



Office of International Studies in Education

International Studies in the College of Education Presents

Dongbin Kim

“Understanding Chinese International Students: What They Expect from American Higher Education Institutions”

Tuesday, October 18, 2016

12:00-1:30 pm, Erickson Hall, Room 116H

Focusing on Chinese international students, this presentation will discuss international students' college choice process, namely a three-staged process of whether to study abroad, in which country, and at which higher education institution. Using a mixed methods case study methodology, Dr. Kim's presentation reveals that the leading reasons for why Chinese international students begin to consider studying abroad and finally choose their college destination are mainly based on the consideration of human capital and global cultural capital. The presentation will also discuss the dynamic relationships among push and pull forces during the three stage college choice model that may significantly differ by students' background characteristics, (e.g., family income, parental education). Policy and research implications will be discussed after the presentation.

Dongbin Kim an associate professor of higher, adult and lifelong education. Her research focuses on issues of equity and social justice in the field of higher education. This focus is applied to three interrelated topical areas: (1) financial aid policy, (2) college access and (3) international and comparative higher education issues within the U.S. and global contexts. Dr. Kim's research has been published in *Teachers College Record*, *Harvard Educational Review*, *Journal of Higher Education* and *Research in Higher Education*. Her most recent research examined the intersection of individual, financial and institutional context that shapes students' college mobility patterns. She holds an Ed.M. in educational administration from Seoul National University in Korea and a Ph.D. in higher education policy from the University of California, Los Angeles.

This presentation is part of the “Faculty Works in Progress” series.