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
# Global Engagement Goals

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

## 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.**

## 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.