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What is Open Doors?
Open Doors is produced by the Institute of International Education with the support of the U.S. Department of State’s Bureau of Educational and Cultural Affairs.
75,379 international students at 394 IEPs studied intensive English for 1,041,553 student-weeks in calendar year 2019.
International IEP Enrollment

- 2012: 125,973
- 2013: 126,016
- 2014: 133,335
- 2015: 108,433
- 2016: 86,786
- 2017: 78,098
- 2018: 75,379

Growth Rate (2018-2019): -3.5%
International IEP Student-Weeks

- 2012: 1,861,385
- 2013: 1,853,569
- 2014: 1,993,917
- 2015: 1,530,817
- 2016: 1,226,151
- 2017: 1,057,650
- 2018: 1,041,553
- 2019: -1.5% Growth Rate (2018-2019)

The chart shows a decrease in International IEP Student-Weeks from 2014 to 2019, with a growth rate decrease of -1.5% from 2018 to 2019.
IEP Top Places of Origin

China: 16,304
Japan: 13,039
Saudi Arabia: 10,660
Brazil: 5,874
South Korea: 5,220
Taiwan: 2,394
Colombia: 1,993
Italy: 1,750
Mexico: 1,269
Turkey: 1,245
IEP Top Places of Origin

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Growth
Decline
IEP Top Places of Origin

68% of IEP students come from just 5 countries.

- China: 22%
- Japan: 17%
- Saudi Arabia: 14%
- Brazil: 8%
- South Korea: 7%
- All Others: 32%
IEP Top Places of Origin: A 5-year Comparison

- China
- Japan
- Saudi Arabia
- Brazil
- South Korea

Graph showing the top places of origin from 2014 to 2019.
Government Funded Programs – Saudi Arabia

- 2005 - Saudi Arabia establishes scholarship program
- 2016 - Saudi Arabia announces changes to the scholarship program
Government Funded Programs – Brazil

- 2011 – Brazil suspends new applications
- 2013 – Brazil launches scholarship program
- 2015 – Brazil suspends new applications
IEP Enrollments by State

California 15,814
New York 7,945

- California: 15,814
- New York: 7,945

Data not available for:
- California: 1,000 - 5,000
- New York: < 1,000

Legend:
- > 5,000
- 1,000 - 5,000
- < 1,000
- Data not available
Types of IEPs

- 73% Governed by college or university
- 18% Independent provider affiliated with HEI
- 9% Independent provider not affiliated with HEI
Average IEP Weeks per Student

World: 14 weeks
Average IEP Weeks per Student

- **World**: 14 weeks
- **Europe**: 8 weeks
- **Latin America and Caribbean**: 11 weeks
- **Asia**: 14 weeks
- **Sub-Saharan Africa**: 18 weeks
- **Middle East and North Africa**: 18 weeks
Average IEP Weeks by Places of Origin

- **ASIA**
  - China: 17
  - Japan: 12
  - South Korea: 13

- **EUROPE**
  - Turkey: 15
  - France: 9
  - Italy: 4

- **LATIN AMERICA & CARIBBEAN**
  - Colombia: 15
  - Brazil: 8

- **MIDDLE EAST & NORTH AFRICA**
  - Saudi Arabia: 18
  - Kuwait: 15

- **SUB-SAHARAN AFRICA**
  - Dem. Rep. of Congo (Kinshasa): 18
  - Cote d'Ivoire: 16
Average IEP Weeks by Institutional Type

<table>
<thead>
<tr>
<th>Institutional Type</th>
<th>Full Time (≥ 18 contact hours)</th>
<th>Part Time (&lt; 18 contact hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or University</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Independent Provider</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Affiliated with HEI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Provider</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Not Affiliated with HEI</td>
<td></td>
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</tr>
</tbody>
</table>
In 2019, 49% of IEP students intend to continue further (non-IEP) study in the United States.
IEP Data and the International Student Census
International Student Census

Only accredited higher education institutions

2018/19 academic year

Intensive English Program Survey

IEPs in higher education and independent providers

January 2019 – December 2019
IEP Enrollment as a Percent of All International Students

- Intensive English students
- All other international students

<table>
<thead>
<tr>
<th>Year</th>
<th>IEP Enrollment as a Percent of All International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/01</td>
<td>4.2%</td>
</tr>
<tr>
<td>2006/07</td>
<td>3.8%</td>
</tr>
<tr>
<td>2012/13</td>
<td>4.9%</td>
</tr>
<tr>
<td>2018/19</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
IEP Enrollment Trends

% Change - IEP

% Change – All Int’l Students
Additional Resources
New *Open Doors* Website

www.opendoorsdata.org
Intensive English USA Directory

- Print directory with comprehensive program information
- Listed alphabetically by U.S. state
- Order at iiebooks.org
Professional Associations

- 2019-2020: 350+ members, including university/college-governed, private/independent and multi-site intensive English and pathway programs
- Mission: To represent and support English language programs in the USA.
- https://www.englishusa.org/

- 80 university/college-governed intensive English programs
- Mission: To support and strengthen university-governed intensive English program leadership through collegial engagement, applied research, advocacy, and the active promotion of the highest professional standards
- https://uciep.org/

To be the recognized voices and leaders in the industry
Types of IEPs / ELPs

- University/college owned and governed programs
- Community college owned and governed programs
- Joint partnerships (third-party providers)
- Proprietary, multi-site or single site stand-alone programs
- Proprietary, multi-site or single programs situated on university/college campus
- Pathway programs
Students in IEPs/ELPs

- International (visa holders)
- Domestic (citizen, permanent resident, refugee, asylee)
- Full-time and part-time
- Academic intent (higher education-bound)
- Professional need
- Personal need/desire
- Age range
- Family status
Fall 2020 Expectations Compared to Fall 2019

Based on an early August 2020 survey of EnglishUSA Members (27% response rate)
Program Offerings

Based on an early August 2020 survey of EnglishUSA Members (27% response rate)
Significant Challenges

- Enrollments / financial sustainability
- Staff layoffs and reductions
- Teaching F2F and online concurrently
- Marketing program offerings – what they look like now and/or predicting what they will look like in near & long-term future
- Reputation of the US (political, response to COVID-19, gov’t regs)
# Understanding Association Support

<table>
<thead>
<tr>
<th>Joint responses or coalition sign-ons to policy concerns</th>
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<tbody>
<tr>
<td>Collaborate with UCIEP, TESOL, Alliance, NAFSA and other relevant organizations in international education for letter campaigns and sign-ons</td>
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<table>
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<tr>
<th>Strategic Partnerships</th>
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<tbody>
<tr>
<td>U.S. Commercial Services, Bonard, PIE News, AIRC, ICEF</td>
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<tr>
<th>Relationships with Government Agencies</th>
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<tbody>
<tr>
<td>Communication with Departments of State (ECA and Consular Affairs), Commerce, and Homeland Security (SEVP)</td>
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</table>

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<tr>
<th>Go-to Resource</th>
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<tbody>
<tr>
<td>General support resources available on websites. Executive Director and Board assistance</td>
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<tr>
<th>Relationships with Other Organizations &amp; Bodies</th>
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<tbody>
<tr>
<td>IIE, ACCET, CEA, AIEA, Alliance, NAFSA, TESOL, CIEPA</td>
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<tr>
<th>Promotion of English language programs</th>
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<tr>
<td>Promoting the United States as the premier destination for English language study: relevant conferences, invited presentations/seminars, agent fairs, trade mission</td>
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<tr>
<th>Joint Conference Presentations</th>
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<tbody>
<tr>
<td>Collaborate with relevant organizations to present updates in the field; mutual support</td>
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</tbody>
</table>
Discussion

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