Mobility Trends and Global Strategies at Universities in California

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Ms Saroj QUINN
Director, International Language and Professional Programs
San Francisco State University

Dr Terrence GRAHAM
Associate Dean
Executive Director for International Programs
California State University, Long Beach

Ms Roxanne NUHAILY
Associate Dean, International and Academic Affairs
Executive Director, International Programs
UC San Diego, Extension International Programs
California
Ms Roxanne Nuhaily  
Associate Dean, International and Academic Affairs  
UC San Diego, Extension International Programs, USA

Recent challenges and responses:

• Decreased travel to the U.S.
• U.S. immigration policy and other factors affecting international student enrollments
• Solutions from the University of California, San Diego Extension International Programs
The dollars and cents (sense!) of international students

• According to Allan Goodman (IIE, President and CEO), international students brought almost USD $37 billion to the U.S. economy in 2017. ⁹, ¹²

• The NAFSA Student Economic Value Tool shows that international students brought USD $6 billion just to California. ¹⁰

• UC San Diego ranks #11 in the U.S. for the number of international students. ³

• Over 9,000 international students in 2016/2017 brought over USD $415 million and 6,000 jobs to UC San Diego. ³, ¹⁰
Decreased travel to the U.S.

The United States has seen an overall reduction in non-resident arrivals

- For the month of August 2017, the number of international visitors (excluding Mexico and Canada) was down by 3.8% from the month of August 2016

- As of August 2017, the 2017 year-long trend was showing a 6% decrease for the same group

- Mexican visitors to the U.S. were showing a 7.6% decrease for the first two-thirds of 2017

- The only group showing an increase for that time period were Canadian visitors (4.5%)
Decrease in new international students applying to U.S. universities

• The IIE Open Doors Reports show yearly increases of international student enrollment (3% to 10%) for the past 10 years (excluding graduated students on OPT). ²

• In the 2016/17 school year, international student enrollment increased by less than 1% (excluding graduated students on OPT). ²

• Problem: IIE apparently includes non-degree students in their total international enrollments, which skews the percentages and the picture or what is really happening. For example, the 14% decrease in non-degree students in 2016/2017 may be the main reason for the less than 1% increase in total enrollments. ⁶

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Reduction in new international students applying to U.S. universities

• IIE does break these categories down for NEW international student enrollments in 2016/2017, which decreased: $^2,^4$
  
  • Undergraduate  -2.9%
  • Graduate  -1.3%
  • Non-degree  -8.8%

• The average of the above decreases in total of new student enrollments (based on number of non-immigrant student visas) for the 2016/17 school year is -3.3%. $^2$

• All new and continuing non-degree enrollments, which includes intensive English language programs, was -14%. $^6$

• OPT enrollments (12-36 months) were up by 19%. $^6,^7$
Factors contributing to the downturn in visiting student enrollments in California for 2017

1. decrease in SACM scholarships
2. cancellation of BSMP scholarships
3. on-going strong US dollar
4. U.S. political climate
5. proposed U.S. visa policy changes or perceived U.S. visa denials
6. concerns about safety
7. living costs

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Responses to address enrollment downturns in non-degree programs

• reduce length of long ESL programs to 8 weeks
• host youth programs
• create very short programs—bridges between programs
• create niche ESL programs
  • English for Pharmaceutical Sciences
  • English for Engineering and Technology
  • Legal English for Business
  • Academic English through Service Learning
Additional changes

• more online courses
• more part-time programs (less than 18 hours per week)
• overseas teaching assignments for faculty
• offer more customized programs
• using frequently-requested custom programs as templates for new regular programs
• pursue conditional admission
• drastic reductions in expenses (including staff ideas to save time/money)
Additional changes

• maximize positive student experience to increase word-of-mouth
• maintain/increase personal touch in relations with recruitment resources (agents, universities)
• constantly inform partners and students about U.S. visa policies and procedures
• constant reminders about UC San Diego’s strong instructional quality and student services and its safe, idyllic campus & surrounding community
Reference List


Reference List (continued)


10. NAFSA International Student Economic Value Tool. California: Benefits from International Students http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool/  Downloaded 2/7/18


12. NAFSA The United States of America Benefits from International Students downloaded 2/7/18 http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool/  Downloaded 2/7/18

#YouAreWelcomeHere
CSU Long Beach

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CA & Long Beach Context

Challenges
• Growing Population
• Increased demand for higher education
• Increasingly Diverse Population
• Public University Funding Shrinking
• National Political Environment

Opportunities
• Robust economy in greater LA
• Largest Port Complex in USA
• Diverse population = welcoming environment for int’l students
• ”Blue” state advantage
• Flexible partnership models
Strategic Short-Term Programs

- Attract new partners or build on existing ones
- Diversify programming & revenues
- Engage campus & community in innovative ways
- Downstream recruitment benefits
- Foster Collaboration

BUT . . . They take a LOT of work!
Examples of Short-Term Initiatives

- ESL for Nursing
- SAFEA-Sponsored Training Programs
- ESL + Academic Coursework: Nihon U.
- Faculty Training with/without ESL
- Youth Programs
- Inbound & Outbound: UNAM
Case Study: Epitech Partnership

- 6 Week ESL Program
- Semester Coursework

Problems

- ALI Prep – Not a good fit
- Course Registration continually a challenge
Case Study: Epitech Partnership

**Solutions**
- Created Separate English Curriculum
- Close Collaboration with CS Dept. Chair
- Addition of course sections
- Created Separate English Curriculum

**Benefits**
- Enrollment in MS Program
- Academics: raising the level in CS
- Expanding to summer programs, exchange/outbound opportunities
Thank You!

Terrence F. Graham:
Emerging Global Program Models

• Short-term programs during academic breaks
• Programs with English + Academics
• Programs with opportunities beyond the classroom
• Programs with internships or company visits
• Customized curriculum but desire for student integration
• Workforce development

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San Francisco Discover

• English language and culture program
• Uses city of San Francisco as the classroom
• Emphasis: Entrepreneurship and Innovation
International Business Certificate

• 2 semester program (24 units)
• Eligible for 1 year internship upon completion of the program (OPT)
Hybrid Programs

• Custom programs that integrate students into English for Academic Preparation or Academic programs
Workforce Development

• Train the trainer model
• Work with university administrators, faculty and school teachers to hone the skills needed to lead efforts at home
• Work with mid-career and senior executives from non-profits, government agencies, private companies and state owned enterprises

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Discussion
Discussion – Question 1

• Describe the types of opportunities abroad that are most popular among your students indicating program type, duration, etc.
Discussion – Question 2

• How can U.S. institutions more effectively respond to the needs and interests of your students?
Discussion – Question 3

• How has the climate of the U.S. influenced your students education abroad choices?