



OVERSEAS ASSOCIATION FOR
COLLEGE ADMISSION COUNSELING

OVERSEAS REGIONAL INSTITUTE

China 2015

August 17-18, 2015



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State of International Education

- **Jeff Fuller** – Director of Student Recruitment
University of Houston, NACAC President
- **Peter Hauet** – Retired Counselor St. Mary's
Int'l School Tokyo, Western Academy of
Beijing
- **Panetha Nychis Ott** – Director of Admission,
International Recruitment Brown University



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It's about Students not Numbers



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International Students Impact in US Higher Education

- International students study at all levels, in pursuit of degrees and in pursuit of short-term programs.
- International students make up 3.5% of total higher ed enrollment
- There are over 800,000 international students attending tertiary-level education programs in the United States.
- Market share of international students in the US is approximately 20%

Source: www.brookings.edu



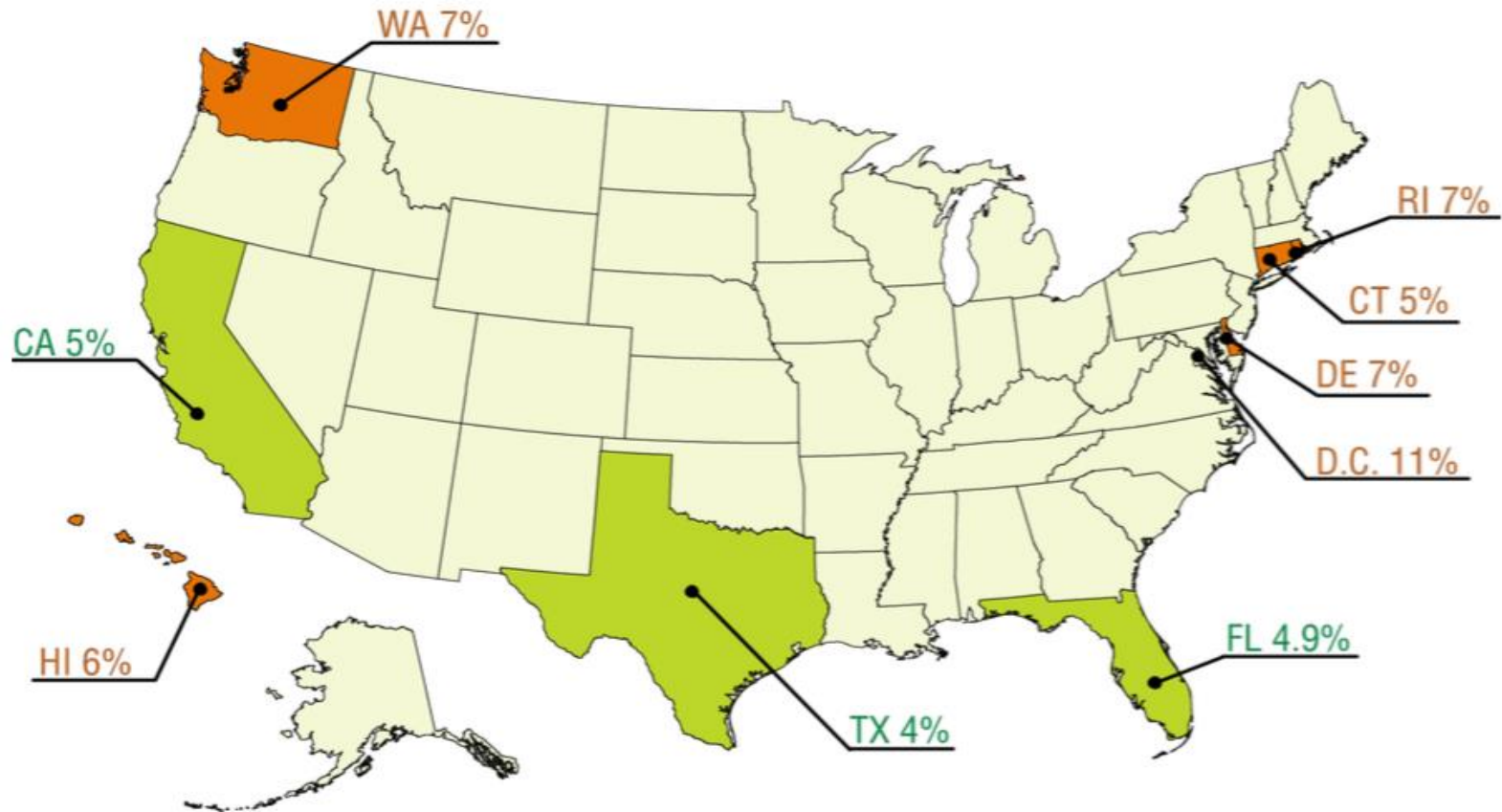
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Int'l Students as a Share of Total Enrollment

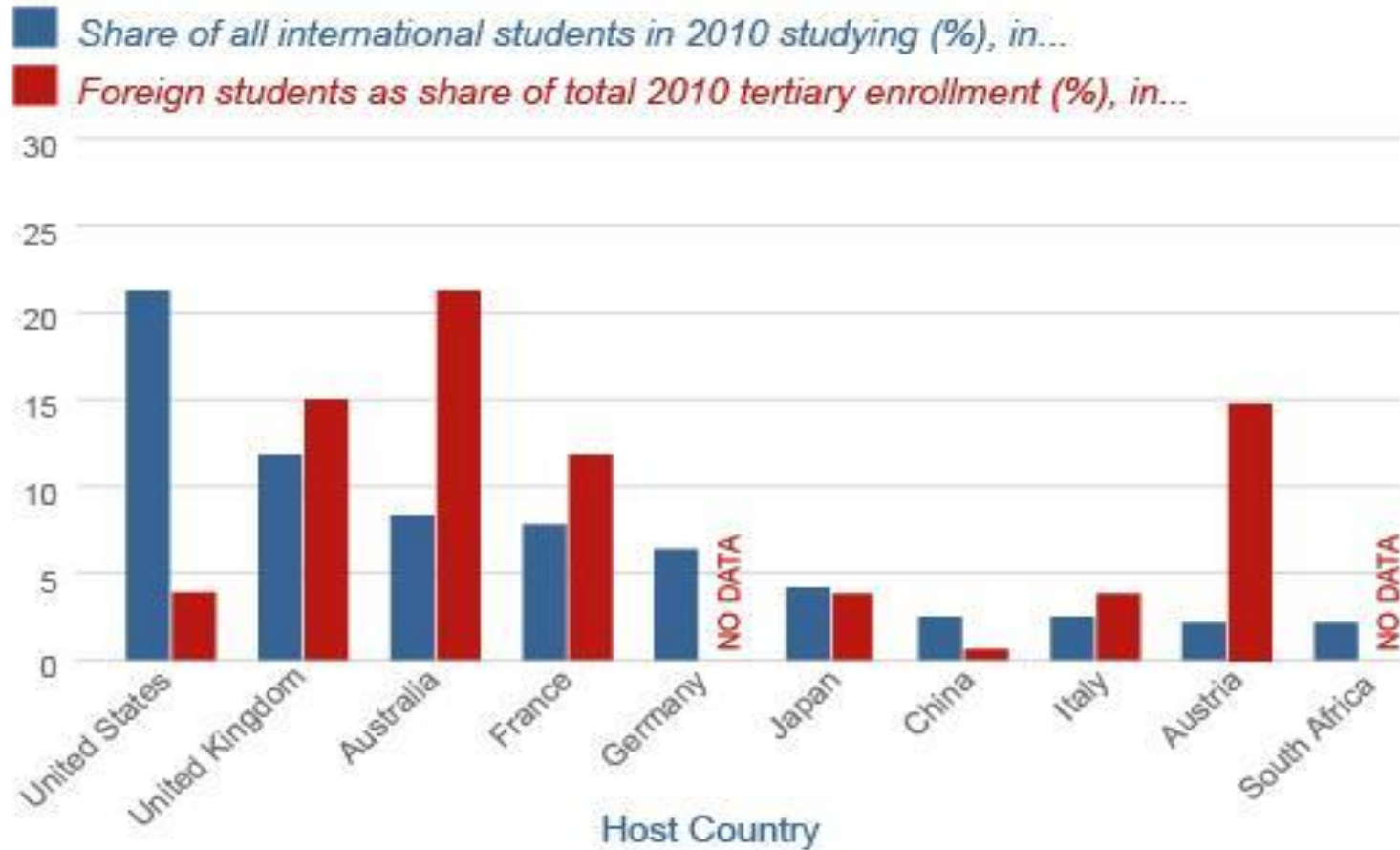


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International Students Impact in US Higher Education

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Source: www.brookings.edu



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TRENDS

- In 2013/14, China sent 274,439 students to the US, up 16.5% from the previous year (total of 1,778,000+ in US)
- Chinese students make up 31% of international students in the US
- 40.3% are undergraduates; 42.1% graduate students; 5.4% other, 12.2% OPT
- Chinese students contributed 8.04 billion to the US economy (Dept of Commerce)
- Majority (2008-12) from Beijing (49,946) and Shanghai (29,145)

• Source: Open Doors: Report on International Educational Exchange and <http://www.brookings.edu/research/interactives/2014/geography-of-foreign-students#/M10420>



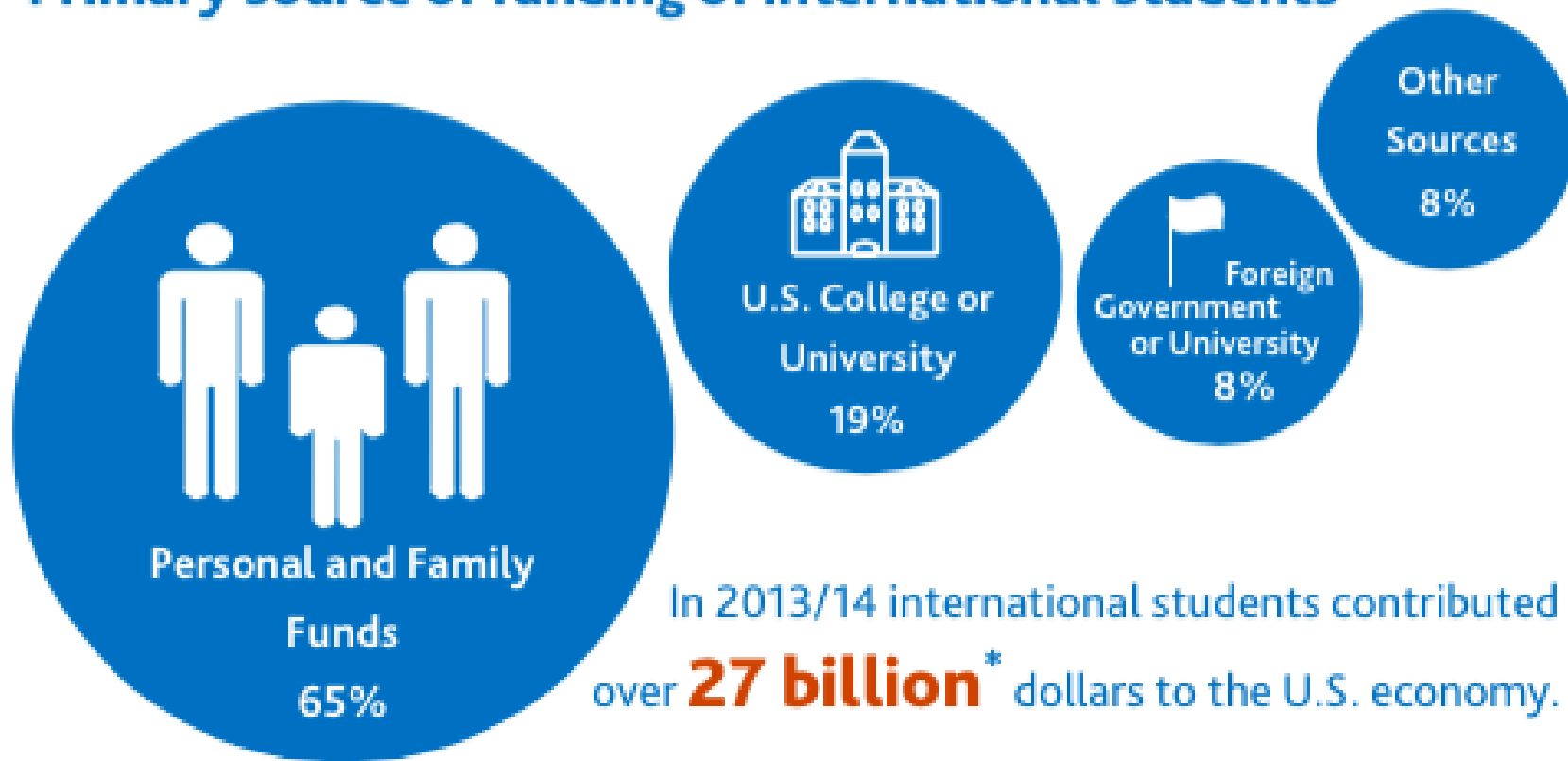
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Primary source of funding of international students



In 2013/14 international students contributed over **27 billion*** dollars to the U.S. economy.

*Source: U.S. Department of Commerce



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For the first time, four universities – New York University, University of Southern California, University of Illinois in Urbana-Champaign, and Columbia University – each hosted more than 10,000 international students.



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Secondary Schools

Table 7: Leading places of origin of international secondary students in Anglophone countries*, 2013

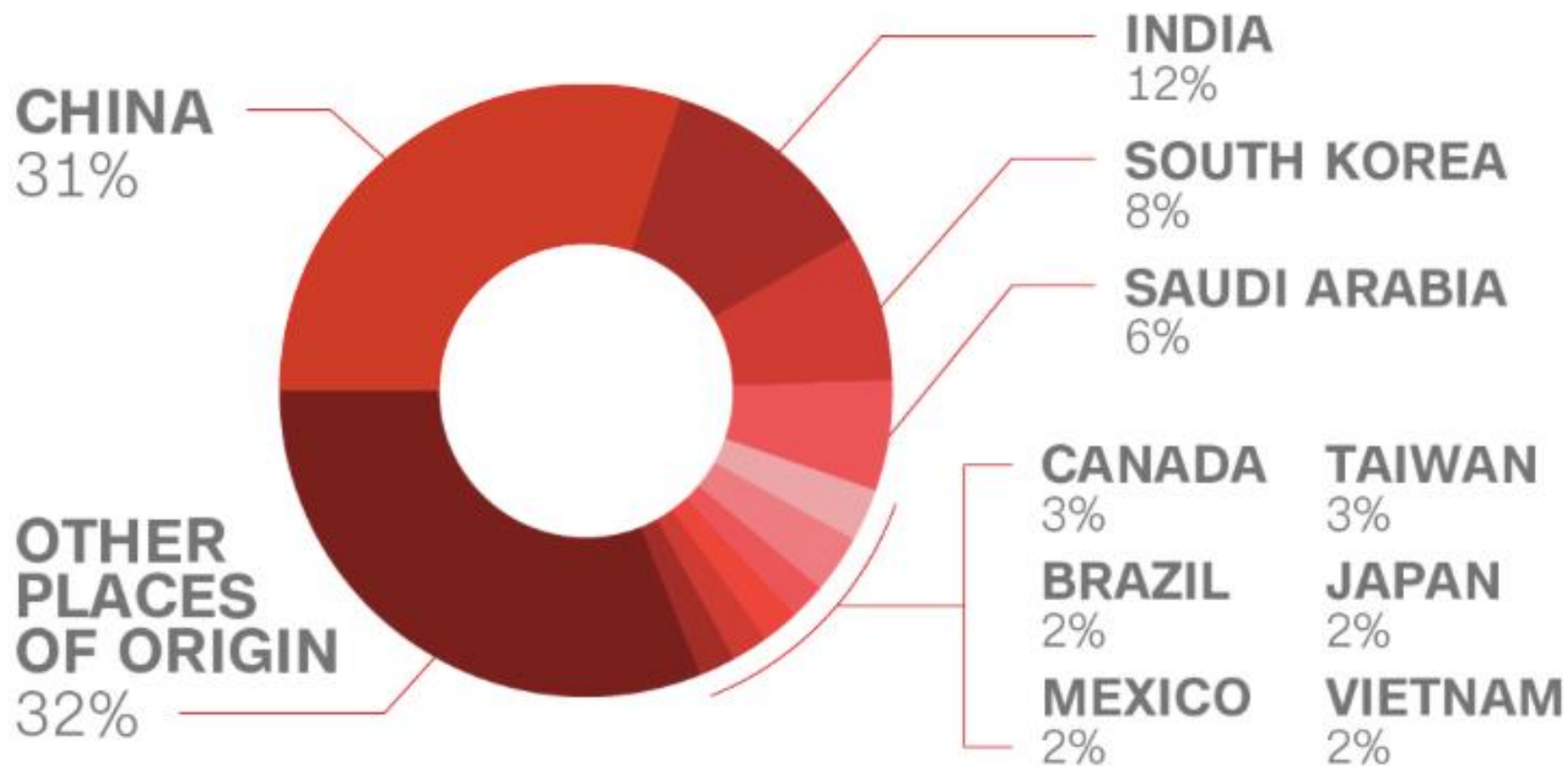
Australia		Canada		U.K.		U.S.	
Place of Origin	% of Total	Place of Origin**	% of Total	Place of Origin	% of Total	Place of Origin	% of Total
China	48.9	China	31.2	Hong Kong	22.1	China	32.3
Vietnam	10.3	South Korea	17.5	China	15.0	South Korea	12.0
South Korea	7.6	Mexico	5.1	Germany	8.4	Germany	9.8
Germany	5.2	Japan	3.7	Russia	8.3	Mexico	3.6
Japan	4.4	Germany	3.6	Other European Economic Area	7.5	Brazil	3.1
All Int'l Secondary Students	16,693		23,757		25,912		73,019

* Comparable data was obtained to the extent possible, but due to differences in data definitions and methodology, the figures reported may not be directly comparable.

** Data for international secondary students in Canada in 2013 was not available at the time this report was prepared. Estimates for places of origin are based on 2012 data for international students in primary and secondary education.

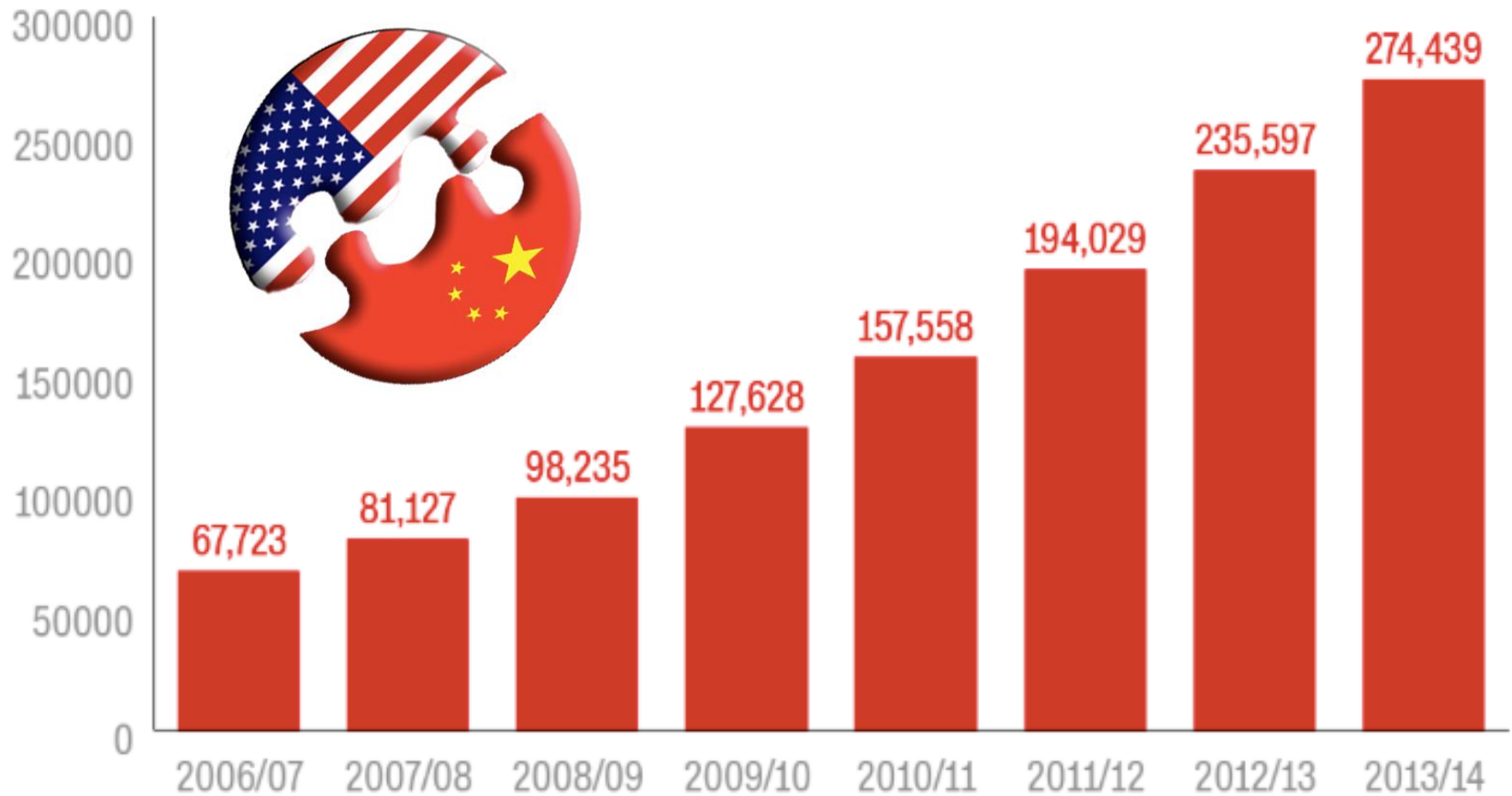
Sources: Australia Education International; Citizenship & Immigration Canada; Student and Exchange Visitor Program (U.S.); Independent Schools Council (U.K.)

INTERNATIONAL STUDENTS IN THE U.S. IN 2013/14



SOURCE: Institute of International Education

CHINESE ENROLLMENTS AT U.S. COLLEGES



SOURCE: Institute of International Education



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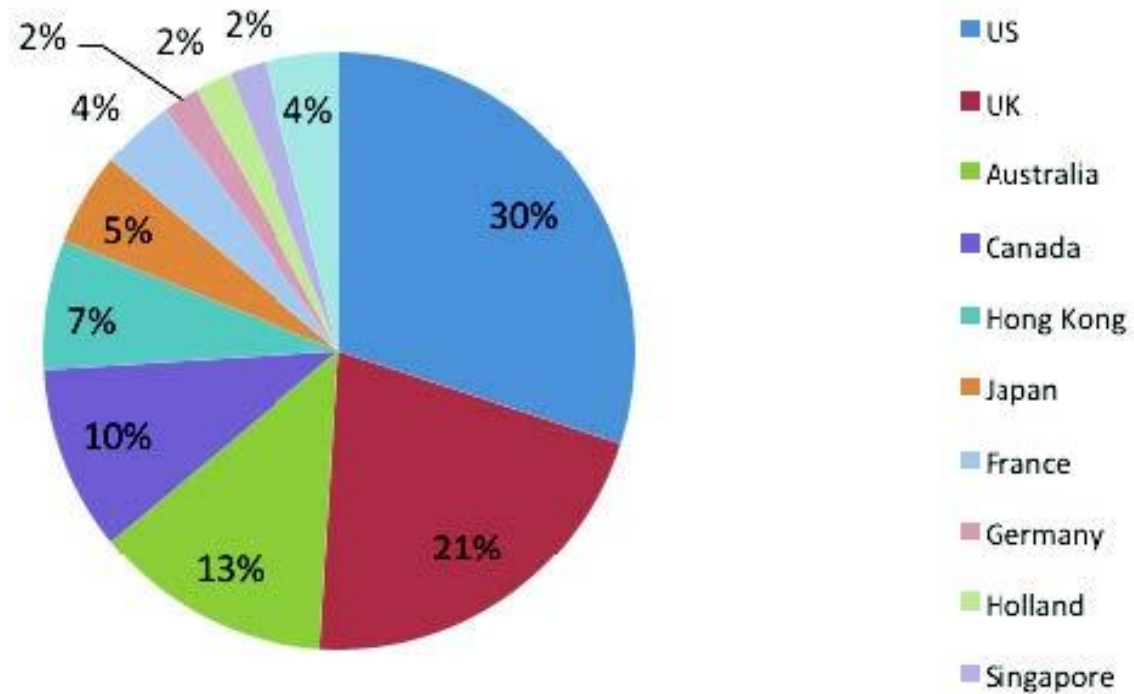
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Chinese International Student Distribution

(from Ministry of Education, China, via Yale Economic Review)

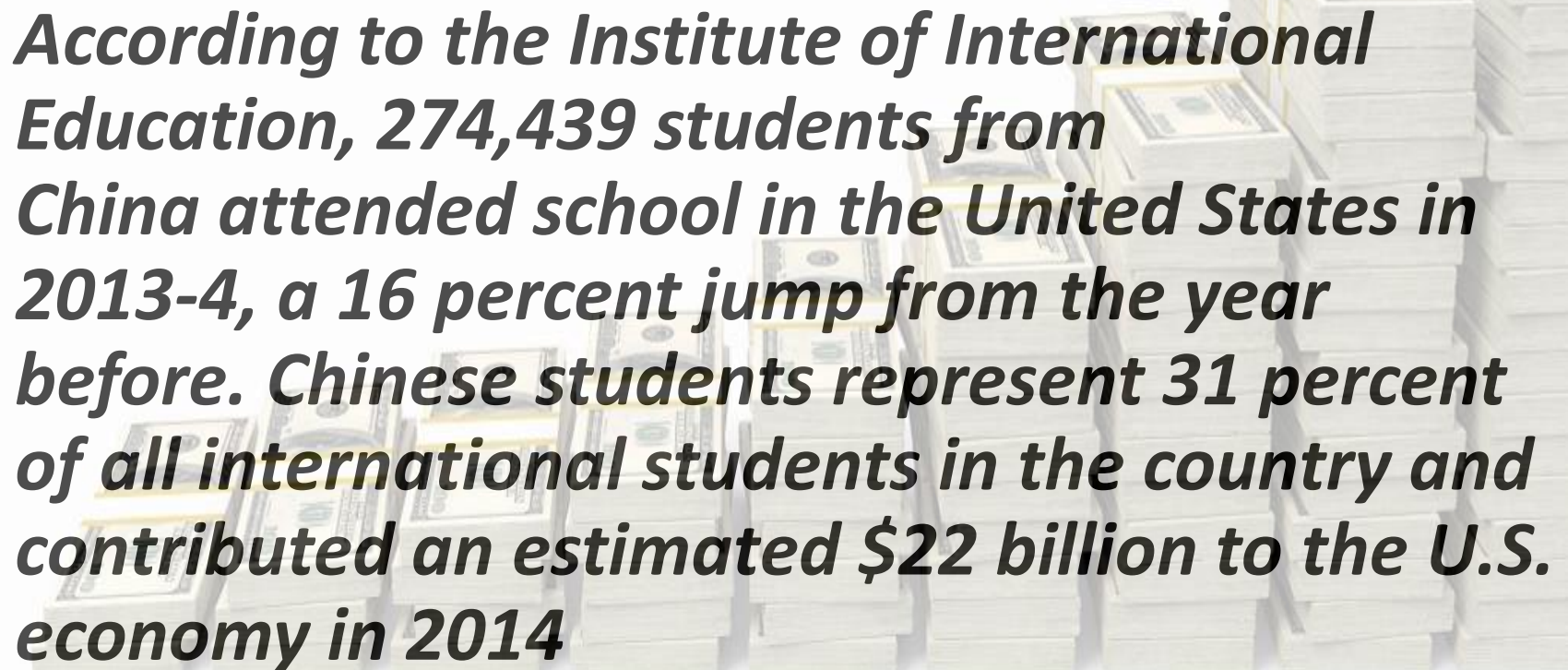


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According to the Institute of International Education, 274,439 students from China attended school in the United States in 2013-4, a 16 percent jump from the year before. Chinese students represent 31 percent of all international students in the country and contributed an estimated \$22 billion to the U.S. economy in 2014



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- In the past, Chinese students in the United States tended to be graduate students living on tight budgets. Now, many young Chinese are getting their undergraduate degrees overseas. A large number of these students come from China's wealthiest and most powerful families—the daughter of President Xi Jinping, for example, studied under an assumed name at Harvard.
- The presence of wealthy Chinese students at American universities has even caught the attention of luxury brands eager to capitalize on them. Bergdorf Goodman, the New York City-based department store sponsored Chinese New Year celebrations at NYU and Columbia, while Bloomingdales organized a fashion show for Chinese students at their shopping center in Chicago.

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Acceptance Rates

- American University 35.1%
- Amherst College: 13.7
- Barnard 19.5%
- Bates 21.4
- Boston College 28%
- Boston University 32%
- Bowdoin 14.9%
- Brown University 8.49%
- Claremont McKenna 9.8%
- C of William and Mary 33%
- Columbia University 6.1%
- Cornell University's 14.9%
- Dartmouth College 10.3%
- Duke 9.4%
- Emory University: 23%
- Emory (oxford) 38%
- George Washington U 45.5%
- Georgetown 16.4%
- Grinnell 24.6
- Hamilton College: 23.
- Harvard 5.3%
- Harvey Mudd 13%
- Johns Hopkins 12.4
- Kenyon 23.8%
- Macalester 34%
- University of Maryland 44.1%
- Middlebury 17%
- MIT 8.01%
- UNC 18.9%
- U of Notre Dame: 19.70%
- Northwestern 13%
- The University of Penn 9.9%
- Pitzer 12.9%
- Pomona 9.76 %
- Princeton University 6.99%
- Rice University: 14.7%
- USC 17.5%
- Scripps 28%
- Stanford 5.05
- Swarthmore College 12.2%
- Tufts 16%
- University of Chicago 7.8%
- UVA 28.5%
- Vanderbilt 11.29%
- Yale University's 6.49%.
- Wesleyan University 21.9%
- Williams 16.8%
-

Source: International Counselor

April 2015

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- **Number of international students (2012-13): 90,850***
 - 43,500 EU+EFTA1 students enrolled
 - 20,350 non-EU+EFTA students enrolled
- **Countries of origin**
 1. Germany 26,050
 2. China 6,400
 3. Belgium 2,900
 4. Spain 2,450
 5. France 2,300
- ***Degree cycle of enrolled international students**
 - At research universities: 50%*
 - 51% master's cycle
 - 49% bachelor's cycle
 - At universities of applied sciences: 50%*
 - 96% bachelor's cycle • 4% master's cycle
- *Source Nuffic - Netherlands*



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Top non-EU sending countries UNITED KINGDOM

Country	2013-14	2012-13
China (PRC)	87,895	83,790
India	19,750	22,385
Nigeria	18,020	17,395
Malaysia	16,635	15,015
United States of America	16,485	16,235
Hong Kong (Special Administrative Region)	14,725	13,065
Saudi Arabia	9,060	9,440
Singapore	6,790	6,020
Pakistan	6,665	7,185
Canada	6,350	6,190

Source: [HESA First Statistical Release \(2013-14\)](#) Table 9



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CANADA



Source country	# of students (2013)	% of total IS population
China	95,160	32.42%
India	31,665	10.79%
South Korea	18,295	6.23%
Saudi Arabia	14,235	4.85%
France	13,090	4.46%
United States	12,065	4.11%
Japan	6,780	2.31%
Nigeria	6,080	2.07%
Mexico	5,370	1.83%
Iran	4,335	1.48%
Vietnam	3,990	1.36%
Hong Kong	3,835	1.31%



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- Last year saw the last of Germany's 16 states abolish tuition fees for undergraduate students at all public German universities. This means that now, both domestic and international undergraduate students at public universities in Germany are able to study in Germany for free, with just a small fee to cover administration and other costs per semester.



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GERMANY

Place of Origin	Number of Students	Percent of Total
Turkey	30,645	10.86%
China	27,364	9.70%
Russia	14,199	5.03%
Austria	10,509	3.72%
Italy	9,934	3.52%
Poland	9,532	3.38%
Ukraine	9,044	3.20%
India	7,532	2.67%
Bulgaria	7,226	2.56%
France	7,000	2.48%
All Others	149,216	52.88%



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Parke Muth Consultant – prior University of Virginia Admissions

- **Is the relationship between Chinese students and American universities sustainable? The Chinese government has invested billions of dollars in improving its own tertiary education system in an attempt to persuade students to remain in the country.**



“China is beefing up their labs, their research, while in the U.S. they've cut back,” said Muth. “At the grad level, students are staying in China because now they're starting to be able to compete.”



- **It's unclear how this will affect the total number of Chinese students studying in the U.S.—a number that's grown fivefold since 2000, according to *Inside Higher Ed*. But as American universities think more about helping Chinese students adjust, perhaps they'll also need to consider another possibility: that fewer of these students will come to their universities at all.**



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Latest Statistics

- Clay Hensley – The College Board



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Appropriation

Qualified educated workers

Government

University

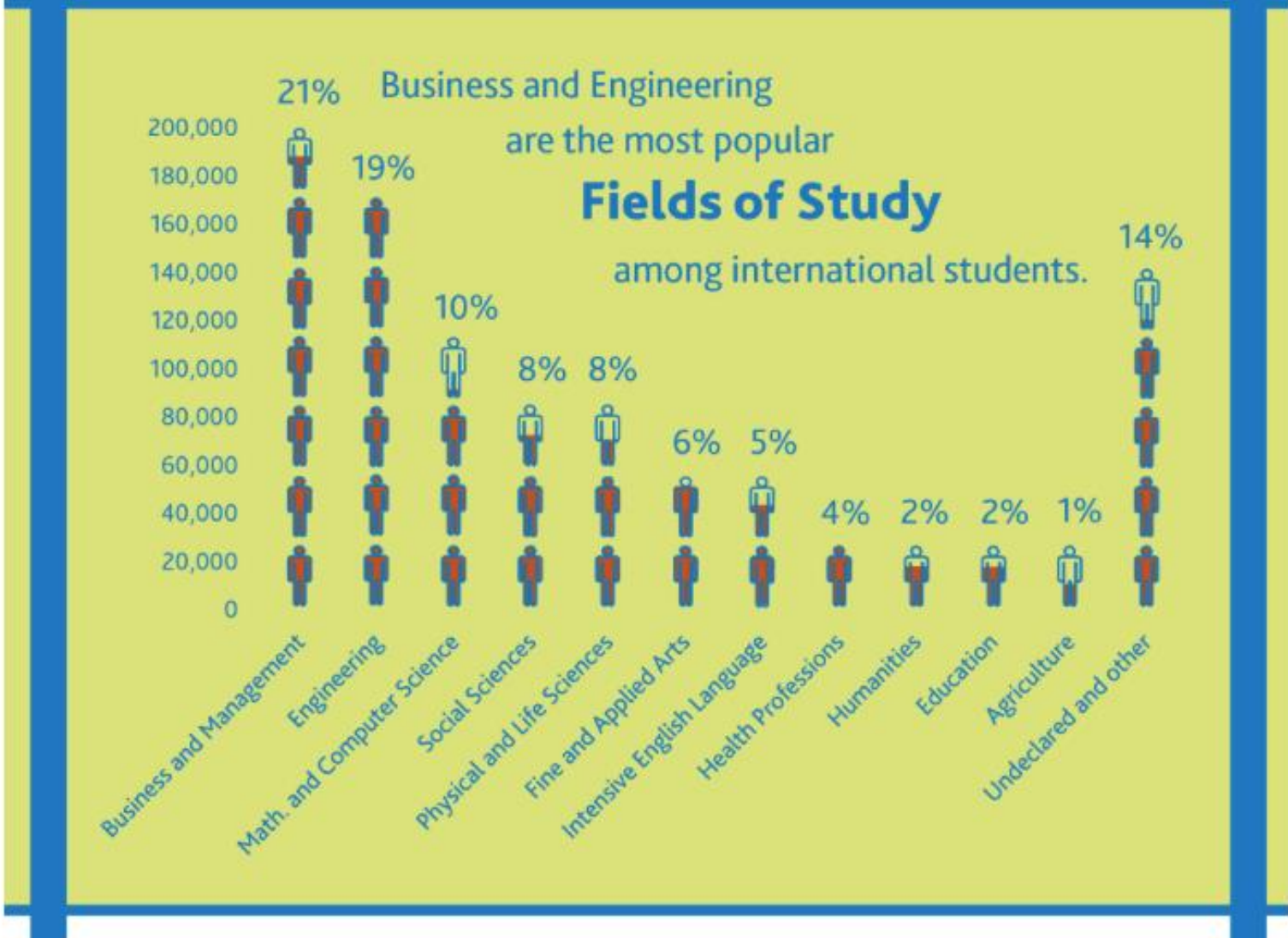
Business

- * Policy maker
- * Help business
- * Help education institution to provide education

- * Provide qualified workers
- * Need government subsidy

- * Contribute to the local with jobs and improve economy
- * Contribute to the local with Tax money
- * Need to lower their cost with hiring qualified well-educated workers

Tax Money



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The current U.S. visa system discourages immigration, but new legislation is on the horizon.

SOURCE: BROOKINGS ANALYSIS OF FOIA F-1 DATA FROM IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) AND FOIA H-1B DATA FROM US CITIZENSHIP AND IMMIGRATION SERVICES (USCIS).

VISAS

F-1 (student) visas

668,513 F-1 (student) visas were granted in 2010
188,281 of these were in advanced degree programs
96,162 of those in advanced degree programs were in STEM fields

H1B visas (employment in a specialty occupation)

76,627 granted in 2010
26,502 had been in F-1 status
19,922 had been in F-1 status in an advanced degree program

These can apply for a green card with employer sponsorship.



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- **The number of foreign students on F-1 visas in U.S. colleges and universities grew dramatically from 110,000 in 2001 to over 500,000 in ten years.**

- **Foreign students are a source of STEM and business majors.**
- Approximately 67% foreign students pursue these fields, as opposed to 48% of US students.

- **Forty-five (45) percent of foreign student graduates work in the same metropolitan area as their college or university upon graduation.**
- Current visa rules allow for 1 year of Optional Practical Training (OPT) upon completion of each degree, and more for STEM fields.



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CONCLUSION

ADVANTAGES:

International Students help the economy as

A source of revenue

A source of labor

DISADVANTAGES:

A revolving door?

Brain Drain?



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NATIONAL ASSOCIATION FOR COLLEGE ADMISSION COUNSELING

International Student Recruitment Agencies

A Guide for Schools, Colleges and Universities



National Association for
College Admission Counseling

Eddie West

Director of International Initiatives

Lindsay Addington

Assistant Director of International Initiatives



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Statement of Principles of Good Practice

Core Values

Core Values represent statements of the association's vision and beliefs and are the purview of the Board of Directors.

Professionalism

We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.

NACAC

National Association for
College Admission Counseling



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- **Collaboration**
- We believe the effectiveness of our profession, college counseling, admission, and enrollment management is enhanced when we work together to promote and protect students and their best interests.
- **Trust**
- We believe our profession, college counseling, admission, and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.



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- **Education**
- We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education.
- **Fairness and Equity**
- We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.



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- **Social Responsibility**
- We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.



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Member Conventions

- Member conventions represent a set of understandings or agreements to frame our code of ethics. These statements are the purview of the Board of Directors.
- All members of NACAC agree to abide by the following:
 - 1. Members will make protecting the best interests of all students a primary concern in the admission process.
 - 2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.



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- 3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
- 4. Members will honor students' decisions regarding where they apply and choose to enroll.
- 5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.



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- 6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
- 7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
- 8. Members will support a common set of admission-related definitions and deadlines.



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NACAC

National Association for
College Admission Counseling

International Students



"Be the change you want to see in the world."
- Mahatma Gandhi



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