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# Facilitating a Successful College Experience: Increasing Graduation Rates Using a Global Village Approach to International Student Retention

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**Facilitating a Successful College Experience:  
Increasing Graduation Rates Using a Global Village Approach to  
International Student Retention**

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A Practicum Paper  
Submitted in Partial Fulfillment of the Requirements for the

**Master of Public Administration**

**Kennesaw State University**  
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# **Facilitating a Successful College Experience: Increasing Graduation Rates Using a Global Village Approach to International Student Retention**

## Executive Summary

In today's global economy, attracting and retaining international talents is not only the goal of business, but also the goal of institutions of higher learning. In a competitive world, keeping the best of the best must be a priority for all stakeholders. The Office of International Student Retention Services (OISRS) at Kennesaw State University is interested in evaluating the satisfaction of the international student population with regard to its services and programs. The purpose of this study is to evaluate international students' opinions of the OISRS and to expose possible areas for service improvement.

Historically, the OISRS has focused on the F-1 and J-1 student. It appears that there are many other international students that may be experiencing culture shock, with no knowledge of the resources available to them. Institutions recruit international students to come to their schools, and then they have the responsibility of assisting them in not only obtaining a valuable education, but also in adapting to new surroundings and experiences. International student services staff must provide programs and services that meet the needs of the international student population on campus.

An online survey was sent to 1913 identified international students. The survey instrument collected demographic information, information regarding their experiences with the OISRS, and information regarding their experiences on the Kennesaw State University campus. Findings indicate that in many arenas the OISRS is accomplishing

its mission. In other arenas, the students are not aware of many of the services and programs available to them. The results suggest that the OISRS could be a more visible service provider and impact a large number of students.

The study has provided the OISRS with valuable feedback and student information. Utilizing the reporting tools created for this project will enable the OISRS to maximize their resources by focusing on programs and services that are viable and re-evaluating those that are not as successful. Continued evaluation can only foster more positive outcomes and increased program participation.

**Facilitating a Successful College Experience:  
Increasing Graduation Rates Using a Global Village Approach to  
International Student Retention**

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# **Facilitating a Successful College Experience: Increasing Graduation Rates Using a Global Village Approach to International Student Retention**

## **Introduction**

Like most organizations, universities have strategic goals to meet. Also like most, the university must evaluate programs to see if the programs are on track to meeting those goals. The Office of International Student Retention Services (from hereafter OISRS) has strategic goals as a unit of Kennesaw State University (KSU). Five of the specific goals that the OISRS has are as follows:

- To improve retention, progression and graduation rates, while maintaining high quality,
- To increase percentage of students participating in Student Life activities by 5 percent per year,
- To enhance Student Life activities and prepare students to be leaders,
- To increase percentage of students participating in intercultural learning and understanding programs, and
- To improve service, strengthen accountability, and to establish a stronger sense of community.

In order to assess its current level of service, there are several questions to be examined. Is the OISRS meeting the goals that it has in place? Is it accomplishing its service mission to the international student population? The evaluation of this program is important in many aspects. It is not only for evidence of the need for increased funding, but more importantly for the international students – past, present and future. If KSU is not meeting the needs of its students, it can be assured that they will attend school elsewhere.

Much of the available literature focuses on the culture shock that being an

international student naturally brings. Preliminary meetings with the stakeholders revealed that there is an entire segment of the international students that are enrolled at KSU who are not actively pursued as “customers” by the OISRS. Historically, the OISRS has focused on the F-1 and J-1 student. It appears that there are many others that may be experiencing culture shock, with no knowledge of the resources available to them. In view of this, there is literature that brings to light the emotional and social indicators that impact student success – a sense of belonging to a collective is one of those indicators. The paper looks at other avenues that available literature exposes, such as the institutional factors that impact student satisfaction and success, on-campus diversity and discrimination issues.

## **Literature Review**

Everywhere you go today you are a consumer or a potential consumer. In the 1980s Lee Iacocca of Chrysler said, “We have one and only one ambition. To be the best. What else is there” (Iacocca, 2009). All service providers feel this way. They want you to be their customer, and keep you. Advertisers appeal to all populations of people by including all nationalities, genders, ethnicities, religious orientations and socioeconomic classes in their advertisements. They seem to say that “All are welcome!” with a single photograph. Universities are no different. They want to attract the best and the brightest, just like all the other universities. Universities have to compete, they have to be diverse; they must offer success and the map to get there. Americans no longer live in a melting pot country; it is now a melting pot world. The more diverse a nation’s college campuses are, the richer in culture their country can become.

Acting locally, Kennesaw State University can successfully educate an international student, and make him/her to be a proud graduate, and possibly remain in Georgia. This student will potentially support the tax base, make a name for him or herself and attract more international students to the university with the anticipation of success and prosperity. How can KSU go about distinguishing itself from other universities? How does it attract and keep the future leaders of the world?

An organization must practice what it preaches. A university cannot advertise to prospective students that they can touch the moon and then blatantly fail to provide them with the tools necessary to get there. The university, like other organizations, has to follow through. It has to deliver. It has to provide a quality product, support that product, and provide an ongoing monitoring that will produce success and loyalty. In a post 9/11 world, these goals are not so easily achieved. In 1974, the United States had 154,000 foreign students enrolled in its colleges and universities (Tompson and Tompson, 1996, 53). In 1994, that number had almost tripled to 450,000 (Tompson and Tompson, 1996, 53). In December 2008, the Institute of Internal Education findings show that “the number of foreign students enrolled in U.S. colleges increased by nearly 7% in 2007 to 623,805, an all-time high and the largest one-year increase on record” (Siskind, 2008). The Institute’s president, Allan Goodman, credits the sharp increase primarily to efforts by the United States government and colleges in recent years to ensure that international students know they are welcomed here (Siskind, 2008). On February 16, 2009, the Georgia House of Representatives passed an international education resolution that states:

[T]his body recognizes the economic, cultural, and social importance of promoting international education at Georgia's institutions of higher learning and encourages all colleges and universities located in this state to place a high priority on expanding current



opportunities and developing new programs in all fields of education that are international in scope (Georgia House Resolution 302).

Institutions of higher learning must recognize the impact that international students may have on the economy, at all levels of government. In an article for the *Harvard Business Review*, Richard Florida, the author of *The Rise of the Creative Class* states that “students are a leading indicator of global talent flow” (Florida, 2004,128). In the 2002-2003 academic year, international education contributed \$12.9 billion to the U.S. economy (Florida, 2004, 128).

Institutions court international students and recruit them to come to their schools, and then they have the responsibility of assisting them in not only obtaining a valuable education, but also in adapting to new surroundings and experiences. Consistent with Herbert Maslow’s hierarchy of needs, students will not engage in self actualization activities (e.g., academic pursuits) when more fundamental needs (social, esteem needs) have not been met (Tompson and Tompson, 1996). Students may find themselves surprised at how difficult and at times overwhelming not having a social network can be (Tompson and Tompson, 1996). The emotions surrounding an event or a specific circumstance are a core contributing attribute in an individual’s perception of his or her level of satisfaction. “Specifically, a person’s positive emotions tend to link to his/her decisions to stay or continue with what he/she has been doing. Conversely, negative emotions tend to link to the opposite directions, such as to leave and discontinue involvement” (Yu and Dean, 2001, 2). Friendship networks seem to be a critical factor in how well international students deal with stress (Zhao, Kuh, and Carini, 2005). “Contact and friendships with local students is associated with positive emotional benefits, lower levels of stress and predicts better psychological adjustment” (Zhou, et al., 2008, 70). Mentors and educators must take steps to ensure that the

“honeymoon phase” of a student’s journey to the United States does not morph into fear and isolation because of adjustment issues. Universities have the responsibility to make sure that there are structured programs in place that engage the international student in interaction and dialogue with peers and faculty alike.

A decade ago there was very little in the literature about global villages on campuses in the United States. Today, it is a very common reference. International student services staff must provide programs and services that meet the needs of the international student population on campus. On the “short list” are programs such as peer groups, acclimation groups (Where do I shop? Which side of the road do I drive on?), social networks, non-threatening academic and psychological counseling services, access to faculty, intercultural learning opportunities and ESL programs. All these programs require campus cooperation, organization, staffing and funding. In today’s economy these can seem like insurmountable obstacles. Institutions of higher education must embrace that attention to this group of students is essential to the future success of universities all across the United States.

Education begins at home – so to speak. As institutions of higher learning recruit students from other countries, administrators and facilitators must educate those at their home institution about the personal side of globalization. There is no substitute for direct contact with talented people from other countries and cultures (Peterson et al., 1999). “Diversity on college campuses is not a gratuitous or idealistic goal; it is essential in order for college students to learn how to live and work effectively with others who differ from themselves” (Zhou et al., 209). Some issues that are reported by international students are a lack of respect and a general lack of awareness on the part of Americans about the culture, history and geography of their countries (Peterson et

al., 1999). International student services staff must not only serve the international students on their campus but also be liaisons to the campus staff, faculty and American students. They may become the bridge that can connect these populations. They must be able to rely on the Americans on campus as resources – each one with valuable experiences to share. In turn, they too are the recipients of global learning, without even leaving home.

Campus resources and active social networks are imperative to the success of international students on American campuses. The satisfaction these students experience is a key element to their staying enrolled in a U.S. college or university. A study by Rajapaksa and Dundes (2002) looked at 182 international students, assessing the degree of acculturation among international students especially as predicted by their satisfaction with their social network (Rajapaksa and Dundes, 2002, 16). Although their participant pool is important because there is a large volume of international students in the United States, there are rarely studies with more than 100 participants. If the officials that administer programs that are geared toward international students have a better understanding of what is important to the student population it serves, they can better adapt the programs to meet the specific needs of its students. Rajapaksa and Dundes note in their findings that international female students are more likely than their male counterparts to feel lonely and homesick. They also found that international students were more likely to be friends with other international students on campus, rather than Americans. The number of close friends that respondents had was not a good predictor of their assessment of their social network (Rajapaksa and Dundes, 2002, 22). However, there was a positive correlation between those students that were satisfied with their social network and the level of contentedness that they felt. The

examiners in the study defined social contacts as those contacts resulting from recreational activities, residence halls and dining halls. They feel that these contacts, as opposed to close friendships, play a significant role in determining a student's assessment of social network.

Social contacts can be increased through facilitation by student service groups. An example of one such group is a peer program. A 1998 study by Abe, Talbot and Geelhoed examined the possible positive effects of peer program on the adjustment of international students. This particular study notes that Asian students may have a more difficult time acclimating to life on American campuses. This is noteworthy that Asian students are the largest group of internationals studying in America (Abe, Talbot, and Geelhoed, 1998, 539). Many colleges and universities have developed peer mentoring programs that match a new international student with a current international student or an American student. These programs help the international students assimilate into social norms and mores that due to lack of exposure or cultural custom may elude them. The authors of the study note that there is little research published on the long term impact of these peer programs; although some report higher retention rates and decreased adjustment concern. The authors also conclude that there is negligible data on the impact that peer programs have on the student that participates as the mentor. This would be important data to have available in the area of increasing tolerance and cultural awareness on college campuses. As an additional aspect of their research, Abe, Talbot, and Geelhoed queried participants about their awareness and, or usage of campus services. Large percentages of the respondents under used or had never used most of the student resources available to them. These services included the counseling center, career services center and the student volunteer program offices. All

these areas could facilitate social interaction for the international student. Many indicated in the open-ended comment section of the survey that they felt comfortable in the international student services office on their campus. Knowledge of the presence of these offices and the services that they offer could provide a valuable avenue for interaction and help in social adjustment areas.

Another intriguing angle on connecting with the student is the concept of digital toolbox for the study abroad student. Academic Programs International has created an online resource for study abroad students, which allows them to stay connected to home. There are orientation modules, health and safety modules, navigating your host city and academic preparation modules. Students navigate at their leisure and must sign off on any completed modules in order to keep advisors abreast of their progress. Initial feedback indicates that the online orientations are helpful and students report that the combination of online and in-person orientations increases their preparedness to fully immerse and get the most out of their study abroad experience (Mendelson and Thebodo, 2007, 64). This use of technology partnered with resources, which are often limited may be a viable avenue for reaching students. Staying connected to this population of students is critical to their adjustment, success and satisfaction with campus support services.

A study focusing on student satisfaction completed by Mavondo, Tsarenko, and Gabbott (2004) reports that there is little research available that pinpoints the specific needs of international students. The result of this is that international students are expected to adjust to the system as it currently exists. The researchers do indicate that there is, as in previous research, a correlation between student satisfaction and student orientation. Their study captures both the emotional and cognitive pieces of student

satisfaction. They assume in their study that students do not usually have a benchmark to evaluate their satisfaction (Mavondo, Tsarenko, and Gabbott, 2004, 50). They observe that the expectations that students have before enrolling will change drastically by the time that they reach their second and later years at a university. In their research, their participants were in their second or later years of enrollment. Surprisingly, they did not find a correlation between student satisfaction and student orientation. They did find that the perceived quality of a learning environment and a student's satisfaction was significantly correlated. The stress that an international student can experience is generally attributed to social barriers and lack of social support. These factors can both be components of a learning environment.

In a study by Yeh and Inose (2003), social support satisfaction, English fluency and social connectedness were examined as contributing factors to acculturative stress international students. Their hypothesis predicted that lower levels of English fluency led to higher levels of acculturative stress for international students. They also looked at cross-cultural differences in social interaction that possibly prevents international students from forming close relationships with their American peers (Yeh and Inose, 2003, 16). They observe that international students lean toward friendships with fellow international students. They predict that social support from the student's academic program is imperative for a positive experience. Intertwining these ideas, they propose that international students with high social connectedness adapt more easily to their new environment, and experience less psychological stress than students with low connectedness (Yeh and Inose, 2003, 17). They surveyed 372 international students. The students were asked demographic questions, questions regarding their English fluency (level of comfort conversing and understanding), level of stress, social

connections and social support system. Their findings show that self-reported English fluency was a significant predictor of stress (Yeh and Inose, 2003, 23). The researchers felt that comfort with the language led to a greater sense of ease and fitting-in, in social situations. Their hypothesis of social connectedness being significant in a student's level of stress and their hypothesis of a student's satisfaction with a social support network also being significant in a student's level of stress were also supported.

In creating programs for students, it is necessary to examine the factors that contribute to academic and social environments. Programs involving counseling or advisement should be geared toward building on these social networks. The programs should create a system of support that is woven together to contribute to the students' ability to adapt and develop useful coping mechanisms. These components form a welcoming learning environment that the students can thrive in. Institutions that foster stable, multi-dimensional learning environments connect their students not only to each other, but to the institution itself.

A sense of belonging to a student body creates school loyalty and engenders a feeling of connectedness that can result in student retention and increased graduation rates. Students that are satisfied with the formal and informal academic and social systems in a college or university tend to stay in school (Lau, 2003, 127). In an article that outlines the institutional factors that impact student retention, Lau (2003) charges administrators with creating programs that encourage student success. These programs can include freshman year programs, learning support programs, and the creation of specialized offices handling multiculturalism and diversity. KSU currently has all these particular programs in place. In addition, it provides freshman "learning" communities to increase freshman connections and decrease dropout rates. An

interesting twist on this mentioned in Lau's article is the creation of an International Hall. This is a dormitory reserved specifically for foreign students (Lau, 2003, 131). In terms of faculty involvement, Lau suggests that academic advising be an ongoing process with special attention given to freshmen and international students. She cites research that encourages faculty to be accessible to students outside the classroom, to provide useful, consistent feedback, and to be approachable (Lau, 2003, 133). These attributes are especially important when dealing with the international student that is experiencing anxiety and stress.

Research conducted by Pritchard and Wilson (2003) investigated the impact of a student's emotional and social health on scholastic performance and retention. Current research shows that there is a correlation between how well students adjust to their first year in college and their academic success. Some researchers feel that student involvement is the most important element in success and retention (Pritchard and Wilson, 2003, 19). Pritchard and Wilson cite a 1987 study conducted by Vincent Tinto that states that incongruence with one's student peers proves to be a particularly important element in voluntary departure (Pritchard and Wilson, 2003, 19). Pritchard and Wilson took into account self-esteem, coping tactics, GPA, social health and alcohol usage. They found that both emotional and social factors are related to a student's performance and retention (Pritchard and Wilson, 2003, 24). Their study, while applicable, has limitations in that it was conducted on the campus of a private university and the majority of the respondents were Americans. It shows however that there are many factors that impact students' ability to adapt to college life. This ability to adapt is critical to success and retention, and as such should be a priority with colleges and universities.



## **Methodology**

A cross-sectional design is used in this analysis. A cross-sectional design enabled the researcher to collect data on all relevant variables simultaneously. The study did not take a sample of the respondents, but took into account all responses for each of the four surveys collected. The unit of analysis is any identified international student holding a visa, a green card, or pending adjustment of status, that participates in the on-line survey. The researcher does not feel that there were any ethical considerations. The researcher consulted with services on campus that guided them to the most user-friendly, non-discriminatory, disabled student friendly survey package that could be recommended; the survey instrument did not collect names or IP addresses, so respondents anonymity is secure; there is no penalty for non-response; and questions on the survey are structured in a non-threatening manner.

In order to carry out the project the researcher needed access to the international student population. This was partially obtained with access to current enrollment through the OISRS, and mandatory international student orientation records. Through collaboration with KSU's Office of Institutional Research, an additional report was created that identified all KSU students that are not United States citizens. This identified those students who are permanent residents, H1B visa holders, H-4 visa holders, L visa holders, R visa holders, asylees and refugees (see Appendix 1 for visa definitions). These are all students that have not been captured in the past. The OISRS has access to this report in order to continue its mission of reaching all international students enrolled at KSU – not just the students holding international student visas. The researcher confirmed that there were computers that the students had access to in order to deliver the survey instrument. There are student computers

located in the OISRS student area, the campus library and in computer labs on campus. The researcher, in collaboration with the OISRS, created a user friendly survey tool through Question Pro. Question Pro was specifically identified as a survey tool that is disabled student friendly. Four surveys were created. The first survey was for currently enrolled students, a second survey was for new students (Spring 2009), a third survey was for non-student visa international students, and a fourth survey was for students that graduated in the Fall of 2008. These surveys were available to the students for approximately four weeks from February to March of 2009. The respondents in this study were e-mailed the link to the surveys. The surveys were also advertised during meetings and functions of the OISRS. The students were given instructions necessary to complete the surveys, including a consent form and explanation of the surveys, before they began to complete the survey specific to them. The survey was sent to 1913 students.

The distribution was as follows:

- Survey A was sent to 142 Fall 2008 KSU graduates,
- Survey B was sent to 477 F-1 and J-1 students, enrolled for Fall 2008 and Spring 2009 semesters at KSU,
- Survey C was sent to 1233 other international student populations enrolled for Fall 2008 and Spring 2009 at KSU. These students are non-student/scholar visa holders. Their names did not appear on any of the contact lists provided to the researcher by the OISRS.
- Survey D was sent to 61 newly enrolled international students/scholars. Their names were provided to the researcher by the OISRS.

There is no incentive for the students to participate. The researcher relied on the norm of reciprocity that the OISRS as a service provider within the university is expressing a desire to know if it is serving its target population in an effective and

efficient manner. The survey instrument consists of questions regarding demographics, experiences at KSU as international students, and experiences with the OISRS specifically. The non-student visa students were asked questions regarding their knowledge of the OISRS and experiences as non-United States born or naturalized citizens at KSU.

The OISRS wants to know if its program is having a positive or negative effect on international student engagement, satisfaction and acclimation. The OISRS, its programs and the availability of the programs that it offers together form the independent variable. The dependent variable is the individual student's satisfaction with the OISRS and the services it offers, going on the concept that a student's satisfaction is an outcome or a perception of whether or not expectations were met.

Internal validity is defined as a design that produces evidence that a specific independent variable caused a change on an observable dependent variable. Because the participants have varied experiences it was difficult to control for all levels of internal validity. The primary threat to internal validity was history (other variables that may have had an influence on the dependent variable). Continued monitoring by the OISRS will provide an environment that better controls for internal validity. External validity is defined as a design that allows an investigator to apply the findings of that study to cases not in the study. Because there is a defined group of participants, the findings may be able to be generalized to that specific group, even as members change. It may be possible to replicate similar findings in other university settings. However, because the population is university specific it would be difficult to generalize to other populations.

There are eight demographic questions in the survey that can be used to create population specific programs and to help the OISRS identify who its customers are. There are 14 to 16 questions (depending on the survey completed) that are Likert scaled with the choices of strongly agree (5), agree, neutral, disagree and strongly disagree (1). Using an ordinal scale allowed the researcher to measure student satisfaction with regard to specific scenarios and experiences. The ordinal scale enabled a value to be placed on an answer, but kept the survey non-threatening to the participant. There are four open-ended impact questions at the end of the survey. These questions provided the OISRS with information, but were not used to identify causal relationships with other answers in the surveys. The dependent variable was measured in terms of the percentage of positive responses to specific questions relating to student experiences with the OISRS. Because the response rate was less than five percent, cross-tabulation was not used to evaluate responses relating to demographics.

Measurement reliability is the degree to which a measurement produces a consistent and dependable result. Again, it was the intent of the evaluation to collect data that will enable the OISRS to be a more conscientious service provider to a specific customer base. The more information that is gleaned, the more reliable the assumptions are about international students' satisfaction with their educational experience at KSU and their experience specifically with the OISRS. The survey data are stored for comparative purposes; so that progress can be tracked, trends can be evaluated and programs can be adjusted to be more effective and efficient.

The Question Pro survey tool has analytical reporting tools built into the program that sorted data so that they could be analyzed for patterns and evaluation. The researcher evaluated for patterns of concern and possible areas for service improvement. Answers

to the open-ended opinion questions included at the end of the surveys provided the OISRS with specific customer suggestions and feedback that was invaluable.

## **Findings**

The subjects in the study were current and newly graduated international undergraduate and graduate students. A total of 1913 surveys were distributed. Eighty-seven valid responses were returned, giving a response rate of less than five percent (see Table 1). The respondent profile was 58 percent female and 42 percent male. Forty-eight percent of the respondents were under the age of 24; 40 percent were between the ages of 25-34; 10 percent were between the ages of 35-44; and 2 percent declined to answer. The student classification was as follows:

- 22 percent Freshman
- 22 percent Sophomore
- 15 percent Junior
- 21 percent Senior
- 17 percent Graduate student
- 3 percent declined to answer

Forty-one different countries were represented by the respondents. This author looked at ten specific questions within the survey to measure satisfaction among respondents relating to the OISRS. Satisfaction is measured in terms of positive responses to these questions. Positive responses are those of strongly agree and agree. The questions are reported in Table 2.

Table 1: Demographic Data

Survey Title	1135064	1124580	1123089	1124578	Totals
Started	3	70	2	44	119
Completed	2	45	1	39	87
<b>Gender</b>					
Male	1	15	1	19	36
Female	1	30		19	50
					86
<b>Age</b>					
Under 24	1	20	1	19	41
25-34	1	17		17	35
35-44		8		1	9
45-54				0	0
55 and over				0	0
					85
<b>Attendance at KSU</b>					
Less than 1 AY		5	1	3	9
1 AY		20		21	41
2 AY		10		7	17
3 AY		5		5	10
4 AY		4		0	4
More than 4 AY		0		2	2
					83
<b>Remained in the U.S. after graduation</b>	yes - 2	N/A	N/A	N/A	2
<b>What is your student classification?</b>					
FRESHMAN		10	1	8	19
SOPHOMORE		11		8	19
JUNIOR		7		6	13
SENIOR		9		9	18
GRADUATE STUDENT		8		7	15
DOCTORAL STUDENT		0		0	0
					84

Table 2: Questions regarding OISRS experiences, programs offered

Q1. I am satisfied with my experience with the Office of International Student Retention Services (OISRS)
Q2. The international student orientation program is/was informative
Q3. There are/were many opportunities for me to interact with other international students, staff and faculty on campus
Q4. I learned about the programs offered to international students from the OISRS
Q5. I feel/felt welcome at the “Global Village” within the OISRS
Q6. The staff in the OISRS makes/made me feel comfortable
Q7. I have/had exposure to other students from my country at KSU
Q8. I take/took advantage of the programs that the OISRS offers, such as immigration seminars, job search workshops, income tax workshops
Q9. I knew that the OISRS was available to me as an international student attending KSU
Q10. The programs and services offered by the OISRS are/were beneficial to me

Table 3: Percentage of Positive Responses

Question	Percentage
Q1	51%
Q2	46%
Q3	60%
Q4	28%
Q5	39%
Q6	38%
Q7	37%
Q8	23%
Q9	36%
Q10	33%

In the open-ended comment section of the survey, participants were asked to provide feedback regarding their positive experiences with KSU and the OISRS and to also give suggestions for areas of improvement. The positive common themes that this author found with regard to KSU as a university were as follows:

“There are many people from around the world.”

“Academic programs and professors are fantastic.”

“It is a real welcome place for internationals.”

“The diversity rocks.”

“KSU is doing an excellent job for international students and getting global.”

With regard to the OISRS specifically:

“They are doing great.”

“They are very helpful and they remember us.”

“I have heard nothing but good things about the work you are doing.”

Common themes that brought to light areas that the participants felt needed improvement with regard to KSU were:

“Better orientation for international students is needed.”

“You could clarify your website to better serve international students.”

“Have a KSU 1101 class only for international students.”

“I think students should be encouraged to participate in campus extra curricular activities.”

“Create a greater community.”

With regard to the OISRS, there was one comment that appeared again and again:

“I have never heard of the OISRS.”

Others included:

“Provide more contact opportunities with international students, more information and orientation.”

“Standardize the processes in welcoming international students.”

“Make yourself more visible for students.”

“The Global Village needs to be expanded to accommodate the increasing number of international students.”

In reviewing the comments and suggestions from the open-ended questions, the author found that while many of the students that participated in the study are satisfied with the OISRS, a large number of the respondents are not aware of the myriad of



programs and services that are offered by the OISRS. Many of the open-ended responses indicated that the OISRS needed to be a more visible service provider. Many of the respondents were not even aware that the OISRS existed. There were questions asked on the survey, the answers to which will assist the OISRS in designing programs and expanding its reach within the international student population. While some of these questions were not specifically related to the OISRS, but to general experiences as an international student at Kennesaw State University, the feedback will enable the OISRS to tailor its communication efforts to reach more students that will benefit from its services.

## **Conclusions**

The results of this study reveal previously undisclosed information relating to the satisfaction of international students with the OISRS and its programs and services. The survey created a baseline of information for the OISRS. It is important for the OISRS to utilize the information obtained from the survey. It will be important for the OISRS to continue to query the international students on campus to gauge their satisfaction (or dissatisfaction) with services offered and expose those areas that may need improvement. This knowledge will enable the OISRS to structure its programs to efficiently reach the strategic goals that it has in place. There were respondents that had utilized the OISRS and those that had not. Participation in the survey will possibly create awareness of the OISRS and its programs and services. The OISRS will have access to the reporting tools that were created for purposes of the study in order to continue to monitor its effectiveness, and reach the students that are themselves international, but may not possess a student visa. In a post-survey discussion, this

author learned that many of the students in the international population do not respond to email and that the online program (Facebook) appears to be the communication tool of choice for many school groups, including the OISRS. This may be an effective communication and advertising tool for OISRS, as it expands its client base.

Another avenue that should be considered is collaboration of services with the three admissions offices on campus. Partnership with the OISRS and these offices could create a cohesive transition for students that are entering KSU as either true international students or students that are non-U.S. born, but are not classified as international students. Creation of international student specific peer mentoring or “buddy system” programs would also be beneficial, for the international students and the U.S. born students alike. KSU has an incredible opportunity to create a student population that genuinely appreciates the variety of culture that is available to them.

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## ***APPENDICES***

## Appendix 1: Visa Category Definitions

CATEGORY	DESCRIPTION	DURATION OF STAY	EMPLOYMENT RESTRICTIONS	STUDY RESTRICTIONS
<b>B-1</b>	<p><b>Visitor for Business:</b> Individuals in the U.S. for a short period of time to engage in business activities, consulting with business associates, attending professional conferences, or conducting independent research.</p>	Limited to 1 year	Not permitted to be employed in the U.S. In some cases, may receive academic honorarium reimbursements for incidental expenses and per diem	Casual, short-term classes allowed. Classes leading to a degree program are prohibited.
B-2	<p><b>Visitor for Tourism:</b> Individuals in the U.S. for travel, tourism, or recreation.</p>	Usual 6 months; no longer than 1 year	Not permitted to be employed in the U.S. In some cases, may receive academic honorarium reimbursements for incidental expenses and per diem	May engage in part-time study incidental to visit
<b>F-1</b>	<p><b>Student:</b> Individuals in the U.S. engaging in a full course of academic or language study in an accredited educational program.</p>	May remain in the U.S. until program end date	While maintaining valid F-1 status, students may be employed on the campus of the school they are authorized to attend for a maximum of 20 hours per week while classes are in session.	Must maintain full-time enrollment. Students must be enrolled for a <b>full course of study</b> each Fall & Spring semester.
<b>H-1B</b>	<p><b>Temporary Worker in a Specialty Occupation:</b> Individuals in the U.S. to perform professional services for a sponsoring employer in a specific position for a fixed period of time.</p>	Initial 3 years; not to exceed 6	Employment permitted only with employers who have had an H-1B petition approved by USCIS on the alien's behalf.	May engage in part-time study while maintaining H visa status.
<b>H-4</b>	<p><b>Dependent of principal H nonimmigrant:</b> Individuals in the U.S. as dependents of an H nonimmigrant.</p>	Same as the H-1B	Not permitted to be employed or receive compensation from any U.S. source.	May engage in full-time or part-time study.
<b>J-1 (student)</b>	<p><b>Exchange Visitor (Student):</b> Individuals in the U.S. as exchange visitors for the primary purpose of studying at an academic institution under the auspices of the United States Information Agency and a Designated Program Sponsor.</p>	No set limit for degree students as long as they remain in status	May be employed on the campus of the school in which they are enrolled to a maximum of 20 hours per week with prior written authorization from the Responsible Officer (RO) of their designated program	Must maintain full-time enrollment. May engage in part-time study only if authorized by RO of Designated Program Sponsor.

<b>J-2</b>	<b>Dependent of J-1 Visa Holder:</b> Individuals in the United States as dependents (spouse or unmarried child under the age of 21) of a J-1 student or scholar.	Same as J-1	Eligible to apply to USCIS for work authorization. With EAD issued by USCIS, may work for any employer.	May engage in full-time or part-time study.
<b>TN</b>	<b>Trade NAFTA (for citizens of Canada and Mexico):</b> Individuals in the United States to perform professional services for a sponsoring employer in a specific position for a fixed period of time.	Limited to 1 year	May be employed and compensated only by the employer through whom the TN status was obtained in an activity in accordance with the provisions of NAFTA.	May engage in part-time study.
<b>TD</b>	<b>Dependent of TN Visa Holder:</b> Individuals in the U.S. as a dependent of the holder of a TN Visa	Same as the TN	Not permitted to be employed or receive compensation from any U.S. source.	May engage in full-time study.
<b>L-1A</b> <b>L-1B</b>	<b>Intra-company transferees</b> (executives, managers) <b>Intra-company transferees</b> (employees with specialized knowledge)	Initially 3 years, then 2 year increment renewals up to 7 years; for L-B total of 5 years	Employment permitted only with employers who have had an L visa petition approved by USCIS on the alien's behalf.	May engage in part-time study while maintaining L-visa status.
<b>L-2</b>	<b>Dependent of L-1 Visa Holder:</b> Individuals in the United States as dependents (spouse or unmarried child under the age of 21) of a L-1A or L-1B	Same as the L-1	Spouses ONLY Eligible to apply to USCIS for work authorization. With EAD issued by USCIS, may work for any employer.	may engage in full time study
<b>R-2</b>	<b>Dependent of R-1 Visa Holder:</b> Individuals in the United States as dependents (spouse or unmarried child under the age of 21) of an R-1, religious worker	Initial admission not to exceed 3 years	Not permitted to be employed or receive compensation from any U.S. source.	may engage in full time study

### Asylee –

An asylee is legally defined as a person who flees his or her country and is unable or unwilling to return due to persecution or a well-founded fear of persecution. The persecution may be on the basis of race, religion, nationality, political opinion, or membership in a social group. Procedurally, a prospective asylee enters the United States as an alien in some other immigration category, enters without inspection, is paroled into the United States for consideration of an asylum claim, or is placed in expedited removal proceedings at the port of entry. The person then applies for asylum and if successful, is granted.

## **Refugee-**

Under U.S. law, a refugee is a person who has fled his or her country of origin because of past persecution or a well-founded fear of persecution based upon race, religion, nationality, political opinion, or a membership in a particular social group. If the person is not in the United States, he or she may apply overseas for inclusion within the U.S. refugee program.

**Lawful Permanent Resident** - an individual that possesses a green card.

A person who is **Pending Adjustment (PA) of status** – has filed an I-485 with USCIS and is waiting a decision. This process may take years to complete.

**Diversity Lottery** - The Congressionally mandated Diversity Immigrant Visa Program makes available 50,000 diversity visas (DV) annually, drawn from random selection among all entries to persons who meet strict eligibility requirements from countries with low rates of immigration to the United States.



**Appendix 2: House Resolution 302, Adopted February 16, 2009**

09

LC 94 0456

House Resolution 302

By: Representatives Benfield of the 85<sup>th</sup>, Drenner of the 86<sup>th</sup>, and Chambers of the 81<sup>st</sup>

A RESOLUTION

1 Recognizing the importance of promoting international education and encouraging Georgia's  
2 colleges and universities to place a high priority on international education; and for other  
3 purposes.

4 WHEREAS, international education and activities are a critical component of higher  
5 education in Georgia and contribute to the economy of this state and to a diverse college  
6 environment, enhancing both academic and other programs; and

7 WHEREAS, academic and extracurricular programs that are internationally based are critical  
8 to promoting a broadened world view and prepare Georgians for life and work in a global  
9 society; and

10 WHEREAS, international education promotes a diverse academic environment through the  
11 exchange of scholars and students among countries and thereby creates a foundation for  
12 future economic success; and

13 WHEREAS, higher education should emphasize academic programs with an international  
14 focus, including foreign language instruction and study abroad opportunities, in order to  
15 ensure that graduates have the cross-cultural skills necessary to function effectively in the  
16 global work force; and

17 WHEREAS, international students and their families contributed over \$15.54 billion to the  
18 United States economy and over \$331,387,000.00 to the Georgia economy during  
19 2007-2008, and Georgia must ensure its status as a magnet for international students and  
20 scholars; and

21 WHEREAS, the General Assembly recognizes the social importance of cultural awareness,  
22 the need to promote study abroad programs that serve Georgia students, and the economic  
23 significance of international students who come to Georgia for the educational opportunities

24 provided by this state.

25 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES that  
26 this body recognizes the economic, cultural, and social importance of promoting international  
27 education at Georgia's institutions of higher learning and encourages all colleges and  
28 universities located in this state to place a high priority on expanding current opportunities  
29 and developing new programs in all fields of education that are international in scope.

Appendix 3: 2008 Academic Year, International Student Enrollment at Kennesaw State

<b>TERM</b>	<b>Fall Semester 2008</b>	<b>Spring Semester 2008</b>	<b>Summer Semester 2008</b>
	<b>Number Of Students</b>	<b>Number Of Students</b>	<b>Number Of Students</b>
<b>Country Of Citizenship</b>			
<b>United States</b>	19827	18200	10152
<b>India</b>	121	118	93
<b>Nigeria</b>	108	103	75
<b>Mexico</b>	83	89	35
<b>Canada</b>	84	75	43
<b>Colombia</b>	88	81	40
<b>Kenya</b>	79	81	60
<b>Brazil</b>	58	72	32
<b>Korea, Republic Of</b>	56	60	28
<b>China</b>	64	48	47
<b>Jamaica</b>	42	38	25
<b>United Kingdom</b>	39	40	24
<b>Pakistan</b>	38	38	18
<b>Venezuela</b>	30	30	16
<b>Haiti</b>	21	29	14
<b>Cameroon</b>	29	29	19
<b>Japan</b>	28	25	17
<b>Ghana</b>	21	25	18
<b>France</b>	19	20	6
<b>Germany</b>	26	18	9
<b>South Africa</b>	26	25	19
<b>Russia</b>	34	23	12
<b>Iran</b>	16	23	9
<b>Vietnam</b>	19	14	7
<b>Ethiopia</b>	15	19	16
<b>Peru</b>	19	22	16
<b>Trinidad And Tobago</b>	12	15	11
<b>Ukraine</b>	18	21	10
<b>Poland</b>	7	9	5
<b>Romania</b>	10	13	10
<b>Bulgaria</b>	22	18	10
<b>Turkey</b>	10	16	9
<b>Ecuador</b>	19	16	8
<b>Philippines</b>	12	11	6
<b>Bosnia And Herzegovina</b>	8	12	5

<b>Guatemala</b>	6	9	4
<b>Honduras</b>	9	11	1
<b>Thailand</b>	3	9	3
<b>Zimbabwe</b>	12	10	6
<b>Liberia</b>	8	9	7
<b>Niger</b>	4	7	3
<b>Taiwan</b>	7	11	8
<b>Bahamas, The</b>	8	10	4
<b>Comoros</b>	3	6	4
<b>Malaysia</b>	6	8	2
<b>Nepal</b>	9	9	8
<b>Cote D'Ivoire</b>	8	7	2
<b>Lebanon</b>	5	9	7
<b>Netherlands</b>	3	7	1
<b>Sweden</b>	7	5	1
<b>Argentina</b>	6	7	5
<b>Bangladesh</b>	7	5	7
<b>Czech Republic</b>	7	4	4
<b>Indonesia</b>	5	7	2
<b>Latvia</b>	5	5	4
<b>Lithuania</b>	8	7	4
<b>Senegal</b>	7	7	2
<b>Tanzania</b>	5	6	5
<b>Togo</b>	2	5	2
<b>Uruguay</b>	5	5	3
<b>Chile</b>	2	5	4
<b>Costa Rica</b>	2	3	2
<b>Denmark</b>	4	4	2
<b>Dominican Republic</b>	3	2	1
<b>Guinea</b>	5	4	3
<b>Hong Kong</b>	3	5	3
<b>Hungary</b>	3	6	2
<b>Morocco</b>	5	7	5
<b>Nicaragua</b>	6	6	2
<b>Slovakia</b>	2	4	2
<b>Uganda</b>	4	5	2
<b>Australia</b>	5	2	3
<b>Cambodia</b>	5	4	4
<b>El Salvador</b>	5	2	1

<b>Gambia, The</b>	5	3	2
<b>Guyana</b>	4	5	1
<b>Israel</b>	4	3	1
<b>Italy</b>	3	4	0
<b>Panama</b>	4	3	1
<b>Belarus</b>	4	4	2
<b>Belize</b>	4	3	2
<b>Ireland</b>	2	2	1
<b>Kuwait</b>	2	1	1
<b>Kyrgyzstan</b>	4	3	2
<b>New Zealand</b>	2	2	2
<b>Singapore</b>	1	1	1
<b>Switzerland</b>	1	3	1
<b>Uzbekistan</b>	5	4	3
<b>Albania</b>	1	1	1
<b>Algeria</b>	1	2	2
<b>Azerbaijan</b>	2	1	1
<b>Belgium</b>	2	2	1
<b>Croatia</b>	4	2	0
<b>Dominica</b>	3	2	1
<b>Egypt</b>	2	2	0
<b>Eritrea</b>	0	1	1
<b>Estonia</b>	1	2	2
<b>Finland</b>	3	2	2
<b>Greece</b>	1	2	0
<b>Laos</b>	1	2	1
<b>Rwanda</b>	3	3	2
<b>Sierra Leone</b>	1	3	1
<b>Spain</b>	2	2	2
<b>St. Lucia</b>	2	2	1
<b>Zaire</b>	1	2	2
<b>Afghanistan</b>	2	1	0
<b>Armenia</b>	1	1	1
<b>Aruba</b>	1	0	1
<b>Austria</b>	1	1	0
<b>Bahrain</b>	1	1	1
<b>Barbados</b>	1	1	0
<b>Bermuda</b>	1	1	1
<b>Bhutan</b>	1	1	0

Botswana	1	1	0
Cayman Islands	1	1	0
Chad	0	1	1
Cuba	3	1	1
Czechoslovakia	0	1	0
Gabon	1	1	0
Georgia	4	1	1
Grenada	2	2	2
Iraq	1	1	1
Jordan	1	1	0
Kazakhstan	1	1	0
Libya	0	2	2
Liechtenstein	1	1	1
Mauritania	1	1	1
Paraguay	1	1	0
Seychelles	1	1	0
Sri Lanka	1	1	0
St. Kitts And Nevis	1	1	1
Tunisia	0	1	0
Turkmenistan	1	1	1
Turks And Caicos Islands	1	1	1
United Arab Emirates	1	1	1
Wallis And Futuna	1	1	1
Yemen	0	1	0
Zambia	7	4	0
Antigua And Barbuda	1	0	1
Bolivia	1	0	1
Burkina	1	1	1
Congo	5	3	2
Djibouti	0	1	0
Equatorial Guinea	1	0	0
Korea, Democratic People's Republic	1	0	0
Mali	3	1	1
St. Vincent And The Grenadines	1	1	0
Suriname	0	1	0
Syria	1	0	0
Tajikistan	1	0	0
	1622	1640	972

## Appendix 4: Introduction E-mail and Example of Survey

### Email sent to four student populations

Dear KSU Student (or Dear KSU graduate),

In order to serve you better the Office of International Student Retention Services (OISRS) would like for you to take a few moments and complete the survey below. Your input is very important to us and we are grateful for the opportunity to serve you. Thank you for your time, we appreciate you!

Most sincerely,

The OISRS staff

SURVEY LINK - <http://www.questionpro.com/akira/TakeSurvey?id=1123089>

### Question Pro Survey Instrument

Dear Participant:

What follows is a survey regarding your experiences at Kennesaw State University as an international student. The purpose of the survey is to evaluate trends, both positive and negative regarding the services and programs offered to international students at Kennesaw State University, by the Office of International Student Retention Services. Your answers will be evaluated and compiled with answers from other students to identify concerns. Your responses are valuable to the university and will be taken into consideration. Your anonymity is guaranteed, there is no identifier that will expose your identity. Data collected will be handled in an anonymous manner and IP addresses WILL NOT be collected by the survey program.

The information you submit will help evaluate the following:

1. Factors relating to student inclusion
2. Factors relating to student awareness of programs and services
3. Identify areas for improvement

The following web-based survey asks you to provide information about yourself and your experience at Kennesaw State University as an international student. Your participation in this survey should involve no risk and should take approximately 10 minutes of your time to complete. The benefits gained from participating would be of a personal nature, as you are receiving no incentive to participate. Your participation is completely voluntary. All information collected will remain confidential and anonymous and will only be used for purposes of this project.

Thank you for your participation and for your time. If you have any questions, you may contact:  
Nancy Sanders, Researcher  
770-499-3536  
nsanders@kennesaw.edu

The purpose of this research has been explained and my participation is entirely voluntary. I have the right to stop participation at any time without penalty. I understand that the research entails no known risks and that my responses are not being recorded in any individually identifiable form. By anonymously completing this survey, I am agreeing to participate in this research project.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to Dr. Ginny Q. Zhan, Chairperson of the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #2202, Kennesaw, GA 30144-5591, (770) 423-6679.

What is your gender?

- Male
- Female
- Other

What is your age range?

- UNDER 24
- 25-34
- 35-44
- 45-54
- 55 AND OVER

What country are you from?

What is your student classification?

- FRESHMAN
- SOPHOMORE
- JUNIOR
- SENIOR



- GRADUATE STUDENT
- DOCTORAL STUDENT

What is your current VISA status(For example, F-1, H1B, J-1, E-2)?

\*\*If you are permanent resident OR you are in the process of adjusting your status please indicate that.

How long have you been in the United States in your current visa status?

How long have you been attending Kennesaw State University?

- SPRING 2009 IS MY FIRST SEMESTER
- 1 ACADEMIC YEAR (FALL, SPRING, SUMMER)
- 2 ACADEMIC YEARS
- 3 ACADEMIC YEARS
- 4 ACADEMIC YEARS
- MORE THAN 4 ACADEMIC YEARS

I am satisfied with my experience with the Office of International Student Retention Services (OISRS)

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| STRONGLY<br>AGREE        | AGREE                    | NEUTRAL                  | DISAGREE                 | STRONGLY<br>DISAGREE     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The international student orientation program is informative

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly<br>Agree        | Agree                    | Neutral                  | Disagree                 | Strongly<br>Disagree     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

It is my intention to graduate from KSU

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would recommend KSU to friends or family members as a learning institution

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am glad that I am attending KSU

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There are many opportunities for me to interact with other international students, staff and faculty on campus

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel accepted by my peers

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel alienated by my American student counterparts

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel discriminated against by peers because of my international status

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I learned about the programs offered to international students from the OISRS

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel welcome at the “Global Village” within the OISRS

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The staff in the OISRS makes me feel comfortable

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I have exposure to other students from my country at KSU

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is my intention to take advantage of the programs that the OISRS offers, such as immigration seminars, job search workshops, income tax workshops

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I knew that the OISRS was available to me as an international student attending KSU

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The programs and services offered by the OISRS are beneficial to me

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Upon admission to KSU, I was made aware of the resources that are available to all Non-US (international) students

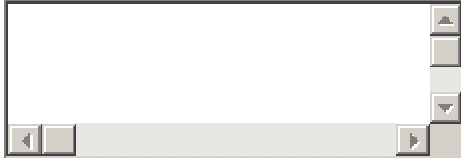
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide us with what you like most about attending KSU

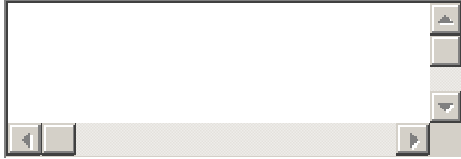
Please provide us your opinion of what KSU could do to improve your learning experience

Please provide us your opinion of what the OISRS could do to improve your experience as an

international student at KSU

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Please provide us with suggestions or comments regarding orientation, and other services and programs offered by OISRS

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Survey Title	1135064	1124580	1123089	1124578	Totals
I am satisfied with my experience with the Office of International Student Retention Services (OISRS)					
SA		8		14	22
A		10	1	11	22
N	2	5		12	19
D		3		0	3
SD		3		1	4
Have not used the OISRS		16			16
					86
I am satisfied with my experience at KSU as an academic learning institution			N/A		
SA	2	11		11	24
A		24		20	44
N		6		5	11
D		1		1	2
SD		2		1	3
					84
I am satisfied with my experience with the Student Life Program at KSU			N/A		
SA		6		4	10
A	2	14		17	33
N		17		15	32
D		6		1	7
SD		2		1	3
					85
The international student orientation program is/was informative					
SA		6		12	18
A		6	1	15	22
N		10		9	19
D		1		1	2
SD		2		1	3
Did not attend International Student Orientation	2	20		0	22
					86
It is my intention to graduate from KSU	N/A				
SA		26		25	51
A		9	1	11	21
N		6		0	6
D		1		0	1
SD		2		2	4
					83
I would recommend KSU to friends or family members as a learning institution					
SA	2	19		17	38
A		22	1	14	37
N		3		4	7
D		1		1	2
SD		0		2	2
					86
I am glad that I am attending/attended KSU					
SA	2	20		19	41
A		20	1	14	35
N		4		2	6
D		1		1	2
SD		0		2	2

					86
There are/were many opportunities for me to interact with other international students, staff and faculty on campus					
SA		10		12	22
A	1	13	1	15	30
N	1	10		9	20
D		8		1	9
SD		4		1	5
					86
I feel/felt accepted by my peers					
SA	2	15		12	29
A		19	1	19	39
N		9		5	14
D		1		2	3
SD		1		0	1
					86
I feel/felt alienated by my American student counterparts					
SA		3		0	3
A		8		8	16
N		15	1	9	25
D	1	7		12	20
SD	1	12		9	22
					86
I feel/felt discriminated against by professors because of my international status					
			N/A		
SA		0		1	1
A		3		2	5
N		6		5	11
D	1	16		13	30
SD	1	20		17	38
					85
I feel/felt discriminated against by peers because of my international status					
SA		0		1	1
A		2		2	4
N		7		7	14
D	1	17	1	11	30
SD	1	19		17	37
					86
I learned about the programs offered to international students from the OISRS					
SA		2		3	5
A		6	1	12	19
N		14		14	28
D	1	11		7	19
SD	1	12		2	15
					86
I feel/felt welcome at the "Global Village" within the OISRS					
SA		7		9	16
A		7	1	10	18
N		25		16	41
D	1	1		2	4
SD		5		1	6
Did not go to the Global Village	1	0		0	1
					86

The staff in the OISRS makes/made me feel comfortable					
SA		7		9	16
A		8		9	17
N	2	25	1	20	48
D		2		0	2
SD		3		0	3
					86
I have/had exposure to other students from my country at KSU					
SA	1	5		6	12
A		7		13	20
N		12	1	13	26
D		12		3	15
SD	1	7		3	11
					84
I take/took advantage of the programs that the OISRS offers, such as immigration seminars, job search workshops, income tax workshops					
SA	1	2		5	8
A		1	1	10	12
N		15		11	26
D	1	18		9	28
SD		9		2	11
					85
I knew that the OISRS was available to me as an international student attending KSU					
SA		2		6	8
A		6	1	16	23
N	1	11		10	22
D	1	10		6	17
SD		15		0	15
					85
The programs and services offered by the OISRS are/were beneficial to me					
SA		1		6	7
A		7	1	14	22
N	2	32		15	49
D		1		1	2
SD		4		2	6
					86
Upon admission to KSU, I was made aware of the resources that are available to all Non-US (international) students					
SA		2		3	5
A		5	1	8	14
N	1	13		14	28
D	1	8		10	19
SD		16		3	19
					85