Building and Retaining a More Diverse Community of International Students

C.K. Kwai, Jacksonville University
Clay Hensley, College Board
Objectives of the session

• Understand current trends in international student mobility to the U.S., and what SIOs should know

• Outline effective approaches to international outreach & engagement to increase diversity of applicant, and retention, applied by different types of institutions.

• Explore how global universities can adapt to dynamic circumstances to achieve its goals & advance its mission
Agenda

• Welcome, Introductions, Context & Environmental Factors (Clay leads – 15 minutes)

• Practical Opportunities for SIOs to Address Challenges (CK leads – 15 minutes)

• Next Steps/ Future (Tag team... Clay & CK – 15 minutes...sets up open discussion)

• Open Discussion, Question & Answer & Close (30 minutes) & Answer
Context & International Student Mobility Updates
Global student mobility is at an all-time high and will continue to grow.

Long-term growth in the number of students enrolled outside their country of citizenship.

- 1975: 0.8M
- 1980: 1.1M
- 1985: 1.1M
- 1990: 1.3M
- 1995: 1.7M
- 2000: 2.1M
- 2005: 3.0M
- 2010: 4.1M
- 2012: 4.5M

- 2025: 8 million students projected

NOTE: International Students include degree-seeking and non-degree-seeking students.
While the US and UK continue to host the most international students, there are newcomers to this landscape.

Although the number of students going to US to study has increased, the proportion has decreased.

Top 8 Host Countries of Globally Mobile Students

2001
Worldwide: 2.1 million students

2016
Worldwide: 4.1 million students

Undergraduates continue to drive international student mobility to the U.S., but overall growth is slowing.
Although overall int’l undergraduate student mobility to U.S. universities continues to increase, recent trends reveal most of the growth derives from only a handful of source countries.

Approximately 427,000 international undergraduate students in the U.S. in 2015/16

Although overall int’l undergraduate student mobility to U.S. universities continues to increase, recent trends reveal most of the growth derives from only a handful of source countries.

Approximately 427,000 international undergraduate students in the U.S. in 2015/16

Top 8 Senders of International Undergraduate Students in the U.S.

**Highlights:**

- Annual growth rates of China and Saudi Arabia continue to slow.
- South Korea shows declines for the 4th year in a row, giving up its #2 spot to Saudi Arabia.
- Strong growth from India, Vietnam, and Mexico.

### Top 8 Senders of International Undergraduate Students to the U.S. in 2015/16: Enrollment & YOY 2013/14 – 2015/16

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>110,550</td>
<td>124,552</td>
<td>135,629</td>
<td>18%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>26,865</td>
<td>30,861</td>
<td>33,952</td>
<td>30%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>South Korea</td>
<td>36,992</td>
<td>34,651</td>
<td>32,695</td>
<td>-3%</td>
<td>-6%</td>
<td>-6%</td>
</tr>
<tr>
<td>India</td>
<td>12,677</td>
<td>16,521</td>
<td>19,302</td>
<td>0%</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>Vietnam</td>
<td>11,886</td>
<td>12,449</td>
<td>14,390</td>
<td>4%</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td>Canada</td>
<td>13,916</td>
<td>13,131</td>
<td>13,223</td>
<td>4%</td>
<td>-6%</td>
<td>1%</td>
</tr>
<tr>
<td>Mexico</td>
<td>8,311</td>
<td>8,210</td>
<td>9,640</td>
<td>4%</td>
<td>-1%</td>
<td>17%</td>
</tr>
<tr>
<td>Japan</td>
<td>9,155</td>
<td>8,877</td>
<td>9,285</td>
<td>0%</td>
<td>-3%</td>
<td>5%</td>
</tr>
<tr>
<td>Rest</td>
<td>140,372</td>
<td>149,572</td>
<td>159,197</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Total Int'l Undergraduate Students:**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>370,724</td>
<td>398,824</td>
<td>427,313</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

A growing number of students from Asia are entering the U.S. education system even earlier.

The Boston Globe
Plan for a Chinese academy stirs worries in a Conn. town


China 33,907 55%
South Korea 6,329 10%
Vietnam 3,485 6%
Mexico 2,421 4%
Japan 1,317 2%
Other 14,314 23%

Global aspirations to study abroad continue to rise, especially from the Middle East/North Africa & South & Central Asia.

International Average (5-yr CAGR) since 2011: 5%

NOTE: Volumes indicate SAT Reasoning exams test takers reporting a College Board school code outside the U.S. Where the country of the College Board school code is not known, the reported home address as it existed at the time they took the SAT was used. Where home address is not available, the test taker’s test center location was used. To be included in this analysis, SAT exams must not be Canceled/Deleted, must have no un-resolved holds, and must be certified. Dates and Talent Search exams are excluded.
Internationally, among those who sent SAT score reports, the 2016 cohort sent score report to 6 U.S. higher ed institution. Variances exist across sending countries.

### Average Number of Score Reports Sent to the U.S. per International Students, 2016 Cohort

<table>
<thead>
<tr>
<th>Int’l Student</th>
<th>Avg: 6.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>10.8</td>
</tr>
<tr>
<td>South Korea</td>
<td>10.0</td>
</tr>
<tr>
<td>Vietnam</td>
<td>9.2</td>
</tr>
<tr>
<td>Turkey</td>
<td>9.2</td>
</tr>
<tr>
<td>Taiwan</td>
<td>8.6</td>
</tr>
<tr>
<td>India</td>
<td>7.8</td>
</tr>
<tr>
<td>Pakistan</td>
<td>7.2</td>
</tr>
<tr>
<td>Brazil</td>
<td>6.5</td>
</tr>
<tr>
<td>Singapore</td>
<td>6.5</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>6.3</td>
</tr>
<tr>
<td>Nepal</td>
<td>5.9</td>
</tr>
<tr>
<td>UAE</td>
<td>5.4</td>
</tr>
<tr>
<td>Canada</td>
<td>4.8</td>
</tr>
<tr>
<td>UK</td>
<td>4.7</td>
</tr>
<tr>
<td>Nigeria</td>
<td>4.6</td>
</tr>
</tbody>
</table>

NOTE: International country is defined by SAT Reasoning test takers reporting a home address outside the U.S. and U.S. Territories. 
SOURCE: College Board, internal analysis of the 2016 cohort retrieved via Cornerstone on 11/4/16.
More international students are considering multiple study abroad destinations.

X2.5 more score reports were sent to non-U.S. institutions by international students in 2016 compared to 2011.

SAT Score Reports from International Students to Non-U.S. Higher Education Institutions Outside their Home Country, 2011 vs. 2016 Cohort

- **2011**
  - Americas: 47%
  - East Asia/Pacific: 25%
  - Europe & Eurasia: 13%
  - Middle East/North Africa: 12%
  - South & Central Asia: 3%

- **2016**
  - Americas: 26%
  - East Asia/Pacific: 40%
  - Europe & Eurasia: 18%
  - Middle East/North Africa: 10%
  - South & Central Asia: 6%

**X2.5**

SAT score reports to non-U.S. institutions

**NOTE:** Only SAT score reports sent to non-U.S. institutions by international students, defined by a non-U.S./U.S. Territories home address, and those that were sent to institutions outside of their home country were included. SOURCE: College Board, internal analysis of the 2016 cohort retrieved via Cornerstone on 11/4/16.
Context is important in evaluating international applicants across various standards

SAT Mean Scores by Geographic Region, 2015 Cohort

- Critical Reading
- Math
- Writing

NOTE: SAT means are based on the graduating class of 2015’s most recent exam results. Test-takers are defined by the location of their self-reported College Board school code; or their home address if their College Board school code is unavailable. U.S refers to the 50 states & D.C. International refers to countries outside of the U.S.

SOURCE: College Board | Internal analysis of the 2015 cohort data from Data Connect.
Practical Opportunities for SIOs to Address Challenges/ Big Themes

Expanding Pressures & Uncertainty (Institutional & External)
Doubling Down on Diversity
Local Global Recruiting
Big Themes

Expanding Pressures & Uncertainty (Institutional & External)
Education is the most powerful weapon which you can use to change the world.

Nelson Mandela
“Education is a slow-moving but powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available for that purpose and in its proper place, therefore, is not at the periphery, but at the center of international relations.”

- J. William Fulbright
60% of prospective international students say they would be less likely to study at an American college if Donald J. Trump was elected president.

According to a study 40,000 students in 118 countries by Intead and FFPEDUMedia.

What Will Happen to International Students Under President Trump?

Trump is already scaring and discouraging students from abroad.

By Elizabeth Redden
‘Is It Safe?’ Foreign Students Consider College in Donald Trump’s U.S.

By NIDA NAJAR and STEPHANIE SAUL  NOV. 16, 2016

Naina Lavakare, a senior at the British School in New Delhi, at home on Wednesday. She is concerned about Donald J. Trump’s anti-immigrant messages, her mother said. Vivek Singh for The New York Times

Trump's Unexpected Support for International Students

The Republican presidential candidate known for his hard-line stance on illegal immigration wants international students to be able to stay in the U.S. to work after graduation.

By Elizabeth Redden  //  August 21, 2015

The Republican presidential candidate Donald Trump may be known for his nativist rhetoric and policy positions in favor of mass deportations of undocumented immigrants, the building of a border wall billed to the treasury of Mexico, and the elimination of birthright citizenship for children whose parents are in the U.S. illegally -- but his recent comments on international students struck a welcoming tone.

Trump wrote in a tweet recently:

"I am not in favor of mass deportations of undocumented immigrants, but I'm also not in favor of keeping international students out of the U.S. Just the opposite." He further declared that "international students spent $28 billion last year in the U.S. economy." Republicans have been known to advocate for a "trigger" that would allow international students to stay if they were in the country before the year 2015.

Trump’s tweets came two days after he released a brief position paper on immigration. Many of his proposals focused on border security and enforcement issues, but the document also called for raising the prevailing wage paid to international students.
Big Themes

Doubling Down on Diversity
Admission officers’ are strongly focusing on recruiting a variety of students

This year at my institution, I am very likely to increase my recruitment efforts for the following populations of undergraduate applicants to my institution:

- Full-time undergraduates: 61% Strongly agree, 26% Agree
- Out-of-state students: 61% Strongly agree, 26% Agree
- Transfer students: 47% Strongly agree, 26% Agree
- Minority students: 36% Strongly agree, 35% Agree
- International students: 36% Strongly agree, 24% Agree
- Full-pay students: 28% Strongly agree, 23% Agree

International enrollment as a part of the larger institutional mission

“If you can’t point to the core institutional mission and values to anchor this work, chances are you are going to have a hard time trying to sell [international]. For the campus leadership, international enrollment management needs to be part of a larger strategy. You need to specify how this endeavor fits with the institutional mission.”

Fanta Aw, Assistant Vice President of Campus Life at American University & President of NAFSA

China to limit programs preparing students for college abroad

By Tara Garcia Mathewson | December 21, 2015  📞 print

Dive Brief:

• The Chinese government has stopped approving new international programs and is moving to make existing programs less attractive and accessible for families because of location and price.

• The Wall Street Journal reports that the Chinese government has moved one school from Beijing to the suburbs, where it may raise tuition — and in Shanghai, some programs have been affected by government-led tuition standardization, making it harder to bring in enough money to operate.

• Critics of international programs in high schools say Western values are becoming too ingrained in the Chinese education system, and the government seems to be discouraging such high levels of out-migration for college.
A CONVERSATION WITH SCOTT E. PAGE

In Professor’s Model, Diversity = Productivity

By CLAUDIA DREIFUS
Published: January 8, 2008

In the long-running debate on affirmative action, Scott E. Page, a professor of complex systems, political science and economics at the University of Michigan, is a fresh voice.


Rather than ponder moral questions like, “Why can’t we all get along?” Dr. Page asks practical ones like, “How can we all be more productive together?” The answer, he suggests, is in messy, creative organizations and environments with individuals from vastly different backgrounds and life experiences.

“New York City is the perfect example of diversity functioning well,” he said in an interview. “It’s an exciting place that produces lots of innovation and creativity. It’s not a coincidence that New York has so much energy and also so much diversity.”

An edited version of the interview and a subsequent phone conversation follow:
81% of international undergraduates in the U.S. are primarily self-funded.
Importance of financial aid for international students’ decision-making varies by region.

NOTE: International students in this figure are those who attended a high school outside of the U.S. and indicated that they are applying to U.S. higher education institutions for the incoming years of Fall 2015/Spring 2016 and onwards. Total international respondents totaled over 1,600. SOURCE: Internal
The number of U.S. institutions awarding financial aid has been stable.

Over 760 institutions awarded over $1.1 billion in financial aid to international undergraduate degree-seeking students in 2014/15.
Half of U.S. institutions offer some form of aid to international undergraduate students.

Private nonprofits are the most likely and for-profits are the least likely to offer financial aid to international students.

Financial Aid Availability at U.S. Institutions for International Undergraduate Students as share of Total Institutions, 2014/15

- **All U.S. Institutions**
  - N=3,955
  - Both Need & Non-Need Based: 20%
  - Need based only: 48%
  - Non-need based only: 6%
  - No financial aid: 26%

- **Private Nonprofit**
  - N=1,380
  - Both Need & Non-Need Based: 34%
  - Need based only: 36%
  - Non-need based only: 8%
  - No financial aid: 4%

- **Public, 4 year**
  - N=598
  - Both Need & Non-Need Based: 24%
  - Need based only: 40%
  - Non-need based only: 8%
  - No financial aid: 32%

- **Public, 2 year**
  - N=1,010
  - Both Need & Non-Need Based: 83%
  - Need based only: 19%
  - Non-need based only: 14%
  - No financial aid: 7%

- **For-profit**
  - N=967
  - Both Need & Non-Need Based: 8%
  - Need based only: 60%
  - Non-need based only: 14%
  - No financial aid: 83%

**NOTE:** International students is defined as non-resident aliens. Data excludes institutions that did not respond to questions in the Annual Survey of Colleges. SOURCE: Internal analysis of College Board
International students at private nonprofits are the more likely than students at other institution types to receive institutional financial aid.

About 1 in 6 international undergraduate students received some form of institutional aid.

Share of Total International Degree-seeking Undergraduate Students who Received Need or Non-need Based Institutional Financial Aid, 2014/15

- All U.S. Institutions: 15%
- Private Nonprofit: 33%
- Public, 4 year: 11%
- Public, 2 year: <1%
- For-profit: 6%

NOTE: International students is defined as non-resident aliens. Data excludes institutions that did not respond to questions in the Annual Survey of Colleges. SOURCE: Internal analysis of College Board Annual Survey of Colleges, 2014/15 – 2015/16.
# Offering Financial Aid

Which institutions represented today allocate the most financial to international students?

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>REGION</th>
<th>STATE</th>
<th>TYPE</th>
<th>Total Intl UG Degree-Seeking Students 2015/16</th>
<th>Financial Aid Offering Type</th>
<th>Total Financial Aid Awarded to Int’l Degree-Seeking UG Students</th>
<th>Number of Enrolled Int’l Degree-Seeking UG Students Who Received Aid</th>
<th>Avg. Award for Int’l Degree-Seeking UG Receiving Aid</th>
<th>% of Total Int’l Degree-Seeking UGs Awarded Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke University</td>
<td>SRO</td>
<td>NC</td>
<td>Private 4yr</td>
<td>664*</td>
<td>NB &amp; NNB</td>
<td>$9,173,384</td>
<td>173</td>
<td>$53,334</td>
<td>28%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>SWRO</td>
<td>TX</td>
<td>Public 4yr</td>
<td>577</td>
<td>NB &amp; NNB</td>
<td>$6,984,853</td>
<td>304</td>
<td>$22,976</td>
<td>53%</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>SRO</td>
<td>TN</td>
<td>Private 4yr</td>
<td>458</td>
<td>NB &amp; NNB</td>
<td>$5,717,453</td>
<td>118</td>
<td>$48,453</td>
<td>26%</td>
</tr>
<tr>
<td>Rice University</td>
<td>SWRO</td>
<td>TX</td>
<td>Private 4yr</td>
<td>472</td>
<td>NB &amp; NNB</td>
<td>$2,675,289</td>
<td>95</td>
<td>$28,161</td>
<td>20%</td>
</tr>
<tr>
<td>St. John’s College</td>
<td>SWRO</td>
<td>NM</td>
<td>Private 4yr</td>
<td>N/A</td>
<td>NB &amp; NNB</td>
<td>$2,606,378</td>
<td>66</td>
<td>$39,490</td>
<td>N/A</td>
</tr>
<tr>
<td>St. Edward’s University</td>
<td>SWRO</td>
<td>TX</td>
<td>Private 4yr</td>
<td>363</td>
<td>NNB</td>
<td>$1,986,980</td>
<td>104</td>
<td>$19,106</td>
<td>29%</td>
</tr>
<tr>
<td>Emory University</td>
<td>SRO</td>
<td>GA</td>
<td>Private 4yr</td>
<td>1,128</td>
<td>NNB</td>
<td>$1,199,486</td>
<td>39</td>
<td>$30,756</td>
<td>3%</td>
</tr>
<tr>
<td>University of South Carolina - Columbia</td>
<td>SRO</td>
<td>SC</td>
<td>Public 4yr</td>
<td>253</td>
<td>NNB</td>
<td>$848,359</td>
<td>117</td>
<td>$7,250</td>
<td>39%</td>
</tr>
<tr>
<td>Nova Southeastern University</td>
<td>SRO</td>
<td>FL</td>
<td>Private 4yr</td>
<td>242</td>
<td>NNB</td>
<td>$805,935</td>
<td>138</td>
<td>$5,840</td>
<td>57%</td>
</tr>
<tr>
<td>University of Houston</td>
<td>SWRO</td>
<td>TX</td>
<td>Public 4yr</td>
<td>1,570</td>
<td>NB &amp; NNB</td>
<td>$731,737</td>
<td>278</td>
<td>$2,632</td>
<td>18%</td>
</tr>
<tr>
<td>Texas A&amp;M University-Corpus Christi</td>
<td>SWRO</td>
<td>TX</td>
<td>Public 4yr</td>
<td>281</td>
<td>NNB</td>
<td>$685,265</td>
<td>173</td>
<td>$3,961</td>
<td>62%</td>
</tr>
<tr>
<td>Samford University</td>
<td>SRO</td>
<td>AL</td>
<td>Private 4yr</td>
<td>90</td>
<td>NB &amp; NNB</td>
<td>$494,238</td>
<td>24</td>
<td>$20,593</td>
<td>26%</td>
</tr>
<tr>
<td>North Carolina Central University</td>
<td>SRO</td>
<td>NC</td>
<td>Public 4yr</td>
<td>N/A</td>
<td>N/A</td>
<td>$465,893</td>
<td>20</td>
<td>*$23,295</td>
<td>*61%</td>
</tr>
<tr>
<td>Lenoir-Rhyne University</td>
<td>SRO</td>
<td>NC</td>
<td>Private 4yr</td>
<td>32</td>
<td>NNB</td>
<td>$300,629</td>
<td>12</td>
<td>$25,052</td>
<td>63%</td>
</tr>
<tr>
<td>Berry College</td>
<td>SRO</td>
<td>GA</td>
<td>Private 4yr</td>
<td>12</td>
<td>NNB</td>
<td>$154,410</td>
<td>11</td>
<td>$14,037</td>
<td>92%</td>
</tr>
<tr>
<td>University of Mary</td>
<td>SWRO</td>
<td>SC</td>
<td>Private 4yr</td>
<td>32</td>
<td>NNB</td>
<td>$124,289</td>
<td>12</td>
<td>$12,000</td>
<td>92%</td>
</tr>
</tbody>
</table>
Big Themes

Local Global Recruiting
Int’l Student Pipelines

Secondary
84,496

Intensive English
126,016

Community College
91,648
Int’l Student Pipelines

Secondary
84,496
A growing number of students in the 2015-2018 cohort self-reported that they are a citizen of a country outside of the U.S. and attended a high school in the U.S.

Geomarkets in the U.S. with the Most International Students in the Graduating Classes of 2015-2018

NOTE: Data retrieved from College Board Search is dynamic and volumes can differ in any point in time. “International Students” reflect those who self-reported that they are “citizens of another country.”

SOURCE: College Board internal analysis based on the 2015-2018 high school graduating cohorts retrieved on July 20, 2015 from College Board Search https://collegeboardsearch.collegeboard.org
Enhanced tools for smart recruitment

Student Search Service®
Connect with students and meet recruitment goals using precise, deep data from the largest and most detailed database of college-bound students in the nation.

Enrollment Planning Service™
Achieve your enrollment goals with powerful data analysis tools that efficiently facilitate exploration of the student population and inform a smarter recruitment plan.

Segment Analysis Service™
Leverage sophisticated geographic, attitudinal and behavioral information to focus your enrollment efforts and achieve better yields from admission through graduation.

GetAccess
To become a user, request access.

GetAccess
Find out if you’re eligible.

College Board Search
The College Board’s integrated student search solution offers a suite of services designed to help enrollment and admission professionals better focus recruiting strategies and realize high returns, maximized yield, and increased marketing ROI.

Our Data
Learn more about increasing the efficiency of your enrollment planning by accessing the students in our nationwide pool of SAT, AP, PSAT/NMSQT, and PSAT test-takers.

Learn More
- Eligibility
-_timing
- Online Support Guide (limited content)

Customer Service
Contact us by email or call 1-360-496-3637 if you have questions about becoming a user or making the most of College Board Search.

View this data in a table.
Graduating Class

Research & license names
Include only names available for license in your search. These are students who gave their consent to be contacted and who graduated within the last year or are currently in high school.
Years available: 2016 - 2020

Research only
Include all students in your search if you want to work with a larger pool of data and don’t intend to license names.
Years available: 2012 - 2020

Choose years

<table>
<thead>
<tr>
<th>Available Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include all years 21,378,064 students</td>
</tr>
<tr>
<td>2020 HS grad class 122,639 students</td>
</tr>
<tr>
<td>2019 HS grad class 1,055,628 students</td>
</tr>
<tr>
<td>2018 HS grad class 2,432,962 students</td>
</tr>
<tr>
<td>2017 HS grad class 3,060,017 students</td>
</tr>
<tr>
<td>2016 HS grad class 3,081,726 students</td>
</tr>
</tbody>
</table>
AP Exam takers are not asked about their citizenship.

- Include all students
- Include only
  - U.S. citizen or U.S. national
  - U.S. permanent resident or refugee
  - Citizen of another country
  - Other
  - No response

Your Selections

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Sex</th>
<th>Religion</th>
<th>Citizenship</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No selections</td>
<td>No selections</td>
<td>No selections</td>
<td>Citizen of another country</td>
<td>No selections</td>
</tr>
<tr>
<td>1st gen/Parent ed</td>
<td>Family income</td>
<td>Mobility</td>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>No selections</td>
<td>No selections</td>
<td>No selections</td>
<td>No selections</td>
<td></td>
</tr>
</tbody>
</table>
Most international secondary students in the United States ultimately seek to enroll in higher education.
International Student Visas by Sector

Secondary
- F-1: 73%
- J-1: 27%
- Fall 2015: 84,496

Postsecondary
- F-1: 90%
- Other: 4%
- J-1: 6%
- Fall 2014: 974,926
Diploma-seeking students are driving growth.

Bar chart showing the number of students in 2013, 2014, and 2015 with bars divided into F-1 and J-1 categories.
Leading Places of Origin of Diploma-Seeking Secondary Students

2013
- China: 46%
- South Korea: 16%
- Vietnam: 4%
- Mexico: 5%
- Japan: 3%
- All other: 26%

48,632

2015
- China: 55%
- South Korea: 10%
- Vietnam: 6%
- Mexico: 4%
- Japan: 2%
- All other: 23%

61,773
Int’l Student Pipelines

Intensive English
126,016

2005 2007 2009 2011 2013
Places of Origin of IEP Students, 2014

65% of IEP students come from just 5 countries.

- Saudi Arabia: 35%
- China: 26%
- Brazil: 15%
- Japan: 11%
- South Korea: 9%
- All Other: 5%
Int’l Student Pipelines

Community College
91,648
Community colleges hosted 16% of undergraduate & non-degree international students in the U.S. in 2014/15.

- Doctorate: 56%
- Masters: 19%
- Associates: 16%
- Baccalaureate: 6%
- Specialized: 3%
Top Places of Origin at Community Colleges
Density of International Students in Community Colleges, 2014/15

<table>
<thead>
<tr>
<th>State</th>
<th>Density</th>
<th>Other Institutional Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>46.8</td>
<td>27,051</td>
</tr>
<tr>
<td>Hawaii</td>
<td>23.1</td>
<td>4,035</td>
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<tr>
<td>California</td>
<td>20.1</td>
<td>135,130</td>
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<tr>
<td>Nevada</td>
<td>19.5</td>
<td>2,556</td>
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<tr>
<td>Kansas</td>
<td>18.6</td>
<td>12,020</td>
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<td>Texas</td>
<td>18.5</td>
<td>75,588</td>
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<tr>
<td>Wyoming</td>
<td>16.6</td>
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<td>Maryland</td>
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<td>16,862</td>
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<td>Florida</td>
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<td>39,377</td>
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<tr>
<td>Virginia</td>
<td>12.5</td>
<td>18,220</td>
</tr>
</tbody>
</table>

Source: Institute of International Education
Open Discussion/Question & Answer
Thank You.

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