

Where do U.S. First-year Int'l Students go for advising?

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Introduction

The international student is a large and influential population in the U.S. higher education. The United States depends much for academic cutting-edge research on international graduate research assistants, and institutions rely on recruiting international students for financial resources (Bain & Cummings, 2005).

According to Institution of International Education (IIE), the number of international students in **2016/17** in the United States increased by **three percent** over the prior year, reaching a record high of **1.08 million**. IIE stated that international students contributed to the **diversity and inclusion** of U.S. higher education and brought a **global perspective** into U.S. classrooms. They also contribute to **America's scientific and technical research** and had a significant positive **economic impact** on the United States. For example, International students contributed **\$39.4 billion** to the U.S. economy in 2016, according to the U.S. Department of Commerce.

A substantial body of literature on U.S. international student emphasized in different respects, from the psychological perspective, economical perspective, to social perspective, etc. other than academic advisement. It is undeniable that international students will experience difficulties and challenges, in a divergent culture and educational context. Thus, it is essential for advisors to support international students in transition. Interestingly, however, material research on advisement could be found on U.S. students, yet only a small amount is on advisement to international students.

Literature Review

❑ Difficulties faced by International students

- Language barrier(e.g., Rawlings& Sue, 2013; Zhao& Mawhinney, 2015; Li et al., 2017)
- Academic stress (e.g., Li et al.2009; Huang& Brown 2009; Zhang, 2016; Li et al., 2017)
- Adaptation stress(e.g., Huang, & Brown, 2009; Li, Chen & Duanmu, 2009; Rawlings & Sue, 2013; Yan & Berliner, 2011)

❑ Academic Advisement in U.S. higher education

- Foundations (e.g., Kuhn, 2008; Richard, 2008);
- The theories and strategies of academic advising (e.g., Champlin-Scharff, 2010; Creamer, 2000; Hutson, 2013;White & Schulenberg, 2012),
- The relationship between academic advising and retention and satisfaction (e.g., Kuh,2008)
- The responsibilities of academic advisors (e.g., Hunter &White, 2004; Folsom, Yoder, & Joslin, 2015); etc.

❑ International student advising

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Research Questions

- ❖ What is the preference of first-year English speaking international students and first-year non-English speaking international students in searching academic advising, from **faculty, online advising system, web sources, or personal relations**?
- ❖ What is the preference of first-year English speaking international students and first-year non-English speaking international students in academic advisors, **the assigned ones or un-assigned ones**?
- ❖ What is the preference of first-year English speaking international students and first-year non-English speaking international students in receiving advisement from **academic advisors or other faculties**?
- ❖ What is the preference of first-year English speaking international students and first-year non-English speaking international students in receiving advisement from **friends/peers or family members**?

Research Methodology

☐ Quantitative Research

Data from: 2015 Topical Module of Academic Advising National Survey of Student Engagement(NSSE)

☐ The Question on the survey:

During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one)

- *Academic advisor(s) assigned to you*
- *Academic advisor(s) available to any student*
- *Faculty or staff not formally assigned as an advisor*
- *Online advising system (degree progress report, etc.)*
- *Website, catalog, or other published sources*
- *Friends or other students*
- *Family members*
- *Other, please specify:*
- *I did not seek academic advice this year*

- Data will be input into SPSS 21 to conduct chi-square tests;
- To discover the preferences of academic advising for the first-year English-speaking and Non-English speaking international students.
- The international students will be grouped into English speaking international students and non-English speaking international students.
- Gender, country of origin, Private/public institutions; and field of study of the two groups will be computed.

Hypotheses

- ❑ There are significant differences among English speaking and Non-English speaking international students in terms of academic advising
- ❑ There are significant differences in gender among English speaking and Non-English speaking international students in terms of academic advising
- ❑ There are significant differences in Country of Origin among English speaking and Non-English speaking international students in terms of academic advising
- ❑ There are significant differences in field of study among English speaking and Non-English speaking international students in terms of academic advising

Implication and Limitation

- ❑ From the result of this research, readers could find answers to the first-year international students' preferences of the primary source in academic advising;
- ❑ The research will contribute to the body of literature in terms of academic advising to international students;
- ❑ The research will provide valuable information for institutional policymakers to improve the leadership and service to the related population;
- ❑ The result will also be useful for academic advisors to better understand international students and their preferences advisement;
- ❑ The limitation of this research is that it used only the data of 2015 which cannot draw a conclusion for all.
- ❑ Future research could use qualitative method to find the reasons for the preferences in seeking academic advisement for first-year international students.

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