

# STUDYMOVE

## PRESS RELEASE

### **STUDYMOVE completes the International Learning Mobility Benchmark for the Big Ten Academic Alliance.**

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The Big Ten International Learning Mobility Benchmark was established in May 2012 with the objective of developing a yearly report that contains detailed information about the international mobility strategies executed by the Big Ten Academic Alliance institutional members.

The study aims to go beyond the annual data reported for the IIE Open Doors survey to create an additional set of institutional data to support program management and policy decisions. This is the fourth year that Studymove develops this comprehensive analysis for the Big Ten Academic Alliance.

#### **1. OVERVIEW**

The report provides an extensive analysis of all the indicators and data collected through a questionnaire. It benchmarks the results of each participating university and includes the average and median of each indicator for all participating universities from Fall 2014 through Summer 2015.

The 2016 report used data from the 2014-2015 academic year to compare and contrast the Learning Abroad Programs of thirteen BTAA member institutions in the following areas:

- **Student participation**
- **Destinations**
- **Program management**
- **Funding and support**
- **Inbound Learning Abroad students**
- **Student success**

In an important evolution from the first pilot report in 2013, the data reported in 2016, has a higher level of accuracy as participating institutions have had more time to adjust their reporting and data capture, and the project consultants have been able to improve the survey instrument. The group is also developing a common understanding of the data categories, so we are gaining confidence in the comparability of the data. In any case,

differences in institutional structures and approaches to Learning Abroad need to be considered when interpreting the data.

Time-series data is now provided as a regular component of the report, showing progress made on key targets and changes in institutional approaches to learning abroad.

## 2. PARTICIPATING UNIVERSITIES

The 2016 Big Ten International Mobility Benchmark includes information from the following universities:

	Michigan State University		University of Minnesota - Twin Cities
	Purdue University		University of Nebraska - Lincoln
	The University of Iowa		University of Wisconsin - Madison
	University of Michigan		Indiana University
	The Ohio State University		The Pennsylvania State University
	Rutgers University		University of Illinois at Urbana-Champaign
	University of Maryland		

## 2. OVERALL RESULTS

### Student Participation

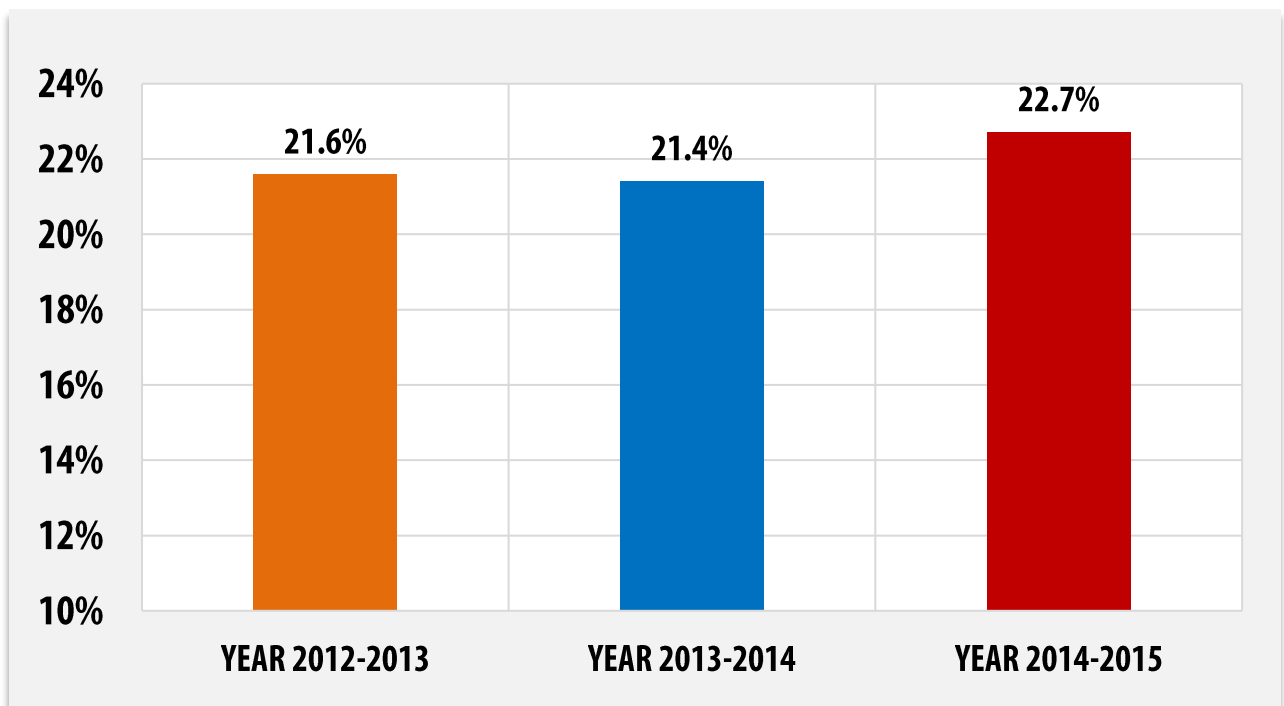
In the 2014-2015 academic year, thirteen participating member universities of the Big Ten Academic Alliance reported an aggregate of 34,334 student participants in Learning Abroad Programs. This figure includes US citizens and international students from all academic levels in credit and non-credit Learning Abroad Programs. Of these participants, there were 26,253 US residents undertaking a Learning Abroad Program for credit, which represents just under 9% of the total learning abroad participants reported in the 2015 Open Doors report (Institute for International Education, 2015).

Non-credit Learning Abroad Programs were reported by all thirteen Big Ten member institutions, and these represented 16% of all Learning Abroad Programs. This figure is likely to under-represent actual participation in non-credit learning abroad. Twelve institutions reported an aggregate of 5,372 participants in non-credit Learning Abroad Programs.

### Participation Rate

The metric used to report participation rates in learning abroad compares annual participation of undergraduate students against annual completions from undergraduate degrees. The average participation rate for the reporting BTAA member universities was 22.7%. This compares with the national participation rate of 9.9% reported by Open Doors in 2015 (or 14.8% for four-year degrees only). The range for the reporting BTAA member institutions was 7% - 30%.

**Percentage of participation rate based on the number of Undergraduate degrees awarded**

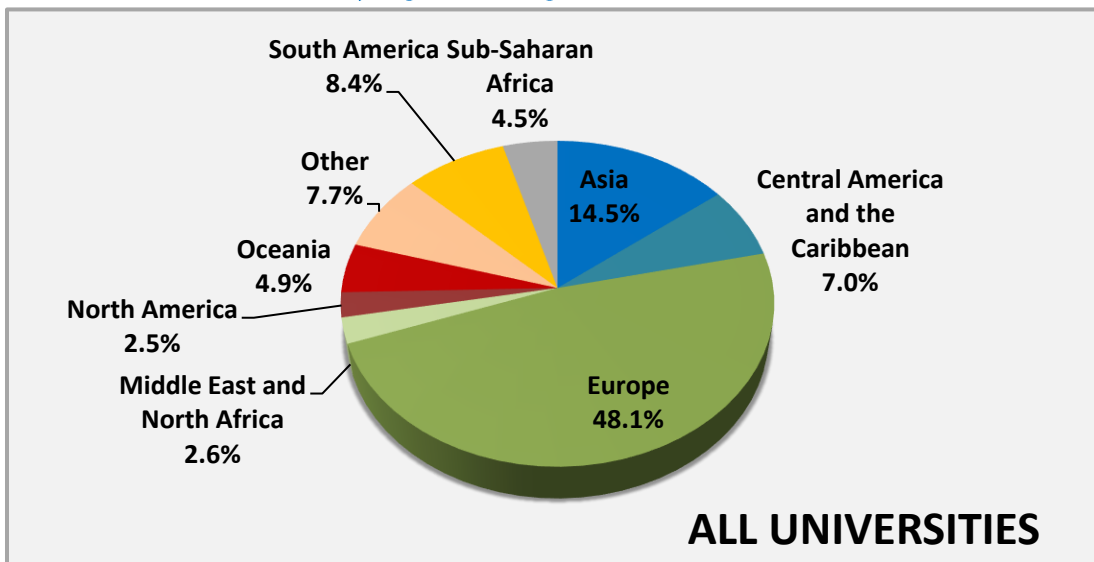


## Where are they going?

Across the thirteen participating Big Ten member institutions, 50% of students chose to undertake a Learning Abroad Program in Europe, although this is represented by a broad range of 34% - 62% across institutions. The data allowed us to consider variations in study destinations based on the split between credit and non-credit programs.

For-credit programs were most likely to be hosted by Italy, Spain, UK, and China, while not-for-credit programs were most likely to be hosted by Canada, Honduras, Japan and Nicaragua. In general, non-credit Learning Abroad Programs offer a greater geographic diversity than for-credit programs, possibly reflecting high participation in non-credit activities for graduate students.

**Destinations by Regions - Average (Academic Credit) (All students)**



## Credit status

An important element of this analysis was to determine if students in Learning Abroad Programs obtain academic credit during their experience. All thirteen participating Big Ten member universities were able to report on the number of learning abroad students in credit and non-credit programs.

In aggregate, this thirteen universities reported that 84.6% of students participating Learning Abroad programs obtained academic credit (in comparison with 82.7% reported in the previous period) and 15.4% in participated non-credit programs (in comparison with 17.3% reported in the previous period). The quality of the data reported in the non-credit area varies considerably and this data should be used with appropriate explanations.

## Study Level

In the 2014-2015 academic year, thirteen participating Big Ten member universities reported, a total of 22,005 undergraduate students participated in Learning Abroad program which represents 83.3% of the total number of students.

## MAJOR FIELD OF STUDY (Credit programs)

Twelve participating universities reported on the number of U.S. citizens or permanent residents that participated in a for-credit Learning Abroad Program.

The top fields of study for undergraduate and graduate students in order of popularity were Business, Management, Marketing & Related Support Services (20%), Engineering (8%), Social Sciences (8%), Health Professions & Related Clinical Sciences (6%), Biological & Biomedical Sciences (5%), Communication, Journalism & Related Programs (5%), Foreign Languages, Literatures & Linguistics (5%) and Education (3%).

The two most popular fields of study, Business and Management, Engineering and Social Sciences, made up 36% of all fields of study. Table 19 compares the top fields of study against the previous academic year. Areas such as Engineering, Health Professions & Related Clinical Sciences, Biological & Biomedical Sciences and Education increased significantly in this period. Note that changes in classification of fields of study mean that data may not be directly comparable to previous reports.

### Comparison of Top Fields of study with previous academic year (Academic Credit) (All students)

FIELD OF STUDY	CREDIT TOTAL		
	Period 2014 - 2015	Period 2013 - 2014	Difference
1 Business, Management, Marketing & Related Support Services	5,790	5,773	0.3%
2 Engineering	2,315	1,713	35.1%
3 Social Sciences	2,283	2,218	2.9%
4 Health Professions & Related Clinical Sciences	1,847	1,649	12.0%
5 Biological & Biomedical Sciences	1,536	1,257	22.2%
6 Communication, Journalism & Related Programs	1,439	1,246	15.5%
7 Foreign Languages, Literatures & Linguistics	1,301	1,226	6.1%
8 Education	953	800	19.1%
9 Agriculture, Agriculture Operations & Related Science	951	789	20.5%
10 Visual & Performing Arts	934	1,006	-7.2%

## Gender, Ethnicity and Race

Following national trends, more females (63%) participated in Learning Abroad Programs at participating Big Ten institutions, though at graduate level, the proportion of male participants was 47%. Considering race/ethnicity, data on participation in non-credit Learning Abroad, included for the first time, shows higher participation rates of non-White students in non-credit bearing programs - an average of 40% compared with 31% for credit bearing programs. A proportion of difference is accounted for by international student participants in non-credit programs.

## Duration

In order to provide an in-depth analysis on the type of programs that students undertook abroad, we requested participating universities to classify their data according to the duration of Learning Abroad Programs. The categories reflect the Open Doors categories for duration, with the addition of two additional categories in summer in an attempt to better capture the full range of programs offered during the summer period.

All thirteen Big Ten participating universities were able to report the duration for undergraduate and graduate students undertaking a program for credit. These universities reported the duration for 26,088 undergraduate and graduate students of which 18,322 students or 70.2% were participating in Short-Term programs (in comparison with 68.1% reported in the last period), 7,252 students or 27.8% in Mid-Length programs (in comparison to 27.4% in the last period), 474 students or 1.8% in Long-Term programs.

## Program type

This section analysed what types of programs (for-credit and non-credit) that Learning Abroad students participated in. The following categories were derived from areas of activity often grouped by practitioners, and with reference to international data:

- A. Regular classes via faculty-led program, host institution etc.**
- B. Internship, professional practicum**
- C. Service learning/community engagement**
- D. Volunteering**
- E. Research**
- F. Conference**
- I. Other**
- G. Language**

Ten participating universities were able to report on the totals by the program type and a breakdown of undergraduate and postgraduate students however, some universities reported data limitations for several program categories. It is likely that this analysis understates the actual participation levels in these program types.

On average, the ten universities reported 71.7% of students participated in regular classes via faculty-led programs or host institutions which is by far the most popular type of Learning Abroad Program for all students.

### Percentage of students in Learning Abroad Programs by type (for-credit and non-credit programs) (All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	70.6%	71.7%	68.7%
B. Internship, professional practicum	7.2%	6.9%	6.0%
C. Service learning/community engagement	5.1%	5.6%	3.4%
D. Volunteering	2.7%	2.4%	0.7%
E. Research	4.5%	3.7%	3.9%
F. Conference	2.9%	2.2%	2.3%
I. Other	5.0%	5.6%	4.2%
G. Language	0.7%	1.1%	0.0%

### Program Management

Participating universities were asked to report how many staff were tasked with learning abroad activities across campus. Study abroad staff were employed in a variety of roles and offices. The majority (44%) were staff employed in the Study Abroad/Learning Abroad Office. Study Abroad/Learning Abroad Offices also employed a number of interns, student workers and temporary workers (34%). Staff employed as study abroad liaisons in college offices made up the remaining 22%.

### Student Success

As an optional section of the report, student retention and completion was compared between undergraduates who took part in a Learning Abroad Program and those who did not. Five Big Ten member universities participated in this section.

At these five universities, the Learning Abroad cohort appeared to have higher retention rates, ranging above 94% while the non-learning abroad cohort ranged from 86% to 74%. It is important to note limitations in this data. Firstly, we have no analysis when the Learning Abroad Program occurred during the undergraduate degree and this can vary from first year to fourth year. Secondly, this data does not account for student background characteristics such as motivation levels, intelligence or pre-college preparation. The data reflects a simple comparison aimed at stimulating further discussion around this topic on campuses.

### Average Retention Rate for Non-learning abroad and learning abroad cohort (in %)

Average Retention rate (2010 entering class)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Difference (%)
A. First-to-second-year retention rate	85.4%	98.9%	13.5%
B. Second-to-third-year retention rate	80.6%	98.2%	17.6%
C. Third-to-fourth-year retention rate	76.1%	94.6%	18.6%

In terms of completion or graduation rates, the learning abroad cohort, in general, completed their undergraduate degree in a shorter time-period than the non-learning abroad cohort. This data provides further support to the claim that learning abroad, in general, does not delay graduation. Again, this data should be considered as a preliminary indicator only, as there are many other factors that can influence the higher education experience and time-to-graduation.

### Average Graduation Rate for Non-learning abroad and learning abroad cohort (in %)

Entering year cohort	4 years or less		More than 4 years but 5 years or less		More than 5 years but 6 years or less	
	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)	Non-learning abroad cohort (%)	Learning abroad cohort (%)
A. 2008	44.7%	71.2%	63.2%	91.7%	72.0%	95.0%
B. 2009	45.8%	70.5%	63.8%	91.2%		
C. 2010	47.3%	76.0%				



## ABOUT STUDYMOVE

Studymove is an education consultancy specializing in the development of business intelligence reports, domestic and international benchmarking exercises and online marketing strategies for the international education industry. It was established in 2007 and in the last 9 years, we have been contracted to work on various small and large projects by institutions from Australia, Europe, USA and Latin America.

Our highly qualified and experienced team are experts in the development and implementation of specific solutions to support and enhance international student recruitment and mobility strategies. Our work is widely recognized for its analytical excellence and innovation.

More information about Studymove and their current projects is available via our website: [www.studymove.com](http://www.studymove.com)

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