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Internship Programs as a Catalyst for International Student Success in Engineering Management Education

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Abstract

International students in U.S. engineering management professional science master's (PSM) programs face unique challenges in academic and professional development. This paper examines the role of internships and industry partnerships in addressing these challenges, analyzing how structured professional experiences enhance outcomes for international students pursuing engineering management. While previous research has broadly addressed international student experiences in engineering education, this study specifically focuses on internships as a critical intervention point for success.

By analyzing a cohort of 44 students (both domestic and international) enrolled in Middle Tennessee State University's (MTSU) Master of Science in Professional Science (MSPS) program in Engineering Management (ENMA), we investigate how internship programs intersect with academic performance, cultural adaptation, and professional skill development. We evaluate the effectiveness of industry partnerships in providing meaningful work experiences that help students navigate language barriers, understand cultural workplace expectations, and apply technical knowledge in professional settings. Our study examines both the barriers international students encounter in securing internships and the support systems that facilitate successful placements and performance.

Key areas of investigation include the impact of internship programs on international student integration into U.S. workplace culture, the role of industry partnerships in enhancing professional networking opportunities, the development of cross-cultural communication and leadership skills through real-world project experience, and challenges unique to international students in internship contexts, such as visa considerations and cultural adjustment to professional environments. We analyze how internship experiences complement classroom learning and enhance students' confidence in applying engineering management principles across diverse organizational settings.

Our findings highlight successful strategies for leveraging industry partnerships to create an inclusive and globally oriented learning environment that extends beyond the classroom. We identify critical factors contributing to international student success through internships, including early-career counseling, culturally responsive support practices, employer education about international students' capabilities and requirements, and enhanced connections with industry professionals who can serve as mentors and advocates. The research reveals that internship programs are transformative experiences that accelerate professional development and enhance career readiness.

Analysis of 44 students over 19 semesters reveals that international students achieved exceptional workplace performance overall (4.92 vs. 4.69 for domestic students on a 5-point

scale), despite scoring modestly lower in oral and written communication, areas where native language advantages favor domestic peers. These results demonstrate that appropriate support systems enable international students not only to succeed but to excel in professional settings.

The paper concludes with recommended best practices for engineering programs seeking to strengthen internship programs for international students. These evidence-based recommendations address curriculum design that integrates internship preparation, strategies for building inclusive industry partnerships, and institutional support mechanisms that address the specific needs of international students. These recommendations aim to enhance the global competitiveness of engineering education and better prepare graduates for leadership roles in an era defined by cross-border collaboration.

Introduction

The PSM degree emerged in the late 1990s to bridge the gap between overqualified PhDs and underprepared undergraduates in science fields [1], combining graduate-level science training with professional skills that employers value [2]. The MTSU MSPS program in ENMA launched in 2013 to respond to Middle Tennessee's growing manufacturing industry, strategically incorporating essential professional skills into its core curriculum alongside technical training in process improvement and engineering systems management. Students earn certifications in Six Sigma, lean manufacturing, and project management methodologies while developing leadership, communication, and cross-cultural competencies, skills particularly critical for international students navigating global business environments.

Research indicates that while engineering graduates possess strong technical expertise, they frequently lack professional skills employers require, such as communication, collaboration, and strategic thinking [3], with professional skills training proving particularly valuable for international students, who face compounded linguistic, cultural, and professional barriers as they transition into STEM careers [4]. A distinctive component of our program is the 250-hour advanced professional internship, which is supervised by both the industry supervisor and our business coordinator, providing international students with structured support as they navigate unfamiliar professional environments and gain invaluable exposure to American workplace culture, professional norms, and industry expectations.

Internships represent particularly critical intervention points for international students in engineering management programs, serving as essential bridges between academic preparation and professional success in the American workplace. These structured experiences provide international students with safe, supervised environments to practice professional communication skills, navigate unfamiliar workplace norms, and build confidence before entering the competitive job market. Unlike domestic students, who may rely on family connections or informal networks, international students often lack access to professional networks and industry contacts. Internships create otherwise inaccessible networking opportunities that prove vital for

future employment. Furthermore, internships allow international students to demonstrate their value to potential employers while gaining practical experience under Curricular Practical Training (CPT) or Optional Practical Training (OPT) work authorization. By contextualizing theoretical knowledge within American business practices and providing hands-on experience with U.S. workplace culture, internships directly address the visa complications, cultural barriers, communication challenges, and professional isolation that international students face. The internship becomes not merely an educational requirement but a transformative experience that equips international students with cultural competencies, professional relationships, and workplace confidence essential for successful career integration in their adopted country.

While existing literature documents the challenges international students face in engineering programs and the general benefits of internships, limited research examines how international students perform during internships compared to their domestic peers, particularly within structured, supportive frameworks designed to address their unique barriers. This gap is critical because assumptions about international students' capabilities, especially regarding communication skills and cultural adaptation, may influence employer hiring decisions and program design, yet these assumptions remain largely untested against actual workplace performance data. This study addresses this gap by investigating how international students perform during structured internships compared to their domestic peers. Specifically, we examine whether international students achieve comparable performance ratings across technical and professional competencies when provided with dual supervision support and structured learning experiences. By analyzing 19 semesters of industry supervisor evaluations across six performance dimensions, interpersonal skills, knowledge of concentration, oral communication, written communication, quality of work, and overall performance, we assess whether the challenges international students face in securing internships translate to performance deficits once placed, or whether appropriate support systems enable them to succeed at levels comparable to or exceeding their domestic counterparts. Understanding actual performance outcomes is essential for three reasons. First, it informs program design by identifying whether resources should focus primarily on access barriers or on performance support once internships begin. Second, it provides evidence-based insights for employer education initiatives, potentially challenging biases that limit international student opportunities. Third, it establishes whether structured internship programs can effectively serve as equalizing interventions that enable international students to demonstrate their full capabilities despite the cultural, linguistic, and professional barriers they navigate.

Literature Review

International graduate students in engineering programs face multifaceted challenges that hinder professional success. Research demonstrates that these students encounter significant discrimination and microaggressions from faculty, peers, and community members, with

experiences of bias negatively impacting their mental health [5]. The degree of social isolation varies considerably based on cultural representation, as students from less represented countries experience more acute challenges than those from China and India, who can access larger co-national support networks [6]. These challenges are compounded by visa and work authorization complexities, communication barriers, and limited access to professional networks [7], [8], [9].

The literature consistently demonstrates that internships serve as a critical bridge between academic learning and professional practice, particularly in engineering and STEM fields. Recent research found that internships enable engineering students to apply technical knowledge to real-world problems while developing critical thinking, analytical skills, and professional competencies [10], [11]. International internships particularly enhance intrapersonal skills such as open-mindedness and self-confidence, alongside practical knowledge and language proficiency [12]. Key components contributing to professional identity development during internships include reflection, mentoring, professional socialization, self-efficacy and goal orientation, and critical thinking [13].

Industry partnerships significantly enhance outcomes for international graduate students in American universities. Higher education-industry collaborations provide substantial benefits for all stakeholders, particularly in supporting student transitions from academia to professional work environments, with success dependent on six key factors: clarity, communication, commonality, commitment, continuity, and confidence [14]. Among these, clarity refers to well-defined expectations between students, employers, and the academic program regarding roles, responsibilities, and learning objectives, while commonality reflects the shared goals and mutual interests that align institutional objectives with industry needs, ensuring both parties invest meaningfully in student success. International students in engineering fields who gain work experience demonstrate particularly strong perceived employability [15], while institutional support and structured partnerships prove critical for facilitating successful academic and professional integration [16]. These findings collectively suggest that well-designed industry partnerships and structured internship programs can serve as critical mechanisms for improving both academic and career outcomes for international graduate students.

Methodology

This study analyzes data collected from the MSPS ENMA program at MTSU spanning Fall 2019 through Fall 2025, encompassing 44 students who completed the program's required 250-hour advanced professional internship. This 19-semester longitudinal analysis examines how structured internship experiences impact international student outcomes across academic performance, professional skill development, and career readiness. The study employs a mixed-methods approach, combining quantitative performance evaluations with qualitative feedback from industry supervisors, faculty assessments, and student reflections to provide comprehensive

insight into the internship's effectiveness as an intervention point for international student success.

The advanced professional internship is a distinctive and required component of the MSPS program, requiring students to complete 250 hours of supervised professional experience in engineering management settings. This substantial time commitment allows students to move beyond observational learning to become integrated contributors within host organizations, engaging in meaningful projects that apply classroom theories to real-world engineering management challenges.

Unlike standard engineering internships, this program operates under a dual supervision model that pairs industry supervisors with the program's business coordinator. This arrangement provides international students with structured support as they navigate unfamiliar professional environments. Industry supervisors offer technical guidance and day-to-day workplace mentorship, while the business coordinator provides ongoing professional development support, monitors student progress, and addresses challenges arising from cultural adjustment or professional acculturation.

Student performance during internships was systematically evaluated using a standardized 5-point Likert scale (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent) across six critical dimensions that capture both technical and professional competencies:

1. Interpersonal Skills: Ability to work effectively with colleagues, build professional relationships, and navigate workplace social dynamics
2. Knowledge of Concentration: Depth of understanding and application of engineering management principles and technical content
3. Oral Communication: Effectiveness in verbal communication, presentations, and professional discussions
4. Written Communication: Quality of written reports, emails, documentation, and other professional correspondence
5. Quality of Work: Accuracy, thoroughness, and professionalism in completing assigned tasks and projects
6. Overall Performance: Holistic assessment of the students' contributions and workplace readiness

Data were collected through industry supervisor evaluations conducted at midterm (approximately 125 hours) and at final completion (250 hours), providing quantitative ratings across all six performance dimensions, along with qualitative narrative feedback on student performance in authentic workplace settings.

Data analysis employed both quantitative and qualitative methods to comprehensively evaluate internship outcomes. For this analysis, only final industry supervisor evaluations (conducted at

completion of the 250-hour internship) were examined. Quantitative performance ratings were aggregated across all six performance dimensions for the entire cohort of 44 students over the 19-semester study period. Descriptive statistics (means and ranges) were calculated for each performance category to identify patterns in student achievement and areas of relative strength or opportunity for improvement.

While the primary focus of this study centers on international student outcomes, the analysis considers the entire cohort's performance to establish baseline expectations and to determine whether international students achieve results comparable to those of their domestic peers in professional workplace settings. Particular attention was paid to communication-related metrics (oral and written communication, interpersonal skills), as these dimensions often present heightened challenges for students navigating language barriers and cultural differences in professional contexts.

The combination of quantitative performance ratings and qualitative feedback from multiple stakeholder perspectives provides a comprehensive, triangulated assessment of how internship experience impacts student development and career readiness. This multifaceted approach enables robust conclusions about the internship's effectiveness as an intervention for international student success, with particular attention to outcomes related to cross-cultural professional integration, confidence-building, and preparation for post-graduation employment in the United States.

Several limitations should be acknowledged in interpreting study findings. The analysis draws from a relatively small cohort (n=44) from a single institution's program, with a modest subsample of international students (n=12), which may limit generalizability to other engineering management programs or institutional contexts. The study does not include a control group of students who completed the program without internships, as internships are required. Additionally, the comparative analysis between domestic and international students should be interpreted cautiously, given the unequal sample sizes (32 domestic vs. 12 international students) and the lack of statistical significance testing between groups. Future research could address these limitations by conducting multi-institutional studies with larger, more balanced samples, longitudinal tracking of career outcomes beyond graduation, and statistical analyses to determine whether observed performance differences between student populations are significant.

Barriers to Internship Access

International students face significant barriers before reaching the internship stage, obstacles that make structured support not merely helpful but essential. Visa and work authorization complexities that have intensified since post-September 11th immigration policy changes create immediate obstacles, as many employers remain unfamiliar with or hesitant about CPT

requirements and future H-1B sponsorship considerations [7]. These legal barriers compound with the professional isolation international students experience; unlike domestic students who leverage family connections and established networks to secure internship placements, international students often lack access to informal networking channels and industry contacts that facilitate opportunities [8]. Communication barriers further complicate the internship search process, as international students must navigate unfamiliar American professional norms, from resume formatting and cover letter conventions to networking event protocols and interview expectations, while simultaneously managing limited English proficiency in high-stakes professional contexts [9]. The cumulative effect of these visa complications, network deficits, and cultural unfamiliarity with U.S. recruitment processes creates a challenging landscape in which international students face significantly higher barriers to securing internships than their domestic peers, despite possessing equivalent or superior technical qualifications. These systemic obstacles underscore why structured internship programs with institutional support become not merely beneficial but essential intervention points for international student success in engineering management education.

Internship Impact on Student Outcomes

This analysis examines the professional performance of domestic and international students over a 19-semester period from Fall 2019 to Fall 2025. Drawing on evaluation data from 32 domestic and 12 international students, the assessment measures six key competencies: Interpersonal Skills, Knowledge of Concentration, Oral Communication, Written Communication, Quality of Work, and Overall Performance. All ratings utilize a standardized 5-point scale, enabling direct comparison between the two student populations. The findings reveal consistently strong performance across both groups while highlighting distinct strengths and areas where targeted support could enhance outcomes.

Domestic students demonstrated consistently strong performance across all evaluation categories. Table 1 and Figure 1 present evaluation data from 32 domestic students across six performance categories over a 19-semester period from Fall 2019 to Fall 2025. Scores ranged from 4.66 to 4.78 on a 5-point scale, indicating balanced development across professional competencies. Interpersonal Skills received the highest average rating at 4.78, suggesting domestic students excel particularly in relationship-building and collaborative work environments. Knowledge of Concentration scored lowest at 4.66, though this still represents excellent performance. The remaining categories, Oral Communication (4.69), Written Communication (4.75), Quality of Work (4.75), and Overall Performance (4.69), clustered tightly together, reflecting uniform professional development across measured dimensions.

International students achieved exceptional ratings, with particularly notable overall performance outcomes. Table 2 and Figure 1 capture evaluation data from 12 international students across the

same 19-semester timeframe and identical performance categories. These students demonstrated exceptional performance, with ratings spanning from 4.58 to 4.92. Overall Performance received the highest rating at 4.92, indicating that international students made a particularly strong impression when evaluated holistically. Interpersonal Skills (4.83) and dual ratings of 4.75 for both Knowledge of Concentration and Quality of Work further underscore their strong capabilities. Oral Communication received the lowest score at 4.58, which may reflect language barriers or cultural differences in communication styles, though this rating still indicates high competency.

As illustrated in Figure 1, international students achieved notably higher Overall Performance ratings (4.92 versus 4.69), suggesting they may have exceeded expectations or brought unique strengths to their roles. International students also rated higher in Interpersonal Skills (4.83 versus 4.78) and Knowledge of Concentration (4.75 versus 4.66), despite representing a smaller sample size. However, domestic students outperformed their international counterparts in both Oral Communication (4.69 versus 4.58) and Written Communication (4.75 versus 4.67), differences that likely reflect native language advantages. Both groups achieved identical ratings in Quality of Work (4.75), indicating comparable standards of deliverables regardless of background. These patterns across all six competencies are visible simultaneously in the figure below, making the performance gap in overall ratings and the convergence in quality of work particularly striking.

FIGURE 1
Average Supervisor Evaluation Ratings: Domestic vs. International Students, Fall 2019–Fall 2025

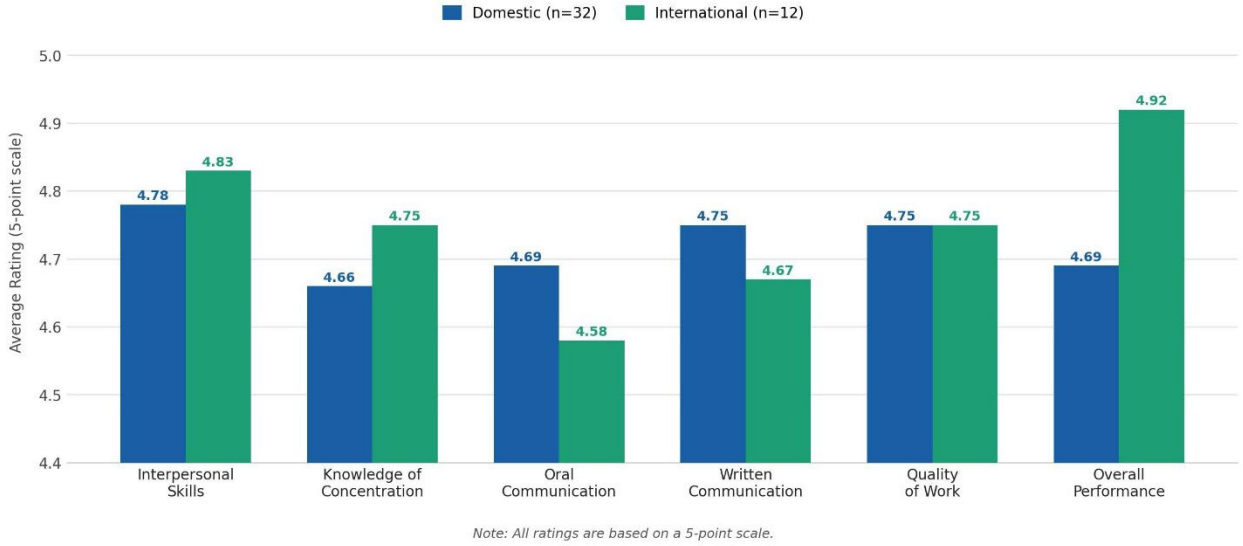

Figure 1. Average supervisor evaluation ratings for domestic (n=32) and international (n=12) students across six performance competencies, Fall 2019–Fall 2025. All ratings are based on a 5-point scale.

Collectively, these findings reveal that both domestic and international students perform at high levels across all evaluated competencies. The wider range of scores among international students compared to domestic students suggests greater variability across categories for that group, likely reflecting the uneven terrain international students must navigate, excelling in some areas while facing structural disadvantages in others. While communication skills may present initial challenges for international students, they compensate by achieving exceptional overall performance, strong interpersonal skills, and deep knowledge in their areas of concentration. The remarkably high Overall Performance rating for international students indicates that evaluators recognize their contributions holistically, looking beyond individual skill categories to appreciate their complete value. These findings suggest successful integration of both student populations, with each group bringing complementary strengths: domestic students excel in linguistic communication, while international students demonstrate outstanding overall impact and technical knowledge. For program development, these results indicate that targeted communication support for international students could further enhance already strong performance, while domestic students might benefit from deeper specialized training in their concentration areas.

Beyond technical and communication competencies, the internship experience cultivated leadership skills essential for engineering management roles. International students' exceptional interpersonal skills ratings (4.83) and overall performance scores (4.92) suggest they successfully developed capabilities in team collaboration, project ownership, and professional influence, core components of engineering leadership. The 250-hour timeframe allowed students to progress from task execution to taking initiative on projects, mentoring junior team members, and contributing to strategic discussions. Industry supervisor feedback frequently noted international students' strong work ethic, reliability, and ability to bridge cultural perspectives within diverse teams, qualities that directly translate into leadership effectiveness in global organizations. The dual supervision model particularly supported leadership development by providing safe spaces for students to reflect on decision-making, receive feedback on professional judgment, and build confidence in their authority to contribute meaningfully to organizational goals. These leadership competencies, developed through authentic workplace challenges rather than simulated classroom exercises, prepare international students for the management and coordination responsibilities they will assume as engineering professionals.

Beyond enabling strong performance outcomes, the dual supervision model proved particularly effective in addressing visa-related challenges that complicate international students' internship experiences. The program graduate coordinator served as a critical bridge between academic programming and immigration services, facilitating seamless coordination between students, employers, and the International Affairs office. The coordinator ensured that students received specialized immigration support for CPT documentation, work authorization verification, and

regulatory compliance, while helping employers understand their obligations under work authorization requirements. By linking students with International Affairs expertise, the coordinator facilitated communication between industry supervisors and immigration staff to ensure work hour limitations were properly understood and CPT requirements were met, preventing compliance issues that could jeopardize both current internship opportunities and future OPT or H-1B eligibility. This collaborative approach enabled students to access expert guidance from International Affairs regarding visa timelines, application deadlines, regulatory changes, and contingency planning. Industry supervisors educated through the program's employer outreach demonstrated greater flexibility with start dates and project timelines to accommodate visa processing delays, informed by guidance from International Affairs. This coordinated support system, integrating academic supervision, employer engagement, and specialized immigration expertise through the graduate coordinator's facilitation, transformed visa regulations from insurmountable barriers into manageable logistical considerations, allowing international students to focus on professional performance rather than navigating compliance concerns alone.

Best Practices and Recommendations

Our 19-semester study reveals that international students not only succeed in structured internship programs but often exceed expectations, a finding that carries direct implications for how programs should be designed and resourced. Based on our research, we offer evidence-based recommendations for engineering programs seeking to strengthen internship outcomes for international students.

International students achieved high ratings in interpersonal skills (4.83) and overall performance (4.92), but faced challenges in communication (4.58 oral, 4.67 written). Programs should address this through:

- Early intervention beginning in the first semester, including workshops on American resume conventions, interview preparation for behavioral and technical formats, and professional self-presentation styles.
- Ongoing cultural orientation integrated throughout the curriculum covering workplace norms, meeting participation expectations, hierarchy structures, and feedback interpretation.
- Clear, timely guidance on CPT/OPT regulations, application timelines, and visa considerations affecting internship eligibility.

Our data show that international students' lower communication scores did not prevent them from achieving the highest overall performance ratings, suggesting that employers who look beyond initial language barriers discover exceptional value. Programs should:

- Demystify work authorization through clear explanations of CPT, OPT, and H-1B processes to reduce employer hesitation.
- Emphasize competitive advantages international students offer: multilingual capabilities, cross-cultural competencies, global perspectives, strong technical foundations (evidenced by 4.75 knowledge rating), and exceptional work ethic.
- Share performance data and success stories with industry partners to counter biases.
- Provide cultural competency training for supervisors on communication style differences, feedback across cultures, and creating inclusive environments.

International students' strong technical competence (4.75 in knowledge and quality of work) provides a foundation to build communication skills. Programs should:

- Integrate professional communication through core courses: technical report writing, professional correspondence, oral presentations, and collaborative documentation.
- Include dedicated internship preparation addressing resume/cover letter development, networking strategies, interview preparation, workplace professionalism, and CPT/OPT processes at least one semester before internship search.
- Build in structured reflection through portfolios, including weekly journals, specialist interviews, and analytical reports, to help students process cultural observations and document professional growth.

Our program's high employment rate demonstrates the value of cultivating strong, inclusive partnerships. When international students gain access to high-quality experiences, they perform exceptionally well. Programs should:

- Strategically identify employers demonstrating openness to international students: companies with global operations, track records of international hires, or seeking multicultural capabilities.
- Nurture relationships through regular communication, feedback loops, responsiveness to employer needs, and recognition of contributions.
- Create sustainable pipelines by leveraging satisfied employees as advocates, connecting alumni hiring managers with current students, and documenting success stories.
- Engage industry advisory boards that value diversity and provide guidance on effective international student preparation.

The dual supervision model proved central to international students' exceptional performance. Programs should implement:

- Dual supervision structure pairing industry supervisors (technical guidance) with faculty coordinators (professional development support and cultural mediation).
- Structured monitoring with regular check-ins at key milestones (midterm and final evaluations), site visits when feasible, and clear intervention mechanisms for emerging challenges.

- Continuous improvement through exit surveys each semester, systematic feedback from students and supervisors, data-driven program adjustments, and communication of changes to stakeholders.
- Holistic support ensuring access to culturally responsive counseling, peer networks, advisors understanding visa complexities, and faculty mentors recognizing distress signs.

Programs should begin by assessing current practices, identifying gaps, and prioritizing based on resources and student needs. Start with high-impact changes, such as establishing early-career counseling, developing employer education materials, or formalizing dual supervision, before undertaking resource-intensive initiatives. The core principle: international students bring tremendous strengths and achieve outstanding outcomes when provided with structured support that addresses unique challenges while leveraging distinctive capabilities. These recommendations, grounded in 19 semesters of performance data and program experience, point to broader implications for engineering education and future research directions.

Conclusion

The central finding of this 19-semester longitudinal study is both simple and consequential: given structured support, international students do not merely keep pace with domestic peers; they outperform them. An overall supervisor rating of 4.92 compared to 4.69 for domestic students challenges common assumptions about international student capabilities and reframes the conversation from remediation to opportunity. While international students scored lower in oral and written communication, reflecting expected language differences, they achieved higher ratings in interpersonal skills and knowledge of concentration, and matched domestic students in quality of work. Most significantly, their superior overall performance rating (4.92 vs. 4.69) indicates that when employers evaluate holistically, international students deliver outstanding workplace contributions that transcend individual skill categories.

These findings demonstrate that the challenges international students face in securing internships (visa complications, limited professional networks, and communication barriers) do not translate to performance deficits once appropriate support structures are in place. The dual supervision model, which pairs industry supervisors with faculty coordinators, emerged as a critical mechanism enabling international students to navigate unfamiliar professional environments while building confidence and demonstrating their capabilities. Combined with early career counseling, culturally responsive support, comprehensive digital portfolio development, and inclusive industry partnerships, structured internship programs serve as powerful equalizing interventions that enable international students to thrive professionally.

Implications for Engineering Education

These findings carry significant implications for engineering management programs seeking to enhance outcomes for increasingly diverse student populations. First, the performance data answer the question posed at the outset: access barriers, not capability deficits, are the primary obstacle to international student success. Resources should prioritize removing structural barriers to internship opportunities, including educating employers about work authorization and providing cultural competency training, rather than assuming international students require remediation. Second, the exceptional overall performance of international students suggests that diverse perspectives and global competencies represent valuable assets that enhance organizational performance, not accommodations that burden employers. Programs should actively communicate this value proposition to industry partners through data and success stories that counter biases. Third, the effectiveness of structured support systems demonstrates that institutional investment in international student success generates measurable returns through enhanced graduate outcomes and strengthened industry relationships.

More broadly, our findings suggest that engineering education must evolve beyond treating international students as a separate population requiring special services toward recognizing diversity as a core strength that enriches learning environments and prepares all students for leadership in globalized industries. The professional communication skills, cross-cultural competencies, and inclusive workplace practices that support international students benefit entire cohorts by developing capabilities essential for modern engineering management professionals. Programs that successfully integrate international students through structured internships, culturally responsive teaching, and inclusive industry partnerships position themselves as leaders in producing globally competent graduates prepared for the realities of contemporary engineering practice.

While this study provides compelling evidence for the effectiveness of structured internship programs, several areas warrant further investigation. Longitudinal research tracking career trajectories beyond graduation would illuminate whether the strong internship performance translates to long-term career success, advancement rates, and leadership opportunities. Multi-institutional studies could identify which program elements prove most critical across different contexts and determine whether our findings generalize to other engineering disciplines and institutional settings. More granular analysis comparing international students from different regions could reveal whether cultural background influences performance patterns or support needs differently. Finally, research examining employer perspectives before and after hosting international interns could measure how direct experience shifts attitudes and hiring practices, potentially informing more effective employer education strategies.

The evidence from our program demonstrates that international students possess exceptional capabilities that, when supported through structured internships with dual supervision, culturally responsive teaching, and inclusive industry partnerships, result in outstanding professional performance. By implementing these evidence-based practices, engineering management programs can create equitable learning environments that enable all students to demonstrate their full potential while preparing graduates to lead across borders, disciplines, and cultures.

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