

## Emily Lane - Outline

### Topic:

Input Environment Outcome (IEO) Model with international student engagement as an outcome.

Thesis: This paper analyzes the relationship between international student engagement and persistence to graduation through the lens of the IEO model with special attention to barriers that international students encounter and strategies administrators can use to overcome such barriers.

### Introduction:

- Engagement as an outcome
  - More persistence to graduation
- Avoid maladaptive outcomes
  - Dropping out
  - Litigations
  - Academic Integrity issues
- Administration can help through
  - Identifying obstacles
  - Establishing support
  - Showing obstacles are opportunities to grow

### Input:

- Overgeneralization – differences in student populations
  - Not homogenous
  - Culture shock
- Similarities
  - Non economic capital
    - Knowledge and experience (global perspectives)
    - Bilingual
    - Global perspectives
- Phases of overcoming culture shock:
  - Shock
  - Adjustment
  - Long term adaptations
- Model of Multiple Dimensions of identity
  - Identity development
  - Social salience

### Environment:

- Student faculty interaction
  - Assessment data can be incorporated from NSSE Data
  - Increased student satisfaction
  - America requires increased debate and collaboration in their courses when compared to international curriculum
- In class collaboration becomes transferrable skills

### Barriers to meaningful student engagement

- Cultural:
  - Often international students are viewed as disengaged because of misconceptions
  - Examples: Cultural norms in eye contact or student-teacher interactions differ between countries
- Financial
  - Out of state tuition with no federal financial aid is common
  - Immigration costs are high
  - Limited working opportunities
  - Exploitation of students
- Neo racism and safety
  - Comments like “go back to your home country”
  - Sexually driven misconduct
  - Students don’t feel welcome or safe

- Reliance on international student affairs
  - Students require help with simple things like paying bills and shopping
  - Time sensitive tasks
  - Students don't feel supported by the university
- Unaware of campus resources
  - Limited participation in High Impact Practices due to lack of knowledge about activities
  - Mental health resources

Some previous successful programs

- International living arrangements
  - Students are paired with local students who are learning the international student's native language
- Encouraging international students to become involved in campus leadership positions
  - Increased structured engagement on campus
  - Small-world connections
  - Connections to campus and its initiatives
- Involvement in clubs
  - Exploration projects where local and international students explore the local area together
    - Create safe and structured ways for students to engage with their surroundings and peers
- Model systems to build more student engagement
  - Share findings about international students between departments
  - University wide initiatives
- Faculty
  - Resist making assumptions about international students
  - Be flexible with students going through changes

Conclusion:

- Communicate
- Appreciate and live with diversity