

Journal of

International Student Recruitment

Trends Update from ELS American Education Centers

Finding a Home in Clemson

Bridging the World at Roger Williams

**AEC opens in
Beijing**



ELSAEC
American Education Centers

Volume 4
Winter 2010



WELCOME

Dear International Educator,

We are very pleased to offer the fourth issue of ELS American Education Centers' *Journal of International Student Recruitment*, presenting useful news, information and statistics relating to trends in international student recruitment.

For nearly half a century, ELS Language Centers has worked in cooperation with colleges and universities to recruit students from around the globe to study English on campuses throughout the USA. ELS works closely with international admissions officers, student advisors, deans and provosts keen to develop programs of study to accommodate the needs and interests of international students. We strategize with those partners to make these opportunities known to prospective students in key markets from Asia to Europe, Latin America and the Middle East.

There are a variety of ways ELS can help your institution to increase international student enrollment: you can choose to host an ELS center on your campus, participate in the ELS UCAN (University Conditional Admission Network), or join the ELS American Education Centers. You can benefit from worldwide promotion through localized promotional materials in-country, qualified counseling agents, and via heavily trafficked websites that qualify and inform potential students, worldwide.

In 2007, ELS founded the first American Education Center in Shanghai to provide a platform for US universities to promote themselves throughout China. Our centers assist partner institutions in establishing relationships with educational counseling agencies, study abroad agencies, high schools, and universities and foreign government sponsored scholarship programs. ELS currently has American Education Centers in China, Vietnam and Turkey.

The ELS American Education Centers continue the dissemination of information 365 days a year using our international recruitment network of 1,000+ ELS authorized counseling agents and a virtual network of interconnected websites in foreign countries and local languages to make key information available to international students, in their own language, in print, on the web, and in person.

Each year, ELS has brought hundreds of student advisors to the USA to tour university campuses, meet key faculty and administrators and learn about each school's programs. The American Education Centers have provided recruitment travel grants to both public and private universities. The grants have made it possible for representatives of more than 50 universities to recruit in multiple cities of China as well as in Korea, Taiwan, Japan, Thailand, Turkey and Vietnam. The AEC will continue these grants in 2010, allowing universities eager to globalize their enrollment to promote their institutions -- even when their own budgets do not permit.

The *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,



Mark W. Harris
President & C.E.O.
ELS Educational Services, Inc.

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ELS history & mission

ELS has carried out its multifaceted mission for nearly fifty years: attracting talented international students to study English across the United States, preparing them for university study and offering guidance to students and families as they search for the institution that best meets their needs.

These students are vital to a greater understanding of a complex world, to diplomacy, world peace and to both the domestic and the global economy. As an integral part of that mission, ELS partners with American higher education institutions to provide unparalleled access. Its comprehensive services raise awareness about the rich diversity of US colleges and universities, whether large or small, public or private, in rural or urban settings. ELS provides a variety of options to partner institutions, some of which are available at little or no cost.

Students are able to pursue a wide range of English and Test Preparation programs, as well as conditional acceptance to US universities and colleges via our ELS University Admission Services.



ELS offers a superior learning environment and tools that include an all-inclusive instruction system with a unique curriculum, texts and branded language-learning software. The detailed course of study is based upon accomplishment within established core competencies that are integral at all levels. Students may also pursue skills enhancement courses once they have completed core study within a given level. ELS demystifies the process of coming to the US to study and assists in all its aspects, including securing suitable housing and bridging cultural differences.

Our strategic partners enjoy multiple AEC member benefits

- A permanent recruitment base in China, Turkey, and Vietnam, which also provides a base for alumni gatherings and a base for visiting faculty
- Presentations to prospective students
- Counseling Agent training
- Dedicated representation at student recruitment fairs by AEC employees
- Ongoing access and communication to ELS AEC' worldwide network of 1000+ authorized ELS Counseling Agents
- Assistance in meeting and evaluating prospective sister schools
- Member institution featured in the ELS' USAUniversityGuide.org website and annual university guide
- Participate in annual recruitment tours, including:
 - Workshops with authorized ELS Counseling Agents (screened, trained and qualified by ELS)
 - Up-to-the-minute market briefings from US Commercial Service and Consulate officials
 - Student recruitment fairs
- Display of your materials in ELS AEC libraries and distribution among ELS Counseling Agent network
- Assistance with in-country travel, hotel reservations, meeting arrangement, schedule planning, and communications
- A one-stop solution for your short-term study-abroad groups including classroom space, scheduling, meeting space, travel and hotel arrangements
- Assistance with producing localized promotional materials in-country, at great savings to your institution

“Being an AEC member has proved to be a valuable international recruitment tool for Saint Joseph’s University. All of the staff at Shanghai AEC have been helpful in preparation and organization before, during, and after recruitment travel to China. They have assisted with meeting arrangements and promotion of local events, all of which have been held on the AEC campus with the support and assistance of the local AEC staff. As an organization in Shanghai that partners with American institutions of higher education, the networking opportunities with Chinese higher education professionals, as well as other colleges and universities in the United States, has been a true asset to recruitment efforts. In addition to expanding opportunities for off-campus recruitment, the AEC has helped to bring higher education professionals from China to the United States, visiting AEC member campuses, familiarizing these professionals with the benefits each college or university has to offer. The benefits of the local support while recruiting in China, overseas support from the AEC while on one’s college or university campus in the United States, and the opportunities for networking that the AEC provides to member institutions are invaluable and have dramatically helped increase our recruitment opportunities within China as well as overall knowledge about the local education system and culture.”

Rachel Johnson

Assistant Director of International Admissions
Saint Joseph’s University

A COUNSELING AGENT’S PERSPECTIVE

“The April 2008 ELS Famtour really gave me a very good opportunity to experience the university campuses, and meet and talk with university faculty members. This allowed me to understand the opportunities for Chinese students to receive higher education in the U.S. During the tour, I visited many universities which may not be on the rankings but they are actually very strong on academics and provide students with extra values.”

Sunny, Zeng Xiao Min

Education Counselor
EIC Group Guangzhou Headquarters



Clemson University

Clemson, SC

Well-respected Clemson University is nestled in the bucolic South Carolina hill country. As part of its mission as a renowned research center, Clemson seeks top graduate students from around the world. The university earns high marks in numerous surveys. Clemson recently became an ELS host institution.

Samuel Tristam Aldridge, Director of Admissions and Recruitment for Clemson's Graduate School, is clearly proud of this Masters and PhD granting university. Its well-known graduate programs in engineering, computer science and other disciplines are seeking the finest students. "Our graduate students are hand-picked to work with expert faculty in research areas, so the best possible fit is necessary." This is particularly important as the university is looking to expand its PhD programs. Tristam is in charge of recruiting these leading students, the majority of whom hail from India, China and South Korea. (A total of 96 countries

are represented on campus.) Clemson's new partnership with ELS is particularly helpful. Tristam has participated in several international tours and found the AEC experience to be

worthwhile. "The ELS network of thoroughly vetted agents has been infinitely helpful. Our task is to build an 'information bridge' between the university, agents and students across the globe." "Benefits to the student include financial feasibility,"

“Our task is to build an ‘information bridge’ between the university, agents and students across the globe.”

Tristam notes. Unlike many programs, Clemson is able to offer assistantships to some international students and the area's cost of living is competitive.



Samuel Tristram Aldridge,
Director of Admissions and Recruitment
for Clemson's Graduate School

ACCLIMATING TO UNIVERSITY LIFE

According to Louis Bregger, Associate Director of International Student Programs at the Gantt Center for Student Life, international students may be drawn to the Southeast's mild weather, but they **find a home at Clemson**. It offers superior quality of life, which comes as a happy surprise to those who hail from mega-cities. The restful "Main Street" atmosphere of Clemson (population 12,000) offers fresh air, safe streets and the most comprehensive free university transit system on the East Coast. Scientist magazine ranked Clemson #1 for Quality of Academic Life in its 2008 survey.

Louis is responsible for international students from their arrival, beginning with a comprehensive orientation. He and his caring staff work with students to form new bonds, which eases the transition and places the focus on study. Volunteer one-on-one support with an American student is available. The tireless efforts of numerous micro international student organizations provide networking opportunities to incoming students while assisting with foreseeable life issues such as housing and homesickness.



CLEMSON AT A GLANCE

Total Enrollment:

19,111

International Student Enrollment:

1,245 OR 6.5%

Countries Represented:

96

Graduate/Professional:

3,459



“Town and Gown” and Old Time Fun

Louis Bregger is enthusiastic about utilizing the incredible resource that international students provide. Through year-long programs, students, the university community and Clemson town residents get to know each other by sharing culture. Students are invited to speak in elementary, middle and high schools, which broadens the reach of the program.

According to Louis, Larry Abernathy, the mayor of Clemson town and a professor at the university, is a fervent international

program booster. Mayor Abernathy serves as the Master of Ceremonies for the international children's talent show each year.

For fun, students have the opportunity to camp in the magnificent Great Smoky Mountains and enjoy the magnificent fall foliage. Many are first time campers who learn to pitch tents and cook outdoors.

They may also visit historic Charleston. Many students participate in festivals that allow them to share the foods, music,

song and dance of their homelands. One sweet event this fall was a “World Bazaar” that features desserts from twenty-four nations. A highlight of the larger, outdoor International Festival (held in Spring 2009) was a dance by an authentic Masai warrior—who happens to be a grad student in the Parks, Recreation and Tourism Management program.

It is this lively blend of formal and informal educational opportunities that make Clemson a unique place to study.



Assisting International Students

Roger Williams University has come a long way from its humble beginnings as a junior college founded in 1956. Before that the school operated from 1919 under the auspices of Northeastern University when Northeastern founded a satellite campus in Providence. In 1992, Roger Williams became a full-fledged university. Today the school, located on scenic Mt. Hope Bay in Bristol, Rhode Island, boasts 3,800 undergraduate and 850 graduate students in 36 liberal arts majors and five professional schools, including a reputable architecture program and the only law school in Rhode Island. For 2010, Roger Williams University ranked seventh in 64 colleges and universities under US News and World Report's category of Best Baccalaureate Colleges of the North.

We talked with Wesley Roy, Associate Director of International Admissions, about the school's foreign students.

What percentage of your student body comes from overseas? Which countries send the most students?

Five percent; the two countries that send us the most students are Saudi Arabia and Turkey.

Are there students coming from 'new' countries?

Yes, in the early 1990s we started recruiting from India and China and these countries are currently on the rise with our international students.

Does your university have an official policy for recruiting foreign students and could you fill me in about it?

Roger Williams University actively seeks out international students. Our Learning to Bridge the World programs through our Spiegel Center for Global Initiatives provide outreach to international students.

What were some of the challenges you faced from faculty, students, alumni or others within the administration or the community in encouraging foreign students to apply to your school?

The administration is absolutely supportive. Faculty members offer to help when they travel. Our high school visitation program also provides opportunities to make connections for international students because it is costly to continually send admissions officers to recruit prospective students.

What are the greatest social/educational benefits in having foreign students on campus?

International students and American students both really benefit. We live in a global world. Through connections with multinational companies, we realize how global the university is -- diplomacy is built

through higher education and strong ties between Americans and people from other countries. Our students are familiar with working with foreign students and, consequently, develop a larger and more sophisticated world view, which, in turn, is attractive to their future employers.

What are the financial benefits/drawbacks?

Students find that with the global economic crisis it's often difficult financially to afford a private university. Since many international students are at the top of the socio-economic ladder, they don't qualify for US financial aid. The silver lining is that we've been able to increase financial aid for US students.

What are the biggest barriers to recruiting and integrating foreign students?

Culture is part of the challenge. We have students from 48 countries. Rules and regulations are sometimes hard to understand as is preserving their customs. They know this going in and they want an American experience. English sometimes is an issue; for that reason we offer a full acceptance as well as a bridge program including ESL training. Direct (full) admission can pose a problem where there are too many students from one country, which we call the cluster effect. The days of 9/11 are long gone but some student issues remain: they still ask themselves, will I fit in? Will people like me?

If you have graduate programs, what impact do you see from having foreign undergraduate students?

Roger Williams offers a handful of graduate programs made up of less than 1% of foreign students. The Masters of Architecture program and School of Law are most popular among them.



Interview with Wesley Roy,
Associate Director of International Admissions
Roger Williams University, Bristol, RI

ROGER WILLIAMS AT A GLANCE

Total Enrollment:

4,650

International Student Enrollment:

134 OR 5%

Countries Represented:

48

Graduate/Professional:

850

The aftermath of 9/11 made it more difficult for foreign students to apply and receive visas to study in the US. Have you seen improvements more recently in Homeland Security's handling of foreign student applications?

In the aftermath of 9/11, students turned to the UK and Canada for visas. The US is #1 in higher education. We are climbing back after those first years; more schools are out there recruiting. Homeland Security and its regulations are now more sophisticated.



Do you have any experience working with foreign embassies to help bring their students to your school?

Once a year, I travel to DC to create new relationships with the embassies, to bring name recognition to the embassy consultants.

Many other countries work with educational counselors, who function in some ways as travel agents, to recruit students to schools in their countries. How do you feel about working with counselors?

It's on a case by case basis. In some countries, students feel the need to work with a consultant. Some cultures can process applications themselves, without a consultant.

What changes are you seeing in expectations for student housing, amenities, etc. and how are there issues particularly relevant to foreign students?

The founding principles of a university is that it has to have social, cultural and academic structures in place, otherwise students are not going to stay. We offer many student organizations: model UN, multi-cultural student union, international education weeks, programs centric to culture and language group. We have international student floors in dormitories, an airport pickup program. The dining hall is very accommodating to different cultures, during Ramadan, for example, and bringing in new recipes from cultures on request.

How did you decide to work with ELS? What are some of the advantages you see from this collaboration?

The start of that collaboration pre-dates me. I know, though, that ELS has an amazing reputation worldwide. They recruit quality students.

ELS recently opened the American Education Center in Shanghai to assist in all aspects of bringing foreign students to the US. Are you aware of its services and if so, what do you think of them?

I have a trip planned to Shanghai in the spring. I will get to know them more then.

Do you have any other comments on the foreign student experience?

Students are students. Many students have similar needs. Our school does a good job in stopping and taking time to listen and "bridging the world," as we say here.

On the rise in popularity and its number of foreign students, Roger Williams University maintains a solid "bridging the world" philosophy in recruiting its international student body. The school provides various structures on campus, with which the administration assists, in order to entice international students and keep them. While the majority of foreign students (5% of the total student population) now at RWU come from Turkey and Saudi Arabia, the school has an effective recruitment policy going forward to attract students from China, India and "new" countries.

Local Flavor

You wouldn't know you were in the smallest US state in the union as a student at Roger Williams University – there is so much to see and do! Situated in the center of Rhode Island, RWU has easy access to cultural activities in Providence and Newport, including the famous Newport Jazz Festival and Folk Festival every summer. Providence, the state's capital, is alive with artistic and historical events year-round, thanks to institutions such as the Rhode Island School of Design (RISD) and museum,

Brown University and the Athenaeum, a library and cultural center opened in 1838. Much of the East Side of Providence has been preserved as a historic landmark, dating back to the colonial period. In fact, it was Roger Williams, the university's namesake, who founded Providence in 1636, and Rhode Island eventually became one of the 13 original colonies.

Newport is known for its glorious beaches and magnificent Newport

Mansions now open to the public, previously owned by some of the wealthiest industrial families of the Gilded Age, like the Vanderbilts. The city's Cliff Walk offers a breathtaking view of the ocean and the mansions as it winds its way around the well-manicured shoreline. Newport is also home to many of the world's top sailors and, for many years, to the America's Cup race. Its quaint bars and seafood restaurants on the wharf attract college students from all over.



ELS LAUNCHES AMERICAN EDUCATION CENTERS IN BEIJING

Boasting the “largest higher education system in the world,” China remains a thriving and ever-expanding market for US higher education and English language training. To meet this rapidly growing demand and to facilitate and support your institution’s recruiting efforts across the country, ELS has opened an American Education Center in Beijing. An additional support center was opened in Guangzhou in May 2009, and two other centers are scheduled to open in Shenyang and Chengdu in 2010.

In 2009, there were more than 98,500 Chinese students studying at US institutions, a 21% increase over the previous year. And the number of Chinese students studying in the US is expected to exceed 100,000 in 2010. China is the second leading country of origin for international students in the US, only surpassed by India.

Factors that help fuel this boom, which shows no signs of subsiding, include China’s increasing wealth, greater access to technological tools that make it easier for Chinese students to learn about US schools, and relative ease for students in obtaining visas.

“In a culture that emphasizes the central importance of family and education, parents aspire to provide their only child with a distinguished educational experience...”

has been a significant increase in the number of undergraduate students. The number of student visas issued by the US to Chinese students has also increased dramatically in recent years and continues to grow.

Located in Beijing’s Chaoyang district, a short distance from Tiananmen Square, the ELS American

Education Center offers its university partners a wealth of resources and support for Chinese student recruitment utilizing state of the art facilities. Members have their own international

Education Center offers its university partners a wealth of resources and support for Chinese student recruitment utilizing state of the art facilities. Members have their own international

In a culture that emphasizes the central importance of family and education, parents (and grandparents) aspire to provide their only child with a distinguished



MEET THE TEAM

ELS AMERICAN EDUCATION CENTERS MANAGEMENT TEAM

ELS AEC – China

Dan Plaut, Managing Director

Dan Plaut began his career with ELS more than twenty years ago, in Taiwan in 1987. Prior to joining ELS, he was a Peace Corp volunteer in the Philippines. Dan often jokes that living in Taiwan was the “longest six months of his life.” He had initially planned to stay for only half a year, but ended up spending seven years there during which time he wore many hats: instructor, teacher trainer, academic director and director of operations, responsible for eight schools and 300 teachers.

Returning to the US in 1994, Dan continued to direct ELS centers, spearheading ventures in several cities across the country and was an academic director in Oklahoma City. As director of ELS/Denver for eight years, which was associated with Regis University, Dan established a new ELS Center at Johnson & Wales University. He

also opened and directed the ELS Language Center at Idaho State University before returning to Asia. In 2007, Dan relocated to China, playing a central role in establishing AEC in Shanghai, developing market entry strategies,

selecting a site, meeting licensing requirements, securing partnership opportunities, and developing marketing strategies.

Fluent in Chinese, Dan believes when you live and work in another country it is important to understand local culture and customs and always be mindful of the way cities, regions, and countries perceive and relate to the larger world. He loves the diversity and richness of Chinese culture and food.

Dan finds living in China to be a “challenging, interesting, and fun”

experience. He is excited to be directing the “only US

ELS center outside of the US in the world.” ELS is the first organization of its kind to “provide services and a bridge between US institutions and China, no one else can.” China is one of the world’s largest and most competitive markets, with high barriers to entry which can often pose obstacles, but Dan welcomes the challenges with a high level of enthusiasm and determination.

The Chinese have a favorable perception of the US and Sino-American relations are at their most cooperative level than at any point in recent memory. As global economies become increasingly

“As global economies become increasingly interdependent, China and the US need each other and must understand one another more and more.”

interdependent, China and the US need each other and must understand one another more and more. Dan thinks there is no better way to do so than as a student. With a competitive job market in China, English

language skills are becoming increasingly important, and almost always, a degree from the US is an assured path to a more lucrative career path. Dan believes the Chinese are a practical people whose culture emphasizes the importance of education. They view “education as a good insurance policy, particularly education in the US.” Parents believe it is important to provide their only child with the most advantages they can, which includes an education in the United States.



recruitment office in China’s capital and a team of AEC professionals providing year-round recruitment support.

The Center offers a multitude of services for individuals and academic institutions interested in building and growing relationships and learning partnerships. Services include counseling for agents, support for university partnership activities, assistance in meeting and evaluating prospective sister schools, and conducting workshops and presentations to prospective students and parents. The Center can also assist with in-country logistical arrangements during your institution’s visits, offers a one-stop solution for short-term study abroad groups, and assists with producing localized promotional materials in-country. ELS organizes recruitment tours of China including agent workshops and briefings by US Commercial Service and Consular representatives.

The American Education Center offers expertise and effective support to your institution in its recruiting efforts. With locations in China’s most cosmopolitan cities, ELS AEC is well positioned to meet the rapidly growing demands of US institutions of higher education for access to China’s most-talented students and researchers.

■ | SNAPSHOT

In 2008, China was the 2nd largest source of international students studying in the US

Undergraduate	26,275	26.7%
Graduate	57,452	58.5%
Other	6,296	6.4%
OPT	8,212	8.4%
Total	98,235, an increase of 21.1% over last year	

Source: Institute of International Education, Open Doors 2009

ELS AEC provides sponsorships to Building Partnerships in Higher Education: Opportunities and Challenges for the US and Vietnam, an annual conference organized by the US embassy. American and Vietnamese educators come together to discuss how best to accomplish three key education goals: creating private and foreign American-style universities in Vietnam; promoting the development of Vietnamese universities and colleges; and increasing the number of Vietnamese studying in the US.

ELS AEC – Turkey

Carl Holtman, Director of Client Services



Istanbul Comes to America

In an increasingly global society where diversity and new paradigms of thought are not only welcome, but also necessary, study-abroad programs have become major sources of talent and fresh ideas. ELS AEC has launched a new recruiting center in Istanbul, Turkey (recently named joint European Capital of Culture for 2010). Turkey increased study-abroad numbers to the United States by 10% last year alone. This increase is the largest since 1980 (opendoors.iienetwork.org).

Why are so many Turks coming to America? For one, 36 million people in Turkey are under the age of 30; that's half the population. Carl Holtman, Director of Client Services for ELS in Istanbul, said: "There's not enough space in Turkish universities, so there are a lot of really good students that will contribute to an American university." He went on to say that through "foreign language department workshops, ELS has given the teachers the power to guide the students." This guidance seems to be leading more and more talented students toward US schools.

After operating his own successful consulting and recruiting business for two years, Carl joined ELS because he "believed in their cause and what they wanted to do." He said they had a "real presence on the ground" and he "saw the light." With the pool of domestic

students declining, Carl says, it's a natural progression to reach out to other countries. Most foreign students live on campus, quickly assimilating themselves into their new environments; they've proved eager to study abroad and don't require scholarship money, mainly because "US higher education is unparalleled in its vitality, quality, and diversity, resulting in the world's leading position in the fields of business, engineering, science, and education." (<http://www.usauniversityguide.org>).

In order to attract more foreign students, Carl cited the importance of a support office with native speakers. "The number one thing is their mentality," he said, referring to the institutions, "that they want to do it." The second part of the equation is ELS. "Come for at least three months and we'll teach you not only English, but how to survive in the classroom."

Turkey is at the crossroads of the East and West. Studying abroad with ELS is a chance for an increase in diversity and the dissolution of preconceived ideas. "90% of Turkish students return from the US with a favorable attitude," Carl added, quoting a Fulbright survey. Istanbul is just one of many ELS offices all over the world, closing the culture gap a little bit more with each student.

"90% of Turkish students return from the US with a favorable attitude."

ELS AEC – Vietnam

Drew Taylor, Director of Client Services



The Asian Tiger State Side

The new realities of the 21st Century have resulted in extraordinary innovation and evolution in how institutions of higher learning recruit, guide and support learners. Leading these efforts is ELS AEC- Saigon, which is educating young Vietnamese about study abroad opportunities in the United States. AEC has functioned as an interaction point between the US Embassy/Consulate and been involved with education projects, student recruitment and agent support for the last five years.

AEC Director Drew Taylor aptly describes his work in Vietnam "on the ground, we develop a footprint to facilitate the needs of Vietnamese students and our American partner institutions of higher learning. We want students to make the best decisions, with the best information, we have to offer them."

ELS AEC works in close partnership with local education ministry and public affairs offices in addition to its American partners to provide accurate information about all aspects of living and studying in the United States.

It may come as a surprise to some that Vietnam is currently listed in the top 10 countries of origin for international students studying in the US. Indeed, Vietnam is currently number eight. This trend has been increasing for the last several years. It is interesting to note, however, that Vietnam will always have strong political ties to the due to the historical nature of the countries' relationship.

Recent efforts to foster these relations have been highlighted under the leadership of Ambassador Michael W. Michalak as he has developed interest in US study abroad. For example, in 2010 the third annual US Embassy Education Conference will bring together various US institutions and companies with established ties and

interests in Vietnam, together with local government bodies (MOET) and local universities and colleges. The goal is to encourage communication and cooperation with a focus on developing an educational infrastructure in Vietnam to support learning for the 21st century. Drew feels that "... it is precisely the need and interest in new technologies that keep the new generation engaged with the world beyond Saigon. The promotion of US education has become a priority for the US government in Vietnam and, through these efforts the number of Vietnamese students studying in the US has increased dramatically."

Drew added that ELS AEC is "well positioned to continue to professionalize academic advice and recruitment. It sends the message that in this global age with more universities competing for international students, US education remains strong, vibrant and highly competitive."

When asked about the challenges and rewards of his career and what brought him to ELS AEC, Drew described the following: He believes that the young generation recognizes that they are indeed competing on a global scale; they are both energized and challenged. They ask many questions. They want to try different things; they are savvy about new technologies and will go where opportunity takes them. He said: "I love what I do! I think ELS AEC provides a multitude of options for these families. It is the right step forward. I see the opportunities and we are breaking ground! Every day, I see the cultural, educational and social challenges to get students to go abroad and to give them a chance to do something that will help them become competitive and be part of change."

"I love what I do!"

■ | SNAPSHOT

In 2008, Turkey was the 8th largest source of international students studying in the US

Undergraduate	4,393	33.1%
Graduate	6,838	51.6%
Other	937	7.1%
OPT	1,095	8.3%

Total 13,263, an increase of 10.2% over last year

More than half of Turkey's population of 72 million is under the age of 30

Source: Institute of International Education, Open Doors 2009

■ | SNAPSHOT

In 2008, Vietnam was the 9th largest source of international students studying in the US

Undergraduate	9,247	72.1%
Graduate	1,944	15.2%
Other	1,271	9.9%
OPT	361	2.8%

Total 12,823, an increase of 46% over last year

Source: Institute of International Education, Open Doors 2009



ELS AEC Recruitment Tours

CHINA TOUR

ELS American Educational Center member universities report a significant increase in the number of Chinese students enrolling in their institutions, more than 216% increase over prior year on average. In 2008, over 80,000 Chinese students studied in US institutions -- that is 19.8% over prior year! The total number of international students in US higher education in 2008 was approximately 623,000. More than 70,000 students attended the China Education Expo events in Beijing and four other key cities in October, 2008. However, of the more than 500 international universities that participated, a mere 56 were US institutions--and that represents barely 1% of 4,000+ higher education institutions across the country.

ELS AEC partnered with the US Embassy in China to organize and provide financial sponsorship for

the USA Pavilion at the Expo. ELS provided travel grants to 23 US universities; attendees participated in workshops where they met and trained educational counselors and study abroad agencies. Before ELS American Education Centers rectified the situation, the US had never had its own pavilion at the China Education Expo.

The President of ELS Language Centers, Mark W. Harris, said, "ELS has established American Education Centers in rapidly growing markets for US higher education around the world. We have taken the lead in helping universities to help themselves by facilitating recruitment at events such as the China Education Expo."

In the past three years, ELS AEC have represented US interests at nearly 400 international education fairs and have provided grants to more than 50 universities to participate in recruitment in China, Korea, Japan, Turkey and Vietnam. ELS has also arranged

and funded visits by more than 500 international student counseling agent representatives so that they may learn more about ELS partner universities in the US.

ELS is building solid partnerships and is actively investing to ensure that the US attracts and retains more top international students.



Silk Road Tour

AEC recruitment tours provide Co-op Partner institutions with the perfect opportunity to build on their current recruitment strategy for emerging markets like China and Turkey or deepen their existing campaigns by meeting with representatives of the ELS authorized Counseling Agent Network. The 2009 Silk Road Tour included ELS Counseling Agent Workshops and US Commercial Service Market Briefings that past attendees have come to rely on. In response to feedback from AEC Member institutions, the Silk Road Tour included five full days of commercial student fairs, organized by Educatürk in Istanbul and CEE in Beijing and Shanghai.

Here's what some tour participants had to say about the 2009 program:

Jay Titus, M.S.,
Dean of Admissions
Mount Ida College,
St. Newton, MA

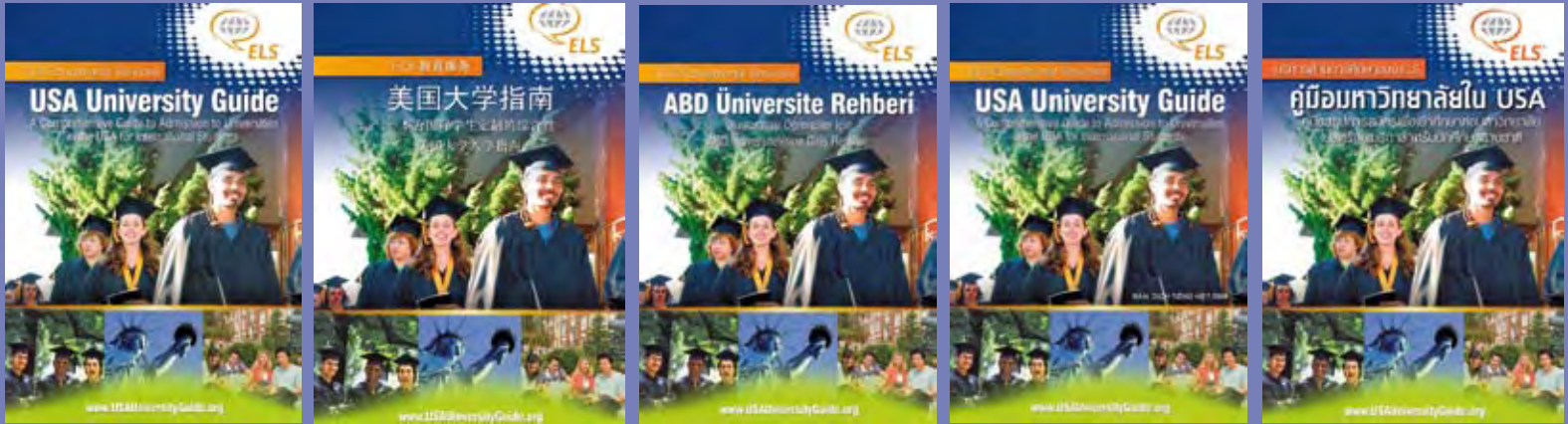


"This was the second recruitment tour for Mount Ida College with ELS AEC, and once again we were thoroughly impressed. The Silk Road Tour to Turkey and China far exceeded our expectations. The student fairs, agent workshops, and commercial service briefings covered all of the bases that we hoped for on this tour, and we even received student applications onsite at the CEE Fair. International student recruitment is a tricky business, given the number of variables that need to be accounted for. But working with ELS AEC has been great for us, as they truly understand the needs of a small private college like Mount Ida. We look forward to a long partnership with ELS AEC."

Mr. Stephen Thewlis, Associate
Director, International Recruitment
Golden Gate University, San
Francisco, CA



"I am extremely grateful that Golden Gate University had a chance to participate in their ELS-sponsored tour of China. The opportunity to meet with reputable and reliable agencies was extremely valuable...The agents that ELS introduced us to were informed, enthusiastic and anxious to know more about our institutions."



The ELS USA University Guide

During the 2007–2008 academic year more than 623,000 international students enrolled in US institutions of higher education, according to Open Doors 2008, the annual report published by the Institute of International Education. Why do so many international students choose US colleges and universities? With more than 4,000 colleges and universities, the United States has one of the finest systems of higher education in the world. According to the

Assistant Secretary of State for Educational and Cultural Affairs, Goli Ameri, “In today’s competitive international environment, the increase in enrollments noted in this year’s Open Doors data demonstrates again that the US remains the premier destination for international students.” US higher education is unparalleled in its vitality, quality, and diversity, resulting in the world’s leading position in the fields of business, engineering, science, and education.



www.usauniversityguide.org

The USA University Guide helps students navigate the complexities of applying to an American educational institution, allowing students to search over 600 universities and colleges that accept completion of the ELS Intensive English Program as proof of English proficiency by examining these key factors:

→ MAJOR	→ STANDARDIZED TEST REQUIREMENTS - ELS Certification - TOEFL® - IELTS™ - GMAT® - GRE®	→ GRADE POINT AVERAGE (GPA)
→ INSTITUTION TYPE - Private - Public		→ LOCATION - State or Region
→ DEGREE TYPE - Associates - Bachelors - Master - Doctorate	→ SCHOLARSHIPS	→ TUITION AND HOUSING COSTS
		→ ACCREDITATIONS

“...the increase in enrollments noted in this year’s Open Doors data demonstrates again that the US remains the premier destination for international students.”

In addition to the on-line portal, there were 125,000 guides printed and distributed in five languages including Simplified and Traditional Chinese, English, Thai, Turkish and Vietnamese.

Fast Facts & Trends

THE NUMBERS TELL THE STORY

According to a report published each year by the Institute of International Education (IIE), with support from the US Department of State's Bureau of Educational and Cultural Affairs, in 2009 there was an all-time high increase of 8% in the number of international students at colleges and universities in the United States. New enrollments are up by 16%. This is the largest percentage increase in international students since 1981.

Growth in the number of "new" international students derives from undergraduate students from China. For the eighth consecutive year, India takes the leading place of origin among international students nationwide, increasing by 9% to 103,260 students. China remains the second leading sender at 21%, with a total of 98,510. South Korea is in third place, having increased 9% to 75,065.

The state of California's universities received the largest number of foreign students in the country. New York State came in second and Texas third. New York City is the top host city.

Business and Management is still the most popular field for international students in the United States. Engineering comes next and Math and Computer Science takes third place, with an 11% increase.

International students contribute \$17.8 billion to the US economy, including tuition and living expenses. Sixty-five percent of international students receive the majority of funding from personal and family sources. Seventy percent of all international students' primary funding comes from sources outside the United States.

Which countries are international students in the United States coming from?

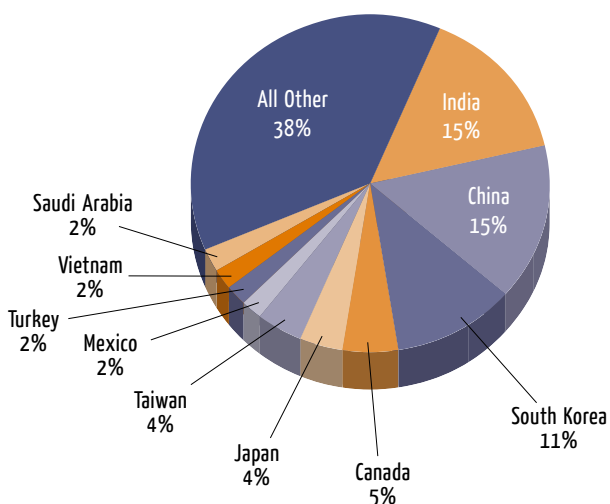
Rank	Origin	2007	2008	% Change	% of Total
1	India	94,563	103,260	9.2	15.4
2	China	81,127	98,235	21.1	14.6
3	South Korea	69,124	75,065	8.6	11.2
4	Canada	29,051	29,697	2.2	4.4
5	Japan	33,974	29,264	-13.9	4.4
6	Taiwan	29,001	28,065	-3.2	4.2
7	Mexico	14,837	14,850	0.1	2.2
8	Turkey	12,030	13,263	10.2	2
9	Vietnam	8,769	12,823	46.2	1.9
10	Saudi Arabia	9,873	12,661	28.2	1.9
11	Nepal	8,936	11,581	29.6	1.7
12	Germany	8,907	9,679	8.7	1.4
13	Brazil	7,578	8,767	15.7	1.3
14	Thailand	9,004	8,736	-3	1.3
15	UK	8,367	8,701	4	1.3
16	Hong Kong	8,286	8,329	0.5	1.2
17	Indonesia	7,692	7,509	-2.4	1.1
18	France	7,050	7,421	5.3	1.1
19	Colombia	6,662	7,013	5.3	1
20	Nigeria	6,222	6,256	0.5	0.9
	All Other	162,752	170,441	-180	22
	World Total	623,805	671,616	7.7	100

Source : OECD Education at a Glance 2008

So which countries are all of these international students going to? Which countries are growing fastest and have the greatest share of the international student market?

Top 10 Countries of Origin of Intl Students in US 2008

Source : Institute of International Education, Open Doors 2009



	2000	2006	Var	% Var
USA	475,169	584,817	109,648	23.1
UK	222,936	330,078	107,142	48.1
Germany	187,033	261,363	74,330	39.7
France	137,085	247,510	110,425	80.6
Australia	105,764	184,710	78,946	74.6
Canada	94,401	148,164	53,763	57.0
Japan	66,607	130,124	63,517	95.4
Russian Fed	41,210	77,438	36,228	87.9
New Zealand	8,210	67,698	59,488	724.6
Spain	25,502	51,103	25,601	100.4
Italy	24,929	48,766	23,837	95.6
S Africa	1,546	33,647	32,101	2076.4
All Other	504,400	759,261	254,861	50.5
Total	1,894,792	2,924,679	1,029,887	54.4

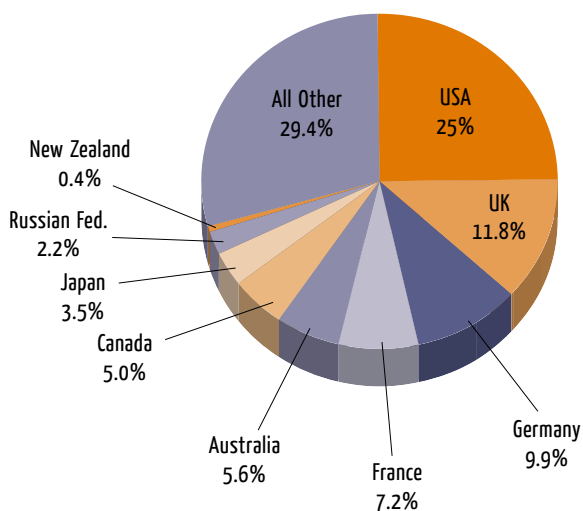
Source : OECD Education at a Glance 2008

|| A SMALLER SLICE OF A GROWING PIE...

Surprisingly, despite the overall increase in the number of international students, the US growth rate of 23.1% from 2000 to 2006 is the **lowest** among top hosting countries. This trend poses risks to our future competitiveness as a nation in the areas of education, research, creativity, foreign relations, the military and economy.

Country % Share of Intl Students 2000

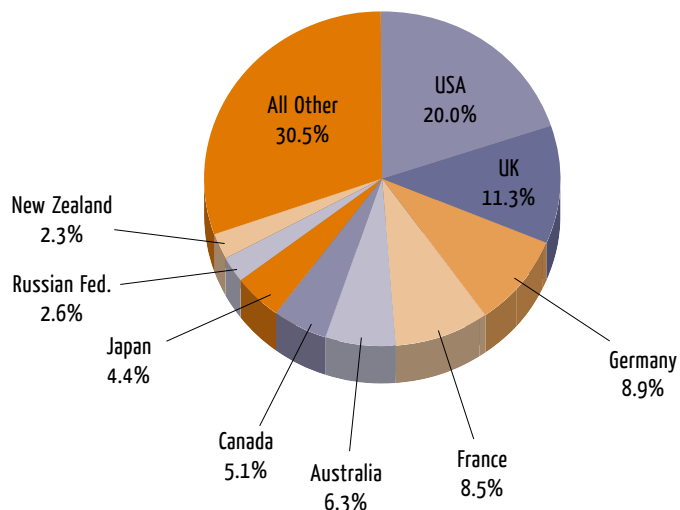
Source : OECD Education at a Glance 2008



So let's look at US international student trends in more detail.

Country % Share of Intl Students 2006

Source : OECD Education at a Glance 2008

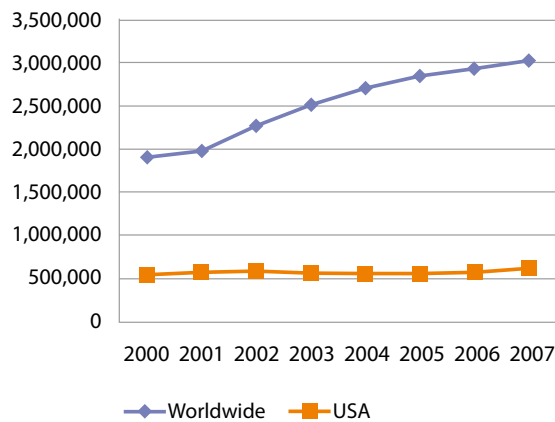


The percentage of international students studying in the USA compared to total international students worldwide has declined from a high of 34.9% in 1995/96 to 23.2% in 2006/07 as other countries have stepped up their efforts to attract international students.

Trends in International Students Studying in the USA						
Acad Year	Intl Students in USA (000)	Yr over Yr % Var	Total US Students (000)	Intl % of Total US Students	Total Intl Students WW (000)	US Mkt Share of WW Intl Students
2008	672	7.7%	18,264	3.7%		
2007	624	7.0%	17,958	3.5%		
2006	583	3.2%	17,672	3.3%	2,900	23.2%
2005	565	0.0%	17,487	3.2%		
2004	565	-1.3%	17,272	3.3%	2,700	20.9%
2003	573	-2.4%	16,911	3.4%		
2002	586	0.6%	16,612	3.5%		
2001	583	6.4%	15,928	3.7%		
2000	548	6.4%	15,312	3.6%	1,900	28.8%
1999	515	4.8%	14,791	3.5%		
1998	491	2.0%	14,457	3.4%		
1997	481	5.1%	14,452	3.3%		
1996	458	0.9%	14,368	3.2%		
1995	454		14,262	3.2%	1,300	34.9%

Source : IIE/Open Doors, OECD Education at a Glance 2007

International Students



Source : OECD and UNESCO Institute for Statistics



**For information on upcoming
ELS AEC Recruitment Tour Grants, please contact:**
InternationalRecruit@els.edu

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ELS American Education Centers

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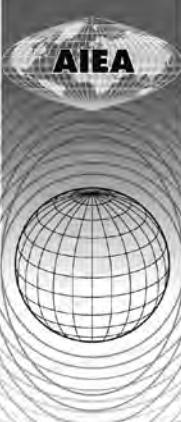
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