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# Fall 2017 International Student Enrollment Hot Topics Survey

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November 2017



## Introduction

Over the past year, U.S. higher education institutions have spread the message [#YouAreWelcomeHere](#) globally through videos and social media. However, with policy shifts and public debates on immigration, questions abound regarding the United States' ability to continue attracting and educating the brightest talent from around the world: *"Will the number of international students in the United States decline?"*; *"Are changes at my institution reflected at other colleges and universities?"*; *"Do international students still want to come to the United States?"*; *"Are other countries attracting international students away from the United States?"*

This report explores these complex questions through findings from the Fall 2017 International Student Enrollment Hot Topics Survey. A national survey of U.S. higher education institutions conducted annually since 2005, this report provides the international education field with a snapshot of current patterns and trending topics in international student enrollments. This year's survey focused on understanding Fall 2017 new international student enrollment, institutional recruiting and outreach priorities, and how the current U.S. social and political climate is impacting U.S. colleges and universities. The report is released jointly with and complements the *Open Doors Report*, which provides a comprehensive view of international student enrollment in the United States based on data from the previous academic year, 2016/17. However, it should be noted that because this report reflects just a snapshot from 522 institutions, the full picture for 2017 fall enrollments will be reflected in *Open Doors 2018*, available in November 2018.

The results of this survey are designed to provide insight into how U.S. higher education institutions are impacted by the shifting U.S. landscape. Additionally, the findings provide information for colleges and universities to benchmark their own enrollment patterns and to inform ongoing outreach and recruitment strategies.

## Key findings:

The overall findings of the fall snapshot survey mirror those of *Open Doors 2017*, indicating an overall flattening of the total number of international students in the U.S., with a decline amongst new international students in Fall 2017.

- Responding institutions report a 6.9 percent decline of international students enrolling for the first time at a U.S. institution, continuing the declines first seen in Fall 2016.
- 45 percent of institutions describe a drop in new international student numbers. However, 31 percent of institutions report an increase, and another 24 percent indicate new enrollment was stable.
- New enrollment declines vary based on institutional characteristics and geographic regions with Associate's and Master's institutions, less selective colleges and universities, and the Midwest reporting steeper declines.
- Compared to Fall 2016, more institutions attribute Fall 2017 declines in new enrollment to problems with visa delays and denials, the costs of U.S. higher education, and the U.S. social and political climate.

Institutions are concerned about recruitment for Fall 2018, particularly from the Middle East and North Africa and Asia.

- Institutions express the most concern about recruiting students from the Middle East and North Africa (75.9 percent) likely due to changes in the eligibility requirements of the Saudi Arabian government's scholarship program and potential concerns about travel restrictions to the United States.
- Institutions also report elevated concerns about recruiting international students from Asia (excluding China and India) (72.3 percent), China (70.9 percent), and India (67.8 percent). With two-thirds of all international students in the U.S. from Asia, apprehensions are likely related to the fact that any shifts in student interest would significantly impact overall enrollment.

- Institutions cite continuing to prioritize international student outreach and recruitment in Asia, particularly China (67.1 percent), Vietnam (50.7 percent), and India (47.7 percent).
- Nearly half (46.7 percent) of responding institutions report focusing recruitment efforts on international students already in the United States, such as international high school students.

### Opportunities and challenges remain in recruiting international students from China.

- The majority of institutions are not concerned with having too many Chinese students on campus (79.1 percent).
- Institutions recognize challenges in recruiting and integrating Chinese students into campus life, such as ensuring students are prepared for English language coursework (83.3 percent), academic integrity concerns (76.1 percent), and engaging Chinese students in the classroom (76.0 percent).
- Many colleges and universities cite enacting measures to encourage Chinese student success, including urging students to reach out if they encounter challenges (79.7 percent), developing networking opportunities (60.5 percent), and holding academic integrity seminars (49.2 percent).

### International students from areas of conflict face significant hurdles to enrolling at U.S. higher education institutions.

- Institutions note that international students from areas of conflict encounter difficulties in affording the costs of tuition and living expenses in the United States (79.8 percent) and obtaining a visa (77.9 percent).
- Among responding institutions, colleges and universities are increasingly working to address the challenges faced by these international students with a majority of institutions offering academic supports (72.3 percent) or counseling (67.6 percent) and nearly half providing tuition waivers or scholarships (47.1 percent).

### The current U.S. social and political environment presents challenges for international student recruitment.

- A majority of responding institutions (92.3 percent) report that the current U.S. social and political climate impacted their campus either positively or negatively over the past year.
- The largest impacts are on the attitudes and perceptions of prospective international students with 51.8 percent of colleges and universities reporting that prospective students cite the current U.S. social and political climate as a potential deterrent to U.S. study. However, only 19.6 percent of institutions indicate that international students expressed the desire to leave or have left the United States as a result of the current climate.
- Many institutions have responded to the shifting social and political situation through a series of actions, such as alerting students about changes in U.S. policies (64.7 percent), issuing statements in support of international students (63.3 percent), and creating opportunities to discuss current U.S. events (53.9 percent).

## Methodology

### Survey Background and Data Collection:

Ten partnering higher education associations distributed the International Student Enrollment Hot Topics Survey (Hot Topics Survey) in late September and early October, 2017 to their member institutions across the United States. The survey was carried out by the Institute of International Education (IIE) in cooperation with American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), Association of Public and Land-grant Universities (APLU), College Board, Council of Graduate Schools (CGS), National Association for College Admission Counseling (NACAC), and NAFSA: Association of International Educators.

The survey captured 522 valid responses from higher education institutions throughout the United States. Not all respondents provided complete data, so valid item response rates are lower for some questions. Responding institutions accounted for 42.4 percent of the international student population reported in *Open Doors 2017*.

## Respondent Profile:

Respondents to the 2017 Hot Topics Survey reflect a broad range of institutional types and locations from across 49 states and the District of Columbia. Overall, the profile of Hot Topics Survey respondents closely mirrors the profile of institutions that completed the 2017 *Open Doors* International Student Census. Similar proportions were noted among geographic regions, institutional sector, type, and size. Based on institutional size and the five broad Carnegie classifications of institutional types<sup>1</sup>, there was a slight overrepresentation of large, doctoral institutions in the Hot Topics Survey.

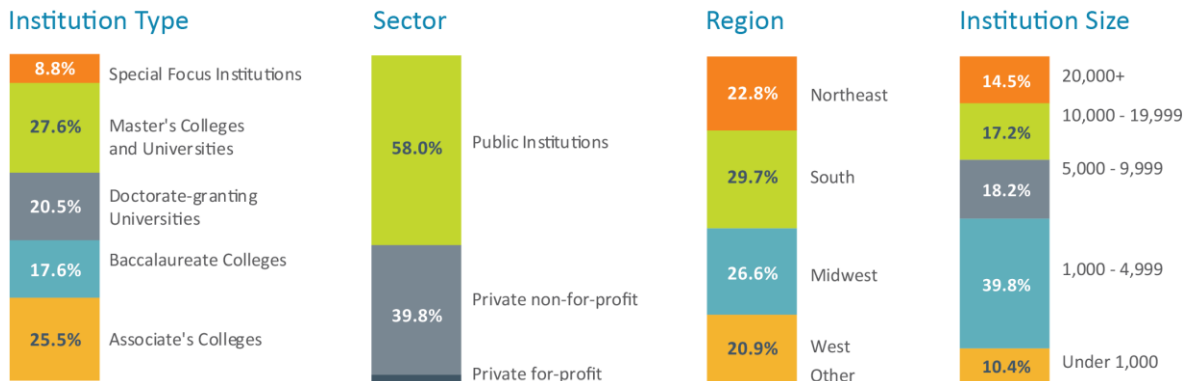


Figure 1. Survey respondent profile

## New International Student Enrollment Declines

Downward trend of new international student enrollment continues.

In a continuation of the decline in new student enrollment reported in Fall 2016 (*Open Doors*, 2017), institutions responding to the Fall 2017 Hot Topics Survey report a decline in new enrollment by 6.9 percent. Even with much speculation about the impact of recent social and political developments on international students, which may be contributing in part to the drop evident in Fall 2017, there is clear evidence that a flattening in the number of new international students began two years ago.

Following several years of high growth, the number of international students enrolling for the first time at a U.S. college or university began to flatten in Fall 2015. Starting in Fall 2015, new international student enrollment slowed to 2.4 percent growth, and in Fall 2016 exhibited declines for the first time since *Open Doors* began reporting this data in 2004/05 (*Open Doors*, 2017).

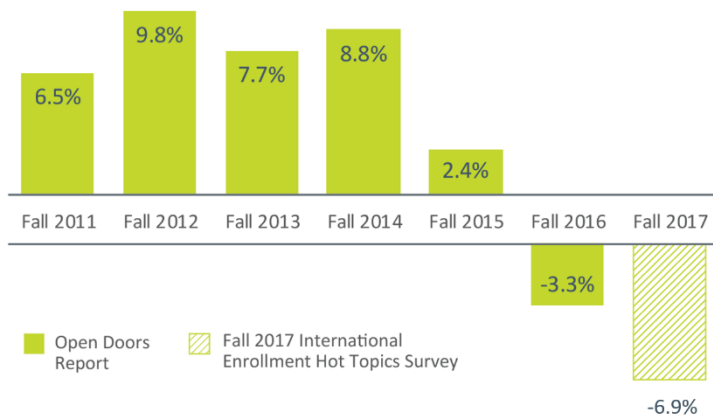


Figure 2. Percent change per year of new international student enrollment

While new enrollment declined in Fall 2017, survey respondents indicate that their overall number of international students remain flat as students stayed in the U.S. higher education pipeline to complete their degrees, advanced to further degree study, or pursued professional training opportunities related to their studies through Optional Practical Training (OPT).

<sup>1</sup> Based on the 2015 Carnegie Classification of Institutions of Higher Education. For more information, see <http://carnegieclassifications.iu.edu/index.php>.

**Declines in new international student enrollment vary across institutional types and regions.**

While the number of new international students fell nationally, institutional responses vary widely: 45 percent of institutions record declines in new international students from Fall 2016 to Fall 2017, while 31 percent indicate growth, and 24 percent experienced no change in new enrollments. These patterns align with the findings of two earlier joint surveys conducted by five higher education institutions that examined international student applications and international student yield for Fall 2017.

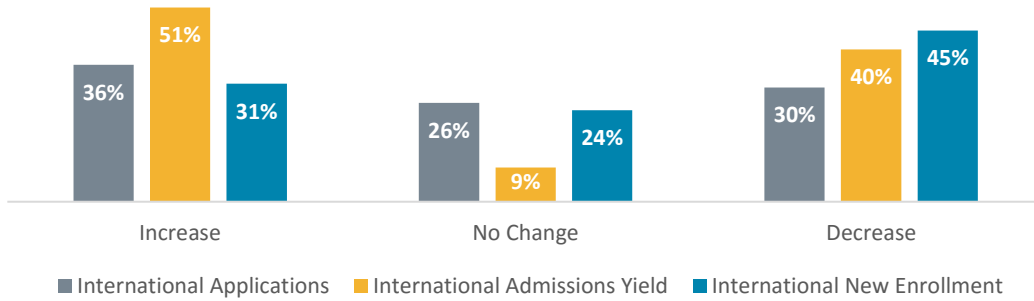


Figure 3. Proportion of Institutions Reporting Changes in International Undergraduate Applications, International Undergraduate Admissions Offers, and New International Student Enrollment

Note: Statistics on international applications are drawn from “[Trending Topics Survey: International Applicants for Fall 2017 - Institutional & Applicant Perceptions](#)” (AACRAO, 2017) and international admissions are from “[Shifting Tides: Understanding International Student Yield for Fall 2017](#)” (Farrugia & Andrejko, 2017).

The U.S. higher education system hosts a full array of institutional types, sectors, and programs of expertise. As such, shifting trends in new international student enrollment impacts colleges and universities differently based on institutional characteristics and geographic regions.

Declines in new international student enrollment are most acutely felt at public institutions which report an 11.3 percent drop in new enrollment. Private not-for-profit institutions, however, remain flat with a negligible 0.1 percent decline recorded. While all institutional types report falling new international student numbers, the steepest declines occur at Master’s colleges and universities (-20.1 percent) and Associate’s colleges (-19.3 percent). This mirrors findings from Fall 2016 when both Master’s and Associate’s institutions had double digit declines in new enrollment (*Open Doors*, 2017).

New international student enrollments were also examined by institutional selectivity<sup>2</sup> which varies from an increase of 6.3 percent to a decline of 23.9 percent. The more selective institutions continue to experience growth in new international students in Fall 2017, while institutions that admitted over 75 percent of students report double digit declines.

Institutional Selectivity	% Change from Fall 2016
90 percent or more accepted	-23.9
75.0 to 89.9 percent accepted	-13.4
50.0 to 74.9 percent accepted	-9.8
25.0 to 49.9 percent accepted	-4.0
10.0 to 24.9 percent accepted	2.5
Less than 10 percent accepted	6.3

Figure 4. New enrollment by institutional selectivity

New international student enrollment patterns also differ geographically across the top host states and U.S. regions. Of the top four host states of international students, Texas institutions report a significant decline in new international student enrollment (-16.4 percent). California and New York colleges and universities also indicate drops, although their declines (-5.6 percent and -2.8 percent, respectively) are smaller than the national average decline of 6.9

<sup>2</sup> Based on data from the National Center for Education Statistics’ Integrated Postsecondary Education Data System on the 2015 percent admitted data on the number of admission divided by the total applicants.

percent. In contrast, Massachusetts institutions continue to record growth in new international student enrollment (+3.6 percent).

To better understand trends throughout the United States, new enrollment was also classified by each of the U.S. Census Bureau divisions<sup>3</sup>. Across the nine geographic areas, central U.S. regions exhibit the steepest new enrollment declines, while the coastal regions report smaller declines. The only region in the United States to report new international student growth is New England (+2.1 percent).

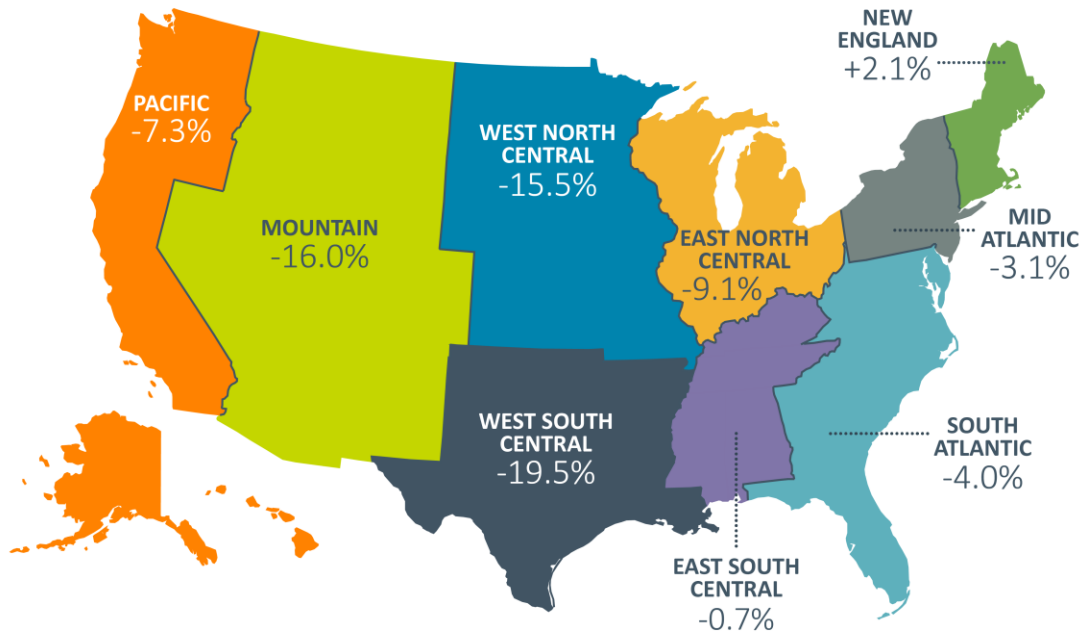


Figure 5. New international student enrollment percent changes by U.S. geographic divisions, Fall 2017

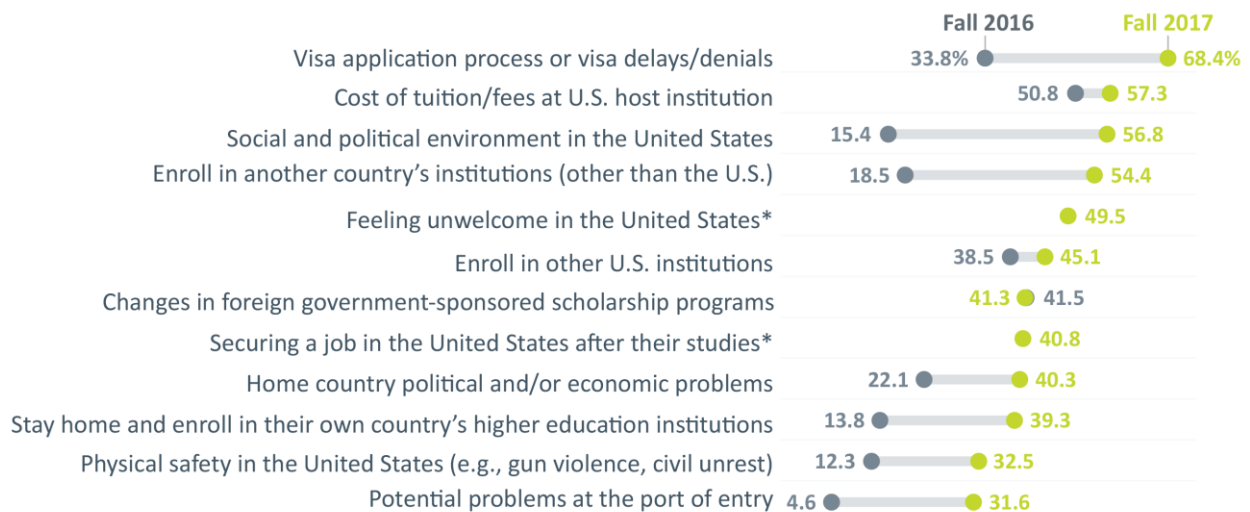
### Shifting reasons for declining enrollment

Among institutions experiencing declining new enrollment, a notable shift occurred in many of the reported reasons for falling international student numbers from Fall 2016 to Fall 2017. Survey respondents cite that the key factors contributing to these declines are visa application issues or denials, costs of U.S. higher education, the social and political environment, and the increasingly competitive global market of higher education options. The vast majority of institutions (94.7%) indicate that it is not just one reason, but *multiple* of these factors that contribute to new student enrollment declines.

#### Visa concerns

Survey respondents list visa application process issues or visa delays/denials as the top reason for Fall 2017 drops in new enrollment. The percentage of institutions citing this issue grew from 33.8 percent in Fall 2016 to 68.4 percent in Fall 2017 (+35 percentage points). In particular, several institutions specifically commented about experiencing difficulties with visa denials for Indian students. The issue of visa delays or denials as a factor in declining new enrollments most significantly impacted Master's colleges and universities (82.0 percent) and community colleges (72.0 percent). Similarly, a significantly higher proportion of survey respondents note potential problems at the port of entry, from 4.6 percent in Fall 2016 up to 31.6 percent in 2017.

<sup>3</sup> Based on U.S. Census divisions, for more information about states within each region, see [https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf).



\*No comparable data to prior years.

Figure 6. Top 12 Reasons for Declining International Students, Fall 2016 & 2017

### Social and political climate

A significant proportion of institutions report that the U.S. social and political environment (56.8 percent) and feeling unwelcome in the United States (49.5 percent) are factors contributing to new international student declines. In 2017, President Trump signed a series of executive orders and proclamations, commonly referred to as the “travel bans,” that placed restrictions on travel from specified countries and called for enhanced vetting capabilities for individuals travelling to the United States. While these policies are under review by the courts and have not been fully enacted, institutions report that the rhetoric surrounding the policies and ensuing public debates on immigration, along with apprehensions of personal safety and tense race relations, concern prospective international students and their families.

### Work experience

The ability for international students to gain practical work experience after their degree is often a compelling reason to pursue education in the United States. As of Fall 2016 over 175,000 international students took advantage of Optional Practical Training (OPT) after successfully completing their degree program ([Open Doors, 2017](#)). Though there have not been changes to the OPT program in the past year, 40.8 percent of institutions report that new student declines occurred due to concerns about being able to secure a job in the United States after their studies.

### Global competition

With institutions citing that international students are concerned about feeling unwelcome, nervous about the U.S. social and political climate, and worried about continuing opportunities for practical work experience, some students are choosing to pursue options outside of the United States. This year’s survey found a 36 percentage point increase in the proportion of survey respondents reporting students enrolling in another country’s institutions (up to 54.4 percent). Several institutions noted in comments that they are experiencing increased global competition for talented international students, particularly from Canadian institutions.

### Costs and changes in foreign government scholarships

While many factors that institutions attribute to declining new international student numbers exhibited dramatic growth, some patterns remained steady over the past year. In particular, over half (57.3 percent) of institutions reporting falling new student enrollment cite the cost of U.S. higher education as a contributor to the decline, second only to visa concerns. Additionally, impacts of the [end of the Brazil Scientific Mobility Program](#) and shifts in the [eligibility requirements of the government of Saudi Arabia’s scholarship program](#) resulted in dramatic declines of international students over the past year (ICEF, 2017; Redden, 2016). These programmatic adjustments are still being felt as of Fall 2017 with 41.3 percent of institutions citing changes in foreign government programs as reasons for declining new international student enrollment.

## Stable reasons for increasing enrollment

Although institutions report an overall increase in declines, it is important to note that approximately 31 percent of institutions describe growth in new international student enrollment for Fall 2017. The top reasons colleges and universities cite for growth are active recruitment efforts (61.1 percent), active outreach to admitted students (45.1 percent), and a growing reputation and visibility of their institution (45.1 percent).

## Concerns for next year's recruitment cycle

For Fall 2018, institutions are concerned about recruitment of international students from the Middle East and North Africa and Asia.

As institutions welcome the Fall 2017 cohort to campus this year, plans are already underway for the Fall 2018 recruitment cycle. In preparing their global outreach for the coming year, colleges and universities indicate concerns about recruitment in the Middle East and across Asia.

Due to multiple factors, the region institutions express the most overall concern (both very concerned or somewhat concerned) for Fall 2018 is the Middle East and North Africa (75.9 percent). In 2016, the government of Saudi Arabia announced changes in the eligibility requirements for their scholarship initiative, which accounted for falling numbers of Saudi students beginning in Fall 2016, a trend which is likely to continue as currently enrolled Saudi students graduate from their programs. Additionally, the shifting U.S. policies regarding travel restrictions from the region may impact student willingness to come to the United States due to perceptions of not being welcome.

Institutions also indicate concerns about maintaining or increasing international students for countries throughout Asia. Approximately 72.3 percent of institutions report worries about future enrollments from Asian countries outside of China and India, 70.9 percent have concerns about China, and 67.8 percent cite apprehensions about India. These elevated levels of concern may be due to the fact that two thirds of all international students are Asian, with China and India alone sending over half a million students to the United States in 2016/17 ([Open Doors, 2017](#)). As such, even small shifts in Asian students' willingness to pursue higher education in the United States could have a large impact on overall international enrollment. In comments, institutions also noted concerns specific to India including visa delays/denials and the 2016 currency demonetization.

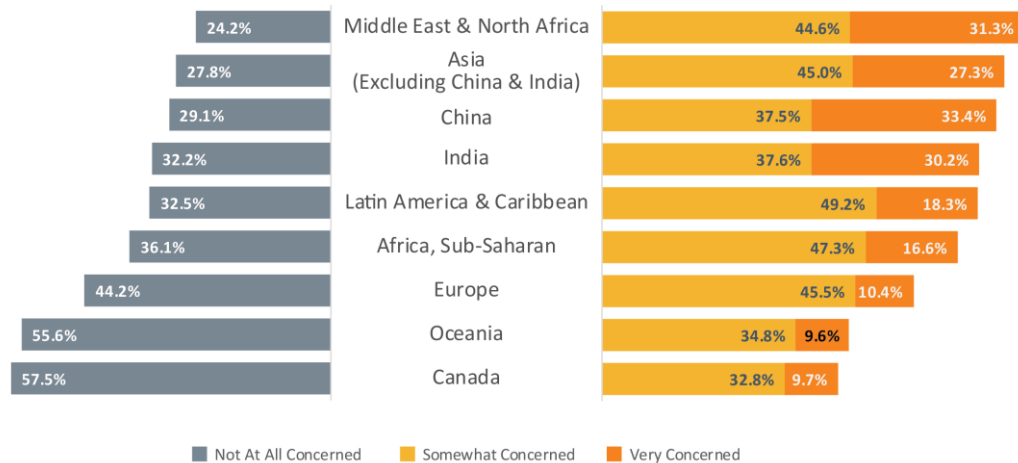


Figure 7. Level of concern for Fall 2018 recruitment by world region

## Institutions continue to prioritize outreach to Asia

Mindful of these concerns, many institutions report proactively conducting global outreach to prepare for the Fall 2018 international student cohort, with a particular focus on Asia. Two-thirds of institutions cite prioritizing efforts on China, while approximately half of all reporting institutions are directing recruitment energies to Vietnam (50.7 percent) and India (47.7 percent). All three places of origin are leading senders of international students and experienced strong growth over the past several years. As of 2016/17, students from China grew by 6.8 percent, Indian students were up by 12.3 percent, and Vietnamese students increased by 4.8 percent ([Open Doors, 2017](#)).



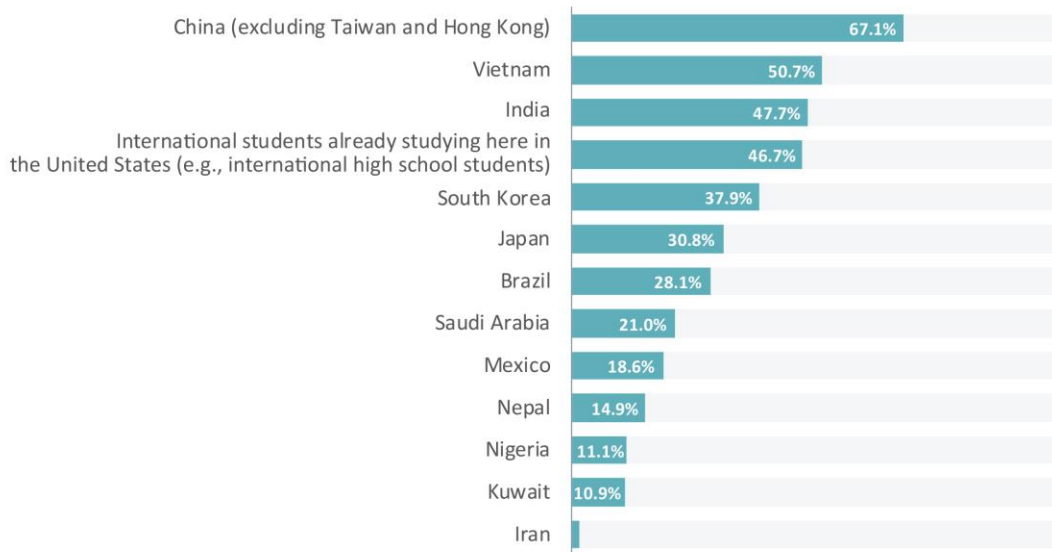


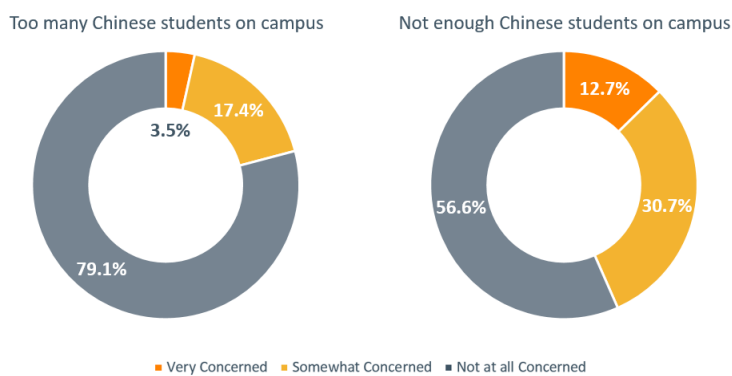
Figure 8. Priorities for Fall 2018 recruitment and outreach

Among responding institutions, nearly half (46.7 percent) report prioritizing outreach and recruitment efforts for international students already pursuing educational activities in the United States. The high proportion of schools turning to U.S. based international student recruitment is likely due to the growing number of international high school students which grew from 73,000 in 2013 to nearly 82,000 in 2016 according to the report [“Globally Mobile Youth: Trends in International Secondary Students in the United States, 2013-2016”](#) (Farrugia, 2017).

## Opportunities and challenges in recruiting international students from China

In 2016/17, one third of all international students in the United States were from China ([Open Doors, 2017](#)). With this large number of international Chinese students on U.S. campuses, articles have speculated if there may be too many Chinese students and cited challenges, such as [academic dishonesty](#) and [campus integration](#) (Marsh, 2016; Fischer, 2013).

When asked about concerns regarding desired levels of enrollment, the majority of institutions did not indicate strong concern about either too many or too few Chinese students. Strikingly, 43.4 percent of institutions express some level of concern that there are not enough Chinese students, while only 20.9 percent report sentiments of too many



Chinese students on campus. When examining this data, distinct variations emerge among institutional types. Master’s institutions (57.6 percent) indicate that they are very or somewhat concerned that there are not enough Chinese students enrolled. At the other end of the spectrum, Doctoral institutions have the highest rate of concern that there are too many Chinese students (36.9 percent).

Figure 9. Level of concern for too many or not enough Chinese students on campus

Among respondents, institutions cite significant challenges in successfully recruiting international Chinese students and ensuring that they are positively integrated in campus life. The number one concern among institutions are Chinese students' level of English language preparedness (83.3 percent). Additionally, over 70 percent of institutions report concerns with academic integrity, engaging Chinese students in the classroom, and integrating Chinese students on campus.

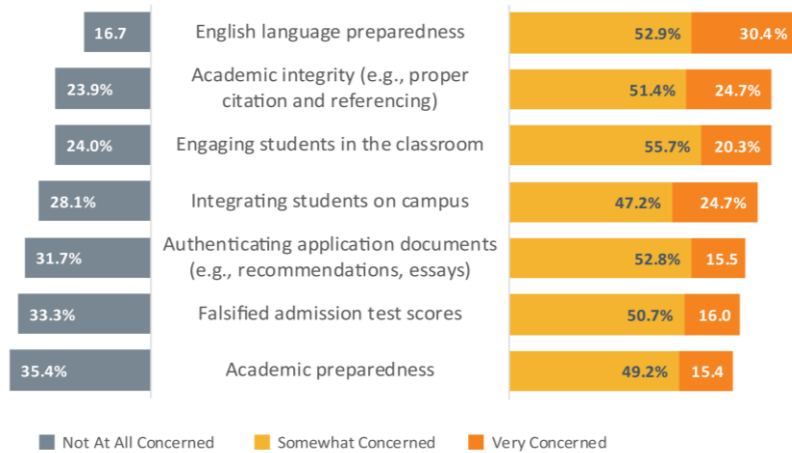


Figure 10. Level of concern for potential challenges in recruiting and supporting Chinese students

To address these concerns, colleges and universities report enacting measures or providing resources to ensure that Chinese students are integrated into campus life and successfully meeting academic milestones. Approximately, 79.7 percent of institutions cite encouraging Chinese students to reach out to university faculty, staff, and counselors if they face challenges and 60.5 percent report developing networking opportunities for Chinese students. To address institutional apprehensions about Chinese students' academic integrity, nearly half of responding institutions (49.2 percent) note holding seminars on academic integrity standards.

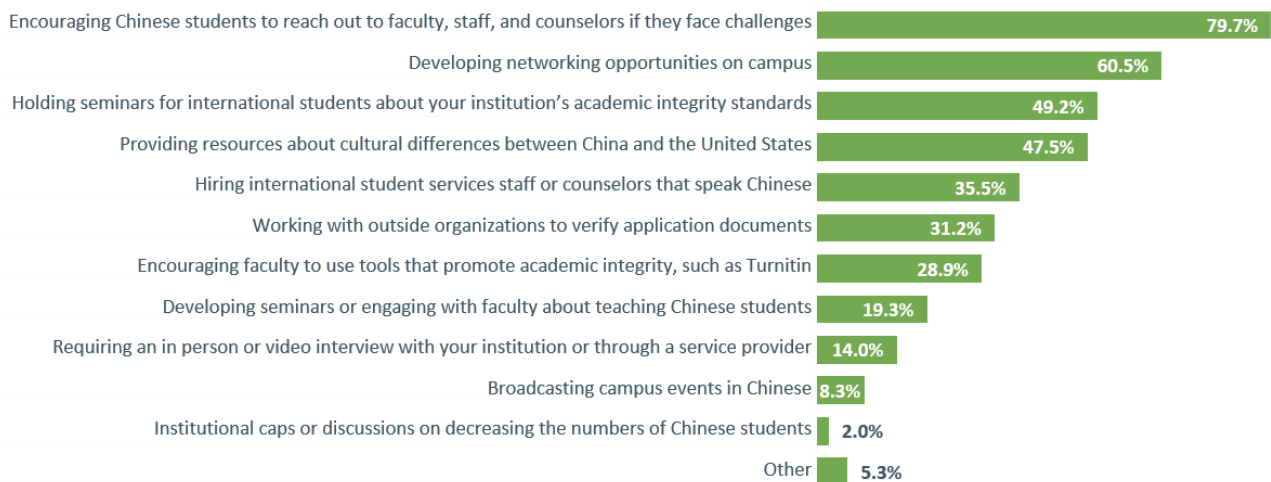


Figure 11. College and university actions regarding Chinese students

## International Students from Areas of Conflict

International students from areas of conflict often experience significant barriers when applying to and enrolling in colleges and universities in the United States. According to institutions, the largest hurdles for these students are affording the costs of tuition and living expenses (79.8 percent) and challenges in obtaining a visa (77.9 percent). Survey respondents also report that students may have difficulties in providing official academic documents (30.3 percent), completing admissions placement exams (28.1 percent), and affording large one-time costs, such as traveling to the United States (31.2 percent).

To address these barriers, 62.8 percent of institutions indicate providing some type of supports or special accommodations to international students applying and enrolling from conflict areas. Of these institutions, the majority report providing assistance once students arrive on campus in the form of academic supports (72.3 percent) and counseling (67.6 percent). The larger problems of costs and visa difficulties, however, are much more challenging to address. Just under half of responding institutions (47.1 percent) indicate providing tuition waivers or scholarships with some colleges and universities also offering financial support through room and board (10.9 percent) and loans (9.2 percent). Several institutions also note providing an enrollment extension to allow for students who experienced a delay in obtaining a visa.

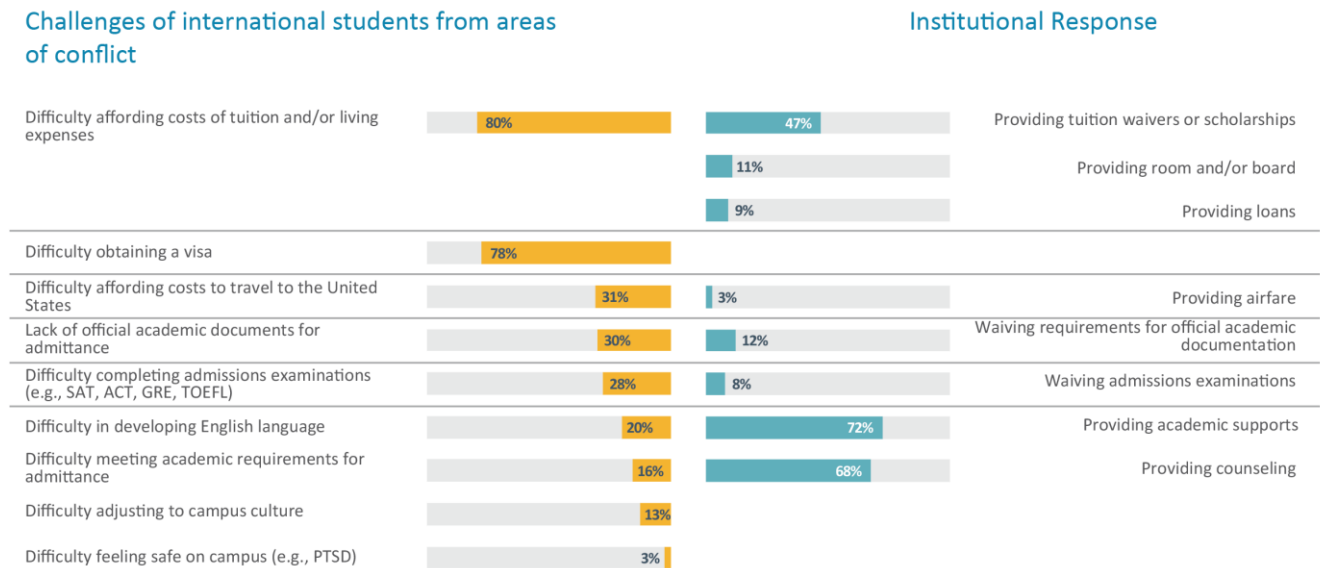


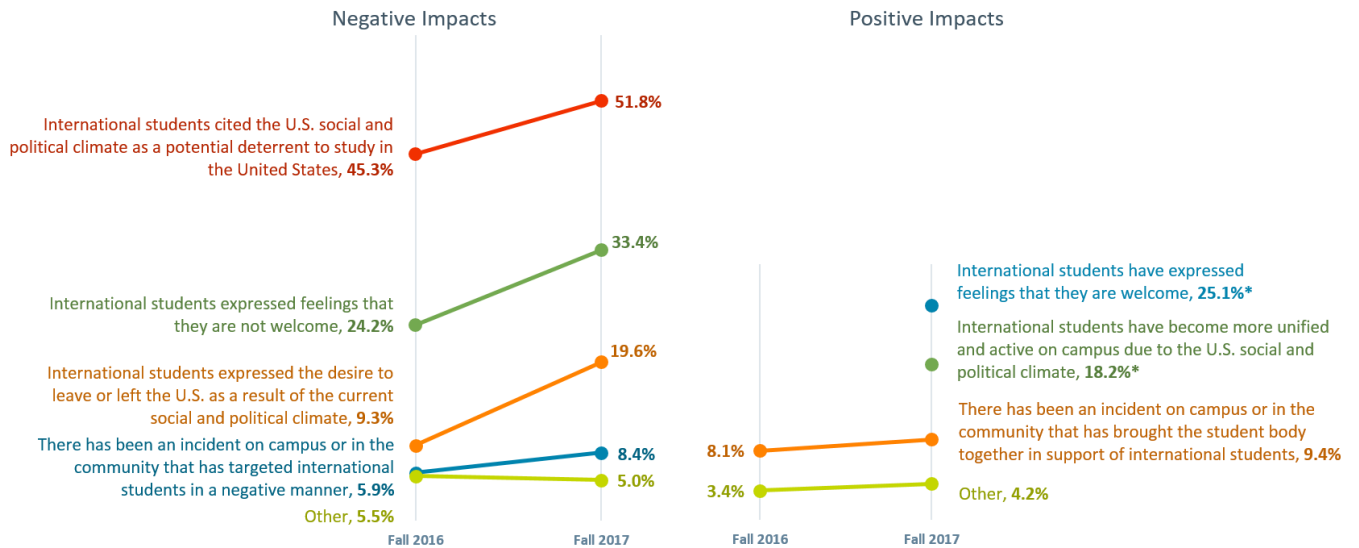
Figure 12. Challenges in applying and enrolling students from conflict areas and institutional responses

## Current U.S. Social & Political Climate

The United States and its higher education institutions have long been considered a welcoming environment for international students (see [IIE, 2015](#)). However, in a year marked by travel bans, immigration debates, concerns over personal safety due to gun violence, and tense race relations, institutions are concerned that some international students may no longer find the United States a welcoming and tolerant place to study. Among surveyed institutions, the vast majority (92.3 percent) report that the current U.S. social and political climate impacted their campus either positively or negatively over the past year, an increase from 55.9 percent in the prior year.

Of the colleges and universities reporting impacts, survey respondents note that the U.S. social and political climate primarily negatively affected the attitudes and perceptions of international students. The largest effect that institutions report is that prospective international students are citing the U.S. social and political climate as a potential deterrent to study in the United States (51.8 percent). Additionally, a third of institutions indicate that international students expressed feelings that they are not welcome in the United States.

Only 19.6 percent of institutions report that international students indicated the desire to leave or left the United States as a result of the current social and political landscape, up by 9.3 percentage points. Another area of concern, particularly due to the increased anti-immigration rhetoric, was that international students may be targeted at U.S. colleges and universities. Among survey respondents, approximately 8.4 percent of institutions report that an incident on campus or in the community targeted international students in a negative manner. Interestingly, an almost equal proportion of institutions (9.4 percent) cite that an incident on campus or in the community brought the student body together in support of international students.



\*No comparable data to prior years.

Figure 13. Negative and positive impacts of the U.S. social and political climate

Institutions are responding to the shifting social and political situation through multiple forms of outreach to the university campus and broader community. The majority of institutions report working closely with international students on campus through alerting students about changes in U.S. policies (64.7 percent), creating opportunities for international students to engage in or discuss events happening throughout the United States (53.9 percent), and providing counseling and mental health services to those concerned about the U.S. social and political climate (50.1 percent). Likely due to these outreach efforts, 18.2 percent of institutions find that international students are more unified and active on campus due to the current U.S. social and political climate.

Many colleges and universities are also publicly advocating for international students by issuing public statements supporting international students on campus (63.3 percent) and releasing new social media campaigns (41.8 percent). The campaign [#YouAreWelcomeHere](#), advanced nationally by Temple University, garnered global attention with over 300 higher education institutions and many organizations using this hashtag to promote that all international students are welcome to study in the United States. Approximately 24.0 percent of institutions also indicate reaching out to Federal, state, and/or local policymakers (members of Congress, governors, mayors, etc.), to urge support for international students and to educate them on the important role these students play on campus.

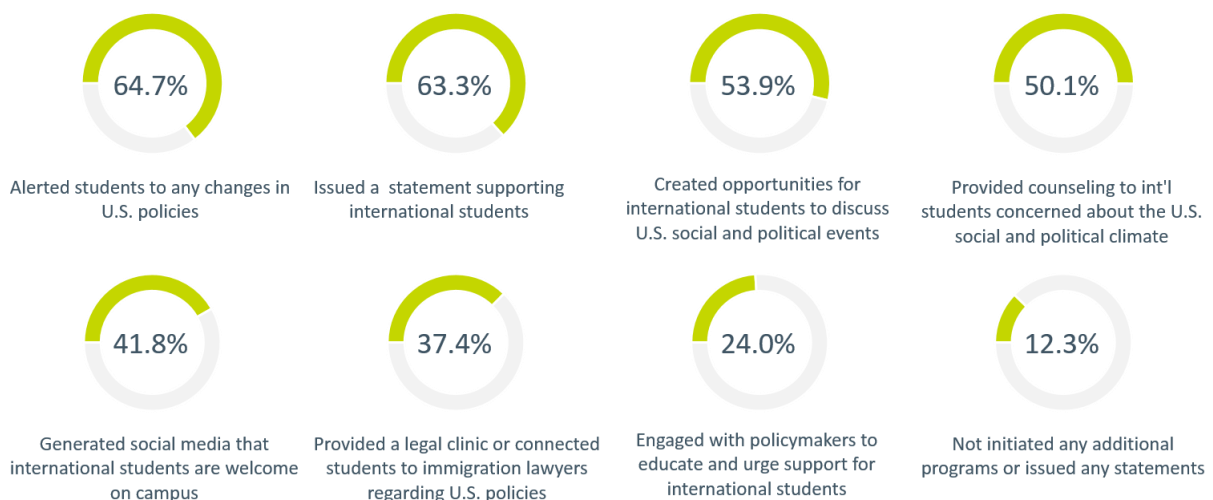


Figure 14. Institutional responses to current U.S. social and political climate

## Conclusion

Over the past year, an evolving social and political climate in the U.S. has prompted many questions about potential impacts to international student enrollments for Fall 2017 and into the future. While international student enrollments exhibit clear signs of a flattening, the overall numbers of international students in the United States are not expected to precipitously drop in Fall 2017.

However, with approximately 45 percent of institutions reporting declines in Fall 2017 new international student numbers, the current landscape is shifting. Institutions cite multiple factors contributing to new enrollment declines, including visa difficulties, costs of U.S. higher education, the U.S. social and political climate, and the global competition for talent. With international students contributing significantly to the [research and entrepreneurial leadership](#) of the United States, [supporting over 450,000 U.S. jobs](#), and adding over \$39.4 billion dollars to the U.S. economy in 2016, these factors may be signs of a future decline in international students and should serve as a wakeup call for the international education field (Anderson, 2016; NAFSA, 2017; U.S. Department of Commerce, 2017).

Many institutions are already taking actions to encourage international students to study in the United States through robust recruitment and outreach efforts that allay prospective student apprehension and ensure that students are well supported to succeed. With concerns about maintaining or increasing enrollments from the Middle East and North Africa and Asia, institutions are increasingly focusing recruitment on specific countries, particularly in China, India, and Vietnam.

While institutions balance the unique needs of all international students, particular challenges arise in working with large numbers of students from China as well as students from areas of conflict. Responding institutions recognize the challenges in recruiting and ensuring that Chinese students are successful on campus, and many cite creating programs and providing tailored resources to ensure Chinese students have a positive experience while pursuing their degree in the United States. Meanwhile, institutions are creatively working to address the barriers, particularly costs and visa problems, that students from areas of conflict face when applying and enrolling.

Faced with a globally competitive environment to attract the brightest minds from around the world, institutions across the United States are working to create an inclusive environment that reiterates that international students are welcome here. Colleges and universities may need to further strengthen their recruitment efforts, build their global brand, and find innovative ways to demonstrate that the United States is a welcoming place.

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