

JOURNAL OF

INTERNATIONAL STUDENT RECRUITMENT

Trends Update from ELS Educational Services



The New Pathway: Community Colleges
ELS Introduces the Soft Landing Program
How to Internationalize Your Campus

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.

You'll notice that this issue is in an online format, which we have chosen for its ecological footprint savings and our ability to enrich the reader experience by providing links to articles we find relevant to the issues faced by our college and university partners.

In this issue we describe the growing popularity and benefits of community and junior colleges for international students, and we welcome Africa to our emerging markets coverage. Along with guidance on how to internationalize your campus, we introduce our new Soft Landing Program, a comprehensive approach to facilitating international student transitions. We also proudly announce this year's *Many Languages, One World*® Student Essay contest.

As in every issue, we strive to offer relevant information that keeps readers informed about news and trends in international student recruitment. Please take a moment to subscribe, if you haven't done so already, at InternationalStudentRecruitment.org/SubscribeJournal.

ELS International Pathways helps your institution to increase international student enrollment in a variety of ways. Visit InternationalStudentRecruitment.org to see how 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.

—ELS Educational Services, Inc.



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ELS HISTORY AND MISSION

At ELS, our mission is to enable international student mobility by creating pathways that help talented scholars apply to, attend, succeed, and graduate from the finest institutions worldwide, thus multiplying the creativity, knowledge, and understanding that improves quality of life for all. ELS partners with US higher education institutions to provide comprehensive services that raise awareness about their diversity, programs, and value, while providing a variety of options to our partners – some of which are available at little or no cost.

ELS students pursue a complete range of English and test-preparation programs while benefitting from conditional acceptance to US institutions. Our programs blend academic, practical, and cultural language skills. ELS offers a superior learning environment and tools, including a comprehensive instruction system; unique curriculum; customized, up-to-date texts; and branded language-learning software. We set and achieve established, integral core competency goals and optional skills-enhancement enrichment for each student.

ELS reaches prospective students through a multitude of platforms, including:

- ELS's extensive Web ecosystem, comprising 91 country- and language-specific micro-sites, which strengthens in-country awareness and allows country-specific messaging in 20 languages, including Arabic, Chinese Simplified, Chinese Traditional, Korean, Japanese, Portuguese, and Spanish
- Advertising, social media, recommendations of family and friends
- Worldwide network of 70+ ELS Language Centers, including Australia, Canada, China, India, Malaysia, Panama, Saudi Arabia, and the US
- Qualified study abroad student counselors in 111 countries along with 620 student fairs, reaching more than 222,000 students in 25 countries

- Offices located in Australia, Brazil, Canada, China, India, Japan, Malaysia, Mexico, Panama, Russia, Saudi Arabia, Taiwan, Thailand, Turkey, the UK, the US, and Vietnam

ELS creates international visibility for its university partners. Each year, ELS distributes more than 800,000 customized, partner-approved promotional catalogues in 20 languages to showcase partner institutions. ELS also publishes the annual print *University Guide* (for the US and Canada), with detailed information on more than 650 partner universities. Distributed in 20 languages, the *University Guide* is represented at more than 425 student recruitment fairs in 30 countries each year.

ELS University Partner Services are able to:

- Recruit qualified international students for conditional admission / university acceptance
- Promote via ELS's 2,300 international recruitment offices and ELS Authorized Counseling Agents in 111 countries
- Promote via ELS's core marketing avenues, including websites, brochures, and bulletins; distribute university partner catalogs throughout agent offices, student fairs, and at ELS Centers worldwide
- Provide sales/counseling support in ELS offices located in China, Russia, Taiwan, Turkey, and Vietnam; organize recruitment tours, student fairs, and agent meetings for partner institutions

4 WAYS ELS HELPS:

1. International Gateway programs—joint programs to help students enroll
2. Language centers on campuses
3. Recruitment partnerships
4. Conditional admission

Community College Recruitment Trends

As many in the higher education community recently have noted in the press, interest in attending community colleges as a pathway to a prestigious four-year state university is rising among international students, and many believe it is poised for new growth. Students (and their parents) who, in past years, would never have considered a community college start are now aware of the advantages in attending for two years—and not just for the lower tuition. As interest in community colleges has grown among international students, likewise many community colleges that historically have not had large international enrollments have developed an interest in increasing that enrollment.

CHANGING DEMOGRAPHICS AT COMMUNITY COLLEGES

Not long ago, Japan was the number one country of origin among international students at community colleges. According to IIE's Open Doors Data, in 2006–07, approximately 13 percent of enrolled students came from Japan, and, in that year, China was in seventh place with 3 percent. Spring forward to 2015–16 and China has now become the top origin country for international students with 19.1 percent of the total, while Japan, with its aging population, has slipped to fourth place with just 5.7 percent, behind Vietnam (9.6 percent), and South Korea (7.5 percent).

These changing demographics, which reflect a wide variation among the relative wealth of the top origin countries involved, help to illustrate the range of reasons that students choose to begin at a community college. While low tuition cost remains an important factor everywhere, especially in lower-income countries like Vietnam, rankings-conscious Chinese and South Koreans also have discovered the advantages of guaranteed admission pathways into prestigious universities, such as those available within the California and Washington state university systems.

Without a doubt, the growth of interest among students from China has been the big story in community college recruitment. Community colleges that are active in overseas recruitment now typically spend a lot of time in China. At first, much of this recruitment activity was focused in the Guangzhou area, but according to Kent Guo: "Guangzhou area was the first and remains the largest region of origination with the highest consular-region visa

acceptance rate, but other consular regions are now seeing more applicants, and visa acceptance rates have improved across all of the country, with much of the new growth now occurring in second- and third-tier cities."

Vietnam has also seen large growth, almost tripling its percentage of students at US community colleges in less than three years, becoming the second-largest origin country. Interest among community colleges in Vietnam recruitment has shown corresponding growth.

COMMUNITY COLLEGES ENTERING THE MARKET

For a variety of reasons, including reduced state funding, changing demographics among domestic students, and a growing awareness of the benefits of diversity and campus internationalization, community colleges that heretofore had relatively small international enrollments are now exploring ways to grow their international enrollment and often have ambitious expansion goals. There is a lot of room for growth. According to IIE's Open Doors Report 2016, international students make up just 1.3 percent of total community college enrollment. "We have noted a marked increase in interest among community colleges," says Dean Wright, Director of ELS's University Partner Relations & Development, "in joining the ELS University Conditional Admission Network (UCAN), as well as our community college recruitment tours and joint promotions."

SANTA ROSA JUNIOR COLLEGE

Santa Rosa Junior College (SRJC) is a two-year community college located in Sonoma County, California. Founded in 1918, SRJC is regarded as one of the nation's premier two-year colleges, offering university-level courses. It boasts "academic excellence, superb faculty, comprehensive student services, and excellent facilities."

Sonoma County lies just 60 minutes north of San Francisco in the heart of California's beautiful wine country. Grapes, fruit, farms, fishing, and wine production make this area one of the country's top tourist destinations, attracting seven-plus million visitors per year. In Santa Rosa, the sun shines in clear blue skies more than 256 days a year, and SRJC's location is widely considered to be one of the best in the entire US.



SRJC provides a good example of the change in approach to international student enrollments at community colleges. SRJC identified growth in their international enrollment as a strategic priority for the college in 2012.

“When we began implementing our international student recruitment plan, we served just 75 students. As of Spring 2017, we have grown our enrollment to over 200, and we have an eventual enrollment goal of 1,000 international students. Our membership in the ELS University Conditional Admission Network and the several ELS sponsored recruitment tours in which we have taken part have helped us to grow our enrollment. Although we have ambitious recruitment goals, we have a corresponding commitment throughout our institution to expand our international student support as our enrollment grows.”

—Peg Saragina, Director, International Student Programs

IMPORTANCE OF GUARANTEED ADMISSION AGREEMENTS

There is a reason that community colleges in California, Washington, and Texas make up the majority of the top 40 community college international programs. These states all have well-articulated agreements between state community colleges and state university systems. In many cases, colleges have also developed agreements with private universities. Guaranteed admission agreements, such as the Transfer Admission Guarantee (TAG) system in California, are of particular appeal to international students. Specifying not just courses to be taken for

guaranteed admission but also a required GPA, TAG agreements provide assurance to international students and their parents of the value of the 2+2 programs being promoted by community college recruiters.

One strategy that some community colleges have identified as helping to increase the value of guaranteed admission agreements is partnering with transfer destination universities to offer a letter from the four-year university outlining the terms of the guaranteed admission agreement (addressed to each student, delivered when they apply to the community college). “In China,” says Guo, “such guaranteed-admission-pathway letters are extremely valuable in both reassuring parents and supporting the visa application.”

OTHER STRATEGIES TO INCREASE COMMUNITY COLLEGE ENROLLMENTS

Numerous strategies have helped community colleges recruit international students. Among them are identifying reputable agents, especially those certified by the American International Recruitment Council (AIRC) or ELS; participating in international student and/or agent training tours, such as those sponsored by Education USA, state education consortiums, or ELS; and offering conditional admission through reputable intensive English programs, which can also provide great recruiting grounds, as many IEP students decide on where to study only after arrival in the US.



ELS Introduces the Soft Landing Program

Why do international students stay at an institution, and why do they leave? How can we best facilitate success—and prevent setbacks? Today’s shifting education landscape requires international students to acclimate to their new surroundings more quickly and seamlessly than ever.

The ELS Soft Landing Program is designed to facilitate student assimilation and mitigate culture shock. The 40-hour program is intended for newly matriculated international students and is offered immediately before the first term of undergraduate or graduate study. The program’s principles are suitable for all incoming international students.

THE SOFT LANDING PROGRAM

The program includes topics common to institutional orientations: location of services, campus layout, facilities, and resources. However, the program centers on identifying the social, cultural, and academic issues that may occur—and learning the coping skills needed to overcome them.

Students learn relevant, specific solutions for culture shock and campus safety. They practice effective ways to communicate with professors, which includes the “authority figure” concept, along with how to discuss issues in or out of class (e-mail, etc.). The program also covers social matters: establishing positive relationship boundaries with roommates, cultivating authentic friendships, and creating smart time management and study habits. Students discuss preconceptions, university challenges, and wide-ranging

cultural issues. This introduction and integration into established activities, organizations, and volunteer opportunities helps new students establish healthy ties.

THE KEY IS ACTIVE PARTICIPATION

Through increased self-awareness, students learn to bridge understanding gaps and minimize frustration. Soft Landing encourages students to recognize and give themselves credit for the work they must undertake, because attending school in a new country, especially in a second language, is daunting. To this end, the program’s customized 20-meeting course is designed as a workshop with practical solutions. In-depth and hands-on work on a variety of topics offers the practice necessary to clearly grasp all topics. Learning is concrete and immediate. Students are assigned in- and out-of-class assignments, and the recommended 2.5-hour-lesson time and overall course length can be adapted to fit specific needs. This is an active workshop, including readings, discussions, role playing, and evaluated assignments. Outside work often involves social interactions, followed by in-class reporting to confer about accomplishments. Students improve information-retention skills, build a supportive community, and maximize the benefits of campus resources.



ELS SPONSORS AFRICA UNIVERSITY DELEGATION TO NAFSA

NAFSA's Global Dialogue Fellowship Program unites sub-Saharan African and US university leaders for a dynamic exchange of knowledge and experience.

Launched in 2014, the program pairs an African Global Dialogue Fellow with a US-based Global Dialogue Partner in an ongoing conversation. Each Fellow attends two consecutive NAFSA annual conferences in the US and helps potential partner institutions in other countries better understand African higher education.

"At a certain point, I was thinking that we have challenges or difficulties which you will find only maybe in Africa," says Nadia Nintunze, a 2015 Fellow from Université Lumière de Bujumbura, Burundi," but when I was talking to people, I discovered that they are facing the same challenges. The world is global. This is something that I have discovered via NAFSA."

NAFSA | MAY 28–JUNE 2 | LOS ANGELES

MANY LANGUAGES, ONE WORLD[®] STUDENT ESSAY CONTEST

For the fourth year, ELS, in conjunction with the United Nations Academic Impact, is sponsoring the Many Languages, One World Student Essay Contest and Global Youth Forum, for 2017. The goal of the Many Languages, One World Student Essay Contest and Global Youth Forum is to support global citizenship and cultural understanding as well as recognize the continued impact of the United Nations' six official languages: Arabic, Chinese, English, French, Russian, and Spanish. As such, students must write their essays in their second or third language; 60 winners (10 per language) will be selected to present at the United Nations in New York this July.



Internationalization of University Campuses

Implementing a Successful Strategic Recruitment Plan (SRP)

University campus internationalization is becoming an integral component of university strategic planning that recognizes the essential need for all students to become global citizens fully equipped to compete in the worldwide marketplace. While student recruitment is an important part of institutional internationalization goals, it involves multiple support aspects, for example: an on-campus international student infrastructure, study abroad opportunities, language programs for students from non-English-speaking countries, classroom and cultural preparation, international student support groups, joint/double degree options, student and/or faculty exchanges, research collaborations with foreign higher education institutions, international curriculum integration, and faculty/community intercultural awareness.

According to the IIE's 2016 *Open Doors Report*, total international student enrollment on US university campuses increased to 1,043,839 students in 2016, a 7 percent increase from the prior year. While this represents substantial growth on US campuses, it is marginal compared to the number of international students enrolled at Australian universities, which is currently at an average of 25 percent and, at some institutions, is as high as 46 percent. Globally, exploration and interest among students and parents seeking quality international education and experiences is rising, with great growth potential.

As a strategic recruitment plan (SRP) affects many areas, university leadership must be involved in clearly defining short- and long-term internationalization goals. These vital goals include a stable five-year-minimum SRP that is adaptable, includes measurable ROI, and delineates clear accountability among enrollment management team members.

For more than 55 years, ELS Educational Services has successfully assisted with the process of internationalizing campuses at more than 100 universities around the globe, establishing a large network of 1,700 quality business-to-business (B2B) channel partners and recruitment agents, covering all major markets. ELS has invested in managing and developing its agent network through established in-country offices, employees who provide consistent training/counselor certification for quality control of both the advising process and of information shared with prospective students. ELS has also successfully established a successful direct-to-customer model with recruitment capabilities in many major markets, including India, enabling online and offline direct recruitment functions. ELS language programs are offered at or affiliated with more than 60 US universities. The programs are integrated with the institution's internationalization plan and provide infrastructural support, language learning for students from non-English-speaking countries, and the cultural competencies required to function



successfully at the undergraduate and graduate levels. ELS provides students with exposure to new languages, cultures, traditions, and more.

ELS offers comprehensive experience in successfully establishing strategic recruitment plans for many of its partner institutions and has matriculated more than 1.2 million students. The following highlights ELS and its years of experience operating in vibrant global markets.

DOMESTIC RECRUITMENT VS INTERNATIONAL RECRUITMENT

International recruitment markets are vast and offer significant potential for student recruitment, but each country's recruitment source is varied, lacking a clear, demographically divided domestic recruitment profile that would enable admissions professionals to systematically plan visits around available schedules and meet with potential students from all regional high schools. Beyond recruitment channel considerations, there are many other uncontrollable aspects of the international student recruitment life cycle that determine student flow, including economic and political conditions in-country as well as between source and host countries, visa regulations and limitations, currency exchange rates, and more.

STRATEGIC RECRUITMENT PLAN

Creating an effective institutional SRP begins with an analysis of historical and current international student populations and demographics, which provides a platform

for a logical approach toward the market as well as identification of program interest among international students. This data, along with indications of interest from academic departments looking to recruit international students, will help to create a clear SRP with the following elements integrated:

Market-Specific Products/Programs

Each country is unique. Each has its own demographic and economic characteristics, including varied buying patterns in international markets. Institutions should consider that not all programs are relevant to specific markets and carefully identify programs that garner mainstream interest in each market in order to optimize ROI. Some programs with unique characteristics, such as co-op opportunities, will be of greater interest for students and parents seeking career-based higher education outcomes.

Identify an Institution's Unique Selling Points

Every institution has its own unique characteristics to promote in individual international markets: small class size, student-teacher ratio, an institution's national and regional ranking, whether it's a public or private institution, scholarships available to international students, cost of living, research opportunities, internship opportunities, and many others. Being selective in portraying institutional unique selling points (USPs) while coordinating with market desire will stimulate more prospective student interest than a general presentation of all USPs.

2016 Open Doors® Report Summary

In November, the IIE's 2016 *Open Doors Report* announced that the number of international students at US colleges and universities surpassed one million—a 7 percent increase from the previous year and a new high at 5 percent of the total US higher learning population.

The report also shows that:

- More than a third of international students studied engineering, math, or computer science, and 14 percent pursued OPT, including many in STEM professions; more than three quarters of students in these fields are of Indian origin
- Students from China and India still lead international student growth at 84 percent; Saudi Arabia exceeded South Korea to become the third-largest sender of international students to the US
- The number of students coming to the US from Brazil declined by 18 percent, likely owing to the strong US dollar and the Brazilian government's halt of its Scientific Mobility Program
- International students bring nearly \$36 billion to the US economy (according to the US Department of Commerce)

WHAT ATTRACTS INTERNATIONAL STUDENTS TO THE US

Quality, safety, and diversity of programs continue to attract international students to the US. The IIE has published another report that delineates these findings.

Key findings include:

- 74 percent chose the US as top destination, while 77 percent perceived the US to have a high-quality higher education system
- 78 percent feel the US offers a wide range of schools and programs
- 68 percent feel that the US is welcoming; the US is perceived as safe

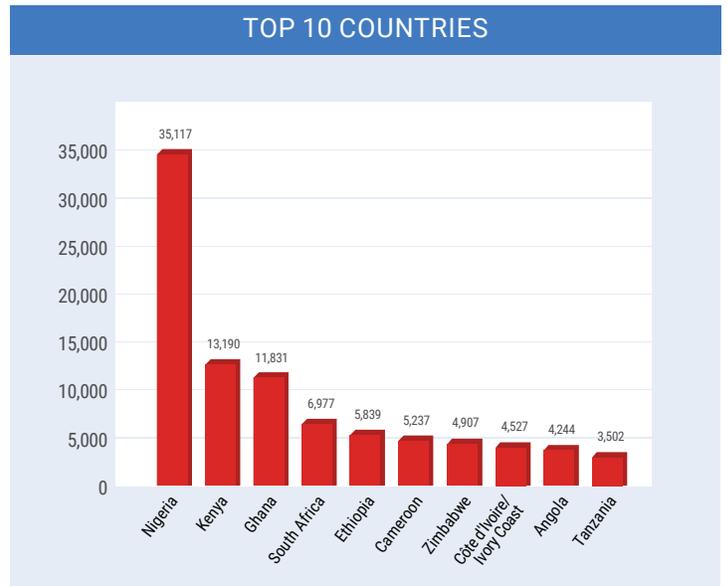
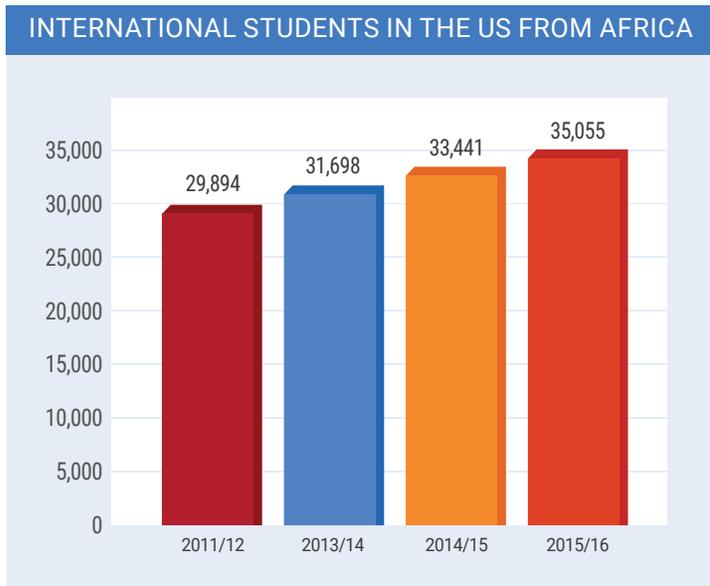
Concerns include high costs and the visa process:

- Cost is the primary obstacle; 62 percent perceived tuition to be expensive
- Concerns about obtaining a visa to study in the US varied by country.

For complete details, [download the PDF](#).

STEADY SURGE IN STUDENTS FROM AFRICA

African students increasingly seek international educations. With a growing population and expanding middle class, the vast continent is giving rise to numerous eager learners pursuing opportunities around the world (see chart and article below).



Africa Rising

In February 2017, ELS ran its first road show for university and community college partners, touring three countries and four cities in West Africa—Lomé (Togo), Porto-Novo and Cotonou (Benin), and Abidjan (Côte d'Ivoire).

The mini tour—hosted with ELS partner schools McNeese State University, Louisiana, and Santa Rosa Junior College, California—was a test for larger events and showed the benefits universities gain by recruiting in West Africa.



Santa Rosa Junior College recently welcomed West African students, a majority Ivorian. Teresa Tope, Outreach Coordinator at Santa Rosa Junior College, notes: “Thanks to ELS, Santa Rosa Junior College currently has 15 delightful students from West Africa, and [after this trip] we look forward to welcoming more to our campus.”

PEER PROMOTION

Many friends of Ivorians studying at Santa Rosa follow their peers’ lead. While social media is gaining traction in the region, there is no more effective recruitment strategy than word-of-mouth: strong, extended family and friend ties mean that one happy student can start a steady flow for years to come.

To open recruitment opportunities in Africa, it is important to remember that Africa is a patchwork of both thriving and struggling nations. The World Bank notes that GDP growth in 2015 across Sub-Saharan Africa dropped to 3 percent, with a further drop anticipated for 2016. Commodity price dips have hit certain nations (Nigeria, Angola, Gabon, for example) particularly hard.

STEADY SURGE

West Africa has recently led economic growth: just six years after its civil war, Côte d'Ivoire achieved average GDP growth of 8.5 percent per year between 2012 and 2015, and, although slowing, growth in 2016 and 2017 is still projected to be 7.8 percent and 8 percent respectively.

Strong growth in some West African markets has led to a significant development of a middle class hungry for their children to escape an underfunded public university system and questionable private universities, by studying abroad.

KEY CONSIDERATIONS

Price: universities that require \$25,000 or less in financial support to issue an I-20 will have an advantage in this market. Institutions with higher financial requirements could benefit by offering well defined scholarships. McNeese State University joined the road show to feature its tuition scholarships for students with qualified GPA, SAT, and TOEFL requirements—its Access Award program certainly captured the public’s interest. **Rankings:** most parents’ general knowledge of university opportunities abroad (with the exception of France) is limited, so rank currently figures low in decisions.

As in any market, obstacles persist in Africa: the low awareness of prospects abroad, spotty tuition reimbursement, and wariness resulting from dubious agents absconding with students’ large application deposits. To counter these issues, ELS has built a network of reliable agents in the region.

Among many reasons to add Africa to your recruitment: the UN predicts that Africa will host half of global population growth between now and 2050—a wealth of untapped talent. ELS Center Directors as well as our partner universities and community colleges give overwhelmingly positive reports on African students, saying they are open, engaging, and motivated to learn.

For more information on opportunities to recruit from sub-Saharan Africa, please contact Simon Gooch, ELS Director of Student Recruitment for Africa, at sgooch@els.edu.

The View from China

We have just welcomed the Year of the Rooster, when loud crowing wakes everyone to a bright, fresh morning.

And we have plenty to crow about: China reported 6.7 percent GDP growth in 2016. Could this be China's new normal? Furthermore, the percentage of Chinese students matriculating to US higher education institutions grew by 8.1 percent in 2016, which is significantly above the global average (see Open Doors Data).

ELS PLAYS ITS PART

ELS China has been in the market for more than 10 years and has established local recruitment teams in seven major cities: Shanghai, Beijing, Guangzhou, Wuhan, Chengdu, Shenyang, and Zhengzhou.

We work with the largest and most reputable agent partners in China, including EIC, JJJ, XDF Vision, Shinyway, CanAchieve, GEA, IAE China, and many more. Our agent partner network covers more than 100 cities across China, and, with six cities of 10-plus million people each as well as more than 142 cities with populations above 1 million, there are many potential students to meet. We encourage US institutions to use our growing network to reach out to second- and third-tier cities and beyond.

US Pathway programs are increasingly popular with Chinese students. ELS not only can work with US colleges and universities on your direct and conditional admission recruitments, but we also help create a successful Pathway program on your campus.

Our partners enjoy a home away from home at the ELS Shanghai campus, which serves as both ELS China headquarters and the local ELS Language Center. Located in Shanghai's iconic French Quarter, the Western-style compound was built in 1922 and was the residence of the former mayor of Shanghai in 1946. It now houses various partner school activities, including recruitment, alumni events, and much more.

LICENSURE UPDATE

On January 21, 2017, China's Central Government issued an executive order to abolish the special license requirement for study abroad consulting. All Chinese companies can now legally enter

agency agreements with foreign institutions, and service agreements with students and parents. We believe this new rule will have a negative effect on agencies and retention of their key counselors.

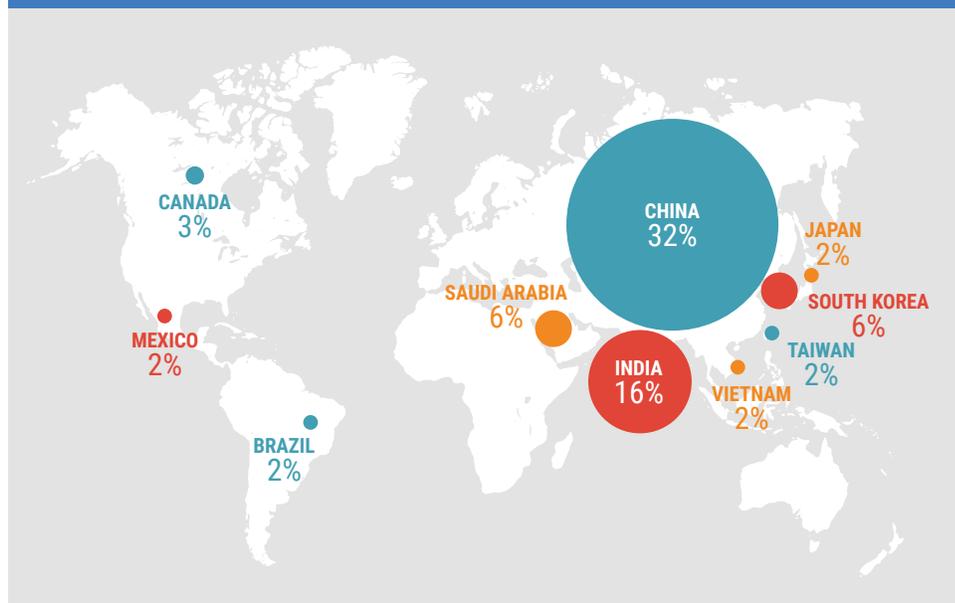
A VIEW INTO THE NEW YEAR

Of course there is uncertainty about the new Trump administration and the UK's Brexit vote; we are seeing increasing interest in students seeking information regarding Australian and Canadian study programs. Students and parents would like more assurance from US colleges and universities—critical, as recruitment in China is more competitive than ever. Additionally, we are seeing more institutional interest since the Saudi slowdown.

GOOD RECRUITING ADVICE: WECHAT NEEDED

All schools need to have a WeChat account to communicate with the Chinese market. WeChat has become the dominant communication and social networking channel in China. According to 2016 data released by the company, WeChat boasts 768 million daily users, half of whom use the platform for at least 90 minutes a day. WeChat has taken over numerous instant message, e-mail, website, and social networking functions, and many start-ups use public WeChat instead of a website. Bill Gates opened his official WeChat account in February, and international celebrities increasingly use it.

Top Ten Places of Origin of International Students





India Dispatch

Recent discussions with students about studying abroad reveal recurring interest in space research and leaving the constraints of traditional Indian society. The Web has made science fiction and other cultural ideas more accessible to tech-savvy Indian students, but realizing the dream of an advanced future is only possible with a US degree. The 2016 *Open Doors Report* highlights 25 percent growth among students of Indian origin studying in the US in 2015–2016, contributing \$5.01 billion to the US economy: 11.6 percent undergraduate, 61.4 percent graduate, 1.5 percent other, 25.5 percent OPT. These students seek access to cutting-edge technology and skills and advanced theoretical perspectives.

CURRENT CLIMATE

The Trump administration's immigration policies are a concern to students seeking a progressive future. Any changes to F-1, OPT, or H-1 visa policies will affect planning for thousands in India applying for 2017–18 visas. Nevertheless, the potential of English-speaking Indian students to contribute to the US economy, especially in the highly specialized skills segment, suggests that students will continue to pursue their aspirations in the US.

With the launch of our Elite Counseling package in 2016, ELS has also seen applications to Ivy League institutions more than double versus previous years. Elite students typically target the top 30 US institutions. They have more socioeconomic mobility, which allows nuanced competitive advantages in the highly selective admissions process. The low-acceptance rates at prestigious Indian universities, such as the Indian Institutes of Technology, remove them from consideration for many undergraduates. This, combined with a tenfold increase in schools offering international curricula, including International Baccalaureate, Cambridge International Examinations, and Edexcel, families are opting for foreign degrees. ELS India guides these students with extensive

profile building, periodic assessment, counseling, admissions, and visa services to realize their education aspirations.

ELS NAVIGATION

Led by a team of internationally experienced professionals, ELS India facilitates early career Pathway guidance through school seminars. As students chart their objectives, we guide them through our innovative unbiased counseling approach—a collaborative, student-focused process rendered in stages, including 40 hours of personalized counseling on study abroad assessment, university shortlisting, applications, visas, predeparture plans, and other issues. We don't limit our recommendations to only partner universities; rather, each counseling session focuses on students' objectives and goals. Our sophisticated ELS Training, Assessment, and Certification program allows our counselors to provide relevant academic and cultural guidance. Interaction with our certified counselors gives students the skills to integrate into a globalized economy.

ELS India has provided educational pathways to hundreds of students, helping them matriculate to 130-plus colleges and universities in Australia, Canada, France, and the US, with services extending to Malaysia and Germany. ELS India continues to keep pace with industry demands and provides guidance to increasing numbers of students through innovation, dedication, extensive research, and knowledge sharing. In 2016, The Associated Chambers of Commerce and Industry of India and the Ministry of Education and Human Resources awarded ELS India the Excellence Awards 2016 for Best Career Counseling Services. We continue to adapt and change, overcoming new challenges in a competitive global industry, and remain committed to our students in their quest to achieve academic excellence.

Around the World and What's Ahead

BREXIT SIGNALS NEW DESTINATIONS FOR INTERNATIONAL STUDENTS?

As reported in *The Independent UK*, Great Britain's new Prime Minister Theresa May has signaled that she may **further limit immigration and visas for international students**, making it more difficult for both EU and non-EU students to matriculate there.

The *Times Higher Education* reported that a significant number of EU students attend higher education institutions in the UK: "There were 78,845 EU-domiciled undergraduates at UK universities in 2013–14, making up 4.5 per cent of total numbers, according to figures from the Higher Education Statistics Agency. And there were 46,455 EU-domiciled postgraduates, equating to 8.6 per cent of total numbers." These statistics do not include non-EU international students.

Although Prime Minister May and her supporters point to 20 percent of students overstaying visas as a problem, professors, administrators, and business leaders are concerned for the long-term losses to study and research, as described in this **commentary** from *Inside Higher Ed*.

The Brexit vote could also spell changing times for British business schools' student enrollments, faculty, and staff as well as the long-term hiring practices of London financial institutions. **According to *The Economist***, "A report [published] earlier this year by PwC, a professional services firm, estimated between 70,000 and 100,000 jobs would be lost in Britain's financial sector by 2020 were it to leave the EU. That matters because the City [of London] is a huge draw for newly-minted MBAs. Consultancy and professional services are also likely to be affected by Brexit says Moody's, a rating agency."

The *Wall Street Journal (WSJ)* **noted few changes for EU students matriculating to UK higher education institutions** (subscription required), but that could change dramatically in the coming years. The *WSJ* has launched a "Brexit and Beyond" daily newsletter.

MORE U.S. STUDENTS STUDYING WORLD LANGUAGES

Millions of US students will never have the opportunity to study abroad. By encouraging domestic students to study a

language other than English, opportunities expand as they interact, mentor, and volunteer with international students, exchange language skills, and create lifelong bonds.

The *NAFSA publication *International Educator** offers a profile of **American students who are studying Chinese**. At Pittsburgh's Carnegie Mellon University, **45 percent of students** study a second or third language despite no campus-wide requirement, aware that it will positively affect their professional and personal lives.

"B" SCHOOLS OF THE FUTURE

Are MBA programs changing with the times? For perspective, read these observations from *The Economist*. Some believe that **specialized MBAs** are falling out of fashion and **broad spectrum programs** can be more effective. The magazine also published a **current ranking of MBA programs**.

THE VALUE OF HUMANITIES COURSES FOR STEM STUDENTS

Critical thinking, obtained via history, language, and literature courses, fosters success in the STEM fields, **posits author and mathematics professor Neal Koblitz**.

COLLEGE TOWNS HELP TO REVIVE STRUGGLING COUNTIES

Could college towns serve as an antidote to regional economic malaise? The *WSJ* **profiles some success stories** [here](#) (subscription required).

EMERGENCY READY? GUIDANCE FOR UNIVERSITY ADMINISTRATORS

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ELS Prepares Students and Institutions for Success

The New Future for International Students

BY DIALLO NIKITA

Welcome to every student who wants to study either in California or anywhere in the US. You can pursue either the TOEFL® or ELS. I recommend all new international students study with ELS: it's fun. For international students, it is a new step toward finding their life's route and what they want to do. I'll tell you the story of my life in this beautiful Center, and how it allows me to study hard.

ELS is a huge Language Center company that has Centers everywhere in the world. Their goals are to help students be comfortable with their environment and to allow them to study in a college or university. My Language Center was in California—in Cupertino, which is a small city with activity and diverse cultures. The day I started, I was lost and afraid to talk. Every student was shy to speak but I was happy to meet new students and new teachers. I did a test, and the first opinion that one of the teachers gave me was kind. She allowed me to not be shy and to speak and spread my motivation. The next day, I went to see my result and started in level 106. ELS has 12 levels starting from level 101 to level 112+.

The teachers were very motivated to teach, and we could see this motivation. They have experience and just want

students to learn something from them—they create activities where students learn while having fun. I think that this a good experience in life: to know more than what you did. I did my best to work hard. When I retook my level 106, I was sad and demotivated to work, however, my teachers told me to be confident and improved my listening, which was my weakness. At the end, it helped me: I passed all the levels, and I'm still studying. Moreover, one of the supervisors, Anna Iskandarian, made many activities for us, such as travel to San Francisco, a tour by bus, a trip to Santa Cruz (which had best beaches around the Bay Area), and activities in the park and near the Center.

ELS has a good influence on students. They have both the ability and experience to teach students, while having fun. I passed all the levels, completed my level 109, and started at De Anza College. Students who want to go to college or university are able to go easily with requirements and documents to fill out and submit. I thank all ELS and teachers for allowing me to be a man and realize that the world involves study and fun and that there is a connection between them. It is a big family, and I really appreciate all my sessions there, being a part of them, and socializing.

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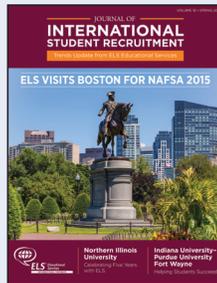
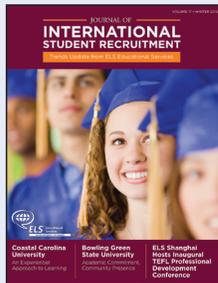
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For further information on how ELS can help with your international student recruitment, visit InternationalStudentRecruitment.org.

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