The Impact of Experiential Education & Employability on International Enrollments

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Employability & Enrollment Choices

- Employability and career opportunities are critical factors in enrollment decisions.

- 95% said “improving career prospects” was important in their decision for international study, from the International Student Barometer (Nilsson & Ripmeester, 2016).
  - For 69%, this was the main factor.

- 81% said their main reason for studying outside of home country was “To improve career opportunities”, from the International Student Employment Outcomes and Satisfaction Study (International Alumni Job Network, 2018).
Global Student Mobility Trends

- What we have seen:
  - Majority of international students studying at Western institutions have historically come from Asia
- Highlights (ICEF Monitor, 2019):
  - More than 1 million Asian international students in U.S., Canada, U.K. & Australia
  - U.S. - 80% from China, India, South Korea, Vietnam, Taiwan & Japan
  - Canada - 60% from India, China & South Korea
  - Australia - 8 of 10 top sending countries are Asian (64% of total); China, India, Nepal, Malaysia, South Korea, Vietnam, Thailand, and Indonesia
Global Student Mobility Trends

- **What is currently developing:**
  - Increased regional mobility within Asia
  - **Highlights (ICEF Monitor, 2019):**
    - China has become 4th most popular study abroad destination globally (after U.S., Canada & Australia)
    - National strategies
      - China’s “One Belt, One Road” initiative creating pathways, with scholarship
      - “Study in India” initiative (goal from est. 50k to 200k in 5 years); “Institutions of Eminence”
    - 12 Asian universities among global top 100
    - Asia, viewed as a regional economy, is the fastest-growing
    - QS’s 2019 Graduate Employability Rankings
      - 163 of 500 are in Asia (26 in China, 16 in Korea, 14 in Japan, 13 in India)
### National Strategies: The Country “Brand”

<table>
<thead>
<tr>
<th>Country</th>
<th>International student target</th>
<th>2018 enrolment</th>
<th>Top sending markets</th>
<th>Cost of study</th>
<th>Foreign student facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>500,000 by 2020</td>
<td>492,185</td>
<td>South Korea, Thailand, Pakistan, India, US</td>
<td>US$1,700–3,100 per year for most programmes</td>
<td>Nearly 60% are from Asia</td>
</tr>
<tr>
<td>Japan</td>
<td>300,000 by 2020</td>
<td>298,980</td>
<td>China, Vietnam, Nepal, South Korea, Taiwan</td>
<td>US$7,460–8,500 per year for public universities</td>
<td>94% are from Asia</td>
</tr>
<tr>
<td>Malaysia</td>
<td>250,000 by 2025 (2016)</td>
<td>172,900</td>
<td>China, Bangladesh, Indonesia, Nigeria, Yemen</td>
<td>Costs vary by type of programme and institution</td>
<td>Attractive to Muslim students</td>
</tr>
<tr>
<td>South Korea</td>
<td>200,000 by 2023</td>
<td>142,205</td>
<td>China, Vietnam, Mongolia, Japan, US</td>
<td>US$8,750–13,000 per year for undergraduates</td>
<td>Just under half are Chinese</td>
</tr>
<tr>
<td>Taiwan</td>
<td>150,000 by 2020</td>
<td>127,000</td>
<td>China, Malaysia, Vietnam, Indonesia, Japan</td>
<td>US$3,365–5,250 per year for most programmes</td>
<td>40% are from South and Southeast Asia</td>
</tr>
</tbody>
</table>

Source: ICEF Monitor, 2019
**Employability & Enrollment Choices: Macro**

**Return on investment – by country of study**

<table>
<thead>
<tr>
<th>Country</th>
<th>T2B</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>4.03</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>3.98</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>3.98</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>3.94</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>3.75</td>
<td></td>
</tr>
</tbody>
</table>

**Post-study work rights – by country of study**

<table>
<thead>
<tr>
<th>Country</th>
<th>T2B</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2.83</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>3.06</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>3.36</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>3.13</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>3.17</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** International Alumni Job Network, 2018

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I am satisfied with the return on investment from my international education  

n = 10787

I am satisfied with the post-study work rights  

n = 9553
Experiential Education: The Bridge Between Education & Careers

- How are institutions and industry supporting students as they build the foundations for their careers?
- How are institutions responding to national-level factors impacting international students’ employability?
- Where does experiential education land on the list of institutional and organizational priorities?

- For institutions, how is the critical nature of experiential education and employment outcomes communicated to prospective students? Current students?
U.S. as a Destination for Global Talent

• 73% of international students indicate preference for study in the U.S. to gain work experience prior to returning home (WES, 2017).

• 28.3% of U.S. companies in 2019 plan to hire international students - up from 23.4% in previous year (NACE Job Outlook, 2019).

• Students see networking opportunities, learning about U.S. work culture, and time to translate knowledge into careers upon graduation as key educational outcomes (International Educator, Nov/Dec, 2019).

• 92% of international students believe studying in the U.S. will provide a good return on investment over time (WES, 2017).
International Enrollment Decline

• Pre-dates current administration – beginning in Fall 2016 for KU (and many IEPs)

• Decline has *accelerated* since fall 2016 at KU and nationally.

• Open Doors (2019): Overall international student decline in 2018/2019 of 2% over the previous year (3% since 2016/2017). Biggest declines: Middle East, Europe, S.E. Asia.


• CGS (2018) reported 3.7% national decrease in international first-time graduate enrollment between Fall 2016 & 2017. Masters program enrollment declined another 2.3% in 2018/2019 (Open Doors, 2019).

• CGS also reported a 1.4% *increase* among R1s between 2016 & 2017 – suggesting regional and state-level differences are significant contributors to declines.
Accelerants to Enrollment Declines

• Increased global competition for students – especially among research universities striving to compete in scientific activity (Musselin, 2018).

• Anti-immigration sentiments in press attributed to the entirety of the U.S.

• 3 straight years of intensive English enrollment declines (41% since 2015) have been concentrated in the Midwest (Redden, 2019).

• Visa rumors are now true and pushing prospective students away from high-quality U.S. graduate programs (Anderson, 2019):
  
  o Non-immigrant visa applications **down 7%** in 2018 (down 675,887)
  o Non-immigrant visa **denials up 5%** (up 189,060)
  o Port-of-Entry discretionary denials seem on the rise and make big news

• Between 2015 and 2017, F-1 visas declined 29% overall, 28% for India and 24% for China (ICEF Monitor, 2018)
Congressional Activity

Recent Hearings & Meetings

- **April 2018** – Hearing on “Scholars or Spies: Foreign Plots to Targeting America’s Research & Development,” House Science Subcommittee on Oversight and Subcommittee on Research and Technology


- **Sept 2018** - House Science Committee Roundtable with higher education leadership, federal science agencies, FBI


- **May 2019** - House Armed Services Roundtable with higher education leadership

- **June 2019** - Hearing on “Foreign Threats to Taxpayer – Funded Research: Oversight Opportunities and Policy Solutions,” Senate Finance Committee
Congressional Activity (cont.)

Recent Legislative Proposals

Institutional Factors Affecting Climate & Attractiveness

• Shift away from programmatic support (again) toward regulatory compliance to protect students.

• Increased difficulty hiring globally networked international talent to faculty & research ranks.

• Graduate student (and postdoctoral) access to basic research – especially externally sponsored students.

• Restrictions on faculty travel.

• Emergence of restrictive visitor programs.

• Methods of implementing export control and restricted party screening for agreements and research collaborations.
What students tell us they are concerned about...

- **Unlawful presence** accrual for minor technical violations (F, J and M Non-Immigrants)
- Court **challenges to OPT**
- **ICE** site visits to STEM OPT sites
- **OPT Processing Time** (Summer 2019) went from 3 to 5 months (90 app window)
- **“Extreme Vetting”**
  - Discretionary visa denials and processing delays increasing – initial & renewal
  - High profile Port-of-Entry decisions (Harvard, Arizona State, Iranian nationals)
  - Security checks delaying scientists & engineers (China, Russia, M. East)
  - New Social Media Vetting policy
- **Administrative Processing Time** for visas up from 60-90 days to 180
- **Public charge** regulation and it’s long-term impact on future careers
- **H-1B rejections** on the rise with DHS challenging DOL determinations
- **F-1 Duration of Status** proposed rule changes by DHS/ICE (max periods of stay)
Finding Balance

Our Mission
Fostering path-breaking, collaborative cross-disciplinary research capacity & innovation
Building a diverse, inclusive community

Our Responsibilities
❖ Protecting our students, researchers and their work
❖ Complying with federal policy and regulations

Padma Raghavan, VP for Research, Vanderbilt University
United Kingdom: A Case in Point

• 2002, Theresa May (UK Home Secretary) said 2-year post-study work visa was "too generous". Shortened to 4 months.

• International enrollments plummeted (India alone down 56%) and the UK’s ability to attract global talent suffered dramatically. Brexit and its impact on EU mobility is anticipated to compound matters (The Guardian, 2019).

• New policy (supported by business and education sectors) restores period to two years to attract the “best and brightest.”
What can we do on campuses to promote access to experiential learning for international students?

• Integration of study abroad and study away in the majors – especially into the professional school disciplines.

• Coordinate with career development and ISSS offices to proactively engage outside entities about the ease and value of bringing international students on board when they have CPT eligibility (e.g. internships). Campuses can play an enormous role in employer relations.

• Explore sponsored program opportunities with locally-based entities that have an international footprint to educate and train future employees located in countries where they have a presence.

• Proactively support students heading into OPT and arm them with the tools they need to dispel concerns, address myths, gain notice as a prospective hire, as well as to connect with faculty members with critical network access.

• Advocate for sound policy and rule making. Evidence on impact of national policy can be seen in Australia, Canada, and the U.K. (International Educator, Nov/Dec ’19)
Collaborative Programming

- ISS
- Career Center
- Immigration Attorney
Talent is our most important global commodity.
We are experiencing a global talent deficit.
“The worldwide competition for human talent, the race to produce innovative research, the push to extend university campuses to multiple countries, and the rush to produce knowledgeable and creative graduates who can strengthen increasingly knowledge-based economies—all of these trends are hugely beneficial to the entire world.”

Rainer Strack:
The workforce crisis of 2030 — and how to start solving it now

TED@BCG Berlin · 12:47 · Filmed Oct 2014
Subtitles available in 1 language

View interactive transcript
## GLOBAL WORKFORCE CRISIS

<table>
<thead>
<tr>
<th>Region</th>
<th>Labor shortage/surplus in 2020</th>
<th>Labor shortage/surplus in 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EUROPE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td>6%</td>
<td>-1%</td>
</tr>
<tr>
<td>Germany</td>
<td>-4%</td>
<td>-23%</td>
</tr>
<tr>
<td>Italy</td>
<td>8%</td>
<td>-4%</td>
</tr>
<tr>
<td>Spain</td>
<td>17%</td>
<td>-3%</td>
</tr>
<tr>
<td>UK</td>
<td>6%</td>
<td>-1%</td>
</tr>
<tr>
<td>Russia</td>
<td>-5%</td>
<td>-24%</td>
</tr>
<tr>
<td><strong>AMERICAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>-7%</td>
<td>-33%</td>
</tr>
<tr>
<td>Canada</td>
<td>3%</td>
<td>-11%</td>
</tr>
<tr>
<td>Mexico</td>
<td>6%</td>
<td>-8%</td>
</tr>
<tr>
<td>USA</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>ASIA-PACIFIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>7%</td>
<td>-3%</td>
</tr>
<tr>
<td>India</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Indonesia</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Japan</td>
<td>3%</td>
<td>-2%</td>
</tr>
<tr>
<td>South Korea</td>
<td>-6%</td>
<td>-26%</td>
</tr>
</tbody>
</table>
“A robot-proof model of higher education is not concerned solely with topping up students’ minds with high-octane facts. Rather, it refits their mental engines, calibrating them with a creative mindset and the mental elasticity to invent, discover, or otherwise produce something society deems valuable...Whatever the creation, it must in some manner be original enough to evade the label of “routine” and hence the threat of automation. Instead of training laborers, a robot-proof education trains creators.”

“As the job market becomes more dynamic, and as employers look for increasingly unnatural combinations of skills, the most important talent will be harder and harder to find.” Page 16

“In the years to come, employers may also have to develop supply chains for talent, seeking out partnerships with higher-education institutions to cultivate the skills they need.” Page 16
The Role of Higher Education

• Curricula should be current, relevant and market informed...credentialing
• There should be a balance of STEM training, technical and “human skills”
• Should be informed by actual changes in the skillsets needed for rapidly changing roles
• Curricular reform enhanced by partnerships with those searching for talent
• Advocate for global
MIT launches Task Force on the Work of the Future

Institute-wide effort will study the evolution of jobs in an age of technological advancement.

The task force leadership team consists of (right) David Autor, the Ford Professor of Economics and associate head of the MIT Department of Economics; (left) David Mindell, the Frances and David Dibner Professor of the History of Engineering and Manufacturing, and professor of aeronautics and astronautics; and (center) Elisabeth Reynolds, executive director of the MIT Industrial Performance Center (IPC) and a lecturer in the Department of Urban Studies and Planning.

Image: Melanie Gonick/MIT
Business and Industry Partnerships

- P3 relationships focused on talent pipelines and talent development
- Investment in talent development
- Investment in early outreach
- Learn and earn
- Scholarships and assistantships
- Talent solution partnerships
- Investment...
We are experiencing a global talent deficit.
Drexel CCI Welcomes New DXC @ Drexel International Program Students

October 01, 2019

DXC @ Drexel students with DXC Fellow and Head of Artificial Intelligence Jerry Overton, CCI Dean and Isaac L. Auerbach Professor Yi Deng and DXC Executive Vice President and Chief Human Resource Officer Jo Mason at a welcome event on Wednesday, September 25, 2019 at 3675 Market Street.

AIEA
JobsOhio 2018 Results

JobsOhio works collaboratively with regional and local economic development partners across the state to help companies create and retain jobs and payroll and support capital investment.

- **266** Total Projects
- **$9.6 Billion** Capital Investment
- **27,071** New Jobs
- **$1.3 Billion** New Jobs Payroll
- **69,905** Retained Jobs
- **$4.2 Billion** Retained Jobs Payroll
Cleveland State Global Targets International Students

CSU is the only public university in Ohio to partner with Boston-based Shorelight Education. This new collaboration, Cleveland State Global, will connect international students seeking an American education with CSU and provide job opportunities after graduation.

Shorelight’s signature undergraduate and graduate support programs will help CSU recruit and retain top international students and ensure their success as they progress through graduation.

Shorelight and CSU will work collaboratively with the city of Cleveland and local businesses to build a strategic workforce pipeline that will connect qualified international students who complete their studies at CSU with companies eager to employ them.

As part of the three-pronged relationship, CSU will serve as the academic provider – delivering undergraduate and advanced degree programs in a number of fields, as well as experiential learning opportunities. As the operational and programmatic provider, Shorelight will deliver technology-enabled services and resources to help engage and support international students throughout the application, enrollment and academic experience. Finally, the city will help connect international graduates with employment opportunities in the Cleveland area.

Also in this Issue...

Parker-Hannifin Living and Learning Community Promotes Academic Success

Helping students succeed through Say Yes to Education is the Parker Hannifin Corporation, a longtime partner of CSU. Read more >>
Global Experiential Learning...
Talent is our most important global commodity.
We are experiencing a global talent deficit.
Business and industry will effect more transformative change in higher education than colleges and universities on their own. 

(And hopefully foreign policy)
Questions & Discussion