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**Title**

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**Abstract**

This study examines undergraduate students' college readiness and educational engagement gaps in a US public research university. The study reveals the heterogeneity of domestic (American) and international student groups. While typical international students may have disadvantages in college readiness and engagement, English speakers and American high schoolers among international students perform even better than domestic peers. In contrast, English learners and foreign high schoolers among domestic students, such as recent immigrants face the same challenges as typical international peers lacking adequate language and cultural preparation for college success. The study re-envisioning educational diversity and equity for global campus where an integrated system of academic and sociocultural support enables transnational students to succeed. (HRK / Abstract übernommen) Lee, Jackyung, E-Mail: jl224@buffalo.edu