

INTERNATIONAL EXPERIENCES: WHY?

HIGH IMPACT PRACTICES

Students who participate in international experiences:

- have increased intercultural understanding
- broaden their worldviews
- become better contributors to diverse teams
- have stronger qualifications for future employment
- have a broader range of career opportunities



SENSE OF BELONGING

Students who participate in international experiences:

- build communities with diverse peers (from U-M and across the globe)
- increase self-awareness and understanding of intersecting identities
- deepen relationships with faculty who lead programs
- continue to expand engagement with campus community



STUDENT SUCCESS

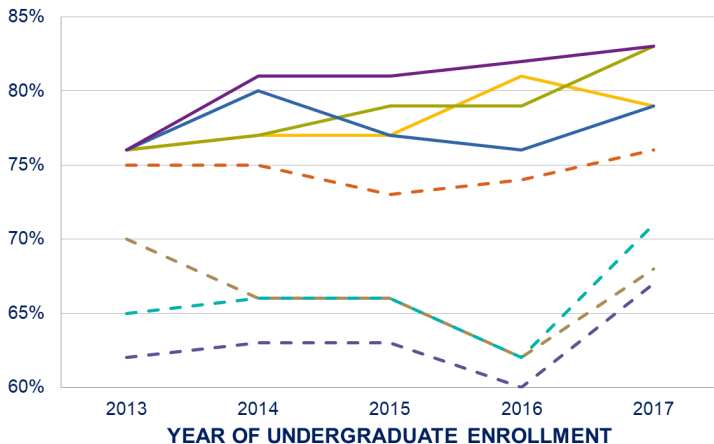
Compared to their peers, U-M students who participated in an educational opportunity abroad:

- graduate at a higher rate
- take the same or slightly less time to obtain their bachelor's degree

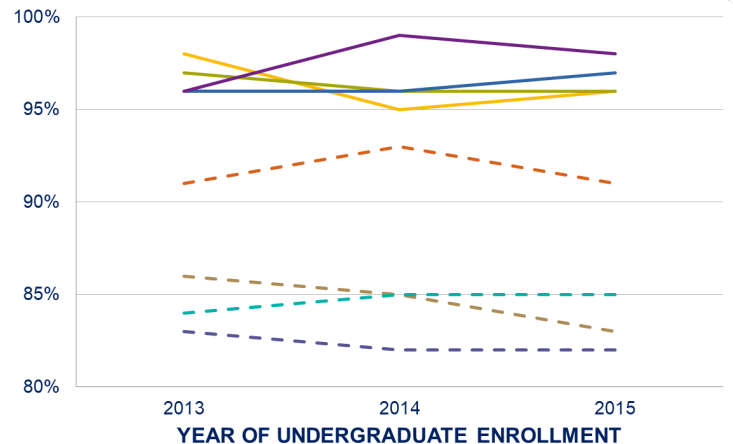
Trends persist for underrepresented minorities, Pell grant recipients, first-generation students, and STEM students.



FOUR-YEAR GRADUATION RATE



SIX-YEAR GRADUATION RATE



— FIRST-GEN with intl experience — URM with intl experience
— PELL with intl experience — STEM with intl experience

— FIRST-GEN with no intl experience — URM with no intl experience
— PELL with no intl experience — STEM with no intl experience

STRATEGIC INITIATIVES



Global Engagement Goals

5-YEAR HORIZON	10-YEAR HORIZON
60% of U-M undergraduate and doctoral students have at least one academic international experience.	85% of U-M undergraduate and doctoral students pursue at least one academic international experience.
12.5% of students going abroad are first-generation students. (Total U-M percentage of first-generation students is 14%.)	First-generation, URM, and Pell-eligible students abroad match corresponding representation among U-M students.

Strategic Initiatives to Address 5-Year Goals



Promote early awareness of Education Abroad Opportunities.



Launch accessible & equitable programming to diversify student participation.



Diversify offerings of international programs across the institution by location and format.



Develop and enhance support for pre-departure orientation and post-experience reflections.



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INFORMATION GATHERING PROCESS

Obtain and Analyze Data



Collected and analyzed U-M data such as completion rates and time to degree of study abroad participants, as well as student demographics and trending study abroad locations.

Community Strategic Visioning Input



Members of the Council on Global Engagement and the International Education Network developed ideas to increase participation in education abroad and foster student success.

Synthesize and Organize Information



The input, along with additional benchmarking and research, were used to develop strategic initiatives.