

International Undergraduate Students

International Undergraduates

Fall 2008 Undergraduate International Students

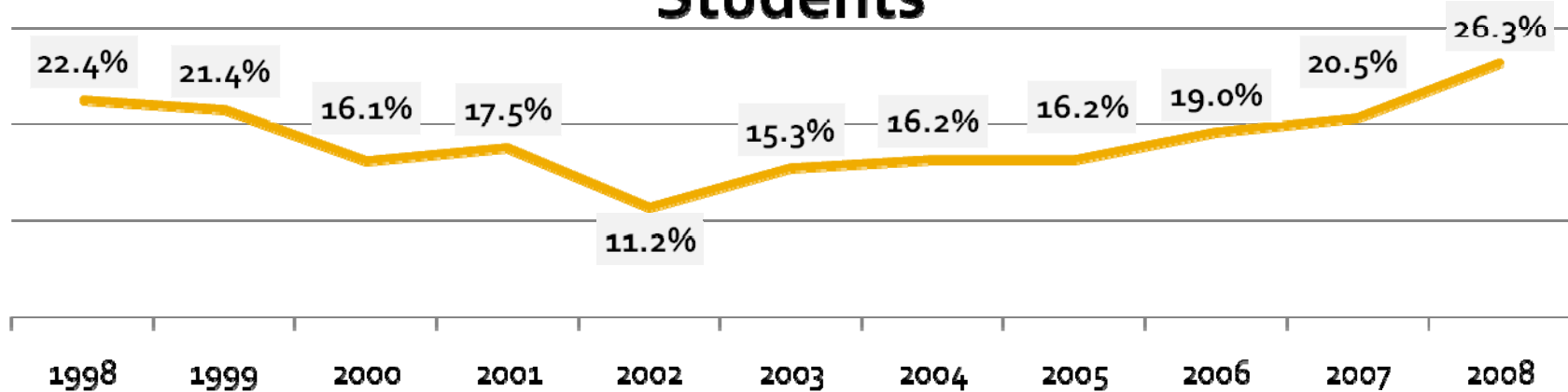
College	Number of International Students	Percentage of College Enrollment
Business	67	3.1%
Engineering	49	3.6%
Liberal Arts & Sciences	455	2.8%
Medicine	1	1.3%
Nursing	4	0.5%
Total Undergraduate Enrollment	576	2.8%

Historic Fall Semester Enrollments

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Degree Seeking	294	279	200	273	172	25	254	262	258	300	461
Non-Degree	30	28	36	29	26	33	35	29	51	51	59
ESL Only	31	56	52	51	42	60	62	47	71	53	56
Total	355	363	288	353	240	346	351	340	380	404	576

International Undergraduates

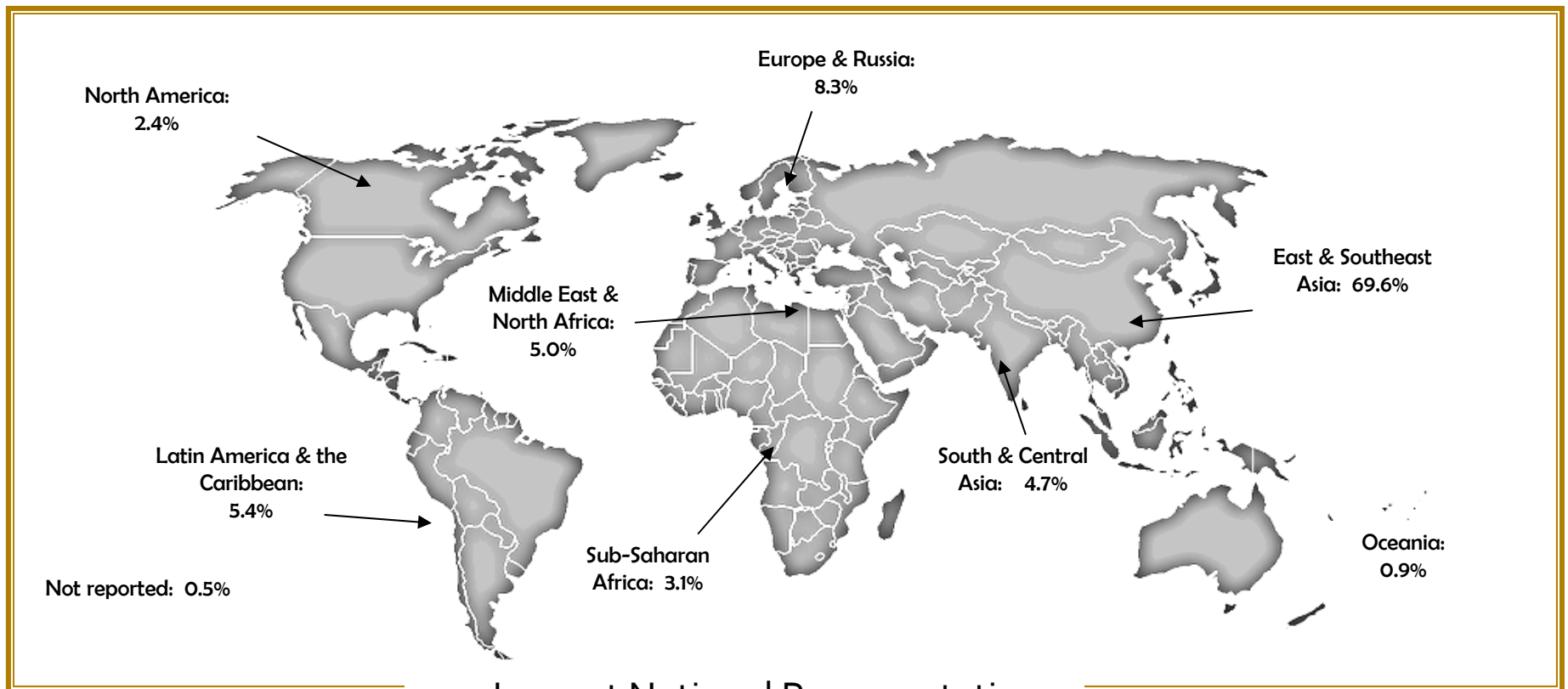
Undergraduates as Percentage of All International Students



Primary Majors	Gender	Age	Funding Source
<ul style="list-style-type: none"> •Pre-business: 124 •Actuarial Science: 30 •Finance: 27 •Economics: 17 •Psychology: 16 •Biology: 14 •Mathematics: 14 	<ul style="list-style-type: none"> •Male: 47.2% •Female: 52.8% 	<ul style="list-style-type: none"> •Under 18: 2.6% •18-22: 74.5% •23-25: 9.7% •26-30: 6.9% •Over 30: 6.3% <p>Average age: 21.7</p>	<ul style="list-style-type: none"> •Family: 88.1% •University: 10.2% •Home Government: 1.5% •Other: 0.2%

International Undergraduates

Undergraduate International Students by World Region



- Largest National Representations:
 - China: 218
 - South Korea: 123
 - India, Japan and Taiwan: 21

Transition and Retention Issues

- Basics
 - Most the challenges faced by new international students are the same as domestic students
 - Differences are most often in
 - Scope and impact
 - Impact of culture or language
 - Student knowledge of resources available
 - Ability to make a quick correction of the problem

Transition and Retention Issues

- Academic Challenges
 - Understanding academic structure and expectations
 - Course requirements
 - General education/Philosophy of liberal arts education
 - Relative flexibility of US education
 - Classroom expectations
 - Attendance/Participation
 - Ongoing assessment/Types of testing
 - Academic honesty as defined by US cultural norms

Transition and Retention Issues

- Academic Challenges
 - Language
 - Adjusting to constant use of English language
 - Accepting ESL testing and course requirements
 - Anxiety about own (perceived or real) language ability
 - Academic relationships
 - Professor/student relationship
 - Student/student relationships

Transition and Retention Issues

- Social and cultural challenges
 - Cultural adjustment
 - Academic schedule can leave little time for this normal process
 - Unique challenges for particular groups can occur (fall semester 2009 begins in midst of Ramadan)
 - Students (and others) often fail to recognize cultural adjustment problems and thus do not address them
 - Everyday challenges include food, religious practices, transportation, friendships
 - Family support system is not readily available

Transition and Retention Issues

- Social and cultural challenges
 - Lack of background and knowledge of typical social and support structures on US campuses
 - Student Life/Student Development
 - Counseling/Advising
 - Some current issues on UI campus are culture bound and thus not easily understood
 - Alcohol use and abuse
 - Gender relationships/sexual harassment
 - Diversity
 - May depend on OISS for all their needs, and be hesitant about referrals—or may depend on friends (often of same nationality) to assist with problems

Transition and Retention Issues

- Legal Challenges
 - Immigration law allows very little flexibility or alternatives for students who are having academic difficulties
 - Rare exceptions to full-time enrollment requirement
 - Suspensions usually amount to permanent dismissals, as a student who has failed will probably not get a new visa
 - Students who do not have current visas may be hesitant to travel home due to fear of visa refusal
- Financial Challenges
 - Limited options for students who have financial difficulties

For Faculty and Staff Who Work with Students

- May need to adjust the balance between assisting student and helping student learn responsibility
 - May be different for international student due to missing cultural background, knowledge of our system, or language
- Realize that choice has not been a part of most international student's educational experience
 - The student may expect to be told what to do rather than be given alternatives

For Faculty and Staff Who Work with Students

- Must avoid the natural tendency to view international student needs and concerns through our own and/or US student cultural norms
 - Can't assume sameness
- Realize that students may be hesitant to challenge or ask questions of “the authority”

Challenges for Faculty and Staff Who Work with Students

- Language can be a barrier, often unrecognized
 - Often not a question of general fluency, but meanings of specialized words or fine points that get lost in the translation
 - Don't assume fluency means full understanding of the system
- Need to be aware of multiple resources available through OISS and other offices

Specialized Resource Offices for International Students

- Office of International Students & Scholars
 - Role is far beyond only immigration advising
 - International Student Orientation
 - Life in Iowa and other enrichment and educational programs
 - Individual advising on transition issues, often in partnership with other offices (academic advising, counseling, etc.)
 - OISS Update
 - Faculty/staff resource
- International Admissions
 - Understanding academic background and credentials
- ESL Programs
 - Available to assist individual students to address language needs

Current Support Structures and Activities

- International Student Committee appointed by Provost
 - Looking at infrastructure needs for growing undergraduate population, particularly
 - Orientation
 - Testing
 - Academic advising
 - Housing
- International Programs Executive Committee
 - Ongoing faculty resource for OISS

The Future (as best we can plan)

- Anticipate undergraduate international population could grow to 1200-1500 students in next 5 years
 - Peer assistants within OISS
 - Improved software support for immigration reporting
 - Revised orientation program to serve larger population
- Growth will require flexibility and changes in structure in many areas