



# U.S. and Australian International Student Data Collection: Key Differences and Practices

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The opinions, findings, and conclusions stated herein are entirely those of the author.

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**U.S. and Australian  
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**A Briefing Paper from IIE's Center for Academic Mobility Research**

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## I Introduction

This report summarizes the findings of a 2012 comparative study on the international student data collection methods and practices in the United States and in Australia.<sup>1</sup> Australia is a recognized leader in international student data collection and the goals of the study were to identify best practices in Australian data collection which could be used to improve data collection efforts in other countries. Thus, the findings are applicable to multiple national contexts including, but not limited to, the United States.

An additional goal of the study was to further collaborative efforts to harmonize international student data collection practices in major host countries around the world, in order to obtain better comparability of international student data. To this end, U.S. international student data collection methodological practices were also shared with those responsible for international student data collection in Australia, including the logic behind the historical development of current practices, as well as the constraints within the U.S. system.

### Methodology and Data Sources

The findings presented in this report are based on primary and secondary data gathered during the author's fellowship period in Australia from January to April, 2012. In addition to the key data sources described in this report, information was also gathered through meetings with representatives in the Australian government and at Australian universities and other educational providers, as well as with representatives of peak bodies representing the various stakeholders within the international education sector.

The key governmental body supporting the international education sector in Australia is Australian Education International (AEI), the international education arm of the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). AEI manages Australian Government international education policy and provides comprehensive data and research on the international education sector to a wide range of audiences both within and outside of Australia. International education is an important part of the Australian economy, and AEI has one of the world's most highly developed and sophisticated systems of data collection on inbound international students, with monthly updated data releases.

The primary source of data on international student flows into the United States is the *Open Doors Report on International Educational Exchange* ([www.iie.org/opendoors](http://www.iie.org/opendoors)). *Open Doors* is an annual publication which reports on the findings of the U.S. higher education international student data collection effort, the International Student Census. In addition to data on incoming international students, *Open Doors* also reports on outbound U.S. student mobility at the tertiary level, on scholars from other countries who are teaching and/or conducting research at U.S. higher education institutions, on international student enrollment in intensive English programs (IEPs) and on additional special topics which vary from year to year (past topics have included international exchange in science and technology, U.S. branch campuses overseas, transition from study to work and other topics).

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The *Open Doors Report* is published by the Institute of International Education (IIE), the leading not-for-profit educational and cultural exchange organization in the United States. IIE has conducted an annual statistical survey of the international students in the United States since 1949, with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since 1972. Since the U.S. government does not itself conduct a publicly available survey of international activity into and out of the U.S., IIE (and its *Open Doors Report*) is the closest peer organization to AEI in terms of data collection.<sup>2</sup>

Closely related to *Open Doors* is *Project Atlas* ([www.iie.org/atlas](http://www.iie.org/atlas)), a community of global mobility researchers from different countries around the world who share national data on internationally mobile tertiary students, providing a global picture of international student mobility for major sending and host countries. *Project Atlas* provided the global context for this report. AEI is the Australian partner organization for *Project Atlas*, and provides mobility data for Australia as well as contextual information on the international education landscape in Australia and on national policies and other developments. The contacts necessary for the conduct of this study were facilitated through *Project Atlas* network.

## II The U.S. and Australia Compared

### Higher Education in Australia

The Australian Qualifications Framework (AQF) governs tertiary education awards, which are divided into the vocational and higher education sectors. In the Vocational Education and Training (VET) sector, Technical and Further Education (TAFE) institutes and other vocational training institutions award Certificate, Diploma and Associate Degrees, which take one to two years to complete, and consist primarily of coursework. In the higher education sector, Australia's 39 universities award undergraduate (bachelor's) and graduate (master's and doctorate) degrees.

In accordance with the Australian Qualifications Framework, Australian bachelor's degrees vary from three to five years in duration, depending on the field of study (e.g., engineering is a four-year degree while medicine and architecture are five or six years). Top students may be invited to complete an honours degree through an additional year of research. Unlike in the U.S., medicine and law are undergraduate degrees in Australia; doctors are awarded an MBBS (Bachelor of Medicine and Bachelor of Surgery double degree), and lawyers are awarded the LLB. However, the University of Melbourne is implementing a more US-aligned degree structure known as the Melbourne Model.

Australian master's degrees may consist either of research, coursework or a combination of the two. Doctorate degrees consist of writing a thesis or dissertation based on original research, with some doctorate programs also including a course work component.

### Higher Education in the U.S.

The U.S. higher education system consists of over 4,000 two- and four-year colleges and universities which offer associate's (two-year AA or AS) degrees, undergraduate bachelor's degrees

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<sup>2</sup> The U.S. Department of Homeland Security (DHS) also collects data on international students through its Student and Exchange Visitor Information System (SEVIS). However, only top line findings are released to the public as the data is collected for national security purposes, not to support the international education field.

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(BA, BS, etc.), graduate level master's (MA, MS, etc.) and doctorate (PhD) degrees, as well as professional degrees such as the MBA, JD and MD.

A full undergraduate course of study leading to a bachelor's degree is normally completed in four years (regardless of course of study), the first two of which often consist of broad-based liberal arts courses, followed by two additional years of specialization, called the student's "major". Students have the option of completing the first two years at a two-year community college (where they may optionally obtain an associate's degree) and transferring to a four-year institution to complete their bachelor's degree. The degree awarded to transfer students is identical to that of a student who has enrolled at the four-year institutions for all four years.

U.S. master's degrees normally require two to three years of coursework with an optional thesis or research project. Doctorate degrees require five-seven years of study, including two-three years of coursework, followed by an original research culminating in a written thesis or dissertation. Professional degrees in business (MBA), law (JD) and medicine (MD) are offered at the graduate level and require two, three and four years, respectively.

Vocational education is not considered part of tertiary education in the U.S., although a limited number of vocational training courses are offered at community colleges and through private training institutes. These certificates are not recognized as higher education qualifications and in most cases students are unable to apply credits from vocational certificate programs toward a university degree.

## **International Students in Australia**

AEI international student enrollment data includes all sectors: higher education, vocational education (VET), English Language Intensive Course for Overseas Students (ELICOS) and schools (primary and secondary education). Data covers onshore international students on student visas (subclasses 570 to 575) and does not include students on Australian funded scholarships or students on a tourist or other temporary entry visas (or their dependents). Students from New Zealand are also not included as they do not require a student visa to study in Australia. Country of origin is based on citizenship rather than permanent residence.

To support its multi-sector international education industry, AEI data counts course enrollments rather than student numbers, thus a student enrolled in two different courses during the same period (e.g., ELICOS and bachelor's degree) will be counted in both sectors. Data updates are published on a monthly basis and presented as a cumulative year-to-date count of enrollments, with the subset of commencements (i.e. new enrollments in that period) also presented. AEI also provides a separate research snapshot on actual student numbers once a year. The numbers below are based on the actual student numbers for 2011.

There were 426,748 international students studying on a student visa in Australia in 2011 (557,425 enrollments), of which 226,420 were enrolled in higher education; 119,318 in VET; 79,997 in ELICOS; 27,787 in non-award (non-degree) courses and 20,727 in primary and secondary schools<sup>3</sup>.

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<sup>3</sup> Individual students can undertake study in more than one sector during the year.

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China is the top place of origin of international students in Australia. Chinese students (122,897) comprised 29 percent of all international students in Australia, followed by India (48,507) with 11 percent and South Korea (22,439) with five percent. In higher education sector, Chinese students comprised 39 percent of all international students, followed by Malaysia with eight percent. India is the top place of origin in the VET sector with 29 percent of the total, followed by China with 12 percent. Chinese students comprised 32 percent of the ELICOS sector, followed by Brazil with eight percent.

International students comprise over one-fifth of the higher education enrollments in Australia (22 percent in 2010), and all Australian universities enroll international students. The proportion of international students on campus varies from a low of six percent at the University of Notre Dame Australia (a U.S. branch campus) to a high of 48 percent at the University of Ballarat. The Australian university enrolling the highest number of international students in 2010 was Monash University, with over 40,000 enrollments (25 percent of the total).

### **International Students in the U.S.**

International student enrollment data for the higher education sector in the U.S. is provided by the *Open Doors Report*. International students are defined as non-immigrant postsecondary students at accredited higher education institution in the U.S. who are on a temporary visa that allows academic coursework. Permanent residents, refugees, asylum seekers, undocumented aliens and individuals holding a business or tourism visa (which do not allow coursework) are not included, nor are off-shore enrollments, international students enrolled at vocational schools or English language schools operating outside the college or university environment.<sup>4</sup>

In addition to international students currently enrolled in coursework (including graduate students maintaining matriculation while writing theses), international students participating in post-completion Optional Practical Training (OPT) are also included in overall international student counts. OPT is a benefit of the student visa which allows students one year of work authorization, normally following the completion of a degree. International students pursuing degrees in the science, technology, engineering and mathematics (STEM) fields are eligible for an additional 17-month OPT extension. While the majority of students participating in OPT have completed their course of study and are no longer enrolled at their host institution, they remain in the U.S. on a student visa and thus continue to be counted as international students.

The U.S. hosted 723,277 international students during the 2010/11 academic year, of which 291,439 were studying in undergraduate degree programs (219,853 in bachelor's degree programs and 71,586 in associate's degree programs), 296,574 were studying in graduate-level programs (154,854 in master's degree programs, 119,641 in doctorate degree programs and 11,054 in professional degree programs and 11,025 in other graduate-level programs), 59,233 were studying in non-degree programs (including 29,603 studying intensive English at colleges or universities) and 76,031 were participating in OPT.

The top places of origin of international students in the U.S. (in rank order) were China (157,558 students), India (103,895 students) and South Korea (73,351 students). Chinese students were primarily studying business/management (28 percent) and engineering (19 percent), while Indian

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<sup>4</sup> International students enrolled in intensive English programs are counted in a separate survey.

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students were more concentrated in engineering (37 percent) and math/computer science (20 percent). Students from South Korea were more evenly spread across academic disciplines, with the top fields being business/management (17 percent) and the arts (12 percent).

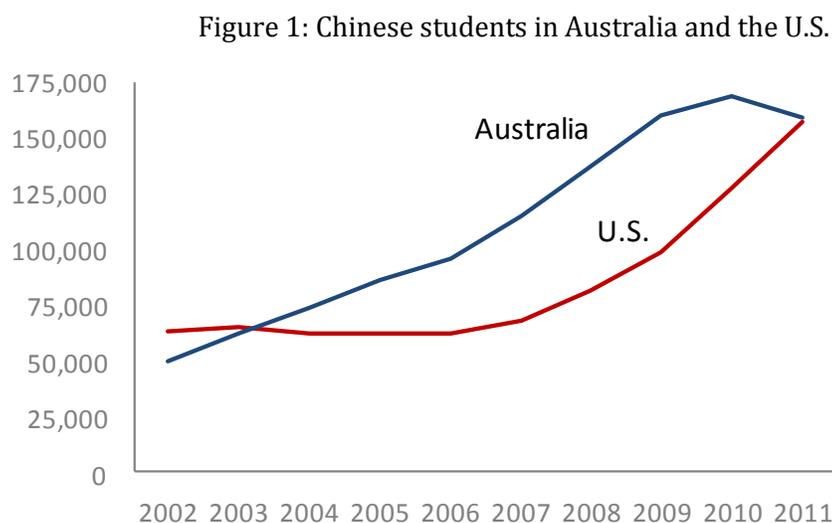
While over 2,000 U.S. higher education institutions host international students, the majority are concentrated at a relatively small number of colleges and universities which host large numbers of international students. The 188 U.S. institutions with 1,000 or more international students hosted 63 percent of all international students in the U.S. in 2010/11. All of the remaining institutions each hosted much smaller numbers of students. As a result, international students comprise less than four percent of total higher education enrollment in the U.S.

Institutions in the U.S. each also host much smaller total numbers of international students than Australian institutions. The U.S. institution hosting the largest number of international students was the university of Southern California, with 7,132 enrolled international students (8,615 total international students, including post-completion OPT).

### Comparative Case Study: Chinese students in Australia and the U.S.

One of the primary difficulties of working with large data sets is the poor comparability of data collected by different agencies within a single country and across different countries. One of the goals of this study was to better understand the Australian international student data collection as a system with regard to both the various sources of data available, as well as the different definitional criteria used by each source and how each might be compared to the U.S. data. Chinese student enrollment is used here as a case study to highlight these differences and the importance of taking them into account in comparative analyses of cross-national data.

China is the top country of origin of students in both Australia and the U.S. At first blush, the U.S. looks to have increased its Chinese student enrollment substantially over the past five years while Australia has seen first a flattening and then a decline in recent years (fig. 1).

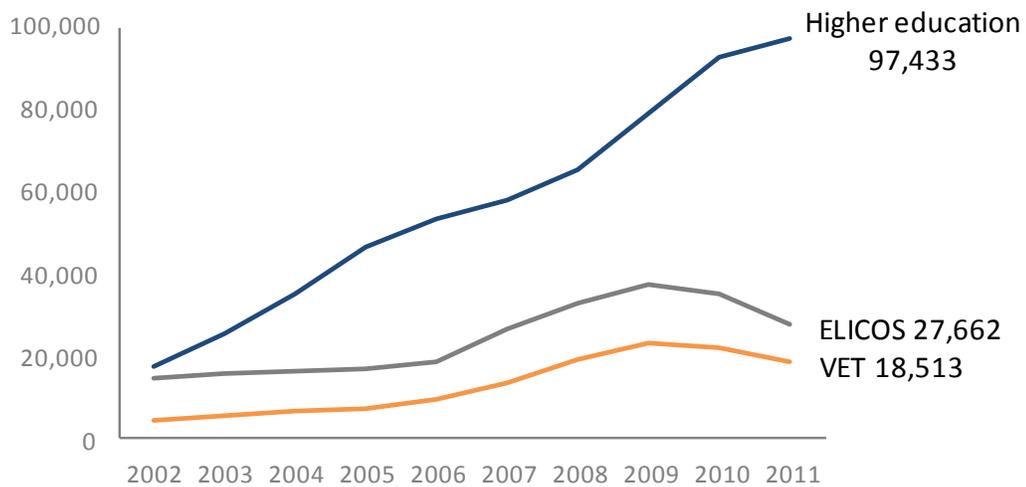


Source: *Open Doors* and AEI

However, when the data is disaggregated by sector and made more comparable, one finds that this is not actually the case. Declines in Chinese enrollments in Australia as of 2011 are confined to the ELICOS and VET sectors and have not affected higher education (fig. 2).

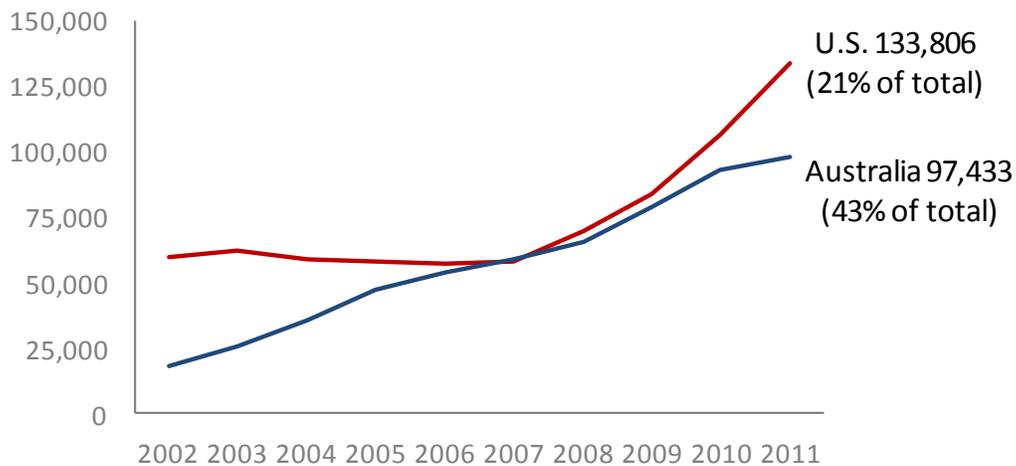
Figure 3 presents a better comparison of Chinese student enrollment in Australia and the U.S. The Australian data includes only enrollments in the higher education sector and the U.S. data excludes students on post-completion optional practical training who have already graduated. This figure presents quite a different picture, with Australian enrollments showing steady growth throughout the decade and the U.S. showing parallel growth from 2007 to 2010.

Figure 2: Chinese students in Australia by sector



Source: AEI

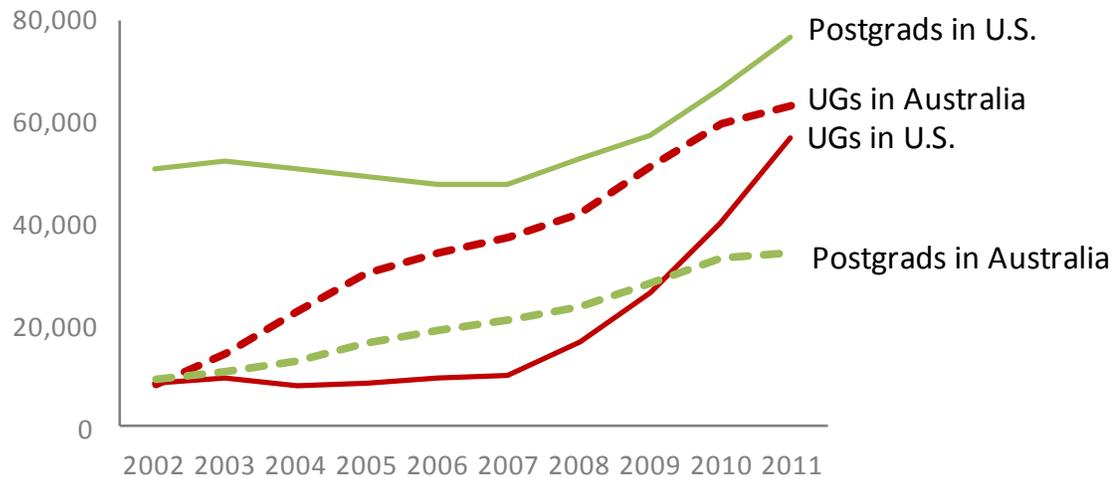
Figure 3: Chinese students enrolled in higher education in Australia and the U.S.



Source: *Open Doors* and AEI

When these higher education enrollments are further disaggregated academic level, one can see that it is at the undergraduate level where most of the change has taken place (fig. 4). Growth in Chinese undergraduate enrollment began five years earlier in Australia than in the U.S., but the U.S. has had a sharper rate of increase over the past five years and now hosts nearly as many Chinese undergraduate students as Australia.

Figure 4: Chinese students enrolled in higher education in Australia and the U.S. by academic level



Source: *Open Doors* and AEI

### III Learning from Australia

This section discusses ways that the U.S. can benefit from the experience of Australia, as well as cases where the Australian example is not applicable to the U.S. One of the primary differences is the high level of government regulation and support in international education in Australia, compared with the low level of government intervention in the U.S. This has a number of consequences with regard to data collection. Australia also has a number of private sector data collection efforts and several lessons can be learned from these. Other topics of a more general nature also covered in this section include addressing the high concentration of international students from a single country, and the use of agents in international student recruitment.

#### The Role of Government Agencies

International education is a large industry in Australia, currently the third largest export after iron ore and coal, and larger than gold and personal travel services. It is the top export in the state of Victoria, where universities compete for the title of “Exporter of the Year”. As a consequence, Australians expect a high level of Commonwealth federal government involvement in international education (both regulatory and in terms of industry support), which is unheard of in the U.S. From the point of view of data collection, there are a number of benefits to this centralized system, as well as a number of associated challenges.

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Australia's comprehensive data collection system arises from Commonwealth legislation which requires any education provider seeking to deliver an international education course to register with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and a requirement of registration is that all registered institutions contribute to the Provider Registration and International Students Management System (PRISMS). Such a centralized government data collection is enabled through the close cooperation of the relevant immigration and education departments and it is the compulsory legislative nature of the data collection which ensures full coverage of the industry. AEI analyses raw data from PRISMS each month and publishes it in the form of online pivot tables and research snapshots. AEI also receives annual higher education enrollment data from the Higher Education Information Management System (HEIMS), which AEI publishes once a year and uses to provide domestic/international student enrollment profiles for each of the 39 Australian universities.

In the U.S., the Department of Homeland Security (DHS) tracks student visa holders in its Student and Exchange Visitor Information System (SEVIS) and produces quarterly "SEVIS By The Numbers" reports. These reports provide an overview of all visa holders currently active in the system, and do not provide detailed information according to place of origin or level of study as is available through the online pivot tables on the AEI website. Providing detailed information to each of the over 10,000 SEVIS approved schools is also not within the Department's ability or mandate.

IIE's *Open Doors* data collection is conducted on an annual basis and is roughly comparable to the AEI data gleaned from HEIMS. As an independent non-profit, not a government agency, IIE is unable to access SEVIS data directly from the Student and Exchange Visitor Program (SEVP). SEVP has also not been given the mandate or the funding to provide monthly detailed data to the public, resulting in a data gap for the U.S. when compared with the Australia. In order to address this gap, IIE should work more closely with SEVP.

While open access to data and compulsory data submission are major benefits of having a government agency in charge of data collection, government-mandated data collection is not a panacea. The data collected is only as good as the coverage, and government coverage extends only to providers who receive government funding. Thus, while data is comprehensive for higher education, other sectors, such as VET and ELICOS are not fully covered by government statistics and conduct their own independent data collections.

In addition, while research units operating in government agencies have a more direct impact on policy decisions, this comes at the cost of having to secure ministerial approval for all publications and frequent divisional restructuring due to change of government or other reasons.

### **Private Sector Data Collection in Australia**

In addition to the data collection managed by the Australian government, a number of Australian peak bodies and organizations also conduct their own independent data collections in order to address gaps in the government data collection or for use in benchmarking against peer institutions. These include the English Australia survey of the ELICOS sector, the Australian Universities International Directors Forum (AUIDF) benchmarking and mobility surveys, Australian Council for Private Education and Training (ACPET)'s survey of private sector involvement in transnational education and the Group of Eight's internal data sharing agreement.

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The proliferation of independent surveys is a testament to the fact that all international education providers in Australia, regardless of sector, operate as businesses and require market intelligence to do their work. While this may be the case among the most internationally active colleges and universities in the U.S., there is a vast untapped need for market intelligence that IIE can provide for the field in the U.S. However, we must first build recognition of this need among the less internationally active colleges and universities. This has the potential to not only improve individual institutional performance in the field of international education, but also to improve survey response rates to international data collection efforts across a wide range of surveys. Members of groups of peer institutions, such as the Ivy League, Council of Graduate Schools (CGS), American Association of State Colleges and Universities (AACSB), and/or regional associations or state consortia might also be interested in benchmarking their own performance against that of other member institutions.

The *Open Doors* intensive English program (IEP) survey originally covered international student enrollment in IEPs that were members of the American Association of Intensive English Programs (AAIEP) and/or the University Consortium of Intensive English Programs (UCIEP). In recent years, the survey has been expanded to include non-members, but suffers from a low response rate, particularly among private providers who are unwilling to share their data. In contrast, English Australia, the peak body representing the ELICOS sector in Australia, conducts a similar voluntary survey in which nearly all members participate. Why the difference? The smaller size of the industry in Australia is one contributing factor – and the personal connections between the organization’s leadership and its members. The collegial nature of Australian providers is another – many in the sector feel that they each need to play a part in increasing Australia’s market share worldwide and collecting good data domestically is the only way to benchmark Australia against the world. While these individual country factors cannot be applied to the U.S., some lessons can be learned from the Australian experience. Possible ways of improving response rates to the IEP survey include making survey response a condition of membership, providing opportunities for benchmarking among member institutions by sending out confidential individual profiles to providers which can be compared with the national statistics, and collecting aggregate data directly from the largest providers rather than surveying individual program locations.

### **Addressing High Concentrations of Students from a Single Country**

Because of the recent and rapid growth of its international education sector, Australia has already experienced some of the challenges and issues associated with such growth that are only now beginning to surface in the U.S. The U.S. can learn some valuable lessons from the response of the industry and government in Australia. One of these issues is the increasingly high concentration of students from a small number of source countries. While China has been the top country of origin of international students in the U.S. only since 2009, some U.S. institutions are already feeling the consequences of the rapidly increasing number of Chinese students on campus. Issues that have been discussed in the field include how to integrate Chinese students with domestic students and non-Chinese international students on campus; how to improve the English language skills of Chinese students who primarily speak Chinese within their on-campus social networks and are unable to participate fully in class discussions, where they may be misunderstood or not be understood by domestic students; how to conduct successful international student orientations when students come primarily from one linguistic group and speak the language with each other

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during orientation, causing students from other countries feel marginalized, etc. If the growth in Chinese students continues, many more U.S. campuses will begin to see similar issues surface.

Although Chinese students currently comprise 22 percent of all international students in the U.S. – the highest concentration from one country in the history of Open Doors-- compared to Australia, the concentration of Chinese students in the U.S. is quite low. Chinese students comprise about 40 percent of total international students in Australia – twice their proportion in the U.S. Some methods that Australian institutions have used to cope with the high concentration are manually assigning Chinese students to different course sections, having instructors assign group work to mixed groups of domestic and international students, etc. For more information, see *Student Voices: Enhancing the experience of international students in Australia* (Lawson, C., 2012).

### **The Use of Agents in International Student Recruitment**

Whether or not to allow the use of agents in the recruitment of international students is a current topic of much debate in the U.S. Legislation currently bans the use of agents in the recruitment of domestic students at U.S. colleges and universities, as agents are seen as potentially restricting student choice by directing students to the institution that pays the highest price per student rather than to the institution that is the best fit for that student. Currently no legislation governs the use of agents for international recruitment; however, many believe that the same legislation should also apply to international students. Others believe that both students and institutions are placed at a disadvantage if they are not able to access the local expertise of agents as institutions.

This is a puzzling discussion from the point of view of many Australian education institutions, as agents are an integral part of international education recruitment in Australia and have been for several decades. International students currently fill over one-fifth of higher education seats in Australia, and agents are responsible for recruiting 60 to 80 percent of international students enrolled at an institution – 10 to 15 percent of all higher education.

However, the Australian agent model is quite different from what has developed in the U.S., and both sides need to be mindful of this when attempting to compare the situation in their respective countries. In my view, the Australian case is simply not applicable to the U.S., for a number of reasons. First of all, agent activity is highly regulated in Australia, and agents are forbidden by law from charging students fees for university placements. Their revenue comes from the university in the form of a percentage of the student's first term tuition payment (usually around 20 percent). Meanwhile, agents recruiting students for the U.S. do charge the students, sometime exorbitant fees for their services. This practice has already been established and it will be difficult to eliminate it through legislation at a later stage. Secondly, Australia has only 39 universities. All of them work with agents and each agent can have a contract with every single university, creating a level playing field among institutions. This is not the case in the U.S. where it would be virtually impossible for an agent to have contracts with all 4,000 higher education institutions. Thirdly, in a smaller system, it is easier for students to find their own way, and students often already know which institution they want to attend in Australia – on the whole, Australian universities are less differentiated from each other than U.S. colleges and universities are, and location plays a larger role in determining the student's choice – all of these factors leads to a much smaller potential for misdirecting students in Australia than in the U.S.

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## IV Future Collaboration

### Overseas Degree Study Data

In January 2012, IIE published the first-ever study on U.S. students pursuing full degrees overseas based on data provided by *Project Atlas* partners. Top-line data from this study is summarized in figure 5 below. As exit immigration and checks are not required in most Western countries, it is difficult to collect data on outbound students as there is no single agency responsible for keeping track of these students. Therefore, data must be collected from each individual country where students are studying. This was made possible through the collaboration and data sharing agreements of *Project Atlas* partners around the world, who together comprise the largest host destinations of U.S. overseas degree students. AEI has expressed interest in replicating this study for Australian overseas degree students and IIE and *Project Atlas* look forward to continuing to work with AEI on this important project.

Figure 5: U.S. Students Enrolled in Full Degree Programs Overseas, 2010

Host Country	Total Students
United Kingdom	16,185
Canada	9,190
Germany	3,826
France	3,356
Australia	2,907
New Zealand	1,839
China	1,666
Netherlands	1,500
Spain	1,036
Ireland	915
Japan	560
Malaysia	158
Denmark	142
Total	43,280

### Off-shore Enrollments/Trans-national Education (TNE)

Australia is also a world leader in the collection of data on off-shore international enrollments, also known as trans-national education (TNE). The U.S. does not have a consistent source of data on off-shore enrollments at U.S. branch campuses overseas. Through *Project Atlas* with guidance from AEI, IIE and other country partners are currently exploring ways in which to gather more complete TNE data, including harmonizing definitions and data collection timetables. IIE previously conducted a pilot study of the 43 brick and mortar U.S. overseas branch campuses in 2007 and found that 9,357 students were enrolled at 19 campuses in the Middle East, Asia, Europe, Latin America and Canada. About half (53 percent) of the students were international – holding citizenship from a country other than the one where the campus is located, and U.S. students often formed the largest group of “international” students on campus.

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## V Conclusion

International fellowships, such as the Endeavour Award that allowed for this research, provide excellent opportunities for the in-depth exploration of mobility issues by allowing research staff at peer organizations to learn about research and data collection practices in other countries. As a result of this research, the following lessons were learned:

- 1) The U.S. and Australian international student data collections are synchronized in many ways but several aspects remain divergent. Examples of areas which are aligned include core definitions, such as basing the country of origin on citizenship rather than permanent residence, and the exclusion of students on tourist or other temporary entry visas. Areas where the data collections diverge include level of education: AEI enrollment data includes vocational education (VET), English Language Intensive Courses for Overseas Students (ELICOS) and schools (primary and secondary education) in addition to higher education, while U.S. data covers only higher education, and to a limited extent, intensive English enrollments. However, AEI does disaggregate data by level, thus valid comparisons can be made.
- 2) As the case of Chinese student enrollment shows, it is vital to take into account variations in data collection methodologies and definitions when making comparative analyses of cross-national data. Comparing published numbers without regard to these details may result in inaccurate conclusions.
- 3) The AEI monthly data releases reflect course enrollments, not student headcounts, which are reported only once a year. The *Open Doors* U.S. data collection is an annual headcount, and thus is actually reported on the same timeframe as the Australian data.
- 4) The higher level of government oversight and support of international education in Australia has a number of consequences for international student data collection. While access to data and compulsory data submission are major benefits, government-mandated data collection is not perfect. Education providers who do not receive government funding are not included in government data collection, which necessitates independent private sector data collection; in Australia this takes place primarily in the VET and ELICOS sectors.
- 5) Cultural differences, such as the stronger sense of corporatism in Australia, also play a role in facilitating data collection. Educational institutions and providers in the U.S. often operate in a competitive framework, where peer institutions are considered rivals or benchmarks to be surpassed. Institutions and providers may be unwilling to provide data which may be used to competitor's advantage. Improving the performance of the U.S. as a whole in the global marketplace is generally not a consideration, although institutions may band together locally in the form of city and state consortia to jointly promote study in their immediate region. Australia, with a smaller overall population and smaller number of institutions and providers is more likely to band together at the national level, and this is reflected in the success of national data collection efforts.

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International Education Association of Australia (IEAA): Dennis Murray  
Navitas English: Helen Zimmerman and Richard Arkell  
Universities Australia: Ainslie Moore and Tim Sealey

### **Australian Educational Institutions**

The Australian National University: Ros Taylor, Rohan McCarthy, Mark Erickson  
Edith Cowan University: Marina McKeague  
Monash University: Vanessa Carne-Cavagnaro, Sue Gleeson, Trevor Goddard, Sarah McNamara Argles  
Queensland University of Technology: Geoff Edmondson, Nicole Patterson, Abigail Winter  
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University of Canberra: Des Chapman, Gerald Tarrent, Laura Thomson  
University of Melbourne: Christine Enker, Anthony Nelligan  
The University of New South Wales: Nicholas Dowd, Michelle Kofod, Aleksandr Voninski  
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University of Tasmania: David Sadler, Paul Rigby  
University of Technology, Sydney: Daniel Charlton, Mychel Palamountain  
The University of Western Australia: Milly Ingate, Robert McCormack, Kelly Smith, John Tan  
University of Western Sydney: Jennifer Kline, Julie Lantz  
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Alan Olsen, Strategy Policy and Research in Education (SPRE)

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