Migrant or Tourist? An Analysis of International Student Enrollment in the United States, 2001-2014
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RESEARCH QUESTION
Do anti-immigration policy contexts influence international student enrollment in U.S. states over time?

Broader questions:
- Is higher education part of immigrant selection?
- Are student flows (and skilled migration) insulated from anti-immigration regime?

HYPOTHESES
Student-Migrant Nexus suggests that ultimate goal is migration
- HT: Anti-immigration context negatively influences international student enrollment

International Education as Global Cultural Capital suggests that ultimate goal is education/credential
- H2: Anti-immigration context does not influence international student enrollment

DATA & METHODS
- Dependent variable: Average enrollment per institution, 51 states x 14 years
- Source: Open Doors report, Institute of International Education (IIE)
- Independent variables: E-Verify and Omnibus Immigration Law (lagged one year)
- Separate Multivariate Models for (1) all institutions and for (2) community colleges (models controlled for time and state effect)

STATE IMMIGRATION CONTROL LAWS & POLICIES
- State increased efforts to control immigration
- Anti-immigration laws and policies primarily target unauthorized immigrants
- Types of laws that could have impacts on international students
  - E-Verify Law
  - Omnibus Immigration Law

BACKGROUNDS: TRENDS IN INTERNATIONAL STUDENT ENROLLMENT
Stylized Transitions within International Student status
- Doctorate's Degree
- Master's Degree
- Bachelor's Degree
- Migration decision (Stay vs. Leave)
- High Schools
- Language Training
- Community Colleges

Composition of International Student body (2014)
- Largest increase in less-known destinations
- Unconventional types of degrees and pathways

Distribution by State

ANSWERS
(1) Enrollment in all institutions: negative correlation with both laws, not significant
(2) Enrollment in community colleges: Omnibus Immigration Law negative significant effects, E-verify negative but not significant

NEXT STEPS
- Models to include other state characteristics: economic, social, educational
- Verify with data capturing all institutions over time (SEVIS records from DHS-ICE)

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