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Someone Call the Interpreter: Experiences of At-Risk International Students at a Mid-Western Catholic Institution

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SOMEONE CALL THE INTERPRETER:
EXAMINING THE EXPERIENCES OF ACADEMICALLY AT-RISK INTERNATIONAL STUDENTS
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ABSTRACT

Examination the benefits of academically at-risk international students get from westernized academic and career coaching courses at a mid-western religious affiliated four-year private institution. This study offers insight into the academic and career-coaching services from an international student perspective and how it relates to the perceived future academic success of international students. This study informs how academic coaching services can be designed to meet their unique needs so that future international students can thrive and succeed in U.S. higher education systems. Data was collected through qualitative in person interviews with current or former international students who were required to participate in an academic and career-coaching course. This study revealed that despite the overall positive outcomes from participating in the academic and career-coaching course there were persisting challenges unique to international student experiences that were not directly addressed in the course.

RESULTS

75% MALE
25% FEMALE

COUNTRIES REPRESENTED

- Kuwait
- Saudi Arabia
- China

6:2
FIRST YEAR: SECOND YEAR RATIO

OVER

21

75%

AVERAGE GPA

1.17

CHALLENGES

Acclimation to the U.S.
Acceptance/Racism
English Language Competency
Factors contribute to ability to succeed academically
Goal Setting

THEMES (SELECTED STUDENT QUOTES)

Understanding Material/Time Management

Relating to Course Purpose

Racism

"I have no clue about the [academic coaching course] does. I just come and finish the homework." (Kay, 21)

"The environment, I did not adjust to it and I didn’t know where I am emotionally... when I get to college I lost many of my energy..." (Kay, 21)

"Language is the biggest challenge... I mean I can study in like two hours if its in my language, but I would spend two hours more to translate some of the words and understand." (Kay, 21)

WHERE AM I?

METHODS

Qualitative phenomenological research was conducted through the volunteerism of eight academically at-risk international students, six first year students and two sophomore students, who participated in structured interviews conducted in the Spring of 2015. Volunteers were recruited by the researcher with a sign-up sheet targeted to students who were currently enrolled in academic and career-coaching course. There students provided their name and contact information and were reached out to via email to schedule in person interviews.

Questions included students’ lived experiences in the United States, their perception of attending college in the United States, and their perception of their school’s logo is available on our free poster templates.

CONCLUSIONS

- The challenges and needs of academically at-risk international students do not align with the curriculum and course offerings of academic and career coaching courses offered.
- The most pressing challenge related to the academically-at-risk international student experiences is English language competency.
- Academically-risk international students generally feel the academic and career coaching class, however they were unable to articulate the purpose and content of the course.

IMPLICATIONS

- Because the challenges that academically-at-risk international students articulated does not match the course design collaboration between departments could be utilized to design a more intentionally focused academic and career coaching experience.
- Pre-screening efforts could be implemented before international students are placed into various academic and career coaching sections so challenges can be self-identified and reflected upon prior to the commencement of the course.
- Further research could examine the longitudinal experiences of academically-at-risk international students in academic and career coaching to see if similar perceptions are revealed.

SELECTION REFERENCES


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