



The IIE Center for Academic Mobility Research and Impact

# Beyond Borders:

## Measuring Academic Mobility between the United States and Mexico

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# Contents

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<b>Figures &amp; Tables.....</b>	<b>3</b>
<b>Executive Summary .....</b>	<b>4</b>
Growth in U.S.-Mexico Academic Mobility .....	5
Mobility Flows during the 2014/15 Academic Year .....	6
U.S.-Mexico Mobility by U.S. States.....	6
U.S.-Mexico Mobility by Program Characteristics and Institutional Types.....	7
<b>Introduction .....</b>	<b>8</b>
Outline of the Report .....	9
<b>Methodology .....</b>	<b>10</b>
<b>1. Growth in U.S.-Mexico Mobility .....</b>	<b>11</b>
<b>2. Mobility Flows during the 2014/15 Academic Year .....</b>	<b>13</b>
<b>3. U.S.-Mexico Mobility by U.S. States .....</b>	<b>15</b>
<b>4. U.S.-Mexico Mobility by Program Characteristics and Institutional Types.....</b>	<b>17</b>
<b>5. Summary and Discussion .....</b>	<b>19</b>
<b>References .....</b>	<b>21</b>
<b>Appendix .....</b>	<b>22</b>
<b>IIE Research Publications .....</b>	<b>1</b>

# Figures & Tables

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Figure 1.1 Mexican Students and Scholars in U.S. Higher Education, 2004/05 - 2014/15 .....	11
Figure 1.2 U.S. Higher Education Students in Mexico, 2003/04 - 2013/14.....	12
Figure 2.1 Academic Year Flows of Mexican Students, Scholars, and Other Exchange Visitors in the United States, 2014/15 .....	13
Figure 2.2 Visa Types of Mexican Students, Scholars, and Other Exchange Visitors in the United States, 2014/15 .....	14
Figure 3.1 Top Host States of Mexican Students in the United States, by Academic Level, November 2014 .....	15
Figure 4.1 Fields of Study of Mexican Students in the United States, by Academic Level, November 2014 .....	17
Figure 4.2 Sector of Home Campus of U.S. Study Abroad Students, 2013/14 .....	18
Figure 4.3 Mexican Higher Education Students in the United States by Institution Type, 2014/15 .....	18

# Executive Summary

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Since 2011, the United States and Mexican governments have focused on promoting greater international educational exchange between the two countries. On the U.S. side, President Obama launched 100,000 Strong in the Americas in 2011, with the goal of sending 100,000 students in each direction between the United States and Latin America, including Mexico. The Mexican government has also established its own mobility initiative – *Proyecto 100,000* – with the goal of sending 100,000 Mexican students to study in the United States and 50,000 U.S. students to Mexico.

Although robust data exists on the academic mobility of students and scholars between the United States and Mexico, many of the new mobility initiatives encompass educational activities that are outside the scope of current data collection projects. Mexico's *Patlani* project and the U.S.-based *Open Doors*®, conducted by the Institute of International Education (IIE) with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State, together provide a thorough representation of the majority of the academic mobility that occurs between the two countries. However, existing data collection efforts do not fully document the range and diversity of the various forms of mobility that are growing in popularity, including internships, student research placements, summer study, non-credit language courses, and other forms of non-credit education abroad.

To address the gaps between what is currently measured through existing data collection projects and the new forms of mobility that are growing in scale, the IIE Center for Academic Mobility Research and Impact was commissioned by the United States Embassy in Mexico City to analyze the full scope of academic mobility between the United States and Mexico. The analyses in this report encompass mobility flows in both directions and across a broad range of mobility types, including higher education, secondary students, vocational/technical, language training, scholars, and other exchange visitors. The study's findings on U.S.-Mexico academic mobility focus on the growth in higher education mobility; mobility flows in all segments over the course of the academic year; and the mobility patterns of students by U.S. states, program characteristics, and institutional types. These analyses are intended to inform assessments of the success of U.S. and Mexican government initiatives to increase mobility in both directions, as well as to provide information to inform ongoing efforts to strengthen U.S.-Mexico mobility.

This report covers the mobility of Mexican students, scholars, and exchange visitors during the 2014/15 academic year and the mobility of U.S. students to Mexico in 2013/14. Since the analysis for this study was completed, more recent *Open Doors* statistics have been released in November 2016 for Mexican students in the United States and U.S. students in Mexico. However, because these two sets of numbers represent only a portion of the mobility covered in this report and newer statistics on other forms of mobility (intensive English and scholars) are not yet available, the current report focuses on the prior years' data (2014/15 and 2013/14). However, one point worth noting is that the latest *Open Doors* international student statistics for 2015/16 indicate a 2 percent drop in Mexican students from the prior year, countering the growth trend reported in this study. This suggests that the growth of Mexican students seen in the 2014/15 academic year may not have been sustained in 2015/16, but a full picture of these trends are not yet available. Regarding the student flows in the reverse direction – from the United States to Mexico – *Open Doors* 2016 reports a 6 percent increase in study abroad for academic

credit in 2014/15. While this growth rate is lower than the prior year's high growth of 19 percent, it does indicate that U.S. student interest in Mexico continues to grow.

### **Growth in U.S.-Mexico Academic Mobility**

The efforts of the United States and Mexican governments have built on their long history of educational exchange, resulting increased numbers of students, scholars, and other exchange visitors engaging in academic activities in each other's countries in 2014/15.

#### *Mexico to the United States*

Mexican students, scholars, and other educational exchange visitors engage in a wide array of activities in the United States. U.S. higher education serves as the greatest attraction for Mexican students, accounting for more than half of all the academic mobility from Mexico to the United States. However, students in intensive English grew at the fastest rate from 2013/14 to 2014/15, indicating that English language study offers potential to further increase the number of Mexican students in the United States.

- In 2014/15, there were an estimated 23,646 students and scholars from Mexico studying, teaching, or conducting research in U.S. higher education institutions. An additional 5,466 Mexican nationals travelled to the United States in fall 2014 to study in U.S. high schools, vocational schools, or to engage in exchange visitor activities outside of higher education. This brings the total number of Mexicans engaging in academic activities in the United States to 29,112 in 2014/15. The number of Mexican students and scholars in U.S. higher education experienced high growth of 29.9 percent from 2013/14 to 2014/15. The highest rate of growth occurred among intensive English students, whose numbers increased by 2.5 times, growing from 1,945 in 2014 to 4,900 in 2015.

#### *United States to Mexico*

Most U.S. students who study in Mexico do so through study abroad programs for which they receive academic credit back on their home campuses. In addition to this traditional form of study abroad, a large number of American students in Mexico engage in non-credit work, internships, and volunteering abroad (WIVA), making Mexico the leading destination among all U.S. students engaged in non-credit WIVA around the world. This component of U.S.-Mexico exchange is likely to continue in importance for U.S. students. Expansion of these non-credit educational opportunities offers the potential for significantly expanding U.S. study abroad to Mexico.

- A total of 6,018 U.S. college and university students travelled to Mexico in 2013/14 to engage in study abroad for academic credit or for non-credit work, internships, or volunteering. After several years of declines in U.S. study abroad to Mexico, the number of U.S. higher education students receiving academic credit for study abroad in Mexico increased by 19.2 percent from 2012/13 to 2013/14.

## Mobility Flows during the 2014/15 Academic Year

Analysis of the flows of Mexican students and scholars to the United States indicates that their numbers are relatively stable over the course of the academic year, with slightly larger numbers of Mexican students enrolled in the fall semester. The only category that increased substantially in the summer semester is exchange visitors engaging in summer work or working as camp counselors.

Most Mexican students enroll in diploma- or degree-granting programs in the United States and smaller numbers engage in short-term exchange programs, indicating that there is potential to increase Mexico mobility to the United States by creating more opportunities for short-term exchange for Mexican students.

- Based on analysis of snapshot data from fall, spring, and summer during the 2014/15 academic year, the number of Mexican students, scholars, and other exchange visitors in the United States remained relatively stable over the course of the academic year. The largest numbers were in the fall (21,927) and the lowest numbers in the spring semester (20,079). The biggest shift among Mexican nationals in the United States over the academic year were among Other Exchange Visitors who made up 11.1 percent in fall 2014 and increased to 21.6 percent of students and exchange visitors in summer 2015. Individuals engaging in Summer Travel/Work or serving as Camp Counselors accounted for growth in this category for the summer semester.
- Degree-seeking (F-1) students in higher education make up more than half of all Mexican nationals engaging in academic activities in the United States in all semesters (54.0 percent in fall 2014; 58.3 percent in spring; and 53.2 percent in summer).

## U.S.-Mexico Mobility by U.S. States

Academic mobility from Mexico to the United States is most active in states close to the border, including Texas, Arizona, and California, as well as states with large metropolitan areas such as New York, Massachusetts, and Illinois. At all academic levels, Mexican students are concentrated in a small number of U.S. states, suggesting that developing partnerships in other states can create new opportunities for Mexican students to enroll in U.S. institutions and boost the number of Mexican students in the United States.

- Half of Mexican students (50.1 percent) in higher education study in the South, with Texas as the largest host state of students. The West and Midwest regions of the United States sent the largest proportions of U.S. students to Mexico (34.3 percent and 30.0 percent, respectively), with California as the largest sending state for U.S. study abroad. Mexican scholars are most highly represented in the West (35.2 percent), with California as the largest host state.
- Across all academic levels combined (secondary, higher education, language training, and vocational)<sup>1</sup>, Mexican students in the United States are mainly concentrated in Texas, California, and New York, which together host 56.1 percent of all Mexican students in the United States. Students are the most highly concentrated at the Associate's degree level, with the top three host states of Associate's students (Texas, California, and Arizona) together accounting for 72.8

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<sup>1</sup> Statistics on the destination states of Mexican students by academic level are based on analysis of F-1 and M-1 students only. Due to data limitations, it is not possible to identify the study destinations of J-1 exchange visitors.

percent of Mexican students in U.S. Associate's degree programs. Mexican students are the most widely dispersed at the doctorate level, with just 41.2 percent of Mexican doctoral students concentrated in the top three host states for doctoral students (Texas, California, and Arizona).

### **U.S.-Mexico Mobility by Program Characteristics and Institutional Types**

Across all academic levels, interest in science, technology, engineering, and math (STEM) is high among Mexican students in the United States. About one third of all Mexican students in the United States pursue STEM fields and at the doctoral level that proportion is higher, with two thirds of Mexican doctoral students receiving training in STEM fields.

Community colleges are a popular pathway for Mexican students to access U.S. higher education, with one in four Mexican students studying in community colleges and many of those enrolled in liberal arts majors that prepare them to transfer to baccalaureate programs after graduation.

- Across all academic levels combined, including full degree and exchange students, business and STEM (science, technology, engineering, and math) fields are the most popular, with 32.4 percent of Mexican students in the U.S. pursuing STEM and 22.0 percent enrolled in business programs. While this is the overall trend, there are variations by students' academic levels. The largest proportion of Associate's degree students (33.8 percent) pursue liberal arts or general studies, indicating their intention to transfer to bachelor's programs. Among vocational/technical students, fine and applied arts (35.1 percent) and theology and religious studies (23.4 percent) are the most popular.
- Relatively large proportions (24.6 percent) of Mexican students in the United States enroll in associate's (community) colleges, compared to 9.4 percent of international students overall.

# Introduction

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The United States and Mexico have long been partners in academic exchange and are key sources of international students and scholars in each other's countries. In 2014/15, *Open Doors*<sup>®</sup> reported Mexico as the tenth leading country of origin of international students in the United States, the sixth leading place of origin of intensive English students, and the fourteenth leading place of origin on international scholars (Farrugia & Bhandari, 2015). Among U.S. study abroad students, Mexico was the thirteenth most popular destination for study abroad to Mexico for academic credit and the top destination for non-credit work, internships, and volunteering (Farrugia & Bhandari, 2015). Mobility with the United States is also an important component of Mexican higher education, with *Patlani* (2016) reporting the United States as the top place of origin of international students in Mexico and the second leading place for Mexican students to study abroad.

In recent years, the U.S. and Mexican governments have focused attention on strengthening U.S.-Mexico academic exchange by launching initiatives aimed at increasing the numbers of students and scholars studying, teaching, and conducting research in each other's countries. In 2013, Presidents Peño Nieto and Obama announced the formation of the Bilateral Forum on Higher Education, Innovation, and Research (FOBESII), with the goal of supporting sustained economic and social development in both countries. As part of FOBESII, the Mexican government established *Proyecto 100,000* with the goal of sending 100,000 Mexican students to study in the United States and 50,000 U.S. students to Mexico. On the U.S. side, President Obama launched 100,000 Strong in the Americas in 2011, with the goal of sending 100,000 students in each direction between the United States and Latin America, including Mexico.

Measuring the success in meeting these targets is predicated upon the availability of comprehensive, reliable, and consistent annual data on the full range of student mobility from both host and sending countries. Existing data collection activities in both the United States and Mexico provide a strong foundation of information on international academic mobility in each country. Mexico's *Patlani* project and IIE's *Open Doors* together provide a thorough representation of the majority of the academic mobility that occurs between the two countries. However, gaps exist in documenting the full range and diversity of the various forms of mobility that are growing in popularity, including internships, student research placements, summer study, non-credit language courses, and other forms of non-credit education abroad.

To address these gaps, the IIE Center for Academic Mobility Research and Impact was commissioned by the United States Embassy in Mexico City to analyze the full scope of academic mobility between the United States and Mexico to narrow the gap between what is currently measured through existing data collection projects and the new forms of mobility that are growing in scale. Based on this research, the current report builds upon the existing detailed data available through *Patlani* and *Open Doors* and incorporates analysis of available secondary data sources to provide a detailed analysis of students and scholars engaged in a wide range of mobility between the two countries.



The analyses in this report encompass mobility flows in both directions and across a broad range of mobility types, including higher education, secondary students, vocational/technical, language training, scholars, and other exchange visitors. These analyses are intended to inform assessments of the success of U.S. and Mexican government initiatives to increase mobility in both directions, as well as provide information to inform ongoing efforts to strengthen U.S.-Mexico mobility.

## Outline of the Report

The remainder of this report is organized into five sections. Following the introduction and discussion of the research methodology are sections that present the study's findings focusing on: growth in U.S.-Mexico academic mobility; mobility flows in all segments over the course of the 2014/15 academic year; academic mobility patterns by U.S. states; and academic mobility by program characteristics and institutional types.

# Methodology

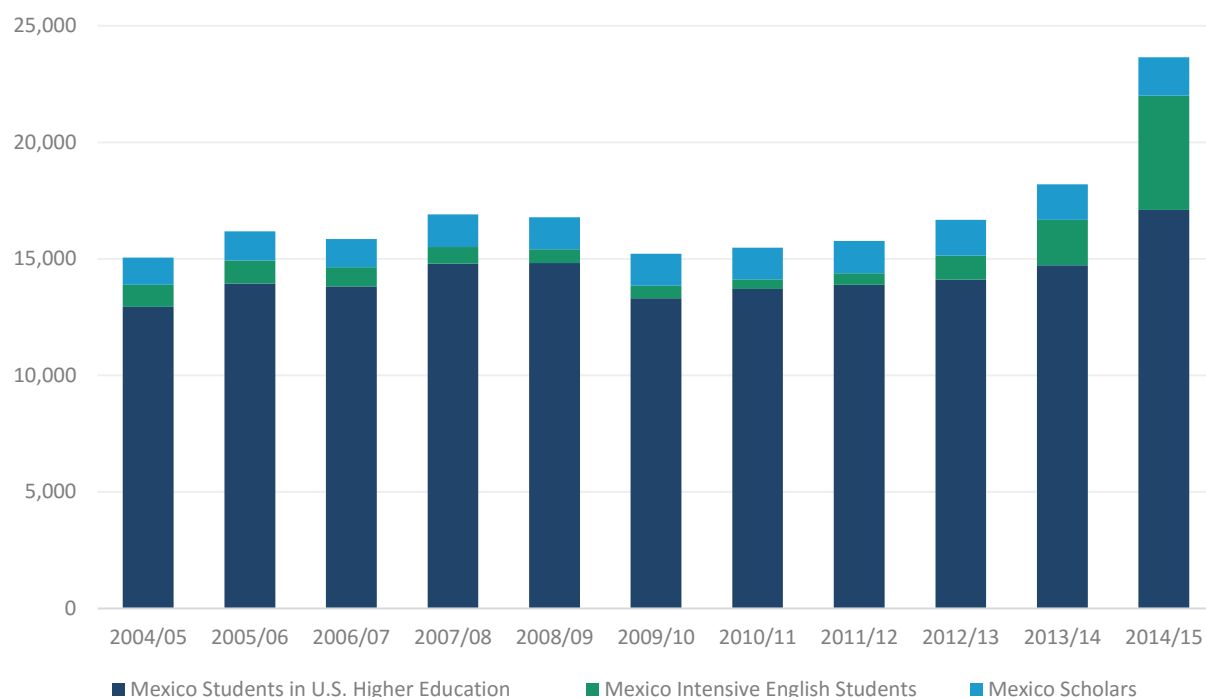
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In order to provide a comprehensive picture of the full scope of academic mobility between the United States and Mexico, the findings presented in this report are based on secondary analyses of data from multiple sources. Data from the *Open Doors 2015 Report on International Educational Exchange* (Farrugia & Bhandari, 2015) serve as the baseline for measuring the mobility of students and scholars between the United States and Mexico in higher education and intensive English programs. Data from the Student and Exchange Visitor System (SEVIS) of the U.S. Department of Homeland Security are used to supplement the *Open Doors*® data in areas outside of higher education, such as secondary schools, vocational/technical training, and exchange visitors in settings outside of colleges and universities. The SEVIS data also provide additional insights into Mexican nationals engaged in educational activities in the United States at all academic levels, including their presence in the United States over the course of an academic year; their detailed fields of study; and their detailed academic levels.

# 1. Growth in U.S.-Mexico Mobility

For most of the past ten years, the number of Mexican students and scholars in the United States have remained relatively level, growing by just 3,000 individuals from 2004/05 to 2013/14. However, in 2014/15, the number of students and scholars expanded significantly, growing by nearly 30 percent from the prior year to reach 23,646 Mexican students and scholars in the United States (Figure 1.1). The highest rate of growth from 2013/14 to 2014/15 occurred among intensive English students, whose numbers more than doubled, growing from 1,945 in 2014 to 4,900 in 2015. An additional 5,466 Mexican nationals travelled to the United States in fall 2014 to study in U.S. high schools, vocational schools, or to engage in exchange visitor activities outside of higher education (Table 1.2). This brings the total number of Mexicans engaging in academic activities in the United States at all academic levels to 29,112 in 2014/15.

**Figure 1.1 Mexican Students and Scholars in U.S. Higher Education, 2004/05 - 2014/15**

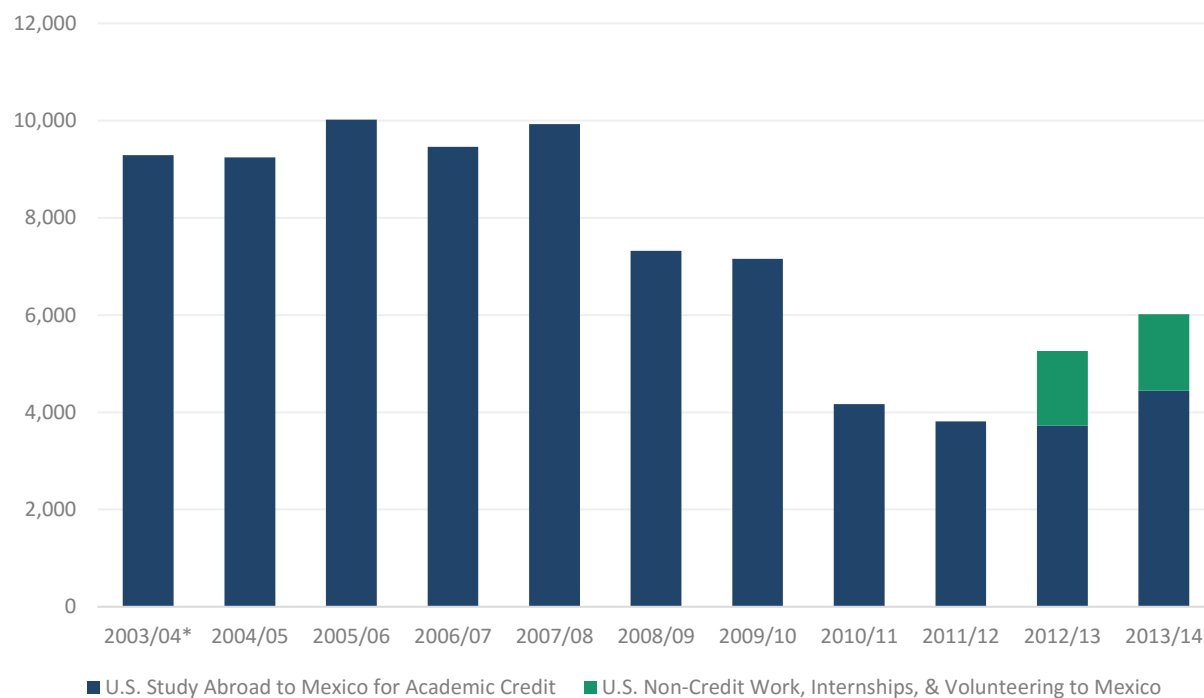


Source: Open Doors®

The movement of U.S. students to Mexico has fluctuated over the past ten years. In 2003/04, 9,293 U.S. students studied in Mexico, a number that reached its peak in 2005/06 when 10,022 U.S. students received academic credit for study in Mexico (Figure 1.2). The number of study abroad students fell each year from 2008/09 to 2012/13, following the implementation of a U.S. State Department travel warning to Mexico that prompted many institutions to cancel their study abroad

programs. The lowest number U.S. students in Mexico occurred in 2012/13 when just 3,730 U.S. students received academic credit for their studies in Mexico. In 2013/14 – the most recent year for which data are available – that number began to rebound, growing to 4,445 students who received academic credit for study abroad to Mexico in that year. In the same year, an additional 1,573 American students participated in non-credit work, internships, and volunteering in Mexico<sup>2</sup>, bringing the total number of U.S. students in Mexico to 6,018 in 2013/14.

**Figure 1.2 U.S. Higher Education Students in Mexico, 2003/04 - 2013/14**



Source: Open Doors®

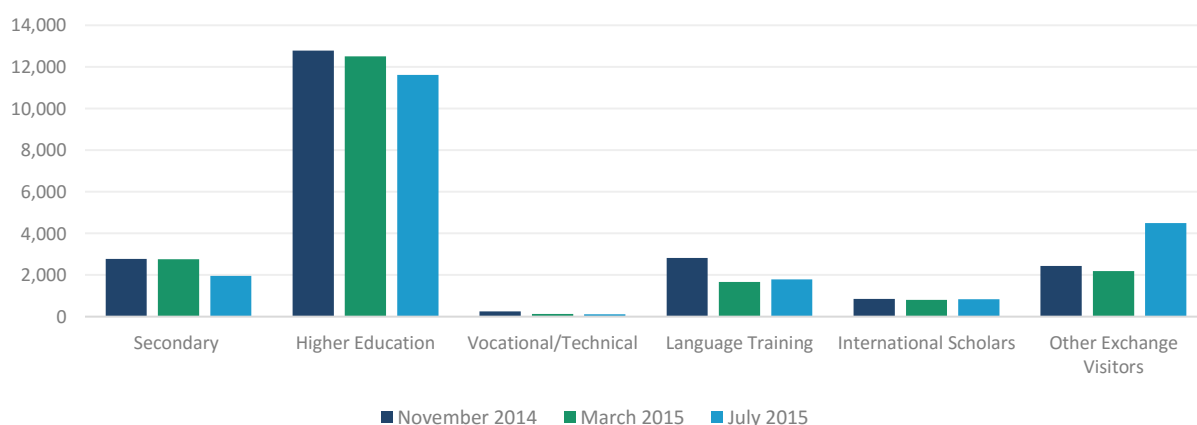
<sup>2</sup> Data on the destination countries of U.S. students engaged in non-credit work, internships, and volunteering was first collected in 2012/13 and is not available for prior years.

## 2. Mobility Flows during the 2014/15 Academic Year

A chief consideration in understanding the mobility of students and scholars between the United States and Mexico is the academic mobility flows over the course of an academic year. Each data collection project focuses on a specific time reference that may not fully capture all of the mobility that takes place. For example, the *Open Doors* International Student Census collects data on students enrolled in the fall semester each year, and as a result does not capture all international students who study for short periods during the spring or summer.

To better understand the number and composition of Mexican students and scholars over the course of the 2014/15 academic year, IIE analyzed snapshot data on international students, scholars, and other exchange visitors in fall 2014, spring 2015, and summer 2015<sup>3</sup>. It is important to note that the individuals counted at each time period reflect all Mexican nationals in the United States on that date and that some of these individuals may also be counted in the figures reported for other time periods. Based on this analysis, the number of Mexican students, scholars, and other exchange visitors in the United States remained relatively stable over the course of the 2014/15 academic year. The largest numbers were in the fall (21,927) and the lowest numbers in the spring semester (20,079) (Figure 2.1). The largest shift among Mexican nationals in the United States over the academic year were among Other Exchange Visitors who made up 11.1 percent in fall 2014 and increased to 21.6 percent of students and exchange visitors in summer 2015 (Figure 2.1). Individuals engaging in Summer Travel/Work or serving as Camp Counselors accounted for growth in this category for the summer semester.

**Figure 2.1 Academic Year Flows of Mexican Students, Scholars, and Other Exchange Visitors in the United States, 2014/15**

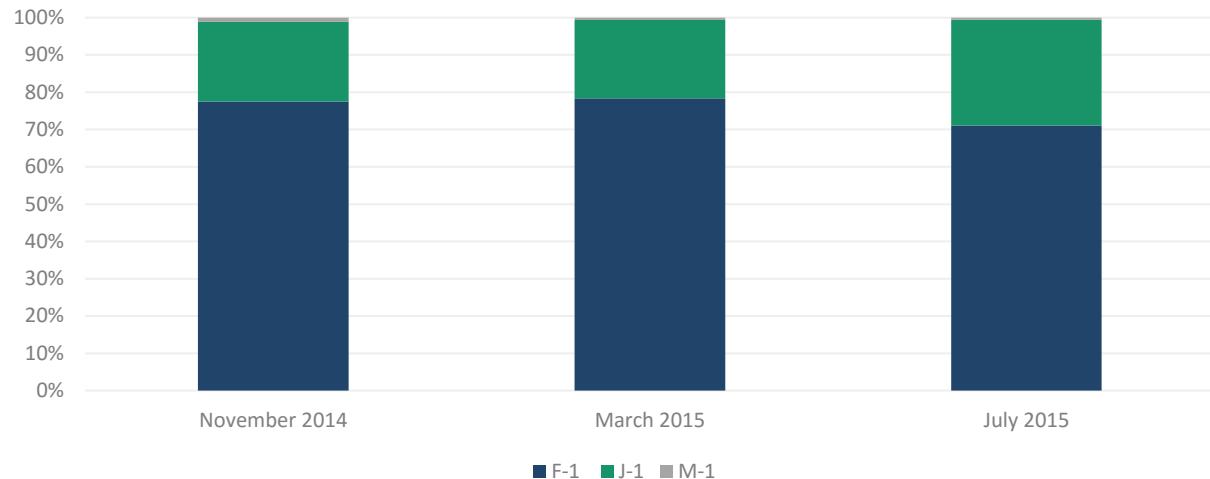


Source: SEVIS

<sup>3</sup> Snapshot counts of students on November 1, 2014, March 1, 2015, and July 1, 2015 include all active students on those dates. Note that an individual student may be counted in each time period and unique students may be represented in a single time period, but not others. Due to the limitations of the SEVIS data system, it is not possible to identify the number of unique students present in the United States over the course of the academic year.

The majority of Mexican nationals engaged in educational activities in the United States do so on F-1 status, indicating that they are primarily pursuing a diploma or degree in the United States. Degree-seeking (F-1) students in higher education make up more than half of all Mexican nationals engaging in academic activities in the United States in all semesters (54.0 percent in fall 2014; 58.3 percent in spring; and 53.2 percent in summer) (Figure 2.2) Just over 20 percent of Mexicans come to the United States as short-term exchange visitors (Figure 2.2).

**Figure 2.2 Visa Types of Mexican Students, Scholars, and Other Exchange Visitors in the United States, 2014/15**



Source: SEVIS

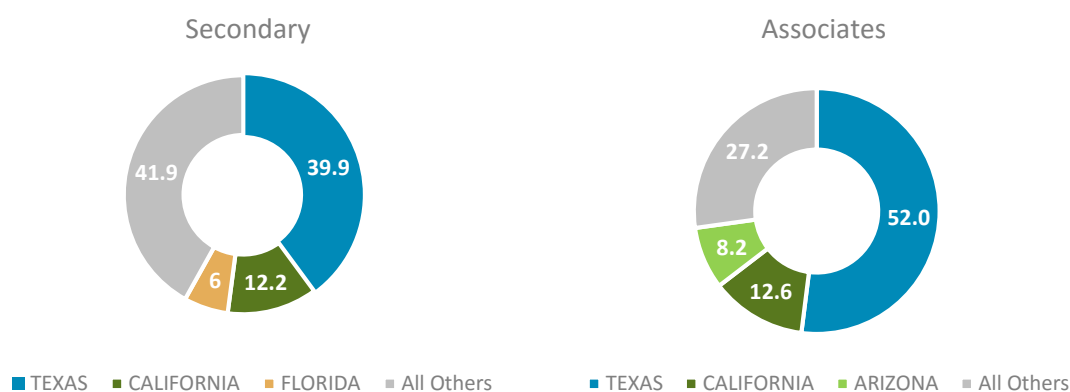
### 3. U.S.-Mexico Mobility by U.S. States

Patterns of academic mobility vary widely by U.S. state and by academic level. At the higher education level, institutions in Texas enroll 6,320 Mexican students, making Texas the largest host state of Mexican students, where 37 percent of all Mexican students in the United States enroll. The next largest hosts of Mexican higher education students are California, Arizona, and New York, which each host more than 1,000 Mexican students. In comparison, California hosts the largest proportion of Mexican scholars (22.6 percent), followed by Texas (9.7 percent), Arizona (9.3 percent), and Massachusetts (7 percent) (Table 3.1).

In 2013/14, the states sending the largest numbers of U.S. higher education students to Mexico were California, which account for 18.0 percent, followed by Texas (8.5 percent), and Michigan (6.9 percent) (Table 3.1).

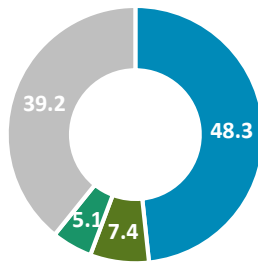
Across all academic levels combined, including secondary, higher education, language training, and vocational<sup>4</sup>, Mexican students in the United States are mainly concentrated in Texas, California, and New York, which together hosted 56.1 percent of all Mexican students in the United States in fall 2014 (Table 3.4). Students are the most highly concentrated by state at the Associate's degree level, with the top three host states of Associate's students (Texas, California, and Arizona) together accounting for 72.8 percent of Mexican students in U.S. Associate's degree programs (Figure 3.1). Mexican students are the most widely dispersed at the doctorate level, with just 41.2 percent of Mexican doctoral students concentrated in the top three host states for doctoral students (Texas, California, and Arizona) (Figure 3.1).

**Figure 3.1 Top Host States of Mexican Students in the United States, by Academic Level, November 2014**



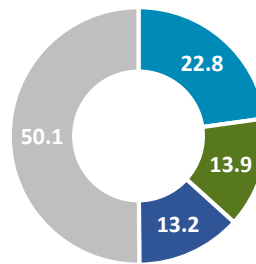
<sup>4</sup> Statistics on the destination states of Mexican students by academic level are based on analysis of F-1 and M-1 students only. Due to data limitations, it is not possible to identify the study destinations of J-1 exchange visitors.

Bachelor's



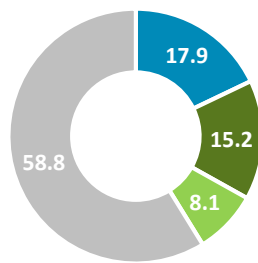
■ TEXAS ■ CALIFORNIA ■ MASS. ■ All Others

Master's



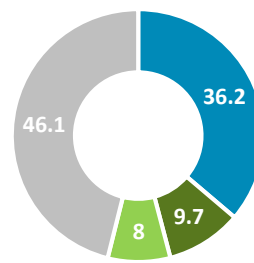
■ TEXAS ■ CALIFORNIA ■ NEW YORK ■ All Others

Doctorate



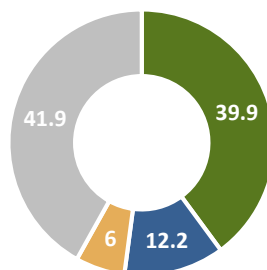
■ TEXAS ■ CALIFORNIA ■ ARIZONA ■ All Others

Language Training



■ TEXAS ■ CALIFORNIA ■ ARIZONA ■ All Others

Technical/Vocational



■ CALIFORNIA ■ NEW YORK ■ FLORIDA ■ All Others

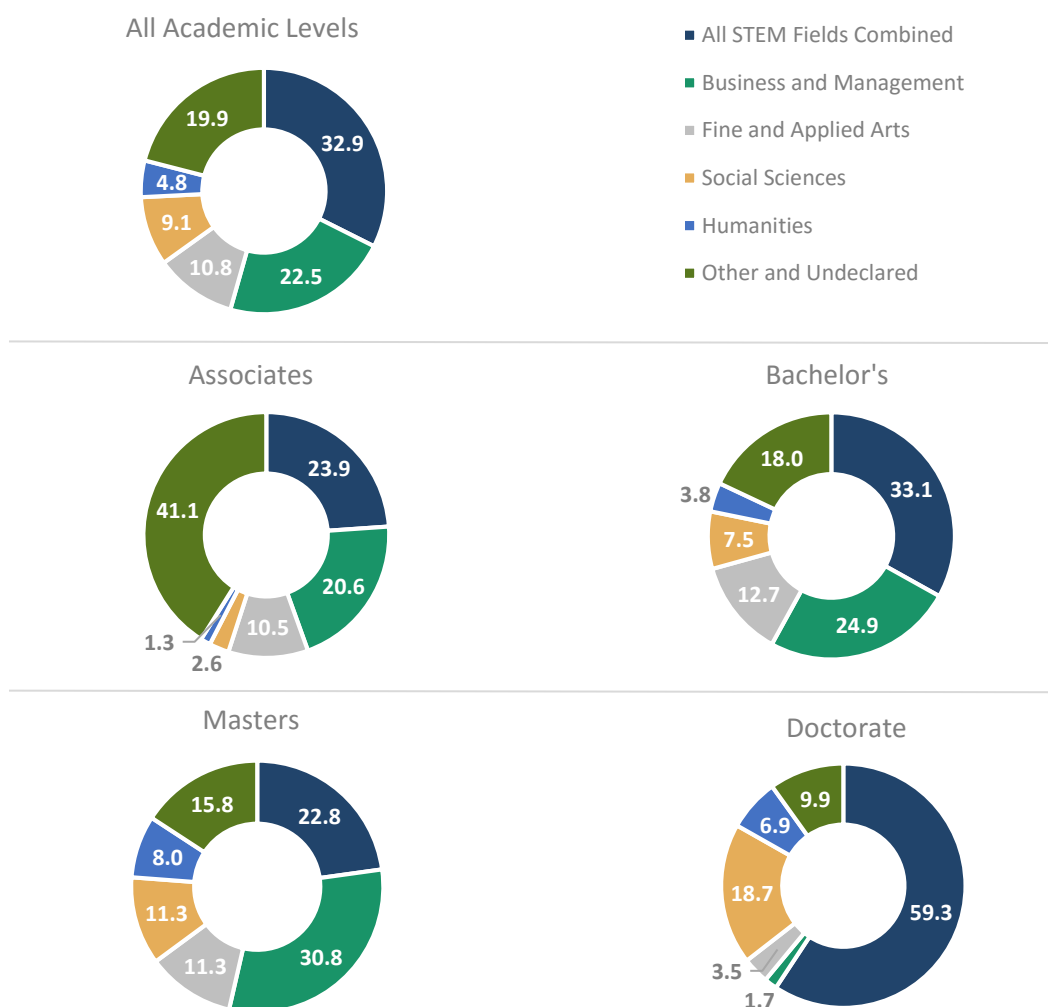
Source: SEVIS



## 4. U.S.-Mexico Mobility by Program Characteristics and Institutional Types

Across all academic levels combined, including full degree and exchange students, STEM (science, technology, engineering, and math) and business fields are the most popular, with 32.4 percent of Mexican students in the U.S. pursuing STEM and 22.0 percent enrolled in business programs (Figure 4.1). While this is the overall trend, there are variations by students' academic levels. The largest proportion of Associate's degree students (33.8 percent) pursue liberal arts or general studies, indicating their intention to transfer to bachelor's programs. (Figure 4.1). Among vocational/technical students, fine and applied arts (35.1 percent) and theology and religious studies (23.4 percent) are the most popular (Table 4.2).

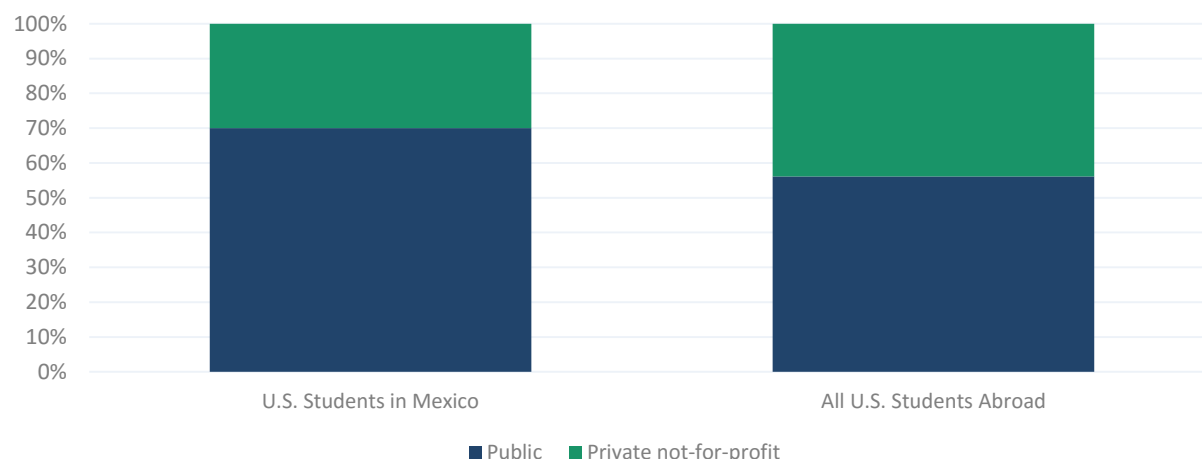
Figure 4.1 Fields of Study of Mexican Students in the United States, by Academic Level, November 2014



Source: SEVIS

Public higher education institutions are especially active in U.S.-Mexico academic mobility. Public institutions hosted 70.8 percent of Mexican students in the United States and 71.1 percent of Mexican scholars in 2014/15, compared to 64.5 percent and 63.1 percent, respectively, for international students and scholars from all countries (Tables 4.4; 4.6). Among U.S. study abroad, public institutions accounted for 70.0 percent of study abroad to Mexico in 2013/14, compared to 56.1 percent of U.S. study abroad to all destinations (Figure 4.2).

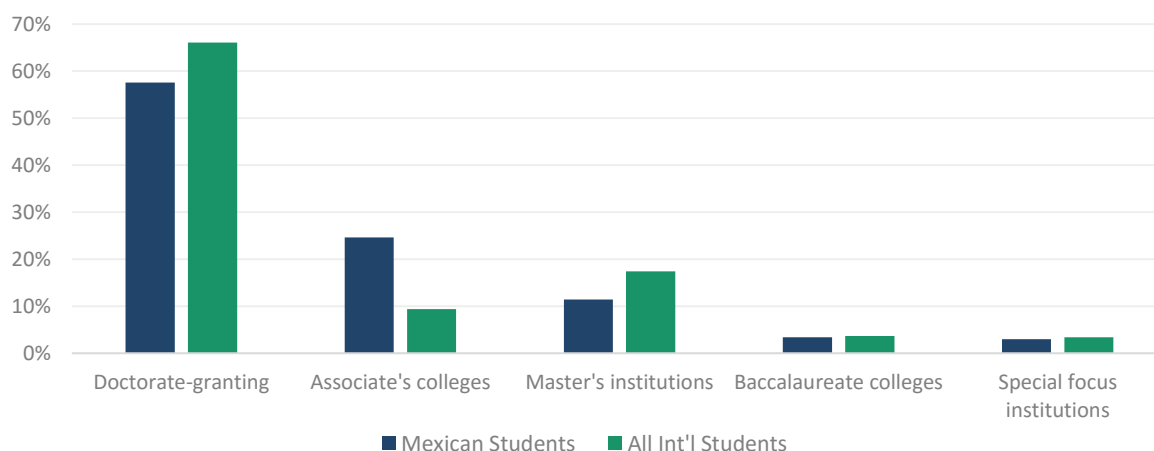
**Figure 4.2 Sector of Home Campus of U.S. Study Abroad Students, 2013/14**



Source: Open Doors®

Relatively large proportions (24.6 percent) of Mexican students in the United States enroll in associate's (community) colleges, compared to 9.4 percent of international students overall (Figure 4.3).

**Figure 4.3 Mexican Higher Education Students in the United States by Institution Type, 2014/15**



Source: Open Doors®

## 5. Summary and Discussion

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The efforts of the United States and Mexican governments to expand academic mobility between the two countries has increased the number of students, scholars, and other exchange visitors who engaged in academic activities across the border during the 2014/15 academic year. When looking across the available data sources, a complete picture emerges of the full scope of mobility between the United States and Mexico. Degree-seeking Mexican students in U.S. higher education constitute the bulk of academic mobility between the two countries. At the same time, the number of Mexican students pursuing intensive English language training in the United States was the fastest growing segment of U.S.-Mexico mobility in 2014/15, more than doubling from the prior academic year. This increase in English language training activity indicates the importance of foreign language skills in making U.S. higher education accessible to Mexican students. Likewise, Spanish-language skills help improve access to Mexican higher education for U.S. students.

While most Mexican higher education students enroll in large doctorate-granting institutions in the United States, community colleges represent a key pathway to U.S. higher education for Mexican students, with relatively large proportions of Mexican students enrolling in community colleges as compared to international students overall in the United States. Many of the Mexican students in U.S. community colleges are matriculated in general studies or liberal arts programs, indicating their intent to transfer to baccalaureate programs following the completion of their associate-level studies.

Across all academic levels, interest in science, technology, and engineering, and math (STEM) fields is high among Mexican students in the United States, with about a third of Mexican students enrolling in STEM programs. STEM majors are highest at the doctoral level, with nearly two thirds of Mexican students in the United States enrolling in doctoral degree programs in STEM.

Following a large drop in U.S. students to Mexico due to security concerns, the number of U.S. students engaging in study abroad in Mexico began to rebound in 2013/14. Most U.S. students who study in Mexico do so through study abroad programs for which they receive academic credit back on their home campuses. In addition to this traditional form of study abroad, a large number of American students in Mexico engage in non-credit work, internships, and volunteering abroad (WIVA). In fact, Mexico is the leading destination among all U.S. students engaged in non-credit WIVA around the world and this component of U.S.-Mexico exchange is likely to continue in importance for U.S. students.

With the wealth of data available on international academic mobility, challenges exist in aligning data sources that each have their own focus and methodology. In most cases, it is not possible to combine multiple sources to generate grand totals of international academic mobility, as this would result in double counting of many individuals who are represented across various sets of statistics. In this study, IIE has carefully analyzed multiple sets of data relevant to U.S.-Mexico mobility and combined data sets as appropriate, with statistical adjustments as warranted, to produce reliable mobility counts of a broad scope of academic exchange between the United States and Mexico.

However, more refined data collection in both the United States and Mexico would further advance the alignment of multiple data sources and would enable more complete counts of mobile students and scholars.

Generating more robust counts of the short term exchange of Mexican students to the United States should be a key priority for improving what is known about U.S.-Mexico student mobility. *Open Doors* captures the short term mobility of Mexican students to the United States in the fall semester, as well as both short-term and long-term study in intensive English over a full year, but no data sources from the United States or Mexico contain reliable and accessible data on short term exchange students in other fields during the spring or summer semesters.

The mobility of U.S. faculty to Mexico to conduct short term research or teaching remains an area not covered by current data collection activities in either the United States or Mexico, yet this aspect of academic mobility is a critical component to building enduring academic relationships between the two countries. While *Open Doors* collects data on Mexican scholars' mobility to U.S. higher education institutions and the U.S. government data from the SEVIS system can supplement that with data on Mexican scholars outside of higher education, nothing is known about flows of scholars in the reverse direction, from the United States to Mexico. Developing a process for counting the U.S. scholars in Mexico would contribute to a more complete picture of academic mobility.

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# Appendix

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## **U.S.-MEXICO MOBILITY: DATA TABLES**

### **Growth in U.S.-Mexico Academic Mobility**

- 1.1 Inbound and Outbound Higher Education Mobility between the U.S. and Mexico, 2005-2015
- 1.2 Inbound and Outbound Mobility between the U.S. and Mexico, All Education Levels, 2014/15

### **Mobility Flows During the 2014/15 Academic Year**

- 2.1 Mexico Students and Exchange Visitors in the United States, November 2014 - July 2015
- 2.2 Mexico Exchange Visitors by Detailed Exchange Visitor Category, November 2014-July 2015

### **U.S.-Mexico Mobility by U.S. State**

- 3.1 U.S.-Mexico Academic Mobility, by U.S. State
- 3.2 Top 10 Metropolitan Areas Hosting Higher Education Students from Mexico, 2014/15
- 3.3 Top 10 States Hosting IEP Students from Mexico, 2014
- 3.4 Top 10 Host States of Mexico Students in the United States, by Academic Level, November 2014

### **U.S.-Mexico Mobility by Program and Institutional Characteristics**

- 4.1 Fields of Study of Mexico Higher Education Students in the United States, by Academic Level, November 2014
- 4.2 Fields of Study of Mexico Vocational/Technical and Language Training Students in the United States, November 2014
- 4.3 Fields of Specialization of Mexico Scholars in the United States, November 2014
- 4.4 Mexico Higher Education Students in the United States, by Academic Level and Institutional Characteristics, 2014/15
- 4.5 U.S. Study Abroad to Mexico by Institutional Characteristics, 2013/14
- 4.6 Mexico Scholars by Sector & Institutional Type, 2014/15

Table 1.1

## Inbound and Outbound Higher Education Mobility between the U.S. and Mexico, 2005-2015

	<u>2003/04*</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
<b>INBOUND</b>	*	15,048	16,175	15,857	16,901	16,780	15,222	15,474	15,765	16,668	18,197	23,646
Mexico Students in U.S. Higher Education**	*	12,941	13,941	13,812	14,797	14,814	13,308	13,714	13,883	14,107	14,725	17,100
Mexico Intensive English Students	*	949	984	827	708	595	533	412	492	1,029	1,945	4,900
Mexico Scholars	*	1158	1,250	1,218	1,396	1,371	1,381	1,348	1,390	1,532	1,527	1,646
<b>OUTBOUND</b>	9,293	9,244	10,022	9,461	9,928	7,320	7,157	4,167	3,815	5,263	6,018	*
U.S. Study Abroad to Mexico for Academic Credit	9,293	9,244	10,022	9,461	9,928	7,320	7,157	4,167	3,815	3,730	4,445	*
U.S. Non-Credit Work, Internships, & Volunteering to Mexico	--	--	--	--	--	--	--	--	--	1,533	1,573	*
				<b>ONE-YEAR GROWTH</b>		<b>FIVE-YEAR GROWTH</b>		<b>TEN-YEAR GROWTH</b>				
				<b>% Change from</b>		<b>% Change from</b>		<b>% Change from</b>				
				<b><u>2013/14 to 2014/15</u></b>		<b><u>2009/10 to 2014/15</u></b>		<b><u>2004/5 to 2014/15</u></b>				
<b>INBOUND</b>				29.9		55.3		57.1				
Mexico Students in U.S. Higher Education**				16.1		28.5		32.1				
Mexico Intensive English Students				151.9		819.3		416.3				
Mexico Scholars				7.8		19.2		42.1				
				<b>% Change from</b>		<b>% Change from</b>		<b>% Change from</b>				
				<b><u>2012/13 to 2013/14</u></b>		<b><u>2008/09 to 2013/14</u></b>		<b><u>2003/04 to 2013/14</u></b>				
<b>OUTBOUND</b>				14.3		-17.8		-35.2				
U.S. Study Abroad to Mexico for Academic Credit				19.2		-39.3		-52.2				
U.S. Non-Credit Work, Internships, & Volunteering to Mexico				2.6		--		--				

\* Study abroad figures for 2003/04 are included to provide a ten-year trend for U.S. study abroad. Due to *Open Doors* survey timelines, U.S. study abroad data for 2014/15 will be available in November 2016.

\*\*The figure for Mexico Students in U.S. Higher Education has been adjusted to remove the estimated number of IEP students, who are also counted separately through the *Open Doors* Intensive English Program Survey. Therefore, the figures for Mexico students in higher education in this table do not match those previously published in the *Open Doors report* and on the website.  
Source: *Open Doors*

**Table 1.2****Inbound and Outbound Mobility between the U.S. and Mexico, All Education Levels, 2013/14 & 2014/15**

	<b><u>2014/15</u></b>	<b><u>% of Total</u></b>
<b>INBOUND</b>	<b>29,112</b>	<b>100.0</b>
Mexico Students in U.S. Secondary Schools <sup>1</sup>	2,774	9.5
Mexico Students in U.S. Vocational/Technical Schools <sup>1</sup>	256	0.9
Mexico Students in U.S. Higher Education <sup>2, 3</sup>	17,100	58.7
Mexico Students in U.S. Intensive English Programs <sup>2</sup>	4,900	16.8
Mexico Scholars in U.S. Higher Education <sup>2</sup>	1,646	5.7
Mexico Exchange Visitors Outside of Higher Education <sup>1</sup>	2,436	8.4
	<b><u>2013/14</u></b>	<b><u>% of Total</u></b>
<b>OUTBOUND<sup>4</sup></b>	<b>6,018</b>	<b>100.0</b>
U.S. Higher Education Study Abroad to Mexico, for Academic Credit <sup>2</sup>	4,445	73.9
U.S. Higher Education Non-Credit Work, Internships, & Volunteering to Mexico <sup>2</sup>	1,573	26.1

1. Source: SEVIS

2. Source: *Open Doors*

3. The figure for Mexico Students in U.S. Higher Education has been adjusted to remove the estimated number of IEP students, who are also counted separately through the *Open Doors* Intensive English Program Survey. Therefore, the figures for Mexico students in higher education in this table do not match those previously published in the *Open Doors* report and on the website.

4. Study abroad figures for 2013/14 are the most recent available at the time of publication. Due to *Open Doors* survey timelines, U.S. study abroad data for 2014/15 will be available in November 2016.



**Table 2.1**

**Mexico Students and Exchange Visitors in the United States, November 2014 - July 2015**

	N			%		
	<u>November</u> <u>2014</u>	<u>March</u> <u>2015</u>	<u>July</u> <u>2015</u>	<u>November</u> <u>2014</u>	<u>March</u> <u>2015</u>	<u>July</u> <u>2015</u>
<b>STUDENTS</b>	<b>18,633</b>	<b>17,076</b>	<b>15,471</b>	<b>85.0</b>	<b>85.1</b>	<b>74.4</b>
<u>Secondary</u>	2,774	2,764	1,952	12.6	13.8	9.4
Diploma-seeking (F-1)	2,348	2,344	1,934	10.7	11.7	9.3
Exchange students (J-1)	426	420	18	1.9	2.1	0.1
<u>Higher Education</u>	12,787	12,509	11,619	58.4	62.3	55.9
Degree-seeking (F-1)	11,831	11,713	11,053	54.0	58.3	53.2
Exchange students (J-1)	956	796	566	4.4	4.0	2.7
<u>Other Students</u>	3,072	1,803	1,900	14.0	9.0	9.1
Vocational/Technical Students (M-1)	256	131	112	1.2	0.7	0.5
Language Training (F-1)	2,816	1,672	1,788	12.8	8.3	8.6
<b>SCHOLARS</b>	<b>858</b>	<b>806</b>	<b>831</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>
International Scholars (J-1)	858	806	831	3.9	4.0	4.0
<b>OTHER EXCHANGE VISITORS</b>	<b>2,436</b>	<b>2,197</b>	<b>4,491</b>	<b>11.1</b>	<b>10.9</b>	<b>21.6</b>
Other (J-1)	2,436	2,197	4,491	11.1	10.9	21.6
<b>ALL MEXICO STUDENTS AND EXCHANGE VISITORS</b>	<b>21,927</b>	<b>20,079</b>	<b>20,793</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: SEVIS

**Table 2.2**

**Mexico Exchange Visitors by Detailed Exchange Visitor Category\*, November 2014-July 2015**

<b><u>Type</u></b>	<b><u>November 2014</u></b>	<b><u>March 2015</u></b>	<b><u>July 2015</u></b>
<b>STUDENTS</b>	<b>29.5</b>	<b>28.9</b>	<b>9.9</b>
<u>Secondary</u>	9.1	10.0	0.3
<u>Higher Education</u>	20.4	18.9	9.6
Student Associate's	0.4	0.4	0.0
Student Bachelor's	1.3	1.2	0.4
Student Master's	4.1	4.4	2.0
Student Doctorate	4.9	5.5	3.8
Student Non-Degree	9.7	7.4	3.4
<b>SCHOLARS</b>	<b>18.4</b>	<b>19.1</b>	<b>14.0</b>
Alien Physician	2.8	3.0	2.3
Professor	0.4	0.4	0.3
Research Scholar	11.8	13.2	8.7
Short-Term Scholar	2.4	1.8	1.7
Specialist	0.1	0.1	0.2
Student Intern	0.9	0.6	0.8
<b>OTHER</b>	<b>52.1</b>	<b>52.0</b>	<b>76.0</b>
Au Pair	28.5	31.9	24.3
Government Visitor	4.5	0.1	0.4
Intern	11.7	12.2	6.2
International Visitor	0.1	0.0	0.0
Teacher	2.6	2.8	3.0
Trainee	4.7	5.0	3.6
Summer Travel/Work	--	--	31.9
Camp Counselor	--	--	6.6
<b>ALL MEXICO EXCHANGE VISITORS</b>	<b>4,676</b>	<b>4,192</b>	<b>5,856</b>

\* Exchange Visitors are those with J visas.

Source: SEVIS

**Table 3.1**  
**U.S.-Mexico Academic Mobility, by U.S. State**

<u>State/Region</u>	<u>Mexico Students in the U.S., 2014/15</u>		<u>U.S. Study Abroad to Mexico, 2013/14</u>		<u>Mexico Scholars in the U.S., 2014/15</u>	
	<u>Students</u>	<u>% of Total</u>	<u>Students</u>	<u>% of Total</u>	<u>Scholars</u>	<u>% of Total</u>
<b>Northeast</b>	<b>2,348</b>	<b>13.8</b>	<b>569</b>	<b>12.8</b>	<b>332</b>	<b>20.2</b>
Connecticut	107		13		32	
Maine	10		46		1	
Massachusetts	710		48		117	
New Hampshire	26		1		3	
New Jersey	112		39		20	
New York	1,028		172		79	
Pennsylvania	297		193		62	
Rhode Island	46		20		7	
Vermont	12		37		11	
<b>South</b>	<b>8,541</b>	<b>50.1</b>	<b>1,016</b>	<b>22.9</b>	<b>456</b>	<b>27.7</b>
Alabama	88		1		10	
Arkansas	53		25		2	
Delaware	68		0		11	
District of Columbia	193		21		9	
Florida	570		79		49	
Georgia	211		91		26	
Kentucky	60		78		10	
Louisiana	67		2		10	
Maryland	198		12		62	
Mississippi	22		0		1	
North Carolina	169		186		48	
Oklahoma	148		16		19	
South Carolina	120		10		28	
Tennessee	103		5		9	
Texas	6,320		378		159	
Virginia	140		78		3	
West Virginia	11		34		0	
<b>Midwest</b>	<b>2,121</b>	<b>12.4</b>	<b>1,335</b>	<b>30.0</b>	<b>269</b>	<b>16.3</b>
Illinois	734		146		46	
Indiana	320		132		25	
Iowa	103		75		18	
Kansas	55		38		13	
Michigan	235		305		52	
Minnesota	78		196		23	
Missouri	248		17		26	
Nebraska	56		2		6	
North Dakota	13		14		2	
Ohio	154		278		41	
South Dakota	12		0		0	
Wisconsin	113		132		17	
<b>West</b>	<b>4,029</b>	<b>23.6</b>	<b>1,525</b>	<b>34.3</b>	<b>579</b>	<b>35.2</b>
Alaska	0		0		0	
Arizona	1,161		160		153	
California	1,761		798		372	
Colorado	124		119		25	
Hawaii	28		0		0	

Table 3.1 (continued)

U.S.-Mexico Academic Mobility, by U.S. State

<u>State/Region</u>	Mexico Students in the U.S., 2014/15		U.S. Study Abroad to Mexico, 2013/14		Mexico Scholars in the U.S., 2014/15	
	<u>Students</u>	<u>% of Total</u>	<u>Students</u>	<u>% of Total</u>	<u>Scholars</u>	<u>% of Total</u>
Idaho	106		44		0	
Montana	10		58		1	
Nevada	26		0		2	
New Mexico	359		60		14	
Oregon	51		74		3	
Utah	269		51		7	
Washington	122		142		2	
Wyoming	12		19		0	
<b>Other</b>	<b>13</b>	<b>0.1</b>	<b>0</b>	<b>0.0</b>	<b>10</b>	<b>0.6</b>
Puerto Rico	13		0		10	
<b>TOTAL</b>	<b>17,052</b>	<b>100.0</b>	<b>4,445</b>	<b>100.0</b>	<b>1,646</b>	<b>100.0</b>

Source: *Open Doors*

**Table 3.2****Top 10 Metropolitan Areas Hosting Higher Education Students from Mexico, 2014/15**

<b><u>Rank</u></b>	<b><u>Metropolitan Area</u></b>	<b><u>Number of Institutions</u></b>	<b><u>Number of Students</u></b>
1	Houston-The Woodlands-Sugar Land, TX Metro Area	12	1,992
2	El Paso, TX Metro Area	2	1,649
3	San Antonio-New Braunfels, TX Metro Area	10	1,334
4	Phoenix-Mesa-Scottsdale, AZ Metro Area	7	910
5	New York-Newark-Jersey City, NY-NJ-PA Metro Area	50	838
6	Los Angeles-Long Beach-Anaheim, CA Metro Area	36	714
7	Boston-Cambridge-Newton, MA-NH Metro Area	27	666
8	Dallas-Fort Worth-Arlington, TX Metro Area	16	413
9	Chicago-Naperville-Elgin, IL-IN-WI Metro Area	24	408
10	Austin-Round Rock, TX Metro Area	4	385

Source: *Open Doors*

**Table 3.3****Top 10 States Hosting IEP Students from Mexico, 2014**

<u>Rank</u>	<u>State</u>	<u>Number of</u>		<u>Student-weeks</u>	<u>% of all Mexico</u>
		<u>Programs</u>	<u>Students</u>		<u>IEP Students</u>
1	Texas	16	862	7,090	17.6
2	New York	15	849	15,455	17.3
3	California	33	621	3,064	12.7
4	Illinois	8	445	2,034	9.1
5	Florida	10	212	1,019	4.3
6	Connecticut	2	182	877	3.7
7	New Mexico	2	152	741	3.1
8	Ohio	6	140	676	2.9
9	Mississippi	4	111	516	2.3
10	Oklahoma	4	92	455	1.9
<b>Total IEP Students from Mexico</b>		<b>184</b>	<b>4,900</b>	<b>40,886</b>	<b>100.0</b>

Source: *Open Doors*

**Table 3.4**

**Top 10 Host States of Mexico Students in the United States, by Academic Level\*, November 2014**

All Academic Levels*			Secondary			Associate's		
<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>	<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>	<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>
1	TEXAS	38.5	1	TEXAS	39.9	1	TEXAS	52.0
2	CALIFORNIA	11.0	2	CALIFORNIA	12.2	2	CALIFORNIA	12.6
3	NEW YORK	6.6	3	FLORIDA	6.0	3	ARIZONA	8.2
4	MASSACHUSETTS	5.0	4	NEW MEXICO	4.4	4	UTAH	5.0
5	ARIZONA	4.0	5	PENNSYLVANIA	3.2	5	NEW YORK	3.6
6	FLORIDA	3.9	6	MASSACHUSETTS	3.1	6	FLORIDA	2.8
7	ILLINOIS	3.6	7	WISCONSIN	3.0	7	NEW MEXICO	1.5
8	UTAH	2.6	8	NEW YORK	2.9	8	WASHINGTON	1.3
9	NEW MEXICO	2.4	9	MISSOURI	2.8	9	MICHIGAN	1.1
10	PENNSYLVANIA	1.9	10	CONNECTICUT	2.4	10	MARYLAND	1.0
<b>% of Mexico Students in the Top 10 States</b>		<b>79.5</b>	<b>% of Mexico Students in the Top 10 States</b>		<b>79.9</b>	<b>% of Mexico Students in the Top 10 States</b>		<b>89.1</b>
<b>Total Mexico Students in All U.S. States</b>		<b>17,251</b>	<b>Total Mexico Students in All U.S. States</b>		<b>2,348</b>	<b>Total Mexico Students in All U.S. States</b>		<b>1,846</b>

\* Includes all F-1 secondary, higher education, and language training students, and M-1 vocational students. Due to data limitations, it is not possible to identify the study destinations of J-1 exchange visitors.

Source: SEVIS

Table 3.4 (continued)

## Top 10 Host States of Mexico Students in the United States, by Academic Level\*, November 2014

Bachelor's			Master's			Doctorate		
<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>	<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>	<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>
1	TEXAS	48.3	1	TEXAS	22.8	1	TEXAS	17.9
2	CALIFORNIA	7.4	2	CALIFORNIA	13.9	2	CALIFORNIA	15.2
3	MASSACHUSETTS	5.1	3	NEW YORK	13.2	3	ARIZONA	8.1
4	NEW YORK	4.8	4	MASSACHUSETTS	9.1	4	NEW YORK	7.5
5	FLORIDA	3.7	5	ILLINOIS	6.8	5	MASSACHUSETTS	5.3
6	NEW MEXICO	2.9	6	DISTRICT OF COLUMBIA	3.0	6	ILLINOIS	3.5
7	UTAH	2.2	7	FLORIDA	2.7	7	FLORIDA	3.2
8	ILLINOIS	2.1	8	MICHIGAN	2.3	7	INDIANA	3.2
9	ARIZONA	1.9	9	PENNSYLVANIA	2.3	7	NEW MEXICO	3.2
10	PENNSYLVANIA	1.8	10	NEW MEXICO	2.0	10	PENNSYLVANIA	3.0
<b>% of Mexico Students in the Top 10 States</b>		<b>80.2</b>	<b>% of Mexico Students in the Top 10 States</b>		<b>78.1</b>	<b>% of Mexico Students in the Top 10 States</b>		<b>70.1</b>
<b>Total Mexico Students in All U.S. States</b>		<b>5,977</b>	<b>Total Mexico Students in All U.S. States</b>		<b>2,557</b>	<b>Total Mexico Students in All U.S. States</b>		<b>1,451</b>

Language Training			Technical/Vocational		
<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>	<u>Rank</u>	<u>State</u>	<u>% of Mexico Students in the U.S.</u>
1	TEXAS	36.2	1	CALIFORNIA	39.9
2	CALIFORNIA	9.7	2	NEW YORK	12.2
3	ARIZONA	8.0	3	FLORIDA	6.0
4	ILLINOIS	7.2	4	ILLINOIS	4.4
5	NEW YORK	7.0	5	MISSOURI	3.2
6	UTAH	6.7	6	KANSAS	3.1
7	MASSACHUSETTS	6.0	7	PENNSYLVANIA	3.0
8	FLORIDA	4.4	8	TENNESSEE	2.9
9	MISSOURI	1.5	9	NEW JERSEY	2.8
10	WASHINGTON	1.4	10	WISCONSIN	2.4
<b>% of Mexico Students in the Top 10 States</b>		<b>88.1</b>	<b>% of Mexico Students in the Top 10 States</b>		<b>79.9</b>
<b>Total Mexico Students in All U.S. States</b>		<b>2,816</b>	<b>Total Mexico Students in All U.S. States</b>		<b>256</b>

Source: SEVIS



**Table 4.1**  
**Fields of Study of Mexico Higher Education Students in the United States, by Academic Level, November 2014**

<b>Field of Study*</b>	<b>All Academic Levels</b>				<b>Associate's</b>				<b>Bachelor's</b>				<b>Master's</b>				<b>Doctorate</b>			
	<b>F-1</b>	<b>J-1</b>	<b>Total</b>	<b>% of Total</b>	<b>F-1</b>	<b>J-1</b>	<b>Total</b>	<b>% of Total</b>	<b>F-1</b>	<b>J-1</b>	<b>Total</b>	<b>% of Total</b>	<b>F-1</b>	<b>J-1</b>	<b>Total</b>	<b>% of Total</b>	<b>F-1</b>	<b>J-1</b>	<b>Total</b>	<b>% of Total</b>
<b>Agriculture</b>	<b>200</b>	<b>34</b>	<b>234</b>	<b>1.9</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>0.4</b>	<b>76</b>	<b>0</b>	<b>76</b>	<b>1.3</b>	<b>48</b>	<b>7</b>	<b>55</b>	<b>2.0</b>	<b>74</b>	<b>22</b>	<b>96</b>	<b>5.7</b>
Agriculture	106	17	123		1	2	3		43	0	43		19	3	22		43	12	55	
Natural Resources and Conservation	94	17	111		1	3	4		33	0	33		29	4	33		31	10	41	
<b>Business and Management</b>	<b>2,699</b>	<b>71</b>	<b>2,770</b>	<b>22.5</b>	<b>376</b>	<b>8</b>	<b>384</b>	<b>20.6</b>	<b>1,474</b>	<b>26</b>	<b>1,500</b>	<b>24.8</b>	<b>823</b>	<b>35</b>	<b>858</b>	<b>31.2</b>	<b>26</b>	<b>2</b>	<b>28</b>	<b>1.7</b>
<b>Communications and Journalism</b>	<b>419</b>	<b>8</b>	<b>427</b>	<b>3.5</b>	<b>42</b>	<b>0</b>	<b>42</b>	<b>2.3</b>	<b>297</b>	<b>1</b>	<b>298</b>	<b>4.9</b>	<b>68</b>	<b>2</b>	<b>70</b>	<b>2.5</b>	<b>12</b>	<b>5</b>	<b>17</b>	<b>1.0</b>
Communication, Journalism	342	7	349		34	0	34		238	1	239		58	1	59		12	5	17	
Communications Technologies/Technicians	77	1	78		8	0	8		59	0	59		10	1	11		NA	0	0	
<b>Education</b>	<b>362</b>	<b>19</b>	<b>381</b>	<b>3.1</b>	<b>63</b>	<b>0</b>	<b>63</b>	<b>3.4</b>	<b>148</b>	<b>0</b>	<b>148</b>	<b>2.5</b>	<b>81</b>	<b>5</b>	<b>86</b>	<b>3.1</b>	<b>70</b>	<b>14</b>	<b>84</b>	<b>5.0</b>
<b>Engineering</b>	<b>2,005</b>	<b>77</b>	<b>2,082</b>	<b>16.9</b>	<b>169</b>	<b>6</b>	<b>175</b>	<b>9.4</b>	<b>1,212</b>	<b>6</b>	<b>1,218</b>	<b>20.2</b>	<b>317</b>	<b>19</b>	<b>336</b>	<b>12.2</b>	<b>307</b>	<b>46</b>	<b>353</b>	<b>21.0</b>
Engineering	1,802	73	1,875		123	6	129		1,106	5	1,111		276	16	292		297	46	343	
Engineering Technologies/Technicians	109	4	113		20	0	20		46	1	47		34	3	37		9	0	9	
Transportation and Materials Moving	60	0	60		3	0	3		55	0	55		1	0	1		1	0	1	
Mechanic and Repair Technologies/Technicians	20	0	20		18	0	18		2	0	2		0	0	0		0	0	0	
Construction Trades	6	0	6		1	0	1		2	0	2		3	0	3		0	0	0	
Precision Production	7	0	7		4	0	4		0	0	0		3	0	3		0	0	0	
Military Technologies	1	0	1		0	0	0		1	0	1		0	0	0		0	0	0	
<b>Fine and Applied Arts</b>	<b>1,286</b>	<b>46</b>	<b>1,332</b>	<b>10.8</b>	<b>195</b>	<b>0</b>	<b>195</b>	<b>10.5</b>	<b>764</b>	<b>3</b>	<b>767</b>	<b>12.7</b>	<b>280</b>	<b>32</b>	<b>312</b>	<b>11.4</b>	<b>47</b>	<b>11</b>	<b>58</b>	<b>3.5</b>
Visual and Performing Arts	1,086	30	1,116		175	0	175		682	1	683		192	23	215		37	6	43	
Architecture	200	16	216		20	0	20		82	2	84		88	9	97		10	5	15	

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.  
Source: SEVIS

Table 4.1 (continued)

Fields of Study of Mexico Higher Education Students in the United States, by Academic Level, November 2014

Field of Study*	All Academic Levels				Associate's				Bachelor's				Master's				Doctorate			
	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total
<b>Health Professions</b>	<b>447</b>	<b>12</b>	<b>459</b>	<b>3.7</b>	<b>149</b>	<b>0</b>	<b>149</b>	<b>8.0</b>	<b>180</b>	<b>0</b>	<b>180</b>	<b>3.0</b>	<b>71</b>	<b>4</b>	<b>75</b>	<b>2.7</b>	<b>47</b>	<b>8</b>	<b>55</b>	<b>3.3</b>
Health Professions	446	12	458		148	0	148		180	0	180		71	4	75		47	8	55	
Residency Programs	1	0	1		1	0	1		0	0	0		0	0	0		0	0	0	
<b>Humanities</b>	<b>553</b>	<b>33</b>	<b>586</b>	<b>4.8</b>	<b>23</b>	<b>0</b>	<b>23</b>	<b>1.2</b>	<b>213</b>	<b>13</b>	<b>226</b>	<b>3.7</b>	<b>209</b>	<b>11</b>	<b>220</b>	<b>8.0</b>	<b>108</b>	<b>9</b>	<b>117</b>	<b>7.0</b>
Foreign Languages, Literatures and Linguistics	183	12	195		5	0	5		33	3	36		58	4	62		87	5	92	
English Language and Literature/Letters	50	14	64		8	0	8		30	10	40		10	4	14		2	0	2	
Theology and Religious Vocations	255	1	256		9	0	9		108	0	108		134	1	135		4	0	4	
Philosophy and Religious Studies	65	6	71		1	0	1		42	0	42		7	2	9		15	4	19	
<b>Intensive English</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0.0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0.1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
<b>Legal Studies and Law Enforcement</b>	<b>232</b>	<b>20</b>	<b>252</b>	<b>2.0</b>	<b>27</b>	<b>0</b>	<b>27</b>	<b>1.4</b>	<b>31</b>	<b>0</b>	<b>31</b>	<b>0.5</b>	<b>159</b>	<b>16</b>	<b>175</b>	<b>6.4</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>1.1</b>
Legal Professions and Studies	186	20	206		11	0	11		5	0	5		155	16	171		15	4	19	
Homeland Security, Law Enforcement, and Firefighting	46	0	46		16	0	16		26	0	26		4	0	4		0	0	0	
<b>Math and Computer Science</b>	<b>482</b>	<b>25</b>	<b>507</b>	<b>4.1</b>	<b>55</b>	<b>0</b>	<b>55</b>	<b>2.9</b>	<b>230</b>	<b>3</b>	<b>233</b>	<b>3.9</b>	<b>89</b>	<b>7</b>	<b>96</b>	<b>3.5</b>	<b>108</b>	<b>15</b>	<b>123</b>	<b>7.3</b>
Computer and Information Sciences	342	18	360		49	0	49		189	3	192		67	5	72		37	10	47	
Mathematics and Statistics	140	7	147		6	0	6		41	0	41		22	2	24		71	5	76	
<b>Physical and Life Sciences</b>	<b>732</b>	<b>42</b>	<b>774</b>	<b>6.3</b>	<b>57</b>	<b>0</b>	<b>57</b>	<b>3.1</b>	<b>297</b>	<b>2</b>	<b>299</b>	<b>5.0</b>	<b>44</b>	<b>3</b>	<b>47</b>	<b>1.7</b>	<b>334</b>	<b>37</b>	<b>371</b>	<b>22.1</b>
Biological and Biomedical Sciences	445	18	463		42	0	42		205	1	206		25	1	26		173	16	189	
Physical Sciences	284	24	308		13	0	13		92	1	93		18	2	20		161	21	182	
Science Technologies/Technicians	3	0	3		2	0	2		0	0	0		1	0	1		0	0	0	

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

Source: SEVIS

Table 4.1 (continued)

## Fields of Study of Mexico Higher Education Students in the United States, by Academic Level, November 2014

Field of Study*	All Academic Levels				Associate's				Bachelor's				Master's				Doctorate			
	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total	F-1	J-1	Total	% of Total
<b>Social Sciences</b>	<b>1,027</b>	<b>101</b>	<b>1,128</b>	<b>9.1</b>	<b>48</b>	<b>0</b>	<b>48</b>	<b>2.6</b>	<b>449</b>	<b>6</b>	<b>455</b>	<b>7.5</b>	<b>268</b>	<b>43</b>	<b>311</b>	<b>11.3</b>	<b>262</b>	<b>52</b>	<b>314</b>	<b>18.7</b>
Social Sciences	563	61	624		20	0	20		271	2	273		81	17	98		191	42	233	
Psychology	240	6	246		26	0	26		153	3	156		39	2	41		22	1	23	
Public Administration and Social Service Professions	163	28	191		2	0	2		8	0	8		131	24	155		22	4	26	
Area, Ethnic, Cultural and Gender Studies	30	1	31		0	0	0		5	0	5		14	0	14		11	1	12	
History	31	5	36		0	0	0		12	1	13		3	0	3		16	4	20	
<b>Other Fields of Study</b>	<b>1,383</b>	<b>15</b>	<b>1,398</b>	<b>11.3</b>	<b>637</b>	<b>0</b>	<b>637</b>	<b>34.2</b>	<b>605</b>	<b>3</b>	<b>608</b>	<b>10.1</b>	<b>100</b>	<b>7</b>	<b>107</b>	<b>3.9</b>	<b>41</b>	<b>5</b>	<b>46</b>	<b>2.7</b>
Liberal Arts and Sciences/General Studies	808	3	811		494	0	494		301	0	301		10	2	12		3	1	4	
Multi/Interdisciplinary Studies	245	8	253		15	0	15		153	3	156		55	2	57		22	3	25	
Parks, Recreation, Leisure and Fitness Studies	109	1	110		19	0	19		71	0	71		15	1	16		4	0	4	
Family and Consumer Sciences/Human Sciences	48	1	49		13	0	13		21	0	21		7	0	7		7	1	8	
Basic Skills (excluding intensive English)	26	0	26		25	0	25		0	0	0		0	0	0		1	0	1	
Personal and Culinary Services	95	0	95		68	0	68		27	0	27		0	0	0		0	0	0	
Library Science	1	0	1		0	0	0		0	0	0		0	0	0		1	0	1	
Health-Related Knowledge and Skills	3	1	4		0	0	0		1	0	1		2	1	3		0	0	0	
Leisure and Recreational Activities	48	1	49		3	0	3		31	0	31		11	1	12		3	0	3	
<b>Undeclared</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0.0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0.1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
<b>Total</b>	<b>11,831</b>	<b>503</b>	<b>12,334</b>	<b>100.0</b>	<b>1,846</b>	<b>19</b>	<b>1,865</b>	<b>100.0</b>	<b>5,977</b>	<b>63</b>	<b>6,040</b>	<b>100.0</b>	<b>2,557</b>	<b>191</b>	<b>2,748</b>	<b>100.0</b>	<b>1,451</b>	<b>230</b>	<b>1,681</b>	<b>100.0</b>
<i>All STEM Fields Combined**</i>	<i>3,866</i>	<i>190</i>	<i>4,056</i>	<i>32.9</i>	<i>432</i>	<i>11</i>	<i>443</i>	<i>23.8</i>	<i>1,995</i>	<i>11</i>	<i>2,006</i>	<i>33.2</i>	<i>569</i>	<i>40</i>	<i>609</i>	<i>22.2</i>	<i>870</i>	<i>128</i>	<i>998</i>	<i>59.4</i>

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

\*\* STEM (science, technology, engineering, and math) fields include agriculture, engineering, health professions, math and computer science, and physical and life sciences.)

Source: SEVIS

Table 4.2

Fields of Study of Mexico Vocational/Technical and Language Training Students in the United States, November 2014

<b><u>Field of Study*</u></b>	<b>Vocational/Technical</b>		<b>Language Training</b>	
	<b><u>M-1</u></b>	<b><u>% of Total</u></b>	<b><u>F-1</u></b>	<b><u>% of Total</u></b>
<b>Agriculture</b>	--	--	--	--
Agriculture	--	--	--	--
Natural Resources and Conservation	--	--	--	--
<b>Business and Management</b>	<b>20</b>	<b>7.8</b>	--	--
<b>Communications and Journalism</b>	<b>24</b>	<b>9.4</b>	--	--
Communication, Journalism	14	--	--	--
Communications Technologies/Technicians	10	--	--	--
<b>Education</b>	--	--	--	--
<b>Engineering</b>	<b>4</b>	<b>1.6</b>	--	--
Engineering	--	--	--	--
Engineering Technologies/Technicians	--	--	--	--
Transportation and Materials Moving	--	--	--	--
Mechanic and Repair Technologies/Technicians	4	--	--	--
Construction Trades	--	--	--	--
Precision Production	--	--	--	--
Military Technologies	--	--	--	--
<b>Fine and Applied Arts</b>	<b>90</b>	<b>35.1</b>	--	--
Visual and Performing Arts	90	--	--	--
Architecture	--	--	--	--
<b>Health Professions</b>	<b>4</b>	<b>1.6</b>	--	--
Health Professions	4	--	--	--
Residency Programs	--	--	--	--
<b>Humanities</b>	<b>60</b>	<b>23.4</b>	--	--
Foreign Languages, Literatures and Linguistics	--	--	--	--
English Language and Literature/Letters	--	--	--	--
Theology and Religious Vocations	60	--	--	--
Philosophy and Religious Studies	--	--	--	--
<b>Intensive English</b>	--	--	<b>2,816</b>	<b>100.0</b>
<b>Legal Studies and Law Enforcement</b>	--	--	--	--
Legal Professions and Studies	--	--	--	--
Homeland Security, Law Enforcement, and Firefighting	--	--	--	--
<b>Math and Computer Science</b>	<b>6</b>	<b>2.3</b>	--	--
Computer and Information Sciences	6	--	--	--
Mathematics and Statistics	--	--	--	--

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

Source: SEVIS

Table 4.2 (continued)

Fields of Study of Mexico Vocational/Technical and Language Training Students in the United States, November 2014

<u>Field of Study*</u>	<u>Vocational/Technical</u>		<u>Language Training</u>	
	<u>M-1</u>	<u>% of Total</u>	<u>F-1</u>	<u>% of Total</u>
<b>Physical and Life Sciences</b>	<b>4</b>	<b>1.6</b>	--	--
Biological and Biomedical Sciences	--		--	
Physical Sciences	--		--	
Science Technologies/Technicians	4		--	
<b>Social Sciences</b>	--	--	--	--
Social Sciences	--		--	
Psychology	--		--	
Public Administration and Social Service Professions	--		--	
Area, Ethnic, Cultural and Gender Studies	--		--	
History	--		--	
<b>Other Fields of Study</b>	<b>38</b>	<b>14.9</b>	--	--
Liberal Arts and Sciences/General Studies	--		--	
Multi/Interdisciplinary Studies	--		--	
Parks, Recreation, Leisure and Fitness Studies	--		--	
Family and Consumer Sciences/Human Sciences	--		--	
Basic Skills	--		--	
Personal and Culinary Services	34		--	
Library Science	--		--	
Health-Related Knowledge and Skills	--		--	
Leisure and Recreational Activities	4		--	
<b>Other or Unknown</b>	<b>6</b>	<b>2.3</b>	--	--
<b>Total</b>	<b>256</b>	<b>100.0</b>	<b>2,816</b>	<b>100.0</b>
<i>All STEM Fields Combined**</i>	<i>18</i>	<i>7.1</i>	--	--

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

\*\* STEM (science, technology, engineering, and math) fields include agriculture, engineering, health professions, math and computer science, and physical and life sciences.)

Source: SEVIS

**Table 4.3****Fields of Specialization of Mexico Scholars in the United States, by Academic Level, November 2014**

<b><u>Field of Study*</u></b>	<b><u>J-1</u></b>	<b><u>% of Total</u></b>
<b>Agriculture</b>	<b>39</b>	<b>4.5</b>
Agriculture	25	
Natural Resources and Conservation	14	
<b>Business and Management</b>	<b>4</b>	<b>0.5</b>
<b>Communications and Journalism</b>	<b>3</b>	<b>0.3</b>
Communication, Journalism	0	
Communications Technologies/Technicians	3	
<b>Education</b>	<b>6</b>	<b>0.7</b>
<b>Engineering</b>	<b>109</b>	<b>12.7</b>
Engineering	103	
Engineering Technologies/Technicians	5	
Transportation and Materials Moving	1	
Mechanic and Repair Technologies/Technicians	0	
Construction Trades	0	
Precision Production	0	
Military Technologies	0	
<b>Fine and Applied Arts</b>	<b>14</b>	<b>1.6</b>
Visual and Performing Arts	6	
Architecture	8	
<b>Health Professions</b>	<b>60</b>	<b>7</b>
Health Professions	46	
Residency Programs	14	
<b>Humanities</b>	<b>16</b>	<b>1.9</b>
Foreign Languages, Literatures and Linguistics	10	
English Language and Literature/Letters	2	
Theology and Religious Vocations	0	
Philosophy and Religious Studies	4	
<b>Legal Studies and Law Enforcement</b>	<b>6</b>	<b>0.7</b>
Legal Professions and Studies	6	
Homeland Security, Law Enforcement, and Firefighting	0	

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

Source: SEVIS

**Table 4.3 (continued)**

**Fields of Specialization of Mexico Scholars in the United States, by Academic Level, November 2014**

<b><u>Field of Study*</u></b>	<b><u>J-1</u></b>	<b><u>% of Total</u></b>
<b>Math and Computer Science</b>	<b>24</b>	<b>2.8</b>
Computer and Information Sciences	12	
Mathematics and Statistics	12	
<b>Physical and Life Sciences</b>	<b>371</b>	<b>43.2</b>
Biological and Biomedical Sciences	244	
Physical Sciences	126	
Science Technologies/Technicians	1	
<b>Social Sciences</b>	<b>61</b>	<b>7.1</b>
Social Sciences	31	
Psychology	7	
Public Administration and Social Service Professions	8	
Area, Ethnic, Cultural and Gender Studies	13	
History	2	
<b>Other Fields of Study</b>	<b>24</b>	<b>2.8</b>
Liberal Arts and Sciences/General Studies	1	
Multi/Interdisciplinary Studies	6	
Parks, Recreation, Leisure and Fitness Studies	0	
Family and Consumer Sciences/Human Sciences	5	
Basic Skills	0	
Personal and Culinary Services	0	
Library Science	0	
Health-Related Knowledge and Skills	12	
Leisure and Recreational Activities	0	
<b>Unknown</b>	<b>121</b>	<b>14.1</b>
<b>Total Students</b>	<b>858</b>	<b>100.0</b>
<i>All STEM Fields Combined**</i>	<i>603</i>	<i>70.3</i>

\* Field of Study defined by the Classification of Instructional Programs (CIP) issued by The National Center for Education Statistics.

\*\* STEM (science, technology, engineering, and math) fields include agriculture, engineering, health professions, math and computer science, and physical and life sciences.)

Source: SEVIS

Table 4.4

Mexico Higher Education Students in the United States, by Academic Level and Institutional Characteristics, 2014/15

	Mexico					All Places of Origin				
	<u>Undergraduate</u>	<u>Graduate</u>	<u>Non-Degree</u>	<u>OPT</u>	<u>All Levels</u>	<u>Undergraduate</u>	<u>Graduate</u>	<u>Non-Degree</u>	<u>OPT</u>	<u>All Levels</u>
<b><u>INSTITUTION SECTOR</u></b>										
Public	74.9	56.0	85.7	46.9	70.8	68.7	59.7	73.6	58.5	64.5
Private not-for-profit	22.9	43.1	13.5	48.4	27.4	29.6	38.9	25.5	39.8	34.0
Private for-profit	2.2	0.9	0.8	4.7	1.8	1.7	1.4	0.9	1.7	1.5
<b>Total Students</b>	<b>8,564</b>	<b>4,097</b>	<b>3,386</b>	<b>1,005</b>	<b>17,052</b>	<b>398,824</b>	<b>362,228</b>	<b>93,587</b>	<b>120,287</b>	<b>974,926</b>
<b><u>INSTITUTION SIZE</u></b>										
Very small (under 1,000)	0.8	1.4	0.3	0.6	<b>0.8</b>	0.9	0.8	0.7	0.5	0.5
Small (1,000-4,999)	9.0	4.9	2.7	7.6	<b>6.7</b>	9.7	12.7	4.8	8.6	5.9
Mid-size (5,000-9,999)	10.0	7.1	7.4	9.2	<b>8.8</b>	11.7	11.6	10.4	11.7	10.3
Large (10,000-19,999)	14.6	21.3	11.2	25.9	<b>16.2</b>	21.6	21.1	21.1	23.1	21.5
Very Large (20,000 and above)	65.6	65.3	78.4	56.7	<b>67.5</b>	56.1	53.8	63.0	56.1	61.8
<b>Total Students</b>	<b>8,564</b>	<b>4,097</b>	<b>3,386</b>	<b>1,005</b>	<b>17,052</b>	<b>398,824</b>	<b>362,228</b>	<b>93,587</b>	<b>120,287</b>	<b>974,926</b>
<b><u>INSTITUTION TYPE</u></b>										
Doctorate-granting universities	42.1	89.7	51.9	78.5	57.6	54.7	82.9	61.0	79.6	66.1
Associate's colleges	35.0	0.0	34.5	2.6	24.6	16.9	0.0	11.9	1.7	9.4
Master's colleges & universities	14.3	5.7	11.5	9.5	11.4	18.3	13.3	22.2	14.1	17.4
Baccalaureate colleges	5.1	0.2	1.1	2.9	3.4	6.9	0.4	3.2	1.7	3.7
Special focus institutions	3.5	4.4	1.0	6.5	3.0	3.2	3.4	1.7	2.9	3.4
<b>Total Students</b>	<b>8,564</b>	<b>4,097</b>	<b>3,386</b>	<b>1,005</b>	<b>17,052</b>	<b>398,824</b>	<b>362,228</b>	<b>93,587</b>	<b>120,287</b>	<b>974,926</b>

Source: Open Doors



**Table 4.5**

**U.S. Study Abroad to Mexico by Institutional Characteristics, 2013/14**

	<u>U.S. Students</u>		<u>U.S. Students</u>	
	<u>in Mexico</u>	<u>% of total</u>	<u>in All Destinations</u>	<u>% of total</u>
<b><u>INSTITUTION SECTOR</u></b>				
Public	3,114	70.0	170,758	56.1
Private not-for-profit	1,331	30.0	133,655	43.9
Private for-profit	0	0.0	54	0.0
<b>Total Students</b>	<b>4,445</b>	<b>100.0</b>	<b>304,467</b>	<b>100.0</b>
<b><u>INSTITUTION TYPE</u></b>				
Doctorate-granting universities	2,889	65.0	180,548	59.3
Master's colleges & universities	848	19.1	74,899	24.6
Baccalaureate colleges	477	10.7	39,581	13.0
Associate's colleges	213	4.8	6,394	2.1
Special focus institutions	18	0.4	3,045	1.0
<b>Total Students</b>	<b>4,445</b>	<b>100.0</b>	<b>304,467</b>	<b>100.0</b>

Source: *Open Doors*

**Table 4.6**

**Mexico Scholars by Sector & Institutional Type, 2014/15**

<b><u>INSTITUTION SECTOR</u></b>	<b>Mexico</b>		<b>All Places of Origin</b>	
	<b><u>Mexico Scholars</u></b>	<b><u>% of total</u></b>	<b><u>All Scholars</u></b>	<b><u>% of total</u></b>
Public	1,170	71.1	78,809	63.1
Private not-for-profit	476	28.9	46,041	36.9
Private for-profit	0	0.0	11	0.0
<b>Total</b>	<b>1,646</b>	<b>100.0</b>	<b>124,861</b>	<b>100.0</b>

<b><u>INSTITUTION TYPE</u></b>	<b><u>Enrollment</u></b>	<b><u>% of total</u></b>	<b><u>Enrollment</u></b>	<b><u>% of total</u></b>
Doctorate-granting universities	1,543	93.8	114,886	92.0
Special focus institutions	60	3.6	5,330	4.3
Master's colleges & universities	25	1.5	3,219	2.6
Baccalaureate colleges	18	1.1	1,421	1.1
Associate's colleges	0	0.0	5	0.0
<b>Total</b>	<b>1,646</b>	<b>100.0</b>	<b>124,861</b>	<b>100.0</b>

Source: *Open Doors*

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