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International Student Enrollment Trends from 2008-2014: Country Case Studies and Comparison to a Midwest Liberal Arts Institution

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by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it to any other college or university course or degree here or elsewhere.

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Abstract

The international student recruitment and overall cross-border education have constantly been evolving. In the past two decades, higher education institutions were developing and implementing their plan of campus internationalization. Various universities and colleges have different approaches to the internationalization. However, through the implementation of the process, most of the institutions realized that the cornerstone of the internationalization is the international student recruitment. Despite providing the financial health to the institutions and overall to the process of internationalization, international student recruitment is the provider of the campus multiculturalism and diversity. This research is concentrated on the external factors of the cross-border education and overall trends of the student recruitment at the Midsize Midwestern University. The researcher attempted to deepen understanding of the student mobility trends through the observations of the 10 sample countries and the relationship to external factors for the period of 2008 to 2014. The researcher used the following external factors: students enrolled in the United States, GDP per capita (PPP), political turmoil, and change in currency against USD, national disasters, and crime rate. The country participants were Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain. This study is based on the secondary data used from the publicly available databases of the Institute of International Education (IIE), The World Bank, UNESCO, OECD, SEVP, as well as the data from the Mid-size Midwestern University, for the period of 2008 to 2014. The study used quantitative, non-experimental, cross-sectional, descriptive design. The multiple regression analysis models identified the relationship between dependent and several independent variables.

The study provides in-depth analysis of the findings, as well as provides future recommendations to the institutions.

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Abbreviations

ACE: American Council on Education

BC: British Council

BCCIHE: Boston College Center for International Higher Education

DAAD: Deutscher Akademishcer Austausch Dienst

EC: European Commission

ERASMUS: European Community Action Scheme for the Mobility of University Students

EU: European Union

GDP: Gross Domestic Product

ICE: Immigration and Customs Enforcement

ICEF: International Consultants for Education and Fairs

IIE: Institute of International Education

IMF: International Monetary Fund

NAFSA: National Association of Foreign Student Advisers

NATO: The North Atlantic Treaty Organization

OECD: Organization for Economic Cooperation and Development

SEVIS: Student and Exchange Visitor Information System

SEVP: Student and Exchange Visitor Program

UNESCO: United Nations Educational Scientific and Cultural Organization

UNDP: United Nations Development Programme

USSR: The Union of Soviet Socialist Republics

USA: The United States of America

Chapter One: Introduction

International student population development is dependent upon higher education institutions global initiatives. In 2014, international students contributed $27 billion to the U.S. economy, 12% greater than in 2013 (Institute of International Education [IIE], 2014b, p. 16). As of 2009, research stated general information on international student profiles and overall recruitment trends, but there was little information about individualized universities, specifically Midwest universities (Dunnet, 2009).

International recruitment was an evolving industry, as there were constant fluctuations in student population patterns (Altbach & Reisberg, 2013). Literature available in the field of international student recruitment concentrated on the policies and marketing strategies of admissions offices or only covered specific market areas by countries (Dunnet, 2009; Knight, 2011; Fischer, 2015b). Most of these publications did not give a comprehensive view of trends or future predictions, and the reviews were, generally, rather individual, concentrating mostly on the particular institutions and the internal changes leading to fluctuations in the student mobility. (Guruz, 2008). The university researched for this study was Midwestern University, located in Missouri. As of February 2014, Midwestern University hosted 1,236 international students from 104 different countries and five continents. When evaluating international student population census data of U.S. universities, often significant internal and global factors created influences on the international population and international recruitment trends. For example, trends in decreasing international student populations were attributed towards issues, such as changes in the political environment of Panama and establishment of U.S. university campuses in Panama City. Events, such as the unfortunate tsunami in Japan,

the revolution in Egypt, and the debt crisis in Greece (which affected the entire ex-Yugoslavian block) also played a vital role in a decline of student mobility to the United States (Choudaha, Li, & Yoko, 2013). However, for each adverse effect on the overall population, there were also benefits, such as the rising population of high school graduates in China, the significant increase of Saudi Arabian students, due to increased government funding, political changes in Venezuela, and public financing of education abroad in Brazil (IIE, 2014b).

Purpose of the Dissertation

The goal of this study was to evaluate international student recruitment trends based on seven years of data collected by the researcher to determine how international student recruitment patterns compared with the data presented by the IIE, and to conduct a yearly analysis from 2008 to 2014 of the changes in the international student population at Midwestern University based on 10 selected countries, Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain. These 10 countries supplied the top numbers of international students to the university in 2014. The researcher evaluated changes in the international student population by analyzing external factors potentially influencing international student participation at Midwestern University. The researcher examined the following external factors: students enrolled in the United States, GDP per capita (Purchasing Power Parity [PPP]), political turmoil (rated 1-10), change in currency against USD, national disasters (rated 0,1), and crime rate (rated 1-100).

Rationale

In 2014, U.S. campuses nationwide hosted around 886,052 international students (IIE, 2014b). International offices from participating institutions collected data related to

international students to report it to the IIE and National Association Foreign Student Advisers (NAFSA). A collection of these data created greater assistance in identifying emerging markets in areas, such as student origins, academic levels, gender, financial contribution, and fields of study. Therefore, these data helped international offices effectively build recruitment strategies, set the requirements for standardized tests, and to conduct predictions on future trends (Ferren & Merill, 2013). However, levels of participating institutions varied between research and liberal arts universities, thus creating a gap in the ability to analyze fully. This study intended to address only external factors that affected international student recruitment based on the 10 selected countries: Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain. The results of the research may help mid-sized Midwestern University (a pseudonym) identify future recruitment and retention trends of the overall international population.

Hypothesis

Concerning international students from the countries of Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain, the researcher strived to determine the relationship between university enrollment and variables representing the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate.

For those variables with an established relationship with university enrollment, the researcher developed a prediction model for university enrollment, as represented by the formula:

$$\lambda_{\text{university enrollment}} = \beta_{\text{students enrolled in the US}} + \beta_{\text{GDP per capita (PPP)}} + \beta_{\text{Political turmoil (1-10)}} + \beta_{\text{change in currency against USD}} + \beta_{\text{national disaster (0,1)}} + \beta_{\text{crime rate (1-100)}}$$

Limitations

Data collection was limited to each particular country's needs and therefore, varied from country to country. Also, the differences in terminology and definitions created somewhat difficult analysis. The global benchmark of data collection was yet to be established, even though the Organization for Economic Co-operation and Development (OECD) had a large-scale data collection in place; however, the data collected came from the publicly-funded higher education institutions and did not cover private universities and colleges, not to mention the integrity of the data submitted to the OECD (Bhandari & Blumenthal, 2011).

Historically, various authorities attempted to measure student mobility and international student trends as accurately as possible; this information was vital for many industries, not only higher education. Questions like, 'What countries are sending the most international students?' and 'Where do students go to study abroad?' were key to recruitment and adding enrollment. Eventually, countries began to dedicate not-for-profit agencies, mostly publicly funded, to establish reports which collected student mobility-related data and allowed researchers to analyze and predict future trends. For example, the United States had the IIE and its sub-researchers, like Open Doors and Project Atlas. The IIE worked in collaboration with Education USA and produced annual an Open Doors Report (n.d.). Overall data collection began in the 1920s, and the publication of the report has taken place since 1954. Similar to the United States, there were several international agencies, such as the Australian Education International (AEI) for Australia;

the United Kingdom was represented by the Higher Education Statistics Agency (HESA); Germany had German Academic Exchange Services (DAAD); China presented its data via China Scholarship Council (CSC); and Mexico was represented through the Association of Universities and Higher Education Institutions (AUHEI).

Definition of Terms

Cross-Border Education - referred to the movement of people, programs, providers, curricula, projects, research, and services in tertiary (higher) education across national jurisdictional borders. Cross-border education was a subset of educational internationalization and could be part of development cooperation projects, academic exchange programs, and commercial initiatives (Organisation for Economic Co-operation and Development [OECD], The World Bank, 2007).

Economic Impact - The net changes in new economic activity associated with industry, an event, or a policy in an existing regional economy (Watson, Wilson, Thilmany, & Winter, 2007).

Enrollment – Education index to determine the number of students enrolled in school at a given academic term (UNESCO, 2013).

Institute of International Education (IIE) – An independent not-for-profit founded in 1919, IIE was among the world's largest and most experienced international education and training organizations (IIE, 2014a).

International Student –

Students who undertake all or part of their higher education experience in a country other than their countries of origin or who travel across a national

boundary to a country other than their home country to undertake all or part of their higher education experience." (Project Atlas, 2001)

Internationalization - defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education (Knight, 2015).

National Association Foreign Student Advisers –

Founded in 1948 as the National Association of Foreign Student Advisers (NAFSA) to promote the professional development of U.S. college and university officials responsible for assisting and advising the 25,000 foreign students who had come to study in the United States after World War II. (Association of Collegiate Registrars and Admissions Officers, [NAFSA], 2016, para. 1)

Retention Rate - "The percentage of a school's first-time, first-year undergraduate students who continue at that school the next year" (Federal Student Aid, 2015, para. 2)

Open Door Report – a comprehensive information resource for international students and scholars studying or teaching at higher education institutions in the United States and U.S. students studying abroad for academic credit at their home colleges or universities (Open Doors Reports, n.d.).

Scholarship –

A form of financial assistance that does not require repayment or employment and which is usually offered to students who show potential for distinction, or who possess certain characteristics essential to the scholarship provider (such as religious beliefs, hobbies, ethnicity, and more). (FastWeb, 2016, para. 70)

Student Mobility - referred to students studying outside of their country of origin, global student mobility, or the migration of students across borders for a higher education (Bhandari & Blumenthal, 2011).

The Student and Exchange Visitor Information System (SEVIS) - the Web-based system that the U.S. Department of Homeland Security (DHS) used to maintain information on Student and Exchange Visitor Program (SEVP) - certified schools, and F-1 and M-1 students who come to the United States to attend those schools (Student and Exchange Visitor Information System [SEVIS] ICE, n.d.).

Summary

The goal of this paper was to develop the topic of the international student mobility, by addressing the consequence of external factors at students' places of origin, as Chapter One described. The researcher concentrated on examining 10 countries showing dramatic trends in the seven academic years previous to this writing, at Midwestern University, to make this research applicable to mid-sized universities nationwide. The study was conducted via quantitative regression analysis drawing parallels between the several external events with the data collected from the publicly available databases and one university. The hypothesis was applied to each of the country participants, thus creating a template model for the future researchers identifying trends from the subjected places of origin of their choice.

While Chapter One introduced the study, Chapter Two reveals an in-depth look at offered literature about the cross-border education trends of incoming international students in the United States.

Chapter Two: The Literature Review

Introduction

The process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education, know as Internationalization of higher education institutions, was a complex and constantly metamorphosing process (Ferren & Merill, 2013). Its components had been studied in subjects from business to higher education itself. The business aspect of internationalization was an application of creating new international environments to existing business models. In engineering, internationalization was simply a translation of the works into different languages, so that they could be understood anywhere (Lionbridge, 2006; Sun Developer Network, 2006). For some leaders of higher education institutions, internationalization was a separate process of curriculum internationalization (Childress, 2010); for others, it was a coordinated event consisting of interconnected activities synchronized under one strategy. For example, National Association of Foreign Student Advisers (Hudzik, 2011) understood that internationalization strategies were needed in the categories of several different constituencies; overall strategic planning, international student recruitment, study abroad and student exchanges, establishing campuses abroad, university partnerships, faculty exchanges, and internationalization of the curriculum. According to surveys, at least 40% of schools related to internationalization in some way or another in their mission statements, by internationalizing the curriculum or appointing a point of contact to lead internationalization (Green, Luu, & Burris, 2008).

The concentration of this paper was the cornerstone of the internationalization of higher education: international student mobility trends at the Midwest mid-sized Institution, in the United States. The researcher focused on 10 countries, analyzing major political, social, and economic events.

Globalization and Internationalization of Higher Education

Globalization was a tool for human beings to satisfy the passion for political dominance in spreading faith, ideology, traditions, culture, and pursuit of knowledge. This process became more readily possible with the advancement of technologies, and proved itself to be nearly entirely dependent on technology development. Just a couple of centuries previous to this writing, people could clearly identify differences between two or multiple nations simply because there was no efficient and fast communication between them (Guruz, 2008).

The differences between globalization and internationalization moved toward clarification (Altbach, 2004). Knight (2011) defined both globalization and internationalization as having similar aspects. Both were defined by characteristics that were applicable on national, sectoral, and institutional levels, as well as containing an independent process and integrated process. As an example of group integration, one could observe the Bologna Process in the countries of the EU (Guruz, 2008).

Countries with faster industrialization growth realized the necessity to supply their students with the internationalized experience to be able to survive in the global community (Altbach, 2004). The Bologna Process united higher education institutions in the European Union (EU), by implementing common administrative and academic

practices, recognizing academic freedom, an independent student union, free student and faculty movement, and institutional autonomy (European Commission, 2016).

Knight (2004) and Childress (2010), listed the required recipe for success for institutional internationalization, which included the following: (a) Commitment from the senior leaders; including staff and faculty. Also the reflection of the internationalization in the institution's mission; (b) The Strong support structure of the current international student population; immigration, financial, orientation programs, and more; and (c) Reward program for the faculty who is intending to pursue international programs; sabbaticals and professional development programs for the faculty and staff interested in internationalization-related activities.

Despite the recipe of success offered by Knight (2004) and Childress (2010); Childress (2010) suggested an initial approach justifying internationalization through four rationales.

Rationales of Internationalization

It was imperative for higher education institutions to understand the reasons behind the implementation of internationalization of curriculum, service, and academics. Categorizing rationales into different components allowed schools to understand internationalization better (Childress, 2010). Researching these motivations was important, as the "rationales imply different means and ends [to] internationalization." (de Wit, 2002, p. 84) Knight and de Wit (1999) suggested the following categories for rationales: academic, economic, political, and socio-cultural.

Economic rationale. The primary purpose of internationalization was to prepare students to become a part of the local and global professional workforce and to increase

their level of prestige and recognition, as well as to generate additional income for universities (Brecht, 2001; de Wit, 2002; Green, 2003a; Knight & de Wit, 1999). The perception of monoculturalism worldwide wore off, as the concerted attempt to seek international partners ready to communicate multi-dimensionally was grew (Altbach, 2004). Therefore, higher education institutions worldwide concentrated on creating a greater ability to prepare individuals for this modern world. One of the standard practices for universities making decisions concerning the diversification of their campuses was to recruit international students (Hayward, 2000).

Internationalization strategy was a costly endeavor; therefore, university leaders found it very beneficial to seek income through international student recruitment (IIE, 2006). The Open Doors report estimated the industry of international student recruitment to be near 27 billion dollars contributed to the U.S. economy in 2014 (as cited in IIE, 2014b). Therefore, economic rationales were significant enough for leaders of higher education institutions to participate in campus-wide internationalization and have international student recruitment serve as one of the main institutional components (Childress, 2010).

Political rationale. The century previous to this writing proved to be one of the most exciting and challenging times when it came to politics. In the century previous to this writing, the world experienced two World Wars and the Cold War. Those events enhanced scholarly interest in international education (Aigner, Nelson, & Stimpfl, 1992; Hayward, 2000). International education helped the United States build successful strategies in the nations' foreign policy and domestic security (Green, 2003b). The Cold War, in particular, developed interests in researching peace and security studies and had

significant funds allocated by the government agencies and other sources, for this purpose. The mission of these funds was to promote foreign language studies, as well as international programs to develop specialists in the field and decrease national threats. Some of the studies seemed to be unenthusiastic during the Cold War and turned inward. However, the events of September 11, 2001, in the United States, escalated the need for the international attention and equipped students with more in-depth cross-cultural studies to help develop the future global workforce. Political rationale regained its new lease of life after the events of September 2001 (de Wit, 2002).

Academic rationale. The academic aspect of the internationalization of higher education was vital; it amplified educational experiences and diversified teaching (Green, 2003a; de Wit, 2002; Knight & de Wit, 1999). In fact, internationalization was a part of the academic mission and was reflected in the university concept (Akbar, Shatar Sabran, & Zolfaghari, 2009). Institutions accepted the idea of the internationalization as the expansion of their students' critical thinking; and therefore, as an inevitable need for curriculum internationalization (Bond, 2003; Bremer, 1995). The diversity of the student population grew via international student recruitment (NAFSA), as well as the development of the viable study abroad programs (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2006). These were the particular goals internationalized academic initiatives tried to achieve with their students; (1) embed new and diversified views in the decision-making process, (2) understand the international angle of their majors, (3) gain knowledge of the second language and communicate commendably, and (4) express cross-cultural awareness and understanding (Childress, 2010, p. 13).

According to the finding of the survey conducted by NAFSA (2006), responses of the individuals on the support of the international education, study abroad and interaction with international students were the following: 94%, 86%, and 77% (Childress, 2010, p. 14). As a result, academic initiatives played a role in creating student awareness and developing diversity, as well as critical thinking.

Socio-cultural rationale. There was a lack of observations in socio-cultural aspects from the view of the internationalization of higher education. As rationale, it motivated institutions to bring more students into the experience of multicultural environments; and therefore, build diversification and mutual understanding (Aigner et al., 1992; Brecht, 2001; de Wit, 2002; Goodwin & Nacht, 1988, Green, 2003a). Other rationales mentioned the ability to communicate in cross-cultural environments, including foreign languages, and thus developing inter-cultural skills (de Wit, 2002, Knight & de Wit, 1999). Using consultants for developing countries at times resulted in successful campus internationalization (Green, 2003a; Smuckler, 2003). In conclusion, it was clear that there were experiences in the deployment of socio-cultural rationales in campus internationalization amongst universities.

Conclusion – rationales. Four rationales (economic, political, academic, and socio-cultural) formed the foundation for the successful strategy implementation for the internationalization of campuses. The variation of these rationales was present on the vast majority of campuses. It made it easier for the leading personnel to follow the trends of the then-present campus rationales to implement the plan of internationalization (Childress, 2010). Nevertheless, internationalization of higher education was never

steered by regulations adopted on the federal level. With an aggregate competition globally, this changed (Guruz, 2008).

International Student Mobility

The United Nations Education, Scientific and Cultural Organization (UNESCO) accepted the following definition of international student, "A foreign student is a person enrolled at the institution of higher education in a country or territory of which he is not a permanent resident" (United Nations Education, Scientific and Cultural Organization [UNESCO], 1959, p. 1). During the years previous to this writing, the number of international students pursuing their degrees abroad grew exponentially, from 2.1 million to 4.5 million in 2012 (Marklein, 2016, para. 11). Global changes in the world economy influenced the fast-paced increase in the student mobility. However, this rapid growth in a desire to obtain an education abroad was a new phenomenon; student mobility was present amongst the scholars from all over the world. The texture of usual patterns in student mobility had been reacting to various global economic and political changes in the world, which set a newer order between the countries hosting and receiving students (IIE-Project Atlas, 2015).

Higher education mobility was not only reflecting the movement of people, but also mobility of institutions and programs across borders. Academic reasons were not the only motivators of the movement, so were cultural, political, and academic rationales. The French cultural and language movement started its existence in 1883 and grew to be represented in 129 countries, rotating French-speaking teachers to spread French knowledge and culture all over the world; the sources of funds were from the Ministry of Foreign Affairs of France. However, no one recognized the student mobility model as a

foreign policy tool until the beginning of the 19th century (Guruz, 2008). Establishment of organizations like IIE, Deutscher Akademischer Austausch Dienst (DAAD), and the British Council (BC) took place after World War I.

After World War II, the full promotion of foreign policy through academic exchanges began to unfold in the shape of numerous scholarships from the North Atlantic Treaty Organization (NATO), the EU, and the Soviet Bloc. The United Kingdom and France had special programs for their ex-colonies (Klineberg, 1976) to help with technical assistance and professional development. Cooperation between universities worldwide began in 1955; the transformation of academic exchange and student mobility in Europe led to the creation of European Community Action Scheme for the Mobility of University Students (ERASMUS) in 1987 (Barblan, 2002). The most popular program enabling student mobility for U.S. scholars, Fulbright, was founded in 1948. Fulbright, considered one of the largest scholarship programs for international students had over 250,000 alumni, and was represented in 144 countries. Also, the Fulbright Program had more Nobel Prize winners than any other organization (Guruz, 2008). DAAD and the BC also ran similar academic programs, with an intention of promotion of their national cultures. DAAD representation offices were in 14 different countries; the BC operated in 110 countries and 220 cities (Bhandari & Blumenthal, 2011).

Student Mobility in the United States

The establishment of the American University began in the middle of the 19th century. Before this establishment; most U.S. universities were small-sized liberal arts teaching schools. Benjamin Franklin (1706-1790) was the first American scholar traveling abroad to study in Germany (Guruz, 2011). In the 100 years between 1815 and

1914, 21.9% of the student population in Germany were students from America (Jarausch, 1995, p. 203).

As a result of the student mobility, many students who returned from Germany took positions at universities and created a shift towards establishment of institutions, such as MIT (f.1860), John Hopkins (f.1867), Cornell (f.1868), Clark (f.1887), Chicago U (f.1890), Texas A&M (f.1867), Berkley (f.1868) and Stanford (f.1895) (Guruz, 2008). American Universities adopted the German research model and successfully built one of the strongest higher education systems (Guruz, 2008).

Table 1 shows the primary host countries in 1968, 1980, 1985, 2002 and 2004; since the 1960s the United States became a main host of the international students. Evidently, some patterns were affected by the political changes; the USSR was the major communist student destination until its collapse in the 1990s. Ever since that time, Post-Soviet Russian Federation tried to regain its dominance in becoming a host country for the international students. However, this time all the efforts were economically driven, as opposed to in response to the creation of political influences (Guruz, 2008).

In 2014, 20% of all international students studied in the United States, as opposed to 2001, where 28% of international students represented the United States. The U.S. events of September 2001, are attributed the dramatic difference in enrollment (IIE, 2014b).

Table 1

Primary Host Countries in 1968, 1980, 1985, 2002, 2004

1968	**1980**	**1985**	**2002**	**2004**
United States	United States	United States	United States	United States
France	France	France	United Kingdom	United Kingdom
Germany	USSR	Germany	Germany	Germany
Lebanon	Germany	United Kingdom	Australia	France
Canada	United Kingdom	Italy	France	Australia
United Kingdom	Lebanon	Canada	Japan	Japan
USSR	Canada	Lebanon	China	China
Egypt	Italy	Belgium	Russia	Russia
Argentina	Egypt	Saudi Arabia	Canada	Canada
Italy	Romania	Australia	Spain	South Africa

Source: (Guruz, 2011)

Table 2

Comparison of International Student Breakdown Between Major Host Countries

2001: 2.1 Million Students		**2014: 4.5 Million Students**	
Country	Share (%)	Country	Share (%)
United States	28%	United States	20%
United Kingdom	11%	United Kingdom	11%
Germany	9%	China	8%
France	7%	France	7%
Australia	4%	Germany	6%
Japan	3%	Australia	6%
Belgium	2%	Canada	5%
Spain	2%	Japan	3%
Other	34%	Spain	2%
		New Zealand	1%
		Other	34%

Source: (IIE, 2014a)

Table 2 shows the evaluation of the international student hosts between 2001 and 2014. While the United States recovered from past events, the global economy developed a new country host, China. In 2002, China was not hosting a significant amount of international scholars; but, as of 2014 it hosted 8% of 4.5 million students; Australia and Canada also improved their numbers by sizable percentages to 6% and 5% (IIE, 2014b, p. 8). In the meantime, the number of international students in the United States was only 4.2% of the entire international student population. In 2014, the leading countries supplying the United States with international students were China, India, South Korea, Saudi Arabia, and Canada. The leading host states were New York, California, Texas,

Massachusetts, and Illinois (IIE, 2014b, p. 8). The United States went through some changes in infrastructure in the field of international student recruitment in the several decades previous to this writing, implementing not only changes on the institutional level, but also at the level of policies and procedures implemented by the government agencies. The next section of this paper describes in-depth evaluation of the international student recruitment (Verbik & Lasanowski, 2007).

International Student Recruitment

Background. "The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself" (Cora Alice, 1956, p. 1). International student recruitment served as the cornerstone of campus internationalization (Childress, 2010). The more or less accurate census of the international students in the United States began in 1904. The reports from the mid-20th century showed an increase in international student population from 3,673 in 1904 to 15,000 in 1946, and by the year 1950, the United States hosted 30,000 international students (Bevis, 2007, p. 5). More than 30 years previous to this writing, classification of international students was limited to those students with significant financial resources, who arrived to partake in the high-quality education of the United States (Dunnet, 2009). Universities were not developing additional services nor allocating funds for recruitment. Through the years, universities awarded funds for financial aid to those students in need and eventually started adding more services (Dixon, 1995). With increased recruitment and overall success of international enrollment, the United States came to the realization that the laws and regulations for international students were not adequately aligned (Dunnet, 2009). International students expressed concerns about the legislature and the unethical

treatment by recruitment agencies. There was significant growth in each of these areas, which were parallel to the growing boost of international students. March of 1975 brought Wingspread Colloquium, "A workshop designed to investigate the development of guidelines and recommendations for ways to assist foreign students in the United States to return and fulfill needed roles in their countries of origin was held in October 1974" (Marsh, 1975, p. 1). This included the National Liaison Committee on Foreign Student Advisors (NLCFSA) which was later known as NAFSA (NAFSA, 2016), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) (American Association of Collegiate Registrars and Admissions Officers [AACRAO], 2016), the IIE, the Council of Graduate Schools, and the College Board. Wingspread Colloquium was the beginning of an era of ethical recruitment and international student advocacy. In 1996, Immigration Customs and Enforcement (ICE) created the first web-based Student and Exchange Visitor Information System (SEVIS), which enabled universities of an entire nation to host international students (Bevis, 2007).

International student recruitment: Midwestern University. Between the years of 1976 and 1979, Midwestern University hosted 40 international students from 22 countries represented on campus. Most of these students were enrolled in English as the Second Language Program; in 1979 university management decided to establish a Master's program to train specialists in the field of English as the Second Language (R. V. Guffey, personal communication, November 2015).

Midwestern University did not stay behind other countries with regard to foreign enrollments, "Considering the importance of inter-dependency of all nations in today's

world, we believe that educational isolationism is the threat to the vital interests of the United States" (Relyea, 1979, p. 1).

Global events, such as the series of meetings between Reagan and Gorbachev at the Geneva summit in 1985 and later in Reykjavik in 1986, enabled Midwestern University's participation in Project Peace, with its sister school Baku State University. Project Peace was initiated by Yale University in 1985 as the Soviet student exchange program; Midwestern University was invited to join in in December of 1987, amongst 10 other universities (Buttler, 1988). This partnership initiated one of the first study abroad trips to Moscow, St. Petersburg, and Baku, Azerbaijan. Students from Azerbaijan also visited Midwestern University on two occasions (1989 and 1992). During the same period, Midwestern University maintained a close relationship with Universities in Taiwan, Thailand, China, and Panama. Since the 1990s, Midwestern University enrolled a significant number of international students, and the increase in Midwestern University's overseas population correlated with the nation's number of international students. The progress of the student body growth was tremendous, where Midwestern University in 1976 only had 40 international students from 22 countries, and in 2014 hosted 1,236 from 104 countries (R. V. Guffey, personal communication, November 2015). The proportion of international students to domestic enrollments, between the residential populations of the Midwestern University campuses, increased from 4.7% of the overall enrollment and rose from 20% in 2008 to 26% in 2013. From 2009 to 2014, international undergraduate enrollment was in the majority in comparison to the international graduate enrollment by approximately 81% to 83% each year. However, graduate enrollment rose by 55%, from 145 international graduate students in 2008 to

226 in 2013. First-year international student enrollment increased over the years; overall a 31% increase was observed, despite the decline in 2011-2012, during Midwestern University's transition to the National Collegiate Athletic Association.

In Fall 2014, there was an increase of 6.45% in overall enrollment compared to Fall 2013. From Fall 2013 to Fall 2014 there was a 9.3% drop in freshmen enrollment and a 3.14% drop in graduate student enrollment. Overall, the enrollment comparison between 2008 and 2014 showed 33% enrollment growth between matriculated students and an overall growth of 38%, including the enrollments of the intensive language program (Midwestern University, 2014, p. 6).

Analysis by the Chronicle of Higher Education (2015) showed that increase in global population occurred only in some universities, while others reported lower numbers than those recorded 10 years prior. The 70% increase was reported only by 10% of institutions; "The total number of foreign students at this college [Midwestern University] rose by 183 percent from 2005-6 to 2014-15, while its share of all international students in the U.S. increased by 0.5 students per 1,000, from 0.8 to 1.3." (Fischer, 2015a, p. 21).

Midwestern University followed national trends of international student recruitment. In the seven years previous to this writing, Venezuela and Brazil emerged rapidly to the top of the list, and for several years were amongst France, Mongolia, Canada, Germany, China, and Japan (Midwestern University, 2014).

Current events. In 2013, the United States of America, a country primarily built on immigrants, reported having 41.3 million immigrants. Thus, the nation was responsible for approximately 20% of the world's immigrant population. Three percent

(1.7 million) of arrivals were international students and their dependents (Zong & Batalova, 2015, para. 193). In the years after 2010, the flow of international students increased rapidly, especially in the computer science and engineering fields; where it was estimated to consist of approximately 95% international students (Altbach & Reisberg, 2013, p. 2). One could hardly find an institution that was not involved in any activity of internationalization (Knight, 1997).

Table 3

Growth of International Student Enrollment in the United States

Year	**Number of Students**	**Year**	**Number of Students**
1921	6,488	1996	453,787
1926	7,541	1997	457,984
1931	9,961	1998	481,280
1936	5,641	1999	490,933
1950	26,433	2000	514,723
1955	34,232	2001	547,867
1965	82,580	2002	582,996
1975	154,580	2003	586,323
1985	342,113	2004	572,509
1995	452,653	2005	565,039

Source: (Guruz, 2011)

According to Guruz (2008), the United States attracted many international students and remained students' number one choice for five decades, as shown in Table 3 (Guruz, 2008). International student population started rising soon after the completion of

the World War II and continued to grow until the first significant drop in international student enrollment occurred after the events of September 11, 2001.

Guruz (2008) showed that the number of international students remained flat until 2005; a slower increase of the international population occurred, starting in 2007 (Guruz, 2008). From 2000 to 2014 the international students' population represented in the United States increased overall by 72%, from 514,723 in 1999-2000 to 886,052 in 2014 (IIE, 2014b, p. 6). In 2014, the IIE reported a record number of international students studying in the United States; the number rose by 8% from 2013 to 2014, with a total of 886,052 international students. According to the 2015 Open Doors Report, American higher education institutions saw a spike in international population by 73% (as cited in IIE, 2006, p. 16).

Morton and Pellegrini (2015) directly correlated the purpose of pursuing a college education with increased chances of employability. “In the U.S., 26% of science and engineering workers with a college education are foreign-born, and almost 30% of foreign-born workers are employed in management, professional and related occupations” (Morton & Pellegrini, 2015, p. 2).

In the meantime, universities recognized international student recruitment mainly as the commercial enterprise (Altbach & Reisberg, 2013). At least two countries, Australia and the United Kingdom, accepted international student recruitment on the national level, as did two states, Washington and New York. The cost of attendance for the international students in those areas was significantly higher (Altbach & Reisberg, 2013). Student mobility was responsible for the contribution of more than $75 billion to

the world's economy; $30.5 billion of which contributed to the United States (Open Doors, 2015, p. 7).

Volatility of International Student Flows

Altbach (2014) reported that patterns of the international student origins in the United States were relatively the same over the last year's expansion of the international student enrollment, and overall student mobility made many universities and budgets dependent upon its growth. Additionally, there were external factors like political, economic, and social forces that could cause changes in usual student mobility patterns (Altbach, 2014). However, there was an emerging new market of the non-traditional host countries, major English-speaking destination countries (MESDC) were soon to gain aggressive competitors. Jordan, Singapore, Japan and China announced their plans in hosting students from all over the world by 2020 to 2025 (IIE-Project Atlas, 2015). Some countries, like China, created specific scholarships to attract international students; their goal was to increase international student population up to 500,000 by the year 2025, and as of 2016 China was responsible for 8% of the entire international student population of the world (IIE-Project Atlas, 2015).

While countries strived to increase incoming student flow, they also "pushed" local students to participate in a study abroad, so the "brain gain" became more of "brain circulation" (Bhandari & Belyavina, 2012, pp. 14-15). Most of the students chose several countries to pursue their degrees. As the result of the growing number of host countries and a wide variety of choices for students, universities increased the number of options in achieving their enrollment goals (Bhandari & Belyavina, 2012).

Another significant shift in student mobility was the rising number of U.S. universities opening campuses abroad. These included education centers similar to Dubai's Knowledge Village, Qatar's Education City, and Singapore's Global Schoolhouse. Each provided possible product for international students. Even if the student pursued a degree in the U.S. university located in China, the United States could not count the student U.S. number of international students (Altbach, 2004; Bhandari & Belyavina, 2012; Childress, 2010)

The potential threat to the American colleges and universities was interpreted by Fisher (2015), as several major world events contributed to a possible slowdown in the international student enrollments. One of the several examples Fisher provided was a summer crash of the Chinese stock exchange in 2015; one-third of the international enrollments in the United States were from China. Another example of significance was a favorable decision of the 2015 court case, which resulted in changes that took place in the science, technology engineering, and mathematics (STEM) fields. As a result, President Obama's administration plan to extend post-completion work authorization for STEM students was diverted. A final major event that curtailed enrollment occurred when both of the leaders in the student mobility for Brazil and Saudi Arabia announced revamping of their government scholarships (Fischer, 2015b).

According to Fallon (2012), in the countries with developed economies, "new wealth is now being created more by information, management, services, and technology than by mainstays of the preceding industrial revolution: agriculture, heavy industry, and manufacturing" (p. 713). A thriving economy was directly correlated with stability in the society and government based on well-educated professionals meeting the needs of 21st-

century demands. Higher education reform in Europe was fully implemented to be more involved, competitive, and knowledge-based (Enders, De Boer, File, Jongbloed, & Westerheijden, 2011).

In the meantime, the American higher education system was in need of rapid reform to remain competitive. “In a single generation, we’ve fallen from the first place to 12th place in college graduation rates for young adults,” President Obama said during his speech in 2010 at the University of Texas (as cited in Storey & Richard, 2014, p. 48). According to Luksha, Luksha, Peskov, and Korochin (2014), educational leaders observed the gap between the demands of the world economy and the education; mainly there was an abundance of socio-economic specialists and a deficit in general engineering fields. As the global economy developed, so did the demands of the workforce. Therefore, higher education institutions had to develop strategies for meeting not only academic, but also vocational needs of a global society (Luksha, Luksha, Peskov, & Korochin, 2014).

Currency Exchange and Student Mobility

The world economy faced challenges caused by the economic crisis of 2008. The new wave of the shocking events, such as weak commodities, high inflation, and an overall decline in economic growth caused several markets to have a dramatic decrease. These markets included Greece, Brazil and more. Unusual trends of the Chinese stock exchange market were one of the major contributors to the market turmoil. The market turmoil included a 30% crash of the Chinese yuan, followed by the devaluation of the currency that had a significant effect on the rest of the currencies of the world (International Consultants for Education and Fairs [ICEF] Monitor, 2015c).

In 2014, world currencies weakened against the U.S. dollar and British pound, and a decline in the economy in China was not the only factor which caused this downfall. Also, oil prices crashed all over the world, resulting in a changing economy (International Monetary Fund, 2015).

Looking into the future, the economic fluctuations of this scale could have tremendous negative shifts in the student mobility, especially for those coming to the United States. There was a direct link between the foreign exchange rates and the student mobility, if the student's country currency weakened against the currency of the host country, then the chances of the affordability were significantly smaller. The linkage of the negative impact and the willingness to study abroad made it less affordable for a number of students. In some cases, the difference in currencies against dollar, euro, and British pound fluctuated between 9.5 to 35% (ICEF Monitor, 2015e, paras. 13-15).

Higher Education institutions witnessed the drop in enrollment in the international student's mobility from Thailand, Malaysia, and South Korea in the late 90's (Guruz, 2008). One of the key factors in decision-making for the families of international students was the financial source, and the foreign exchange rate was the primary reason for decision outcome (Sharma, 2015).

In comparison with the crisis of the 1990s, when not all the currencies were affected, 2014-2015 had a bigger impact. "Emerging markets have long been a driver for internationally mobile study around the world," stated Maurer, a founding partner with U.S.-based financial analysis firm Sinica Advisors (as cited in ICEF Monitor, 2015e).

Nevertheless, families that made long-term commitments did not have similar difficulties, as opposed to those who chose the shorter programs, such as language studies

or the summer programs. Short programs usually did not require extensive planning and were not affected as severely by the currency shifts (Altbach, 2014).

Places of Origin

When examining the countries represented by international students in the United States, several countries emerged as the leaders in enrollment. The overall countries that drove international student growth were the following: Venezuela (+14%), Brazil (+22%), Saudi Arabia (21%), Kuwait (+43%), Iran (+17%), and China (+17%) (Open Doors, 2014b; 2014i; 2014d).

China was the leading sender of students to the United States from 1988 to 2001, even as it experienced some changing patterns in a student flow. However, in 2001 China reclaimed its leading position and in 2014 was represented by 301,532 students. As of 2015, scholars from China were responsible for 60% of the U.S. international student gain during the 10 previous years (Fischer, 2015a, para. 27).

Universities across the United States saw expansions initiated by Middle Eastern and North African nations (MENA), as well as the Latin American countries (Student Exchange and Visitor Program [SEVP], 2015). The emergence of scholarship programs in Kuwait raised their student presence in the United States by 43%; students provided by the programs from Brazil demonstrated growth by 22%. After a three-year decline, India reclaimed its leading positions in graduate student enrollment (IIE, 2014b, p. 6).

Places of origin: Midwestern University

One of the first recorded international student mobility influxes at Midwestern University was in 2008-2009; the St.Charles campus hosted 69 Nepalese students (R. V. Guffey, personal communication, November 2015). According to the IIE (2015), Nepal

was the 11th leading place of origin of international students in United States in 2008-2009. In total, around 9,500 Nepalese students were represented in the United States. (Open Doors, 2015, p. 16). Regardless of students' willingness to continue their educations abroad, the political situation in Nepal affected the country's economy and limited the opportunity for many prospective foreign students. As the result of these events, Midwestern University lost around 57% of its Nepali students. This decline continued in years recent to this writing, although some of the students returned to resume their degrees. In 2012-2013 the University hosted only 12 students from Nepal (Midwestern University, 2014, p. 9).

Despite the strengthening India-United States relationship, Midwestern University lost a significant portion of its Indian population between 2009 and 2010. The majority of students from India historically studied Managing Information Systems. Midwestern University discontinued this program in 2009 (R. V. Guffey, personal communication, November 2015). Meanwhile, Brazil's public educational programs allowed Midwestern University to increase the population of the students from 43 to 78 (Midwestern University, 2014, p. 13). Similar growth was also observed among Venezuelan students, where the strong governmental opposition and strict currency exchange control urged parents to deploy their children abroad, in search of a better future. Midwestern University saw an increase in Venezuelan students from seven students in 2008-2009 to 84 in 2014-2015. During the same time, the University also witnessed an increasing population of students from France, from 34 in 2008-2009 to 64 in 2012-2013 (Midwestern University, 2014, p. 13). This was in part due to lagging French graduation rates at the University level, causing parents to look for international opportunities. One

of the reasons leading the failure of French educational systems was a lack of professional development, which caused stagnation in French teacher training (Klapper, 2004). The other was due to changes in a classroom environment and a lack of educational reform. China remained as the top country regarding placement in the United States colleges and universities, accounting for 25% of an entire international population in the country. As of 2015, Midwestern University's Chinese population reached 50 students (Office of International Students and Scholars-Midwestern University, 2015).

In 2015-2016 a significant number of students from Saudi Arabia entered the United States as college students, moving China from the spotlight and taking the top place of the international student population in the United States. This change was reflected on Midwestern University's enrollment, with overall 42 students from Saudi Arabia. The majority of these students had the strong financial background, but this was often not accompanied with academic success (Redden, 2013).

An excellent educational reimbursement system of Canada and very well maintained student loan/grant program of Panama allowed Midwestern University to accommodate high enough international student populations to remain top five amongst international community for the years 2011 to 2015 (R. V. Guffey, personal communication, November 2015).

This research was concentrated on 10 countries, which provided the most students to the Midwestern University in the year of 2014. The researcher offers an in-detail review of each of the countries in the next section.

Venezuela. Venezuela sent a significant number of students to the U.S. universities between 2008 and 2014. Venezuela was a country with vast oil and natural

gas reserves, which reached economic growth rates of 5.6% in 2012, with slower growth in GDP of only 1.4% in 2013 (The World Bank, 2014, para. 1). During this time, the population of college students from Venezuela increased by 57% during the seven-year period, and by 14% in 2014 in comparison with 2013. Most of the Venezuelan students studied at the undergraduate level and in 2014 had the following breakdown: 63.1% undergraduate; 16.4% graduate students; 11.2% non-degree seeking; with 9.3% on post-completion optional, practical training (Open Doors, 2014i, p. 1).

In 2014, Venezuela was among the top 25 countries represented in U.S. colleges and universities but contributed less than 1% to the overall student population in the United States (IIE, 2014). With a population of nearly 31 million, Venezuela had a GDP of $381.3 billion in 2012. By 2014 there had been an economic downturn with a negative growth of 4 % (The World Bank, 2014). While the World Bank (2014; 2016a; 2016b, 2016c) reported positively on the then-current socio-economic reforms in Venezuela, the country went through some political issues, which resulted in unusual patterns in the student mobility, mainly because of the currency exchange regulations and corruption. From 1998 to 2015, Venezuela went from being the most developed and prosperous country in South America to competing to be the first in crime rates, kidnappings, and inflation with the rate reaching 68% (Llosa, 2015).

In addition to the economic issues related to a high crime rate, Venezuelan students studying abroad faced another challenge, strict currency exchange control. As a result, nearly 25,000 students studying abroad had their requests to have their bolivars properly exchanged to the U.S. dollar denied by the government agency. Starting in 2003,

students abroad had to report not only the major of their study but also a list of all their expenses (Marklein, 2015).

Table 4

Number of Venezuelan Students Studying in the United States

Year	Number of Students from Venezuela	% Change from Previous Year
2013/2014	7,022	14%
2012/2013	6,158	-2.0%
2011/2012	6,281	14.4%
2010/2011	5,491	10.8%
2009/2010	4,958	6.0%
2008/2009	4,678	5.2%

Source: (Open Doors, 2014i).

Table 4 concluded by the Open Door Report (2014), showed an increase of 14% in Venezuelan student enrollments between 2013 and 2014 (Open Doors, 2014i). According to Nelson Agelvis, a Caracas-based educational consultant who specialized in study abroad opportunities, students leave Venezuela to seek a better life in the United States. Unfortunately, to afford to study in the United States, Venezuelan students, and their parents had to rely on the dangers of the black market currency exchange (as cited in Llosa, 2015). Venezuela has demonstrated remarkable growth in student mobility in years recent to this writing. However, a troubled economy and political instability have reflected on all sectors of Venezuelan society. Overall instability variables play, a role in the future of the country (ICEF Monitor, 2015a).

France. France was a country rich in iron ore, salt bauxite, zinc, and uranium, with a GDP per capita of 42.530 GDP in 2013. The country observed an economic growth of 0.2 % in 2014 (The World Bank, 2016d, para 1). The supply of students from France to the colleges of the United States occurred for decades previous to this writing. There was a decline in numbers of students from France at the turn of the new millennium; however, in 2005 French enrollment in university and college programs began to rise again. Table 5 shows the major increase in French student population in the United States happened between 2008 and 2010, with an average growth of 5%. Approximately 8,302 students represented France in the United States during the 2013-2014 academic year. At that time, France was the 15th country of origin for students arriving in the United States.

Table 5

Number of French Students Studying in the United States

Year	Number of Students from France	% Change from Previous Year
2013/2014	8,302	0.1 %
2012/2013	8,297	0.5 %
2011/2012	8,232	1.7%
2010/2011	8,098	5.0%
2009/2010	7,716	4.0%
2008/2009	7,421	5.3%

Source: (Open Doors, 2014e)

The tertiary level breakdown of the students in the United States was the following: 34.5% undergraduate; 28% graduate; 26% other programs (Open Doors, 2014e, p. 1).

Distribution of 26% of other programs among the non-degree programs, generally based on the exchange agreements between higher education institutions (Embassy of France in Washington D.C., 2012).

France was also a popular destination for American students to study abroad; around 17,000 U.S. students studied in France in 2010-2011, and in 2014 France was the fourth largest host for American students (Open Doors, 2015). International students traveling to France dramatically increased post-World War II, advancing to its peak of 139,563 in 1994. However, overall student population relocating to France decreased and then again reached the record number of 265,039 by the year of 2006. During that increase, France pushed Germany to the fifth place of leading host countries (Guruz, 2011).

The French government voted to increase the inbound student mobility by implementing a new program, The National Student Life Plan (Plan National de Vie Étudiante, PNVE), which was designed to provide additional supports for both domestic and international students in France (ICEF Monitor, 2016b).

Mongolia. From 1995 to 2015, Mongolia managed to become a multiparty democratic state with a rapidly developing economy. Mongolia was a country with rich mineral reserves, which observed a GDP growth of 20% in the decade previous to this writing. Nevertheless, the Mongolian economy was still not fully stable and suffered from imbalance, especially since the result of the commodity markets declined because of lowered exports from China. Even amid possible slower GDP growth projections, poverty levels decreased from 27.4% in 2012 to 21.6% in 2014 (The World Bank, 2016b, p. para 2).

With the rise in the economy came an increased student mobility. After the collapse of the Soviet Union, higher education facilities in Mongolia lost their ability to maintain their budgets, because their institutions were no longer receiving support from the Soviet Union. They had received such support since 1924. However, before any student mobility developments, Mongolia went through the period of transition to the market economy. With high demand for quality college and university education, Mongolia average spending per student was roughly $400 a year, where the United States spent around $12,000 a year (The World Bank, 2016b).

The Mongolian graduate curriculum was not aligned well with the demand of the labor market. In 2010 only one-third of the university graduates were employed. Despite the well-developed mining industry, technical colleges and universities in Mongolia reported a decline in their enrollments, and an increased demand for the business majors was observed (ICEF Monitor, 2014). However, Education USA reported the growth in engineering, technology, natural sciences, teaching, and agriculture in Mongolian higher education (EducationUSA, 2013).

English proficiency did increase amongst the high school graduates, with the development of the private schools. Nevertheless, the levels of English were not yet on the competitive levels (ICEF Monitor, 2014). According to the UNESCO report of student mobility, there were around 10,000 Mongolian students enrolled in universities across the world. Table 6 shows the breakdown of the leading study abroad destinations for Mongolian students (UNESCO, 2016).

The Mongolian government offered only two scholarships for the study abroad programs to attend the world's top 20 higher education institutions, indicated by the

Times of Higher Education (THE), the scholarship covered tuition, room, and board and concentrated on the STEM programs (as cited in EducationUSA, 2013). This lack of government support hindered students' options in attending college in the United States.

Table 6

Leading Study Abroad Destinations for Mongolian Students

Country	**Number of Students**
The Republic of Korea	2,190
Russian Federation	1,654
The United States of America	1,247
Japan	1,153
Turkey	939
Germany	684
Kazakhstan	522
Australia	201
United Kingdom	175
Austria	127

Source: (ICEF Monitor, 2014).

Outlined by the Global Flow of Tertiary-Level Students (2014), the first recorded student from Mongolia arrived in the United States in 1974 (UNESCO, 2016). A larger spike in student growth in the United States occurred under the post-Soviet era in the academic year 1994-1994; 45 students enrolled in a variety of different programs. Table 7 shows the numbers of the Mongolian students in the United States for the period from 2008-2009 until 2013-2014.

Table 7

Number of Mongolian Students studying in the United States

Year	Number of Students from Mongolia	% Change from Previous Year
2013/14	1,444	6.1%
2012/13	1,361	-4.36%
2011/12	1,423	0%
2010/11	1,424	13%
2009/10	1,258	-17.35%
2008/09	1,522	14%

Source: (UNESCO, 2016)

Canada. Canadian higher education was not regulated on the federal level, and therefore the data coming from Canada was mostly comprised of the provincial levels. Comprehensive data collection emerged in 2008 (Guruz, 2011). The population of Canadian students obtaining degrees in the United States steadily increased starting in the 1970's, reaching an all-time high of 29,697 students in 2008-2009. This level of student participation remained at nearly the same level through the time of this writing. Nevertheless, there were fluctuations in the population, for example, in 2013-2014, 3.5% more students attended the United States, compared to the previous year. Canada remained in the top five places of origin for the students coming to the United States. The academic level breakdown of the Canadian students in the United States were the following: 49.1% undergraduate; 39.6% graduate students; 2.2% other; only about 9.1% choose to remain in the United States of America to obtain practical experience after the graduation (Open Doors, 2014c, p. 1). The overall impact on the U.S. economy was around 971 million in 2013-2014 (Open Doors, 2014c, p. 1). Table 8 illustrates the

number of Canadian students studying in the United States for the period of 2008 to 2014.

Table 8

Number of Canadian Students Studying in the United States

Year	Number of Students from Canada	% Change from Previous Year
2013/14	28,304	3.5%
2012/13	27,357	2.0%
2011/12	26,821	-2.6%
2010/11	27,546	-2.1%
2009/10	28,145	-5.2%
2008/09	29,051	2.2%

Source: (Open Doors, 2014c).

The Canadian student population experienced a slight decrease between 2008 and 2012, with a major change demonstrated in 2009-2010, as a decrease of 5.2% occurred. However, the next two years showed lower decreases of 2.1% and 2.6%. In the final two years of the period being studied, increases totaling 5.5% took place (Open Doors, 2014c, p. 1).

Brazil. Between the years of 2003 and 2014, Brazil managed to lower the poverty level of 29 million people of its population (The World Bank, 2016a). In 2014, Brazil's economy was one of the largest economies in the world. Its economy sectors were divided between agriculture, manufacturing, services, and mining (Casanova, et al., 2016). During the 1990's the United States witnessed a spark in the number of the Brasilian students enrolling in U.S. tertiary education system. By the academic year of 2001-2002 that population reached 8,972 (Open Doors, 2014b, p. 1). By the end of the

1990s, the Brazilian government encouraged the development of the private tertiary education, since the capacity of the public education was at its maximum, resulting almost two million enrollments in private universities of Brazil (Casanova, et al., 2016). Therefore, the peak of the Brazilian student population in the United States began to decline and only regained an increase in 2006-2007, reaching the 9,000 level.

The year 2011 was earmarked as the launch of the Brazil Scientific Mobility Program, beginning a period of strong growth (IIE, 2014b). According to the study conducted by the Council of Graduate Schools, the Brazilian prospective student application pool dramatically increased, nearing a 61% increase in 2014 (as cited in DeRuy, 2014). The academic level breakdown of Brazilian students in the United States in 2013-2014 was the following: 38.3% undergraduate; 23.5% graduate students; 31.8% other; 6.4% Optional Practical Training (OPT).

Table 9

Number of Brazilian Students Studying in the United States

Year	**Number of Students from Brazil**	**% Change from Previous Year**
2013/14	13,286	22.2%
2012/13	10,868	20.4%
2011/12	9,029	2.9%
2010/11	8,777	-0.1%
2009/10	8,786	0.2%
2008/09	8,767	15.7%
2007/08	7,578	6.3%

Source: (Open Doors, 2014b)

Table 9 demonstrates a steady increase in Brazilian students' enrollment in U.S. colleges and universities. The only small decrease by 0.1% can be observed in 2010-2011. During the last two years of this study, Brazilian student population increased greater than 20% annually.

In the evaluations recent to the time of this writing, of the education-related searches online, both Hotcourses and Google Scholar revealed that the United States was still the most searched destination country for the student mobility in Brazil. Despite the end of the government scholarship program, it attributed to the 0.8 % drop in overall interest of Brazilian students in the United States. In 2014 and 2015, 16% and 15.2% of students were researching tertiary education possibilities in the United States. (ICEF Monitor, 2016c, para. 17).

Germany. The world economic problems did not slow Germany down; the country was the third largest contributor to the World Bank development programs and was the key member of international organizations, such as International Finance Corporation Multilateral Investment Guarantee Agency and more (The World Bank, 2016a). The German system of higher education was a pioneer in embedding research practices in its universities. Historically, Germany was one of the largest producers of Nobel Prize nominees, and in this regard was in second place after the United States and before the United Kingdom (Guruz, 2011).

The German Academic Exchange Program (DAAD), an organization similar to the IIE, tracked student mobility in and out of the country and reported positive trends towards the goal of hosting 350,000 students by 2020 (ICEF Monitor, 2015e). Historically, outbound college mobility from Germany was primary to countries in

Western Europe and the UK. The United States remained in the top-five destinations, at around 9,819 German students in 2012 (7.1% of the total number of students abroad) (ICEF Monitor, 2015e). As for the incoming flow of German students to the United States, that number of students rose from the 1970s, and kept rising into the 1990s. This increase continued until the largest number of students were observed in 2000-2001, with almost 10,000 students attending U.S. colleges. There was a decline in numbers for almost a decade;, general increase began to occur with the largest number of students attending in 2013-2014. Changes in the German student population enrolled in the U.S. higher education institutions between 2008-2009 and 2013-2014 are shown in Table 10, the largest increase of students observed in 2012-2013, by 5% in comparison to the previous year. Despite the 10-year journey to recover from the declined number of German students in the U.S. colleges and universities, Germany was 14th, leading place of origin in the United States (Open Doors, 2015).

Table 10

Number of German Students Studying in the United States

Year	**Number of Students From Germany**	**% Change from Previous Year**
2013/14	10,160	3.5%
2012/13	9,819	5.0%
2011/12	9,347	-1.2%
2010/11	9,458	-0.9%
2009/10	9,548	-1.4%
2008/09	8,907	2.9%

Source: (Open Doors, 2014f).

The majority of the German students pursuing higher education in the United States were enrolled in the undergraduate program, around 29.6%; 27.9% pursued graduate studies and 36.6% filled other categories (Open Doors, 2015).

The study conducted by the DAAD showed clear intent of Germany to become a leader in inbound student mobility, with the overall goal to host 350,000 in 2020. Germany increased the population of international students by 7% between 2013 and 2014. Despite, an equally important effort to boost outbound student mobility, the numbers only improved by 1.4% in the comparison between 2011 and 2012 (ICEF Monitor, 2015b).

China. The Ministry of Education of China reported that 523,700 Chinese students studied abroad in 2014 (ICEF Monitor, 2014), and out of them 274,439 chose to pursue their degrees in the United States. For the period of 2009 to 2014, China led the number of students sent to the United States and was responsible for 31% of the entire international student population (Open Doors, 2015).

Historically, there was no significant student mobility from China to the United States from the 1950s until the mid-1970s (Guruz, 2011). According to the UNESCO database, there were only 119 Chinese students studying abroad in 1960 and 190 by the year 1968 (UNESCO, 1959). The real growth of popularity in studies abroad was initiated in 1974. This was when Deng Xiaoping became a Vice Premier of China and geared his attention toward the West (Guruz, 2011). By 1978, as the result of the shift towards the market-based economy and many changes in Chinese political philosophies (The World Bank, 2016a), Chinese student mobility increased intensely. Taiwan was a major producer of college students studying abroad, and by the end of the 1980s, China

overpassed Taiwan. The numbers of Chinese students increased again by 1998-1999 and China ranked as the leading country of foreign college student participation in the United States for three consecutive years (Open Doors, 2014d). India took over for one academic year in -2001-2002, but then again China became the top sending country. Table 11 illustrates the amount of growth of students from China in the United States during the 2008 through 2014 period of this study (IIE, 2013, p.4).

The academic level of students from China occurred primarily on the graduate level, but more recently, higher education institutions reported an increased demand for undergraduate students from China: Undergraduate (40.3%), Graduate (41.2%), and around 12% on Optional Practical Training (Open Doors, 2014d).

Table 11

Number of Chinese Students Studying in the United States

Year	**Number of Students from China**	**% Change from Previous Year**
2013/14	274,439	16.5%
2012/13	235,597	21.4%
2011/12	194,029	23.1%
2010/11	157,558	23.5%
2009/10	127,628	29.9%
2008/09	98,235	21.1%

Source: (Open Doors, 2014d)

Since 2008-2009 Chinese students were in the lead in comparison to other countries represented in the U.S. universities and colleges; before these years, India

demonstrated lead representation in student mobility to the United States for almost 10 years (Open Doors, 2014d). In observations made by the Observatory on Borderless Higher Education (OBHE), it was concluded that the demand for the cross-border education in China was going to continue to grow for the families of all incomes. However, with an increasing International Branch Campuses in China, China may become potentially the biggest host country in the world; only the United States operated 78 campuses in China (ICEF Monitor, 2016a).

Japan. Between the mid-1990s and 2000, Japan was one of the leading countries of origin for outbound student college mobility to the United States. More recently, the student population from Japan declined. Several opinions were generated in regards to this decline of the Japanese student population. According to Secretary of State Kerry:

> We had an interesting discussion about why fewer students are coming to, particularly from Japan, studying in the United States. And one of the responses I got from our officials, from conversations with parents here, is that they are actually scared. They think they are not safe in the United States and so they do not come (as cited in Kessler, 2013, p. A12).

However, analysis conducted by the Open Doors Report (2015) explained the lowering numbers differently. They identified the primary cause was due to the rapidly aging population of Japan. Secondary causes included some changes in the global economy, as well as differences in the academic calendars (Open Doors: Fact Sheet, 2014). The flow of incoming students from Japan steadied by 2008-2009 (Choudaha et al., 2013), but then again plummeted on both inbound and outbound mobility in the2011, shortly after the disastrous tsunami that took place in Onagawa (IIE, 2014b).

Japan, set the goals of inbound internationalization since 1983, so called *kokusaika*-outside international influence, to an ambitious plan of attracting 100,000 by the year 2000 (Horie, 2002). The Ministry of Education, Science, and Culture implemented changes to achieve the set goal, including easier visa process. However, the realization of the project did not happen as predicted. As of 2000, Japan had about 64,000 international students (Guruz, 2011). According to both Umakoshi (1997) and Horie (2002), the Japanese system of education was not prepared to host significant numbers of international students (Horie, 2002; Umakoshi, 1997). The new approach of the government was to attract skilled immigrants to make up for the loss in the workforce created by an aging population. This method was interpreted by the private higher education facilities not only as the opportunity to engage in the internationalization, but also as the boost to generate revenue (Guruz, 2011).

Table 12

Number of Japanese Students Studying in the United States.

Year	**Number of Students from Japan**	**% Change from Previous Year**
2013/14	19,334	-1.2%
2012/13	19,568	-2.0%
2011/12	19,966	-6.2%
2010/11	21,290	-14.3%
2009/10	24,842	-15.1%
2008/09	29,264	-13.9%

Source: (Open Doors, 2014g).

Looking at the time frame between 1997 and to 2014, the United States experienced dramatic changes in trends of the students from Japan from its peak of more than 47,000 students in 1997-1998 to the 19,000 in 2014. Table 12 shows the sharp decrease of students from Japan enrolled in the tertiary education institutions in the United States. The fallen numbers were contributed by the aging population, global economy, and the changes in the academic cycles of Japanese school system. However, since 20092010 rate of the decline slowed down from its peak of 15% to 1.2% (Open Doors: Fact Sheet, 2014). According to Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT), the government was applying efforts to increase foreign presence in the country and had a 9.5% increase in the population of international students. In the meantime, Japan Student Services Organisation (JASSO) was tasked to provide incentives to the students willing to obtain an international tertiary education (ICEF Monitor, 2015c).

Panama. For the past several decades recent to this writing, Panama was considered to have one of the steadiest economies of the world. On average, the economy was growing by 7.2% since 2001. The investment climate remained attractive for both foreign and local investors, especially since the announcement of the second Metro line construction and the expansion of the Panama Canal (The World Bank, 2016c).

Besides the Panama Canal and the Metro expansions, Panama had an adamant financial sector, fast-growing private industry, mining, and tourism. Nonetheless, the country had a weak tertiary education system; primary concerns were access and quality (ICEF Monitor, 2016d).

The educational system consisted of three pillars: basic, secondary, and higher; schooling was free except, for the tertiary level. By the age of 15 students had a choice between a vocational or academic track; 2013 statistics showed an almost equal split in the students' selections (Travers, 2010). Approximately 87% of the enrollments fell under the public universities and colleges; five major public universities were covering almost 100,000 students, compared to 34 private entities enrolling 47,000 students. The rise of enrollments between 2009 and 2013 increased in line with an increased demand for skilled labor. Enrollment growth fell mostly on the private institutions, rapidly reacting on the market needs. However, there were still almost 365,000 prospective students in Panama not able to enroll, because of the lack of space availability (ICEF Monitor, 2016d).

Although the Panamanian system of education had been improving over the years, quality problems remained. In 2014-2015, the World Economic Forum report ranked Panama eight places lower in comparison with the previous year, 83rd out of 144 (World Economic Forum, 2014).

Panama achieved tremendous results in poverty reduction, including extreme poverty. Regardless of the gains on poverty alleviation, the indigenous population of Panama known as *comarcas*, were mainly located in the rural areas and did not have easy access to the bare necessities, not to mention proper education. The poverty portion of the rural population was about 27%, compared to the urban at 4%. Also, poverty was not the only division factor; some of the country indigenous tribes were poorly represented in the government, which sets apart the educational achievement (The World Bank, 2016c). Part of the higher education improvement was credited to the prediction of the

consultants estimating influx of the migrant workers in the areas of logistics, construction, and education (Oxford Business Group, 2016).

In 2010, government established a formal accreditation process for all the tertiary education institutions, the Council for University Evaluation and Accreditation of Panama (CONEAUPA) (ICEF Monitor, 2016d). Also, the government financial support agency, Institute for Training and Improvement of Human Resources (INADEH aka IFARHU), increased the level of subsidies four times to the students since 2009, including the ones traveling abroad. Despite all this support, the country still lacked training in the areas of health services, export, and logistics (Oxford Business Group, 2016). However, seven of the accredited universities of Panama made it to the 2015 QS University Ranking, four of which were in the top 200. Also, 53% of overall enrollments in Panamanian higher education institutions were comprised of women (United Nations Development Programme, 2015).

The development, most recent to this writing, in higher education reform was implemented by Varela, the establishment of Panama Bilingual Programme. The program was planning to educate 10,000 Teachers of English as Second Language (TESOL); during the first year, 2,000 students completed their training in respectable English speaking education facilities of the world (Ministry of Education of Panama, 2016).

When it came to the cross-border education, the first choice of the students from Panama was the United States, mirroring strong relationships between two countries for the 27 years prior to this writing. According to the UNESCO reports, 1,838 students studied in the United States; after the United States the favorite selections were the

following: Cuba, Spain, Saudi Arabia, Honduras, Italy, Chile, Canada, the UK, and France (UNESCO, 2016).

Table 13 shows the number of students from Panama who attended universities in the United States between 2008 and 2014, where the academic years of 2012-2013 and 2013-2014 had the greatest increases in the student population.

Table 13

Number of Panamanian Students Studying in the United States.

Year	**# of Students From Panama**	**% Change from Previous Year**
2013/14	1,428	15,72%
2012/13	1,234	10%
2011/12	1,122	-4,34%
2010/11	1,173	8,4%
2009/10	1,082	-4.5%
2008/09	1,133	0.26%

Source: (Open Doors, 2014j)

The 4.5% decline in 2009-2010 was associated with the presidential elections, which took place in May of 2009. The second wave of the 4.3 % fall in the number of students in 2011 coincided with an approval of the free trade agreement between Panama, and the U.S. Free trade agreement resulted in a 10% increase the year later (Oxford Business Group, 2016). Despite efforts of the Panamanian government for the betterment of the education system, the country had a nearly 23 billion dollar debt; the country was severely reliant on the expansion of the Panama Canal (ICEF Monitor, 2016d).

Spain. Spain has the most turbulent education system in comparison to the rest of the countries in the European Union. In hoped to improve retention rates in universities

and colleges throughout Spain, Parliament accepted the removal of the government entrance exam and ratified a new Organic Law for the Improvement of Educational Quality. The new legislature was supposed to improve overall university enrollment amongst both international and Spanish students (ICEF Monitor, 2015d). Spain had better employment opportunities for students holding doctorate degrees, as opposed to the bachelor's or master's. As an overall education distribution per population, Spain was one of the countries exhibiting the highest tertiary degree holders in Western Europe. However, when looking at the breakdown of the higher education levels Spain, showed to be average. Most of the students in Spain chose the shortest route to obtaining an undergraduate degree (OECD, 2015).

Over the last 10 years previous to this study, student mobility from Spain to the United States stayed under 5,000 students annually. However, after 2012-2013 Spanish student enrollments, mobility witnessed some increase. Spain was a top 25th country of origin for students studying in the United States; in the meantime, it was the third popular study abroad destination for American students. According to the IIE, "5,350 students from Spain were studying in the U.S. in 2013/2014" (Open Doors Report, 2015, p. 1).

In comparison with the last Academic year, the Spanish student population increased by 6.4% (see Table 14) and had the following breakdown between the levels of studies: 34.4% obtaining bachelor's; 31.3% graduate; and 23.9% obtaining other degrees (Open Doors Report, 2015). As the U.S. Department of Commerce stated, students from Spain contributed 214 million USD to the U.S. economy (U.S. Department of Commerce, n.d.). According to the OECD Annual Report, the higher education institutions of the

United States should expect a slow increase in the Spanish student mobility, since the dramatic fall of the job market (OECD, 2014).

Table 14

Number of Spanish Students Studying in the United States.

Year	Students from Spain	% Change from Previous Year
2013/14	5,350	6.3%
2012/13	5,033	2.2%
2011/12	4,924	13.7%
2010/11	4,330	9%
2009/10	3,971	3.2%
2008/09	3,849	5.2%

Source: (Open Doors, 2014h)

Summary

Chapter Two gave the wider array of information on internationalization of higher education in the United States. Before discussing International student mobility the researcher, Guruz (2008), identified the differences between globalization and internationalization (as cited in Altbach, 2004), and looked in depth into rationales of the internationalization and included the success path for the institutions to follow (as cited in Knight, 1997).

Chapter Two also introduced with the history of student mobility the birth of American University, and international student recruitment and its successes and downfalls (Jarausch, 1995). Then-current and previous research on the individual countries and regions did prove the direct correlation between the external and internal

factors influencing trends of international student mobility (Open Doors, 2015). Most of the publications summarized year-by-year changes in single countries of the world; the researcher went further to collect data from multiple countries, which covered the period of seven years. In that regard, the study provided in this study enabled overall trends of mobility to and out of the United States (SEVP, 2015).

Further results on the methodology of this research are in Chapter Three, where the data models and the steps of the modeling configured are described.

Chapter Three: Methodology

Introduction

The literature review in Chapter Two details much of the theory behind key aspects of the internationalization of higher education. Additionally, a review is provided of the general theory of student development and an introduction to the countries that were most involved in the globalization of higher education opportunities. Chapter Three focuses on the methodology of the research and the data analyses. This research study employed quantitative, non-experimental, and cross-sectional methods. The data used were from the publicly available databases of the IIE, The World Bank, UNESCO, OECD, and SEVP, as well as the data from the mid-sized Midwestern University, for the time period of 2008 through 2014.

Purpose of the Research

The objective of this study was to conduct an international student recruitment trends evaluation based on seven years of data collected by the researcher and to determine how international student recruitment trends compared with the data presented by the IIE. The researcher conducted a yearly analysis of the changes in the international student population at MidwesternUniversity¸ from 2008 through 2014, based on the data from 10 selected countries (Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama and Spain). These 10 countries supplied the top numbers of international students to the Midwestern University in 2014. The researcher examined the relationship between changes in the international student population and factors influencing international student participation at Midwestern University. Several factors were studied which related to changes in a number of international student population

from 10 selected countries enrolled in the United States. These included: GDP per capita (PPP), political turmoil (any significant unrest caused or related to the government, such as federal elections, dictatorship state etc.), change in currency against USD, presence of national disasters (any major disaster disrupting normal way of life, such as major floods, earthquake, etc.), and crime rate to see if these factors affect student mobility.

Research Design

The study used quantitative, nonexperimental, cross-sectional, and descriptive design for this study. The multiple regression analysis models identified the relationship between dependent and independent variables. This method was employed to build a model to forecast the student mobility trends at an institution.

The quantitative research methods were widely used in social and natural sciences (McConville & Chui, 2007). As opposed to the qualitative research method, the quantitative method is based on numerical data. This approach was represented by two types: experimental and nonexperimental. This dissertation employed a nonexperimental design, where the data were not eligible for manipulation, since the variables were attributing to the study. Since this research covered the given period across several different country participants, the cross-sectional classification was used to capture the data for a given set of years. Descriptive statistics were used to simplify the presentation of the overall variables, such as mean, median, standard deviation, range, and measures of kurtosis and skewness (Kerr, Hall & Kozub, 2002). In this study, researcher showed mean, median, standard deviation and range.

Multiple regression analysis was mostly used in social sciences (Gordon, 2015). This approach enabled a simultaneous test of several variables. Also, the transparency of

this method has given it a reputation of the reliable analytical instrument. Regression analysis is not only able to provide a prediction model, but also can in some cases identify the reason for the changes in the forecasts. In this study, the researcher applied multiple level regression analysis. Another advantage of this approach is that it handles several variables simultaneously.

The initial usage of this method was popular in psychology. However, over time this changed with most of the social sciences implementing the utilization of this approach with multiple variables (Miles & Banyard, 2007).

Null Hypothesis

Concerning international students from the countries of Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain, the researcher strived to determine the relationship between university enrollment and variables representing the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate. The null hypothesis was: There is no relationship between university enrollment of international students and the chosen independent variables: the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate.

For those variables with an established relationship with university enrollment, the researcher developed a prediction model for university enrollment, as represented by the formula:

$$\lambda_{\text{university enrollment}} = \beta_{\text{students enrolled in the US}} + \beta_{\text{GDP per capita (PPP)}} + \beta_{\text{Political turmoil (1-10)}} + \beta_{\text{change in currency against USD}} + \beta_{\text{national disaster (0,1)}} + \beta_{\text{crime rate (1-100)}}$$

Data

The researcher examined several databases for this study. These databases were Open Doors, World Bank, UNESCO, and OECD. Each of these databases was a source for measure of the independent variables regressed in this study. Student mobility data came from the Open Doors and SEVP databases. GDP per capita (PPP), crime rate, political turmoil, and national disasters came from the World Bank, UNESCO, and OECD databases. The researcher consolidated the data in individual tables, representing the country, to reflect all the variables involved in research under one dataset.

The Open Doors Report. Open Doors had been collecting report data about student mobility in and out of the United States since 1919, and its more comprehensive database was developed in 1949 (Farrugia & Villareal, 2013). Open Doors (2015) reported information about the international student enrollments from an accredited higher education institution on the F-1 student visa. The response of the surveyed institutions varied from year-to-year. In 2008-2009, 2,866 institutions of higher learning were surveyed with a total response rate of 66.1%. In 2009-2010, 2,673 institutions of higher learning were surveyed with a total response rate of 63%. In 2010-2011, 2,881 institutions of higher learning were surveyed with a total response rate of 51.2%. In 2011-2012, 2,881 institutions of higher learning were surveyed with a total response rate of 48.9%. In 2012-2013, 2,880 institutions of higher learning were surveyed with a total response rate of 58.8%. In 2013-2014 2,814 institutions of higher learning were surveyed with a total response rate of 62% (Open Doors Report, n.d.). Key variables of the reports

were: academic level, enrollment status, gender, visa, the field of study, and place of origin. New or continuing enrollment had a response between 94% and 98% (Open Doors Report, n.d.). For this study, the researcher chose the international tertiary student population from the country participants as an independent variable (IIE, 2015).

Student and Exchange Visitor Program. The Student and Exchange Visitor Program (SEVP) is the main administrator of the Student Exchange and Visitor Information System (SEVIS), and it collected data from every education institution hosting international students in the United States (SEVIS ICE, n.d.). As of 2015, SEVP reported 8,697 schools registered in the United States. Data used from the SEVP dataset were only used to compare tertiary education students; secondary and high school students were excluded from the study (SEVP, 2015).

The World Bank. The researcher also used the secondary data from the World Bank's open source data bank, The World Bank Open Data. The World Bank Open Data offered data sets for each country of the world on a variety of topics, such as agriculture, infrastructure, education, poverty, energy, GDP, and country profiles.Variables, such as GDP (PPP) and political turmoil were extracted from the World Bank's Annual reports.

The Organisation for Economic Co-operation and Development. The researcher also used a dataset from the OECD) to ensure congruency. OECD concentrated on economic, trade, and investment data. However, OECD's annual report covered education systems and enrollment data from all the participant countries. The researcher used the information from the *Education at a Glance* publication to compare student populations from 10 countries participating with the data provided by the Open Doors and SEVIS.

United Nations Education, Scientific and Cultural Organization. United Nations Education, Scientific, and Cultural Organization (UNESCO) was in charge of facilitation of international education, science, culture, and communication of all the United Nation country members (UNESCO, 2017). Since its inception, UNESCO accumulated data in a variety of formats, which was analyzed by the UNESCO Institute of Statistics (1999); The Institute employed massive amounts of data, including International Student Mobility in and out of the United States, also including enrollment data and student mobility all over the world (UNESCO Institute for Statistics, 2017).

Mid-sized Midwestern University. Since the study focused on both types of international student enrollment numbers in the United States and mid-sized, Midwestern higher education institutions, the researcher collected information provided by the Academic Registrar of Midwestern University and pre-formatted it, mimicking the style Open Doors used for its data reporting. Midwestern University was one of the oldest universities west of the Missouri river. The mission of the University offered: "values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community." The University was a liberal arts institution providing 131 programs to approximately 15,600 students. In 2014, the university had 1,224 international students enrolled (Midwestern University, 2015, p. 7).

Sampling

Midwestern University collected international tertiary student data from around 130 countries. However, as this study aimed to identify the patterns of student mobility from only particular places of origin, this study utilized population from only 10 country

participants. The sample size was defined by student population only and did not control for age, income, and gender.

Table 15

Population Sample Size

Country	**Sample Size (min/max)**
Venezuela	1-80
France	1-72
Mongolia	1-68
Canada	1-67
Brazil	1-61
Germany	1-60
China	1-56
Japan	1-55
Panama	1-54
Spain	1-49

The sample sizes of the secondary databases in this study included entire populations of international tertiary students enrolled from all over the world. Consequently, to conduct the study for this dissertation, only 10 related countries were selected, as shown in Table 15. All of the other countries listed in the secondary database were excluded. Factors, such as age, gender, and income were not controlled in this study.

Variables

This part of Chapter Three describes the variables used in this research. The study had one dependent and six independent variables. The dependent variable was Midwestern University enrollment. The independent variables were international student enrollment in the United States, the GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and crime rates.

Dependent variable. Midwestern University enrollment- was a continuous variable on 1 to 80 scale and coded as a number of enrolled students. The dependent variable remained in its original form.

Independent variables. The independent variables were given specific numerical ranges. Crime rates were assigned a rank between 0 and 100, with 100 being the highest rank. Political turmoil was assigned a grade between 0 and 10, with 10 being the highest rank. National disasters were assessed by either 0 or 1, where 1 indicated an existence of a catastrophe and 0 indicated the absence of one. The remaining variables, GDP (PPP), currency against USD, and the crime rate were used in original format.

Student enrollment in the United States. Country selection for this research was based on the leading numbers of students represented at the mid-sized Midwestern University during the 2014 academic year. Overall cross-border enrollment data were collected from Open Doors Report of IIE. This dependent variable was continuous.

Gross Domestic Product Purchase Power Parity. To reflect the most accurate information on the change in GDP per capita and Purchase Power Parity, the researcher extended searches to several databases, including The World Bank, International Monetary Fund, OECD, and UNESCO UIS. The GDP Purchase Power Parity-related

data were compared with the different databases and showed similarities. Years of search covered 2008 and 2014. The researcher collected the GDP (PPP) for each year. GDP (PPP) was already based on the U.S. currency, and therefore, further conversion was not necessary. GDP (PPP) was a continuous and independent variable.

Political turmoil. Political turmoil was defined as drastic changes in the government structure recorded by the databases of the CIA Factbook, as well as the World Bank country overviews. The level of the turmoil was assigned 1 to 10, with 10 being the highest impact to the country. Classification of the degree of the political turmoil was assigned by Midwestern University's Political Science professor. Political unrest was a discrete and independent variable rated 0 to 10, where turmoils classified in highest category were equal or similar to the development of a dictatorship or leading to a civil war or revolution.

Change in the currency Against USD. The researcher calculated average currency conversion to the U.S. dollar by analyzing data from the data sets of the World Bank Open data. After identifying the average for 2008, the researcher did the similar findings in the remaining years of the study, and included averages in the currencies in the study, using the following formula:

(January 2008+February 2008 + , , , +December 2008)/12 = Change in Currency Against USD

Currency was a continuous and independent variable.

National disasters. The national disasters variable was taken from the sub-database of the UNESCO UIS: United Nations Office for Disaster Risk Reduction. The researcher included the records of any recorded natural hazard, such as earthquakes,

major floods, storms, droughts, and extreme temperatures. National disasters were assessed by either 0 or 1, where 1 was an existence of the catastrophe and 0 was the absence of one. A national disaster was a dichotomous and independent variable.

Crime rate. This variable was taken from the sub-database of the UNESCO UIS; United Nations Office on Drug and Crime. Homicide rate per capita was presented as the crime, based on a unit size. Rates of homicide in each country were assessed on a scale of 0 to 100, with 100 being the highest rank. The homicide rate was a discrete and independent variable.

Data Collection and Analysis Procedures

As the data came from different databases, for each country participant the researcher consolidated data into individual tables. After the required variables were consolidated in individual tables, the researcher conducted the multiple regression, through use of Version 23 of Statistical Package for the Social Sciences (SPSS) software, for each of the 10 countries (Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama and Spain) for the period of 2008-20014.

Research Site

The mid-sized Midwestern institution selected for this research was a liberal arts institution with a long history of hosting international students. The University had seven academic schools and offered both undergraduate and graduate programs. Midwestern University had two campuses; with overall enrollment averaging at 15,000 for the time the study was conducted. However, the researcher focused on the international population only.

The University enrollment of international students for the academic year of 2008-2009 was 844; the academic year 2009-2010 was 967; the academic year 2010-2011 was 1099; the academic year 2011-2012 was 1112; the academic year 2012-2013 was 1275; the academic year 2013-2014 was 1224 (consolidation of data, as described in previous sections of Chapter Three).

The following was the breakdown between graduate and undergraduate students: for the academic year of 2008-2009, there were 699 undergraduate and 145 graduate; for the academic year 2009-2010, there were 797 undergraduate and 170 graduate; for the academic year 2010-2011, there were 890 undergraduate and 209 graduate; for the academic year 2011-2012, there were 897 undergraduate and 215 graduate; for the academic year 2012-2013, there were 1049 undergraduate and 226 graduate; and for the academic year 2013-2014, there were 906 undergraduate, 233 graduate, and 76 English as Second Language (ESL) students.

However, this study only analyzed the student mobility trends of 10 countries of origin. Since 2008, the Midwestern University had international students enrolled from 130 countries, and at any given year covered in this study the university had international students enrolled from at least 100 countries. Table 16 shows 10 places of origins, where the progression of population shifts can be observed over the years.

Summary

The purpose of Chapter Three was to introduce the method employed to conduct this study. Also, Chapter Three describes the research design, data analysis, site selection, and data collection. It specifically describes each variable and identifies the steps of the analysis. The researcher will unfold the specifics of the results in Chapter Four.

Table 16

Top 10 place of origin 2008-2014

Country	**Fall 08**	**Fall 09**	**Fall 10**	**Fall 11**	**Fall 12**	**Fall 13**	**Fall 14**
Venezuela	7	4	10	25	48	73	80
France	29	45	66	56	64	51	72
Mongolia	23	22	28	48	68	62	68
Canada	53	62	66	59	67	67	67
Brazil	37	40	53	63	68	71	61
Germany	32	35	35	39	50	53	60
China	7	9	15	28	41	49	56
Japan	41	40	28	27	28	36	55
Panama	58	53	67	49	41	56	54
Spain	16	16	18	29	31	46	49

Source: International Students and Scholars Annual Report-Midwestern University (2015)

Chapter Four: Results

Chapter Four represents findings of multiple regression analysis per each country examined in this study, Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain, and discusses the results. The purpose of this dissertation was to conduct an international student recruitment trends evaluation and to demonstrate the potential relationship between researcher-selected external factors and changing international student enrollment from the 10 selected countries of origin. The study was based on comparative data from Midwestern University, located in the United States. The secondary data from the annual reports of the IIE, the World Bank, UNESCO, OECD, SEVP, and Midwestern University transpired as part of this study. The IIE collected data from the majority of the higher education institutions in the United States. However, this study included participants from 10 countries. Selection of the countries was based on the largest number of international students represented at Midwestern University in the fall of 2014. Data such as the GDP (PPP), currency fluctuations against the USD, criminal rate (homicide rate) per capita, and national enrollment numbers were used in this research. The researcher chosen to use SPSS statistical software to conduct a multiple regression analysis; the results of the analysis finalize Chapter Four.

The regression was performed on two or more independent variables simultaneously; each of them is included in the regression equation with a coefficient, allowing to predict dependent variable values with a minimum number of errors. The magnitude of the impact of the respective independent variable on the dependent under the control of other independent variables was an indicator of the significance level of multiple regression. The researcher used a simple notation system, the multiple

regression equations for the five independent variables and applied the study null hypothesis to the participants in the 10 countries, one by one.

Null Hypothesis:

Concerning international students from the countries of Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain, the researcher strived to determine the relationship between university enrollment and variables representing the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate. The null hypothesis was: There is no relationship between university enrollment of international students and the chosen independent variables: the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate.

For those variables with an established relationship with university enrollment, the researcher developed a prediction model for university enrollment, as represented by the formula:

$$\lambda_{\text{university enrollment}} = \beta_{\text{students enrolled in the US}} + \beta_{\text{GDP per capita (PPP)}} + \beta_{\text{Political turmoil (1-10)}} + \beta_{\text{change in currency against USD}} + \beta_{\text{national disaster (0,1)}} + \beta_{\text{crime rate (1-100)}}$$

General Quantitative Results

The standardized coefficients allowed the researcher to evaluate the contribution of each of the predictor variables toward dependent variable values. In the case of this research, the number of enrolled international students were compared with the changes in the described external factors.

Venezuela

To find the effect of independent variables, such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Venezuela, on the dependent variable of students enrolled in the United States, the multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 17

Descriptive Statistics of Continuous Measures (Venezuela)

Variables	**N**	**Mean**	**Median**	**Std. Deviation**
Midwestern Enrollment	7	35.286	25.000	31.9046
National Enrollment	7	5576.286	5491.000	948.6058
GDP (PPP)	7	17243.8570	17071.000	521.6638
Political Turmoil	7	5.714	6.000	4.0708
Currency vs. USD	7	6.656	5.0000	4.45538
Crime Rate	7	52.586	52.000	6.3798

Data analysis. Multiple linear regression was used to test if there was a relationship between Venezuelan students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, National Disaster and homicide rate (descriptive data summary in Table 17). The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study were entered into the model, based on previous research, to find out their influence

on enrollment at Midwestern University. All independent variables were entered into multiple regression with the stepwise method. Stepwise selection methods employ analysis of each variable in the stepwise fashion to identify the predictor, this method retains or removes variables based on the statistical significance (Cramer, 1998).

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous, and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum, Nizam, & Rosenberg, 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

Table 18

Variables Entered/Removed (Venezuela)

Model	Variables Entered	Variables Removed	Method
1	Currency vs. USD	National Enrollment, GDP (PPP), Homicide Rate, Political Turmoil	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Table 19

Model Summary (Venezuela)

			Std. Error of the	Change Statistics					
R	**R^2**	**Adj. R^2**	**Estimate**	**R^2Change**	**F Change**	**df1**	**df2**	**Sig. F Change**	**Durbin-Watson**
.958[a]	.918	.901	10.0147	.918	55.895	1	5	.001	2.885

Note. a. Predictors: (Constant), Currency vs. USD. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 19. With the adjusted R^2 of .901, the R^2 of .918 allows a 91.8% contribution to the variance in the data. Based on the value of Durbin-Watson, 2.885, which is more than two, the researcher concluded that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 20

ANOVA (Venezuela)

Model		**Sum of Squares**	**df**	**Mean²**	**F**	**Sig.**
1	Regression	5605.957	1	5605.957	55.895	.001[b]
	Residual	501.472	5	100.294		
	Total	6107.429	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), Currency vs. USD

The F value was 55.895 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was less than a 44% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 56% of variation explained by the model was due to currency fluctuations. The findings revealed there was a

relationship between currency and Midwestern University enrollment (Beta = .958, t[6] = 7.476, s). The analysis showed that currency did have an effect on Midwestern University enrollment from Venezuela, and it did predict Midwestern University enrollment.

Table 21

Coefficients (Venezuela)

		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
1	(Constant)	-10.377	7.185		-1.444	.208		
	Currency	6.861	.918	.958	7.476	.001	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. For the VIF for Currency vs. USD, Tolerance = 1.000 and VIF = 1.000. Pearson Correlation only detected a positive relationship with currency, which was statistically significant ($r > 0.958$, $p < .05$; Table 21). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 1).

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -.911; Std. residual max = 1.817). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 1017.905, national enrollment variance = 899852.9, GDP (PPP) variance = 272133.143, political turmoil variance = 16.571, currency vs. USD variance = 19.850, and homicide rate variance = 40.701). National disaster was excluded, since no disasters were observed during the time of the study.

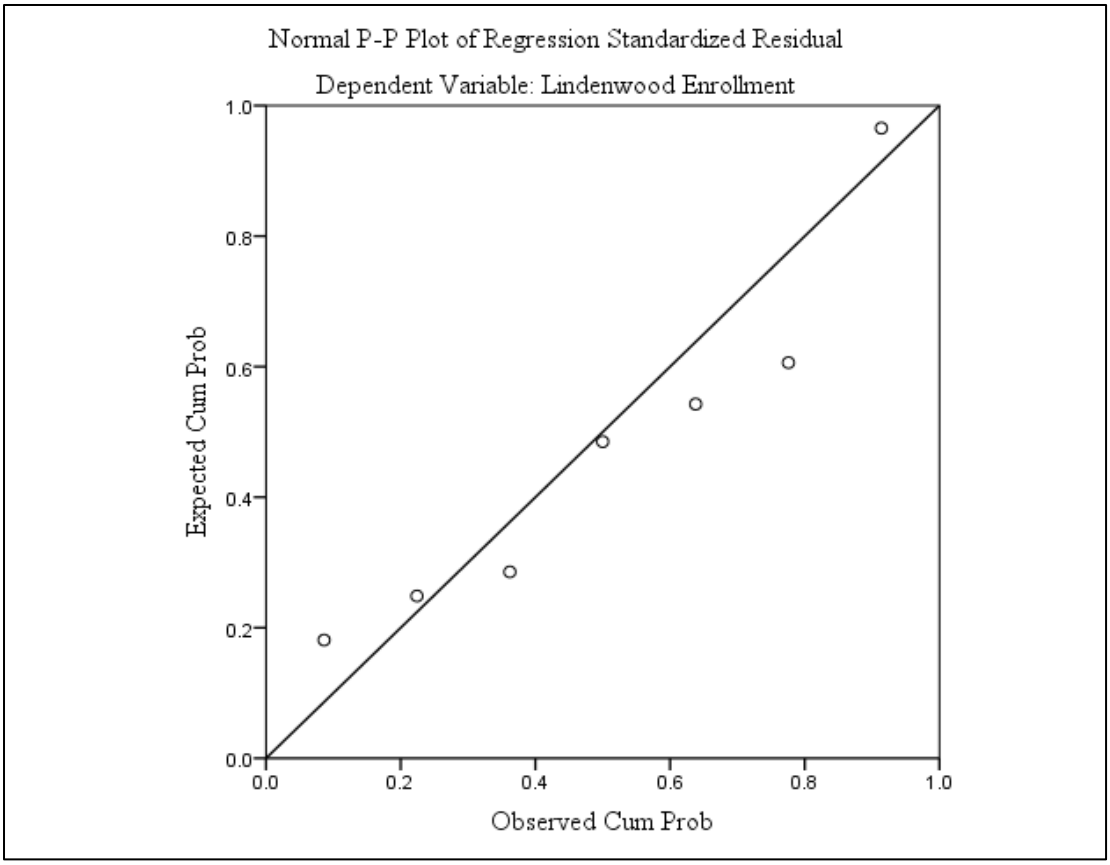

Figure 1. Normal P-P plot of regression (Venezuela).

Panama

To find the effect of independent variables, such as GDP (PPP), political turmoil, change in currency against USD, national disaster and crime rate on university enrollment of students from Panama, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Data analysis. Multiple linear regression was used to test if there was a relationship between the Panamanian students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate (Table 22). The data were analyzed in SPSS version 23.

Table 22

Descriptive Statistics of Continuous Measures (Panama)

Variables	N	Mean	Median	Std. Deviation
Midwestern Enrollment	7	54.00	54.00	8.00
National Enrollment	7	1186.00	1133.00	116.83
GDP (PPP)	7	36360.42	18325.60	49889.67
Political Turmoil	7	5.00	5.00	0.58
Currency vs. USD	7	1.00	1.00	0.00
Crime Rate	7	19.31	18.70	2.26

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

Table 23

Variables Entered/Removed (Panama)

Model	Variables Entered	Variables Removed	Method
1	Political Turmoil	National Enrollment, GDP (PPP), Homicide Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the political turmoil variable was the only one showing significance in predicting Midwestern University enrollment (Table 23).

Table 24

Model Summary (Panama)

				Change Statistics					
R	R^2	Adj. R^2	Std. Error of the Estimate	R^2Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.938	.880	.856	3.0332	.880	36.739	1	5	.002	1.826

Note. a. Predictors: (Constant), Political Turmoil; b. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 24. The adjusted R^2 of .856, with the R^2 of .880 allows an 88.0% contribution to the variance in the data. Based on the value of Durbin-Watson, 1.826, which is less than two, the researcher concluded that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 25

ANOVA (Panama)

Model		Sum of Squares	df	Mean²	F	Sig.
1	Regression	338.000	1	338.000	36.739	.002
	Residual	46.000	5	9.200		
	Total	384.000	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), Political Turmoil

The F value was 36.739 and significant at $p < 0.05$ in the analysis of variance, where it was observed that there was less than a 63.2% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 37% of variation explained by the model was due to political turmoil/changes. The findings revealed that there was a relationship between political turmoil and Midwestern University enrollment (Beta = .938, t[6] = 6.061, s). The analysis showed that political turmoil did have an effect on Midwestern University enrollment from Panama and it did predict Midwestern University enrollment.

There was a multicollinearity issue in the model. The VIF for Political Turmoil, Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship with political turmoil which was statistically significant ($r > 0.938$, $p < .05$; Table 26). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 2).

Table 26

Coefficients (Panama)

Model		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-11.000	10.785		-1.020	.355		
	Political Turmoil	13.000	2.145	.938	6.061	.002	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

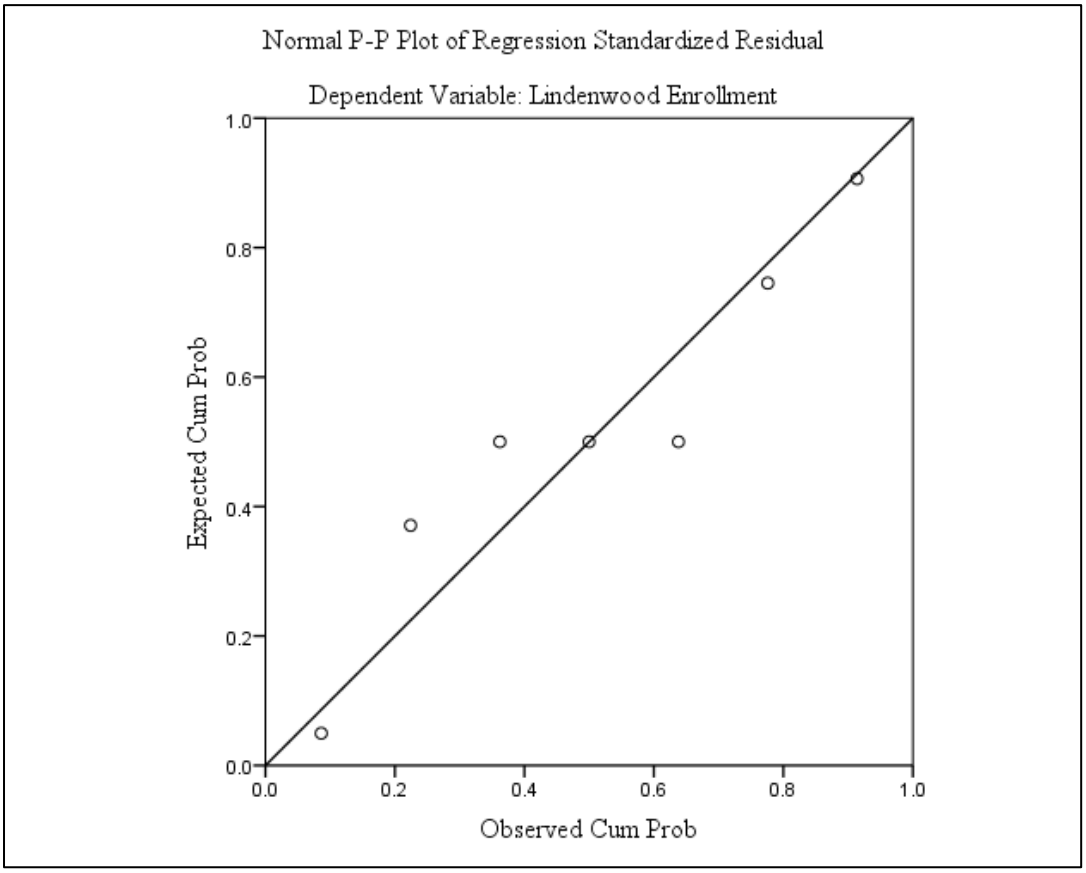

Figure 2. Normal P-P Plot of regression (Panama).

An analysis of standard residuals showed the data contained no outliers (Std. residual min = -1.648; Std. residual max = 1.319). The data also met the assumption of non-zero variances (Midwestern University enrollment, variance = 64.000, national enrollment variance = 13649.000, GDP (PPP) variance = 2488979536, political turmoil variance =.333, and homicide rate variance = 5.128). Since national disasters did not occur in Panama for the period of study, it was omitted. Panama was using USD as the currency, and therefore it was omitted from the study.

China

To find the effect of independent variables, such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from China, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 27

Descriptive Statistics of Continuous Measures (China)

Variables	**N**	**Mean**	**Median**	**Std. Deviation**
Midwestern Enrollment	7	29.29	28.00	19.81
National Enrollment	7	166,944.71	157,558.00	71,555.73
GDP (PPP)	7	10,224.22	10,274.49	1,715.29
Political Turmoil	7	6.14	6.00	0.69
Currency vs. USD	7	6.57	6.40	0.42
Crime Rate	7	0.93	0.90	0.14

Data analysis. Multiple linear regression was used to test if there was a relationship between the Chinese students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster and homicide rate. The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the national enrollment was the only one showing significance in predicting Midwestern University enrollment (Table 28).

Overall fit statistics of the multilinear model are shown in Table 29.

Table 28

Variables Entered/Removed (China)

Model	Variables Entered	Variables Removed	Method
1	National Enrollment	GDP (PPP), Political Turmoil, Currency vs. USD, Crime Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Table 29

Model Summary (China)

			Std. Error of the	Change Statistics					
R	R^2	Adj. R^2	Estimate	R^2Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.991	.981	.977	2.9794	.981	260.124	1	5	.000	1.539

Note. a. Predictors: (Constant), National Enrollment; b. Dependent Variable: Midwestern University Enrollment

The Pearson Correlation value (.991) and the adjusted R^2 of .977, with the R^2 of .981 allows a 98.1% contribution to the variance in the data. Durbin-Watson value was 1.539, which is less than two, the researcher concluded that this requirement for the no auto-correlation was not met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

The F value was 260.124 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was more than a 100% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected.

Table 30

ANOVA (China)

Model		Sum of Squares	df	Mean²	F	Sig.
1	Regression	2309.045	1	2309.045	260.124	.000
	Residual	44.383	5	8.877		
	Total	2353.429	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), National Enrollment

The variation explained by the model was due to national enrollment. The findings revealed that there was a relationship between national enrollment and Midwestern University enrollment (Beta = .991, t[6] = 16.128, s). The analysis showed that national enrollment did have an effect on Midwestern University enrollment from China and it did predict Midwestern University enrollment.

Table 31

Coefficients (China)

		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-16.483	3.053		-5.399	.003		
	National enrollment	0.000	.000	.991	16.128	.000	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. The VIF for national enrollment, tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship

with national enrollment which was statistically significant ($r > 0.991$, $p < .05$; Table 31). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 3).

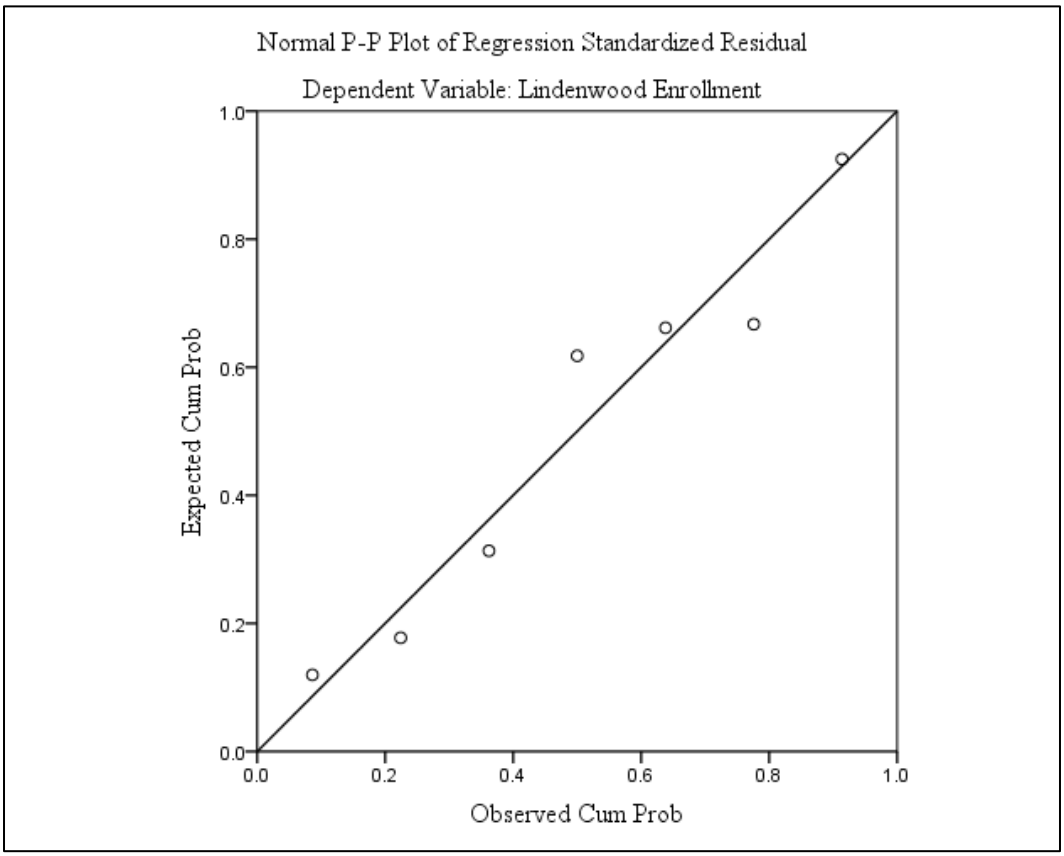

Figure 3. Normal P-P Plot of regression (China).

An analysis of standard residuals showed the data contained no outliers (Std. residual min = -1.165; Std. residual max = 1.424). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 392.238, national enrollment variance = 5109.619, GDP (PPP) variance = 2942212.611, political turmoil variance = .476, Currency vs. USD variance =.178, and homicide rate variance = .019). National disaster was excluded since no disasters were observed during the time of the study.

Brazil

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Brazil, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 32

Descriptive Statistics of Continuous Measures (Brazil)

Variables	N	Mean	Median	SD
Midwestern Enrollment	7	56.143	61.000	13.3470
National Enrollment	7	9584.429	8786.000	1899.1692
GDP (PPP)	7	14550.000	14827.000	705.9240
Political Turmoil	7	6.857	7.000	1.3452
Currency vs. USD	7	1.9829	2.0000	.27476
Crime Rate	7	22.800	23.200	1.3528

Data analysis. Multiple linear regression was used to test if there was a relationship between Brazilian students' enrollment at Midwestern University and national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence

on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the GDP (PPP) variable was the only one showing significance in predicting Midwestern University enrollment (Table 33).

Table 33

Variables Entered/Removed (Brazil)

Model	Variables Entered	Variables Removed	Method
1	GDP (PPP)	National Enrollment, Political Turmoil, Currency vs. USD, Crime Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 34.

Table 34

Model Summary (Brazil)

			Std. Error of	Change Statistics					
R	**R^2**	**Adj. R^2**	**the Estimate**	**R^2Change**	**F Change**	**df1**	**df2**	**Sig. F Change**	**Durbin-Watson**
.962	.925	.910	4.0001	.925	61.800	1	5	.001	1.518

Note. a. Predictors: (Constant), GDP (PPP); b. Dependent Variable: Midwestern University Enrollment

The adjusted R^2 of .910, with the R^2 of .925 allows a 92.5% contribution to the variance in the data. Based on the value of Durbin-Watson, 1.518, which is less than two, the researcher concluded the requirement for the no auto-correlation was not met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 35

ANOVA (Brazil)

Model		**Sum of Squares**	**df**	**Mean²**	**F**	**Sig.**
1	Regression	988.852	1	988.852	61.800	.001
	Residual	80.005	5	16.001		
	Total	1068.857	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), GDP (PPP)

The F value was 61.8 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than a 39% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 61% of variation explained by the model was due to GDP (PPP). The findings revealed that there was a relationship

between GDP (PPP) and Midwestern University enrollment (Beta = .962, t[6] = 7.861, s). The analysis showed that GDP (PPP) did have an effect on Midwestern University enrollment form Brazil and it did predict Midwestern University enrollment.

Table 36

Coefficients (Brazil)

		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
1	(Constant)	-208.460	33.693		-6.187	.002		
	GDP (PPP)	.018	.002	.962	7.861	.001	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. The VIF for GDP (PPP), Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship with GDP (PPP) which was statistically significant ($r > 0.962$, $p < .05$; Table 36). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 4).

An analysis of standard residuals showed that the data contained no outliers (Std. residual min = -1.568; Std. residual max = 1.055). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 178.143, national enrollment variance = 3606843.619, GDP (PPP) variance = 498328.66, political turmoil variance = 1.810, currency vs. USD variance =.075, and homicide rate variance = 1.830). National disaster was excluded since no disasters were observed during the time of the study.

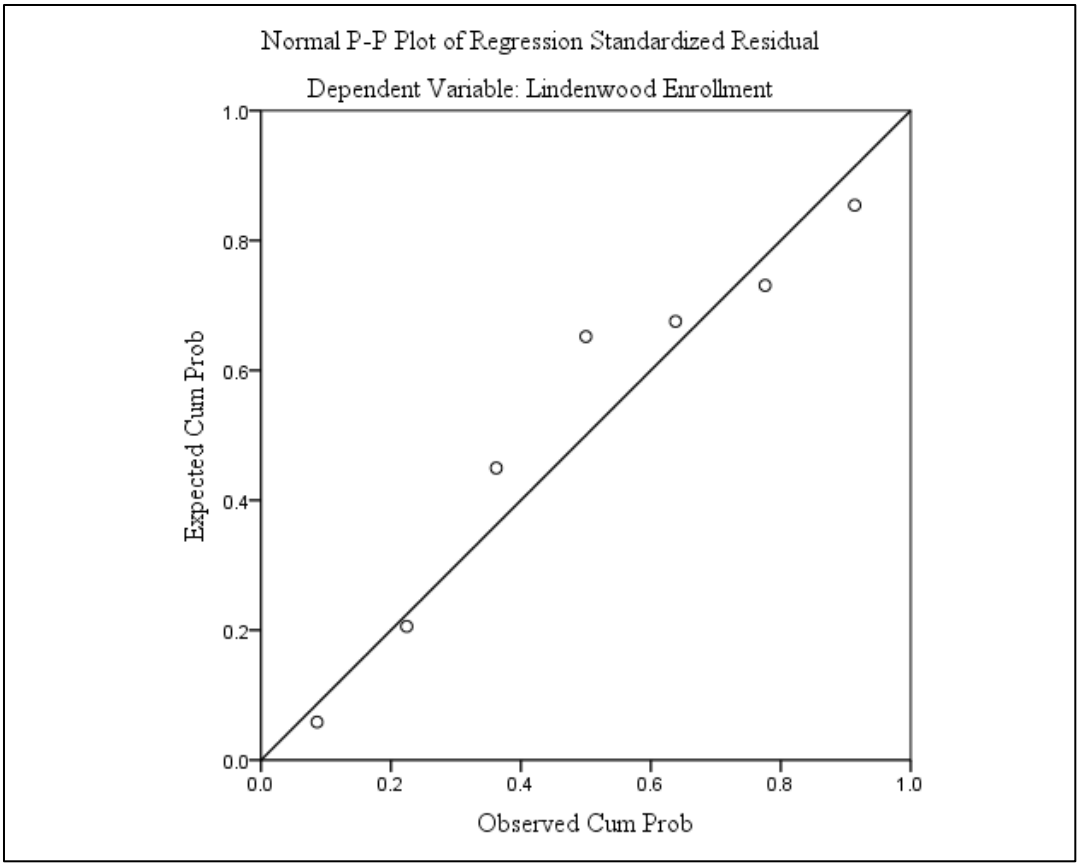

Figure 4. Normal P-P Plot of regression (Brazil).

Canada

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Canada, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Data analysis. Multiple linear regression was used to test if there was a relationship between Canadian students' enrollment at Midwestern University, national

enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster and homicide rate. The data were analyzed in SPSS version 23.

Table 37

Descriptive Statistics of Continuous Measures (Canada)

Variables	**N**	**Mean**	**Median**	**Std. Deviation**
Midwestern Enrollment	7	63.000	66.000	5.3852
National Enrollment	7	27952.429	28145.000	750.1568
GDP (PPP)	7	41517.429	41611.000	953.0379
Political Turmoil	7	2.714	3.000	.4880
Currency vs. USD	7	1.0471	1.0400	.07994
Crime Rate	7	1.514	1.500	.1215

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

Table 38

Variables Entered/Removed (Canada)

Model	Variables Entered	Variables Removed	Method
1	Political Turmoil	National Enrollment, GDP (PPP), Currency vs. USD, Crime Rate.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the political turmoil variable was the only one showing significance in predicting Midwestern University enrollment (Table 38).

Table 39

Model Summary (Canada)

				Change Statistics					
R	R^2	Adj. R^2	Std. Error of the Estimate	R^2Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.888	.789	.746	2.7129	.789	18.641	1	5	.008	.753

Note. a. Predictors: (Constant), GDP (PPP); b. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 39. The adjusted R^2 of .746 with the R^2 of .789 allows a 79% contribution to the variance in the data. Based on the value of Durbin-Watson, .753, which is less than two, the researcher

concluded the requirement for the no auto-correlation was not met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 40

ANOVA (Canada)

Model		**Sum of Squares**	**df**	**Mean²**	**F**	**Sig.**
1	Regression	137.200	1	137.200	18.641	.008
	Residual	36.800	5	7.360		
	Total	174.000	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), Political turmoil

The F value was 18.641 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was less than an 81.3% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 18.7% of variation explained by the model was due to political turmoil. The findings revealed that there was a relationship between political turmoil and Midwestern University enrollment (Beta = .888, t[6] = 4.318, s).

There was a multicollinearity issue in the model. The VIF for Political turmoil, Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship with political turmoil which was statistically significant ($r > 0.888$, $p < .05$; Table 41).

Table 41

Coefficients (Canada)

Model		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	36.400	6.246		5.828	.002		
	Political Turmoil	9.800	2.270	.888	4.318	.008	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 5).

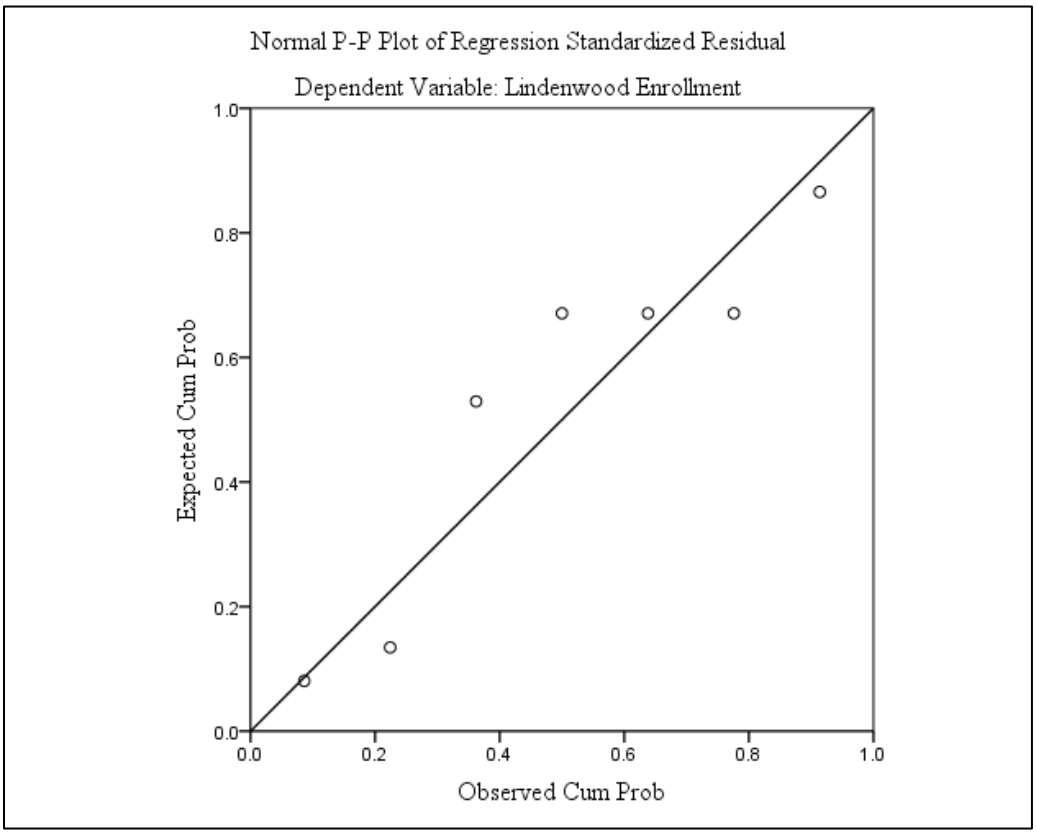

Figure 5. Normal P-P Plot of regression (Canada).

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -1.401; Std. residual max = 1.106). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 29, national enrollment variance = 562735.286, GDP (PPP) variance = 908281.286, political turmoil variance =.238, currency vs. USD variance =.066, and homicide rate variance =.015). National disaster was excluded since no disasters were observed during the time of the study.

France

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from France, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 42

Descriptive Statistics of Continuous Measures (France)

Variables	**N**	**Mean**	**Median**	**Std. Deviation**
Midwestern Enrollment	7	54.714	56.000	14.6255
National Enrollment	7	7873.286	8098.000	492.3670
GDP (PPP)	7	37039.571	37212.000	438.5460
Political Turmoil	7	6.857	7.000	.6901
Currency vs. USD	7	.7186	.7100	.03976
Crime Rate	7	1.314	1.300	.1464

Data analysis. Multiple linear regression was used to test if there was a relationship between French students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the national enrollment variable was the only one showing significance in predicting Midwestern University enrollment (Table 43).

Table 43

Variables Entered/Removed (France)

Model	Variables Entered	Variables Removed	Method
1	National Enrollment	GDP (PPP), Political Turmoil, Currency vs. USD, Crime Rate.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 44.

Table 44

Model Summary (France)

			Std. Error of the	Change Statistics					
R	R^2	Adj. R^2	Estimate	R^2Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.771	.595	.514	10.1984	.595	7.340	1	5	.042	2.462

Note. a. Predictors: (Constant), National Enrollment; b. Dependent Variable: Midwestern University Enrollment.

The adjusted R^2 of .514, with the R^2 of .595 allows a 59.5% contribution to the variance in the data. Based on the value of Durbin-Watson, 2.462, which is more than two, the researcher concluded that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 45

ANOVA (France)

Model		Sum of Squares	df	Mean²	F	Sig.
1	Regression	763.393	1	763.393	7.340	.042
	Residual	520.036	5	104.007		
	Total	1283.429	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), National Enrollment

The F value was 7.340 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than a 92.7% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 7.3% of variation explained by the model was due to national enrollment. The findings revealed that there was a relationship between national enrollment and Midwestern University enrollment (Beta = .771, t[6] = 2.709, s). The analysis showed that national enrollment did have an effect on Midwestern University enrollment from France and it did predict Midwestern University enrollment.

Table 46

Coefficients (France)

		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-125.656	66.688		-1.884	.118		
	GDP (PPP)	.023	.008	.771	2.709	.042	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. The VIF for GDP (PPP), Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship with national enrollment which was statistically significant ($r > 0.771$, $p < .05$; Table 46). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 6).

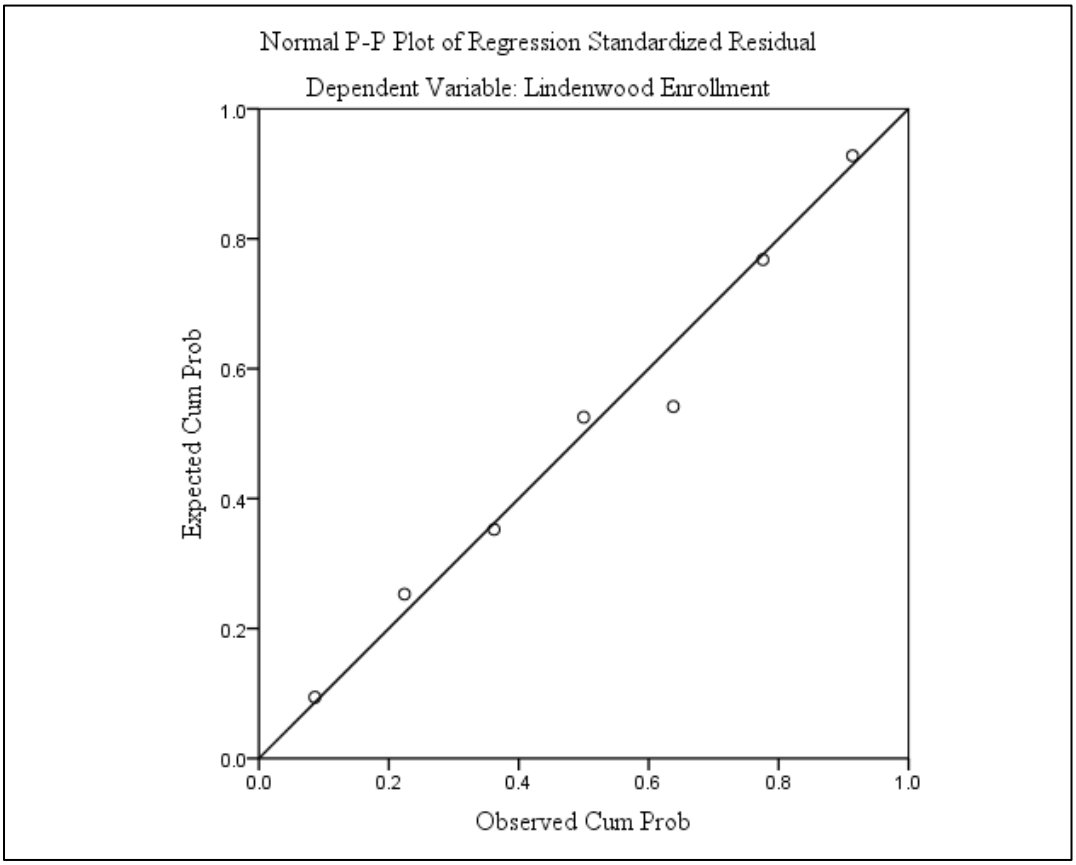

Figure 6. Normal P-P Plot of regression (France)

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -1.316; Std. residual max = 1.460). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 213.905, national enrollment variance = 242425.238, GDP (PPP) variance = 192322.619, political turmoil variance = .476, currency vs. USD variance =.002, and homicide rate

variance =.021). National disaster was excluded since no disasters were observed during the time of the study.

Germany

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Germany, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 47

Descriptive Statistics of Continuous Measures (Germany)

Variables	N	Mean	Median	Std. Deviation
Midwestern Enrollment	7	43.429	39.000	10.8145
National Enrollment	7	9559.714	9548.000	392.3365
GDP (PPP)	7	41699.714	42142.000	1541.3549
Political Turmoil	7	5.714	6.000	1.2536
Currency vs. USD	7	.7186	.7100	.03976
Crime Rate	7	.643	.800	.3735

Data analysis. Multiple linear regression was used to test if there was a relationship between German students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Model. Four models were built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. In the first model, the relationship between GDP (PPP) claimed to be the main leading factor in Midwestern University enrollment. In the second model, in addition to the GDP (PPP), another contributing factor such as national enrollment was added. In the third model, in addition to all predictors in two models, the interaction between currency vs. USD was entered into the model. In the last, fourth, model in addition to all predictors in three models, the interaction between political turmoil was added. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the GDP (PPP), national enrollment, currency vs. USD, and political

turmoil were four variables showing significance in predicting Midwestern University enrollment (Table 48).

Table 48

Variables Entered/Removed (Germany)

Model	Variables Entered	Variables Removed	Method
1	GDP (PPP)	National Enrollment, Political Turmoil, Currency vs USD, Crime Rate.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	National Enrollment	Political Turmoil, Currency vs USD, Crime Rate.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	Currency vs. USD	Currency vs USD, Crime Rate.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
4	Political Turmoil	Crime Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 49. The fourth model adjusted R^2 of .995, with the R^2 of .998 allows a 99.8% contribution to the variance in the data. Based on the value of Durbin-Watson, 3.093, which is more than two, the researcher concluded that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 49

Model Summary (Germany)

Model	R	R^2	Adj. R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R^2Change	F Change	df1	df2	Sig. F Change	
1	.797a	.635	.562	7.1546	.635	8.708	1	5	.032	
2	.953b	.907	.861	4.0286	.272	11.770	1	4	.027	
3	.991c	.982	.963	2.0663	.074	12.206	1	3	.040	
4	.999d	.998	.995	.7305	.017	22.003	1	2	.043	3.093

Note. a. Predictors: (Constant), GDP (PPP); b. Predictors: (Constant), GDP (PPP), National Enrollment; c. Predictors: (Constant), GDP (PPP), National Enrollment, Currency vs. USD; d. Predictors: (Constant), GDP (PPP), National Enrollment, Currency vs. USD, Political Turmoil; e. Dependent Variable: Midwestern University Enrollment

Table 50

ANOVA (Germany)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	445.770	1	445.770	8.708	.032b
	Residual	255.944	5	51.189		
	Total	701.714	6			
2	Regression	636.795	2	318.397	19.618	.009c
	Residual	64.920	4	16.230		
	Total	701.714	6			
3	Regression	688.906	3	229.635	53.786	.004d
	Residual	12.808	3	4.269		
	Total	701.714	6			
4	Regression	700.647	4	175.162	328.260	.003e
	Residual	1.067	2	.534		
	Total	701.714	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), GDP (PPP); c. Predictors: (Constant), GDP (PPP), National Enrollment; d. Predictors: (Constant), GDP (PPP), National Enrollment, Currency vs. USD; e. Predictors: (Constant), GDP (PPP), National Enrollment, Currency vs. USD, Political Turmoil

The F value of the first model, which was 8.708 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than a 92.3% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 8.7% of variation explained by the model was due to GDP (PPP). In the second model F value of the first model, which was 19.618 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than an 81.4% chance that the F-ratio would

happen; and therefore, the null hypothesis was rejected. The 19.6% of variation explained by the model was due to GDP (PPP) and national enrollment. In the third model F value of the first model, which was 53.786 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was less than a 46.3% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 53.8% of variation explained by the model was due to GDP (PPP) and national enrollment, and currency vs. USD.

Table 51

Coefficients (Germany)

		Unstd. Coefficients		**Std. Coefficients**			**Collinearity Statistics**	
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**	**Tolerance**	**VIF**
4	(Constant)	-317.87	11.000		-28.89	.001		
	GDP (PPP)	.004	.000	.526	16.51	.004	.750	1.333
	National Enrollment	.013	.001	.478	16.01	.004	.855	1.170
	Currency vs USD	103.47	9.503	.380	10.89	.008	.623	1.605
	Political Turmoil	1.26	.268	.146	4.71	.043	.789	1.267

Note. a. Dependent Variable: Midwestern University Enrollment

The final model reported the F-value of 22.003 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than a 78% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 22 % of variation explained by the model was due to GDP (PPP) and national enrollment, currency vs. USD, and political turmoil.

There was a multicollinearity issue in the model. The VIF for GDP (PPP), Tolerance =.750, VIF = 1.333; National Enrollment, Tolerance = .855, VIF = 1.170; Currency vs. USD, National Enrollment, Tolerance = .623, VIF = 1.605; and Political Turmoil, Tolerance = .789, VIF = 1.267. The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 7).

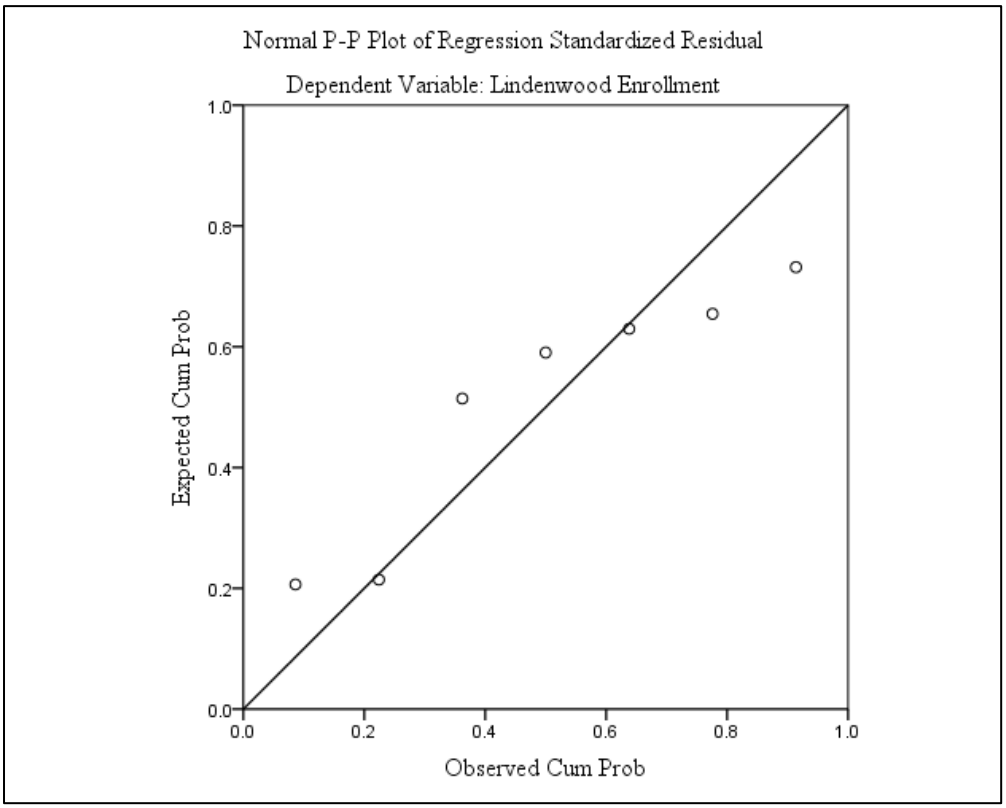

Figure 7. Normal P-P Plot of regression (Germany).

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -.819; Std. residual max =.618). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 116.95, national enrollment variance = 153927.9, GDP (PPP) variance = 2375774.9, political turmoil variance = 1.571, currency vs. USD variance = 0.02, and homicide rate variance =.140). National disaster was excluded since no disasters were observed during the time of the study.

Mongolia

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Mongolia, on the dependent variable of students enrolled in the United States, a multiple regression was used.

Table 52

Descriptive Statistics of Continuous Measures (Mongolia)

Variables	**N**	**Mean**	**Median**	**Std. Deviation**
Midwestern Enrollment	7	45.571	48.000	21.0385
National Enrollment	7	1367.857	1361.000	100.1223
GDP (PPP)	7	9071.714	8889.000	1626.7147
Political Turmoil	7	5.286	5.000	1.1127
Currency vs. USD	7	1399.857	1372.000	213.4076
National Disaster	7	0.000	0.000	0.0000
Crime Rate	7	8.086	8.100	.8896

The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Data analysis. Multiple linear regression was used to test if there was a relationship between Mongolian students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable Midwestern University enrollment was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the GDP (PPP) was the only one showing significance in predicting Midwestern University enrollment (Table 53).

Table 53

Variables Entered/Removed (Mongolia)

Model	Variables Entered	Variables Removed	Method
1	GDP (PPP)	National Enrollment, Political Turmoil, Currency vs. USD, Crime Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 54.

Table 54

Model Summary (Mongolia)

			Std. Error of the	Change Statistics					
R	R^2	Adj. R^2	Estimate	R^2Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.945	.894	.873	7.5102	.894	42.084	1	5	.001	1.511

Note. a. Predictors: (Constant), GDP (PPP); b. Dependent Variable: Midwestern University Enrollment

The adjusted R^2 of .873, with the R^2 of .894 allows an 89.4% contribution to the variance in the data. Based on the value of Durbin-Watson, 1.511, which is less than two, the researcher concluded that this requirement for the no auto-correlation was not met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

The F value was 42.084 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was less than a 58% chance that the F-ratio would happen; and therefore, the null hypothesis was rejected.

Table 55

ANOVA (Mongolia)

Model		Sum of Squares	df	Mean²	F	Sig.
1	Regression	2373.697	1	2373.697	42.084	.001
	Residual	282.017	5	56.403		
	Total	2655.714	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), GDP (PPP)

The 42% of variation explained by the model was due to GDP (PPP). The findings revealed that there was a relationship between GDP (PPP) and Midwestern University enrollment (Beta = .945, t[6] = 6.487, s). The analysis showed that GDP (PPP) did have an effect on Midwestern University enrollment from Mongolia and it did predict Midwestern University Enrollment.

Table 56

Coefficients (Mongolia)

		Unstd. Coefficients		Std. Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-65.350	17.332		-3.770	.013		
	GDP (PPP)	.012	.002	.945	6.487	.001	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. The VIF for GDP (PPP), Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship with GDP (PPP) which was statistically significant ($r > 0.945$, $p < .05$; Table 56). The histogram of standardized residuals indicated that the data contained approximately

normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 8).

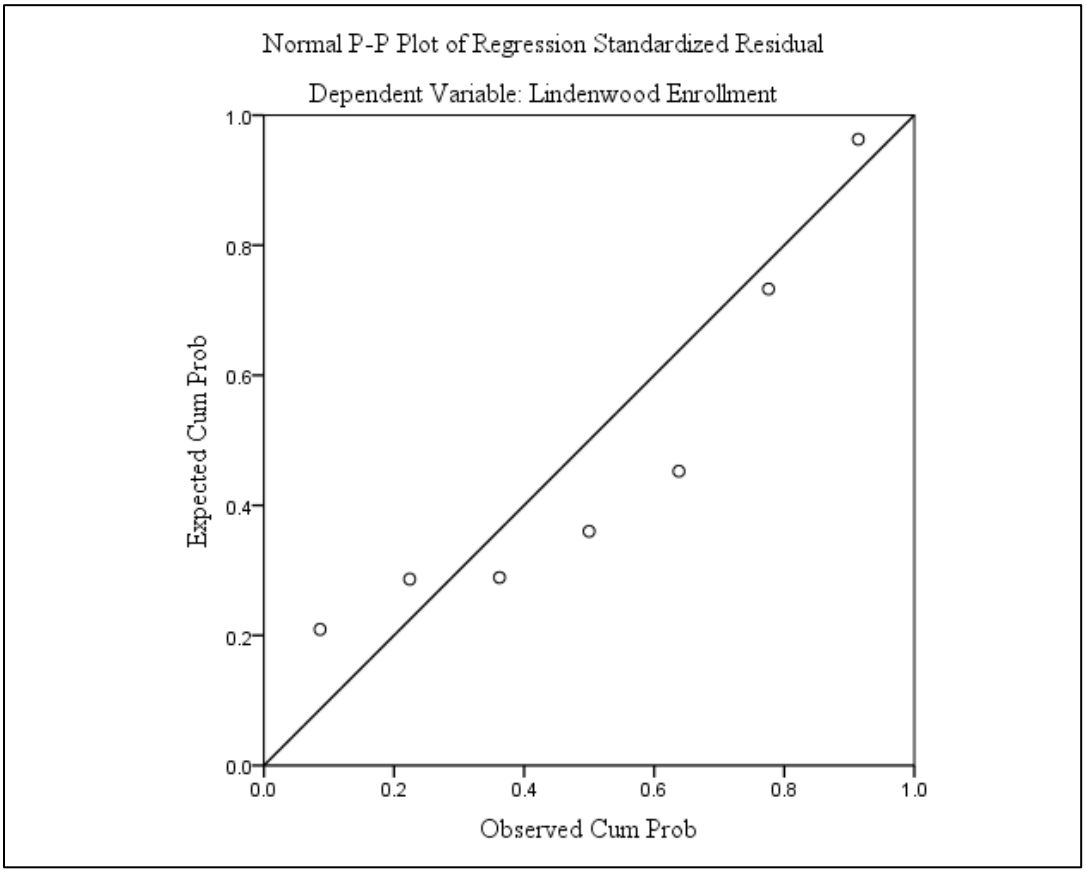

Figure 8. Normal P-P Plot of regression (Mongolia).

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -.809; Std. residual max = 1.786). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 442.619, national enrollment variance = 10024.476, GDP (PPP) variance = 2646200.571, political turmoil variance = 1.238, currency vs. USD variance = 45542.810, and homicide rate variance =.791). National disaster was excluded since no disasters were observed during the time of the study.

Spain

To find the effect of independent variables such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Spain, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Table 57

Descriptive Statistics of Continuous Measures (Spain)

Variables	N	Mean	Median	Std. Deviation
Midwestern Enrollment	7	29.286	29.000	13.8530
National Enrollment	7	4445.286	4330.000	658.7300
GDP (PPP)	7	32560.3486	32530.0900	1163.82852
Political Turmoil	7	7.571	8.000	.9759
Currency vs. USD	7	.7186	.7100	.03976
Crime Rate	7	.800	.800	.0816

Data analysis. Multiple linear regression was used to test if there was a relationship between Spanish students' enrollment at Midwestern University, national enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence

on enrollment at Midwestern University. All the independent variables were entered into multiple regression with the stepwise method.

Assumption checks and discussion. All seven assumptions were verified for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable, Midwestern University enrollment, was continuous, where independent variables are continuous and categorical scales. Therefore, the first and second assumptions were met.

A stepwise method was used to enter the variables in this model. Therefore, it was identified that the GDP (PPP) was the only one showing significance in predicting Midwestern University enrollment (Table 58).

Table 58

Variables Entered/Removed (Spain)

Model	Variables Entered	Variables Removed	Method
1	GDP (PPP)	National Enrollment, Political Turmoil, Currency vs. USD, Crime Rate	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

Note. a. Dependent Variable: Midwestern University Enrollment

Overall fit statistics of the multilinear model are shown in Table 59.

Table 59

Model Summary (Spain)

				Change Statistics					
R	**R^2**	**Adj. R^2**	**Std. Error of the Estimate**	**R^2Change**	**F Change**	**df1**	**df2**	**Sig. F Change**	**Durbin-Watson**
.954	.910	.892	4.5612	.910	50.345	1	5	.001	2.911

Note. a. Predictors: (Constant), GDP (PPP); b. Dependent Variable: Midwestern University Enrollment

The adjusted R^2 of .892, with the R^2 of .910 allows a 91% contribution to the variance in the data. Based on the value of Durbin-Watson, 2.911, which is more than two, the researcher concluded that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied.

Table 60

ANOVA (Spain)

Model		**Sum of Squares**	**df**	**Mean²**	**F**	**Sig.**
1	Regression	1047.405	1	1047.405	50.345	.001
	Residual	104.023	5	20.805		
	Total	1151.429	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), GDP (PPP)

The F value was 50.345 and significant at $p < 0.05$ in the analysis of variance where it was observed that there was less than a 49.7 % chance that the F-ratio would happen; and therefore, the null hypothesis was rejected. The 50.3 % of variation explained by the model was due to GDP (PPP). The findings revealed that there was a

relationship between GDP (PPP) and Midwestern University enrollment (Beta = .954, t[6] = 7.095, s). The analysis showed that GDP (PPP) did have an effect on Midwestern University enrollment form Spain and it did predict Midwestern University enrollment.

Table 61

Coefficients (Spain)

Model		Unstd. Coefficients B	Unstd. Coefficients Std. Error	Std. Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	-59.875	12.684		-4.721	.005		
	GDP (PPP)	.020	.003	.954	7.095	.001	1.000	1.000

Note. a. Dependent Variable: Midwestern University Enrollment

There was a multicollinearity issue in the model. The VIF for GDP (PPP), Tolerance = 1.000, VIF = 1.000. Pearson Correlation only detected a positive relationship between GDP (PPP) which was statistically significant ($r > 0.954$, $p < .05$; Table 61).

The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 9).

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -1.729; Std. residual max = 1.080). The data also met the assumption of non-zero variances (Midwestern University enrollment variance = 191.905, national enrollment variance = 433925.238, GDP (PPP) variance = 1354496.827, political turmoil variance = 952, currency vs. USD variance =.002, and

homicide rate variance =.007). National disaster was excluded since no disasters were observed during the time of the study.

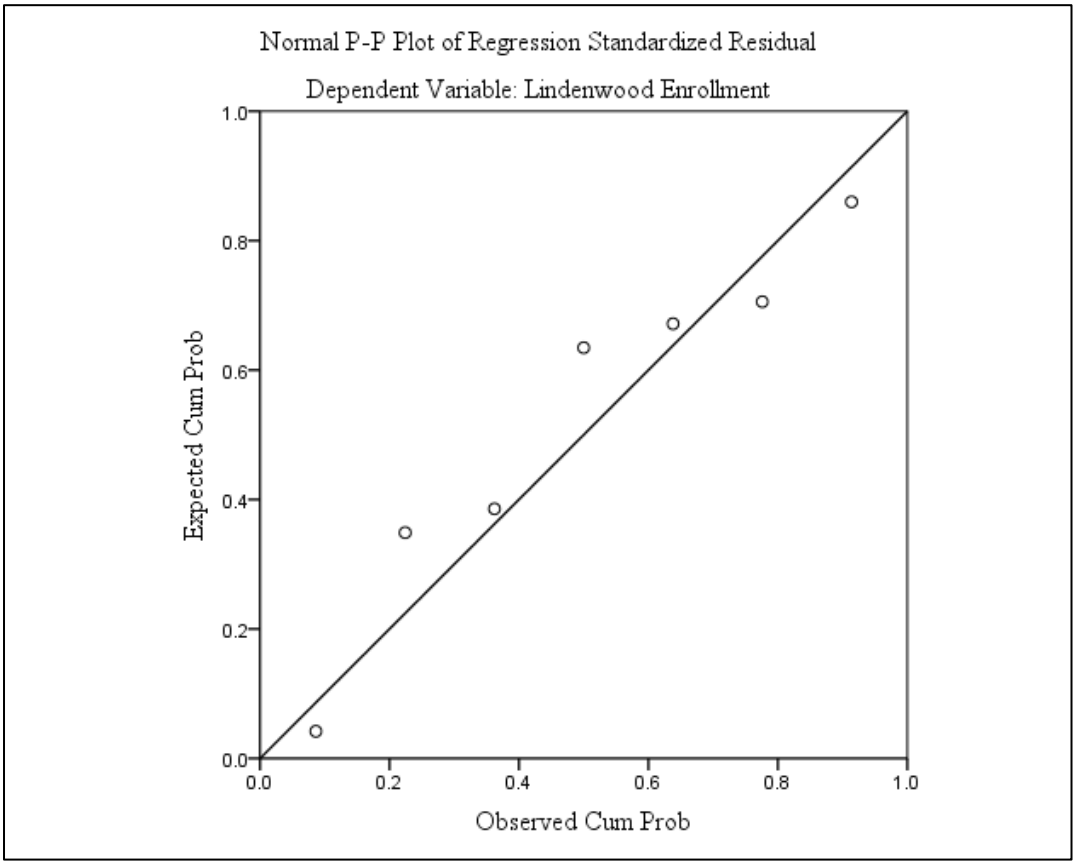

Figure 9. Normal P-P Plot of regression (Mongolia).

Japan

To find the effect of independent variables, such as GDP (PPP), political turmoil, change in currency against USD, national disaster, and crime rate on university enrollment of students from Japan, on the dependent variable of students enrolled in the United States, a multiple regression was used. The outcome variable of the study was university enrollment. It was on the continuous scale and coded as a number of enrolled students.

Data analysis. Multiple linear regression was used to test if there was a relationship between Japanese students' enrollment at Midwestern University, national

enrollment, GDP (PPP), political turmoil, currency vs. USD, national disaster, and homicide rate. The data were analyzed in SPSS version 23.

Table 62

Descriptive Statistics of Continuous Measures (Japan)

Variables	N	Mean	Median	Std. Deviation
Midwestern Enrollment	7	36.43	36.00	10.08
National Enrollment	7	23605.43	21290.00	6156.74
GDP (PPP)	7	34653.10	34800.26	921.82
Currency vs. USD	7	93.55	93.00	11.68
National Disaster	7	0.14	0.00	0.38
Crime Rate	7	0.36	0.30	0.08

Model. One model was built based on hierarchical entry methods of the multiple regression analysis. Independent variables or predictors, which were selected for this study, were entered into the model based on previous research to find out their influence on enrollment at Midwestern University. Unlike previous country participants, all the independent variables were entered in the Enter method. The entered method forced all the predictor variables to interact with one dependent variable at the same time (Cramer, 1998).

Assumption checks and discussion. All seven assumptions were checked for the model. Assumptions, such as 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance were considered (Kleinbaum et al., 2014).

The dependent variable was continuous, where independent variables are continuous and categorical. Therefore, the first and second assumptions were met. Based on the value of Durbin-Watson, 2.103, which is more than two, the researcher can conclude that this requirement for the no auto-correlation was met, as there was no auto-correlation. The assumption, cases being independent of each other was met, and observations were independent of each other. The assumption of linearity was satisfied. While observing the line of best fit the observation of homoscedasticity has not been constant.

There was no multicollinearity issue in the model. The VIF of only three out of five variables were below 10. Therefore, the multicollinearity assumption was violated in the model. National enrollment, Tolerance = .042, VIF = 24.034; GDP (PPP), Tolerance = .296, VIF = 3.377, Currency vs USD, Tolerance = .287, VIF = 3.481, National Disaster, Tolerance = .648, VIF = 1.543, and Homicide Rate, Tolerance = .043, VIF = 23.147. Political turmoil was omitted from the regression since no political changes occurred in Japan for the selected period of study.

An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. residual min = -0.539; Std. residual max = 0.569). The histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close (Figure 10).

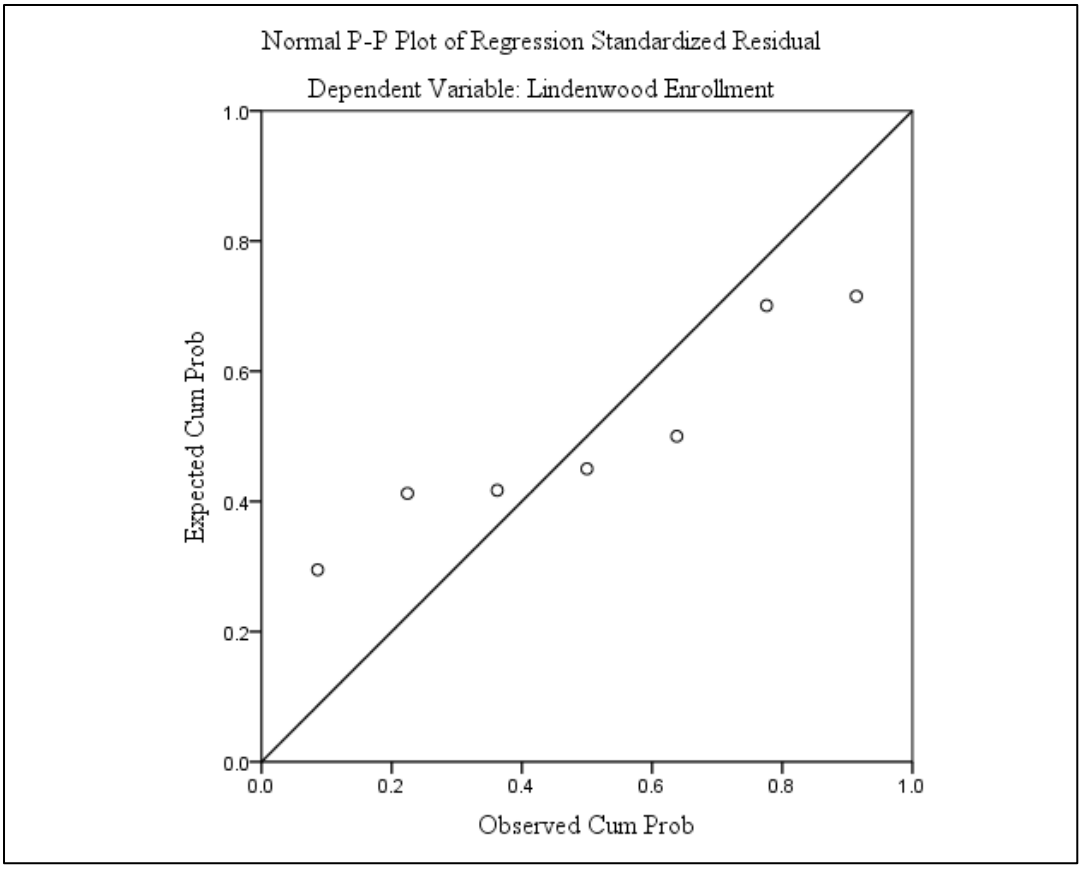

Figure 10. Normal P-P Plot of regression (Japan).

The data met the assumption of non-zero variances (Midwestern University enrollment variance = 101.619, national enrollment variance = 37905494.2, GDP (PPP) variance = 849743.5, currency vs. USD variance = 136.428, national disaster variance = .143, and homicide rate variance =.006). Political turmoil was excluded since no political changes were observed during the time of the study.

The F value, see Table 63, which was 3.794 and significant at $p < 0.005$ in the analysis of variance where it was observed that there was less than a 96.3% chance that the F-ratio would happen; and therefore, the null hypothesis was not rejected. With the 3.794 % of the variation. This model did not predict Midwestern University enrollment.

Table 63

ANOVA (Japan)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	579.180	5	115.836	3.794	.370
	Residual	30.535	1	30.535		
	Total	609.714	6			

Note. a. Dependent Variable: Midwestern University Enrollment; b. Predictors: (Constant), Crime Rate, GDP (PPP), Currency vs. USD, National Disaster, National Enrollment

Overall fit statistics of the multilinear model are shown in Table 64. The adjusted R^2 of .700 with the R^2 of .950 allows a 95% contribution to the variance in the data. Using the enter method, it was found that Midwestern University enrollment and homicide rate, currency vs. USD, national disaster, GDP (PPP), national enrollment explain statistical significance. ($F[5, 1] = 3.794$, $p < .05$, $R2 = .950$, R^2Adjusted = .700). However, since significance level for the model was assigned at 0.05 level, this data did not show any significance.

Table 64

Model Summary (Japan)

R	R^2	Adj. R^2	Std. Error of the Estimate	Change Statistics					Durbin-Watson
				R^2Change	F Change	df1	df2	Sig. F Change	
.975	.950	.700	5.5258	.950	3.794	5	1	.370	2.103

Note. a. Predictors: (Constant), Crime Rate, GDP (PPP), Currency vs. USD, National Disaster, National Enrollment; b. Dependent Variable: Midwestern University Enrollment

The findings revealed that there was no relationship between national enrollment and Midwestern University enrollment, (Beta = 2.384, t(6) = 2.173, ns). The analysis

shows that National Enrollment and did not have any effect on Midwestern University enrollment form Japan and it did not predict Midwestern University Enrollment.

The findings revealed that there was no relationship between GDP (PPP) and Midwestern University enrollment, (Beta = -.049, t(6) = -.119, ns). The analysis shows that GDP (PPP) did not have any effect on Midwestern University enrollment from Japan and it did not predict Midwestern University Enrollment.

The findings revealed that there was no relationship between Currency vs. USD and Midwestern University enrollment, (Beta = 1.354, t(6) = 3.243, ns). The analysis shows that Currency vs. USD did not have any effect on Midwestern University enrollment from Japan and it did not predict Midwestern University Enrollment.

The findings revealed that there was no relationship between National Disaster and Midwestern University enrollment, (Beta = -.332, t(6) = -1.194, ns). The analysis shows that Political Turmoil did not have any effect on Midwestern University enrollment from Japan and it did not predict Midwestern University Enrollment.

The findings revealed that there was no relationship between Homicide Rate and Midwestern University enrollment, (Beta = -3.123, t(6) = -2.900, ns). The analysis shows that Homicide Rate did not have any effect on Midwestern University enrollment from Japan and it did not predict Midwestern University Enrollment.

Based on the value of adjusted R^2 (.700) the model of the Japanese student population was strong; however, many terms were fitted in a relatively small sample size.

Summary

The goal of this research was to determine a possible relationship between certain predictors and their influence on Midwestern University international enrollment. Ten

countries were selected for this study, and the quantitative method of multiple regression was selected to identify the results of enrollment predictors. Stepwise data entry method was chosen for the nine out of 10 country participants; enter method was implemented on the last, 10th, country. Chapter Four included data analysis, model description, and the assumption checks. All 10 countries were tested against seven assumptions: 1) dependent variable is continuous, independent variables can be continuous, dichotomous and categorical; 2) independence of observations or no auto-correlation; 3) linearity; 4) normal distribution of error terms; 5) homoscedasticity; 6) no multicollinearity; 7) independent of errors and non-zero variance (Kleinbaum et al., 2014). Descriptive statistics included a model summary, annotation of variance, coefficients, histograms, and P-P plots.

Using stepwise method for nine countries showed positive response with at least one significant variable. One country only interacted with the usage of Enter method; however, did not demonstrate any statistical significance with the selected predictors. Chapter Five provides a more detailed account of the data analysis and discussion, as well as recommendations and suggestions for future research.

Chapter Five: Discussion and Reflection

Chapter Five presents an analysis of the study conducted on changes in the international student population at Midwestern University, based in 10 selected countries, including the overview of the research, triangulation of results, reflections, and the recommendations.

Overview of the study

This research was designed to identify the international student recruitment trends based on seven years of secondary data at Midwestern University and comparative data retrieved for 10 selected countries. The study employed the quantitative, non-experimental, and cross-sectional method. The data used were from the publicly available databases of the IIE, The World Bank, UNESCO, OECD, and SEVP, as well as the data from Midwestern University, for the time period of 2008-2014, and was based on 10 selected countries (Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain). The researcher evaluated changes in the international student population by analyzing external factors influencing international student participation at Midwestern University. The following external factors were selected: international students enrolled in the United States, GDP per capita (PPP), political turmoil, and change in currency against USD, national disasters, and crime rate. Multiple linear regression analyses were used to find the relationship between predictors and the international student population from each country in the participant pool represented at Midwestern University, and to build recommendations for future enrollment management techniques. The researcher tested data against the assumption checks for outliers, collinearity of data, independence of errors, random normal distribution of errors,

homoscedasticity and linearity of data, and non-zero variances. Chapter Four presents data for each of the country participants.

Summary of Findings

The multiple linear regressions were applied to test the relationship between dependent and independent variables. The statistically significant result was determined. Nine out of 10 countries showed a significant association to at least one of the six variables.

This research used SPSS version 23 to provide statistical calculations to conduct analysis for the study, and the researcher chose stepwise regression selection approach and applied in nine countries out of 10. The approach of entering method was chosen towards the last country. As opposed to the enter method, where all the predictor variables were forced to interact with the dependent variable at once, the selection of the stepwise entry method was given priority to identify the strongest interacting variable and eliminated the ones that were insignificant (Cramer, 1998). There was one hypothesis applied 10 times, once to each of the countries in the sample.

Hypothesis

Concerning international students from the countries of Venezuela, France, Mongolia, Canada, Brazil, Germany, China, Japan, Panama, and Spain, the researcher strived to determine the relationship between university enrollment and variables representing the number of students enrolled in the United States, GDP per capita (PPP), presence of political turmoil, change in currency against USD, presence of national disasters, and the crime rate.

For those variables with a stable relationship with university enrollment, the researcher developed a prediction model for university enrollment, as represented by the formula:

$$\lambda_{\text{university enrollment}} = \beta_{\text{students enrolled in the US}} + \beta_{\text{GDP per capita (PPP)}} + \beta_{\text{Political turmoil (1-10)}} + \beta_{\text{change in currency against USD}} + \beta_{\text{national disaster (0,1)}} + \beta_{\text{crime rate (1-100)}}$$

Discussion of Results

After all the data were collected, and all the countries were evaluated for significance, nine out of 10 countries showed partially positive results. Despite the inherent assumptions, regression analysis uncovered some counter-intuitive results. Student mobility to Midwestern University from Venezuela only reacted to the currency exchange fluctuations between the Venezuelan bolivar and the U.S. dollar. In the past year a rapid fall of monetary value was observed on the market. However, the world also observed political changes in Venezuela, including failed social reforms, and a significantly increased homicide rate per capita.

In the meantime, Panama, Canada, and Germany all reacted to the political turmoil variable. It was not uncommon for Panama to go through sizeable changes in the government structure as the result of every presidential election. The largest education-financing agency, IFARHU, rarely retained the same executive team; as a result, new rules and policies impeded timely loan and grant disbursement amongst the cross-border educated students. As the result of past presidential elections in Panama, Juan Varela initiated a Panama bilingual program where he pledged that each citizen of Panama would receive equal opportunity to learn the English language. With the R^2 of 0.880 and the F value of 36.379, the findings revealed that there was a relationship between

currency and Midwestern University enrollment, (Beta = .938, t(6) = 6.061, s). The analysis showed that political turmoil did have an effect on Midwestern University enrollment from Panama, and it did predict Midwestern University Enrollment.

According to the Open Doors Report (2015), Canada was one of the largest student suppliers to the United States. However, followed by the economic crisis of 2008 Canada showed declining enrollments in U.S. institutions; one more significant drop was observed in 2011 right after the parliamentary elections (Gidegil & Bastedo, 2014, p. 181). In 2014, Canada started improving the numbers and regained its presence in the United States (Open Doors, 2014c). With R^2 of 0.789 and F value of 18.641, the findings revealed that there was a relationship between political turmoil and Midwestern University enrollment, (Beta = .888, t(6) = 4.318, s).

As a leader of the European Union, Germany was one of the largest host countries for the cross-border students. During the period of the study, the number of German students in the United States remained relatively the same, ranging from the mid-eight thousands to a solid ten thousand students. It was hard to attribute that change to any of the political events, and in the particular case of Germany, it was not surprising that out of the four models, the fourth regression model, where GDP (PPP), national enrollment, currency in relation to USD, the political climate was the strongest. The model reports the F-value of 22.003, significant at $p < 0.005$, in the analysis of variance, where it was observed that there was less than a 78 % chance that the F-ratio would happen if the null hypothesis were true. The 22 % of variation explained by the model was due to GDP (PPP) and national enrollment, currency vs. USD, and political turmoil.

China and France exhibited the relationship of the one variable, national enrollment. The researcher only discovered small relationships of the only significant variable in the case of France; significance was only 0.42. As the literature review of Chapter Two described, the number of students from France studying in the United States was relatively steady over the course of this study. Despite the insignificant relation in the case of France, China accounted for 35% of all the international students in the United States, and since the study period was concluded that number grew and prevailed to 300,000 students. The findings revealed that there was a relationship between national enrollment and Midwestern University enrollment, (Beta = .991, t(6) = 16.128, s). The analysis showed that national enrollment did have an effect on Midwestern University enrollment from China, and it did predict Midwestern University Enrollment.

Brazil, Mongolia, and Spain reacted to the changes in the Gross Domestic Product's (PPP) changes. In the case of Brazil, research of the World Bank showed countries' successful efforts in decreasing poverty levels. Therefore, substantial gains took place in GDP (PPP) levels between the years of 2006 and 2010; GDP with an annual growth rate was 4.5%, where overall income growth capped at the 4.4%, slowing down the GDP to 2.1% from 2011 until 2015. During the study period, U.S. institutions observed an increased amount of prospective students, which was largely attributed to the scholarship program instituted by the government. However, as reviewed in the Chapter Two, the application flow of college students from Brazil remained steady. The future of this increase was unknown, as of 2015 country was going through economic recession that was followed by the impeachment of the President in 2016 (The World Bank, 2016). The findings revealed that there was a relationship between GDP (PPP) and Midwestern

University enrollment, (Beta = .962, t(6) = 7.861, s). The analysis showed that GDP (PPP) did have an effect on Midwestern University enrollment from Brazil, and it did predict Midwestern University Enrollment.

As opposed to steady GDP (PPP) growth in Brazil, Mongolia observed some 20% increase in the GDP per capita in the decade previous to this writing; the largest Chinese goods transportation hub, and the mining country managed to decrease the poverty levels to 27%. Starting in 2006, Mongolia experienced economic growth that, pivoted by 2010, decreased levels of poverty. However, the non-diversified economy slowed down by 2014 (The World Bank, 2016). With the R^2 equaling 0.894 and the F value of 42, the study revealed a strong correlation between GDP (PPP) and student mobility. The United States remained the priority country for the cross-border education; however, for the students from Spain, it was the third tier selection. Spain made it to the Open Door's list of top 25 countries of origin by 2013, and since then was at 25th place, with the record enrollment of 5,359 students. This study revealed that there was a relationship between GDP (PPP) and Midwestern University enrollment, (Beta = .954, t(6) = 7.095, s). The analysis showed that GDP (PPP) did have an effect on Midwestern University enrollment from Spain, and it did predict Midwestern University Enrollment. According to the Trade Economics (2017) GDP (PPP) of Spain did decrease between 2008 and 2014. However, it is hard to statistically prove the effect of the GDP (PPP) fluctuations, since the fall of GDP (PPP) number of students from Spain studying in the United States increased to 6,640 in 2016 (Open doors, 2016).

In the case of Japan, the researcher, could not find significance between the variables based on the stepwise and entry methods of data entry. Literature review in

Chapter Two did cover the Japanese higher education changes since the 1990s, and the United States witnessed a significant drop of the students in the past. The recent decline of enrollments was attributed to the 2011 tsunami, despite the fact that both student inward and outward mobility stabilized since (Open Doors, 2014g). The long-term cross-border education from Japan was not in a forecast, because of the changing nature of the vocational distribution. According to Yoshiko (2016), during the junior year, the higher education students already are aware of the future employment based on the apportionment of the government and corporate needs.

Recommendations to the Program

Despite relatively weak results of the forecasting model of this study, the international student enrollment trends recommendations to the program are described in this section. Midwestern University was chosen as the research site for this study as a liberal arts institution with a long history of hosting international students. The University had seven academic schools and offered both undergraduate and graduate programs. The institution had two campuses with overall enrollment averaging at 15,000 for the time the study was conducted; out of them, around 1200 were international students (Midwestern University, 2015)

Despite the size, quality, or the name recognition of the university, the international student recruitment had, to begin with, either a stand-alone recruitment plan or the higher education institution had to institute an admission plan as the part of the overall university internationalization strategy (Childress, 2010). The recruitment plan should begin with the identification of the trends, and the first one was that the university should be aware of the cross-border mobility and the newly emerging competition (Akbar

et al., 2009). At the time of the study, approximately five million students pursued their education abroad, and the United States only hosted 5% of them, which comprised a 22% market share. Since 2001, new countries welcoming international students emerged on the market, and with the new players came the new rules of student recruitment (Choudaha et al., 2013).

Universities ought to provide a welcoming environment for the international students, and the first start should be using the Universtiy's web page, followed by the university-wide welcoming environment. The presidential election's political shock of 2016, followed by the Brexit of the United Kingdom might cause prospective students to shift their priority to other destinations. Midwestern University should also be mindful about the emerging markets of English-taught programs and their quality; Netherlands alone offered 319 English-taught bachelor's education. Therefore, the quality of the programs should continuously improve (Study Portals, 2017). Circling back to the emerging markets, in 2016 China hosted 9% of all international students of the world, when in 2001 it was an insignificant number. The survey of International Consultants for Education and Fairs Monitor (ICEF, 2016c) showed that the students were looking not only for all-American college experience, but also for the chance for diversification. Diversification will also help university avoid single language international student body, but provide multiculturalism not only to the international students but also expose the United States students to multilingualism. Multicultural development of the university will build a stronger foundation for the study abroad programs, which eventually will play a role of the brand recognition (Study Portals, 2017).

As part of the student recruitment; the university should aim its marketing strategies to satisfy mobile device users; web portals should be very responsive to the needs of handheld devices. The decisions of the new market explorations have to be based on university data, as well as the big data presented by the outsourced research entities. A recent study showed that only 49% of the institutions were using at least one CRM. Ability to manage data will enable the university to make valuable recruitment decisions and react rapidly to the academic needs of the students (ICEF Monitor, 2016c).

With the rise of STEM degrees, the university should develop its School of Sciences offering multiple variations of the Information Technology-based majors and sub-majors, such as Big Data Science, Informatics and Information Science, and Robotics. Nonetheless, business and management-related majors were still the number one priority amongst the international applicants, and the university needs to improve the School of Business continuously and implement a sub-major in Actuarial Science. To successfully address expanded target audiences, the university should implement easy pathway programs, where students from different backgrounds and English abilities would still be enabled to pursue their dream degrees (Study Portals, 2017).

While implementing all the changes in the international student recruitment and overall internationalization, the final and the biggest recommendation of the researcher to the University is to establish a university campus abroad (Childress, 2010).

Recommendations for Future Research

Seven years of the data from Midwestern University in combination with the secondary data collected from other databases was not enough to have solid results. This section describes the recommendations for future research.

Statistically, the models created showed overall strength. However, operating with the secondary data only, and only conducting the quantitative research was found to be weak, at least from the standpoint of not having enough years of data. The data did not properly react to the default method of the data entry, and therefore had to enter into multiple regression with the stepwise method. This anomaly would not happen if there would be more years of data. The recommendation for the future research would be conducting the study using mixed methods, where after the completion of the multiple linear regression analysis, the researcher would look into the demographics, gender, age, income, and socio-economic levels, and the conduct study groups or any other qualitative methods of information gathering. Ideal qualitative research would employ field work in each of the country participants combined with the surveys of the students already in the United States.

Future research should also look into the expansion of the variables selection, and look at the Human Development Index, as well as use Economic Performance Indexes (EPI) specific for each country.

Conclusion

The year of 1904 was marked as the first census of international students in the United States. From a little over 3,000 students in 1904 to 30,000 in the 1950s was the reported increase from the mid 20th century (Bevis, 2007, p. 5). Higher education institutions did not have an agenda in developing additional services nor allocating funds for recruitment. Through the years, universities awarded funds for financial aid to those students in need and eventually started adding more services (Dixon, 1995). Successful and steady growth of the cross-border students prompted the U.S. government to align

the laws and regulations for international students (Dunnet, 2009). This included the NLCFSA, later known as NAFSA (2016), the AACRAO (2016), the IIE, the Council of Graduate Schools, and the College Board.

In 1948, IIE began publishing the first reports on the international student population pursuing their degrees in the United States of America (IIE, 2017). It was shortly after when the higher education institutions realized the necessity of understanding the trends of student mobility (Altbach & Reisberg, 2013).

This research concentrated on the identification of the key external predictor variables of student mobility for the students choosing Midwestern University to continue their studies. Each chapter addressed the most important aspects of the international student enrollment trends and internationalization of higher education. The hypothesis was tested in Chapter Four using the quantitative method of multiple regression analysis. This study sampled students from 10 countries against six variables, and only some significance was achieved. The universities can use this or a modification of this model to improve the selection of their future student recruitment markets.

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Vitae

Mr. Emin Hajiyev was born in Baku, Azerbaijan. In 2000, he earned a Bachelor of Science degree from Azerbaijan State Oil and Industrial University in Electronics, Microelectronics in Automated Processes. During and after the completion of his Bachelor's degree Mr. Hajiyev has been involved in a variety of short and long-term projects of the World Bank and UNDP representation offices in Baku, Azerbaijan, including the Capacity Building Project at the Ministry of Foreign Affairs of Azerbaijan. In 2003, Emin was selected to join the U.S.-Azerbaijan Chamber of Commerce in Washington D.C. During his one-year deployment, he promoted business networks between the United States and Azerbaijani entrepreneurs. After his return to Azerbaijan, Emin consulted U.S. companies in Azerbaijan. In 2005, Emin moved to St. Charles, MO to pursue his Master of Business Administration with an emphasis in Information Systems. After the completion of his Master's degree, Emin joined the Office of International Students and Scholars in March of 2007 in the capacity of International Students Adviser. Since 2008, Emin has been the Director of the Office. Emin is married and has two daughters.