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Abstract

The study used the data from the Beginning Postsecondary Students Longitudinal Study data set to observe the characteristics of international students in their first-year in college and examine the factors that influenced their persistence in U.S. postsecondary institutions. Results from logistic regression analysis revealed that GPA, degree plans, and academic integration were positively related to persistence of international students, while remediation in English and social integration had the negative effects on their persistence outcome. The results of the study signal the importance of encouraging collaboration between offices of international student services and other academic departments or support services on campus. The retention of international students should not be viewed as the responsibility of only international student advisors. Instead, it should become a joint responsibility of faculty, academic advisors, English language program staff, and student affairs professionals on campus. (HRK / Abstract übernommen) Mamiseishvili, Ketevan, E-Mail: kmamisei@uark.edu