International Student Success
LVAIC
Elisabeth Gareis, Baruch College/CUNY
March 3, 2017

Timeline | Topics
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9 a.m. | Introduction
- Enrollment Trends and Definition of International Student Success
- Group discussion: Challenges
9:45 a.m. | Part I: Social Integration
- Presentation on Intercultural Friendship
- Q&As
10:30 a.m. | Part II: Measures for Promoting Success
- Survey, college-specific group discussion, and LVAIC group discussion
- Presentation on Best Practices and Case Study Baruch College and CPP
- Q&As
11:30 a.m. | Conclusion
- Political Climate, Enrollment, and Career Prospects
- Internationalization Rationale
- Q&As
12 noon | Lunch

Selected Resources


### Part II

**Survey: Measures Promoting International Student Success**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Your College</th>
<th>Other Colleges</th>
<th>Comments</th>
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<td>Online orientation before students arrive in U.S.</td>
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<td>Orientation with only international (intl.) students</td>
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<td>Orientation with intl. and domestic (dom.) students</td>
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<td>Widely available info on all support services and activities</td>
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**Social Interaction**

- Bonding activities (e.g., presemester camping trip)
- Weekly coffee hour
- Lunch events (e.g., lecture and discuss)
- Dinner events (e.g., Russian dinner)
- Parties (e.g., dance party)
- Buddy programs
- Conversation partner program
- Dom./intl. special-interest clubs (e.g., intl. games, world music choir)
- Dom./intl. sports teams (e.g., soccer, badminton)
- Clubs with global themes (e.g., model UN)
- Intl. lounge (place to gather for informal conversation)
- Mixed residences
- Host families

**Language Proficiency**

Classes, workshops, and/or tutorials in the following:

- Written English (incl. grammar)
- Oral English (incl. pronunciation, fluency)
- Academic English (e.g., research papers)
- English for Job Hunting (e.g., resumes, job interviews)
- Professional English (e.g., business letters)
- Spoken English for social purposes (e.g., small talk, self-disclosure)
- Colloquial English and Nonverbal Communication (incl. slang)
- Conversation management (e.g., initiation, turn-taking, clarification)

**Cultural Competence**

For intl. students:

- Courses or workshops on U.S. culture
- Written information or videos on U.S. culture
- Guided visits and excursions (e.g., baseball game)
- Information on American friendship patterns
- Tips on how to meet Americans

For all students, staff, and faculty:

- Culture-specific events (e.g., Japan night, Latin American forum)
- Multicultural events (e.g., festivals)
- Intercultural communication courses
- Lectures on intercultural topics in the news
- Intercultural competence training (incl. knowledge and skills)
- Interculturally themed online programs (e.g., earn "IC Badge")
- Interculturally themed certificate or awards programs
- Interculturally themed conferences or forums
- Cross-cultural acculturation support (e.g., culture shock)
- Diversity training (e.g., discrimination, bullying, hate crimes)

**Academic Success**

- Information on U.S. edu culture (e.g., class participation, honesty)
- Instruction in academic infrastructure (e.g., library, Blackboard)
- First-year academic success seminar
- Early warning system (e.g., college-solicited faculty reports)
- Faculty-initiated meeting with students
Part II
Case Study Baruch College Conversation Partners Program: Orientation Exercises

Role-Play and Discussion (practice of open-ended questions): Mwenda, a new student from Kenya is meeting his biology lab partner, Chris, a native speaker, for the first time. Read the following dialog.

Mwenda: Hi, my name is Mwenda.
Chris: Excuse me?
Mwenda: Mwenda.
Chris: That’s a tough name. Can I call you Wenny? Where are you from, Wenny?
Mwenda: I’m from Kenya, in East Africa.
Chris: That’s neat. How far is that from South Africa?
Mwenda: Very far. We don’t even border South Africa.
Chris: My aunt went on a safari. She said that natives there spoke in a funny click language.
Mwenda: She must have gone to see the Bushmen in the Kalahari Desert.
Chris: Did you, like, grow up with lions and giraffes in your backyard? My aunt says they’re everywhere in Africa, like cats and dogs here.
Mwenda: No, I’m actually from a city, Mombasa.
Chris: Oh, is that a major city?
Mwenda: Yes, it’s the second largest, after Nairobi.
Chris: There are lots of people starving in Africa, right? I’ve seen pictures of really skinny kids.
Mwenda: Well, there are many people without enough food to eat, but most people are not starving. Do I look like I’m starving?
Chris: But a lot of people have AIDS there, right?
Mwenda: Uhh . . . Oh, look at the time. Maybe we should get started on our experiment.

Questions: Why did this conversation not go too well? How would you, if your were Mwenda, take Chris’ comments? What kinds of questions might be more appropriate and respectful during an initial encounter? (Tip: The questions should have been open-ended.)
## Intercultural Competence: Self-Evaluation

*Instructions:* Check the box that best describes your level of IC competence in the areas below.

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