International Student Mobility: Trends, Student Motivations, and Best Practices for Puerto Rico

Ian Wright, Director of Partnerships
World Education Services, Inc.

www.WES.org
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Agenda

• Global student mobility trends
  • U.S. and Puerto Rico
  • Latin America and the Caribbean
• Understanding student motivation and satisfaction to inform your institutional value proposition
  • Focus on Asia, Europe and Africa
• Economic impact and examples of collaborative clusters
• About WES
### U.S. Now Challenged by Rising Powers

#### Top Host Destinations, 2001 & 2016

- **2001**: 2.1 million students
  - United States: 28%
  - United Kingdom: 11%
  - Germany: 9%
  - France: 7%
  - Australia: 4%
  - Japan: 3%
  - Spain: 2%
  - Belgium: 2%
  - Other: 34%

- **2016**: ~4.1 million students
  - United States: 25%
  - United Kingdom: 12%
  - China: 10%
  - France: 8%
  - Australia: 7%
  - Russia: 7%
  - Canada: 6%
  - Germany: 6%
  - Other: 16%

#### In-Bound Students in Select Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>2015 Release</th>
<th>2016 Release</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>974,926</td>
<td>1,043,839</td>
<td>+7.1%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>493,570</td>
<td>496,690</td>
<td>+0.6%</td>
</tr>
<tr>
<td>China</td>
<td>377,054</td>
<td>397,635</td>
<td>+5.5%</td>
</tr>
<tr>
<td>France</td>
<td>298,902</td>
<td>309,642</td>
<td>+3.6%</td>
</tr>
<tr>
<td>Australia</td>
<td>269,752</td>
<td>292,352</td>
<td>+8.4%</td>
</tr>
<tr>
<td>Russia</td>
<td>250,251</td>
<td>282,921</td>
<td>+13.1%</td>
</tr>
<tr>
<td>Canada</td>
<td>239,665</td>
<td>283,855</td>
<td>+10.1%</td>
</tr>
<tr>
<td>Germany</td>
<td>218,848</td>
<td>235,858</td>
<td>+7.8%</td>
</tr>
<tr>
<td>Japan</td>
<td>139,185</td>
<td>152,062</td>
<td>+9.3%</td>
</tr>
<tr>
<td>Spain</td>
<td>71,533</td>
<td>76,057</td>
<td>+6.3%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>70,659</td>
<td>74,894</td>
<td>+6.0%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>46,659</td>
<td>50,525</td>
<td>+8.3%</td>
</tr>
<tr>
<td>India</td>
<td>39,517</td>
<td>42,420</td>
<td>+7.3%</td>
</tr>
<tr>
<td>Sweden</td>
<td>32,602</td>
<td>33,181</td>
<td>+1.8%</td>
</tr>
<tr>
<td>Finland</td>
<td>30,191</td>
<td>30,827</td>
<td>+2.1%</td>
</tr>
<tr>
<td>The Philippines</td>
<td>6,432</td>
<td>8,202</td>
<td>+27.5%</td>
</tr>
</tbody>
</table>

Source: Project Atlas, 2016
Total number of international students in host country:

- > 1,000,000
- 500,001-1,000,000
- 100,001-500,000
- 20,001-50,000
- ≤ 20,000

*Dominican Republic data reflects full-degree MESCyT scholarships only.

Source: Project Atlas, 2016
China & India Drive U.S.-Bound Growth

Number of International Students in the U.S.

- China
- India
- Sub-Saharan Africa
- Europe
- Latin America & Caribbean
- Middle East & North Africa

<table>
<thead>
<tr>
<th>Year</th>
<th>China</th>
<th>India</th>
<th>Sub-Saharan Africa</th>
<th>Europe</th>
<th>Latin America &amp; Caribbean</th>
<th>Middle East &amp; North Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>64,410</td>
<td>0</td>
<td>30,046</td>
<td>10,027</td>
<td>85,423</td>
<td>62,120</td>
</tr>
<tr>
<td>2012/13</td>
<td>100,270</td>
<td>0</td>
<td>64,410</td>
<td>108,270</td>
<td>100,270</td>
<td>165,918</td>
</tr>
<tr>
<td>2013/14</td>
<td>165,918</td>
<td>0</td>
<td>165,918</td>
<td>165,918</td>
<td>165,918</td>
<td>250,000</td>
</tr>
<tr>
<td>2014/15</td>
<td>250,000</td>
<td>0</td>
<td>250,000</td>
<td>250,000</td>
<td>250,000</td>
<td>300,000</td>
</tr>
<tr>
<td>2015/16</td>
<td>300,000</td>
<td>0</td>
<td>300,000</td>
<td>300,000</td>
<td>300,000</td>
<td>350,000</td>
</tr>
</tbody>
</table>

Source: IIE Open Doors, 2016
Latin-American Growth Stable Except Brazil

**International Student Enrollment from Top 5 countries in Latin America**

- Colombia
- Brazil
- Mexico
- Venezuela
- Peru

Source: IIE Open Doors 2015/16
Local Regional Student Mobility is Low...

- Latin American and Caribbean region has among the lowest mobility of international higher education students in the world

- The region’s outbound mobile ratio for 2013 (defined as the number of students from a given country studying abroad, expressed as a percentage of total tertiary enrollment in that country) was only 0.9, compared to 7.6 for Central Asia or 4.0 for Sub-Saharan Africa
Latin American and Caribbean countries combined sent 86,364 (2014/’15) international students to the United States – a tally that outstrips totals of both the third and fourth top sending countries, Korea (63,710) and Saudi Arabia (59,945).

SEVIS Data on Puerto Rico: F-1/M-1 visas

955 as of Nov. ‘16

- N. America: 298
  - Dominican Rep.: 109
- S. America: 479
  - Colombia: 279
- Europe: 111
  - Spain: 65
- Asia: 53
  - China: 28
- Africa: 8

SEVIS Report as of November 2016: https://studyinthestates.dhs.gov/sevis-by-the-numbers
Based on analysis of 591 applicants from 117 Puerto Rican education institutions, gov’t. departments, and agencies.
Linking Student Motivation & Satisfaction to Your Institutional Value Proposition

- http://www.wes.org/ras/reports/
WES Segmentation

Learn more about international student segmentation
Financial Capabilities by Country and Region

Annual Budget for U.S. Masters’ Education by Country and Region

China (n=264)
- $50,000+: 37%
- $40,001-$50,000: 21%
- $30,001-$40,000: 16%
- $20,001-$30,000: 13%
- $10,001-$20,000: 8%
- $10,000 or less: 5%

India (n=1313)
- $50,000+: 7%
- $40,001-$50,000: 16%
- $30,001-$40,000: 33%
- $20,001-$30,000: 26%
- $10,001-$20,000: 8%
- $10,000 or less: 12%

Middle East (n=135)
- $50,000+: 7%
- $40,001-$50,000: 22%
- $30,001-$40,000: 8%
- $20,001-$30,000: 13%
- $10,001-$20,000: 17%
- $10,000 or less: 16%

Latin America (n=137)
- $50,000+: 12%
- $40,001-$50,000: 10%
- $30,001-$40,000: 7%
- $20,001-$30,000: 21%
- $10,001-$20,000: 27%
- $10,000 or less: 22%

Sub-Saharan Africa (n=146)
- $50,000+: 6%
- $40,001-$50,000: 14%
- $30,001-$40,000: 22%
- $20,001-$30,000: 22%
- $10,001-$20,000: 32%
- $10,000 or less: 22%

Europe (n=107)
- $50,000+: 10%
- $40,001-$50,000: 8%
- $30,001-$40,000: 17%
- $20,001-$30,000: 28%
- $10,001-$20,000: 17%
- $10,000 or less: 20%

http://wenr.wes.org/2015/10/how-masters-students-choose-institutions-research-on-international-student-segmentation
Understanding Bachelor’s Seeking Students

**Location**
- Being close to friends or family that now live in U.S.: 17%
- Being in/close to a major city: 14%
- Being near community of people from home country: 9%
- Having fun things to do in area: 10%

**Cost**
- Annual tuition and fees (before financial aid and scholarships): 56%
- Availability of financial aid and scholarships awarded by institutions: 51%
  - Cost of living: 42%
  - Duration of program: 31%

**Career Prospects**
- Earning potential following graduation: 45%
- Reputation of school/program with employers: 45%
- Quality of career preparation services (e.g. opportunities to network with alumni or potential employers): 47%

**School Reputation**
- Faculty research and expertise: 38%
- Ranking of the school/program: 35%
- Recommendations from peers: 20%
# Reasons for Studying Abroad by Region

## Table 2: Top 3 Factors that Influenced Student’s Decision to Enroll at a U.S. Institution

<table>
<thead>
<tr>
<th>Rank</th>
<th>Region</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>China</td>
<td>Institution’s reputation</td>
<td>Availability of a desired program</td>
<td>Institution’s location</td>
</tr>
<tr>
<td>1</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>48%</td>
<td>Availability of a desired program</td>
<td>Institution’s reputation</td>
<td>Earning potential after graduation</td>
</tr>
<tr>
<td>3</td>
<td>40%</td>
<td>Institution’s location</td>
<td>Availability of research opportunities</td>
<td>Earning potential after graduation</td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>64%</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Europe</td>
<td>56%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>1</td>
<td>58%</td>
<td>Earning potential after graduation</td>
<td>Institution’s reputation</td>
<td>Earning potential after graduation</td>
</tr>
<tr>
<td>2</td>
<td>43%</td>
<td>Institution’s reputation</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>3</td>
<td>38%</td>
<td>Institution’s location</td>
<td>41%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Latin America &amp; Caribbean</td>
<td>58%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Middle East &amp; North Africa</td>
<td>58%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Sub-Saharan Africa</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://wenr.wes.org/2016/10/international-student-experience-crucial-domain-recruitment-retention
Measuring International Student Satisfaction

International students who are satisfied with their education experience are more likely to recommend their institution to family, friends, and peers back home.

“I would like to share my experience with my friends in my home country and encourage them to apply to the same institution.”

-Master’s student from Jordan
## Europeans Focus on Educational Experience

### Students from Europe

| Express strong satisfaction with their U.S. education overall | 90% satisfied or very satisfied with overall U.S. education |
| 84% likely or very likely to recommend their institution |

Are interested in the **experiential** aspects of studying abroad

- **38%** motivated by the opportunity to live abroad (1st second highest among all countries/regions)
- **38%** focused on location as a factor in choosing an institution

Express relatively lower levels of satisfaction with and use of campus facilities and support services

- **23%** unsure of their satisfaction level with orientation programming (1st highest among all countries/regions)
- **61%** strongly agree that U.S. education was a worthwhile investment
- **77%** satisfied or very satisfied with overall support to international students

Cite concerns with the **cost of tuition** and U.S. academic culture

- **72%** struggle with the cost of tuition
- **26%** experience struggles adapting to U.S. academic culture (1st highest among all countries/regions)

### Recommendations:

- Highlight location and benefits to study and living experience
- Clearly state tuition and cost of living as well as opportunities for scholarships or jobs
- Focus on acculturation to academic setting and support services
Importance of Improving English Language Skills

Students from Latin America & the Caribbean

Have a strong belief in the value of their U.S. education

62% strongly agree that U.S. education was a worthwhile investment (second highest among all countries/regions)

55% strongly agree that their career prospects are positive

23% Motivated to improve their English language skills

The findings in this infographic are based on 2015 data from IIE, and results of a World Education Services (WES) survey of more than 4,600 current or former international students. Detailed WES findings and analysis are available in an original report, *Improving the International Student Experience: Implications for Recruitment and Support*, Roy, M., Lu, Z., and Loo, B. (2016, October). Download the full report at wes.org/studentsatisfaction

Sources
1. IIE Open Doors, 2015
2. WES Improving the International Student Experience: Implications for Recruitment and Support, 2016
Importance of Improving English Language Skills

Students from the Middle East & North Africa (MENA)

Focused on improving career prospects and English language skills

- 40% want to improve career prospects in the home country
- 26% want to improve English language skills (▲ highest among all countries/regions)

Students from China

- 48% cited English as one of their biggest struggles (▲ highest among all countries/regions)
Economic Impact and
Examples of Collaborative Clusters
Economic Impact

http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool/
Economic Impact: Wyoming & West Virginia

Wyoming:
- International Students: 1,157
- Higher Education Institutions: 12
- U.S. Rank: #50 (incl. Washington, DC)
- Estimated Expenditures: $22+ Million/Year

West Virginia
- International Students: 4,150
- Higher Education Institutions: 44
- U.S. Rank: #41 (incl. Washington, DC)
- Estimated Expenditures: $115.4 Million/Year
State-Based Study Consortia: U.S. Commerce

• To “pool resources for joint international marketing to international students and professionals... to increase the name recognition of their respective destinations and educational institutions, to promote their areas to international students, to facilitate partnerships between educational institutions in their areas and those in other countries...”

http://2016.export.gov/industry/education/eg_main_022048.asp
Study Initiatives in Growing Markets

Study Initiatives in Growing Markets

- Affordable destination for English language learning, particularly for students from Asia
- English proficiency in the country is high and English is widely used in daily life
- The government promotes ELT providers, packages education travel options for foreign students, and ease visa processing

http://monitor.icef.com/2016/03/elt-enrolment-in-the-philippines-on-the-rise/

http://www.tourism.gov.ph/Pages/PhilippinesESLTourProgram.aspx
About World Education Services, Inc. (WES)
WES is a non-profit organization headquartered in NYC and Toronto, providing organizations and institutions with research-based support on student mobility, international enrollment, and transnational education, with over 40 years of international education experience.

- More than 1.5 million credential evaluation reports have been provided to international students and skilled immigrants since our founding.
  - Over 220,000 applications were processed in 2016 alone.
- Over 10,000 professionals participate in WES webinars & training annually.
- WES delivers verified credential evaluation reports to more than 2,500 academic institutions worldwide.
- Our blog, WESSstudentAdvisor.org, has over 250,000 subscribers in 185 countries, with over 2.3 million page views since 2013; 84,000 current and prospective international students follow us on Facebook.
Scope of Global Education Systems

WES maintains a credential evaluation database, providing data on more than:

• 200 countries
• 45,000 foreign institutions
• 20,000 academic credentials
• 1,500 grading scales
Foreign Credential Risks & Challenges

• Fraudulent Documents and Organizations
• Document Transmission and Security
• Recognition of Different Systems and Measurements of Achievement
  – Vocational Training
    • Non-academic experiences
    • Internships
  – Three Year Undergraduate Degrees
  – Grade Inflation and Deflation
Sample Evaluation Report

CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: SAMPLE, Sample
Date of Birth: 

Date: June 18, 2010
Ref #: xxxxxxx/djg
Page: 1 of 2

U.S. EQUIVALENCY SUMMARY

Bachelor’s degree from a regionally accredited institution

CREDENTIAL ANALYSIS

1. Credential Authentication:
   Country: United Kingdom
   Credential: Bachelor of Engineering (Honours)
   Year: 2009
   Awarded by: University College London
   Institution Status: Accredited
   Admission requirements: General Certificate of Education, Advanced Level
   Length of program: Three years
   Major/Specialization: Chemical Engineering
   U.S. Equivalency: Bachelor’s degree

Authentication Statement

Institution Status
# Sample Evaluation Report

## COURSE-BY-COURSE ANALYSIS

<table>
<thead>
<tr>
<th>INSTITUTIONS . DATES . SUBJECTS</th>
<th>U.S. Semester Credits</th>
<th>U.S. Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College London</td>
<td>2006-2007</td>
<td></td>
</tr>
<tr>
<td>L) Introduction to Biochemical Engineering</td>
<td>5.0</td>
<td>A-</td>
</tr>
<tr>
<td>L) Transport Processes I</td>
<td>6.0</td>
<td>B</td>
</tr>
<tr>
<td>L) Thermodynamics</td>
<td>6.0</td>
<td>C</td>
</tr>
<tr>
<td>L) Engineering Experimentation</td>
<td>6.0</td>
<td>B</td>
</tr>
<tr>
<td>L) Introduction to Chemical Engineering</td>
<td>6.0</td>
<td>A-</td>
</tr>
<tr>
<td>L) Physics for Chemical Engineers</td>
<td>6.0</td>
<td>C</td>
</tr>
<tr>
<td>L) Basic Chemistry for Engineers</td>
<td>6.0</td>
<td>B</td>
</tr>
<tr>
<td>L) Mathematics</td>
<td>6.0</td>
<td>B+</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U) Experimentation</td>
<td>5.0</td>
<td>A</td>
</tr>
<tr>
<td>U) Mass Transfer Operations</td>
<td>5.0</td>
<td>A-</td>
</tr>
<tr>
<td>U) Process Engineering</td>
<td>5.0</td>
<td>B</td>
</tr>
<tr>
<td>U) Chemistry II</td>
<td>5.0</td>
<td>B</td>
</tr>
<tr>
<td>U) Computer Aided Process Engineering</td>
<td>5.0</td>
<td>A</td>
</tr>
<tr>
<td>U) Process Heat Transfer</td>
<td>5.0</td>
<td>B+</td>
</tr>
<tr>
<td>U) Particulate Systems and Separation Processes</td>
<td>5.0</td>
<td>B</td>
</tr>
<tr>
<td>U) Mathematics</td>
<td>5.0</td>
<td>B+</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U) Process Dynamics and Control</td>
<td>6.0</td>
<td>B+</td>
</tr>
<tr>
<td>U) Chemical Reaction Engineering</td>
<td>9.0</td>
<td>F</td>
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<tr>
<td>U) Transport Processes III</td>
<td>5.0</td>
<td>A</td>
</tr>
<tr>
<td>U) Chemical Engineering Plant Design I</td>
<td>18.0</td>
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<tr>
<td>U) Advanced Material Processes and Product Engineering</td>
<td>5.0</td>
<td>B+</td>
</tr>
<tr>
<td>U) Financial Aspects of Project Engineering and Contracting</td>
<td>5.0</td>
<td>B+</td>
</tr>
</tbody>
</table>

## SUMMARY

Total Undergraduate Semester Credits: 138.0  GPA: 3.25

Calculated GPA on a 4.0 Scale
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**How Master’s Students Choose Institutions:**
Research on International Student Segmentation

**Bridging the Digital Divide:**
Segmenting and Recruiting International Millennial Students

**Student Segmentation for an Effective International Enrollment Strategy**

**Improving the International Student Experience:**
Implications for Recruitment and Support Services

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WES Resources

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- World Education News & Review (WENR)
  wes.org/wenr/
- Grade Conversion Guides
  wes.org/gradeconversionguide/
- Webinars and Workshops
  wes.org/webinars
- Research and Consulting
  wes.org/ras
WES has transformed international enrollment management for some of America’s top universities.

See what we can do for you.

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