



Study Abroad and U.S. Higher Education

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AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION: A BRIEF INTRODUCTION

- Dedicated to cultural exchange and in-depth study of less commonly taught languages since 1974
- Brings about 3,800 students per year to the U.S. from overseas on federal programs
 - Future Leaders Exchange Program (FLEX)
 - Youth Exchange and Study Program (YES)
 - Year of Exchange in America for Russians (YEAR)
 - United States – Timor-Leste Program
 - Kosovo American Education Fund (KAEF)
- Sends about 1,800 U.S. students abroad on federally funded and tuition-driven programs to Eurasia, Balkans, Africa, and Asia

AMERICAN COUNCILS OUTBOUND/AC STUDY ABROAD

- Tuition-driven study abroad programs for U.S. students from colleges and universities throughout the US
- Intensive language programs in Russia, Eurasia, and the Balkans
- English language ('content-based') Programs:
 - Contemporary Russia
 - Peace and Security in the South Caucasus (Georgia)
- Overseas Professional Intercultural Training (OPIT) Program
- Specialized and Faculty-led Programs
 - Lehigh University, Internship Program in Eurasia, Balkans
 - Allegheny College, Public Health in Chisinau, Moldova
 - Notre Dame University, Russian Culture in Moscow and St. Petersburg

U.S. HIGHER EDUCATION: A BRIEF OVERVIEW

- 21 million students in HEIs as of 2012 (almost 6 percent of total U.S. population)
- Higher Education both vital to economic security and a liability due to cost
- DOE study of 15,000 U.S. students in 2002 (at age 17) and 2012 (at age 27) found:
 - 84% had some post-secondary education
 - Only 34% had completed 4-year degrees
 - Drop outs were 3 times more likely to be unemployed
 - 79% were in debt from higher education costs

U.S. UNDERGRADUATE EDUCATION: HIGHER EDUCATION INSTITUTIONS

- Roughly 4,700 non-profit HEIs in US
- Of these, 3,300 are four-year institutions
 - Grant Bachelor of Arts or Bachelor of Science Degrees
 - Enroll roughly 10 million students
 - Public universities enroll about 73% of all undergraduates at four-year institutions
 - Private colleges/universities enroll about 16% of all undergraduates at four-year institutions

PUBLIC 4-YEAR INSTITUTIONS

- Created in the early 1800s to give public greater access to higher education
- Cost significantly covered by state, which also controls board of directors/ trustees
- Average annual tuition and fees are \$9,410 for in-state residents (2014)
- Larger overall enrollments and class sizes
- Major centers of scientific research activity
- Broader range of departments, offerings

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Anything to add on why it is helpful to understand public vs private vs non-profit in relation to study abroad? Or ease of working with public vs private?

Karen Smith, 9/7/2016

PRIVATE 4-YEAR INSTITUTIONS

- No state funding, but students receive federal financial aid if compliant with Title IV rules
- Rely heavily on tuition, private contributions, and endowments
- Tuition and fees can range from \$870 (Berea College) to \$51,300 (Vassar) per year
- Accreditation through regional systems
- Smaller classes, narrower range of disciplines KS4

KS4

Any way to briefly mention accreditation considerations in relation to study abroad.

Karen Smith, 9/7/2016

TWO-YEAR INSTITUTIONS

- Approximately 1,700 Community Colleges enrolling 11 million students
- Offer Associate of Science, Associate of Arts Degrees, Certificate (nursing, law enforcement, welding, other fields)
- Graduates can transfer into 4-year institution or begin working
- Open admission policies designed to serve local area
- As many as 2/3 of students do not complete degrees
- 'Commuter' campuses and working students

ISSUES IN HIGHER EDUCATION: COST AND ACCESSIBILITY

- Increase in tuition costs
 - Harvard tuition in 1971 (\$2,600) = 13 weeks of median household income (\$10,285)
 - Harvard tuition in 2014 (\$45,278) = 1 year of median household income
- Between 2000-2013 average level of tuition/fees at public institutions rose by 87%, while household income rose by 24%
- In 2012, 39% of Americans were expected to graduate from college, compared to 60% in Iceland, 57% in New Zealand, and 53% in Poland
- 20% of men and 27% of women in U.S. have attained more education than their parents (CNBC)

ISSUES IN HIGHER EDUCATION: DEBT AND GRADUATION RATES

- Student Debt
 - Student loans total \$1 trillion nationwide
 - Average debt is above \$25,000 per graduate
 - 40 million current and former students in debt
- Graduation Rates
 - 58% at public universities complete degree *in 6 years*
 - 65% at private institutions complete degree *in 6 years*
- Commodification
 - Accreditation versus intellectual growth
 - A purchase of services
 - Do faculty serve the discipline or the students?

HOW DOES THIS RELATE TO STUDY ABROAD?

- Public institutions generally have larger student body from which to recruit and wider range of faculties and departments for possible collaboration
- Students will be more cost-conscious
- State institutions may have less flexibility on credit transfers
- Private institutions may have students with greater financial resources
- Cost and pressure to graduate on time are increasingly critical factors in student decisions about study abroad
- Students offered hundreds of options
- Students expect high level of service

INTERNATIONALIZATION AND 'GLOBAL EDUCATION'

- Recognition after September 11 events that knowledge of foreign languages and cultures is critical to U.S. security
- Increasing awareness that U.S. economy is inherently linked to world economy (at least one in five U.S. jobs connected to global markets)
- Growing emphasis on understanding diverse cultural perspectives within the US workplace
- Recognition of international collaboration fueling major research initiatives

“In order for the United States to have a truly world-class higher education system, colleges and universities must be globally engaged and prepare students to be citizens of a multicultural community both at home and in a globalized world. Institutions accomplish this by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners.”

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American Council On Education,
Case statement on Internationalization

KS6

The Ministry should mention value-added of U.S. academics in Armenia during their opening. Could briefly mention here, "As the Ministry mentioned, XYZ is also important for Armenia"

Karen Smith, 9/7/2016

“International education is going to be the primary means by which we are able to bridge the cultural and linguistic divides that exist not only within our country, but also globally. Without an appreciation for other cultures, other languages, the national history of other countries, and the problems and contributions of other countries, we think that school children in America will not be able to become effective global leaders. We need them to become effective global leaders and we believe that 9-11 was a very vivid illustration of the compelling case for promoting a better understanding of and appreciation for other people, other cultures, other religions, and other geographies.”

Stephanie Bell-Rose

President, The Goldman Sachs Foundation

APPROACHES TO INTERNATIONALIZATION

- Internationalize curricula and courses
- Bring international scholars to US campuses and support faculty overseas initiatives
- Create overseas campuses (Georgetown, New York University, George Mason)
- Increase international students on U.S. campuses
 - 974,926 international students in 2014-15
 - \$30.5 billion to U.S. economy
 - Exposure to international perspectives in class
- Increase study abroad participation

KS7

KS7

Any examples to bring here on what is being done by USG, non-profits, etc?

Karen Smith, 9/7/2016

'Global Education' & Recent Trends in Study Abroad

OVERALL TRENDS IN US STUDY ABROAD: OPEN DOORS REPORT

- Compiled annually by Institute for International Education (IIE) since 1919
- Supported by US Department of State, Bureau of Educational and Cultural Affairs since 1970s
- Survey of approximately 3,000 accredited U.S. institutions of higher education
- Latest data for 2013-14 academic year
- Main reference source on study abroad trends/data in U.S.

U.S. STUDY ABROAD OVERALL UNDERGRADUATES (2013-14)

- 304, 467 U.S. undergraduates participated in study abroad programs (excluding international students)
- 1.6% of total student enrollment in U.S. higher education (16,991,400)
- 9.9% of BA recipients (2,688,032) in 2013-14
- Increased by 5% from 2012-13
- Study abroad rates have tripled in last 20 years
- Additionally 22,181 participated in non-credit work, internships or volunteer activity abroad
- Overall trends are upward in response to call for 'global education'

FIELDS OF STUDY AT HOME INSTITUTION

Field of Study	Study Abroad Participants	% of Total Study Abroad	Approximate % of US majors overall as of 2010
STEM	68,798	22.6	40 (male), 29 (female)
Business	59,687	19.6	20
Social Sciences	57,067	18.7	6
Foreign Languages/ International Studies	23,918	7.8	1 (Foreign Languages)
Fine Arts/Applied Arts	21,191	7.0	4
Education	11,265	3.7	9

STUDY ABROAD DESTINATIONS BY REGION

Region	2012-13	2012-13 % of Total	2013-14	2013-14 % of Total	% Change
Europe	151,182	53.3	162,282	53.3	5.3
Latin America/ Caribbean	45,473	15.7	49,312	16.2	8.4
Asia	35,866	12.4	36,290	11.9	1.2
Sub-Saharan Africa	13,411	4.6	13,266	4.4	-1.1
Oceania	11,584	4.0	11,923	3.9	2.9
Middle East/ North Africa	6,415	2.2	6,349	2.1	-1.0
North America	1,380	0.5	1,470	0.5	6.5
Antarctica	41	0	15	0	-63.4
Total	289,408	100	304,467	100	151,182

U.S. STUDY ABROAD TRENDS: MOST POPULAR DESTINATIONS 2013-14

Location	2012-13	2013-14	% Change	% of Total
United Kingdom	36,210	38,250	5.6	12.6
Italy	29,848	31,166	4.4	10.2
Spain	26,281	26,949	2.5	8.9
France	17,210	17,595	2.2	5.8
China	14,413	13,763	-4.5	4.5
Germany	9,544	10,377	8.7	3.4
Ireland	8,084	8,823	9.1	2.9
Australia	8,320	8,369	0.6	2.7
Japan	5,578	5,978	3.8	2.0
South Africa	5,337	4,968	-6.9	1.6
India	4,337	4,583	4.7	1.5
Mexico	3,730	4,445	19.2	1.5

CONCERNS (2013-14)

- Men under participate in study abroad (less than 35%)
- More than 50% of all U.S. students study abroad in Western Europe
- More than 18% study abroad in English speaking countries (UK, Ireland, Australia)
- Twice as many study in Germany (10,377) as in all of the Middle East and North Africa (5,003)
- Just over 2% study in the critical region of Middle East and North Africa overall
- Twice as many study in Spain (26,949) as in all of Sub-Saharan Africa (13,266)

ETHNIC DIVERSITY OVER TEN YEARS

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Race/Ethnicity (% of US HEI enrollments)	2003-2004	2008-2009	2013-2014
White (59.3)	83.7	80.5	74.3
Hispanic/Latino (15.8)	5	6	8.3
Asian/Pacific Islander (6.4)	6.1	7.3	7.7
Black/African American (17.7)	3.4	4.2	5.6
Multiracial (2.9)	1.3	1.6	3.6
Native American (0.8)	0.5	0.5	0.5

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Perhaps tie in here something like "as the embassy mentioned, Gilman and other USG funded programs aim to address diversity in study abroad".

Karen Smith, 9/7/2016

LENGTH OF TIME ABROAD

Term	2003-2004	2012-2013	2013-14
Short (8 Weeks or Less)	51.6	59.5	62.1
Intermediate: one semester (15 wks) or one quarter (12 wks)	41.0	36.3	34.3
Academic Year or Calendar Year	6.2	3.2	3.0

U.S. STUDY ABROAD TRENDS: LESS VISITED COUNTRIES IN EUROPE

Location	2012-13	2013-14	% Change
Russia	1,562	1,527	-2.2
Poland	520	601	15.6
Egypt	486	37	-92.4
Estonia	80	145	81.3
Georgia	75	20	-73.3
Bulgaria	71	117	64.8
Slovakia	28	59	110.7
Armenia	26	39	50
Kosovo	20	31	55
Latvia	4	67	1,575

THE ROLE OF FACULTY

- Faculty Led Programs
 - Chief source of growth in short term programs
 - Provide direct credit at home institution
 - Recruit students in classroom/on campus
 - Usually short-term, taught in English
 - Often supported by administration
 - Familiar and convenient for students
 - Logistics and cost can be hindrance

MOTIVATION FOR STUDY ABROAD

Personal growth

- Study abroad builds independence and maturity

New perspective

- Students gain new perspective on host and home cultures

Employability

- Widely seen to improve employability and rate of graduate school admissions

Life experience

- A unique opportunity to travel

Language gain

- Immersion environment

WHAT U.S. STUDENTS (AND THEIR PARENTS) WANT...

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- Academic credit that will apply toward degree at home
- Both independence and extensive on-site support
 - Counseling, emergency assistance, housing, medical
- Contact with local community
- Internships/ overseas professional experience
- Independent research
- Community service/ volunteer activity
 - (But it must seem genuine/meaningful)

KS8

Yes! And the role of parents in decision making.

Karen Smith, 9/7/2016

FINANCING STUDY ABROAD

- Financial aid at home institution often applies to 'approved' semester or ay program
- Federal support for wide range of programs
 - FLAS, NSEP, Gilman
- Students may apply for additional loans for study abroad
- Summer programs are often not covered by home institution financial aid
- Cost is among most important barriers to participation in study abroad

OTHER BRAKES ON U.S. STUDY ABROAD

- Internships increasingly seen as vital to employment/
part of undergraduate education
- Major requirements for graduation
 - Engineering, 'Pre-Med', Physics
- Work
 - 23% of students are employed 20 hours per week
- 'Life Events'
 - Sports, clubs, campus commitments

SOME KEY COMPONENTS FOR SUCCESS

- Time and flexibility
- A unique connection to a U.S. partner – an advocate on campus
 - Faculty member committed to Armenia
 - Collaboration in specific academic field
 - Connections between academic departments
- Understanding US student's expectations and staff to manage them
 - Health and safety resources
- Ability to deliver academic credit to US partner
- Consistent communication with US partners

Approaches to Developing Partnerships and Programs with US Higher Education Institutions

COLLABORATION MODELS

- Dual or joint degree programs
- Bilateral exchanges
- Specialized and faculty-led

JOINT OR DUAL DEGREE PROGRAMS

- Programs designed by U.S. and overseas partner to award single qualification endorsed by both institutions (Joint) or qualifications from each institution (Dual)
- Often proposed as starting point for collaboration between university partners
- Relatively few successful examples
- Fewer than 20% of US HEIs reportedly have policies to encourage development of dual degrees

CHALLENGES TO DUAL AND JOINT DEGREE PROGRAMS

- Length of Process to establish program
 - Sequence of courses from one institution to another
 - Course number system at each institution
 - Grading system at each institution
 - Equivalency of courses between institutions
 - *Must be highly committed advocates on both sides*
- Imbalance of participation
 - Are many of these programs just a way to recruit international students?

BI-LATERAL EXCHANGES

- Agreement to send and receive students through direct enrollment
- Often highly affordable for US participants
- Course equivalencies and credit can be problematic
- Often underused by American side
- Requires extensive student support overseas
 - Academic advising/student support
 - English curricula (syllabi and descriptions)
 - Housing
 - Title IX, mental health, emergency assistance
 - Pre-departure orientation
 - Up-to-date information for recruitment

FACULTY-LED OR SPECIALIZED PROGRAM

- Short-term, designed by U.S. faculty member in collaboration with overseas university or provider (AC)
- Built into home university curriculum
 - Required component of a course taught on campus
 - Summer or winter term program
- Credit provided by home university
 - Students know how credit will be applied
 - Students know faculty/ other participants
- Often seen as key to 'internationalization' efforts today
 - University has unique claim to the program
 - Faculty are key recruiters
 - Often profitable for U.S. institution
- Challenges
 - Faculty member may not understand logistics, planning details
 - Cost for students
 - Enrollments may be consistent but low

FACULTY CONTACTS AS A FIRST STEP

- Local faculty prepared to collaborate with US colleagues
- U.S. faculty who has specific interest in appropriate discipline or in Armenia broadly
 - Environmental Studies, Global Health, Conflict Resolution, Religious Studies, Art History
- Design short term program jointly
- Course taught jointly by U.S.-Armenian faculty
- Consider logistical support/ program design
- Fulbright programs for scholars, administrators

<http://www.cies.org>

MOST U.S. HEI'S WILL LOOK FOR...

- Courses taught in English
- Course descriptions and syllabi
- Transcripts (if no U.S. credit-granting institution) and clear system for credit transfer (European Credit Transfer System)
- Ongoing student support
 - Visa assistance, airport transfers
 - Housing
 - Medical assistance, including mental health
 - Emergency contact available 24-hours
 - Opportunities to connect with local community
- Consistent, comprehensive, and timely communication

WHAT DOES AC LOOK FOR IN A PARTNER/PROGRAM?

Faculty

- Selected by mutual agreement
- C.V.s and qualifications accessible
- Experience working with U.S. students

Courses

- Descriptions, syllabi, assignments available/accessible
- Multiple assessments (not one final exam)
- Communicative, interactive
- Opportunities for independent research
- Content courses in English
- Foreign language courses at elementary levels and higher
- New courses/ course design by mutual agreement
- *Potentially broad appeal or clear niche for US students*

Thank You!

Contact

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