

INTERNATIONAL STUDENT ENGAGEMENT @ JAMES MADISON UNIVERSITY

Jonathan Kratz, M.Ed., Jeanne Horst, Ph.D., Mariafe Panizo, M.A., Monica Erbacher, Ph.D.

Rationale for Research

- Nationally, adjustment issues are higher for international student than for domestic students (Andrade, 2006)
- International student retention is lower compared to that of domestic students at JMU
- New International Study Center (ISC) and a desire to understand ISC students' experience and how it compares to that of the direct enrollee

Research Question

- What contributes to international students' academic success at JMU?
- Exploratory approach
 - Seeking to understand the international student experience
 - Helping JMU faculty, staff, and administrators in working with international students

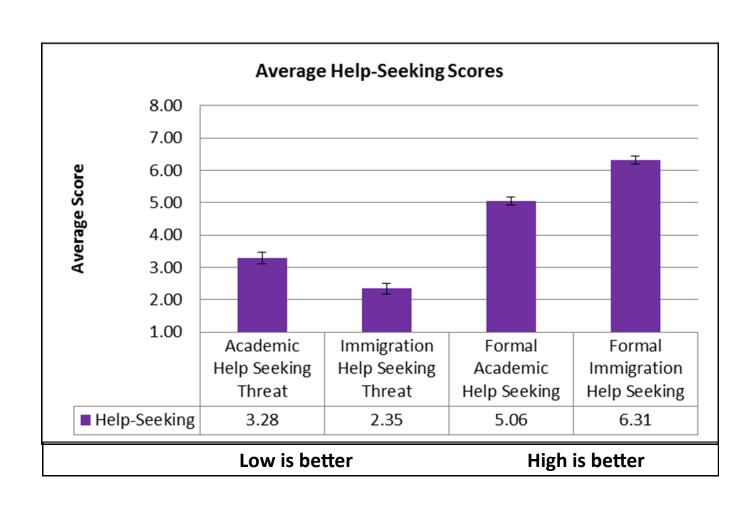
	1st to 2nd Year Retention Rate*	6-Year Graduation Rate*
International Students		1 10.10
Direct Enrollees	79%	64%
All JMU Students	91%	81%

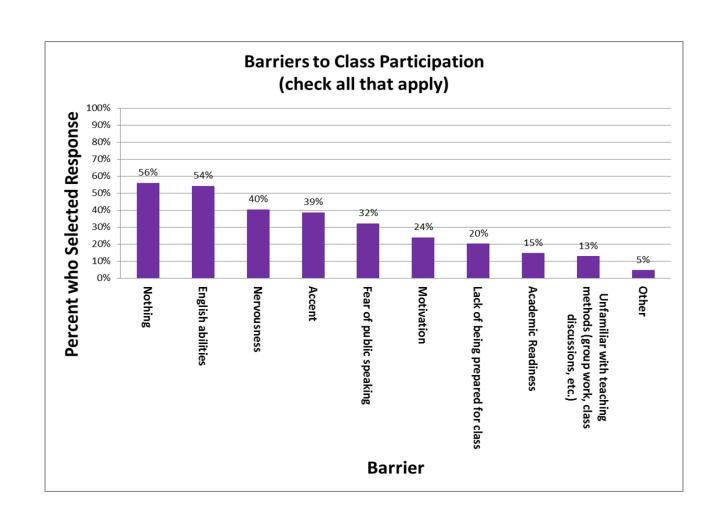
^{*}Averages over a 10 year period

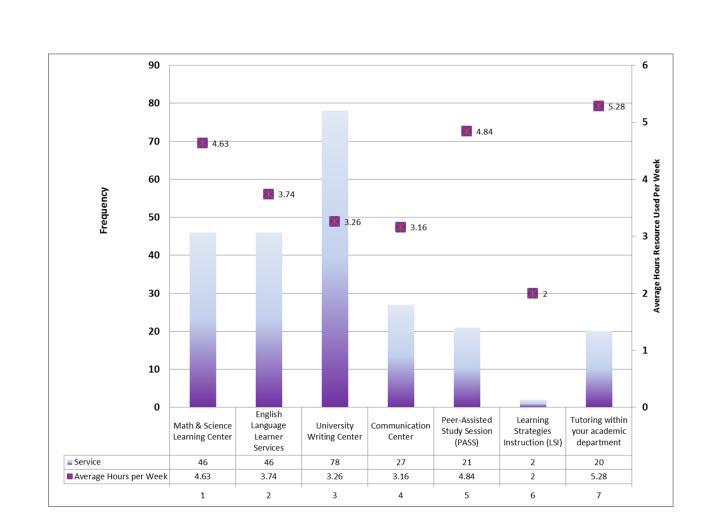
Research Methods

- Data on this poster reflects information retrieved from various assessment instruments over a two-year period at JMU, unless otherwise noted.
- The international student population size ranged from 400 450 undergraduate students (pathway program students included), with sample sizes ranging between 92 176.

WHAT DO WE KNOW ABOUT INTERNATIONAL STUDENTS?







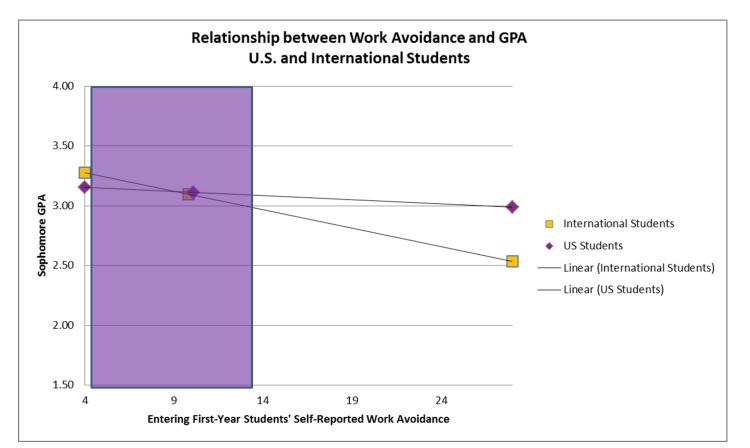
HOW DO INTERNATIONAL STUDENTS COMPARE TO DOMESTIC STUDENTS?

Sense of Belonging

Students responded to 3 items evaluating their sense of belonging at JMU:

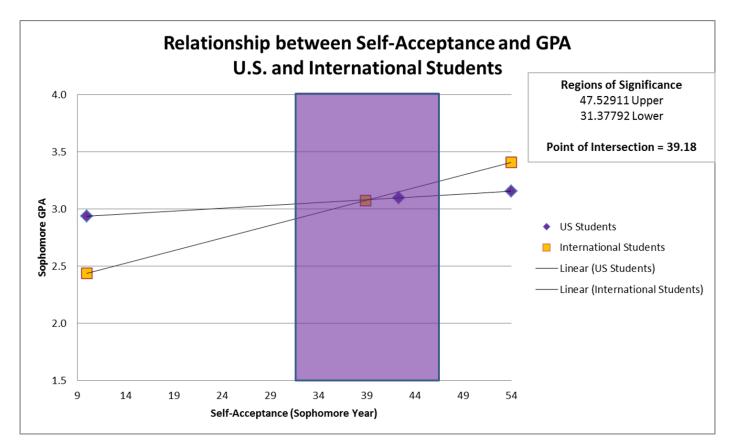
- 1) I feel a sense of belonging to JMU.
- 2) I see myself as part of the JMU community.
- 3) I feel that I am a member of the JMU community.

Results were not significantly different between domestic and international students.





Ex.: "I really don't want to work hard in my classes this semester."



Self-acceptance possible scores: 9-54

Ex.: "In general, I feel confident and positive about myself."

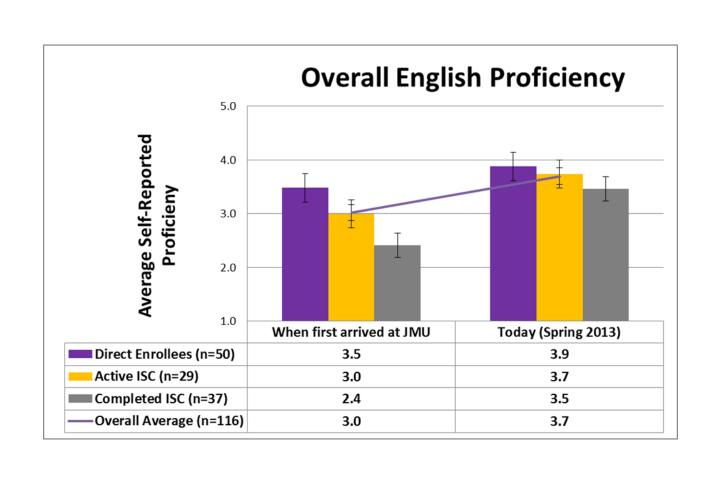
T

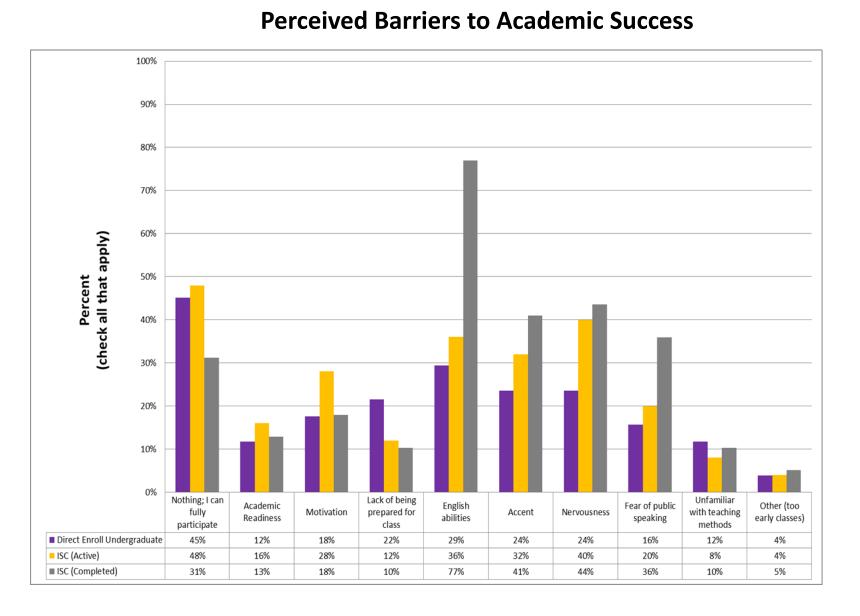
International vs. Domestic Related to GPA

	Mean Cumulative GPA (as 2 nd -Semester Sophomores)		
Students	Cohort 1 (SP12)	Cohort 2 (SP13)	Overall
International	3.16	3.10	3.12
Domestic	3.13	3.03	3.10
Overall	3.13	3.10	3.12

PATHWAYS PROGRAM COMPARISON

"I feel I can fully participate in the classrooms at JMU" (1 = Strongly Disagree to 5 = Strongly Agree) 5 4 Direct Enrollees (n = 90) Active ISC (n = 37) Completed ISC (n = 49) Student Group 3.93 3.49 3.27 Higher is better





Rank Order of Sources of Help for Assignments, Essays, Homework		
Directly Enrolled	ISC (Completed)	
Professors	Friends	
Friends	Classmates	
Online Search	Professors	
Classmates	Online Search	
Parents	Advisor	
Advisor	Other	
Learning Centers	Parents	
Other	Learning Centers	

Summary Points

- International students feel a sense of belong at similar levels to domestic students
- High work avoidance and low self-acceptance are more detrimental to GPA for international students than for domestic students
- English proficiency was the most frequently reported barrier to academic success by active ISC students and ISC completers, and ISC students improved the most on English proficiency; therefore ISC is helping students overcome barriers to academic success