



Center for
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INSTITUTE OF
INTERNATIONAL
EDUCATION



U.S. Students in China: Meeting the Goals of the 100,000 Strong Initiative

A Pilot Study on U.S. Student Participation in Education Abroad Activities in China

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Institute of International Education

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Executive Summary

The 100,000 Strong Initiative, announced in November 2009 by President Obama, aims to increase to 100,000 the cumulative number of Americans studying in China over a four-year period. While the number of American students studying abroad for credit in China has increased nearly fivefold in the last decade, the types of educational experiences undertaken by American students going abroad have changed as well. More than ever before, American students are going abroad on shorter, not-for-credit programs such as study tours, internships, and volunteering abroad. The 100,000 Strong Initiative encourages all types of educational experiences for students in U.S. high schools, colleges, and universities.

Despite the numerical goal of the initiative, little was known about how many Americans were in fact participating in a full range of educational activities in China. To address this gap, the new IIE study sought to enumerate Americans participating in all types of for-credit and not-for-credit educational activities in China, while also gathering information on U.S. institutions' perspectives on whether China-bound mobility was likely to increase in the near future. It was envisioned that the findings would provide a baseline against which to assess the progress of the 100,000 Strong Initiative. Additionally, the research also set out to discover the extent to which higher education institutions are able to measure and report the full range of education abroad activities undertaken by their students.

For the past decade, the number of U.S. students studying in China for academic credit from their U.S. home institution has risen at an average of 18 percent per year, from 3,291 students in 2000 to 15,647¹ in 2010/11, according to the latest *Open Doors* Report, published annually by the Institute of International Education in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs. Since 2007, China has been the most popular study abroad destination outside of Western Europe, and one of the top five destinations for U.S. students studying abroad for academic credit from their college or university in the United States.

The new report is based on a study conducted by IIE from October 2011 to September 2012 with support from the Ford Foundation. The survey of U.S. higher education institutions was sent to 1,680 accredited U.S. colleges and universities and 563 valid responses were received, yielding a response rate of 34 percent. All types of institutions responded to the survey, ranging from doctoral level universities to specialized institutions of higher education. Data was also gathered from the China Scholarship Council and education provider institutions.

Findings from the report reveal that there were over 11,000 additional students engaged in education-related activities in China, beyond those normally counted in the *Open Doors* study abroad survey. The current study indicates that the kind of for-credit study that has been reported by the U.S. campuses now represents about 59 percent of all U.S. students in China, while another 41 percent of students are undertaking other types of educational activities. As this is a pilot study, including responses from over 500 U.S. campuses, these numbers are almost certainly an undercount. It is likely that there are many more U.S. students who go to China on their own, often over school breaks, who are not being tracked or reported by higher education institutions at this time.

¹ The 100,000 Strong Initiative includes Hong Kong and Macau; the 15,647 total includes data reported in the *Open Doors* Report for China, Hong Kong and Macau.

Key Findings

- In 2011, there were at least 26,686 participating in educational activities in China (including mainland China, Hong Kong and Macau). Based on these findings, the 100,000 Strong Initiative is likely to meet the goal of sending 100,000 American students to China over a four year period, assuming a sustained or increased interest in studying in China.
- The majority of U.S. post-secondary students participating in education abroad activities are undergraduates, making up more than 76 percent of all U.S. students in China pursuing for-credit and not-for-credit education abroad. Twenty one percent of the American students in China were graduate students, and just over three percent were associates degree and non-degree students.
- *For-credit* study abroad programs continue to be the most popular among students going to China. Study tours were the second most popular way to get an educational experience in China. Slightly over 4,000 students took part in study tours to China led by faculty or facilitated by outside organizations. Educators commented that these types of study tours were likely to become increasing popular in the future, as there is often no prerequisite language requirement and these programs generally occur in summer or academic breaks in midwinter or spring so they do not interfere with the students' academic coursework.
- Several thousand students took part in more extended academic and language coursework in China. Nearly 2,200 U.S. students were enrolled in full degree programs in Chinese higher education institutions in 2011, an increase of 23 percent from the previous year. These students were not enrolled in U.S. colleges and universities, and were thus not reported as study abroad students in the annual *Open Doors* Report. The number of Americans working toward full degrees from Chinese institutions includes 1,028 students in undergraduate programs and 1,156 students in graduate programs, primarily at the Master's degree level. Given the sharp increase from 2010 to 2011, it is likely that the number of American students pursuing degrees in China will continue to rise, particularly as English-taught courses and full degrees offered in English become more prevalent in China.
- The study also found at least 1,500 students enrolled in Chinese language programs in China beyond those who were already reported by U.S. colleges and universities as studying language as part of their *for-credit* study abroad programs and more than 750 students in reciprocal exchange programs, such as direct exchanges of students between American and Chinese universities. Additionally, more than 250 students, including 78 U.S. Fulbrighters conducting research in China, were categorized as not enrolled in formal courses of study.
- One area that has garnered substantial media attention has been the increase in the number of students doing internships abroad to gain practical work experience, and *Open Doors* reported that in 2010/11 U.S. colleges awarded credit to more than 16,000 students for internships abroad worldwide. This new study finds that 670 students went to China in 2011 for internships or work for which they did not receive college credit.
- Two additional categories of education abroad activities were reported in relatively low numbers by the study's 500 responding U.S. campuses: volunteering or service-learning projects (almost 200 students were reported); stand-alone teaching abroad programs (80 students were reported). It is likely that many more students are actually taking part in these

kinds of activities, but neither going through or reporting to their colleges. These numbers may rise as students become more interested in service-learning or teaching abroad and as U.S. campuses decide to track more effectively the full range of learning experiences undertaken abroad by their students.

- International volunteering and service learning projects, independent student research projects abroad, and stand-alone teaching programs in China are the most challenging education abroad activities for higher education institutions to track. Less than 40 percent of responding institutions reported data for these categories, whereas data on study abroad for-credit was reported by more than 80 percent of these institutions. Despite the low student participation reported in some of the activities that take place outside of the classroom, institutions foresee an increase in joint research programs, internships, service learning projects and volunteering. The projected increase in these activities was attributed to the growing desire of students to have better career prospects after graduation, especially for students who are studying business. These types of activities abroad enable students to enhance their language skills and get first-hand experience of different cultures, making them more marketable for jobs in the global economy.
- Ninety two percent of responding institutions predict an increase in U.S. student participation in educational programs in China in the next five years, particularly in short-term study abroad, internships, and language programs.
- U.S. higher education institutions reported the following biggest challenges to increasing the number of Americans studying in China:
 - *Financial constraints*: reported by over 43 percent of respondents
 - *Language barriers*: reported by 42 percent of respondents
 - *Lack of options in course of study and transferability of credit*: reported by over 16 percent of respondents.

Recommendations for Educators and Policy Makers

Based on the findings of the pilot study, the following are recommendations to be considered by higher education institutions, education abroad providers and policy makers:

- There is considerable interest and room for growth in expanding U.S. student engagement in China. With over 90 percent of responding institutions reporting a projected increase in U.S. education abroad activity in China, the number of Americans going to China will continue to increase. As this unfolds, possibly in higher numbers than seen before, sending institutions in the U.S. and receiving institutions in China should be prepared to meet the academic, administrative, and financial challenges that this may entail. More cooperation is needed among institutions in the U.S. as well as between institutions in China and the U.S. to ensure a steady growth of education mobility to China with a sustainable quality of education, resources and support provided for students.
- This study reveals that a significantly higher number of American students participate in education abroad activities in China than previously known, and also confirms that institutions are not able to measure the full extent of the international activities of their students. In addition to incomplete data on outbound mobility of American students, this undercount has other implications for U.S. campuses. As student security becomes a bigger institutional

priority, accurately tracking students abroad serves the dual purpose of fully capturing the breadth of international activities of the institution's students, as well as mitigating the security risks associated with not knowing where students are going.

- The study found that financial constraints are the biggest barriers precluding more American students from pursuing education abroad programs in China. While funding for study abroad is a longstanding challenge, many opportunities for American students have been created to facilitate more outbound mobility to China. Scholarships from private companies and foundations, solicited through the 100,000 Strong Initiative, have supplemented scholarships from U.S. colleges and universities and the U.S. government that have been in place for many years. This has enabled Americans to pursue study abroad in China and around the world. And as part of its commitment to the 100,000 Strong Initiative, the Chinese government announced that as many as 20,000 scholarships will be available for American students to study in China. Over 6,500 of these scholarships have already been awarded to US students, according to Chinese government sources. It is vital that information about funding for study in China reach interested students. Broad involvement at the institutional level and through the advocacy of policy makers and various stakeholders is needed to accomplish the goals set out by the 100,000 Strong Initiative, and to ensure that U.S. students are able to fully access the opportunities provided by the Initiative.
- The findings also reveal that community college students are underrepresented in education abroad activities in China. While community college students represent 34 percent of all undergraduate students in the U.S.,² only two percent of students studying in China in 2011 were community college students. This small proportion of community college students in China reflects the participation rate of community college students that study abroad in general, regardless of destination (*Open Doors*, 2012). More efforts are needed to increase the number of community college students participating in education abroad, especially given that they represent more than a third of all students pursuing undergraduate education in the U.S. and have a diverse profile.

Recommendations for Further Research

- *Conduct a sustained survey over time:* This study was a first attempt to count the total number of U.S. students going to China. It aimed to provide a baseline against which the 100,000 Strong Initiative can be benchmarked and progress can be tracked over the coming years. A sustained survey over the next several years would allow for a comprehensive enumeration of U.S. students going to China for the duration of the 100,000 Strong Initiative. A four-to-five year data collection effort would allow for tracking the trends over time and for a better understanding of the challenges and successes of higher education institutions in increasing the number of Americans going to China. Expanding participation by community college students would be one way to address this issue.
- *Expand research on additional education abroad destinations:* One of the contributions of the current study was the compilation of a comprehensive list of education abroad activities that encompass the full range of educational activities students can undertake abroad (See Appendix A). This list can be used in future surveys to validate the accuracy of these categories, and to continue to track U.S. student participation in education abroad activities in China and around

² <http://nces.ed.gov/fastfacts/display.asp?id=72>

the world. It is worthwhile to gather similar data for countries such as India and Brazil, which are non-traditional destinations that are beginning to attract an increasing number of American students, and that have also been the focus of various government-level initiatives (such as the U.S. Department of State's "Passport to India initiative" and its 100,000 Strong in the Americas Initiative).

- *Better understand diversity challenges in education abroad*: Increasing the number of American students studying in China is only one part of the mandate of the 100,000 Strong Initiative. The Initiative also aims to increase the diversity of Americans studying in China. As a follow up to this study, further in-depth research should be conducted to better understand how the current population of students in education abroad programs in China reflects the diversity of the U.S. student population and what steps are needed to help address the number of underrepresented students participating in education abroad activities in China.
- *Explore funding sources and financial challenges to education abroad*: Because financial constraints are reported as the biggest challenge to education abroad in China, more research can be conducted to understand the current funding sources of U.S. students who study in China and the extent to which students are aware of and able to attain funding for study in China. It will be important going forward to know how many Americans engaging in educational experiences in China receive funding from their home institution (i.e. university scholarships), the Chinese government (e.g. Chinese Bridge Program), the U.S. government (e.g. Fulbright Fellowships, Gilman Scholarships), private donors (e.g. Rotary International) and how many fund their own educational experiences abroad. Future research can also explore the capacity of U.S. and Chinese institutions to expand their educational offerings in China, to attract a larger and more diverse representation of American participants. Through *Open Doors*, we know that minority students are significantly underrepresented in U.S. study abroad. But we also know that through targeted outreach and financial support such as with Gilman Scholarships and institutional funds, the number of minority students and other under-represented groups in study abroad can increase.
- *Research impact of education abroad*: The newly launched 100,000 Strong Foundation (see Appendix E) includes in its mandate the conducting of "independent studies to survey the impact of study abroad in China on US competitiveness and US-China relations." Such studies could provide a methodology that universities could use to encourage more corporate and public support for study abroad scholarships to other key countries as well.

Even though this study found that for-credit study abroad continues to be the most popular activity through which American students study in China, it is evident that the landscape of education abroad is becoming more diverse, affording students opportunities to participate in education programs that best suit their timeframes, interests, and academic and career goals. The study also highlights the challenges to increasing the number of Americans studying in China and the challenges to collecting data on the full range of education abroad. This study is designed to assist policy makers and education institutions in the United States and in China, researchers in the field of higher education, and students interested in studying in China. We hope it will inspire further research in this field and will encourage ongoing and expanded data collection by home and host institutions, to facilitate expanded planning and activity.

1. Introduction and Overview of Research

In 2009, President Barack Obama announced the 100,000 Strong Initiative with the goal of significantly increasing the number of American students studying in China. The initiative was officially launched with Secretary of State Hillary Clinton's visit to Beijing in May 2010 and, "seeks to prepare the next generation of American experts on China who will be charged with managing the growing political, economic and cultural ties between the United States and China. The initiative also seeks to develop specific opportunities and funding sources for underrepresented students to study in China."¹ A target was set of 100,000 Americans studying in China during the four-year period of 2010-2014. Existing U.S. federally-funded scholarships, such as the Fulbright Program, the Benjamin A. Gilman Scholarship Program, and the National Security Education Program (NSEP), were to be supplemented by private sector funding from U.S. corporations and foundations. The initiative was also supported by the Chinese government, which pledged upwards of 20,000 scholarships to Americans studying in China.

On January 24, 2013, Secretary of State Hillary Clinton announced the creation of a new independent nonprofit organization, the 100,000 Strong Foundation to enhance and expand opportunities for US students to learn Mandarin and study in China, furthering the goals of the initiative (See Appendix E).

U.S.-China relations occupy a position of considerable strategic importance. The bilateral ties between the two countries are critical to the development of economic markets, energy and sustainability issues, international development, and global security. Given the paramount importance of the relationship between the U.S. and China in the 21st century, the 100,000 Strong Initiative is a timely recognition by leaders of both countries of the value of people-to-people interaction and the need for continued and expanded educational exchange between the two nations. This initiative shows the commitment of both countries to encourage ongoing exchange of students between China and the U.S.

The number of Americans studying abroad for credit in China has increased significantly in the last ten years, rising nearly fivefold from 3,291 in 1999/00 to 15,647 in 2010/11 (*Open Doors*).² IIE's *Open Doors* annual survey on educational exchange, supported by the U.S. Department of State, captures the number of U.S. students who study in China and then return to their U.S. campus to receive academic credit. But this data represents only one share of those who partake in education activities in China, and it was not known how big a share. The last decade has seen increased student interest and participation in education programs beyond traditional study abroad. Today, numerous programs exist that allow American students to study, volunteer, intern and engage in other educational activities in China. However, there was no comprehensive estimate of the total number of U.S. students participating in this wide range of education abroad activities.

With support from the Ford Foundation in Beijing, the Institute of International Education (IIE) conducted a study between October 2011 and September 2012 to enumerate more

¹ http://www.state.gov/p/eap/regional/100000_strong/index.htm

² Because the 100,000 Strong Initiative uses a broader definition of China that includes the China's mainland, Hong Kong, and Macau, the 15,647 total presented here includes *Open Doors* data for students going to all three destinations, which are presented separately in the *Open Doors* Report. It should be noted that this aggregated total is larger than the total going to "China" alone, as reported in *Open Doors* for 1999/00 and 2010/11.

comprehensively the education options being used as vehicles for American students to study in China.

The two goals of the project were to:

- 1) Arrive at a baseline number of U.S. students in China that can be used to assess the progress of the 100,000 Strong Initiative.
- 2) Determine what data is collected by U.S. higher education institutions on the full range of education abroad activities of their students who go to China and institutional capacity to collect this information going forward.

Given the many ways in which Americans are pursuing education abroad in China and around the world, IIE sought to first clarify and expand some of the functional definitions and understanding of education abroad. Expanding on the definition of study abroad used in *Open Doors*,³ this study collected data on U.S. student participation in a broad range of educational activities abroad well beyond traditional for-credit study abroad programs.

A. Education Abroad: An Expanded Definition

Since the 100,000 Strong Initiative is not limited to certain types of education activities that students can pursue in China, this study adopted a broad definition of student mobility that includes but also goes beyond traditional for-credit study abroad programs, encompassing both study abroad⁴ and education abroad. Borrowing a definition from the *Education Abroad Glossary*⁵ of the Forum on Education Abroad, education abroad includes all relevant opportunities outside of short-term, semester or year-long for-credit programs. This study identified nine categories of education abroad activities in addition to for-credit study abroad to enumerate U.S. student participation in the 100,000 Strong Initiative.⁶ These categories include:

- Dual and joint-degree programs between U.S. and Chinese institutions, involving study in China
- Full degree study in China (i.e. enrollment in a BA, MA, or PhD program)
- Chinese language courses taken in China by U.S. students
- U.S. student participation in exchanges between U.S. and China (such as the Fulbright fellowships)
- Study tours (faculty-led or facilitated by outside organizations)
- Internships or work in China
- Volunteer or service-learning projects in China (such as the Peace Corps)
- Stand-alone teaching abroad programs in China
- Research projects supported by institution or independent research by students
- Other types of educational activities in China (such as independent study abroad, educational travel abroad, etc.).

³ The *Open Doors* definition of U.S. study abroad is: U.S. students (citizens and permanent residents) enrolled in a degree (and/or General Education students at community colleges) at a U.S. institution's U.S. campus *who receive academic credit* at the U.S. home institution for study abroad, regardless of who sponsored the program (institution or another institution/organization), or who awarded the initial credit.

⁴ As defined by *Open Doors*, see footnote 3 and Appendix A.

⁵ <http://www.forumea.org/EducationAbroadGlossary2ndEdition2011.cfm>

⁶ For complete definitions of all education abroad activity categories please see Appendix A.

In this report, “education abroad activities” refers to the categories of education abroad identified above, while “study abroad” refers to U.S. students participating in study abroad programs for credit at their home colleges or universities in the U.S.

These categories were identified with the input of key international education organizations, including the Forum on Education Abroad (a national association of the major education-abroad providers and universities that send large numbers of their students abroad), California Colleges for International Education (a consortium of community colleges committed to broadening study abroad opportunities for their students), and a number of colleges and universities and education provider institutions who reviewed the definitions and pilot tested the survey tool.

B. Organization of the Report

This report is divided into six sections. The introduction is followed by an overview of U.S.-China educational exchange, focusing on the history and current status of student exchanges and the 100,000 Strong Initiative. Sections following describe the methodology of the study and the findings from the study. The “Limitations of the Study” section describes challenges of this research, and the final section provides concluding analysis and recommendation on increasing the U.S. student participation in education abroad activities in China. A detailed appendix includes definitions, additional information on the methodology of the study, information on scholarship schemes for U.S. students going to China, and the bibliography.

2. An Overview of U.S.-China Educational Exchange

A. Background of the 100,000 Strong Initiative

President Barack Obama announced the 100,000 Strong Initiative in November 2009, in part to bring attention to the importance of people-to-people exchanges and the fostering of mutual understanding between the citizens of the U.S. and China. With the view that the exchange of people and ideas between the two nations will play a critical role in promoting global peace and stability and that “America has no better ambassadors to offer than our young people,”⁷ the initiative aims to significantly increase the number of Americans studying in China.

There are many more Chinese students in the U.S. today than there are American students in China. In the 2011/12 academic year, Chinese students were the largest national group, ahead of India for the 3rd consecutive year. One of four international students studying in the U.S. is from China (*Open Doors*, 2012). Of the almost 764,500 international students in the U.S., 202,566⁸ students are Chinese, a 22 percent increase from the previous year. Given the increasing demand for educational opportunities and the economic ascent and willingness of Chinese families to pay for education outside of China, the number of Chinese students in the U.S. is likely to continue to rise. While the majority of these are graduate students, Chinese undergraduate enrollments are expanding at higher rates than graduate enrollments.

The number of American students going to study abroad in China has also increased. The last decade saw a surge in U.S. student mobility to China, with 15,647 students going to China in 2010/11 (*Open Doors*, 2012).⁹ China is now the fifth largest host of U.S. students participating in study abroad programs for credit. Figures 1 and 2 show a similar trend line in educational exchange between the U.S. and China. However, there remains a dramatic imbalance between the number of Chinese students studying in the U.S. and Americans studying in China.

Figure 1. Chinese students studying in the U.S.

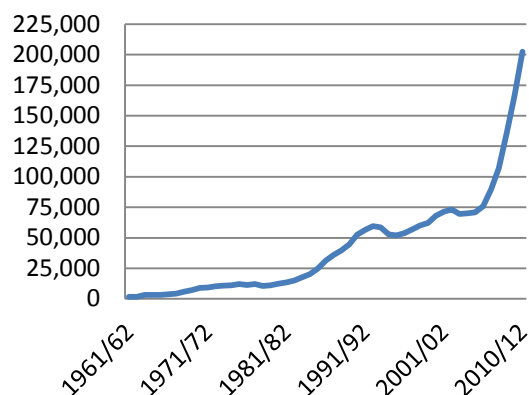
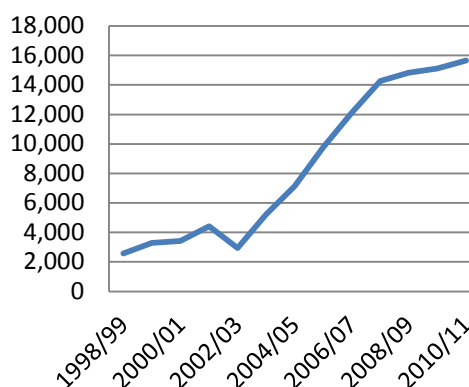


Figure 2. U.S. students studying abroad in China



Source: *Open Doors*, Institute of International Education.

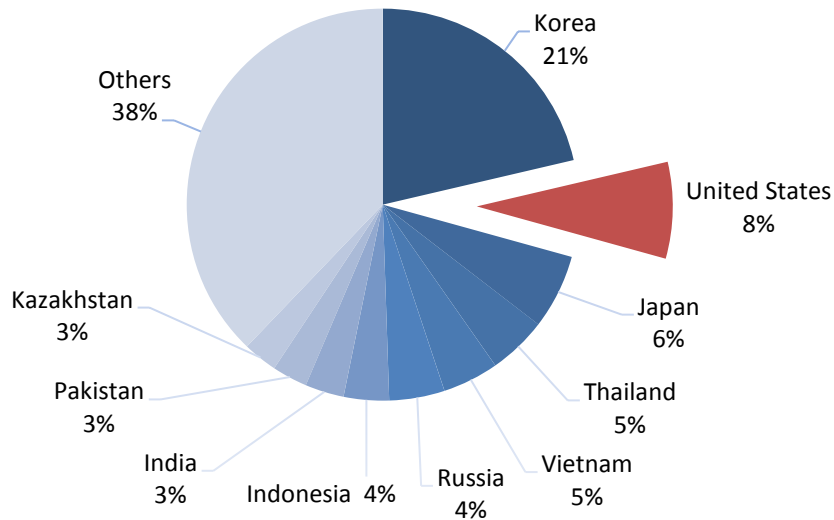
⁷ <http://www.whitehouse.gov/the-press-office/remarks-president-barack-obama-town-hall-meeting-with-future-chinese-leaders>

⁸ This total includes 194,029 students from mainland China, 8,032 from Hong Kong, and 505 from Macau.

⁹ Includes 14,596 U.S. students going to mainland China, 1,033 to Hong Kong, and 18 to Macau.

The increase in the number of Americans studying in China makes them the second largest national group of international students in China, after Koreans and ahead of Japanese, Thais, Vietnamese, and Russians. According to the China Scholarship Council (CSC), there were 23,292 U.S. students studying in China in 2011, an 18 percent increase from 2010 and a 13 percent average annual growth since 2007. In 2011, U.S. students represented eight percent of all international students in China. Figure 3 shows the percentage of students from the top ten sending countries studying in China.

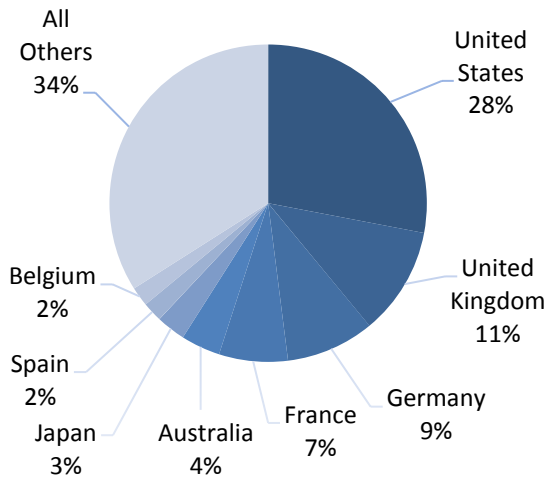
Figure 3. International students in China by country of origin, 2011



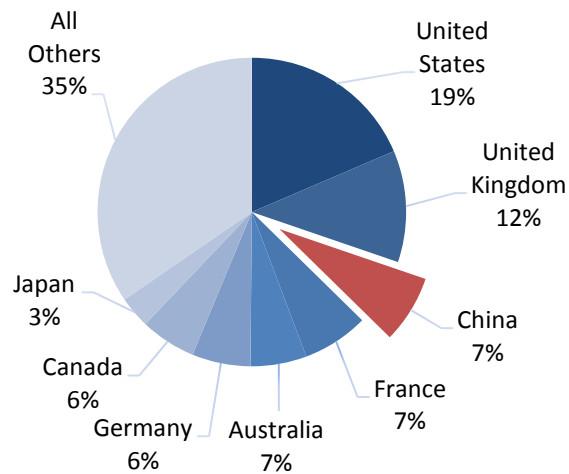
Source: China Scholarship Council, 2012

The total number of international students in China is rising steadily, having increased by 33 percent from 195,503 students in 2007 to 292,611 students in 2011. China is now among the world's top host countries welcoming international students to its higher education institutions. According to *Project Atlas*, China has an estimated seven percent market share of international students, third after the U.S. and United Kingdom. Figure 4 and 5 illustrate the global market share of international students in 2001 and 2011, highlighting China's steep ascent as a leading host country.

**Figure 4. Top host countries of all international students worldwide, 2001
(Worldwide: Over 2 million students)**



**Figure 5. Top host countries of all international students worldwide, 2011
(Worldwide: Over 4 million students)**



Source: *Project Atlas*, 2011; OECD

Figure 5 also shows the shift in market share among the longstanding hosts of international students, including the U.S. As the figure shows, traditional hosts are now sharing the market with new and emerging host countries of a steadily expanding total of internationally mobile students, up from 2.1 million students in 2000 to 4.1 million students in 2010 (OECD, *Education at a Glance*, 2012).

B. Historical Summary of U.S.-China Academic Exchange

Chinese students began coming to the U.S. to study in the late 1800s and reached a peak of 3,549 in 1949, when the founding of the People's Republic of China ended the flow of students to the U.S. (*Open Doors*, 1948/1949). The 1972 visit of President Richard Nixon to China and the "Shanghai Communique" paved the way for resumed U.S.-China diplomatic relations in 1979, and restored partnership in academic exchange. Deng Xiaoping's reform agenda transformed China from its highly centralized planned economy to a synthesis of that socialist system with market economics, resulting in rapid economic growth. At the same time, China's higher education system experienced massive changes prompted by increased demand for "personnel with competence and versatile skills," ultimately fueling "a great need for knowledge and technology acquisition to further innovation" (Ma, 2003, p.4). Beijing began to initiate a move toward less government control in higher education and expanded decision-making powers by the local authorities and individual institutions (Hawkins, 2000). These changes also paved the way for more Chinese to pursue study around the world, and set the stage for China to open its borders to international students.

In 1995, China passed the Education Law of the People's Republic of China, which stimulated academic exchange and cooperation between China and the world. Specifically, this law encouraged Chinese universities to establish higher education programs with foreign counterpart institutions (Mok & Xu, 2008). In 1995, only two China-foreign higher educational programs were eligible to confer degrees. As of August 2012, there are over 720 joint higher educational programs

provided by Chinese universities in cooperation with overseas institutions, including 122 programs between China and the U.S.¹⁰ Additionally, numerous governmental, institutional and not-for-profit programs have been established to promote exchange between the U.S. and China, (see Appendix C for examples of U.S. government-funded programs supporting the exchange of ideas and scholars between U.S. and China).

High profile meetings between counterparts within the U.S. Department of State and the U.S. Department of Education and the Ministry of Education of the People's Republic of China have cemented the nations' bilateral partnership into the 21st century. In 2000, a visit by U.S. Secretary of Education Richard Riley resulted in the signing of an agreement aimed at expanding U.S.-China exchange across academic areas, which would be renewed in 2006 (Yang, 2008). The U.S. Secretary of Education, Margaret Spellings, visited China in 2007, accompanied by Dina Powell, Assistant Secretary of State, and twelve presidents of American universities. After the signing of a Memorandum of Understanding, Chinese Premier Wen Jiabao asserted that educational exchange was "an important force to promote healthy and stable development of U.S.-China relations" (Yang, 2008, p. 45).

However, it was not until U.S. President Barack Obama's visit to Shanghai in November 2009 that there was an explicit commitment made to increase the number of Americans studying in China. Noting China's role on the world stage, the President stated that, "[P]ower in the 21st century is no longer a zero-sum game; one country's success need not come at the expense of another...[W]e welcome China as a strong and prosperous and successful member of the community of nations" (Office of the Press Secretary, 2009). Speaking to a primarily non-governmental audience, he further emphasized that future cooperation would largely be rooted in interpersonal exchange between the two nations – in "the studies we share, the business that we do, the knowledge that we gain, and even in the sports that we play." His indication of the U.S. plan to increase the number of Americans who study in China set the stage for Secretary of State Hillary Clinton's formal announcement of the 100,000 Strong Initiative in May 2010.

Since its inception, the 100,000 Strong Initiative has received at least \$14 million in donations from private companies and foundations in the U.S. In the higher education community, the U.S. Department of State launched a "Double the Numbers Challenge" to encourage college and university presidents to double the number of students studying in China. As of 2011, 324 institutions have committed to this, including over 285 Historically Black Colleges and Universities (HBCU's) and Hispanic institutions.¹¹ In further support of the diversity goals of the 100,000 Strong Initiative, the Thurgood Marshall College Fund spearheaded a scholarship campaign for HBCU students, while donations continue to flow in targeting the needs of underrepresented students with the help of organizations like Americans Promoting Study Abroad (APSA) and the DC Center for Global Education.¹²

The Chinese government also expressed strong enthusiasm and support for the 100,000 Strong Initiative and has pledged upwards of 20,000 scholarships for Americans to study in China.¹³ Support for the 100,000 Strong Initiative is aligned with the Chinese government's broad internationalization plan, aiming to host 500,000 international students in China by 2020. (See

¹⁰ Ministry of Education of the People's Republic of China (2012). List of China-Foreign Joint Higher Educational Programs. Retrieved from <http://www.crs.jsj.edu.cn/index.php/default/index/sort/1006>.

¹¹ <http://www.whitehouse.gov/the-press-office/2011/01/19/first-lady-michelle-obama-urges-american-youth-strengthen-us-china-ties>

¹² <http://www.state.gov/r/pa/prs/ps/2012/05/189305.htm>

¹³ This number reflects the Chinese government's doubling of their original commitment to offering 10,000 such scholarships. <http://www.state.gov/r/pa/prs/ps/2012/05/189305.htm>

Appendix D for information on China's investment in attracting international students to its higher education sector).

While the commitment to increasing the number of Americans studying in China was clear, what was not known was how many American students were pursuing different education opportunities in China both for-credit and not-for-credit. This is the question that prompted the current study and is addressed in subsequent sections.

3. Research Methodology

To answer the question of how many U.S. students participate in an array of educational activities in China in a given year, data was collected for the 2011 calendar year through an online survey of U.S. higher education institutions and education provider organizations, and information was sought from Chinese sources. The survey was conducted between May and July 2012. For the purposes of this study, China was broadly defined as including mainland China, Hong Kong and Macau as this definition aligns with the 100,000 Strong Initiative, which encourages U.S. students to go to all three destinations. A list of U.S. higher education institutions was compiled using the IIE Network directory as well as a database of institutions that respond to the *Open Doors* Study Abroad Survey. Higher education provider organizations were selected from the *IIE Passport* Study Abroad Directories and through a comprehensive desk review of education provider organizations that are involved in education abroad in China. Input was also sought from experts in U.S.-China relations and education abroad specialists.

The survey tool had two versions: one for U.S. higher education institutions, and the other targeting education provider organizations. Both surveys were designed to capture the full range of U.S. student participation in education abroad activities in China. Appendix A includes a list of key education abroad activities and definitions that the researchers identified as encompassing the full range of education abroad activities. Both surveys were pilot tested with a select group of respondents from higher education institutions and education provider organizations.¹⁴

In addition to reaching a comprehensive count of U.S. students in China, the surveys were also designed to provide disaggregated information on the academic level of students for each category of education abroad. The survey to higher education institutions requested data on student participation in educational activities in China for the following levels of study: Associate's; Bachelor's; Graduate; and, non-degree students. The education provider survey also requested data on high school students and individuals not enrolled in a formal course of study. Because the focus of the study was to arrive at a full count of U.S. students in China and to understand the extent to which this data is collected and available for institutions to report, more detailed questions about student demographics were not included in this survey, lest it overburden the respondents and reduce the survey response rate.

The survey of U.S. higher education institutions was sent to 1,680 accredited U.S. colleges and universities and 563 valid responses were received, yielding a response rate of 34 percent. However, of these 563 responding institutions, 60 (11 percent) were unable to provide any quantitative data on student participation in education abroad. Of the responding institutions, 278 are private institutions and 292 are public institutions.¹⁵ In total, there were 158 responses from doctoral level universities, 174 from Master's level colleges and universities, 137 from Bachelor's degree awarding institutions, 80 from associate's level colleges, and 19 responses from specialized institutions of higher education.

In addition, the survey was sent to over 125 education provider organizations that organize, facilitate or are otherwise involved with education abroad programs in China. A total of 26

¹⁴ For more detailed information on the survey methodology, please see Appendix B.

¹⁵ Two survey respondents provided data for a total of nine higher education institutions that are part of a consortium of community colleges and a community college district, respectively.

responses were received from education provider organizations, representing a 21 percent response rate.

IIE also collaborated with the China Scholarship Council (CSC)—an affiliate of the Ministry of Education of People’s Republic of China which promotes international student mobility in China. The CSC provided data for 2011 that was collected as part of a national higher education data collection effort in China. The data available from China helped triangulate the data collected from higher education institutions in the U.S. and was also a source of unique data that would otherwise not be available, such as information on the number of U.S. students in language courses in China, and the total count of U.S. students in China pursuing full degree programs in Chinese universities (data which can only be obtained from the host Chinese higher education institutions).

Collecting data on high school students who engaged in educational activities in China posed a significant challenge. Only very partial data on high school student participation in education abroad in China was reported by education provider organizations. There is very limited national data collection, which currently tracks global student mobility at the secondary education level.

4. Findings

A. 100,000 Strong Initiative: Enumerating Progress

Our findings show that in 2011, there were at least 26,686 Americans participating in education abroad activities in China (Table 1). More than 58 percent of students participated in study abroad activities with academic credit received at their U.S. institutions. In not-for-credit activities, educational study tours and language courses were the most popular education abroad activities in China. U.S. students pursuing full degrees in China comprised more than nine percent of U.S. students in China. Students pursuing all other activities abroad comprised the other 18 percent.

Table 1. Total U.S. student participants in education abroad activities in China, 2011

Category of study	Students	Percent
Study abroad for credit (all types)¹⁶	15,647	58.6%
Study tours (faculty-led or facilitated by outside organizations)	4,019	15.1%
U.S. students pursuing full degrees in China¹⁷	2,184	8.3%
Chinese language courses	1,518	5.7%
Student exchanges (reciprocal)	758	2.8%
Internships or work abroad	670	2.5%
High school students¹⁸	430	1.6%
Volunteering or service-learning projects	196	0.7%
Individuals not enrolled in formal course of study¹⁹	258	0.9%
Other: Dual and joint degrees, stand-alone teaching abroad programs, research projects and other types of educational activities	1,006	3.8%
Total	26,686	100.0%

The data reported in Table 1 includes a total count of education abroad activity in China obtained from all the data sources used for this study: the institutional and education provider survey conducted for this research project, the *Open Doors* Study Abroad Survey, data from the China Scholarship Council, and other sources. While this data shows that there were almost 26,700 Americans engaged in educational activity in China in 2011, we believe that the actual figure is significantly higher. Many institutions did not reply to the survey and others reported that data on

¹⁶ Data reported from *Open Doors* 2012 for China, Hong Kong, and Macau.

¹⁷ Data reported by the China Scholarship Council.

¹⁸ Data reported by 13 education provider organizations.

¹⁹ Data reported by education provider organizations. This figure also includes 31 U.S. Fulbright scholars and 47 student grantees who went to China in 2011-2012.

education abroad activities is not available (regardless of the destination country). It is likely that some students at those institutions are participating in education abroad activities in China.

B. U.S. Institutions Sending Students to China

I. Academic Level of U.S. Students Participation in Education Abroad Activities in China

The vast majority of U.S. students participating in education abroad activities in China in 2011 were undergraduate students pursuing Bachelor's degrees, making up more than 76 percent of all reported students. Graduate students in China made up 21 percent and just over three percent were associate-level and non-degree students. Only three-fifths (353 in total) of responding institutions were able to provide data by academic level, so the totals in Table 2 below do not reflect the full student participation in each category.

As Table 2 shows, Bachelor's degree students outnumbered students at all other academic levels in all education abroad activities in China, and graduate students were nearly always the second largest participant group. Exceptions were:

- Research projects (13 percent more graduate students than Bachelor's degree students conducted research projects supported by institutions or conducted research independently)
- Language courses in China (Twice as many Associate's degree students as graduate students participated in language courses in China).

Table 2. U.S. students participating in education abroad activities in China, by academic level						
	Associate's	Bachelor's	Graduate	Non-Degree students	Not specified	Total
Study abroad for credit (all types)²⁰	336	11,789	3,321	201	-	15,647
Study tours (faculty-led or facilitated by outside organizations)	23	2,507	947	33	509	4,019
U.S. students pursuing full degrees in China	21	1,007	1,156	-	-	2,184
Chinese language courses	78	1,182	34	10	214	1,518
Student exchanges (reciprocal)	0	616	36	0	106	758
Internships or work abroad	1	408	122	1	138	670
High School Students	-	-	-	-	-	430
Volunteering or service-learning projects	3	153	24	1	15	196
Dual and joint degrees, stand-alone teaching abroad programs, research projects and other types of educational activities	2	470	218	31	285	1,006
Individuals not enrolled in formal course of study	-	-	-	-	-	258
Total	443	17,125	4,702	277		26,686

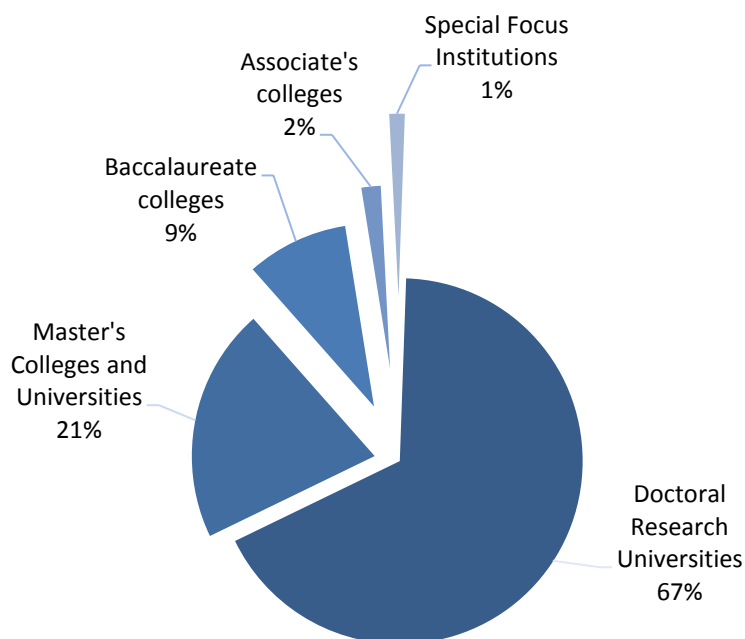
II. Types of Institutions Sending Students to China

Of all reporting institutions, U.S. doctoral/research universities²¹ were the leading source of students studying abroad in China: in 2011, more than 67 percent of all students participating in education activities in China were enrolled in doctoral research institutions, although most students pursuing education abroad in China are undergraduate students. Another 21 percent were enrolled in master's colleges and universities, and nine percent came from baccalaureate colleges. Students from associate's colleges and special focus higher education institutions made up only three percent of all participants in education activities in China. It is worth noting that this trend is similar to that of U.S. study abroad for credit, wherein 61 percent of students are enrolled in doctorate institutions, 23 percent in master's, 13 percent in baccalaureate and two percent in associate's institutions (*Open Doors*, 2012).

²⁰ Academic level for study abroad for credit is extrapolated using data from the survey of higher education institutions conducted for this study and from *Open Doors* 2012 data.

²¹ As defined by the Carnegie Classification of Institutions of Higher Education.

Figure 6. Students participating in education abroad activities in China, by institution type



C. Most Popular Education Abroad Activities and U.S. Students Pursuing Full Degrees in China

This study identified the following education abroad activities that are most popular among U.S. students going to China, based on how many students participating in these activities in 2011.

I. Study Abroad for Credit

For the past decade, the number of U.S. students studying in China for credit at their U.S. home institution has risen at an average of 18 percent per year, from 3,291 students in 2000 to 15,647 in 2010/11 (*Open Doors*, 2012). Since 2007, China has been the most popular study abroad destination outside of Western Europe, joining the top five destinations in the same year, where it remains today.

According to the current study, more than 58 percent of U.S. students in China are in for-credit study abroad programs. While study abroad programs still encompass the majority of U.S. students who go to China, this study reveals that more than 41 percent of American students are undertaking other types of educational activities in China, notably activities for which students do not receive academic credit.

II. Study Tours

Study tours to China, led by faculty or facilitated by outside organizations, emerged in this study as the second most popular education abroad activity in China, with 4,019 students participating in

study tours to China in 2011 that did not award separate academic credit. Bachelor's students make up 71 percent of students who went to China on study tours,²² followed by graduate students, who make up 27 percent. Associate's and non-degree students comprise less than two percent of all students who went to China on study tours. Doctorate institutions are the leading types of institutions to send study tours to China (63 percent).

Because this is the first time that this survey was conducted, it is not possible to determine whether the number of students participating in study tours has risen in popularity. However, a number of survey respondents commented on the expected future trends of study tours:

- For-credit and non-credit study tours, especially those led by faculty, were cited as becoming more popular in the future. The popularity of faculty-led study tours may be associated with the same factors that increase interest in other short-term study abroad experiences: there is often no prerequisite language requirement and these programs do not hinder students' regular course of study at their home institutions because they generally occur in summer or during academic breaks in midwinter or spring.
- Faculty-led study tours also tend to be less costly than other study abroad opportunities, although a number of respondents indicated that rising fees for study tours (due to the rising cost of travel), are major factors deterring students from going to China.
- Faculty-led study tours were noted to be particularly attractive for U.S. students as they provide a familiar support network when students travel to China in a group. The same reason was cited as a negative aspect of study tours by some respondents, as it does not provide a significant degree of cultural immersion.

III. Chinese Language Courses

This category was among the most challenging with regard to data collection. Many students who participate in various education abroad activities in China—particularly in for-credit study abroad programs—have language as a component of their studies. This makes it difficult to determine how many students participate in programs that include a language component and how many are in language-only programs. For the purposes of this study, institutions were asked to report all credit-bearing activity including Chinese language study, in the "Study abroad for credit" category and all other Chinese language courses in the "Language Courses," category.

Responding institutions reported 1,518 students participating in non-credit bearing Chinese language courses, of whom 90 percent were Bachelor's students, six percent associate's students, three percent graduate students and one percent non-degree students.

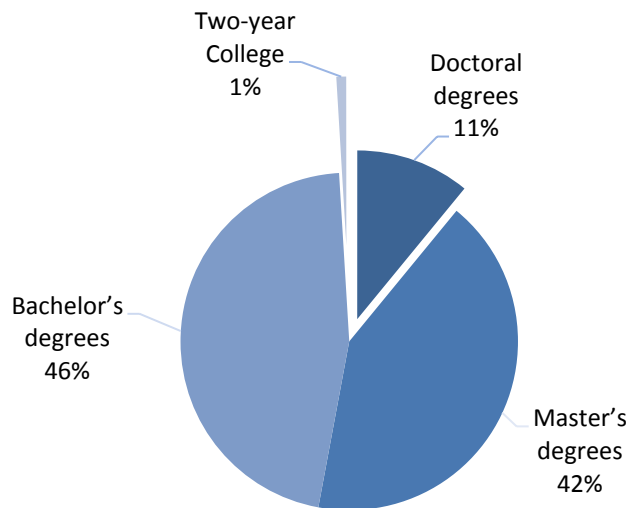
The CSC also collects data on this category of study. According to the CSC, in 2011 there were 7,012 U.S. students in Chinese language courses. This figure provides a considerably higher estimate as it includes all U.S. students whose study at a Chinese institution includes a language component. These include: students participating in U.S. study abroad programs, students in cooperation programs between U.S. institutions and Chinese universities, students on Chinese government scholarship programs and American students in all other Chinese universities, programs for international students.

²² A total of 131 institutions reported the breakdown by academic level of students who went to China on study tours.

IV. U.S. Students Pursuing Full Degrees in China²³

Out of the total 26,686 U.S. students in China enumerated in this report, 2,184 were enrolled in full degree programs in Chinese higher education institutions in 2011. This includes 1,028 students in undergraduate programs and 1,156 students in graduate programs. The majority of U.S. students pursuing degrees in China are enrolled in Bachelor's or Master's programs, with less than 11 percent pursuing doctorates and one percent enrolled in two-year colleges (Figure 7). The number of U.S. students pursuing full degrees in China rose 23 percent from the previous year.²⁴ Given the sharp increase from 2010 to 2011, it is likely that the number of American students pursuing degrees in China will continue to rise, particularly as English-taught courses and full degrees offered in English become more prevalent in China.

Figure 7. U.S. degree students in China



Other Categories of Education Abroad Activities

Three categories of education abroad activities were reported in relatively low numbers: volunteering or service-learning projects (196 students, one percent); stand-alone teaching abroad programs (80 students, 0.4 percent); and dual or joint-degree programs (35 students, 0.2 percent). There are several likely reasons for low responses in these categories. Volunteering and service-learning projects as well as stand-alone teaching abroad programs are the “black box” of education abroad activities because they are the most difficult for higher education institutions to track. Because students usually arrange these activities on their own, often without the support or knowledge of study abroad offices, and partake in these activities outside of academic curricular programs, these activities are the hardest for institutions to track. It is likely that the scope of activities in China is significantly higher than these numbers imply.

²³ This data was obtained from the China Scholarship Council, based on their survey of universities in China.

²⁴ For more detailed information please see report on “U.S. Students in Overseas Degrees Programs.”
<http://www.iie.org/publications>

Dual and joint-degree program participation was also reported in low numbers, with many institutions reporting zero participation. It is likely that survey respondents did not have access to information on how many students are enrolled in dual and joint degrees with Chinese higher education institutions, although the data may exist in some other part of the U.S. institution, such as at the departmental level.

Despite the low student participation reported in these activities (which could be an artifact of the data not being available), institutions foresee an increase in joint research programs, internships, service learning projects and volunteering. The projected increase in these activities was attributed to the growing desire of students to have better career prospects after graduation, especially for students who are studying business. These types of activities abroad enable students to enhance their language skills and get first-hand experience of different cultures, making them more marketable for jobs in the global economy.

D. Future Trends in U.S. Education Abroad to China

In addition to gathering data on the numbers of U.S. students enrolled in educational activities in China in 2011, the survey also asked responding institutions to comment on trends over the next five years in U.S. student participation in educational programs in China. The vast majority of respondents to this question (92 percent) predicted an increase in U.S. student participation in education abroad activities in China. Only a handful of respondents predicted a decrease in participation.

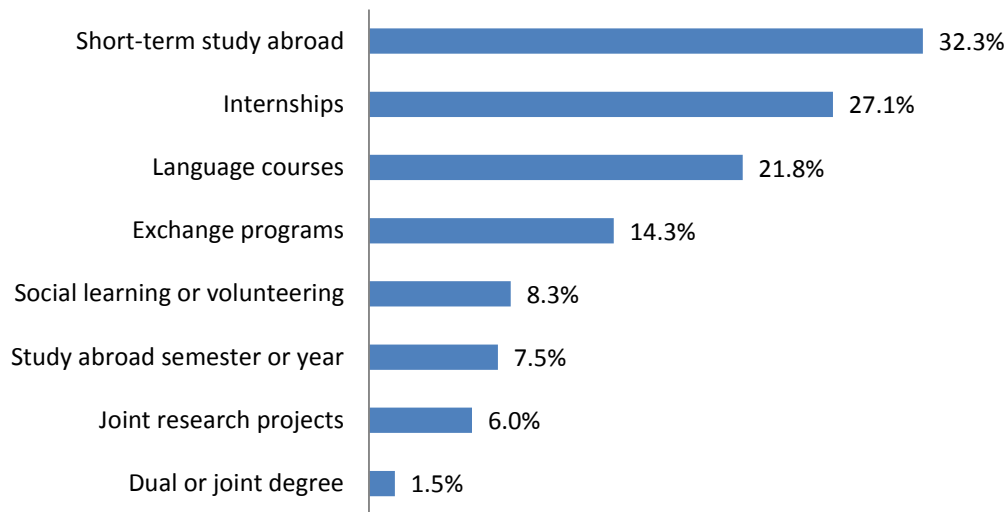
Fifty four respondents indicated that they foresee an increase in student participation in education activities abroad in China because they have recently committed to or plan to establish China related activities. This includes:

- introduction of Chinese language courses into the curriculum
- introduction of an Asian studies major or minor into the curriculum
- establishing exchange partnerships with Chinese higher education institutions
- setting up a branch campus in China
- adding study abroad participation in China as an institutional strategic priority

A number of institutions reported an increasing interest in China among U.S. students, owing in part to the influence of increasing numbers of Chinese students on U.S. campuses. An increase in the number of students taking Chinese courses both in secondary and in tertiary education institutions was cited as another indicator of interest in future education abroad activities in China. Students studying business were more often cited as having an interest in education activities in China than students in other fields of study.

Thirty percent of respondents who answered the question on future trends indicated that they foresee an increase in certain types of education activities in China. Increase in student participation in short-term study abroad opportunities, internships, and language programs, was mentioned more often than increases in other types of education activities (Figure 8).

Figure 8. Percent of U.S. campuses predicting an increase in various types of education abroad activities in the next 5 years (n = 133 responding institutions)

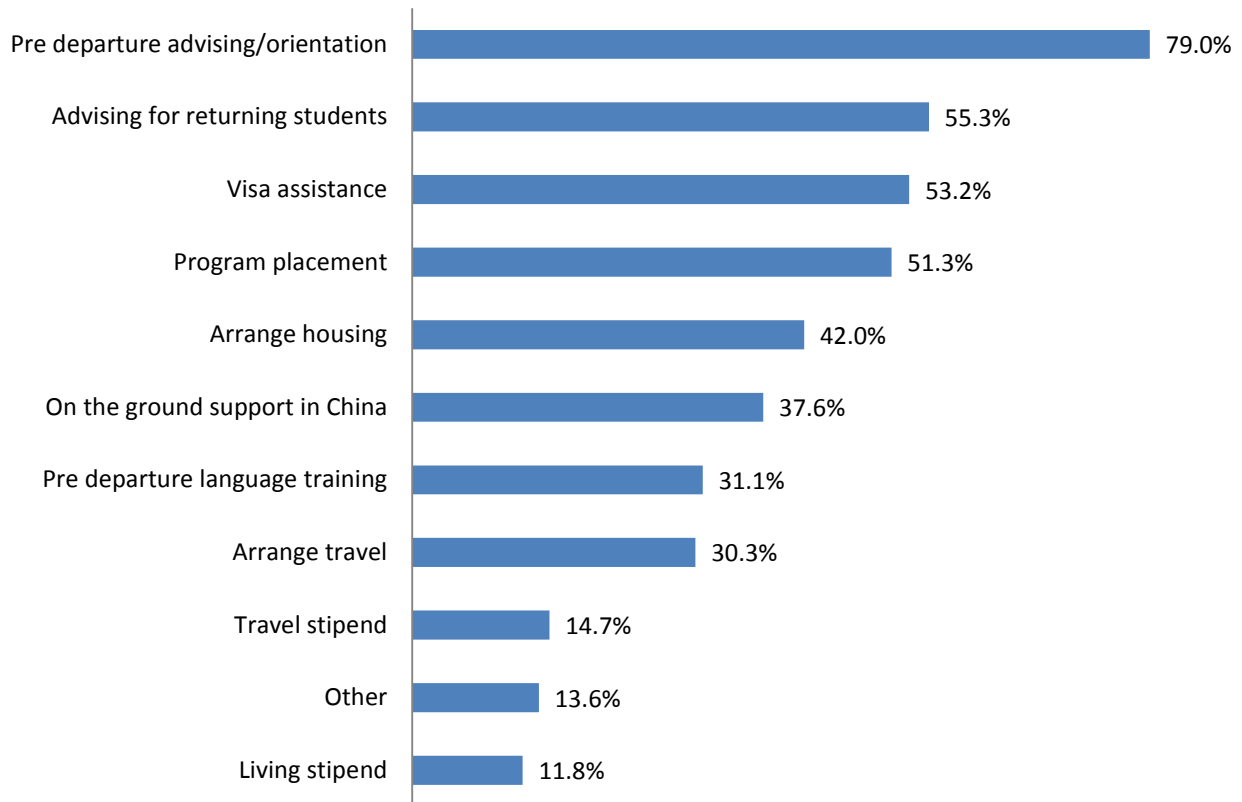


In addition to expected growth areas in education abroad in China, respondents were asked to comment on the programs and opportunities in China provided by their institution that attract the largest number of students. Forty two percent of respondents reported that short-term, faculty-led programs attract the most student participants. This trend may be explained by a number of factors: short-term study abroad opportunities often do not require language proficiency, occur during intersessions having little impact on students' academic activities, and are less costly than traditional semester or year abroad programs.

E. Services and Resources Offered to Students Interested in Education Abroad

To learn about the support U.S. institutions provide students interested in studying in China, the survey asked respondents to list institutional services and resources offered to their students. Figure 9 shows the percentage of institutions offering various types of services and resources.

Figure 9. Percent of U.S. campuses offering institutional resources to students interested in education abroad (n = 563 responding institutions)



Eighty four percent of all responding institutions reported offering at least one type of resource or service to students. Pre-departure advising, offered by 79 percent of responding institutions, is the most commonly offered service provided to students. Institutions were the least likely to offer financial resources to students going to China, with less than 15 percent of all responding institutions offering travel or living stipends to students. However, most respondents who provided open-ended responses for the “other” category said they provide scholarships and financial advising.

F. Challenges to U.S. Student Participation in Education Abroad in China

Given the ambitious target of sending 100,000 U.S. students to China by 2014, respondents were asked to report the biggest challenges facing students who wish to participate in education programs in China.

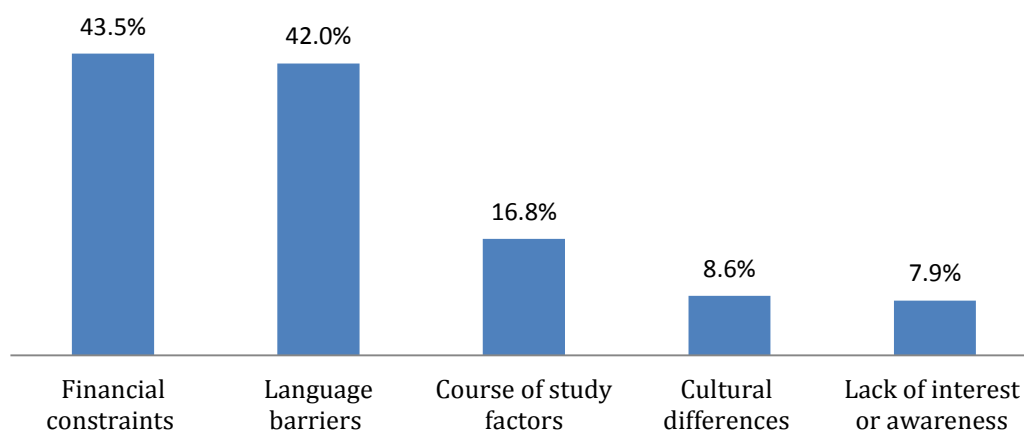
Financial constraints, long considered a major obstacle to study abroad,²⁵ were cited by over 43 percent of respondents (Figure 10). The language factor was also reported as a significant challenge to increasing the number of Americans studying in China. The difficulties of Chinese language study as well as the scarcity of courses in China taught in English were mentioned as the reason for low student interest in pursuing education abroad activities in China. A number of respondents

²⁵ See for example, Van Der Meid, J. S. (2003) and Belyavina, R. and Bhandari, R. (2011).

reported limited or no availability of Chinese language courses at their U.S. institution. Paired with language requirements for many education abroad programs in China, this limits the pool of prospective students who are eligible to pursue opportunities that require Chinese language proficiency.

Difficulty in aligning education abroad experiences with home-campus course of study was the third most commonly reported challenge (Figure 10). Institutions reported that students often have trouble finding coursework relevant to their course of study and there are difficulties with transfer of academic credit. Cultural difference and lack of interest or awareness were also reported by institutions.

Figure 10. Percent of respondents reporting challenges to participation in education abroad in China (n = 465 responding institutions)

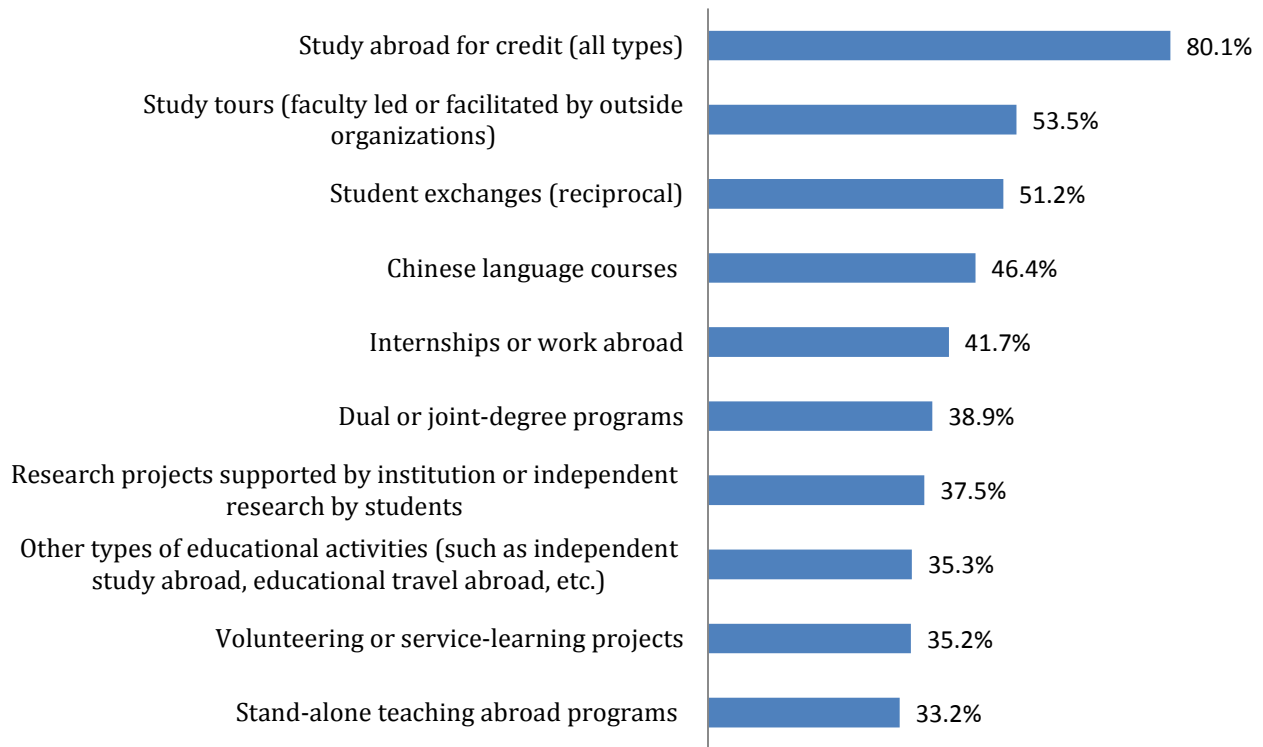


G. Institutional Capacity to Collect Data on Education Abroad Activity in China

The findings of this study show that there are close to 27,000 U.S. students participating in an array of educational activities in China, of whom 8,800 have not been previously counted as part of either *Open Doors* or any other U.S.-China mobility survey. Among the goals of this study were to understand the capacity of institutions to track student participation in a wide range of activities abroad, and to gauge how many institutions are able to collect or report this data. Determining the extent to which institutions are able to report data on U.S.-China exchanges is important for identifying gaps in our full understanding of U.S. education engagement with China.

Figure 11 shows the percent of all surveyed institutions that were able to report data on student participation in various education abroad activities—this includes institutions that provided a valid response stating that no students at their institution were enrolled in a particular activity. Most institutions were able to report data on study abroad for credit (80 percent), while only 35 percent were able to do so for volunteering or service learning. Other activities for which a modest proportion of institutions were able to report data included: research projects (38 percent) and dual or joint-degree programs (39 percent).

**Figure 11. Percent of institutions reporting data, by education abroad activity
(n = 563 responding institutions)**



Based on the survey responses, for-credit study abroad programs receive significant attention from those responsible for institutional data collection. Conversely, institutions are less likely to collect data on education abroad activities that are arranged independently by a student without the support and input of study abroad offices or other school administrators (such as volunteering, independent research, and teaching abroad programs).

Given the large number of institutions that do not collect comprehensive data on education abroad activity, it is important to note that this study is likely an undercount of the current total of U.S. student engagement in China, since it reports only data that was captured and reported by one-third of surveyed institutions, which responded to the survey. The next section addresses this and other limitations of this research, followed by concluding observations and recommendations.

5. Limitations of the Study

To the best of our knowledge, this is the first survey that collected U.S. student participation data covering the full breadth of education abroad activity in China. With feedback from survey respondents and experts in U.S.-China relations and in study abroad, we identified nine categories of education abroad that encompass the various educational activities students can undertake. An “other” category was added so that experiences beyond the stated categories could be reported as well, allowing respondents to share maximally available data on U.S. student engagement in China. The categories were selected to be mutually exclusive. However, given institutional differences in how data on students is tracked, some institutions reported that some categories are not mutually exclusive in their databases. Several institutions pointed out that some activities such as study tours and internships were credit bearing. In these instances, institutions were asked to report in the study abroad for credit category all education abroad activities that awarded credit to students. While this approach avoided any double counting, some detail of the types of activities undertaken by students may have been lost. Future research can explore in more detail the different types of activities undertaken as part of for-credit study abroad in China.

As the findings of the previous section show, this study identified significant gaps in institutional data collection in a number of categories of education abroad. Educational activity that students arrange on their own without the assistance of the study abroad office or other institutional administrative input are often not tracked by the institution. To the extent that this study endeavored to fully count the number of U.S. students in China, it is likely that the scope of activity in China is significantly higher than reported. However, given the study’s second objective of measuring the capacity of institutions to report comprehensive data on the full scope of U.S. education abroad activity, it is clear that institutions must continue to enhance their student tracking systems in order to measure the broad scope of international activity that their students partake in.

Additionally, this study does not capture demographic information on students who are participating in education abroad activities in China. In this first pilot study we decided to focus on reaching a baseline figure of how many students participate in education abroad and ascertaining institutional capacity to track this data. We recognize that adding questions about gender and race/ethnicity of participants in each of the nine categories would impose a further burden on survey respondents and might significantly reduce the response rate. It was also clear that many institutions do not keep this level of detailed data. Further research to capture student demographic information would provide a more complete picture of whether the 100,000 Strong Initiative is achieving the mandate of diversifying the population of U.S. students who are participating in education abroad activities in China.

6. Conclusion and Recommendations

The current study sought to fully capture the number of Americans participating in all types of for-credit and not-for-credit educational activities in China. It was envisioned that the findings would provide a baseline against which to assess the progress of the 100,000 Strong Initiative. The research also set out to determine the extent to which higher education institutions are able to measure and report the full range of education abroad activities undertaken by their students.

According to the findings, over 26,600 Americans were engaged in a variety of educational activities in China in 2011. While study abroad programs for credit still account for the majority of U.S. students who go to China (more than 58 percent), it is revealing that more than 41 percent of American students are undertaking other types of educational activities in China, notably activities for which students do not receive academic credit. This study's findings complement the annual data collection of IIE's *Open Doors Study Abroad Survey* on for-credit study abroad, and provide a more complete picture of outbound U.S. student mobility to China. Furthermore, U.S. students are increasingly endeavoring to pursue full degree programs in Chinese higher education institutions: over a two-year period there was a 23 percent increase in the numbers of Americans obtaining full degrees from Chinese institutions, mostly at the Bachelor's and Master's level. Based on these findings, we conclude that the 100,000 Strong Initiative is on track to meet its goal of sending 100,000 American students to China within a four year period, assuming a sustained or increased interest by U.S. students going to China each year through 2014.

Addressing the two main research questions, to enumerate what we know and what we do not know about U.S. students in China, the study identified over 8,800 American students who participate in non-credit education abroad activities and enumerated how many U.S. higher education institutions are not collecting data on the education abroad categories identified in this study. The number of American students in China is likely significantly higher than what has been reported by the institutions in this study, given the overall response rate and limited data available in some categories.

Based on the findings of the pilot study, the following are recommendations to be considered by higher education institutions, education abroad providers and policy makers:

- There is considerable interest and room for growth in expanding U.S. student engagement in China. With over 90 percent of responding institutions reporting a projected increase in U.S. education abroad activity in China, the number of Americans going to China will continue to increase. As this unfolds, possibly in higher numbers than seen before, sending institutions in the U.S. and receiving institutions in China should be prepared to meet the academic, administrative, and financial challenges that this may entail. More cooperation is needed among institutions in the U.S. as well as between institutions in China and the U.S. to ensure a steady growth of education mobility to China with a sustainable quality of education, resources and support provided for students.
- This study reveals that a significantly higher number of American students participate in education abroad activities in China than previously known, and also confirms that institutions are not able to measure the full extent of the international activities of their students. In addition to incomplete data on outbound mobility of American students, this undercount has other implications for U.S. campuses. As student security becomes a bigger institutional priority, accurately tracking students abroad serves the dual purpose of fully capturing the

breadth of international activities of the institution's students, as well as mitigating the security risks associated with not knowing where students are going.

- The study found that financial constraints are the biggest barriers precluding more American students from pursuing education abroad programs in China. While funding for study abroad is a longstanding challenge, many opportunities for American students have been created to facilitate more outbound mobility to China. Scholarships from private companies and foundations, solicited through the 100,000 Strong Initiative, have supplemented scholarships from U.S. colleges and universities and the U.S. government that have been in place for many years. This has enabled Americans to pursue study abroad in China and around the world. And as part of its commitment to the 100,000 Strong Initiative, the Chinese government announced that as many as 20,000 scholarships will be available for American students to study in China. Over 6,500 of these scholarships have already been awarded to US students, according to Chinese government sources. It is vital that information about funding for study in China reach interested students. Broad involvement at the institutional level and through the advocacy of policy makers and various stakeholders is needed to accomplish the goals set out by the 100,000 Strong Initiative, and to ensure that U.S. students are able to fully access the opportunities provided by the Initiative.
- The findings also reveal that community college students are underrepresented in education abroad activities in China. While community college students represent 34 percent of all undergraduate students in the U.S.,²⁶ only two percent of students studying in China in 2011 were community college students. This small proportion of community college students in China reflects the participation rate of community college students that study abroad in general, regardless of destination (*Open Doors*, 2012). More efforts are needed to increase the number of community college students participating in education abroad, especially given that they represent more than a third of all students pursuing undergraduate education in the U.S. and have a diverse profile.

Based on the findings of this study, our recommendations for further research include the following:

- Conduct a sustained survey over time: This study was a first attempt to count the total number of U.S. students going to China. It aimed to provide a baseline against which the 100,000 Strong Initiative can be benchmarked and progress can be tracked over the coming years. A sustained survey over the next several years would allow for a comprehensive enumeration of U.S. students going to China for the duration of the 100,000 Strong Initiative. A four-to-five year data collection effort would allow for tracking the trends over time and for a better understanding of the challenges and successes of higher education institutions in increasing the number of Americans going to China. Expanding participation by community college students would be one way to address this issue.
- Expand research on additional education abroad destinations: One of the contributions of the current study was the compilation of a comprehensive list of education abroad activities that encompass the full range of educational activities students can undertake abroad (See Appendix A). This list can be used in future surveys to validate the accuracy of these categories, and to continue to track U.S. student participation in education abroad activities in China and around the world. It is worthwhile to gather similar data for countries such as India and Brazil, which

² <http://nces.ed.gov/fastfacts/display.asp?id=72>

are non-traditional destinations that are beginning to attract an increasing number of American students, and that have also been the focus of various government-level initiatives (such as the U.S. Department of State's "Passport to India initiative" and its 100,000 Strong in the Americas Initiative).

- *Better understand diversity challenges in education abroad*: Increasing the number of American students studying in China is only one part of the mandate of the 100,000 Strong Initiative. The Initiative also aims to increase the diversity of Americans studying in China. As a follow up to this study, further in-depth research should be conducted to better understand how the current population of students in education abroad programs in China reflects the diversity of the U.S. student population and what steps are needed to help address the number of underrepresented students participating in education abroad activities in China.
- *Explore funding sources and financial challenges to education abroad*: Because financial constraints are reported as the biggest challenge to education abroad in China, more research can be conducted to understand the current funding sources of U.S. students who study in China and the extent to which students are aware of and able to attain funding for study in China. It will be important going forward to know how many Americans engaging in educational experiences in China receive funding from their home institution (i.e. university scholarships), the Chinese government (e.g. Chinese Bridge Program), the U.S. government (e.g. Fulbright Fellowships, Gilman Scholarships), private donors (e.g. Rotary International) and how many fund their own educational experiences abroad. Future research can also explore the capacity of U.S. and Chinese institutions to expand their educational offerings in China, to attract a larger and more diverse representation of American participants. Through *Open Doors*, we know that minority students are significantly underrepresented in U.S. study abroad. But we also know that through targeted outreach and financial support such as with Gilman Scholarships and institutional funds, the number of minority students and other under-represented groups in study abroad can increase.
- *Research impact of education abroad*: The newly launched 100,000 Strong Foundation (see Appendix E) includes in its mandate the conducting of "independent studies to survey the impact of study abroad in China on US competitiveness and US-China relations." Such studies could provide a methodology that universities could use to encourage more corporate and public support for study abroad scholarships to other key countries as well.

Appendix A

Definitions of Education Abroad Activities

- **Study abroad for credit (all types).** U.S. students (citizens and permanent residents) enrolled for a degree (and/or General Education students at community colleges) at U.S. higher education institutions *who receive academic credit at their home institution in the U.S.* for study abroad, regardless of who sponsored the program (home institution or another institution/organization), or who awarded the initial credit.
- **Dual or joint-degree programs.** *Dual degree:* Two degrees awarded to a single student by two different institutions by way of a formal articulation program between the institutions. *Joint degree:* A degree jointly offered and jointly awarded by more than one institution, leading to a single credential or degree conferred by all participating institutions.
- **Chinese language courses.** Participation in Chinese language study in China, regardless of who sponsored the program (home institution or another institution/organization) and regardless of whether the program is facilitated by a U.S. or Chinese institution.
- **Student exchanges (reciprocal).** Programs involving reciprocal movement of students between institutions. May be student-per-student, or a specified number of incoming students may be accepted per outgoing student.
- **Study tours (faculty-led or facilitated by outside organizations).** Programs in which students travel to a country or a number of countries and receive information around the theme of the study tour.
- **Internships or work abroad.** A work placement, usually with a primary purpose that is educational and 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. An internship may be paid or unpaid. Work abroad is sometimes used more narrowly to mean working for pay.
- **Volunteer or service-learning projects.** Any volunteering activity or project with an education component or activity that benefits the host community.
- **Stand-alone teaching abroad programs.** Placement abroad as a teacher or teacher's assistant. Varieties of teaching abroad programs include student teaching (in partial fulfillment of a teaching certificate); teaching English as a second or foreign language; and professional teaching in a K-12 or university environment.
- **Research projects supported by institution or independent research by students.** Participation in an overseas research project that is carried out jointly between a U.S. and an overseas institution or a research project or other individual education project conducted overseas by a student at any academic level that may include thesis or dissertation work.

Appendix B

Methodology of Study

The findings of this study are based on the following data and information sources: surveys of U.S. higher education institutions and education abroad providers, data from the *Open Doors Report on Educational Exchange* on U.S. study abroad collected by IIE for the 2010/11 academic year; data provided by the China Scholarship Council, a partner of *Project Atlas*, and desk research on educational exchange programs and policies in the U.S. and China.

The survey of higher education institutions was sent to 1,680 accredited U.S. colleges and universities that had reported any study abroad activity in prior years in the *Open Doors* survey. It was supplemented by outreach to IIE network members, together representing a wide breadth of the higher education landscape in the country. Of the institutions surveyed, 853 are private institutions and 827 are public institutions. The response rate was 34 percent. A similar percentage of institutions took part in the *Open Doors* Study Abroad Survey. Table 3 shows the breakdown of responses by institutional type in this survey as compared to the *Open Doors* Study Abroad Survey. The proportions match closely, with slightly higher percent of responses from associate's institutions in the *Open Doors* survey and slightly lower percent of responses from doctorate-granting institutions.

Table 3: Proportions of responding institutions, by type		
	<i>Open Doors</i> 2012 Study Abroad Survey	Education Abroad in China Survey
Associate's	16.9%	13.9%
Baccalaureate	24.1%	24.0%
Master's	31.8%	30.5%
Doctorate	23.9%	27.7%
Special Focus	3.3%	3.3%

The education provider organizations survey was sent to 125 organizations yielding a 21 percent response rate. Owing to a limited response rate, this survey is used in the findings section only to the extent that it provides data in addition to the data collected through the survey to higher education institutions. To avoid double counting students who participated in education abroad activities in China, the data reported by education providers in this survey was not reported for the most part since it was not possible to disaggregate students who may have been reported in both the higher education institution survey and the education provider survey. Only the data reported for secondary-level education students studying in China and data on individuals not enrolled in a formal course of study is reported in the findings section.

Calculating Totals

The survey asked respondents to report both a total of all academic levels for each education abroad activity and a breakdown of students by academic level for each education abroad activity. Not all respondents provided totals and not all respondents provided breakdowns by academic level. In some cases, the reported totals and the breakdown figures did not match. This is likely due to the unavailability of comprehensive data by academic level or the inability to disaggregate the totals by academic level. For analysis by academic level, only responses including a breakdown by academic level were used. To aggregate the total number of students in each category of education abroad activities in China, as well as the total number of American students in China in 2011, the larger (most comprehensive) figure was used for each institution that reported students participating in education abroad activities in China.

Appendix C

U.S. Government Funded Programs to Support American Students and Teachers in China

Table 4. U.S. government funded programs supporting American study and teaching in China

Boren Awards for International Study	<p>The National Security Education Program's David L. Boren Scholarships and David L. Boren Fellowships provide unique funding opportunities for U.S. undergraduate and graduate students to add an important international and language component to their education. These programs were designed to provide Americans with the resources and encouragement needed to acquire skills and experiences in areas of the world critical to the future security of the United States, in exchange for commitment by students to seek work in the federal government. China is the most popular destination for Boren Scholars and Fellows.</p> <p>http://borenawards.org</p>
Fulbright in China	<p>Dedicated to promoting mutual understanding among people around the world, Fulbright programs have sponsored and assisted international exchange activities in 155 countries around the world since 1946. China started its involvement with Fulbright programs in 1947. For two years, China greeted 27 scholars and students from the U.S., and sent 24 Chinese students across the Pacific, until the program was suspended in 1949 after the founding of the People's Republic of China. The China Fulbright program was reopened three decades later.</p> <p>Beginning in the fall of 2004, the number of Chinese Fulbright grants doubled due to the common goal between the Ministry of Education of the People's Republic of China and the U.S. State Department to expand the China-U.S. Fulbright Program. In order to do this, they agreed to share the cost of funding individual Chinese Fulbright grants. Currently, there are 62 junior and senior U.S. researchers in China. For Chinese students studying in the U.S. the Fulbright program also offers up to 20 grants for Ph.D. dissertation research, up to 10 for MA degree study, and up to 40 positions for the Foreign Language Teaching Assistant Program, in addition to the 30-40 annual slots for Visiting Research Scholars (faculty level appointments).</p> <p>http://fulbright.state.gov</p>
Fulbright-Hays Program	<p>The Fulbright-Hays programs, administered by the U.S Department of Education, strengthen area and foreign language expertise among current and prospective U.S. educators by providing critical, advanced overseas study and research opportunities for area and language experts and faculty-in-training, and by offering experiences and resources that enable educators to strengthen their international teaching.</p> <p>http://www2.ed.gov/programs/iegpssap/funding.html</p>

Benjamin A. Gilman International Scholarship Program	<p>The Gilman International Scholarship Program, sponsored by the U.S Department of State's Bureau of Educational and Cultural Affairs, supports students who are underrepresented in study abroad in for-credit academic programs from four weeks up to one academic year. The program awards over 2,300 grants each year and encourages students to choose non-traditional study abroad destinations, especially outside of Western Europe, Australia, New Zealand and Canada. The number of awards given to American students going to China continues to increase each year - 233 U.S. undergraduates received awards in 2011. Since the inception of the program in 2001, the most scholarships have been awarded to students studying in China. Scholarships granted are up to \$5,000. In addition, Critical Need Language Awards of \$8,000 are available to students studying critical languages, including all Chinese dialects.</p> <p>www.iie.org/gilman</p>
Intensive Summer Language Institute, Critical Language Scholarship	<p>A program of the U.S Department of State's Bureau of Educational and Cultural Affairs, the Critical Language Scholarship (CLS) Program offers fully-funded, group-based intensive language instruction and a structured cultural enrichment experience for seven to ten weeks for American undergraduate, Master's, and Ph.D. students overseas in 13 critical need foreign languages. In 2012, the CLS Program offered intermediate and advanced Chinese language classes in Beijing, Shanghai and Xi'an with a minimum of 20 hours per week of classroom instruction.</p> <p>www.clscholarship.org</p>
The Language Flagship	<p>The Language Flagship, an initiative of the National Security Education Program (NSEP), is a national effort to empower colleges and universities that are implementing new models of foreign language instruction to produce college graduates in all majors with professional level (ILR 3, ACTFL Superior) proficiency in critical languages. The program produces global professionals through intensive domestic language instruction in a U.S. university setting; rigorous, guided, advanced language and cultural immersion overseas; direct enrollment in foreign universities offering courses in their fields; and in-country internships working for organizations and corporations. There are currently nine domestic Flagship Programs and two pilot Flagship K-12 initiatives for Chinese.</p> <p>www.thelanguageflagship.org</p>
National Science Foundation, Office of International Science and Engineering	<p>The National Science Foundation Office of International Science and Engineering (OISE) supports programs to expand and enhance international research and education opportunities for U.S scientists and engineers, especially at the early career stage. Among the goals is to strengthen and build effective institutional partnerships in the science and engineering research community around the world, and to support international collaborations in NSF's priority research areas. More than 20 NSF programs are available to researchers with an international component in their proposals. Among the programs is an introduction of students to both Chinese language and culture and to science and technology in China. This particular program is administered in China by the Ministry of Science and Technology and is available in Beijing, Shanghai, Xi'an and Kunming. The award consists of a \$5,000 stipend and up to \$2,500 for international travel. Approximately 195 awards are given annually.</p> <p>http://nsf.gov/div/index.jsp?div=OISE</p>

Peace Corps	<p>Founded in 1993, Peace Corps China was originally known as the U.S.-China Friendship Volunteers, which has primarily focused on teaching English. China has set a nine-year compulsory education goal of free primary and middle school education for children in rural areas by 2010 and in the entire country by 2015. China also requires primary and middle school students to study English beginning in fourth grade in urban areas and seventh grade in rural areas. Currently, there is a shortage of English teachers, so in response to this need China asked the Peace Corps to assist in training English teachers. More than 750 Peace Corps Volunteers have served in China since the program was established in 1993. Currently, 162 Volunteers serve in China.</p> <p>http://china.peacecorps.gov</p>
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Appendix D

China's Scholarship Programs to Attract International Students to its Higher Education Sector

China has made a significant financial commitment to bringing more international students to its colleges and universities. Both national and local level efforts are underway to promote the internationalization of China's higher education sector.

National-Level Efforts

The Ministry of Education offers a range of scholarship programs to international students who wish to study and undertake research at Chinese higher education institutions. Through these scholarships, the MOE seeks to “strengthen mutual understanding and friendship between the Chinese people and people from the rest of the world, and to enhance cooperation and exchanges in the fields of education, science and technology, culture, economics and trade between China and other countries.”²⁷ Scholarships are differentiated by scheme, targeted student population (e.g., by region or academic objective), and level of study – including undergraduate, graduate, and language training. Partial scholarships subsidize at least one area of student costs – tuition, medical care, learning material, lodging, or living allowance – though full scholarships provide complete coverage in each of these areas (China's University and College Admission System, 2012). Table 5 highlights four schemes of Chinese government scholarship programs.

Table 5. China's national scholarships to attract international students				
<i>Scheme</i>	<i>Targeted student group</i>	<i>Study program</i>	<i>Duration (years)</i>	<i>Scholarship value</i>
Chinese Government Scholarship	All international students	Bachelor's degree Master's degree Doctoral degree Language training	4-7 2-5 3-6 Up to 2	Full and partial
University Postgraduate Program	Postgraduate students applying to Chinese universities under the “985 Project” ²⁸	Master's Doctoral	2-3 3-4	Full
Degree Program in Provinces & Autonomous Regions	Postgraduate students applying to designated universities in specific provinces or autonomous regions	Master's Doctoral	2-3 3-4	Full

Source: China Scholarship Council, 2012

²⁷ Ministry of Education of the People's Republic of China (2012). How to apply for Chinese government scholarships. Retrieved from http://202.205.177.9/english/international_5.htm on September 28, 2012.

²⁸ National-level project announced on May 1998 to promote the development and reputation of the Chinese higher education system. The “985 project” involves both central and local governments allocating funds to 39 institutions to build research centers, improve facilities, and host exchange programs.

Local-Level Efforts

City governments – including those in Beijing, Shanghai, Yiwu, Hangzhou, and Ningbo – are actively recruiting international students, offering students attractive scholarship packages to pursue higher education in their jurisdictions. These scholarships range in duration from one semester to full-degree length at all academic levels of study. The value of each scholarship depends on the type of education program and often covers tuition and provides a living allowance. Table 6 provides some examples of local-level scholarships offered to international students.

Table 6. China's local scholarships to attract international students		
Municipality	Study Program	Scholarship Value²⁹
Beijing	Bachelor's degree	20,000 RMB (3,152 USD)/year
	Master's degree	30,000 RMB (4,727 USD)/year
	Doctoral degree	40,000 RMB (6,303 USD)/year
Shanghai – Class A	Master's	Tuition + Master's living allowance (1,100 RMB (173 USD)/mo.)
	Doctoral	Tuition + Doctoral Living allowance (1,400 RMB (221 USD)/mo.) + Basic accommodation + Medical insurance
Shanghai – Class B	Bachelor's	Tuition
	Master's	+ Registration fee
	Doctoral	+ Book expense
Yiwu	Competition winners	3,000 RMB (473 USD)
	College degree or above	10,000 RMB (1,576 USD)/yr.
Hangzhou	Two/three year degree	12,000 RMB (1,891 USD)/yr.
	Bachelor's	20,000 RMB (3,152 USD)/yr.
	Master's or above	30,000 RMB (4,727 USD)/yr.
Ningbo	Two/three year degree	10,000 RMB (1,576 USD)/yr.
	Bachelor's	20,000 RMB (3,152 USD)/yr.
	Master's or above	30,000 RMB (4,727 USD)/yr.

Source: China Scholarship Council, 2012

²⁹ USD conversion based on exchange rate on September 27, 2012.
<http://www.boc.cn/sourcedb/whpj/enindex.html>

Appendix E

Announcement on the launch of the 100,000 Strong Foundation



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Secretary of State Clinton Announces New Foundation *100,000 Strong to Expand Study Abroad in China*

Washington, DC, Jan. 24, 2013 – Secretary of State Hillary Rodham Clinton, as part of her ongoing commitment to the US-China relationship, on Thursday announced the creation of the 100,000 Strong Foundation to enhance and expand opportunities for US students to learn Mandarin and study in China.

The 100,000 Strong Foundation is a new non-profit, housed at the School of International Service at American University in Washington, DC. Its mission is to strengthen the US-China strategic relationship through study abroad.

The Foundation was borne out of a US State Department initiative of a similar name – the 100,000 Strong Initiative – that was first announced by President Barack Obama in 2009. Secretary Clinton launched the Initiative in 2010. The effort has been backed by the Chinese government, which is offering 20,000 scholarships for Americans to study in China. The 100,000 Strong Foundation understands that the future of the US-China strategic relationship rests with our young people.

"Relationships between nations are rooted in the relationships between their people. And here, we are counting on the American and Chinese people to contribute to the enduring nature of this consequential relationship," Secretary Clinton said. "I believe that the more Chinese and American people learn about each other – as students and scholars, as innovators and entrepreneurs, as artists and athletes, as members of two great, rich, and distinct cultures – the more resilient our relationship can be."

"Studying abroad in China is life-changing," said Carola McGiffert, president of the 100,000 Strong Foundation. "It opens eyes and doors to the future. American youth return from China with new friendships and the cultural and professional skills to succeed in the global economy."

The 100,000 Strong Foundation was established through the generous support of the Ford Foundation and the Florence Fang Family Foundation. It is governed by an 11-member board of US-China experts, scholars, philanthropists and business executives who are committed to the Foundation's mission.

"The Ford Foundation is honored to support the 100,000 Strong Foundation," said Luis Ubiñas, the president of the Ford Foundation. "Through the Foundation, we are able to invest in our young people and make a long-term, sustained commitment to the US-China relationship."

"The US-China strategic partnership is of vital importance and must be cultivated," said Kurt Campbell, Assistant Secretary of State for East Asian and Pacific affairs. "The 100,000 Strong Foundation will enable us to build relationships and to deepen our understanding of one another; it will help us confront and meet our shared challenges."

Learn more at: www.100kstrong.org



The 100,000 Strong Foundation

Investing in US-China Relations, One Student at a Time

The 100,000 Strong Foundation is an independent, non-profit organization dedicated to strengthening US-China relations by deepening Americans' understanding of China. Specifically, the Foundation seeks to expand and diversify the number of Americans studying Mandarin and studying in China to bridge the gap between our two cultures, strengthen bilateral ties and enhance global stability.

China is the second-largest economy in the world, a major strategic power and the United States' fastest-growing trade partner. Virtually every future global challenge will require our two countries to work together. We must invest in this critical partnership.

Housed at American University's School of International Service in Washington, DC, the 100,000 Strong Foundation positions study abroad at the crucial intersection of foreign policy and politics. By simultaneously engaging prominent stakeholders and American students, the Foundation seeks to shape a more constructive future for US-China relations. The Foundation:

- Leads a high-profile national campaign to generate demand, promote diversity and encourage support for study abroad programs in China.
- Works closely with Washington and Beijing to strengthen high-level government support for study abroad in China.
- Hosts an annual conference focusing on the US-China strategic relationship, linking policy makers and students in both countries.
- Establishes a Washington, DC-based hub for US educational institutions to share best practices, leverage resources and expand China programs.
- Works to develop a robust alumni network of Americans who have studied or lived in China and who can serve as ambassadors for the Foundation.
- Conducts independent studies to survey the impact of study abroad in China on US competitiveness and US-China relations.

The Foundation embraces the goals of the Obama administration's "100,000 Strong Initiative," which was launched by Secretary of State Hillary Rodham Clinton in 2010.

For more information visit us online at: 100kstrong.com

Appendix F

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About IIE's Center for Academic Mobility Research

www.iie.org/mobility

The IIE Center for Academic Mobility Research brings together the Institute's in-house research expertise with leading minds from around the world to conduct and disseminate timely and relevant research and policy analysis in the field of international student and faculty mobility. The Center provides applied research and program evaluation services to domestic and international governmental agencies, nongovernmental organizations, corporations, and foundations. The Center's in-depth books and reports, including the well-known *Open Doors Report on International Educational Exchange*, supported by the U.S. Department of State, are key reference resources. In addition, the Center's policy papers and snapshot surveys capture trends in the changing landscape of international education.

The core activities of the Center fall within three key areas:

- Driving policy and program decisions through applied research and analysis
- Fostering and disseminating knowledge
- Training the next generation of mobility researchers

IIE Research Publications

www.iie.org/publications

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

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

IIE/AIFS GLOBAL EDUCATION RESEARCH REPORTS: www.iie.org/gerr

Report One: U.S.-China Educational Exchange: Perspectives on a Growing Partnership (2008)

Report Two: Higher Education on the Move: New Developments in Global Mobility (2009)

Report Three: International India: A Turning Point in Educational Exchange with the U.S. (2010)

Report Four: Innovation through Education: Building the Knowledge Economy in the Middle East (2010)

Report Five: Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (2011)

Report Six: Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages (2011)

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

Issue 1: Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives (2007)

Issue 2: Exploring Host Country Capacity for Increasing U.S. Study Abroad (2008)

Issue 3: Expanding Education Abroad at Community Colleges (2008)

Issue 4: Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities (2009)

Issue 5: Promoting Study Abroad in Science and Technology Fields (2009)

Issue 6: Expanding Study Abroad Capacity at U.S. Colleges and Universities (2009)

Issue 7: U.S. Study Abroad in Thailand: Host Country Perspectives and Guidelines for Partners (2010)

Issue 8: Expanding U.S. Study Abroad to India: A Guide for Institutions (2011)

Issue 9: Expanding U.S. Study Abroad to Turkey: A Guide for Institutions (2011)

Issue 10: Expanding U.S. Study Abroad to Indonesia (2011)

Issue 11: Expanding U.S. Study Abroad to Brazil: A Guide for Institutions (2012)

Issue 12: Models for U.S. Study Abroad to Indonesia (2012)

Key IIE Information and Resources

www.iie.org

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 fundingstudyabroad.org, lists 600+ scholarships available to support U.S. study abroad.

BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM: www.iie.org/gilman

The Gilman Program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, administered by IIE, offers scholarships for undergraduate students who are receiving Federal Pell Grant funding at a two- or four-year college or university to participate in study abroad programs worldwide.

FREEMAN-ASIA: www.iie.org/freeman-asia

Freeman-ASIA (Freeman Awards for Study in Asia) is designed to support American undergraduates with demonstrated financial need who are planning to study overseas in East or Southeast Asia. The program's goal is to increase the number of Americans with first-hand exposure to and understanding of Asia and its peoples and cultures. Award recipients are required to share their experiences with their home campuses or communities to encourage study abroad by others and fulfill the program's goal of increasing understanding of Asia in the United States. From 2001 to 2009, Freeman-ASIA supported over 4,000 U.S. undergraduates from more than 600 institutions with their study abroad plans in East and Southeast Asia. With generous funding from the Freeman Foundation, the Institute of International Education (IIE) re-launched the Freeman-ASIA Program for two academic years, beginning in summer 2011 through summer 2013.

FULBRIGHT PROGRAMS FOR U.S. STUDENTS: us.fulbrightonline.org

U.S. Department of State's the Fulbright U.S. Student Program, administered by IIE, equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university.

WHITAKER INTERNATIONAL FELLOWS AND SCHOLARS PROGRAM: www.whitaker.org

The Whitaker Program supports biomedical engineers (and bioengineers), from graduating senior through postdoctorates, in conducting high-quality research or study overseas.

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