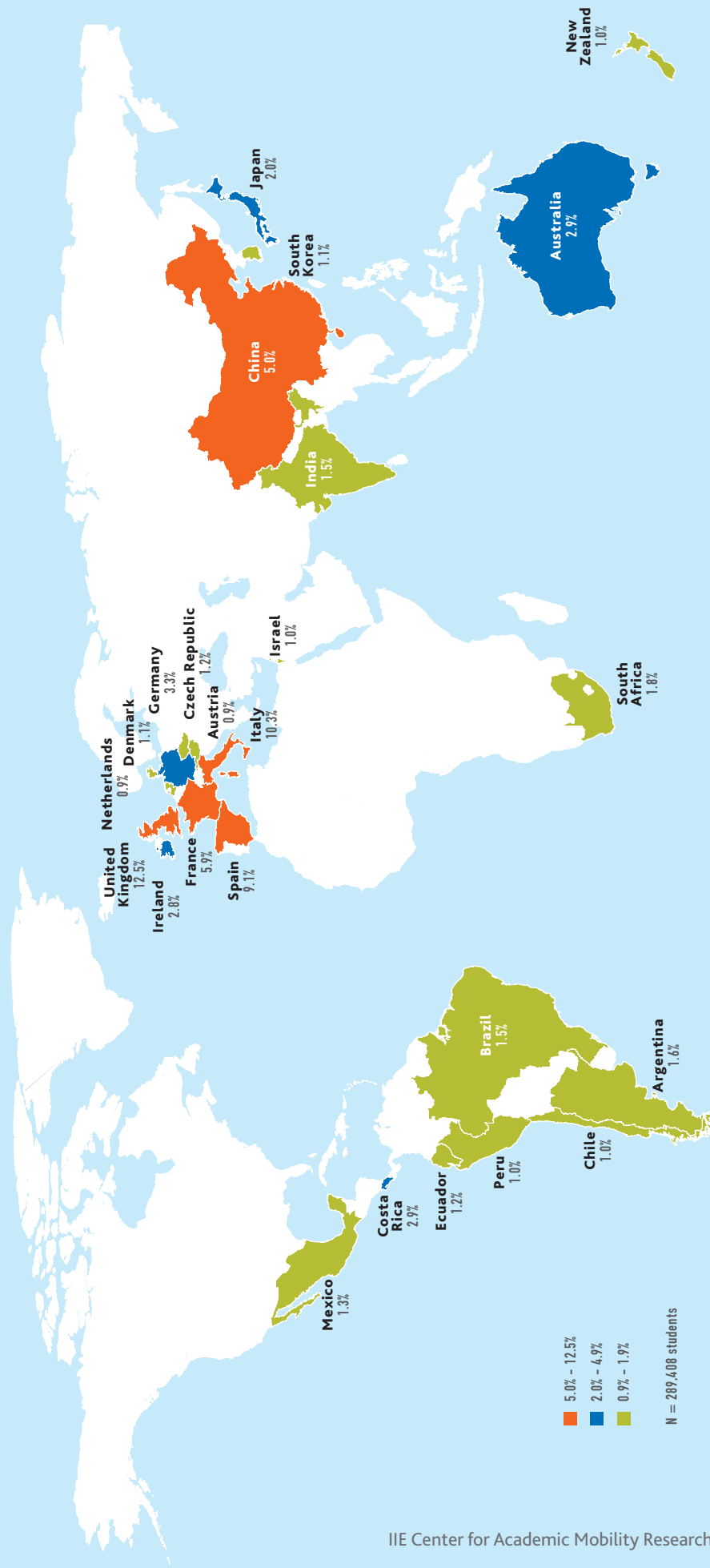


Figure 8. Top 25 For-Credit Study Abroad Destinations of U.S. Students, 2012/13



II. NCEA DESTINATIONS BY ACTIVITY TYPE

In addition to measuring overall NCEA for each destination, the survey took stock of the number of students who participated in specific NCEA activities in each destination. Findings reveal that the popularity of activity types varied significantly by destination and region. When looking at activity types by region, Latin America attracted the largest number of volunteer and service learning students (79 percent), while Sub-Saharan Africa came in second

(8 percent). Latin America was the most popular region among non-credit research and field work participants (39 percent) and was the second most popular region for internships and work abroad (24 percent). Europe was the leading region for all travel seminar or study tour students (41 percent), and internship or work abroad students (31 percent). Europe was also the second leading region for research and field work participants (22 percent). **Figure 9** presents the top five destinations for each NCEA activity type.

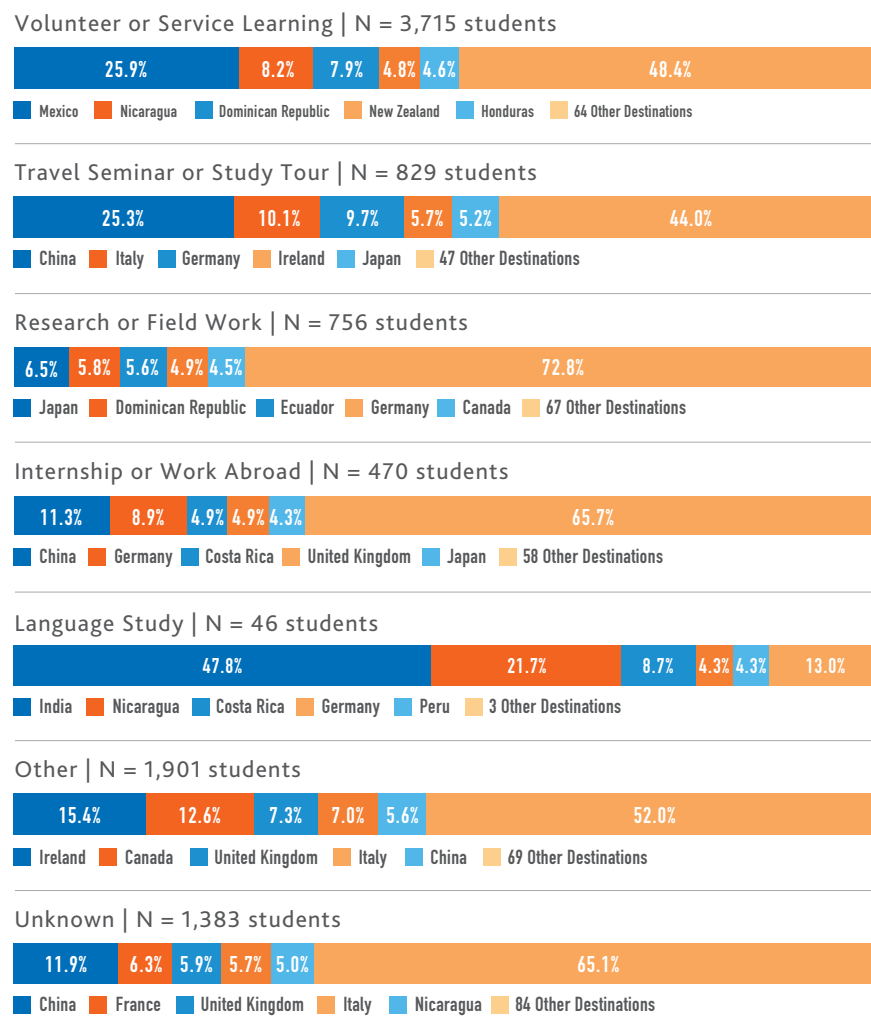
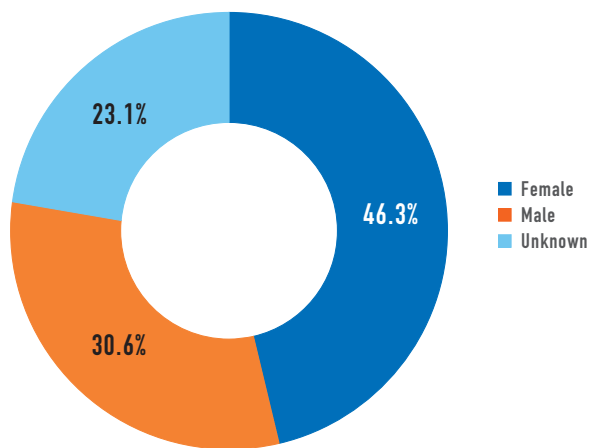


Figure 9. Top 5 destinations by NCEA activity type, 2012/13 | N = 87 institutions

STUDENT PROFILE

I. GENDER

Approximately half (46 percent) of the reported NCEA students were female and 31 percent were male (**Figure 10**). Institutions did not have a recorded gender for 23 percent of reported students, either because students did not identify their gender during the registration process or this category was not a required component of the data collection and reporting process. Four campuses identified using "Other" as an option for gender identity. The larger participation of women in NCEA activities is similar to the trend observed in U.S. students' for-credit study abroad over time, where two-thirds of study abroad participants are females (Farrugia & Bhandari, 2015).



N = 10,660 students

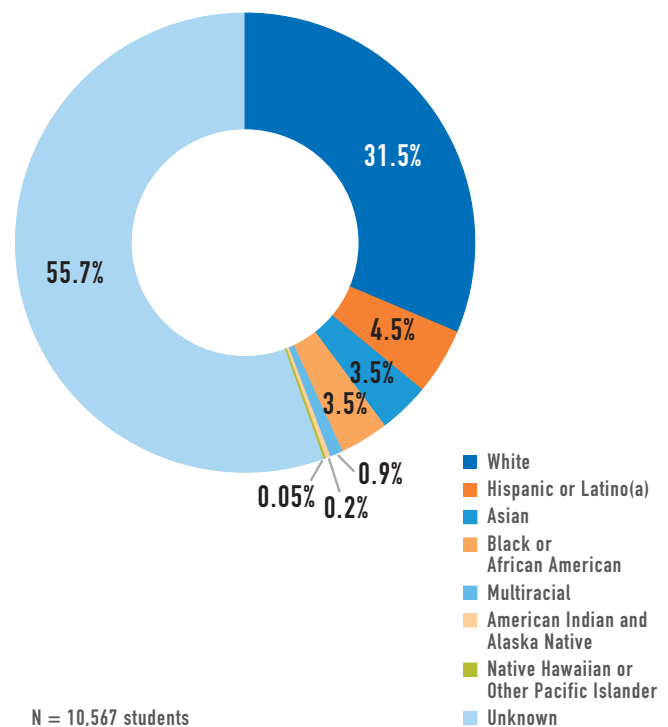
Figure 10. Gender of students engaging in NCEA, 2012/13

II. RACE/ETHNICITY

The race/ethnicity of more than half (56 percent) of NCEA students was "Unknown" (**Figure 11**). As with gender, this highlights a data collection gap and the decreasing number of American students reporting their race or ethnicity (Saulny & Steinberg, 2011). Although the U.S. Department of Education mandates that higher education institutions

must give students the opportunity to self-report their race and ethnicity, it is optional for students to provide this information (NCES, 2015).

When excluding NCEA students with an "Unknown" race/ethnicity from the calculations, 4,677 students had an identified race/ethnicity. Of these students, 71 percent were identified as white, which is seven times larger than Hispanic or Latino(a) students who comprised the second largest NCEA student race/ethnicity group at 10 percent. These ratios are very similar to the U.S. for-credit study abroad trends in 2012/13, where white students comprised 76 percent of all students studying abroad and Hispanic or Latino(a) students made up seven percent (Farrugia & Bhandari, 2014). Both Asian-American and black or African American student groups each represented less than four percent of reported NCEA students.



N = 10,567 students

Figure 11. Race/ethnicity of students engaging in NCEA, 2012/13

III. ACADEMIC LEVELS

The vast majority of students participating in NCEA activities during the 2012/13 academic year were undergraduate students pursuing Bachelor's degrees, making up almost 76 percent of reported students (Figure 12). Since many graduate students engage in independent academic work overseas, figures for graduate students receiving academic credit for study abroad represent an undercount of the actual

extent to which graduate students are participating in global educational experiences. In 2012/13, graduate students made up 24 percent of NCEA students and 14 percent of for-credit education abroad students (Farrugia & Bhandari, 2014). This indicates that between the two education abroad categories for that year, graduates comprised a larger proportion of the total NCEA population. Only 12 survey respondents provided data on associates and non-degree students who together comprised one percent of the reported NCEA students.

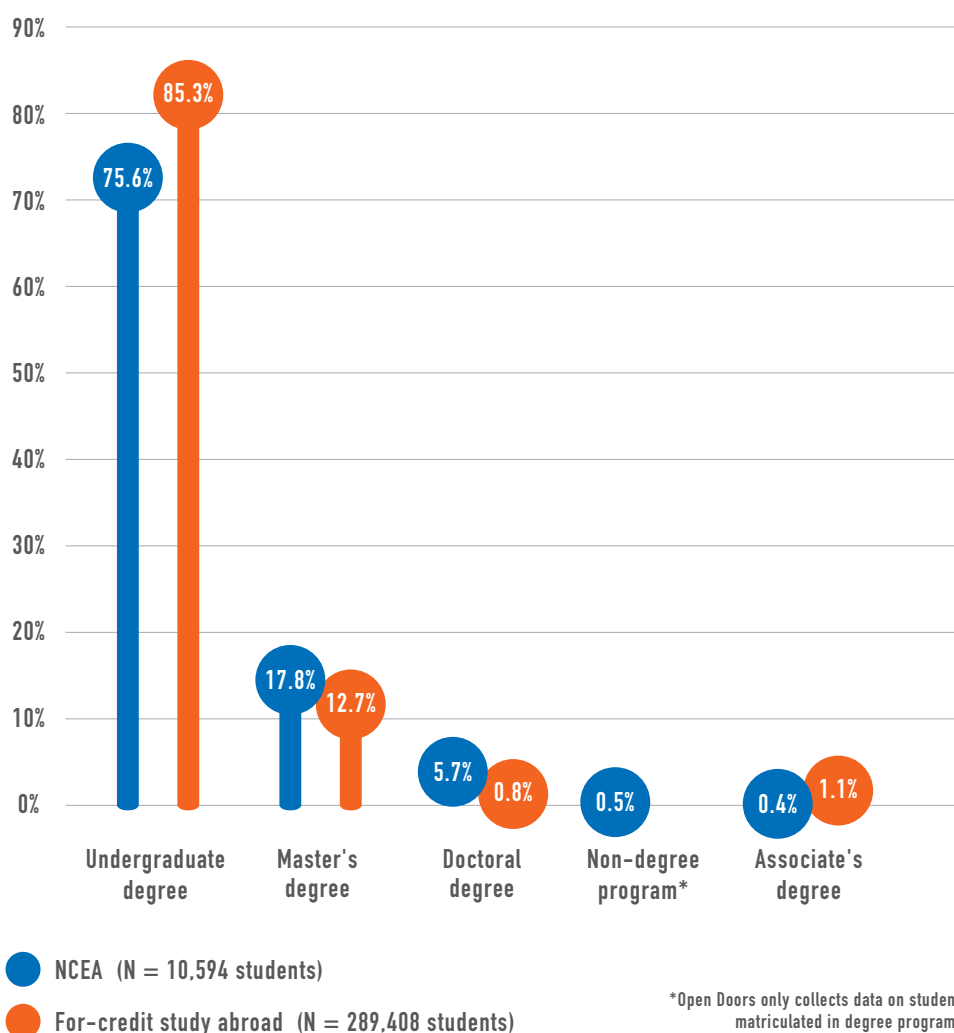


Figure 12. Academic levels of students engaging in NCEA and for-credit study abroad, 2012/13

IV. FIELD OF STUDY AT HOME INSTITUTION

Overall, the major fields of study among the NCEA students reported in this survey were consistent with those students receiving academic credit for study abroad, as reported in *Open Doors* for the 2012/13 academic year. Findings show that as with for-credit education abroad, non-credit education abroad was most popular among students from the science, technology, engineering, and math (STEM)⁶ fields

at 28 percent. NCEA participation was least popular among students with an "Undeclared" major at one percent (Figure 13). Students pursuing NCEA activities with "Other" or "Unknown" fields of study comprised more than a third of reported students. This is due to the fact that any students majoring in a field of study that does not fall under the seven pre-defined categories in this survey were listed under the "Other" option.

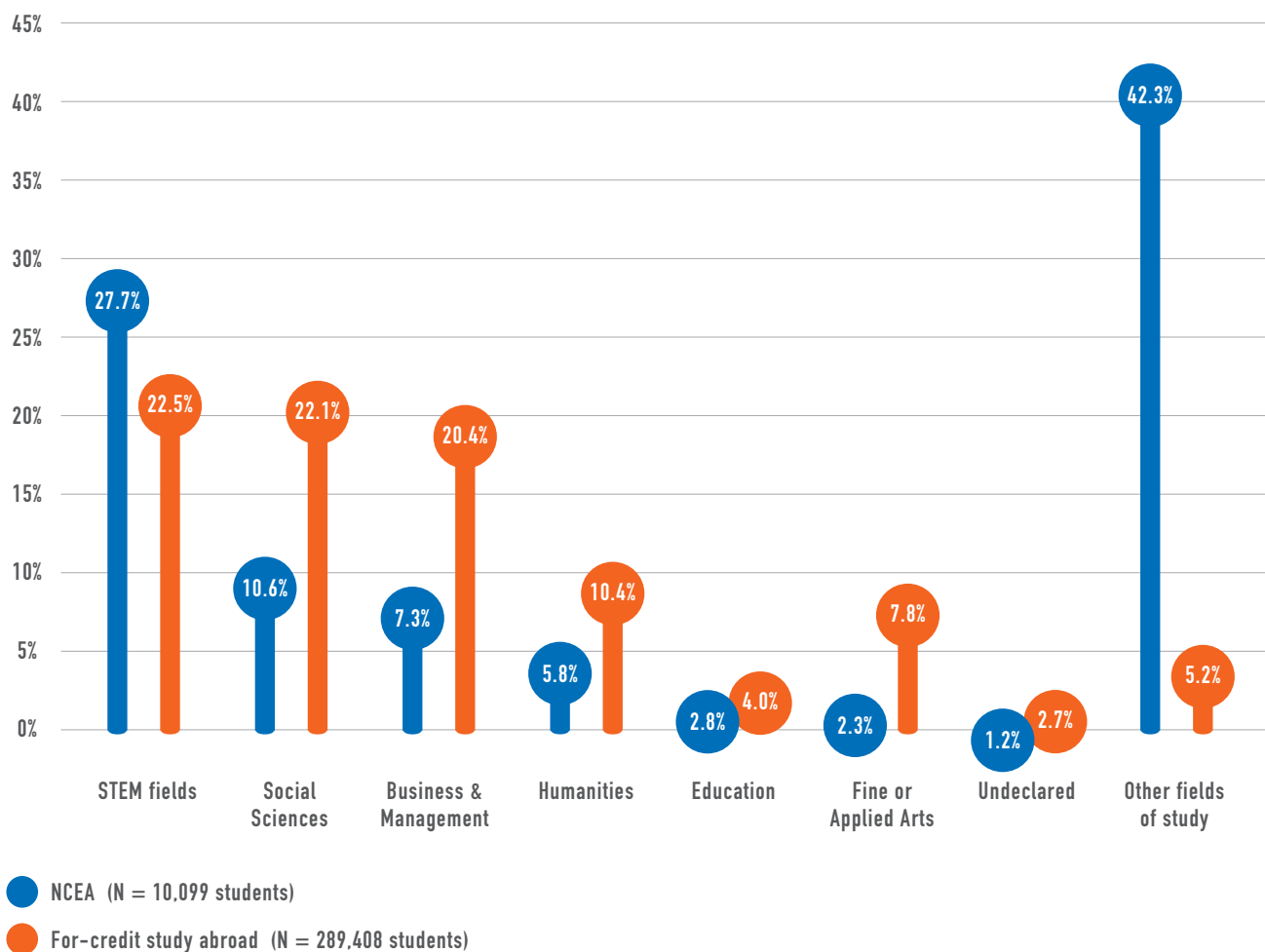


Figure 13. Fields of study of students engaging in NCEA and for-credit study abroad, 2012/13

⁶STEM fields include: Agriculture; Engineering; Health Professions; Mathematics or Computer Sciences; and, Physical or Life Sciences.

DATA COLLECTION

I. OFFICES AND DEPARTMENTS CONSULTED

In order to provide data for this survey, most institutions (86 percent) reported consulting their study abroad offices (Figure 14). "Other" types of departments and offices used to provide NCEA include campus ministries, risk management, community service centers and specific study abroad programs. No libraries were consulted by the respondents to collect non-credit education abroad data.

II. DATA RECORDING AND COLLECTION METHODS

Half of the reporting institutions cited using travel registries to keep track of their students travelling internationally (Figure 15). Travel registries document student, faculty, and staff international travel activities, which helps

institutions respond in case of an emergency situation abroad. The popularity of travel registries is primarily due to U.S. institutions' increasing awareness of the need to create consistent and centralized health and safety support systems because of risk concerns.

Under "Other" methods used to collect non-credit education abroad data, 13 institutions noted using the study abroad office for recording NCEA. Other forms of data tracking methods included: paper applications; students' verbal reporting; study abroad management software; internal databases or records including spreadsheets; and international insurance enrollment records. In addition, institutions were able to report any students receiving institutional funding for their NCEA experience.

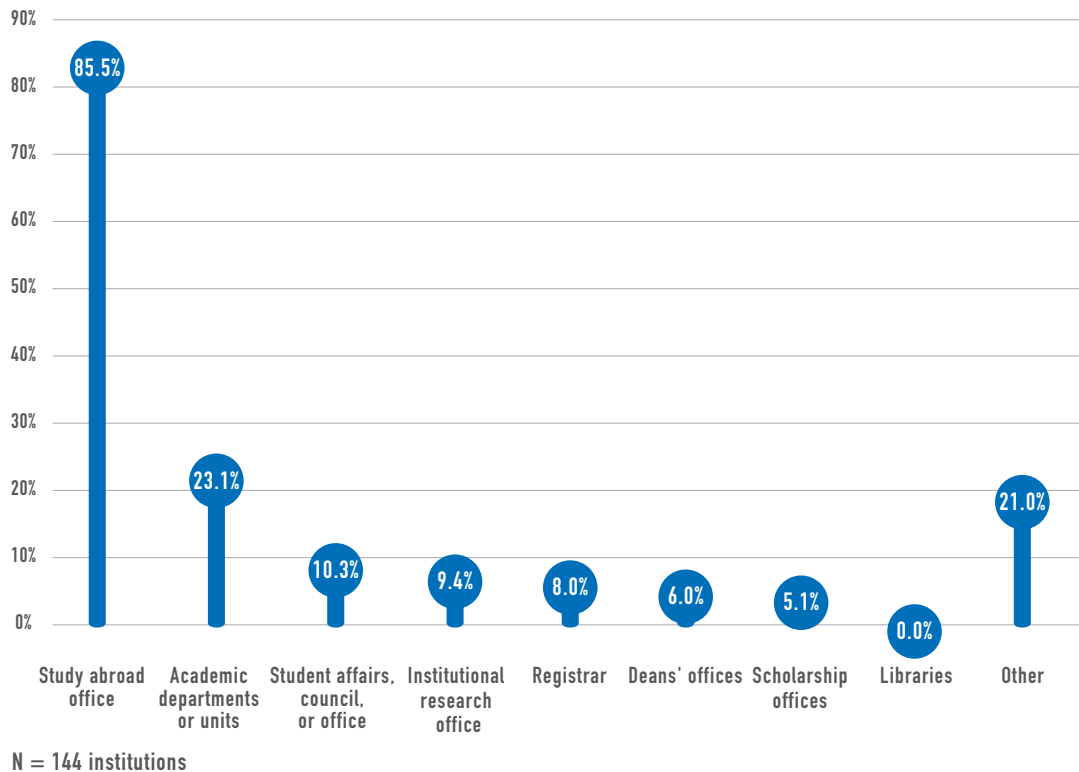


Figure 14. Offices and departments consulted for NCEA data, 2014/15

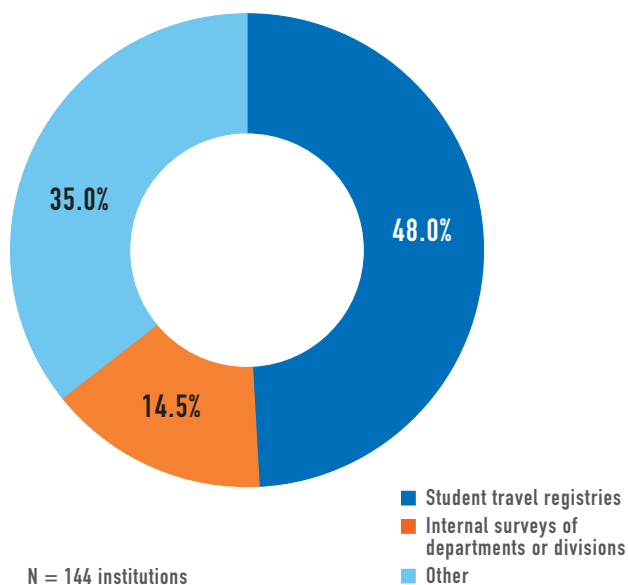


Figure 15. Methods used to record NCEA data, 2014/15

III. DATA COLLECTION FREQUENCY

More than a third of institutions (40 percent) reported collecting NCEA data once a year. Institutions also reported collecting data on a daily or continuous basis as students registered for their non-credit activity (28 percent), twice a year (13 percent), per trip basis (3 percent), or on a quarterly basis (2 percent). For "Other" data collection frequencies (14 percent), institutions reported collecting data sporadically, monthly and once every two years.

IV. PROPORTION OF NCEA STUDENTS CAPTURED IN DATA

Using their best estimate, respondents were asked to indicate what proportion of the actual number of NCEA students for 2012/13 they were able to measure and report in the survey. None of the 113 responding institutions reported capturing 100 percent of NCEA students from their campuses. While most institutions track all NCEA activities coordinated under

their auspices, the majority do not have data on students arranging their own non-credit experiences, highlighting the discrepancy between data tracked and actual NCEA activity.

Some institutions explained not collecting data on independently-arranged NCEA because of liability and staffing reasons. Additionally, some institutions consider these self-arranged non-credit experiences as personal travel as opposed to university sanctioned or funded programs. While 12 institutions did report independently-arranged non-credit activities, they acknowledged that there was probably a much larger percentage of these students that they are not aware of. For six percent of the respondents it was difficult to make an estimate because of the unknown number of students who did not register their experiences.

V. INSTITUTIONAL INTEREST IN COLLECTING NCEA DATA

A large number of institutions reported that it is necessary for them to track and collect data on non-credit education abroad experiences due to the educational nature of the activities (75 percent) and to create a consistent and centralized health and safety support system in the event of any risks (74 percent) (Figure 16). Under "Other" purposes for collecting NCEA data, institutions included reasons such as better tracking of NCEA trends (7 percent), creating for-credit opportunities for activities of interest (2 percent), and because they are required to gather data on all university sponsored activities (2 percent).

INSTITUTIONS THAT DO NOT COLLECT NCEA DATA

Ninety-nine institutions (44 percent) reported that they did not collect data on their students' non-credit education abroad activities at the time of the survey. Further, a majority (71 percent) of these institutions reported that they were not in the process of developing a tracking system for NCEA activities. For the institutions that indicated that they were in the process of developing an NCEA data collection system (26 percent), travel management software databases emerged as a common way to implement a tracking process. Institutions also reported new positions created to provide

a structure to collecting non-credit data. While a formal structure is not in place for several institutions, they indicated that student reporting is being encouraged via collaboration with student organizations.

Predominantly, institutions reported not collecting data on student activities that do not count for credit (66 percent). Other reasons for not tracking NCEA data included not having a central system or database for tracking data (46 percent); no centralized office for collecting data (38 percent); lack of resources (24 percent); and that non-credit activities were a new type of study abroad activity at their institution (10 percent).

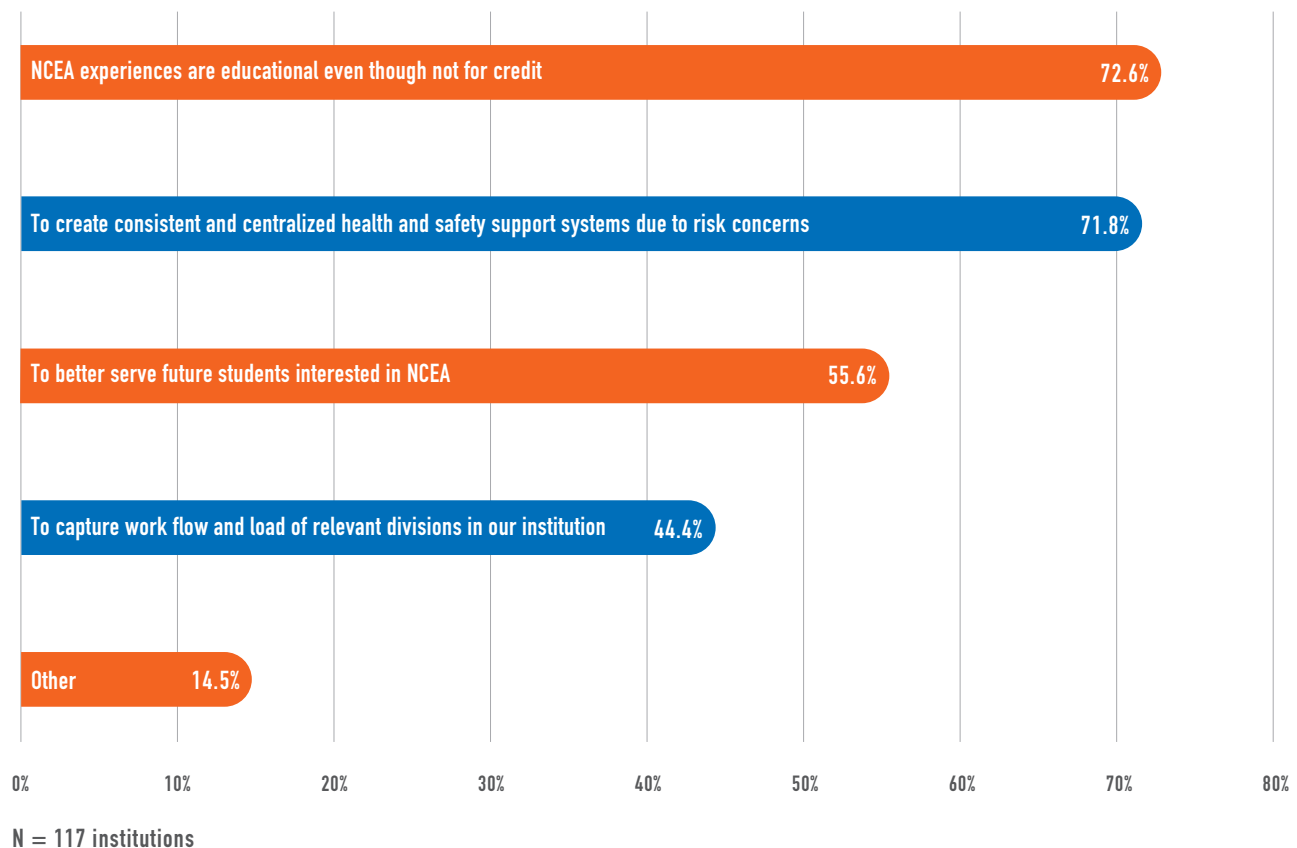


Figure 16. Reasons institutions track NCEA activities, 2014/15

LIMITATIONS OF THE STUDY

This study took stock of non-credit education abroad data for the 2012/13 academic year. A total of 227 U.S. institutions provided valid responses to the survey. Of these institutions, 104 provided data on their students' 2012/13 NCEA activities. *The Open Doors* report shows that in 2012/13, over 22,000 students from 320 campuses participated in non-credit WIVA activities. Therefore, we know there were at least twice as many students pursuing NCEA activities than is reported in this study. Due to the relatively small sample size of the total U.S. institutions responding to the survey, the NCEA trends presented in this report may not accurately or fully reflect all non-credit education abroad.

Although findings suggest that at least 11,339 students pursued NCEA activities, this figure and other aggregate NCEA data presented in this study should be interpreted with caution due to the inability of many institutions to report comprehensive NCEA data. Some of the institutions that did not have data available for 2012/13 explained that this is due to not having a data collection system in place for that specific academic year and have since developed one for the subsequent academic years. Institutions were mostly able to report the aggregate number of students pursuing non-credit education abroad. However, there are clear gaps in institutions' capacity to report on a number of NCEA categories as displayed by the varying respondent pool size throughout the findings section. In addition, for institutions that do not offer non-credit education abroad opportunities

or in cases where students coordinate their own activities, it is not required for students to report such activities to their home institution. When an institution does not mandate reporting of non-credit education abroad activities, students are not required to report NCEA experiences arranged independently. Due to these factors, it is very likely that the actual scale of NCEA activities in 2012/13 is significantly larger than what is reported here. This highlights the need for institutions to build or improve upon their current data collection processes.

It is important to also keep in mind that in some cases, destinations receiving large numbers of students are a result of a small number of programs reporting and are not necessarily reflective of the overall trend across U.S. institutions. For example, under "Other" NCEA activities for Ireland, out of an aggregate of 293 students – one institution reported 221 students participating in a music-related activity which alone accounts for 75 percent of all students for this category.

While the study does capture the high level demographic characteristics for students participating in NCEA activities, it does not link the destinations and types of activities pursued by students' discipline, academic level, gender or ethnicity. Given the small sample size, such detailed breakdowns would have yielded information that was not sufficiently reliable.

CONCLUSIONS AND RECOMMENDATIONS

The current study sought to capture the number of U.S. students participating in non-credit education abroad activities worldwide during the 2012/13 academic year. It was envisioned that the findings would provide a descriptive portrait of the spectrum of activities, coordination methods, and students pursuing non-traditional education experiences abroad. The research also set out to explore whether U.S. institutions are tracking NCEA activities, to what extent are they able to capture these activities, and what are the related best practices.

Without complete data on U.S. students' educational activities abroad – both for-credit and non-credit – it is challenging for higher education institutions to understand the current and evolving educational needs and interests of incoming cohorts. Comprehensive information on all forms of education abroad is not only necessary for U.S. institutions to be able to provide students with valuable experiential opportunities; it also informs whether institutions are meeting their strategic internationalization goals. Reliable NCEA data is key to informing whether campuses need to implement new policies, partnerships, or curricula re-organization in order to meet their students' needs.

The findings reveal that almost half of institutions that reported tracking non-credit education abroad data saw a growth from the previous year in the number of students participating in non-credit education abroad for the 2012/13 academic year. This suggests that there is increasing interest among U.S. students in pursuing non-credit activities. Many U.S. institutions are also recognizing that their students are increasingly choosing to partake in these non-traditional types of education abroad activities. This awareness was evident from the large proportion of institutions that voiced the importance of tracking the NCEA trends on their campus due to the educational nature of the activities and to mitigate security concerns.

However, there are other institutions – particularly those that do not currently collect NCEA data – who noted a

variety of concerns regarding a move to tracking all types of non-credit education activities abroad. Among the most commonly noted feedback were institutions' concerns regarding the educational value of different types of non-credit education activities measured in this study. Institutions reported that NCEA activities are not seen as impactful and cannot be substituted for credit-bearing study abroad. These institutions relayed their hesitation based on the image they have of alternative non-credit education abroad activities that may entail tourism or extra-curricular activities, rather than educational experiences. In fact, several institutions stated that they do not permit their students to participate in non-credit education abroad activities. In addition, some campuses stated that they do not have the legal authority to mandate registration of independent student activities that are not institution-coordinated or funded. Therefore, institutions do not want to be in a position of being legally liable for students whose activities are not under their control.

None of the institutions reported capturing all non-credit education abroad activities on their campuses, primarily due to the unknown number of students who are independently arranging their own experiences. However, institutions reported that the survey was a helpful tool and a positive step in promoting the different types of study abroad classifications and to think more broadly about their on-campus outreach and data collection processes.

Based on the findings of this study, the following are recommendations to be considered by the U.S. higher education sector:

Develop a common framework for NCEA

Building upon the Forum on Education *Abroad's Education Abroad Glossary* (2011) and CIC's (2013 & 2015) definitions of education abroad, this study sought to understand how U.S. institutions define non-credit education abroad. Indicators and definitions are critical to data collection

because they inform what data is going to be tracked, the necessary processes that need to be implemented in order to capture the data, and ultimately bear on the quality and comparability of the data provided. As evidenced by the institutions' responses, there is no clear consensus on what activities constitute non-credit education abroad. Some institutions have a definitive list of activities that they consider to be non-credit education abroad; other institutions broadly recognize any university-related experience abroad that does not have credit associated with it; while some institutions do not recognize any non-credit activities. It is key to develop and agree upon a common set of non-credit education abroad data definitions in order for institutions to track and compare trends across the country. To continue building on the momentum of this study, it is recommended that the findings in this survey be used to develop a working glossary of NCEA definitions, guidelines, and processes as an appendix to the general education abroad definitions already established by the Forum's *Education Abroad Glossary* (2011) and *Guidelines for Credit and Non-Credit Volunteer, Internship Experience and Work (VIEW) Programs Abroad* (2013).

Develop an on-campus centralized database for NCEA data

While study abroad offices are by far the most common resource for tracking and providing non-credit education abroad data, NCEA is also administered and tracked by a variety of offices and departments on campus. For this report, there were cases where reported data was limited to information that was readily accessible to institutions' study abroad staff at the time of the survey. A coordinated process and centralized database on campus are necessary to collect comprehensive non-credit education abroad data on a given campus. Based on the best practices reported in this study, it is suggested that campuses utilize travel management software databases, in particular travel registries, to serve as the final repository for all student education abroad information. This gives students the ease of registering their

non-credit education plans online. In addition, institutions can implement travel registration policies that require students to register with their campus before receiving funding or enrolling international travel and health insurance. Another option is the development of a standard international travel form to be completed and submitted by all students before pursuing any education abroad experiences arranged by their home institution. Regardless of the department or program through which the activity is sponsored, all forms would be processed through a specific office such as the study abroad office. This office would manage the central database in which all education abroad data is tracked.

Encourage students to register independently-arranged NCEA activities

When students know they will not receive credit for their education abroad activities, they may not report their independently-arranged NCEA to their home institutions nor may they know that they can inform their home campuses. In some instances, institutions cannot require students to register independently-arranged non-credit education abroad activities if there is no gateway that they have to clear before participating in NCEA. Several best practices emerged by institutions that were able to report data on students arranging their own NCEA. These include: deliberate and continuous campus-wide engagement with students and parents at key junctures points; engaging student organizations and clubs; utilizing required travel registration policies in order for students to enroll in travel health insurance, receive NCEA funding or utilize the institution's name in any capacity; and opening up advising and training sessions to all students.

Diversifying education abroad destinations

Findings reveal that students pursued non-credit activities in 129 countries worldwide. Countries in Latin America dominate as popular destinations for NCEA activities, with half of the 25 leading destinations reported by institutions in the region. Europe also attracts both NCEA and for-credit study abroad U.S. students. Moving forward, offering non-credit education abroad is one way that U.S. institutions can diversify and increase study abroad opportunities beyond these two regions. NCEA also offers potential for diversifying partnerships with other institutions and third party providers to facilitate expanded opportunities, types of programs, and international exposure for out-bound U.S. students. Building partnerships is also a critical component of the Generation Study Abroad initiative where institutions are collaborating together for increased student health and safety assurance, and logistical capacities.

Continued research

Continued research on non-credit education activities is necessary to monitor the growth and diversity of education abroad pursued by U.S. students. Additionally, it is important to understand students' motivations for pursuing non-credit activities abroad, as opposed to credit-bearing programs, and the impact these experiences have on their academic achievement and career readiness. While many U.S. institutions recognize the value of NCEA on learning and personal development, further research can examine the educational value and outcomes of the various types of NCEA experiences for American students. Finally, in order to continue the important discussion on NCEA data management and capacity building, a series of case studies detailing how different types of U.S. institutions successfully capture this data would be beneficial to the field.



Best Practices Spotlight: Capturing Independently-arranged NCEA Activities

Deliberate campus-wide engagement. Several institutions have a robust and deliberate campus-wide engagement plan at key junctures in order to inform students of the benefits of registering their independently arranged NCEA with their study abroad office for security and risk mitigation reasons. This was accomplished by building a good relationship and strong network of staff, faculty, and students in leadership who are trained to make students aware of registering their NCEA plans. Institutions used intentional conversations about travel insurance and registration during first year seminars, orientations and students' visits to student health centers, study abroad and career services, risk management centers, and student affairs offices. In addition, parents were made aware of these services through mailings and new student conferences.

Engage student organizations and clubs. Institutions reported higher NCEA registration rates in particular by having intentional conversations with their on-campus student clubs and organizations including campus ministries and affiliate groups.

International insurance enrollments. While students going on institution-coordinated NCEA may be required to purchase international insurance, those who arrange their own experience are not. Institutions that promoted insurance coverage and its benefits prompted more students to register. However, in order to enroll in the insurance, these institutions first required students to complete an application in the travel registry which in turn provides institutions with registered NCEA student data.

Registration required for using institution resources. In order to receive university funding of any type (grants, stipends, etc) or use the institution's name in any capacity for their NCEA experience, institutions required students to first register their travel.

Open up advising and training sessions. Institutions that encouraged their students to take advantage of their free study abroad services advising or pre-departure training or orientation sessions reported being able to "find" and engage more of these students to register their travel plans.

APPENDIX — DEFINITIONS OF NON-CREDIT EDUCATION ABROAD ACTIVITIES

The terms used throughout the survey are defined as follows:

Non-credit education abroad (NCEA): Any type of educational activity abroad that does not result in academic credit, but is driven by learning goals. This may include the following types of non-credit education abroad activities*:

Research or Field Work: A non-credit education abroad activity whose pedagogy revolves around research or experiential study outside the classroom setting. Examples may include field trips and excursions, nature observation and research, small team field assignments, field research programs, research abroad, and individual research projects.

Travel Seminar or Study Tour: A non-credit program in which students travel to many different cities or countries and receive instruction in each location, often regarding a designated, unifying topic. Examples may include: shipboard education programs or regional study tours.

Volunteering or Service Learning: A non-credit education abroad activity that allows the student to engage with the local community in a structured but unpaid capacity (although some programs provide a living stipend). The experience focuses on serving the needs of a community to achieve specified learning outcomes. Examples may include: volunteer abroad, service-learning abroad, community-engaged learning, teaching (English as a second or foreign language; and professional teaching in a K-12 or university environment), and workcamps.

Internship or Work Abroad: Any temporary non-credit bearing immersion in an international professional work environment with the educational value of the experience itself being the primary purpose. The focus of the experience varies and examples may include: internships, or just work abroad. Educational work abroad is to be distinguished from career-related overseas assignments, permanent jobs abroad, and migration for gainful employment.

Language Study (non-credit): A non-credit education abroad activity in which the student's primary goal is to learn the language.

Other: Any education abroad category not listed above that is counted by your institution as a non-credit education abroad experience.

MAJORS/FIELDS OF STUDY

Business and Management: Business, Management, Marketing, and Related Support Services; Tourism and related courses

Education: All programs in this field

Engineering: Engineering; Engineering Technologies/Technicians; Transportation and Materials Moving; Construction Trades; Mechanic and Repair Technologies/Technicians; Precision Production; Military Technologies

Fine and Applied Arts: Visual and Performing Arts; Music; Architecture and Related Services

Health Professions: All programs in this field; Residency Programs

Humanities: Foreign Languages, Literatures, and Linguistics; English Language and Literature/Letters; Theology and Religious Vocations; Philosophy and Religious Studies

Mathematics and Computer Sciences: Computer and Information Sciences and Support Services; Mathematics and Statistics

Physical and Life Sciences: Agriculture, Agricultural Operations, and Related Sciences; Natural Resources and Conservation; Biological and Biomedical Sciences; Physical Sciences; Science Technologies/Technicians

Social Sciences: Social Sciences; Psychology; Public Administration and Social Service Professions; Area, Ethnic, Cultural, and Gender Studies; History

Other/Unspecified: Liberal Arts and Sciences and General Studies; Basic Skills; Communication, Journalism and Related Programs; Legal Professions and Studies; Multi/Interdisciplinary Studies; Family and Consumer Sciences/Human Sciences/ Communications Technologies/Technicians and Support Services; Library Sciences; Parks, Recreation, Leisure, and Fitness Studies; Personal and Culinary Services; Homeland Security; Law Enforcement, Firefighting, and Related Protective Service

*Note: Where appropriate, some definitions above have been adapted from the Forum on Education Abroad's Education Abroad Glossary: <https://forumea.org/wp-content/uploads/2014/10/Forum-2011-Glossary-v2.pdf>

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A Student Guide to Study Abroad (2013)

A Parent Guide to Study Abroad (available in English & Spanish) (2015)

To learn more, visit

www.iie.org/Research-and-Publications

INFORMATION AND RESOURCES

KEY IIE PROGRAMS

GENERATION STUDY ABROAD |

www.iie.org/generationstudyabroad

Generation Study Abroad®, a five-year initiative of IIE to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade. With 1 in 5 jobs linked to international trade and employers looking for global talent, more U.S. students must study abroad to broaden their perspectives, understand and tolerate different ways of life and succeed in today's global workforce. Generation Study Abroad seeks to significantly increase participation by bringing higher education institutions, employers, governments, teachers, associations, and others together to build on current best practices and find new ways to extend study abroad opportunities and resources to tens of thousands of college students whose needs are not currently served by existing study abroad programs. More than 600 partners have joined IIE's initiative to date, including 400 U.S. colleges and universities, education associations, study abroad organizations and 14 country partners.

IIE Generation Study Abroad Scholarships: Generation Study Abroad Commitment Partners from U.S. colleges and universities who complete their annual progress report and demonstrate progress toward their pledge are eligible to apply for a matching grant from IIE to secure supplementary funds for student scholarships. These scholarships are intended to diversify study abroad and encourage students to go abroad who would otherwise not participate in an international experience.

Generation Study Abroad Commitment Partners have generously provided scholarship and grant opportunities as part of their pledge. Please visit the website for details.

OPEN DOORS | www.iie.org/OpenDoors

Open Doors®, supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State, is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities.

PROJECT ATLAS | www.iie.org/atlas

Project Atlas® was launched in 2001 with support from the Ford Foundation and is now supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State and the participating organizations in each country. The goal of this collaborative global project is to share accurate and timely data on student mobility at the higher education level, addressing the need for improved research on academic migration and comparability of mobility data among leading host and sending countries.

CENTER FOR INTERNATIONAL PARTNERSHIPS IN HIGHER EDUCATION | www.iie.org/cip

The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining partnerships with their counterparts around the world. A major initiative of the Center is the International Academic Partnerships Program, and the IIE Global Partnership Service (GPS).

IIEPASSPORT | www.iiepassport.org

This free online search engine lists over 9,000 study abroad programs worldwide and provides advisers hands-on tools to counsel students and promote study abroad. A sub-site studyabroadfunding.org, lists 600+ scholarships available to support U.S. study abroad.

PROGRAMS FOR U.S. STUDENTS

IIE-ADMINISTERED SCHOLARSHIPS AND FELLOWSHIPS

Fulbright U.S. Student Program

Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, Fulbright is the largest U.S. international exchange program offering opportunities for students, scholars and professionals to undertake international graduate study, advanced research, university teaching, and teaching in elementary and secondary schools worldwide. The Fulbright U.S. Student Program provides grants for individually designed study/research projects or for English Teaching Assistant Programs. Grant lengths and dates vary by country.

Deadline: October | www.us.fulbrightonline.org

Benjamin A. Gilman International Scholarship Program

Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the Gilman Scholarship supports U.S. undergraduates of high financial need at two- year or four-year colleges or universities in the U.S. to study or intern abroad for academic credit. Awards are granted for fall, spring, summer, and academic year terms of up to \$5,000, or \$8,000 for students studying a critical need language.

Deadline: March for Summer & Fall/Academic Year programs; October for Spring & Summer programs | www.iie.org/gilman

Boren Scholarships & Fellowships

Funding from the National Security Education Program (NSEP) supports U.S. undergraduate and graduate students to study less commonly taught languages in regions critical to U.S. interests: Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East. Up to \$20,000 is awarded to undergraduates and \$30,000 to graduate students. Recipients commit to work in the federal government for at least one year after graduation.

Deadline: January for graduate students; February for undergraduates | www.borenawards.org

Freeman-ASIA

Sponsored by the Freeman Foundation, the Freeman Awards for Study in Asia provide financial support to undergraduates who are U.S. citizens or permanent residents for study abroad in East or Southeast Asia. Eligible applicants will be planning to enroll in a credit-bearing academic program in East or Southeast Asia for the summer, fall, or academic year, and will have demonstrated financial need.

Deadline: March for Summer programs; April for Fall Semester / Academic Year programs; October for Spring Semester programs | www.iie.org/Programs/Freeman-ASIA

Confucius China Studies Program

The Confucius China Studies Program supports doctoral and master's degree students from U.S. universities to undertake advanced language training, coursework, and guided research related to Chinese studies at a university in China. The program is open to both U.S. citizens and international (non-Chinese) students applying from within the U.S. The awards range from six months to up to four years. For more information about the program, eligibility requirements, and the application process please visit the website.

Deadline: January / February | www.iie.org/ccsp

Global E3

The Global Engineering Education Exchange is a consortium- based study abroad opportunity for undergraduate (and some graduate) engineers to be exchanged between top U.S. and international engineering university programs in Asia, Australia, Europe, Latin America, and the Middle East. Students in the program take engineering coursework in an international setting while earning credit and paying tuition at their home university. Thirty-five U.S. engineering schools and 39 programs in over 20 other countries world-wide are members of this academic exchange consortium (Global E3) administered by IIE.

Deadline: March for Fall Semester/Academic Year; October for Spring Semester | www.globale3.org

Project Global Officer (Project GO)

Funding from the Defense Language and National Security Education Office is aimed at improving the language skills, regional expertise, and intercultural communication skills of future military officers. Full scholarship awards are granted to ROTC students for domestic or overseas study. Students must apply to the individual Project GO program.

Deadline: February | www.rotcprojectgo.org

Schwarzman Scholars

Schwarzman Scholars Inspired by the Rhodes Scholarship, Schwarzman Scholars is a highly selective international scholarship program designed to prepare future leaders for success in a world where China plays a key global role. The program will give the world's best and brightest students the opportunity to develop their leadership skills through a fully-funded one-year Master's Degree at Tsinghua University – one of China's most prestigious universities. For those ready to make their mark on the world, Schwarzman Scholars is a once-in-a-lifetime opportunity to access world-class curriculum and faculty, learn beyond the classroom, and engage in multi-dimensional leadership training.

Deadline: Mid-September | www.schwarzmanscholars.org

Whitaker International Program

The Whitaker International Program supports international collaboration in the growing field of biomedical engineering, from graduating seniors to post-doctorate degree holders. The Whitaker International Program sends emerging leaders in U.S. biomedical engineering (or bioengineering) overseas to undertake a self-designed project that will enhance their careers. In addition to supporting research, it encourages grantees to engage in policy work and propose projects in an industry setting. The award covers airfare, living expenses, and tuition reimbursements up to \$10,000 for Fellows.

Deadline: Mid-January for Fellows and Scholar applicants; February for Summer applicants | www.whitaker.org

For more information | www.generationstudyabroad.org

Comprehensive study abroad guide | www.iie.org/studentguide

Scholarships to study abroad | www.studyabroadfunding.org

Find a study abroad program | www.iiepassport.org

The Institute of International Education (IIE) is a world leader in the international exchange of people and ideas. IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government agencies, foundations, and corporations. IIE also conducts policy research and program evaluations, and provides advising and counseling on international education and opportunities abroad. An independent, not-for-profit organization founded in 1919, IIE has a network of 19 offices and affiliates worldwide and over 1,400 member institutions.

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