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INTERNATIONAL STUDENT RECRUITMENT

Trends Update from ELS American Educational Centers

IN THIS ISSUE:

**ASSISTING
INTERNATIONAL
STUDENTS IN
INDIA AND CHINA**

**ON THE
RECRUITMENT TRAIL**
With Rupert Johnstone

EVENTS
NAFSA Global
Partner Session



ELS® Educational
Services

INTERNATIONAL PATHWAYS

WELCOME

Dear International Educator,

It is with great pleasure that we offer the latest issue of ELS International Pathways' *Journal of International Student Recruitment*, presenting pertinent and useful news, information and statistics relating to trends in international student recruitment.

In this special issue, we focus on our Intensive English Program (IEP) partnerships with the University of Cincinnati, Hawai'i Pacific University and California Lutheran University. In addition, we are pleased to introduce columns on the emerging markets of India and China, a report from the "Recruitment Trail" with Rupert Johnstone and a glimpse into how some ELS students' lives have been affected by intensive English study in the USA.

As in every issue, we strive to offer relevant information that keeps readers informed about news and trends in international student recruitment. ELS International Pathways helps your institution to increase international student enrollment in a variety of ways. Visit www.InternationalStudentRecruitment.org to see the many ways we can assist you in recruiting qualified international students.

Our *Journal of International Student Recruitment* shares the results of our collaborations and offers relevant information on how you too can become more efficient and successful in your international recruitment.

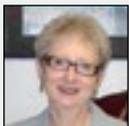


Yours sincerely,



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The UNIVERSITY of CINCINNATI

A Public Research University



The University of Cincinnati hosts 2,939 international students, and nearly 900 are undergraduates: a huge increase from five years ago. China still tops the list, followed by India and Korea; and this year, the university is hosting its first students from Iraq and Oman.

“We expect up to fifty Iraqi students through the Iraqi Initiative by next fall,” says Ronald Cushing, Director of International Services. “Some of these students have already begun their English studies at ELS, and the rest will begin soon.” He added that the visa process has improved over the past five years. “The good news is that denials have diminished, especially for undergraduate students from China. We currently host 388, a significant number for us. However, security clearance for the science and technology fields can still take much longer than usual.”

The University of Cincinnati adopted its innovative international recruiting strategy in 2005. It was developed by Dr. Mitch Leventhal,

founder of the American International Recruitment Council (AIRC). “The council is going strong,” says Mr. Cushing. “We have 200 university members. The AIRC standards and a certification system are in place, which assures quality among our recruiters abroad.”

UNIVERSITY OF CINCINNATI'S PARTNERSHIP WITH ELS

The ELS Center opened in September, 2008, and plays a vital role in the university's international community. Mr. Cushing is pleased with the partnership's sustained synergy. He points to the AIRC and ELS as the twin pillars of its accomplishments in international student

recruiting. “There is no question that hosting an ELS Center has been the centerpiece of our success,” says Mr. Cushing. “Before ELS, we had no Intensive English Program. The ELS global network and worldwide recognition has brought us many students, especially through government-sponsored programs.”

“For the past five years, we have been working intensively to increase brand recognition. U of C offers a top-notch business school, which is our biggest draw for both undergraduate and graduate programs. We also have a highly ranked cooperative education program. Cincinnati has more Fortune 500 companies per capita than any other US city, so we are able to offer many opportunities for students to work and graduate with professional experience. We offer competitive programs in engineering, architecture and design, all of which are attractive to undergraduates.”

For undergraduate admission, UC accepts the SAT as a prerequisite; for graduate study, the university employs several standards with a goal of accurately measuring English proficiency. Completion of ELS 112 (highest level) is accepted. Students may begin attending some university classes once they have completed ELS level 110.

“Student success is of great interest to us, and we are serious about offering top-quality services. The ELS students who continue with us are succeeding, and we are retaining them in our programs.”

CINCINNATI, THE “QUEEN CITY” ON THE OHIO RIVER

This historic city has a metro area population of 2.1 million. Affordable and livable, Cincinnati is celebrated for its vibrant music scene, riverboat cruises and specialty foods, including chili, which has global roots and influence. Residents and visitors can enjoy a free art museum, historic home museums, theaters, symphony, ballet and events year round. The city is home to professional football and baseball teams, and a stellar college circuit, including NCAA basketball. It is no surprise that the Lonely Planet guide ranked Cincinnati #3 among its Top 10 US destinations for 2012!

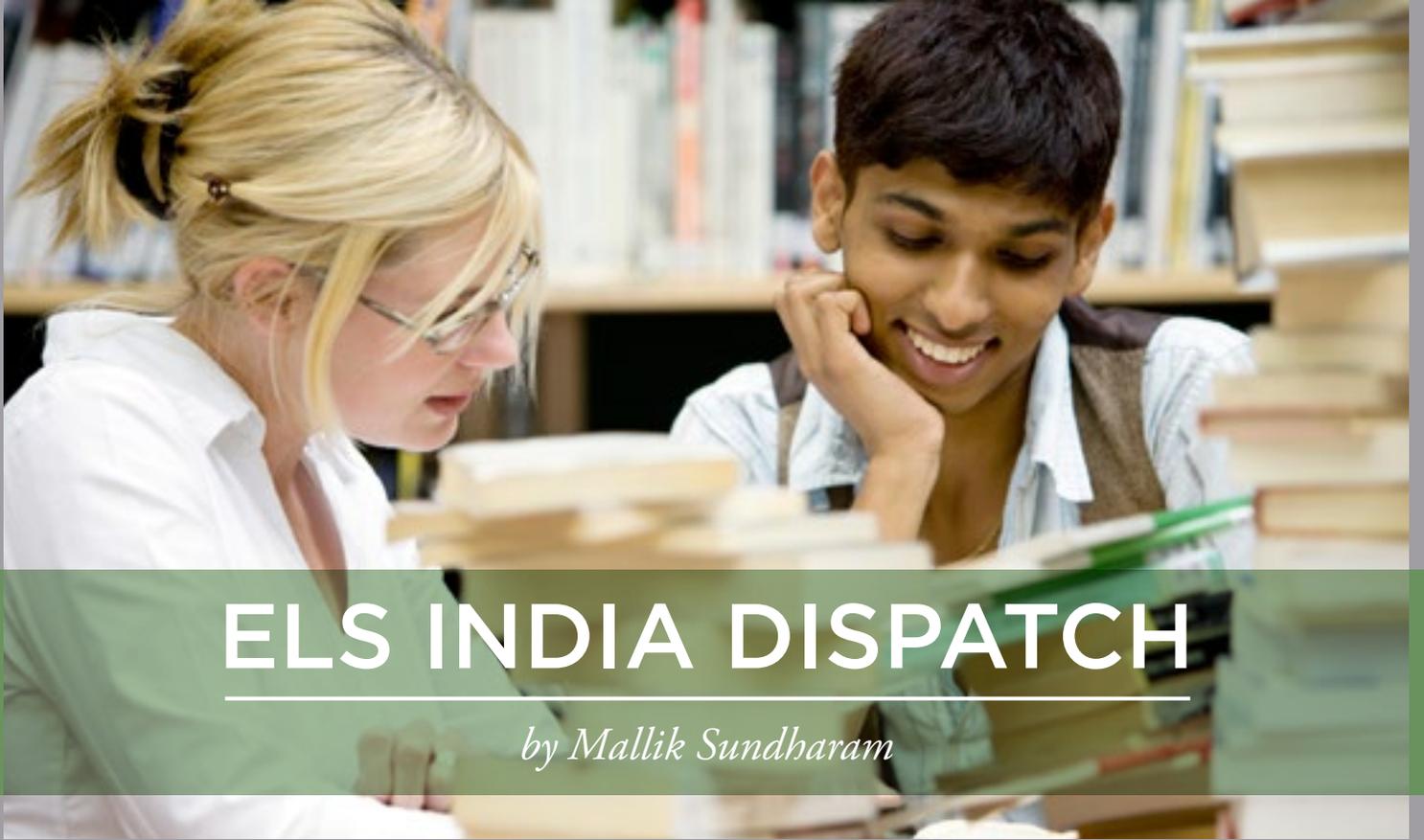


Carol Olausen, Center Director ELS at University of Cincinnati

“Among the many programs that ELS students may participate in, there are University Placement & Admissions Counselor services, including university application/admissions and graduate school workshops, and open-house visits to academic departments.

“We also have an international Admissions Ambassadors Program consisting of UC international students who serve as tour guides for ELS students. ELS hosts monthly lunches to facilitate interaction as well as conversation partner programs and a wide variety of on- and off-campus activities, tours and cultural and sporting events, led by ELS staff and/or UC staff.

“An important addition to our roster is a Student Safety Fair for ELS and all UC international students, coordinated by ELS, which will be a biannual event. Students overwhelmingly felt the seminar empowered them to navigate Cincinnati and the country securely.”



ELS INDIA DISPATCH

by Mallik Sundharam



Warm Greetings from Chennai!

Students from India are traveling to a wider range of study destinations than ever before. The fast-growing Indian economy, an increase in family spending power, the growing competition to enter highly reputed institutions at home, and global exposure of parents and students are direct contributors toward this shift. Even though study abroad is still a dream for many lower- and middle-income groups, we see more students aiming high as the availability of education loans proliferates.

As in many Asian countries, an Indian student's higher education decision is greatly influenced by parents and family members. Country of destination and major choice are predominantly driven by available career choices after graduation. This is evidenced by an increased number of Indian students currently choosing Optional Practical Training (OPT) in the USA, and improved student post-study work opportunities in Australia. Conversely, changes in the United Kingdom's visa regulations that restrict students' ability to remain there after graduation are causing a marked decrease in interest. Likewise with the increased number of multinational companies over the last decade, international education, exposure and cultural adaptability have become an absolute necessity for students to be on the competitive edge for career opportunities.

We also observe a slight increase in the number of students applying to higher-education institutions after a few years of work experience rather than immediately after graduation. With a significant number of multinational companies setting up software development and business process outsourcing (BPO) operations in India, all students graduating

with a bachelor's degree have job offers from which to choose. They gain experience by exploring diverse job functions while saving for higher education abroad, which helps them make informed decisions in the choice of a major for further higher education.

India is a predominantly graduate market, with less than 15% of students matriculating for undergraduate programs. Engineering, computer science, business/management and physics/life sciences are the majors that Indian students prefer. With increased spending power and growing international schools, we expect to see faster growth in students interested in pursuing undergraduate degree programs abroad in the years to come.

Indian students and parents do extensive research on their study abroad options before a final decision is made. In the next issue we will share more about venues where prospective Indian students look for reliable guidance about study abroad opportunities in order to make informed decisions.



Ne hao from Shanghai!

The demand for overseas study remains robust. We have noted a steady increase in the number of BA-bound students, who are getting slightly younger each year. There is an increased demand for undergraduate programs, particularly for business majors.

Savvy students are looking for three key factors: first, the school's reputation at both an institutional and a program level; second, the school's location, features and amenities and, third, its cost.

When it comes to intensive English study, students are looking for pathway models versus discrete offerings. There are many reasons, but foremost is the desire for a clear pathway into a university, which provides a certain comfort level for them and their families. When a student begins to study abroad through an IEP, he or she has more time to make the adjustment to a new life before the added demands of college course work begin, and is equipped with the advanced language and communication skills essential for success.

Not only does the IEP emphasize the four-part language skills and proficiency process (speaking, reading, writing and listening), but it also affords students the gift of time to acclimate to a new environment and learn about the new culture. Advanced students may take a college-level class or two as they prepare. Add in educational field trips, conversation cafes, campus events and relaxed everyday encounters, and the result is a more fully prepared student when the time comes to begin university courses in earnest.

In the next issue, I will share more about the 300+ higher education student fairs that we are attending this year, and the trends we have noted in student interests.

Xie xie!

The **VIEW** *from* **CHINA**

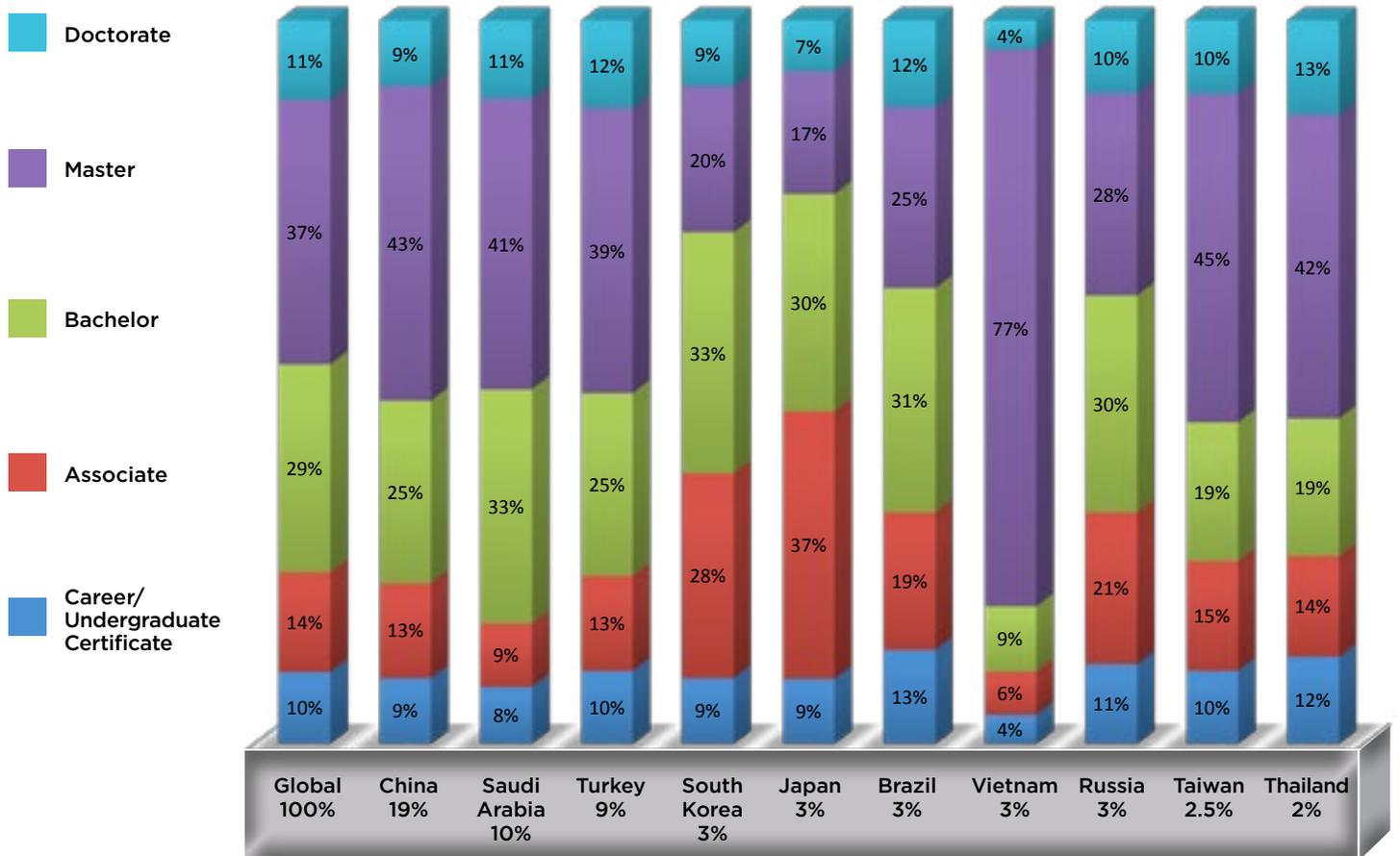
by Jason Schrott



FAST FACTS *and* TRENDS

The following chart represents searches conducted by potential students in the top ten countries. Master's degrees lead the way, but an upturn in searches for undergraduate programs is a promising trend.

Business programs continue to be of the greatest interest, followed by STEM programs (science, technology, engineering and math).





NAFSA GLOBAL PARTNER SESSION

Partnering with Private Intensive English Programs (IEPs) to Support University Internationalization Initiatives

Whether your institution has its own Intensive English Program or is interested in outsourcing, this presentation will provide examples and advice on the many benefits an on-campus IEP can offer. These benefits include internationalizing the campus, recruitment partnerships, acclimation of students prior to matriculation, and the ability to offer collaborative bridge programs.

SESSION DESCRIPTION

This session will explore the many benefits that on-campus Intensive English programs such as ELS bring to their host universities.

1. **Campus Internationalization:** Hosting an IEP enriches the learning experience for all students on the campus, university and IEP students alike. Successful examples of collaboration between IEPs and universities, such as conversation partner programs, international student clubs and activity programs, will be provided.
2. **Student Orientation:** Students attending an on-campus IEP who matriculate at the host university are better prepared for success. This reduces the administrative burden on university international programs offices. Examples of collaboration between IEP and a host university will be provided and include class visitation, concurrent enrollment, housing placement, etc.
3. **Recruitment Partnerships:** Universities interested in growing their international enrollment will be provided examples of the advantages of partnering with their IEP which will include the following:
 - Ability to offer “conditional admission” to otherwise academically qualified candidates helps to provide more pathways and opportunities for students, thereby growing the pool of qualified applicants;

- Sharing of recruitment resources can reduce the financial burden for university partners and allow for enhanced promotion;
- On-campus IEPs allow admission offices to accept students who provide insufficient standardized test results by referring them to the ELS Language Center; ELS will sponsor the student’s F-1 visa as a fulltime student who has not been admitted to the university.

4. **Bridge Programs and Concurrent Enrollment:** Bridge programs and concurrent enrollments permit international students to integrate into campus life at an earlier stage of English proficiency, bringing retention and orientation benefits.
5. A university with a limited budget, human resources or classroom facilities available to provide ESL to nonmatriculated students can obtain these services on a no-risk basis from a third-party specialist “investor” with resources, experience and expertise.

UPCOMING ELS AEC TOUR

The next ELS American Education Centers tour will be held in October 2013. The tour will include stops in Seoul, Xi’an, Wuhan, Shanghai and Kuala Lumpur. While a world of technological advances has changed recruiting efforts, there is still no substitute for being there. ELS tours offer many benefits to university recruiters, including set meeting times, an AEC Center “home base,” travel and accommodation arrangements and much more.

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ELS STUDENT PROFILES



Thanks to ELS, my English has dramatically improved in six months. ELS is not just the place where we learn English. The greatest thing which I have experienced in ELS is the importance of understanding differences. It is not only the differences between cultures but also in each person. The ability to communicate in a common language which we learn is the power to understand this difference respectfully. Language is power. Language is love.

—Go, Japan

I recently graduated from ELS and started the MBA program at the University of La Verne. I enjoyed my time at ELS and am thankful for the help from my teachers, homestay family and ELS friends.

—Bo Liu, China



I was one of the first students at ELS/Thousand Oaks. I finished the ELS program in 2009 and recently graduated with a master's degree at California Lutheran University. I learned a lot of grammar in reading and writing classes, conversation in daily life and presentation skills from ELS. When I studied in the master's program, these English skills were so useful while writing papers, talking with American classmates and giving presentations in class. I have a lot of enjoyable memories from experiences I had while I was at ELS.

—Min-Hua, Taiwan

When I studied in ELS Atlanta, the professors always helped me after class with any doubt that I had, and sometimes they even gave me some extra work so I could have all the right skills to enter college. Now, I feel very grateful toward all of them because I was able to enter Southern Polytechnic State University, and I am now [studying] in Mechanical Engineering.

—Jose, Venezuela



ELS HISTORY *and* MISSION

The internationalization of education has the power to multiply knowledge and creative energy that will improve the quality of life for all humankind. The mission of ELS is to enable international student mobility by creating pathways to help talented international students study in the best schools and universities throughout the world.

ELS's focus is on enabling international student mobility by creating international education pathways, helping talented students study in the best schools and universities throughout the world.

From researching options, to application and conditional admission, to enrollment (Awareness, Evaluation, Application, and Preparation), ELS enables the process of matching international students with the university that best meets their individual needs.

Certified counseling agents assist and accompany students and parents as they choose the right program and institution to match the student's academic objectives and economic means. Additionally, the counselors

play a vital role in assisting the family in their native language, and helping them feel comfortable sending their child thousands of miles abroad.

Accredited English training, combined with academic success skills and cultural adaptation training are significantly more effective (and a better predictor of academic success) than country-of-origin studying and taking a standardized English competency test offshore.

Higher education academic success is further improved by study in a university environment within small Intensive English Program (IEP) Centers. The company of other students from around the world lends a global perspective.

ELS NOW OFFERS THREE OPTIONS FOR OUR PARTNERS:

- International Pathway Center on your campus
- Membership in the ELS Global Services Alliance
- Join the ELS University Conditional Admission Network