

Dave Porter
1113 SE Cora Street
Portland, OR 97202
palabras@easystreet.net

For public hearing 4/10/17

To: Ways and Means Subcommittee on Education

From: Dave Porter

Subject: SB 5524: Questions on study abroad

Please ask the Higher Education Coordinating Commission to submit written data on students studying abroad. Please ask for data by countries studied in and by higher education school sending students. Please ask for data that distinguishes between academic years abroad, semesters abroad, and shorter term programs abroad. If possible, include data from community colleges.

(1) Past data suggests that too few Oregon higher education students are studying abroad. And, especially, not enough are studying abroad in important Asia-Pacific countries.

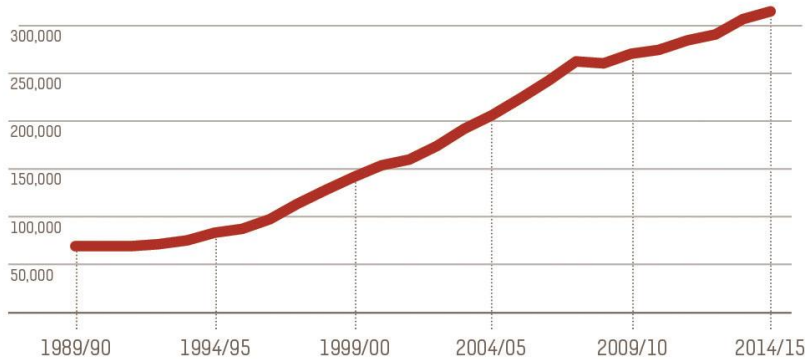
The Oregon University System in the past published a handbook which included data on OUS students studying abroad. I can no longer find such data. In 2015, I submitted written testimony to the Ways and Means Subcommittee on Education which included the following chart on OUS students studying abroad in 2007-08 (the latest year then available).

Enrollment by OUS Students in Study Abroad Programs Academic Year 2007-08		
Spain	287	0.33%
Mexico	234	0.27%
Italy	233	0.27%
France	221	0.26%
Japan	201	0.23%
Germany	115	0.13%
Ecuador	113	0.13%
Argentina	108	0.12%
United Kingdom	73	0.08%
South Korea	66	0.08%
China	63	0.07%
Other	554	0.64%
Total	2268	2.62%
Fall headcount 2008		86,546

(2) Institute of International Education seeks to double US students studying abroad by 2019

Generation Study Abroad is an initiative, launched in 2014, of the Institute of International Education (IIE) to mobilize resources and commitments with the goal of doubling the number of U.S. students studying abroad by the end of the decade. The initiative, which is timed to coincide with IIE's centennial in 2019, highlights IIE's commitment to study abroad and encourages purposeful, innovative action to get more Americans to undertake a meaningful international experience through academic study abroad programs, as well as internships, service learning, and non-credit educational experiences. Three visuals from their materials follow:

U.S. STUDY ABROAD STUDENTS 1989/90 – 2014/15



In 2014/15 there was **an increase of 3%** over the prior year in the number of U.S. students studying abroad.

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Globalization is changing the way the world works, and employers are increasingly looking for workers who have cross-cultural competence and cutting-edge technical skills.

[PricewaterhouseCoopers predicts](#) that by 2050, the E7 (China, India, Brazil, Russia, Indonesia, Mexico, Turkey) will be more than 50% larger than the G7 countries (the U.S., UK, France, Germany, Italy, Canada, Japan) when measured by GDP at market rates. The National Intelligence Council's "[Global Trends Report 2030](#)" projects that China will surpass the United States as the world's largest economy by 2030. A recent study by the British Council, entitled [Culture at Work](#), shows that employers are under strong pressure to find employees who have both technical knowledge and "soft skills" such as critical thinking, problem solving, time management, and communication, deemed necessary for success in a global workforce.

At the same time, there is a mismatch of skills of graduates today and what employers are looking for. The [Global Risks Report 2014](#) indicates structural high unemployment/underemployment as one of the top global risks over the next decade. The generation coming of age in 2010s in advanced countries face high debt and are not prepared for the workforce.

Study abroad is one of the best ways students can acquire global skills and open up personal and professional opportunities.

Study abroad is a life-changing experience for many students, opening their eyes to different ways of life and promoting understanding and tolerance. By looking at research on the more directly quantifiable aspects of study abroad impact, [studies show students who study abroad have better grades, experience less attrition, and graduate from college at higher rates](#) than students who do not study abroad.

- An [assessment by the University System of Georgia](#) found the students who studied abroad had a 17.8% higher 4-year graduation rate than those who did not study abroad.
- [Indiana University](#) reported that study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers.
- An analysis by the [SAGE Research Project](#) of 6,000 alumni over 50 years demonstrates that study abroad has a substantial long-term impact on individuals' career paths and global engagement.

(3) Oregon needs a more multilingual workforce both to be more economically competitive in the Asia-Pacific region and to increase our national security through engagement in the Asia-Pacific region.

Elsewhere I have proposed that Oregon needs an additional educational goal as follows: **“To prepare the next generations of adults for the global economic and national security challenges they will face over their lifetimes.”** And, in seeking to meet that goal, Oregon should ensure that sufficient higher education students are spending sufficient times abroad in the Asia-Pacific region, especially in China, India, Indonesia, and Japan.

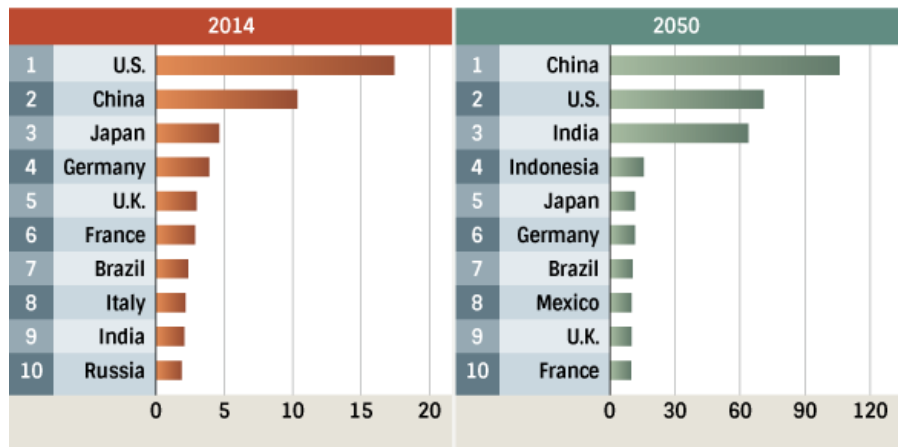
Trade relations and the geo-politics of the Asia-Pacific region are in turmoil.

By 2050, the five largest economies in the world are forecast to be in the Asia-Pacific region. China continues to grow its economy and military. North Korea may soon be able to hit Portland with a nuclear missile. Much of the Asian-Pacific region felt snubbed as President Trump rejected the Trans-Pacific Partnership. It is difficult to foresee the long-term future of the region. But the region will be important.

Oregon education needs to prepare its next generation for the opportunities and challenges the Asia-Pacific region will present over their lifetimes. Preparation should include increased opportunities and incentives to study abroad in the region.

Thank you.

World's top 10 economies in 2050 at market exchange rates, nominal GDP; in trillions of U.S. dollars



Source: The Economist Intelligence Unit