

THE SOCIAL NEEDS OF INTERNATIONAL UNIVERSITY STUDENTS:
A MIXED METHODS STUDY OF PERCEIVED NEEDS AND
EFFECTIVENESS OF SERVICES

A Dissertation

By

CELY SMART

BS, Texas Tech University, 2005

MED, Texas Tech University, 2007

Submitted in Partial Fulfillment of the Requirements for the Degree of
DOCTOR OF EDUCATION

Texas A&M University - Corpus Christi
Corpus Christi, Texas

November, 2010

© Cely Alisa Smart

All Rights Reserved

December, 2010

ABSTRACT

THE SOCIAL NEEDS OF INTERNATIONAL UNIVERSITY STUDENTS: A MIXED METHODS STUDY OF PERCEIVED NEEDS AND EFFECTIVENESS OF SERVICES

(November 2010)

Cely Smart

B.S., Texas Tech University

M.Ed., Texas Tech University

Dissertation Chair: Caroline Sherritt, Ph.D.

The study sought to determine the degree of importance of social needs of international students and the effectiveness in terms of the fulfillment of the services designed to meet their social needs as reported by the students and the members of the International Task Force at a university in South Texas. The study was quantitative with a qualitative component that was used to obtain the perspectives of international students and the International Task Force related to the levels of importance and fulfillment in the quantitative component.

Quantitative data analysis demonstrated that both groups rated the importance of needs higher than the degree to which they were fulfilled. The students rated the majority of the social needs items at a higher level of importance and fulfillment than did the International Task Force. There was not a statistically significant difference between the two groups on importance, but there was a statistically significant difference on the levels of fulfillment. Data analysis of the international student focus group and the International Task Force focus groups yielded two themes: navigational barriers of informal structure of social needs in academia and navigational barriers of formal structure of social needs in academia.

DEDICATION

This study is dedicated to the numerous individuals at the University who have worked tirelessly and passionately to establish an international student office on campus. The experiences I have had with these individuals and the priceless knowledge they have shared with me has made my experience with international education invaluable. This study would have been impossible without the advice and responses of the International Task Force and their participation in this study.

I would like to thank the individuals who made it possible for me to actually complete this journey: My parents, Kathy and Terry Smart, who have always supported my often crazy ideas and who taught me that an education is priceless; Sari, my sister who lived and put up with me during this time; my grandparents, Janie Brown Perkins and Jo Smart, who have always encouraged me to follow my heart and never give up on my dreams; my friends who have listened to me and encouraged me; and my classmates who laughed, cried, and screamed with me, but helped me through it.

ACKNOWLEDGEMENTS

I would like to thank and acknowledge the professors who served on my dissertation committee: Dr. Caroline Sherritt, Dr. Kamiar Kouzekanani, and Dr. Raul Prezas. Your tireless support, kindness, and constant guidance during this process has been invaluable. Your leadership and care has made my time in this program one of the most enjoyable experiences of my life. To Dr. Sherritt, I would have been lost without your direction and enthusiasm for this subject. I would like to thank Dr. Kouzekanani for his endless patience and time as he helped me to develop my research methods, actually understand what my results meant, and ran 13.1 miles with me.

I would also like to thank Dr. Anantha Babbili for his service on my committee and his consummate knowledge and wisdom about international programs. To Dr. Babbili and Dr. Robert Nelsen, thank you for supporting me as a student and a professional, your flexibility and understanding during that time was unparalleled. I would also like to acknowledge Dr. Paul Meyer, Dr. David Billeaux, Dr. Ted Guffy, and Ms. Danette Williams for their patience and support as I completed my dissertation and they endured nine hours a day at work with a lunatic.

I would finally like to thank Karin Griffith who very generously sent out all of my surveys to the international students. I could not have done this without your help. I would also like to thank Maria Ximena Jaramillo-Couret and Ana Billeaux from the Office of International Education for their advice in the development of this study.

TABLE OF CONTENTS

ABSTRACT	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
TABLES	ix
FIGURES	xi
CHAPTER 1: INTRODUCTION.....	1
Background and Setting	1
Statement of the Problem	3
Theoretical Framework	4
Purpose of the Study	7
Operational Definitions	8
Glossary of Terms.....	8
Limitations	9
Assumptions	9
Significance of the Study	10
CHAPTER 2: LITERATURE REVIEW	11
Background on International Students.....	11
Student Involvement	14
Academic Needs	16
Social Needs	23
Cultural Needs	33
International Student Satisfaction.....	38
Conclusion.....	40
CHAPTER 3: METHODOLOGY	42
Research Questions.....	42
Research Design	43
Subject Selection	44
Instrumentation.....	45
Data Collection	47
Data Analysis.....	47

CHAPTER 4: DATA ANALYSIS	50
Quantitative Results	51
Qualitative Results	90
CHAPTER 5: CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS	104
Student Involvement	104
Social Needs	106
Academic Needs	113
Cultural Needs	116
International Student Satisfaction	119
Recommendations	120
REFERENCES	123
APPENDICES	133
A IRB Application	133
IRB Approval	137
B Consent Forms	138
Student Online Survey	138
ITF Online Survey	139
Student Focus Group	140
ITF Focus Group	141
C International Students Social Needs Questionnaire (ISSNQ)	142
International Student Survey	142
International Task Force Survey	155

TABLES

Table 1 A Profile of Respondents-Students	52
Table 2 A Profile of Respondents – International Task Force	54
Table 3 Frequency and Percentage Distribution of Responses to the International Students Social Needs Questionnaire (ISSNQ).....	56
Table 4 Ranking of Importance of Social Needs as Perceived by International Students	64
Table 5 Ranking of Importance of Social Needs as Perceived by the International Task Force	66
Table 6 Ranking of Fulfillment of Social Needs as Perceived by International Students	70
Table 7 Ranking of Fulfillment of Social Needs as Perceived by the International Task Force	67
Table 8 Comparison of Degree of Important with Degree of Fulfillment of Social Needs as Perceived by International Students	69
Table 9 Comparison of Degree of Important with Degree of Fulfillment of Social Needs as Perceived by International Task Force	72
Table 10 Comparison of Degrees of Importance of Social Needs as Perceived by International Students and the International Task Force.....	76
Table 11 Comparison of Degrees of Fulfillment of Social Needs as Perceived by International Students and the International Task Force.....	80
Table 12 Bivariate Associations between Importance and Fulfillment Scale Scores and Rating of Listening, Speaking, Writing, and Reading English Language Skills as Reported by International Students.....	84

Table 13 Factor Structure of the International Students Social Needs Questionnaire (ISSNQ), Importance	85
Table 14 Factor Structure of the International Students Social Needs Questionnaire (ISSNQ), Fulfillment	87
Table 15 Coding, Categorization and Thematization of Qualitative Data for the International Students	92
Table 16 Coding, Categorization and Thematization of Qualitative Data for the International Task Force	97

FIGURES

Figure 1 Explanatory Design: Follow-up Explanations Model.....	44
--	----

CHAPTER 1: INTRODUCTION

Background and Setting

The population of international students coming to the U.S. to study has skyrocketed in the last decade. In the 2007-08 school year, the U.S. saw the enrollment of international students increase by almost 41,000 (IIE, 2008). This increase of seven percent in one school year has influenced the demand to better serve a growing presence in American universities. Countries such as the United States, Australia, Canada, the United Kingdom, Japan, and members of the European Union are competing among each other to attract the greatest number of international students (2008).

In the 1950s and 1960s, the few students who studied in America shouldered the burden of coping with culture shock and assimilating into American Education (Lu, 2001). In the 1980s, universities recognized a future demographic shift that would occur due to lowered birth rates in the 1970s. In an effort to supplement their future student body, many colleges and universities began to actively recruit students from abroad. The institutions hoped to increase the intercultural awareness of their students and faculty while offsetting the decline in enrollment of domestic students (Dillon & Swann, 1997).

According to Dillon and Swann (1997), increasing costs in higher education and the demand for the internationalization of campuses must have fueled the trend of increasing international enrollment. In 2008, the Institute of International Education reported that international students are responsible for contributing over \$15 billion to the U.S. economy in the form of tuition and living expenses. Texas alone generated over \$137 million from the international student population (Baumgartner, 2008). One of the leading determinants in how students choose a university to attend is based on their perceptions of the services provided by

the international student office on campus (Peterson et. al., 1999). This realization has led many higher education institutions to improve the quality of services they offer to international students in an effort to attract a larger number to their campus (Wong, 1991).

Over the past five years, the enrollment of international students at a Hispanic-Serving South Texas University, hereafter referred to as the University, has skyrocketed. From 50 to over 300 students, the increased presence of international students on the campus has prompted the University to create the Office of International Education, hereafter referred to as the OIE, in an effort to meet the needs of this diverse population (TAMUCC, 2008). The focus of this office is to instill a student support system for international students and to build a global presence on campus that can benefit everyone. The University assembled an International Task Force (ITF) to organize and spearhead the creation of this office. With support from the administration and under the guidance of the ITF, the office opened in December of 2008 in the University Center. One full-time staff member presides over international programming with another staff member managing study abroad opportunities. Additionally, there is a Coordinator, International Student Admissions, who works with the OIE on legal matters affecting international students.

The University is a doctoral granting public institution of higher education with approximately 10,000 students. The University is the second largest university in its system and has nationally accredited programs in computer science, business, nursing, science, and education. The first doctoral degree was authorized in 1992. Until 1994, The University only served upper-level undergraduate and master's students. In the fall of 1994, freshmen and sophomores began to matriculate on campus. Over the past 15 years, the University has experienced a massive boom in attendance from the 1,000 students attending in 1994. The University has strong ties to the Hispanic culture and is classified as a Hispanic Serving Institute

by the federal government. The South Texas location provides immediate access to the Gulf of Mexico, Mexico, and countless marine environments. The University continues to expand rapidly and add new programs and degrees.

The University has made previous efforts to serve its international student population over the past decade, but they have all failed. The lack of a central organizing body for the international students has left the international student services disconnected across the campus. Before the opening of the Office, there were several departments who oversaw various sectors of international student admissions, programming, advising, and compliance. This latest office is an effort to create a symbiotic relationship between these segregated departments and better serve the international students while enhancing the cultural experiences of domestic students. In the fall of 2009, the University began enrollment for its first engineering program. With over 40% of international students enrolled in either business or engineering programs, the University has added another degree program that will draw more students from around the globe whose needs must be met by the University (IIE, 2008).

Statement of the Problem

American colleges and universities have been working to increase the enrollment of their international population over the past 20 years, both as an increased source of funding and as an avenue to create better cultural experiences for their students (Lu, 2001). International reputation has become an unquestionable element for world-class universities, and for universities to compete, it has become a necessity. The degree to which a university is considered internationally competent shapes its ranking, prestige, and reputation among publications that potential international students rely on when making decisions about higher education enrollment (Wong, 1991).

For many students, funding is the deal making event that seals them to a university. For others, it is the chance to experience a lifelong dream. When most students arrive on campus, they are ill-prepared to deal with the challenges and adjustments of a new language, food, financing, housing, weather, and transportation (Wong, 1991). Student services in American colleges and universities are created for and function to assist students in their transition and successful completion of higher education. Unfortunately, many international students are unaware of these services, even the very basic programs.

The University was internationalizing its campus. However, the needs of students had not been integrated into the decisions made by the University and the OIE. Research demonstrates that best practices in internationalizing a campus require the input of the students experiencing life there (IIE, 2008). Only two international students at the University had been involved in identifying the services that the University provided them through the OIE. These two students served on the International Task Force (ITF), the entity charged with leading the internationalization of the campus, when they were available to attend. When the new office was opened, no formal study was completed to determine what the international students perceived as their needs. The staff had no way to determine if what they were working to create and provide was actually what would be best serve the population of international students at the University. There was no information on whether the OIE will be serving the international students' needs in alignment with what the international students perceive as their needs.

Theoretical Framework

The lack of adjustment and marginalization of students is a major concern for university campuses who work with students from abroad as they strive to create a community of acceptance and belongingness for these students. All students in a university or college have

needs that the university student services department works to meet. International students have needs as well, but they may vary due to the distinct differences that they have when they arrive from campus. Many are thousands of miles from their home and families, in a country where the language is not their own, and may be unfamiliar with the culture, expectations, and educational system of their new home. The OIE was created to meet many of the varying needs of these students.

Numerous studies have found that the effort students invest in assorted academic and social activities has a positive relationship to their gains in personal development (Pascarella & Terenzini, 2005). Alexander Astin's (1999) theory of student behavior is simple: students learn by becoming involved, the more they are involved in the academic and social aspects of the college experiences, the more they will learn and develop. Astin defined involvements as, "the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518). A highly involved student is one who interacts regularly with other students, staff and faculty, and is an active participant in campus organizations, spends a considerable amount of time and energy studying, and spends time on campus (1999).

Astin uses five postulates, based on what an individual does, to explain his theory. The five postulates are: (1) an investment of psychological energy is required for involvement; (2) involvement must be a continuous concept; different students will invest different amounts of time and energy into "objects" like tasks, people, or activities; (3) involvement has features that are both quantitative and qualitative; (4) the quality and quantity of the involvement is directly proportional to the amount of learning and development; and (5) the educational effectiveness of any procedure, policy, or practice is directly related to its ability to provoke student involvement (1999).

Astin (1999) wrote that student involvement often leads to better grades, retention, graduation on time, satisfaction with their college experience, and leadership and interpersonal skills. Astin (1999) also found that students who participate in any extracurricular activity at all are less likely to drop out. This study also concluded that students who interact with faculty and are involved in campus government report a greater satisfaction with friendships, academics, and the school (1999). Finally, Astin stated that student's time should be viewed as a finite resource. It is limited and what they do not spend on-campus they will spend elsewhere (1999).

Astin (1999) believes that the institution plays a critical role in the development of services that will facilitate student involvement. Astin stated that although students are ultimately responsible for their own involvement, it is up to the university to offer numerous academic and social opportunities in which students can engage (1999). Astin also found that administrative decisions, such as the frequency, type and cost of cultural events, can have a significant impact on how students choose to spend their time and energy (Astin, 1999). Astin (1991) postulated an I-E-O structure that students arrive at college with "input variables" (I) and during their time at college they are exposed to college "environment" (E). These two variables, alone or combined, shape "outcomes" (O).

This I-E-O model is adaptable and useful for anyone in the field of higher education. For the purpose of the study, this model is applied to the perceived needs and quality of services offered by the OIE. In this study, "I" is the perceived needs of the international students regarding their interaction with the host culture. The "E" serves as the programming and services offered by the IEO. Finally, the "O" is the outcome of how students feel their needs are met.

Purpose of the Study

Choosing to attend college at a school that may be thousands of miles away from home with a new language, culture, and education system can cause a great amount of stress for international students (Selvadurai, 1991). Many are away from home for the first time and away from the family and friend systems that may define their culture (Westwood & Barker, 1990). It is important that the University OIE assists these students in transition to American education, life and culture while providing them with quality experiences. The purpose of the study was to determine the perceived needs of the international students and the effectiveness of the services designed to meet their social needs as reported by the students and the members of the International Task Force at the University. The questions that guided this study were:

1. What are the perceived social needs of international students in a public university in South Texas as reported by the international students?
2. What is the degree of fulfillment of perceived social needs of international students in a public university in South Texas as reported by the international students?
3. What are the perceived social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
4. What is the degree of fulfillment of perceived social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
5. How do the degrees of importance and fulfillment of social needs of international students compare to the degrees of importance and fulfillment as reported by members of the International Task Force?

6. What is the relationship between self-reported English language competence and the degree of fulfillment of social needs of international students in a public university in South Texas as reported by the international students?

Operational Definitions

Social needs were measured by the respondents responses to social needs inventory on the Survey of International Student Needs questionnaire.

Glossary of Terms

Adjustment- “The amount of physical and psychological energy that the student devotes to the academic experience” (Astin, 1999, p. 518).

Culture Shock – the extreme anxiety that is typically experienced by anyone who attempts to go about their life and daily affairs in the absence of known and familiar patterns of social interaction and communication (Lu, 2001).

International Student – Students who were enrolled in course work at the University and carried an F1 or J1 visa and were of nonimmigrant class of admission (Lu, 2001).

International Task Force – The group charged with leading the internationalization of the University. The ITF was led by the Provost and met regularly on the internationalization efforts.

Programs – The events and opportunities that were planned to give students positive experiences with American life and in school.

Social Environment – The interactions that occurred between international students and between international students and domestic student, staff and faculty in social settings.

Student Services – The programming, assistance, events, and other services provided by the OIE to facilitate student life.

Limitations

The study was limited to a public, coeducational, doctoral granting university in South Texas with an enrollment of about 9,500 students. There were over 300 international students on campus, not including those enrolled in the English as a Second Language Institute, at the time of the study. Students represented 42 different countries. Fifty-one percent of the international students were undergraduates and 49% were graduate students. The study only presents results from one university and generalization of findings beyond the University should be done with caution. All student services were not included in the study, rather, only those services which were directly organized by the OIE. The study used a qualitative component with several subjective limitations. The nature of self-reporting and interviewing was subjective and the analysis dependent upon the accuracy of memories, experiences, and honesty of the participants. The questionnaire used to acquire quantitative data was constructed using only the English language. Students who have limited English understanding may have taken more time to respond or may have misunderstood some questions.

Assumptions

The following were assumptions in this study:

1. It was assumed that the instruments used in the study accurately measured the needs and degrees of fulfillment as described in the study
2. It was assumed that the data obtained from International Task Force was accurate and credible.
3. It was assumed that the participants answered the questions honestly and accurately.

Significance of the Study

The significance of the study was three-fold. First, the study investigated the importance of principle social needs of international students and the degree to which they were fulfilled. The second area was to determine the ratings of the same social needs on importance and fulfillment by the ITF correlated with the ratings by the students. The results may provide the OIE with an opportunity to determine if its services and programming are in line with what the students perceive as their most important needs. Personnel can identify the merits of their programming and assess the need for change based on the results. Second, the study has the potential to increase the information available in the field regarding student services for international students. The results may contribute to ways an education system that is reaching out for more international students can better attract and serve them during a slow economic time.

CHAPTER 2: REVIEW OF LITERATURE

Over the past decades, much attention has been focused on the needs and adjustment of international students in American colleges and universities. As the number of international students on American campuses has increased and the desire to draw more international students has amplified, it has become more important than ever for institutions to adequately serve this population. Much research has been published by educators, researchers, and governments that have contributed to the knowledge base in the field of international student education. As mentioned in Chapter One, the design of the study was three-fold. The first aim was to determine the degree of perceived social needs of international students and the degree to which those needs were fulfilled by the Office of International Education. The second focus was to survey the perceived social needs of international students as viewed by the members of the International Task Force (ITF) and determine if those needs correlated to the rankings of the international students. Finally, the researcher met with members of the ITF and international students to discuss the results of the survey.

In this chapter, a review of literature included the following: background on international students, student involvement, academic needs, social needs, cultural needs, and international student satisfaction.

Background on International Students

Literature consistently concludes that study in the United States provides multiple potential advantages for international students. Some of these advantages include building relationships with students from other countries, a firm command of the English Language, and the expansion of knowledge related to cultural and religious beliefs. International students also have the opportunity to experience and understand the legal and social system in the United

States, while it provides some with the chance to find employment on a permanent basis. International study in America is not only of value to the student, but the nation hosting stands to benefit as well. Many international students who study in the United States go on to become world leaders and this can be seen as an investment in foreign policy for America. The relationships that these students build with their American counterparts can lead to a new dimension of cross-cultural understanding which may eventually decrease stereotyping tendencies (Jackson, 2004).

Although many international students did not expect the level of multiculturalism present in America, many students reported that they were able to not only see the diversity of Americans, but also appreciate it (Yang, 2004). This essentially lends itself to students acting as ambassadors for the United States when they return to their home countries after graduation (Maloney, 2004). An event that has emphasized the need for the United States to build stronger relationships with the world and to develop a more advanced world view of other cultures occurred after the terrorist attacks of September 11, 2001 (Pandit & Alderman, 2004). Schools began to not only address cultural awareness, but also encourage students to build respect and improve their cultural understanding and communication (Pandit & Alderman, 2004).

International students not only add to the cultural awareness and reputation of the United States abroad, they contribute at least \$12 billion dollars annually to the United States economy. This comes by way of tuition, books, material goods, and food (Jackson, 2004). Jackson (2004) found that students who studied in the United States returned to their home country with a strong desire for American made goods and products. The demand for more American made products around the world resulted in the generation of additional jobs for Americans. Foreign money was also contributed to the United States through college related costs. On average, 75% of

international students receive financial support for their education from abroad. Indirectly, this left more money available for domestic students in terms of financial aid as 70% of international students do not receive federal financial support (IIE, 2008).

International student enrollment has kept many science and doctoral programs in operation in institutions of higher education due to American students enrolling in other disciplines in the post- Space Race decades. Fields such as engineering and computer science have seen significant boosts in enrollment due to international students choosing to study in the United States (Altbach, 2004). These students have also contributed to the global competitiveness of the United States as they often serve their institutions as researchers and instructors. The cultural knowledge and practices have benefitted American colleges and universities by broadening the cultural diversity on their campuses (Jackson, 2004).

Recent decreases in international student enrollment have concerned many in higher education. A steady increase was reported up until the 2002-2003 school year where the increases in enrollment came to a halt. The next school years showed a drop of five percent, this was the first decrease in enrollment since World War II and enrollment trends demonstrated that students may be looking elsewhere to be educated (IIE, 2008). Although colleges and universities were able to supplement the decrease with American students, this solution could not be seen as long-term. Engineering particularly suffered as almost half of the students enrolled in graduate programs in the field came from abroad (Maloney, 2004). Administrators became concerned that the United States was missing out in attracting some of the best talent available in the field. Many programs endured heavy strain or were postponed. In 2004, a 36% decline in applications occurred with a 24% decrease in admissions from the previous semester (Maloney, 2004).

There are several factors that contributed to decreased number of international students choosing to study in the United States. A rapidly rising cost of tuition, increased competition from other countries for students, new regulations on foreign-born individuals entering the United States, and security concerns are all believed to be contributors to the decline in enrollment. Out of the four, the issues of government regulations and growing competition have emerged as the primary issues (Altbach, 2004; Jackson, 2004; Maloney, 2004).

The events of 9/11 forced the government into strengthening regulations and thusly made access to student visas more difficult. A major processing delay occurred with new procedures that dictated that students were required to meet with a United States consular official in order to obtain a visa. This increase in processing time was especially difficult for students who did not live close to a United States consulate. Students also reported that it was humiliating to be fingerprinted and photographed upon arrival in the United States (Bollag, 2004). Other policies further subjected students who were entering engineering and other science fields to even more extensive background checks which appears to contributing factor to students choosing to study elsewhere (Maloney, 2004).

Student Involvement

Involvement is discussed first as it is the foundation upon which this study was based. According to Alexander Astin (1999), involvement is “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). Astin’s (1999) model of student involvement hypothesizes that the more involved in the social and academic aspects of college a student is, the more they will learn and develop. Student involvement often leads to better grades, retention, graduation on time, satisfaction with their college experience, leadership,

and better developed interpersonal skills (Astin, 1999). As university funding decreases, retention of the current student body becomes vital to the operation of a university.

There are few choices in life that have the far-reaching implications as the choice of where to go to college for most young people. The decision involves deciding first whether or not to go college, then where to go, and finally how to go (Astin, 1993). The experiences a student has during college and the people they are exposed to will have an impact on the development of the student and on the mindset with which they approach life after graduation. For instance, in one Astin study, he found that students at small, private institutions are more likely to be focused on social activism and artistic interests; while students at four-year colleges reported more interest in materialism and status (1993).

Astin's input-environment-outcomes model (I-E-O) is often used to highlight the influence of institutional and student characteristics on the learning and personal development of students. Astin wrote, "Input refers to the characteristics of the student at the time of initial entry to the institution: environment refers to the various programs, policies, faculty, peers, and educational experiences to which the student is exposed; and outcomes refers to the student's characteristics after exposure to the environment" (1993, p.7).

The measures of input include items like skills, family, K-12 educational experiences, personal characteristics, beliefs, background, and all of the experiences that a student arrives with on their first day of college. The environment can include additional factors such as: academics, residential life, social involvement, athletics, employment and peer interaction. Students are exposed to the university environment passively and through active engagement. Examples of passive exposure may include a class lecture or what is seen or heard at a club or cultural presentation. Students are actively involved when they are active in sports groups,

student government, or a research project. Students also voluntarily engage when they attend religious services or seek assistance from a tutor. Voluntary, active, and passive engagement events all produce outcomes that are associated with the event. Events such as class size, institution location, and school finances are all variables that may impact a student without their intent (Astin, 1993).

While student engagement is active or passive, outcomes are either cognitive or non-cognitive. Non-cognitive outcomes include behavior, attitudes, and values and are called “affective”. The “intellective”, or cognitive outcomes, include knowledge of subject fields and reasoning skill. GPA is one of the most widely used methods to measure cognitive outcomes.

While the term “college experience” has several synonyms such as “college environment”, “college adjustment” and “academic experience”, research demonstrates that a positive college experience results in positive student development and satisfaction with college life. With over half a million students from abroad enrolled in the United States higher education system, there is still a surprising lack of empirical research on what their needs are in terms of higher education (IIE, 2008). Multiple studies on U.S. students have demonstrated that the students’ background characteristics play a significant role in group differences during the college experience (Cokley et al., 2004; Hu & Kuh, 2003). Based the differences that exist among domestic students, it is conceivable that international students may experience a similar difference in college experience and needs than their American counterparts and each other.

Academic Needs

To better grasp how a cross-cultural component could impact the college experience of international students, an understanding of the cultural adjustment required of them while in their host country is necessary. This section of the literature review will present some of the literature

on the cross-cultural stressors that commonly occur among international students and how these stressors impact the academic experience of international students.

The United States educational system often poses a major hurdle for adjustment of international students. The classroom environment of American colleges and universities may differ in the classroom instruction, academic requirements, and required study skills that led students to success in their home country (Thomas & Althen, 1989). Additionally, the grading and testing systems may cause students trouble. For instance, most Asian academic assessments are focused on exams with lectures and tutorials designed to assist students in passing the national examinations (Bresnahan & Cai, 2000). Typically, the United States academic assessment system is focused on demonstrating an application of knowledge. The vast differences in academic expectations, norms, demands, and evaluations can have a direct negative impact on the overall learning progress of international students (Selvadurai, 1991).

A 2005 study by Zhao, Kuh, & Carini (2005) compared the activity levels of international students and American students in terms of satisfaction with college, student learning, and personal development. The international students were less satisfied with their academic experience and they spent significantly less time relaxing and socializing than the American students. International students also had higher scores in student-faculty interaction, computer technology use, and academic challenge.

There is a cruel irony that exists among the typical culture of international students. Their intense focus on academic demands and succeeding in academia may prevent them from participating in activities and programs that are intended to support their academic success. International students may be mistakenly viewed as indifferent by domestic students because of

their reluctance to attend activities due to their lack of awareness of said events and their ongoing press for academic success (Bontrager et. al., 1990).

Faculty interactions are also shown to have a significant contribution on personal development, academic performance, and general satisfaction with college life for international students. The frequency and nature of these interactions may be impeded due to factors related to acculturative stress for international students. Many students may experience language difficulties or a clash in values with faculty members that stem from differences in culture. For instance, in Asian countries students learn to show great respect for their teachers and to maintain a distance between the teacher and student. Asian international students may experience a difficult transition when they interact with teachers in the United States because the teacher to student relationship in the U.S. is on a horizontal scale instead of hierarchical scale (Althen, 1988).

International students may be surprised when American professors expect students to be actively involved in class by asking critical questions and challenging the professor and existing knowledge in the field (Althen, 1988). International students who are accustomed to lecture style classrooms may experience difficulty or become withdrawn in classrooms where discussions and comments are expected as they feel that the professor may know better or that they may give an incorrect answer (Althen, 1988). These standard procedures of American education protocol may be what international students are unaware of and what may contribute to difficulties in the classroom.

The relationship between international students and faculty and domestic students may be further complicated by the cross-cultural differences in learning behaviors and general classroom communications (Wong, 2004). These differences may bring an increased level of discomfort for

faculty and students, both international and domestic (Ward, 2001). Students from individualist countries such as the United States tend to speak out in class, ask questions, engage in discussion, and freely express disagreement. Conversely, students from collectivist cultures are more apt to try to “fit in” and learn by listening (Ward, 2001). Students from collectivist cultures may be viewed as passive or even uninterested in the material because of their perceived lack of participation in class. American students, as viewed by students from collectivist cultures, may appear to be rude or disrespectful (Ward, 2001). These types of cultural misunderstandings could lead to difficulty with interaction among the two groups.

A case study completed by Thorstenson (2001) found that many Asian students were critical of the American counterparts and resented their egocentrism. The contradictory and clashing perceptions about American classrooms may result in a dissatisfied, frustrating, and unproductive learning environment for international students (Ward, 2001). Students have also reported feeling discriminated against by faculty in some instances, such as the use of derogatory examples of their culture in class (Heikinheimo & Shute, 1986). In a 1995 study, international students reported the need to have academic advising and counseling available to help navigate the American higher education system (Woolston).

Communication appears to be central to the successful building of a quality relationship between international students and faculty members. Swagler and Ellis (2003) report that English proficiency is highly correlated with the relationships that international students have with faculty. Many international students report a feeling of distance with faculty members because a successful relationship requires direct verbal contact and a cultural understanding between the two parties (Swagler & Ellis, 2003).

Cummins (1998) found that international students were able to develop a considerable level English fluency rather quickly simply from immersion. However, it took more than five years for these students to develop the level of academic fluency that students for whom English was the primary language had. This concept emphasizes the need for long-term ESL support and practice. It is necessary that ESL programs assess the level of basic interpersonal communication skills and the level of academic language proficiency students have upon arrival (Salend & Salinas, 2003).

A 1990 study by Stoyhoff found that even when international students scored high on their TOEFL exams, these students continued to struggle with the language demands of their classrooms. Students had to employ their own strategies such as studying more, enrolling in more pass/fail classes, finding study groups, and working with a tutor to make up for the academic success gap that their language issues caused.

Another barrier for many international students involves plagiarism. Not only are students expected to fluently speak, write, and listen in English they must also gain competence in multiple writing styles. Differences in styles such as MLA and APA cause students many issues as they attempt to learn the differences as they take coursework across disciplines (Wang, 2004). This not only causes issues with referencing, plagiarism becomes a prevalent issue. In certain countries and cultures, students are expected to memorize and regurgitate information verbatim. They often learn the information, repeat it, and copy it word for word. This presents an issue when students enter the United States and are expected to synthesize and analyze the writing in their own words. Students report confusion as they try to understand why they should rewrite something in their limited English when someone else has already written it so well (Abrams & Ferguson, 2005).

Wang (2004) found that international students often come from settings where assignments are few during the year. Instead, they often spend their time preparing for one final exam at the end of the year. The marked increase of assignments when they enter American higher education pressures students to quickly develop time management skills in order to succeed. Wang (2004) also found that although many international students were adept at computer use, their ability with typing and word processing was minimal.

In her 2001 study, Roberts found a positive correlation between engagement and academic performance. She determined that there was a significant relationship between the utilization of student services and the successful completion of coursework. Her conclusion was that advising, tutoring, counseling, and participation in student activities impacted retention, persistence towards successive semesters, and performance in course completion.

Additionally, Kuh (1993) found that outside of the classroom experiences made a substantial contribution to personal development and student learning. The students who participated in the survey reported outcomes such as self-awareness, confidence, academic skills, sense of purpose, and educational competence as events that were related to out-of-class experiences.

C. Robert Pace (1984) studied not just what effort a college puts forth for its students, but the degree and quality of effort that students put into their engagement at the college. Pace determined that the quality of effort was positively related to student development and growth. Furthermore, research has demonstrated that the quality of student effort is significantly correlated with student persistence (Pascarella & Terenzini, 1991).

Surdam and Collins (1984) studied and emphasized the needs of students who were the least adapted, specifically groups such as non-Western students. They suggested that

international student programs should emphasize study skills, cross-cultural communication, test taking, women's issues, English language skills, and other vital areas. Ho in 2005 studied the faculty and student body perceptions of the importance of student services and their satisfaction with them. Ho found that the faculty and international students reported that student services were more important and satisfying than the other groups studied, which included both graduate and undergraduate students.

A 1996 study by Tompson and Tompson asked faculty members to identify the behaviors of international students that undermine their academic performance in the classroom. The researchers found that 77% of surveyed faculty reported that international students do not fully participate in class discussions even when a portion of the class percentage points are based on participation. The faculty also reported that international students were not asking for clarification or help understanding assignments, were typically only studying or working in groups with other international students, and did not sit with domestic students in class (Tompson & Tompson, 1996).

Based on the above research, it can be concluded that international students may struggle in the academic arena based on a number of issues outside of the basic language barrier. Some international students have trouble adjusting to a new and different classroom structure, connecting to their classmates who may view them as uninterested or different, and building relationships with faculty members who they are intimidated to speak to. As evidence above, international student services can be an important bridge to academic success for many international students.

Social Needs

Another major interaction point for international students occurs between peers. Other than faculty interaction, peer interaction is significant for influencing the academic performance and satisfaction with the college experience for international students (Astin, 1993). Students who interact with students of diverse backgrounds have increased learning and personal development (Hu & Kuh, 2003). Even more important for adjustment are the studies that have demonstrated that international students who develop a strong relationship with domestic and/or other international students develop a more positive attitude towards life in the host country (Swagler & Ellis, 2003). Students have reported the need for activities, sports, and services that allow them to better integrate with the domestic population (Woolston, 1995).

Many international students arrive on American campuses with a severely distorted view of what life social life is like in the United States (Klomegah, 2006). A discrepancy between their social expectations and ideas and the reality of their social situation can be significant. Many students are forced into social isolation because they lack the transitional support needed to bridge this gap between expectations and reality. Numerous students experience rejection by host students at their new college. Klomengah (2006) found that students who had frequent contact with other students from their home country reported a higher degree of satisfaction during their time studying in the United States than those who did not. The same was true for international students who lived with their spouse. Younger undergraduate students also had an easier time adjusting than older graduate students. A concern noted in Klomengah's (2006) study is that this interaction between students from the same country or married students is actually one of the prohibiting factors in the socialization of international students with their domestic counterparts.

A study by Zhao, Kuh, and Carini (2005) focused on the importance of developing a system of social and cultural support for international students. The researchers found that it was particularly difficult for international students to find social support at a university with few students originating from their global regions. Although the study found that international students perceived campuses with large numbers of international students to be less supportive than those with fewer, the researchers did find that fewer numbers of international students contributed to higher chances of social isolation for them. International students in these situations reported compensating for the periods of isolation with increased academic focus, which in turn, led to a higher level of social isolation. The researchers surmised that this was one reason why international students spent less time on social activities and reported a lower level of satisfaction during their first year of college in comparison to American students.

Although, a study completed by Hull (1978) claimed that students who were from regional areas that were similar to their host region were able to adjust more quickly; students from rural, non-European countries had a significantly more difficult time adjusting in the United States than those from urban, European cultures (Tomich et al., 2003). Tomich, McWhirter, & Darcy (2003) found that Asian students experienced a more difficulty adjusting to life in the United States than did students from Europe. This was alarming as they constituted almost half of the international students who are studying in the United States.

A study on differences of varying cultures adapting to life in the United States found that Latin American students reported more instances of psychological stress than their Asian counterparts. Latin American students consistently reported more instances and higher levels of stress. The researchers point to cultural differences in the expression of emotion as a possible factor in this outcome. The cultural expectation for many Asian students is to practice emotional

constraint. This may lead Asian students to withhold reporting psychological distress and many impact the degree to which they seek counseling as they may view it as shameful or embarrassing (Wilton & Constantine, 2003).

When building relationships with domestic students, international students may find that the familiar cues they used in the past to learn about individuals are now completely useless. Despite have sufficient language skills to find success in the classroom, many international students have trouble interacting with their domestic peers as they are unfamiliar with the idioms and slang common in everyday speech (Lacina, 2002). The literal translation of slang (i.e. “hang in there”) may create barriers to friendship with domestic students and cause international students to be ridiculed. International students may eventually feel a sense of loss and isolation as the differences in the language structure between English and their native language becomes more pronounced (Swagler & Ellis, 2003). Many international students report that their friendships with domestic students are superficial and limited to academic interactions (Mori, 2000).

The “Iceberg Concept” developed by the Peace Corp operates on the concept that people focus on the dress, food, art, and literature of a culture as sufficient evidence of the qualities of that culture. According to the Peace Corp, these areas are only elements that are “above the water line”. To actually understand a culture, it is important that individuals learn the concepts that are “below the water line”. This can include how beauty is perceived, their relationship to various animals, how subordinates and superiors are viewed, how physical space is occupied, how people view gender and race (Pandit & Alderman, 2004). Pandit and Alderman (2004) reported that there was not sufficient intermingling between international and domestic students. The only way for deeper levels of cultural understand to be gained was through meaningful long-term

relationships with each other. Otherwise, the researchers stated, international ghettos could form where students would be further limited in their adaptation to the United States.

Due to a clash of values and academic systems, international students may not only find it difficult to build quality relationships with domestic students, but clash may lead to isolation at American colleges and universities (Swagler & Ellis, 2003). These feelings may be increased when students experience discrimination because of their language proficiency, origin, ethnicity, physical features, or status as a non-resident. Students who are unable to adapt or adjust were at an increased risk for physical (i.e. headaches) and/or psychological problems (i.e. depression). The Hechanova-Almpay et. al. study (2002) found that the type of social support was even more important than the amount of social support. A negative impact on adaptation was discovered for those students who perceived discrimination during the initial three months of their stay in their host country (Surdam & Collins, 1984).

Farkas (2005) conducted a study of 147 international students to determine if they had successfully adapted to American culture. He found that in terms of the international student office, there should be more emphasis on personal issues such as renter's insurance and car loans, transportation issues, classroom etiquette, and social activities. He also discussed the need for universities to determine the language competency requirements in a more precise manner to ensure that students are adequately prepared for the American classroom and campus.

A subculture of international students exist as "third culture kids" as reported by Useem (2001). These are students who spent a significant portion overseas as the children of adults who worked in a culture or country that differed from their own. This title often extends to the children of military parents, government workers, missionaries, or employees of large, private corporations. The "third culture kid" did not identify with their adopted country or their host

country when they moved back to the United States. The majority of these students reported having mild to severe difficulties with reverse culture shock. Despite the fact that many of these students adapted eventually, most never fully adjusted and reported that they always felt out of place. This label also extends to children who were sent away to boarding schools who reported experiencing lifelong grief upon return.

“Third culture kids” were more likely to associate with students who had traveled extensively, were “third culture kids” themselves, or were international students. Useem (2001) found that most of these students reported being more comfortable with these groups as they could understand the experience of being in a foreign country and not understanding the language. Of the students surveyed, 47% of those who actively participated as volunteers chose activities with an international dimension. Useem (2001) concluded that their time abroad had increased their global-mindedness and equipped them for competency in careers relating to the global economy.

Unlike other minority ethnic groups in the United States, international students experience unique differences that are often due to their temporary non-immigrant status and the differences in their home countries and the U.S. (Mori, 2000; Leong & Chou, 1996). Kasahara (2002) found that women were more likely to perceive a greater level of discrimination than males. Those who also reported higher levels of discrimination were typically from non-European countries as well. Some of these stressors are due to the differences in the education system of their host country and home country. Specifically, international students may experience drastically different classroom environments, teaching styles, and faculty-student relationships (Wong, 2004). Students also experience stress related to the U.S. sociopolitical system in the form of racial or sexual discrimination (Constantine et al., 2005), and social cues in

the interpersonal relationship culture (Hayes & Lin, 1994). The previous studies reveal that the major stressors for international students are acculturation and discrimination.

Leong and Sedlacek (1986) found when students reached out for help; they were more likely to do so with parents, faculty members, or people with whom they had already made contact. Thus emphasizing the need for social events where students can make these vital contacts. International students were also less likely than American students to seek help from a friend regarding emotional or social problems. Additionally, international students were more likely to seek formal help at the college which was partially attributed to feelings of social isolation. It is important to provide programming and activities that are designed to support international students academically and socially.

A study completed by Klineburg and Hull in 1979 consisted of 2,536 foreign students who represented 139 different nationalities. Researchers were contacted from each country to assist with the administration of the questionnaire and the collection of data. Four main themes were studied: possible improvements of the experience of students, the sources of satisfaction that students found, the difficulties encountered by students, and the changes in the students attitude.

When the researchers looked at the findings regarding satisfaction with the new culture, they found that students who had traveled prior to studying abroad had better experiences coping with the new culture and connecting to the locals. These students reported have less difficulty than their counterparts. The students who cultivated relationships with the local people and had contact reported having a more satisfactory academic and non-academic experience. The key findings of the importance of social contact with the local people and prior travel experience are echoed in studies conducted today.

Multiple studies have delved into the issue of social isolation and alienation among international students. Dr. Roger Klomegah (2006) describes alienation as the feeling that an individual experiences where they are unable to influence the situation in which they interact. In a 1988 study by Schram and Lauver, they hypothesized that alienation can be explained by undergraduate/graduate status, social contract, and geographic home region. The researchers conducted their study based on concerns that student disengagement from the campus may affect student satisfaction, academic success, and retention rates. The researchers studied 266 students at a large southwestern university to determine the predictors of alienation and disengagement. The students were administered the Social Contact Scale and the University Alienation Scale. The researchers found that social contact had the strongest impact on alienation. It was also discovered that the geographic home region of students influenced alienation. Students who came from Asian regions had the strongest predictor effect. Second was Africa followed by the Middle East and Latin America, which had the least predictor effect. The relevance of this information was that campus programs and student services can better tailor their programs to meet large populations of students from specific regions. Schram and Lauver suggested that orientation programs be planned to encourage the interaction of American and international students to increase social contact (1988).

Surdam and Collins (1984) studied the social adaptation of international students studying in the United States. Their primary interest was in the interactions that occurred between the international student's peers and hosts, the impact these interactions had on the attitude of the students. Their research questions hinged on the comparisons of adjustments among students who have varied: lengths of stay, parental education, interaction with other

students, perceptions of discrimination, hemispheric origin, language facility, and religious participation.

The findings of the study showed a significant relationship between the variables and student adaptation. The findings mirrored that of other research in the field like Klineberg and Hull (1979), students who spent more leisure time with Americans were better adapted than those students who spent their leisure time with students of the same nationality. Surdam and Collins (1984) also discovered that the students who felt their English skills were lacking were significantly less adapted than those students who felt they had adequate English skills upon arrival. Students who came from families with a stronger educational background were better adapted than those students who were from families who had less education. Students who reported a positive attitude towards their own religions also reported a better adaptation than students who had developed a religious attitude that was negative. Students whose home country was not in the Western Hemisphere had a greater difficulty adapting than those students from Western nations. This was a finding that was also echoed by Sam (2001) who found that non-western students had the most difficulty with adaptation.

A relationship between adaptation and involvement in campus activities was not significant. Surdam and Collins (1984) found that the use of international student services was generally infrequent. Students reported that the primary reason for visiting the Office of International Programs was for assistance with passports and immigration issues.

Zimmerman (1995) studied the information on communication with international students and ways to help them adapt. Zimmerman studied the “frequency of interaction with American students and lengths of time in the USA, the local community, and attending the university” in terms of how it increased the international student’s perceptions of adaptation to

American culture (p. 324). She also studied how socioeconomic class and gender influenced the international student's adjustment to and perception of intercultural competence with the American culture.

Zimmerman found that the frequency of interaction with American students was the most important factor that influenced their adjustment. The interactions with American students proved to have even more precedent than the amount of time the student spent in the United States and the period of residence at the university. Surprisingly, these two factors showed no relation to the international student's perception of adjustment or their satisfaction with their communication ability in their host country. The international students reported that while their English skills were helpful in their day-to-day activities, it was important to be willing to seek out information by interacting with domestic students in order to learn about American culture (Zimmerman, 1995).

Zimmerman (1995) inferred that communication is vital and central to process of adaptation for international students, and the increased understanding of English should be central when designing programs for international students. She notes that the communication between international students and faculty, staff, and domestic students is equally enriching for all parties.

The following year, Tompson and Tompson (1996) completed a study in which they rated international student's most difficult adjustment areas. In descending order they found: 1) social isolation, 2) language skills, 3) knowing and understanding norms, rules, and regulations, 4) overcoming stereotypes, 5) transportation, 6) clothing norms, 7) weather differences, 8) food, 9) oral presentations, and 10) personal finance. The faculty members included in the study discussed ways that they could help international students to adjust. They suggested meeting

with them upon arrival, employing smaller work groups, adjusting their classroom policies and procedures, and finding ways to master the discussion of diversity. The faculty posed these suggestions in an effort to facilitate the learning process and ease the social integration process for international students.

In a study completed by Brendan Bartram in 2007, students consistently stressed the need for staff support when it came to developing and sustaining social networks while they studied abroad. Some of the key issues identified were: organized social events and excursions, matching international students with their domestic peers before the start of classes, and the desire to have a buddy system in which students in the lower level could be paired with upper division students. Bartram (2007) noted that in many cases these support mechanisms are already in place in many programs, but they fail to meet the needs of specific groups of students. There was an incongruity between what the staff viewed as supportive to students and what the students deemed as necessary. For instance, the study concluded that many staff members assumed that social networks would automatically develop from students attending lectures and living in the resident halls. The students reported that although the university did plan events, often times very few students showed up, leading the students to conclude that the staff must act as more of a catalyst for events.

In terms of adaptation, Sam (2001) studied age and gender factors as the two most impactful demographic factors. He reported that younger students adapted better than older ones, and that males adapted more easily than female students. His theory on the gender difference centered on the thought that the domestic obligations many female students have in addition to their studies may impact their adaptation.

Social integration into the host culture is important for international student success. Social interaction between their peers is vital not only to the academic success of international students, but to their mental well-being. Student engagement has been positively correlated to the academic success and persistence in higher education. International students need opportunities to engage and to get to know their American peers in a safe and enjoyable environment.

Cultural Needs

Positive experiences with the host community are also necessary for a positive experience in college (Heikinheimo & Shute, 1986). International students may have a more positive self-concept when they build strong relationships with the members of the community of their host culture as it creates a feeling of “emotional gratification and security” (Al-Sharideh & Goe, 1998, p. 703). The difficulties in adapting to a new culture may also lower an international student’s chance of achieving their educational objectives (Althen, 1988).

Choi (1997) defines acculturation as the “adaptive process of cultural adjustment” (p.84). International students invariably move from one culture that is different than the American dominant culture and thereby experience the process of acculturation during their time abroad. Berry (1985, 1997) developed the most commonly used model of acculturation. This model categorizes individuals into four acculturation strategy groups. The groups are: assimilationists, separationists, integrationists, and marginalists.

Assimilationists are those who have a positive attitude toward their host country and actually prefer it to their own. Separationists reject the host culture and retain a strong identification to their own culture. Integrationists choose to integrate their home culture with that of their newly acquired host culture. Finally, marginalists give up their native culture, yet do not adopt their host culture. On a linear scale, assimilationists and separationists are at separate poles

with integrationists in the middle. Marginalists do not fit on the linear line. Typically individuals will explore these four strategies and develop a preference for one (Berry, 1997). Others may use different strategies based upon their psychological, socio-cultural, and academic circumstances. When an international individual experiences a conflict in any of these circumstances they may experience acculturative stress.

Acculturative stress typically occurs when intercultural events occur that exceed the individuals' capacity to manage them (Berry, 1985). Acculturative stress can produce symptoms such as nostalgia and longing for home, disorientation and a loss of control, dissatisfaction or anger over language barriers, cessation of habits and lifestyle, perceived differences between the host culture and home culture, and a difference in values (Shiraev & Levy, 2004). There are some differences in gender when it comes to acculturation. Kashara (2002) found that students who reported a higher level of acculturation not only had a greater desire to remain in the United States, but they also were more likely male.

Additionally, a critical and primary role is played by language on the acculturation process for international students in English-speaking countries. A lack of language proficiency in the host culture's language can be a constant and prevalent challenge for many international students (Chen, 1999). A 2003 study of Taiwanese students in the United States found that they reported English as a second language as primary to interpersonal relationships with other students (Swagler & Ellis). Yeh and Inose (2003) found that a higher level of English proficiency (such as with European international students) predicts a lower acculturative stress level. These studies illustrate the argument that English as a second language is a significant challenge for most international students in the United States.

Culture shock is a term that has been used in past studies to describe the process of acculturation for international students to their host country. One definition of culture shock is, “the multiple demands for adjustment that individuals experience at the cognitive, behavioral, emotional, social, and psychological levels, when they relocate to another culture” (Chapdelaine & Alexitch, 2004, p. 168). Culture shock may occur with adjustment to new food, climate, dress, language, beliefs, environment, people, and socializations (Arthur, 2004).

An important theoretical model to the concept of culture shock was proposed by Lysgaard (1955). The U-Curve adjustment model states that individuals abroad typically undergo three phases of adjustment: initial adjustment, crisis, and regained adjustment. Initially, international students may experience surprise and excitement as they arrive in the new cultural environment. Eventually, they may move to the second phase and begin to feel confused, isolated, or distressed about their experiences because of the differences between their home culture and the new culture. Eventually, after a period of time, students may begin to understand and learn to accept the positive and negative aspects of the new culture.

Other researchers have used the culture distance theory by Furnham and Bochner (1986) that states the amount of distance between an international student’s own culture and that of the host culture is directly proportional to the amount of stress that is experienced. In example, students whose home education system is dramatically different from that of the United States, may experience more academic stress than those from countries whose education system is more similar to that of the U.S.

The discrimination towards international students as been studied since the 1960’s. Morris (1960) found that international students were sensitive to the attitudes of their host country. During the course of this study, Morris found that there was a correlation between the

negative attitudes of students and their difficulty with adapting to the host country. Students who had a higher incidence of discrimination also reported a greater difficulty with adapting to the host country. In Klineburg and Hull's 1979 study almost one-third of participants reported that they had been the object of discrimination in their host country. Discrimination abroad is an issue that continues to effect students studying internationally as well as those traveling or abroad for business.

Discrimination is another acculturative stressor that can impact the experience of international students in the U.S. Even though international students cannot be seen as a homogeneous group because of their extreme ethnic diversity, the general United States population perceives them as one (Spencer-Rodgers, 2001). The study completed by Spencer-Rodgers on stereotypes involving international students found that there is a consensual "international student" stereotype that exists among American students. They describe international students as foreign or different and these become the predominant characteristics of this group. The study reported that nearly 30% of the American students believed that international students were culturally or socially maladjusted. Generally, the stereotypes were positive about international students, but some negative stereotypes were prominent among the responses of the U.S. students.

These negative stereotypes may increase the difficulty with acculturation for international students. Multiple studies have indicated that racial and ethnic discrimination can worsen the cross-cultural adjustment of international students (Chen, 1999). One study found that students from areas that are racially homogeneous, such as African students and the Japanese, are less likely to have experienced racial discrimination prior to arrival in the U.S. (Constantine et al.,

2005). The change in status from the dominant group to the minority may result in students experiencing discrimination and lacking the knowledge to cope with it.

An increased level of discrimination has occurred since the terrorist attacks of September 11, 2001. Wang et al. (2006) reported that negative stereotypes for certain countries or ethnicities have transferred to include a larger portion of international students. Discrimination, physical attacks, property damage, verbal harassment and employment inequity have all increased in communities and on college and university campuses. Students now experience a “double jeopardy” situation as they receive general discrimination for membership in the international student population and for being a member of a discriminated against ethnicity (e.g. Middle Easter, African, Asian).

In terms of needs regarding cultural issues for international students, students reported the need for support in reference to campus housing and food (Woolston, 1995). Students also identified the need for representatives and guidance from Immigration and Naturalization Services, the Department of Labor, and the State Department. From September 11, 2001 to 2004, research has demonstrated that the difficulty and recent complex changes in the visa process to enter the United States has contributed to the decline in the number of international students coming from abroad (Chandler, 2004). Research conducted by Chandler (2004) shows that students must be highly persistent in obtaining their visas as it often takes multiple attempts. The cost of multiple applications and the time involved has prevented many students from successfully studying in the United States. With a constantly evolving visa system with ever changing rules, it is important that there is a quality resource on campus to assist students with visa issues.

As evidenced in the literature, international students experience acculturative stress due to the differences in language and culture between their home country and their new country of residence. Furthermore, findings demonstrate that English as a second language poses a major challenge to successful transition into the American education system and way of life. Culture shock has been used by some theorists as a way to study and examine the impact of culture on the adjustment outcomes of international students in their host country. These studies indicate that language and culture interact with each other in a way that influences the degree of acculturative stress among international students. Additionally, because international students are viewed as a singular group on campus, many students experience a prejudice and discrimination on campus due to negative stereotypes. Finally, international students are receiving an increased degree of discrimination due to the change in public opinion regarding international individuals post-9/11. Discrimination and language barriers no doubt add to the degree of acculturative stress that international students feel in the United States and on college campuses.

International Student Satisfaction

There is an increasing focus on the needs and the actual satisfaction with these needs among researchers in the field of international student education. M. Mei-Chih Lu (2001) recently completed a dissertation entitled *International Students and the University Support Services* which describes the extent to which international students at the University of Buffalo are satisfied with the institutions services. Lu studied the University of Buffalo's English Language Institute, the International Student and Scholar Services, and other relevant offices including registration, counseling services, housing, and orientation. She found that not only did international students use the university's services less than domestic students, but those who did use them were highly unsatisfied. Even though the university had planned events where

international students would have to speak and practice English, most international students surveyed purposely avoided these events. Lu also reported that cultural customs, like a pride in self-reliance, provided admiration to those who did not need to seek university support or assistance. This left many students feeling pressured to avoid university services which only served to exacerbate disengagement among them.

A vital feature for success for international programs involves university leaders who embrace and address cultural diversity; this includes intentional efforts to increase the cultural and racial diversity of the faculty, staff, and students on the campus (Longerbeam et. al., 2004). The creation of quality cultural and international student services requires support from the leaders in student and academic affairs. Furthermore, the staff members who plan activities and work directly with international students provided the most beneficial services to students when they received specific training in cultural awareness. It was also important that the individuals selected were evaluated to ensure that they were the most appropriate professionals to serve these students (Clements, 2000).

In Gary Tinnesz's 2001 dissertation, he studied international students and domestic students self-reported satisfaction with grading, the classroom, and the faculty. Using a Satisfaction Questionnaire, he found that many international students reported have greater comfort in large classes with a lecture style monologue teaching component which required little verbal participation from students. The international students also reported a greater satisfaction with institutions that had faculty who engaged in technologically-assisted instruction and universities with high-tech facilities.

A focus group study in 1994 by Coleman and Carsky focused on international student satisfaction following the administration of the International Student Survey. Out of 115 students

who were surveyed, 90% reported being at least “somewhat satisfied” with their educational experience, though they did report dissatisfaction in certain areas. Primarily, the participants were dissatisfied with accessing employment, internships, grants, the importance of their coursework, and academic advisement. They also reported disappointment with understanding institutional protocol and pre-arrival information. Furthermore, students reported a specific dissatisfaction with the social events and campus activities available. The international students seemed to have an interest in actually attending events, yet the lack of awareness of such events hindered their actual attendance. The researchers concluded that despite previous research reporting that international students simply prefer not to be involved, they are actually interested in being active members of the campus community.

Further research in the field of international student needs and satisfaction with said needs is needed. Currently, most engagement studies focus on the engagement behaviors of domestic students. While the needs of domestic students are vital and should be studied, international students represent a unique population with needs that may differ distinctly from their American counterparts.

Conclusion

Adjustment and adaptation have a common thread that has run through them since World War II. Whether students from abroad are labeled “sojourners”, “foreign students”, or “international students”, they each have traveled to the United States of America at various periods in American history. These students all require positive, solid, and consistent relationships with the new country and the domestic citizens of that country. The important factors for students choosing programs in universities in America are the positive contacts and the quality of the programs and settings at the institutions. Because of the changes in laws and

rules regarding visas since 9/11, it is now up to American universities to find additional ways to recruit and serve students from abroad.

The services for international students remain a critical factor in the success of students at American universities. The information gained from other researchers in international student education and services serves to inform me more deeply about the research questions I have posed regarding the international student services at the University. This information has guided the creation of the survey instrument and the focus group questions that were administered and analyzed as a component of the study.

CHAPTER 3: METHODOLOGY

As the population of international students increases across the country, the assessment of their needs becomes more necessary. The purpose of the study was to determine the perceived social needs of international students and the effectiveness of the services designed to meet the needs as reported by the students and the members of the International Task Force (ITF) at the University. The questions that guided the study were:

Research Questions

Quantitative

1. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the international students?
2. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the international students?
3. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
4. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
5. How do the degrees of importance and fulfillment of social needs of international students compare to the degrees of importance and fulfillment as reported by members of the International Task Force?
6. What is the relationship between self-reported English language competence and the degree of fulfillment of social needs of international students in a public university in South Texas as reported by the international students?

Qualitative

1. What are the perspectives of international students in a public university in South Texas regarding their social needs?
2. What are the perspectives of members of the International Task Force regarding the social needs of international students in a public university in South Texas?

Research Design

The study was descriptive, employing mixed methods research. The researcher used the two-phase mixed methods explanatory design to answer the research questions. Specifically, the Follow-Up Explanations Model is employed (Creswell & Clark, 2007). This model is used when the researcher wishes to expand or explain quantitative results by adding a qualitative component. Specific quantitative findings such as differences among groups or unexpected scores were selected by the researcher for additional explanation. The researcher determined the participants that best helped explain the findings and collected qualitative data from them.

The primary focus of this model was on the quantitative aspects with the qualitative portion added as a complementing component. As shown in Figure 1, quantitative data are collected and analyzed first. The results are used to derive questions which will guide the qualitative component of the study. The qualitative data is then collected and analyzed. The quantitative and qualitative results are synthesized to better understand the social needs of the international students at the University.

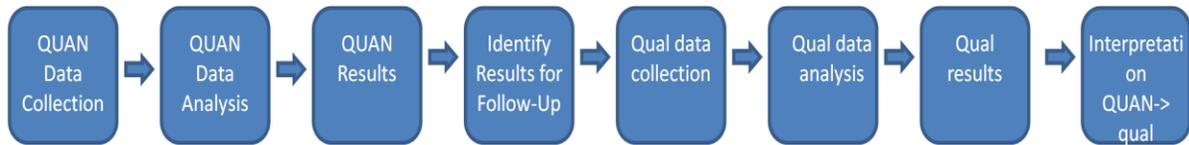
Because the explanatory design is considered a straight-forward method of mixed methods designs, it has several advantages. The first of which is that a single researcher can carry out this design because the data are collected in two phases and only one type of data are collected at a time. Second, because of the two phases, the final report can be completed in two

phases which makes the explanation clearer for readers. The design can also be used in multiple phase investigations. Finally, the design is appealing for quantitative researchers because it initially begins with quantitative orientation that is strong (Creswell & Clark, 2007).

Despite the fact that the design is straightforward, this method can present challenges for the researcher. The first of which is the amount of time that implementing a two phase model of research can consume. The qualitative component will require more time than the quantitative and appropriate time must be budgeted. The researcher must also determine if he or she will use the same subjects for each phase or if they will draw different individuals from the same population. The researcher may also experience difficulty in obtaining IRB approval because they cannot specify exactly how they will select their subjects in the qualitative phase until they have completed the quantitative (Creswell & Clark, 2007).

Figure 1

Explanatory Design: Follow-up Explanations Model



QUAN = Quantitative, Qual = Qualitative

Subject Selection

Quantitative

For the quantitative component of the study, the participants were international students whose country of residence was not the United States. The participants were full time students at the University and were enrolled during the time the survey was conducted. As of spring 2010, the total number of students, including graduate and undergraduate as well as those enrolled in

English as a Second Language Institute at the University, was 304. The members of the International Task Force, which includes the staff of the Office of International Education (OIE), will also be invited to participate in the study (n = 23).

Qualitative

For the qualitative component of the study, a non-probability sample of the international students was recruited to participate in a focus group. All members of the International task Force were invited to participate in the second focus group.

Permission to conduct the study was obtained from the Institutional Review Board at Texas A&M University-Corpus Christi (Appendix A)

Instrumentation

Quantitative

For the quantitative portion of the study, a survey questionnaire, the International Students Social Needs Questionnaire (ISSNQ), was developed by the researcher (Appendix C). The first section was designed to gather demographic data was used to describe the participants. There were 19 demographic items on the student ISSNQ and six on the ITF ISSNQ. The ISSNQ consisted of 31 items designed to measure the importance of the social needs of international students as described by research on international student services. Each item was answered twice. The respondent was first asked to indicate the degree of importance of the need, using a four-point Likert-type scaling: 4 = very important, 3 = important, 2 = somewhat important, and 1 = not important. Second, the respondent was asked to indicate the degree of fulfillment of the need. The Likert-type scaling is: 4 = very fulfilled, 3 = fulfilled, 2 = somewhat fulfilled, and 1 = not fulfilled.

The items defining the importance and fulfillment portion of the survey instrument were derived by the researcher from the review of the related literature, with emphasis on Astin's (1991, 1993, 1999) writings. A panel of experts was employed to examine the content validity of the instrument. The experts included professors with research experience in international education, former international students, and international education professionals. The recommendations of the panel members were used to revise the survey.

A pilot study was completed one month in advance and the study was refined based on the results. Twelve individuals completed the survey and the findings were used to test the reliability of the survey instrument. The pilot study participants included former international students at the University and international students at a community college. The alpha coefficient for the 31 items on the importance scale was .94 which suggests relatively high internal consistency for the scale. And alpha coefficient of .92 was obtained for the fulfillment scale which also suggests a high internal consistency for this portion of the scale.

Qualitative

The perspectives of the students and members of the ITF were documented by qualitative data obtained from focus groups. In accordance with the Follow-up Explanations Model, quantitative data was analyzed first and the results were used to formulate the questions that were used to lead the focus groups. The lead questions for the students' focus group were:

1. Looking at the ranking of these needs from most important to least important, how do you feel these represent your needs?
2. To what extent your social needs have been met while studying at the University?

The lead questions for the International Task Force focus group were:

1. In your opinion, how do you describe the social needs of international students at the University?
2. In what ways is the University meeting these social needs?

Data Collection

Quantitative

The quantitative data was collected via an on-line questionnaire. An e-mail was sent to all potential participants through a listserv managed by an individual in the Office of International Education, informing them of the purpose of the study. Three days later, the link to the online survey was e-mailed to the potential participants. Three follow-up e-mails were sent to the students over the following three weeks. Consent to participate in the study was obtained online prior to participants entering the survey (Appendix B). The survey was started by 207 students, but only completed by 190. The survey was begun and completed by 21 members of the International Task Force.

Qualitative

Two focus groups were conducted. One included a non-probability sample of four international students at the University. The other focus group included three members of the International Task Force. The researcher facilitated the focus groups, which were audio-taped. All participants signed consent forms before the focus groups commenced (Appendix B).

Data Analysis

Quantitative

The data collected on-line was downloaded into the Statistical Package for the Social Sciences (SPSS). A mean score was computed for the degree of importance and the degree of fulfillment of the social needs in the ISSNQ. Descriptive statistics were employed to analyze,

summarize, and organize the data and complete a profile of the subjects. The means of the importance items and the fulfillment items were ranked based on the responses by the international students and the ITF.

At the scale level, a t-test for independent samples was performed to examine the differences between the perceived degrees of importance and perceived degrees of fulfillment for each of the groups. The mean difference effect size was used to examine the practical significance of the findings which is characterized as .1 = small effect, .3 = medium effect, and .5 = large effect (Cohen 1988).

At the item level, a series of Wilcoxon Matched-Pairs Signed-Ranks Test was performed to examine the differences between the perceived degrees of importance and perceived degrees of fulfillment for each of the items on the basis of the data obtained from the students and members of the International Task Force. The test is analogous to t-test for correlated samples. Data should be at least ordinal. Where the sample size was large, approximate Z was used. Effect size was computed as, $r = Z/\sqrt{N}$, where N is the total number of observations and was characterized as .1 = small effect, .3 = medium effect, .5 = large effect (Field, 2009).

In spite of a large difference between the two sample sizes of the students and members of the International Task Force, attempts were made to compare the two groups on the basis of the results of the various needs. Specifically, a series of The Mann-Whitney-Wilcoxon U Test were performed. The test assumes random samples from continuous populations and data must be at least ordinal. The test is analogous to t-test for independent samples, and when both sample sizes were greater than 10, an approximate Z was computed. Effect size was computed by $r = Z/\sqrt{N}$, and was characterized as .1 = small effect, .3 = medium effect, .5 = large effect (Field, 2009).

Cronbach's Coefficient Alpha was used to estimate the reliability of the scale scores. It ranges from zero to one, and closer to one indicates stronger reliability (Crocker & Algina, 1986).

Since a sufficient number of students completed and returned the survey questionnaire, exploratory factor analysis (EFA) was used to examine the construct validity of the instrument (Pedhazur & Schmelkin, 1991).

Qualitative

The audio-tapes of the focus groups were transcribed and coded by the researcher to create categories and eventually themes. Codes that had the highest repetition were used to verify the information in the survey. The researcher obtained peer verification for trustworthiness before the results were reported.

In accordance with the Follow-up Explanations Model, quantitative and qualitative results were synthesized and discussed.

CHAPTER 4: RESULTS

Many international students have to adjust to being away for the first time from their family, friends, and the support systems that define their culture (Westwood & Barker, 1990). Choosing to attend a university far from home may cause students a great amount of stress as they experience a new language, culture, and education system. Therefore, it is the job of the University and Office of International Education (OIE) to provide students with quality experiences and opportunities that may assist in their transition into American education, culture, and life. The purpose of the study was to determine the perceived importance of social needs of the international students and the effectiveness of the services designed to meet the needs as reported by students and members of the International Task Force (ITF) at the University. The study was guided by the following quantitative research questions:

1. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the international students?
2. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the international students?
3. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
4. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
5. How do the degrees of importance and fulfillment of social needs of international students compare to the degrees of importance and fulfillment as reported by members of the International Task Force?

6. What is the relationship between self-reported English language competence and the degree of fulfillment of social needs of international students in a public university in South Texas as reported by the international students?

Quantitative Results

Profile of Subjects – Student Sample

The sample consisted of 190 international students at the University. A typical student was 23 years old, had a GPA of 3.43, and had been in the United States for nearly 26 months and at the University for 20 months. Gender distribution was fairly even. Nearly all were on student visas. The most pronounced native language was Chinese, followed by Vietnamese, and Spanish. China, Vietnam, and India were the most pronounced native countries. The mode for academic class was first year undergraduate, followed by first year graduate, and second year graduate. The overwhelming majority of the students were enrolled in either bachelor's or master's degree programs. The most popular major was business, followed by computer science, and communication. On the scale of 1 to 10, various English language skills ranged from 7.52 to 7.95. Results are summarized in Table 1.

Table 1

A Profile of Respondents – Students

Variable	N	M	SD
Age	190	22.98	3.15
GPA	190	3.43	.49
Months in the United States	190	26.20	13.96
Months at the University	190	20.15	13.10
Self-Reported English Language Skills (Rank 1-10)			
Listening	190	7.95	1.60
Speaking	190	7.52	1.73
Writing	190	7.76	1.88
Reading	190	7.94	1.71
Gender			
Female	97	51.10	
Male	93	48.90	
Type of Visa			
F1	189	99.50	
Other	1	.5	
Native Language			
Azerbaijani	3	1.60	
Chinese	60	31.60	
Croatian	1	.50	
Dutch	1	.50	
English	4	2.10	
German	2	1.10	
Gujarati	1	.50	
Hindi	5	2.60	
Indonesian	11	5.80	
Kiswahili	1	.50	
Korean	3	1.60	
Malayalam	1	.50	
Portuguese	2	1.10	
Spanish	21	11.10	
Swahili	2	1.10	
Telugu	15	7.90	
Thai	11	5.80	
Turkish	16	8.40	
Ukrainian	1	.50	
Vietnamese	28	14.70	
Native Country			
Australia	1	.50	
Azerbaijan	4	2.10	
Bolivia	7	3.70	
Brazil	1	.50	

Table 1 continued

Variable	F	%
China	51	26.80
Colombia	7	3.70
Croatia	1	.50
Ecuador	2	1.10
Germany	2	1.10
Holland	1	.50
India	22	11.60
Indonesia	11	5.80
Jamaica	3	1.60
Kenya	3	1.60
Mexico	1	.50
Peru	3	1.60
Portugal	1	.50
South Korea	3	1.60
Taiwan	9	4.70
Thailand	11	5.80
Turkey	16	8.40
Ukraine	1	.50
Venezuela	1	.50
Vietnam	28	14.70
Academic Class		
1 st Year Undergraduate	45	23.70
2 nd Year Undergraduate	18	9.50
3 rd Year Undergraduate	19	10.00
4 th Year Undergraduate	11	5.80
5 th Year Undergraduate or Beyond	2	1.10
1 st Year Graduate	40	21.10
2 nd Year Graduate	38	20.00
3 rd Year Graduate	7	3.70
4 th Year Graduate	1	.50
5 th Year Graduate	1	.50
Other	7	3.70
Missing	1	.50
Degree		
Bachelor	95	50.00
Master	89	46.80
Doctorate	3	1.60
Other	2	1.10
Missing	1	.50
Major		
Biology	4	2.10
Business	111	58.40
Communication	12	6.30
Computer Science	31	16.30

Table 1 continued

Variable	F	%
Counseling	3	1.60
Education	5	2.60
Interdisciplinary	3	1.60
Math	2	1.10
Nursing	7	3.70
Physical Science	5	2.60
Social Sciences	6	3.20
Missing	1	.50

Profile of Subjects – International Task Force Sample

The sample for the International Task Force (ITF) consisted of 21 respondents. The majority of the ITF members were members of the faculty, followed by administrators, and staff. A typical ITF member had 21 years of experience with international students, was male, and had previous experience with international students. The native language of the majority of the ITF members was English, and the United States was reported as the birth place of the majority of the sample. Table 2 shows the results.

Table 2

A Profile of Respondents – International Task Force

Variable	N	M	SD
Years of Experience with International Students	21	9.67	8.70

	F	%
Position at the University		
Administrator	7	33.30
Faculty	8	38.10
Staff	4	19.00
Community	2	9.50
Sex		
Female	9	42.90
Male	12	57.10
Country	F	%
Colombia	1	4.80
India	2	9.50
Mexico	1	4.80
United States	16	76.30

Table 2 continued

Variable	F	%
Venezuela	1	4.80
Language		
English	16	76.20
Kannada	1	4.80
Spanish	3	14.30
Tamil	1	4.80
Previous Experience with International Students		
Yes	13	61.90
No	8	38.10

International Students Social Needs Questionnaire (ISSNQ) Results

The participants were provided with a listing of 31 social needs. On the scale of one to four (1 = not important, 4 = very important), they were asked to indicate the importance of the social needs. On the scale of one to four (1 = not fulfilled, 4 = very fulfilled), the respondents reported their perceived degree of fulfillment of each of the social needs. Results are summarized in Table 3.

Table 3

Frequency and Percentage Distribution of Responses to the International Students Social Needs Questionnaire (ISSNQ)

Social Need	Response	International Students (n=190)		International Task Force (n=21)	
		F	%	F	%
Going to events to meet other students	Not Important	6	3.20	0	0.00
	Somewhat Important	67	35.30	2	9.50
	Important	67	35.30	10	47.60
	Very Important	50	26.30	9	42.90
	Not Fulfilled	11	5.80	0	0.00
	Somewhat Fulfilled	94	49.50	15	71.40
	Fulfilled	73	38.40	6	28.60
	Very Fulfilled	12	6.30	0	0.00
Making friends and meeting new people	Not Important	4	2.10	0	0.00
	Somewhat Important	18	9.50	0	0.00
	Important	90	47.40	10	47.60
	Very Important	78	41.10	11	52.40
	Not Fulfilled	11	5.80	0	0.00
	Somewhat Fulfilled	87	45.80	18	85.70
	Fulfilled	76	40.0	2	9.50
	Very Fulfilled	16	8.40	1	4.80
Involvement in student organizations and activities	Not Important	4	2.10	0	0.00
	Somewhat Important	60	31.60	1	4.80
	Important	73	38.40	14	66.70
	Very Important	53	27.90	6	28.60
	Not Fulfilled	11	5.80	2	9.50
	Somewhat Fulfilled	83	43.70	18	85.70
	Fulfilled	71	37.40	1	4.80
	Very Fulfilled	25	13.20	0	0.00
Meeting the university President, the Provost, Deans	Not Important	15	7.90	4	19.00
	Somewhat Important	51	26.80	11	52.40
	Important	73	38.40	3	14.30
	Very Important	51	26.80	3	14.30
	Not Fulfilled	57	30.00	9	42.90
	Somewhat Fulfilled	74	38.90	9	42.90
	Fulfilled	44	23.20	1	4.80
	Very Fulfilled	15	7.90	2	9.50

Table 3 Continued

Social Need	Response	International	International		
		Students (n=190)	Task Force (n=21)	F	%
Going to university events to meet people like the President, the Provost, and Deans	Not Important	15	7.90	4	19.00
	Somewhat Important	52	27.40	6	28.60
	Important	81	42.60	7	33.30
	Very Important	42	22.10	4	19.00
	Not Fulfilled	39	20.50	3	14.30
	Somewhat Fulfilled	92	48.40	15	71.40
	Fulfilled	50	26.30	3	14.30
Feeling accepted at the University	Very Fulfilled	9	4.70	0	0.00
	Not Important	3	1.60	0	0.00
	Somewhat Important	16	8.40	0	0.00
	Important	63	33.20	5	24.80
	Very Important	108	56.80	16	76.20
	Not Fulfilled	12	6.30	0	0.00
	Somewhat Fulfilled	65	34.20	17	81.00
	Fulfilled	77	40.50	4	19.00
Feeling like you are a part of the campus community	Very Fulfilled	36	18.90	0	0.00
	Not Important	1	.50	0	0.00
	Somewhat Important	34	17.90	0	0.00
	Important	76	40.00	6	28.60
	Very Important	79	41.60	15	71.40
	Not Fulfilled	25	13.20	4	19.00
	Somewhat Fulfilled	67	35.30	25	71.40
	Fulfilled	71	37.40	9.5	9.50
Being involved in campus events	Very Fulfilled	27	14.20	0	0.00
	Not Important	6	3.20	0	0.00
	Somewhat Important	45	23.70	3	14.30
	Important	94	49.50	7	33.30
	Very Important	45	23.70	11	52.40
	Not Fulfilled	23	12.10	2	9.50
	Somewhat Fulfilled	76	40.00	11	52.40
	Fulfilled	75	39.50	7	33.30
Very Fulfilled	16	8.40	1	4.80	

Table 3 Continued

Social Need	Response	International	International		
		Students (n=190)	Task Force (n=21)	F	%
Knowing about social and cultural events at the University	Not Important	2	1.10	0	0.00
	Somewhat Important	37	19.50	3	14.30
	Important	87	45.80	8	38.10
	Very Important	64	33.70	10	47.60
	Not Fulfilled	8	4.20	1	4.80
	Somewhat Fulfilled	78	41.10	12	57.10
	Fulfilled	83	43.70	8	38.10
	Very Fulfilled	21	11.10	0	0.00
Knowing about places to eat in Corpus Christi	Not Important	13	6.80	1	4.80
	Somewhat Important	36	18.90	3	14.30
	Important	79	41.60	8	38.10
	Very Important	61	32.10	9	42.90
	Not Fulfilled	49	25.80	6	28.60
	Somewhat Fulfilled	77	40.50	10	47.60
	Fulfilled	40	21.10	5	23.80
	Very Fulfilled	24	12.60	0	0.00
Knowing about places to eat on- campus	Not Important	13	6.80	1	4.80
	Somewhat Important	45	23.70	1	4.80
	Important	76	40.00	8	38.10
	Very Important	56	29.50	11	52.40
	Not Fulfilled	17	8.90	0	0.00
	Somewhat Fulfilled	69	36.30	2	9.50
	Fulfilled	66	34.70	13	61.90
	Very Fulfilled	38	20.00	6	28.60
Knowing where to get help about immigration questions	Not Important	3	1.60	0	0.00
	Somewhat Important	21	11.10	0	0.00
	Important	48	25.30	6	28.60
	Very Important	118	62.10	15	71.40
	Not Fulfilled	45	23.70	0	0.00
	Somewhat Fulfilled	64	33.70	4	19.00
	Fulfilled	53	27.90	15	71.40
	Very Fulfilled	28	14.70	2	9.50

Table 3 Continued

Social Need	Response	International	International		
		Students (n=190)	Task Force (n=21)	F	%
Meeting people who live off- campus	Not Important	10	5.30	0	0.00
	Somewhat Important	63	33.20	6	28.60
	Important	75	39.50	6	28.60
	Very Important	42	22.10	9	42.90
	Not Fulfilled	43	22.60	7	33.30
	Somewhat Fulfilled	99	52.10	11	52.40
	Fulfilled	40	21.10	3	14.30
	Very Fulfilled	8	4.20	0	0.00
Meeting people from your country in Corpus Christi	Not Important	13	6.80	0	0.00
	Somewhat Important	52	27.40	8	38.10
	Important	71	37.40	8	38.10
	Very Important	54	28.40	5	23.80
	Not Fulfilled	44	23.2	2	9.50
	Somewhat Fulfilled	62	32.60	17	81.00
	Fulfilled	57	3.00	1	4.80
	Very Fulfilled	27	14.20	1	4.80
Meeting business people in Corpus Christi	Not Important	8	4.20	1	4.80
	Somewhat Important	40	21.10	5	23.80
	Important	75	39.50	9	42.90
	Very Important	67	35.30	6	28.60
	Not Fulfilled	67	35.30	7	33.30
	Somewhat Fulfilled	79	41.60	13	61.90
	Fulfilled	31	16.30	1	4.80
	Very Fulfilled	13	6.80	0	0.00
Being involved in events off-campus	Not Important	9	4.70	0	0.00
	Somewhat Important	64	33.70	9	42.90
	Important	78	41.10	5	23.80
	Very Important	39	20.50	7	33.30
	Not Fulfilled	57	30.00	10	47.60
	Somewhat Fulfilled	93	48.90	11	52.40
	Fulfilled	32	16.80	0	0.00
	Very Fulfilled	8	4.20	0	0.00

Table 3 Continued

Social Need	Response	International	International	F	%
		Students (n=190)	Task Force (n=21)		
Involvement in the local community	Not Important	6	3.20	0	0.00
	Somewhat Important	53	27.90	8	38.10
	Important	98	51.60	7	33.30
	Very Important	33	17.40	6	28.60
	Not Fulfilled	56	29.50	8	38.10
	Somewhat Fulfilled	98	51.60	12	57.10
	Fulfilled	30	15.80	1	4.80
	Very Fulfilled	6	3.20	0	0.00
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	Not Important	8	4.20	0	0.00
	Somewhat Important	31	16.30	2	9.50
	Important	86	45.30	10	47.60
	Very Important	65	34.20	9	42.90
	Not Fulfilled	52	27.40	2	9.50
	Somewhat Fulfilled	83	43.70	16	76.20
	Fulfilled	43	22.60	3	14.30
	Very Fulfilled	12	6.30	0	0.00
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	Not Important	51	4.70	0	0.00
	Somewhat Important	88	23.20	2	9.50
	Important	38	40.00	12	57.10
	Very Important	13	32.10	7	33.30
	Not Fulfilled	2	26.80	7	33.30
	Somewhat Fulfilled	56	46.30	14	66.70
	Fulfilled	75	20.00	0	0.00
	Very Fulfilled	39	6.80	0	0.00
Meeting members of the opposite sex	Not Important	20	10.50	1	4.80
	Somewhat Important	56	29.50	3	14.30
	Important	75	39.50	10	47.60
	Very Important	39	20.50	7	33.30
	Not Fulfilled	51	26.80	2	9.50
	Somewhat Fulfilled	85	44.70	10	47.60
	Fulfilled	46	24.20	9	42.90
	Very Fulfilled	8	4.20	0	0.00

Table 3 continued

Social Need	Response	International	International		
		Students (n=190)	Task Force (n=21)	F	%
Talking to other people about yourself easily	Not Important	9	4.70	0	0.00
	Somewhat Important	48	25.30	1	4.80
	Important	81	42.60	10	47.60
	Very Important	52	27.40	10	47.60
	Not Fulfilled	25	13.20	2	9.50
	Somewhat Fulfilled	88	46.30	13	61.90
	Fulfilled	68	35.80	5	23.80
	Very Fulfilled	9	4.70	1	4.80
Knowing about university sports events	Not Important	14	7.40	4	19.00
	Somewhat Important	48	25.30	5	23.80
	Important	98	51.60	9	42.90
	Very Important	30	15.80	3	14.30
	Not Fulfilled	19	10.00	3	14.30
	Somewhat Fulfilled	74	38.90	12	57.10
	Fulfilled	75	39.50	5	23.80
	Very Fulfilled	22	11.60	1	4.80
Attending university sports events	Not Important	17	8.90	4	19.00
	Somewhat Important	66	34.70	9	42.90
	Important	85	44.70	5	23.80
	Very Important	22	11.60	3	14.30
	Not Fulfilled	35	18.40	7	33.30
	Somewhat Fulfilled	82	43.20	12	57.10
	Fulfilled	54	28.40	2	9.50
	Very Fulfilled	19	10.00	0	0.00
Knowing about recreational sports you can play	Not Important	5	2.60	3	14.30
	Somewhat Important	49	25.80	1	4.80
	Important	94	49.50	14	66.70
	Very Important	42	22.10	3	14.30
	Not Fulfilled	28	14.70	4	19.00
	Somewhat Fulfilled	80	42.10	11	52.40
	Fulfilled	61	32.10	5	23.80
	Very Fulfilled	21	11.10	1	4.80

Table 3 Continued

Social Need	Response	International	International	F	%
		Students (n=190)	Task Force (n=21)		
Being on a recreational sports team with American students	Not Important	29	15.30	3	14.30
	Somewhat Important	48	25.30	5	23.80
	Important	75	39.50	9	42.90
	Very Important	38	20.00	4	19.00
	Not Fulfilled	72	37.90	4	19.00
	Somewhat Fulfilled	68	35.80	16	76.20
	Fulfilled	43	22.60	1	4.80
	Very Fulfilled	7	3.70	0	0.00
Being on a recreational sports team with international students	Not Important	29	15.30	3	14.30
	Somewhat Important	57	30.00	5	23.80
	Important	70	36.80	11	52.40
	Very Important	34	17.90	2	9.50
	Not Fulfilled	42	22.10	6	28.60
	Somewhat Fulfilled	98	51.60	14	66.70
	Fulfilled	44	23.20	1	4.80
	Very Fulfilled	6	3.20	0	0.00
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	Not Important	11	5.80	0	0.00
	Somewhat Important	17	8.90	3	14.30
	Important	76	40.00	3	14.30
	Very Important	86	45.30	15	71.40
	Not Fulfilled	44	23.20	5	23.80
	Somewhat Fulfilled	62	32.60	8	38.10
	Fulfilled	68	35.80	8	38.10
	Very Fulfilled	16	8.40	0	0.00
Knowing about the city bus routes	Not Important	15	7.90	0	0.00
	Somewhat Important	21	11.10	5	23.80
	Important	67	35.30	3	14.30
	Very Important	87	45.80	13	61.90
	Not Fulfilled	24	12.60	5	23.80
	Somewhat Fulfilled	66	34.70	10	47.60
	Fulfilled	74	38.90	5	23.80
	Very Fulfilled	26	13.70	1	4.80

Table 3 Continued

Social Need	Response	International	International		
		Students (n=190)	Task Force (n=21)	F	%
Meeting students who have cars	Not Important	29	15.30	3	14.30
	Somewhat Important	46	24.20	2	9.50
	Important	74	38.90	14	66.70
	Very Important	41	21.60	2	9.50
	Not Fulfilled	51	26.80	10	47.60
	Somewhat Fulfilled	82	43.20	10	47.60
	Fulfilled	39	20.05	1	4.80
	Very Fulfilled	18	9.50	0	0.00
Finding bicycles to rent or buy to ride off-campus	Not Important	43	22.60	1	4.80
	Somewhat Important	56	29.50	12	57.10
	Important	55	28.90	2	9.50
	Very Important	36	18.90	6	28.60
	Not Fulfilled	106	55.80	12	57.10
	Somewhat Fulfilled	55	28.90	9	42.90
	Fulfilled	23	12.10	0	0.00
	Very Fulfilled	6	3.20	0	0.00
Finding employment on- campus	Not Important	0	0.00	1	4.80
	Somewhat Important	26	13.70	8	38.10
	Important	51	26.80	5	23.80
	Very Important	113	59.50	7	33.30
	Not Fulfilled	52	27.40	1	4.80
	Somewhat Fulfilled	68	35.80	13	61.90
	Fulfilled	44	23.20	5	23.80
	Very Fulfilled	26	13.70	2	9.50

A mean score, ranging from one to four, was computed for each of the social needs. The mean scores were used to rank the needs from the most important to the least important, as reported by the international students. As can be seen in Table 4, knowing about places to eat on campus was the most important need, followed by finding employment on campus, and feeling accepted at the university. The least important need was findings bicycles to rent or buy to ride off-campus, followed by being on recreational sports team with international students, and attending university sports events.

Table 4

Ranking of Importance of Social Needs as Perceived by International Students, n = 190

Social Need	Mean*
Knowing about places to eat on campus	3.48
Finding employment on campus	3.46
Feeling accepted at the University	3.45
Making friends and meeting new people	3.27
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike...)	3.25
Feeling like you are a part of the campus community	3.23
Knowing about the city bus routes	3.19
Knowing about social and cultural events at the University	3.12
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	3.09
Meeting business people in Corpus Christi	3.06
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games...)	2.99
Knowing about places to eat in Corpus Christi	2.99
Being involved in campus events	2.94
Talking to other people about yourself easily	2.93
Knowing about places to eat on campus	2.92
Involvement in student organizations and activities	2.92
Knowing about recreational sports you can play	2.91
Meeting people from your country in Corpus Christi	2.87
Going to events to meet other students	2.85
Meeting the university president, the provost, and deans	2.84
Involvement in the local community	2.83
Going to university events to meet people like the university president, the provost, and deans	2.79
Meeting people who live off-campus	2.78
Being involved in events off-campus	2.77
Knowing about university sports events	2.76
Meeting members of the opposite sex	2.70
Meeting students who have cars	2.67
Being on a recreational sports team with American students	2.64
Attending university sports events	2.59
Being on a recreational sports team with international students	2.57
Finding bicycles	2.44

* 1 = not important, 2 = somewhat important, 3 = important, 4 = very important

The importance of social needs was ranked on the basis of the responses of the members of the International Task Force. Results showed that feeling accepted at the university was the most important need, followed by knowing where to get help about immigration questions and

feeling like you are a part of the campus community. The least important social need was meeting the university president, provost, and deans, followed by attending university sports events, going to university events to meet people like the president, provost, and deans, and knowing about university sports events. Results are summarized in Table 5.

Table 5

Ranking of Importance of Social Needs as Perceived by the International Task Force,
n = 21

Social Need	Mean*
Feeling accepted at the university	3.76
Knowing where to get help about immigration questions	3.71
Feeling like you are a part of the campus community	3.71
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	3.57
Making friends and meeting new people	3.52
Talking to other people about yourself easily	3.43
Knowing about places to eat on campus	3.38
Being involved in campus events	3.38
Knowing about the city bus routes	3.38
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	3.33
Knowing about social and cultural events at the University	3.33
Going to events to meet other students	3.33
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	3.24
Involvement in student organizations and activities	3.24
Knowing about places to eat in Corpus Christi	3.19
Meeting people who live off-campus	3.14
Meeting members of the opposite sex	3.10
Meeting business people in Corpus Christi	2.95
Involvement in the local community	2.90
Being involved in events off-campus	2.90
Finding employment on-campus	2.86
Meeting people from your country in Corpus Christi	2.86
Knowing about recreational sports you can play	2.81
Meeting students who have cars	2.71
Being on a recreational sports team with American students	2.67
Finding bicycles to rent or buy to ride off-campus	2.62
Being on a recreational sports team with international students	2.57
Knowing about university sports events	2.52
Going to university events to meet people like the president, the provost, and deans	2.52

Table 5 continued

Social Need	Mean*
Attending university sports events	2.33
Meeting the university president, the provost, and deans	2.24

* 1 = not important, 2 = somewhat important, 3 = important, 4 = very important

The fulfillment of social needs was ranked by students on the basis of their responses. The most fulfilled social need was feeling accepted at the University, followed by knowing about places to eat on campus, and knowing about social and cultural events at the University. The results showed that finding bicycles to rent or buy to ride off-campus was the least fulfilled need, followed by being on a recreational sports team with American students, and involvement in the local community. Results are displayed in Table 6.

Table 6

Ranking of Fulfillment of Social Needs as Perceived by International Students, n = 190

Social Need	Mean*
Feeling accepted at the university	2.72
Knowing about places to eat in Corpus Christi	2.66
Knowing about social and cultural events at the University	2.62
Involvement in student organizations and activities	2.58
Knowing about the city bus routes	2.54
Feeling like you are a part of the campus community	2.53
Knowing about university sports events	2.53
Making friends and meeting new people	2.51
Going to events to meet other students	2.45
Being involved in campus events	2.44
Knowing about recreational sports you can play	2.39
Meeting people from your country in Corpus Christi	2.35
Knowing where to get help about immigration questions	2.34
Talking to other people about yourself easily	2.32
Attending university sports events	2.30
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	2.29
Finding employment on campus	2.23
Knowing about places to eat on campus	2.21
Going to university events to meet people like the president, the provost, and deans	2.15
Meeting students who have cars	2.13
Meeting the university president, the provost, and deans	2.09

Table 6 continued

Social Need	Mean*
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	2.08
Being on a recreational sports team with international students	2.07
Meeting people who live off-campus	2.07
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	2.07
Meeting members of the opposite sex	2.06
Being involved in events off-campus	1.95
Meeting business people in Corpus Christi	1.95
Involvement in the local community	1.93
Being on a recreational sports team with American students	1.92
Finding bicycles to rent or buy to ride off-campus	1.63

* 1 = not fulfilled, 2 = somewhat fulfilled, 3 = fulfilled, 4 = very fulfilled

As displayed in Table 7, the International Task Force members ranked the fulfillment of social needs. The results showed that knowing about places to eat on campus was the most fulfilled social need, followed by knowing where to get help about immigration questions, and finding employment on campus. The least fulfilled needs were finding bicycles to rent or buy to ride off-campus, being involved in events off-campus, and meeting students who have cars.

Table 7

Ranking of Fulfillment of Social Needs as Perceived by the International Task Force,
n = 21

Social Need	Mean*
Knowing about places to eat on campus	3.19
Knowing where to get help about immigration questions	2.90
Finding employment on-campus	2.38
Meeting members of the opposite sex	2.33
Knowing about social and cultural events at the University	2.33
Being involved in campus events	2.33
Going to events to meet other students	2.29
Talking to other people about yourself easily	2.24
Feeling accepted at the university	2.19
Knowing about university sports events	2.19
Making friends and meeting new people	2.19
Knowing about recreational sports you can play	2.14
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	2.14
Knowing about the city bus routes	2.10

Table 7 continued

Social Need	Mean*
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	2.05
Meeting people from your country in Corpus Christi	2.05
Going to university events to meet people like the president, the provost, and deans	2.00
Involvement in student organizations and activities	1.95
Knowing about places to eat in Corpus Christi	1.95
Feeling like you are a part of the campus community	1.90
Being on a recreational sports team with American students	1.86
Meeting people who live off-campus	1.81
Meeting the university president, the provost, and deans	1.81
Being on a recreational sports team with international students	1.76
Attending university sports events	1.76
Meeting business people in Corpus Christi	1.71
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	1.67
Involvement in the local community	1.67
Meeting students who have cars	1.57
Being involved in events off-campus	1.52
Finding bicycles to rent or buy to ride off-campus	.507

* 1 = not fulfilled, 2 = somewhat fulfilled, 3 = fulfilled, 4 = very fulfilled

The degrees of importance and fulfillment for each of the social needs were compared.

As can be seen in Table 8, international students systematically reported higher scores for importance than they did for fulfillment. The level of significance was set at .01. All differences were statistically significant. The majority of the effect sizes ranged from medium to large.

Table 8

Comparison of Degree of Important with Degree of Fulfillment of Social Needs as Perceived by International Students, n = 190

Item	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic	
				Sig. (2- tailed)	Effect Size ^c
Going to events to meet other students.	2.85	2.45	-5.65	<.01	.29
Making friends and meeting new people.	3.27	2.51	-8.63	<.01	.44
Involvement in student organizations and activities.	2.92	2.58	-4.95	<.01	.25
Meeting the university President, the Provost, Deans.	2.84	2.09	-7.71	<.01	.40
Going to university events to meet people like the President, the Provost, and Deans.	2.79	2.15	-7.21	<.01	.37
Feeling accepted at the University.	3.45	2.72	-8.16	<.01	.42
Feeling like you are a part of the campus community.	3.23	2.53	-7.79	<.01	.40
Being involved in campus events.	2.94	2.44	-5.91	<.01	.30
Knowing about social and cultural events at the University.	3.12	2.62	-6.74	<.01	.35
Knowing about places to eat in Corpus Christi.	2.99	2.21	-8.04	<.01	.41

Table 8 continued

Item	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic Sig. (2- tailed)	Effect Size ^c
Knowing about places to eat on-campus.	2.92	2.66	-4.34	<.01	.22
Knowing where to get help about immigration questions.	3.48	2.34	-9.36	<.01	.11
Meeting people who live off-campus	2.78	2.07	-7.55	<.01	.39
Meeting people from your country in Corpus Christi.	2.87	2.35	-5.74	<.01	.30
Meeting business people in Corpus Christi.	3.06	1.95	-9.42	<.01	.48
Being involved in events off-campus.	2.77	1.95	-8.42	<.01	.43
Involvement in the local community	2.83	1.93	-8.94	<.01	.46
Knowing about things to do in Corpus Christi (the beach, places to hang out...).	3.09	2.08	-9.17	<.01	.47
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).	2.99	2.07	-8.86	<.01	.45

Table 8 continued

Item	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic Sig. (2-tailed)	Effect Size ^c
Talking to other people about yourself easily.	2.93	2.32	-7.46	<.01	.38
Knowing about university sports events.	2.76	2.53	-3.28	<.01	.17
Attending university sports events.	2.59	2.30	-3.85	<.01	.20
Knowing about recreational sports you can play.	2.91	2.39	-6.45	<.01	.33
Being on a recreational sports team with American students.	2.64	1.92	-6.65	<.01	.34
Being on a recreational sports team with international students.	2.57	2.07	-5.56	<.01	.29
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).	3.25	2.29	-8.56	<.01	.44
Knowing about the city bus routes.	3.19	2.54	-7.44	<.01	.38
Meeting students who have cars.	2.67	2.13	-6.57	<.01	.38
Finding bicycles to rent or buy to ride off-campus.	2.44	1.63	-8.01	<.01	.41

Table 8 continued

Item	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic Sig. (2-tailed)	Effect Size ^c
Finding employment on-campus.	3.46	2.23	-9.34	<.01	.48

^a Scaling for Importance, 1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important. Mean scores are reported for the ease of interpretation. Responses were treated as ordinal data.

^b As calculated by the Wilcoxon Signed Ranks Test

^c Effect size computed by r , 0.1 = small, 0.3 = medium, 0.5 = large

The differences between degrees of importance and fulfillment, as reported by the members of ITF, were examined. The importance mean scores were higher than the fulfillment mean scores, and the majority of the differences were statistically significant at the .01 level. The majority of the effect sizes ranged from medium to large. Results are summarized in Table 9.

Table 9

Comparison of Degree of Important with Degree of Fulfillment of Social Needs as Perceived by International Task Force, $n = 21$

Need	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic Sig. (2-tailed)	Effect Size ^c
Going to events to meet other students.	3.33	2.29	3.40	<.01	.52
Making friends and meeting new people.	3.52	2.19	3.84	<.01	.59
Involvement in student organizations and activities.	3.24	1.95	4.09	<.01	.63
Meeting the university President, the Provost, Deans.	2.24	1.81	1.45	.146	.22
Going to university events to meet people like the President, the Provost, and Deans.	2.52	2.00	2.13	.03	.33

Table 9 continued

Need	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
Feeling accepted at the University.	3.76	2.19	4.07	<.01	.63
Feeling like you are a part of the campus community.	3.71	1.90	3.99	<.01	.62
Being involved in campus events.	3.38	2.33	3.07	<.01	.47
Knowing about social and cultural events at the University.	3.33	2.33	3.25	<.01	.50
Knowing about places to eat in Corpus Christi.	3.19	1.95	3.90	<.01	.51
Knowing about places to eat on-campus.	3.38	3.19	.954	.34	.15
Knowing where to get help about immigration questions.	3.71	2.90	3.49	<.01	.54
Meeting people who live off-campus	3.14	1.81	3.29	<.01	.51
Meeting people from your country in Corpus Christi.	2.86	2.05	3.09	<.01	.48
Meeting business people in Corpus Christi.	2.95	1.71	3.11	<.01	.48
Being involved in events off-campus.	2.90	1.52	3.49	<.01	.54
Involvement in the local community	2.90	1.67	3.48	<.01	.53
Knowing about things to do in Corpus Christi (the beach, places to hang out...).	3.33	2.05	3.70	<.01	.57

Table 9 continued

Need	Importance Mean ^a	Fulfillment Mean ^a	Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
Meeting members of the opposite sex.	3.10	2.33	3.13	<.01	.48
Talking to other people about yourself easily.	3.43	2.24	3.46	<.01	.53
Knowing about university sports events.	2.52	2.19	1.29	.20	.20
Attending university sports events.	2.33	1.76	2.09	.04	.32
Knowing about recreational sports you can play.	2.81	2.14	2.57	.01	.40
Being on a recreational sports team with American students.	2.67	1.86	2.81	<.01	.43
Being on a recreational sports team with international students.	2.57	1.76	2.81	<.01	.43
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).	3.57	2.14	3.57	<.01	.55
Knowing about the city bus routes.	3.38	2.10	3.56	<.01	.55
Table 9 continued					
Meeting students who have cars.	2.71	1.57	3.75	<.01	.58
Finding bicycles to rent or buy to ride off-campus.	2.62	1.43	3.10	<.01	.48
Finding employment on-campus.	2.86	2.38	2.35	.02	.36

^a Scaling for Fulfillment, 1 = Not Fulfilled, 2 = Somewhat Fulfilled, 3 = Fulfilled, 4 = Very Fulfilled. Mean scores are reported for the ease of interpretation. Responses were treated as ordinal data.

^b As calculated by the Wilcoxon Signed Ranks Test

^c Effect size computed by r , 0.1 = small, 0.3 = medium, 0.5 = large

The comparison of importance and fulfillment of social needs suggested that the degrees of importance of the social needs, as reported by both the international students and the members of the International Task Force, were higher than the degrees of fulfillment.

The international students and members of the International Task Force were compared on the basis of their responses to the importance of individual social needs. To account for multiple tests, the level of significance was set at .01. As can be seen in Table 10, three group differences were statistically significant. With respect to meeting the university president, the provost, and the deans, and finding employment on campus, the students' importance scores were higher than the scores given by ITF members. The ITF members scored the importance of feeling like you are a part of the campus community higher than did the international students. Results are shown in Table 10.

Table 10

Comparison of Degrees of Importance of Social Needs as Perceived by International Students and the International Task Force

Social Need	Importance		Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Going to events to meet other students.	M ^a 2.85	M ^a 3.33	-2.53	.01	.17
Making friends and meeting new people.	3.27	3.52	-1.40	.16	.10
Involvement in student organizations and activities.	2.92	3.24	-1.71	-.09	.12
Meeting the university President, the Provost, Deans.	2.84	2.24	-2.84	<.01	.20
Going to university events to meet people like the President, the Provost, and Deans.	2.79	2.52	-1.16	.25	.08
Feeling accepted at the University.	3.45	3.76	-1.87	.06	.13
Feeling like you are a part of the campus community.	3.23	3.71	-2.86	<.01	.20
Being involved in campus events.	2.94	3.38	-2.51	.01	.17

Table 10 continued

	Importance		Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing about places to eat in Corpus Christi.	2.99	3.19	-1.00	.32	.07
Knowing about places to eat on-campus.	2.92	3.38	-2.38	.02	.16
Knowing where to get help about immigration questions.	3.48	3.71	-1.14	.26	.08
Meeting people who live off-campus	2.78	3.14	-1.75	.08	.12
Meeting people from your country in Corpus Christi.	2.87	2.86	-.25	.80	.02
Meeting business people in Corpus Christi.	3.06	2.95	-.57	.57	.04
Being involved in events off-campus.	2.77	2.90	-.51	.61	.04
Involvement in the local community	2.83	2.90	-.25	.80	.02
Knowing about things to do in Corpus Christi (the beach, places to hang out...).	3.09	3.33	-1.18	.24	.08

Table 10 continued

	Importance		Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).	2.99	3.24	-1.10	.27	.08
Meeting members of the opposite sex.	2.70	3.10	-1.93	.05	.13
Talking to other people about yourself easily.	2.93	3.43	-2.62	.01	.18
Knowing about university sports events.	2.76	2.52	-1.03	.30	.07
Attending university sports events.	2.59	2.33	-1.40	.16	.10
Knowing about recreational sports you can play.	2.91	2.81	-.15	.88	.01
Being on a recreational sports team with American students.	2.64	2.67	-.11	.91	.01
Being on a recreational sports team with international students.	2.57	2.57	-.05	.96	.00

Table 10 continued

	Importance		Z ^b	Asymptotic. Sig. (2-tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).	3.25	3.57	-1.92	.06	.13
Knowing about the city bus routes.	3.19	3.38	-1.00	.32	.07
Meeting students who have cars.	2.67	2.71	-.24	.81	.02
Finding bicycles to rent or buy to ride off-campus.	2.44	2.62	-.64	.52	.04
Finding employment on-campus.	3.46	2.86	-2.96	<.01	.20

^a Scaling for Importance, 1 = Not Important, 2 = Somewhat Important, 3 = Important, 4= Very Important. Mean scores are reported for the ease of interpretation. Responses were treated as ordinal data.

^b As calculated by the Wilcoxon Signed Ranks Test

^c Effect size computed by r, 0.1 = small, 0.3 = medium, 0.5 = large

The international students and members of the International Task Force were compared on the basis of their responses to the fulfillment of individual social needs. With respect to involvement in student organizations and activities and attending university sports events, the students' fulfillment scores were higher than the scores reported by the ITF members and the differences were statistically significant at the .01 level. The differences on the basis of knowing about places to eat on-campus and knowing where to get help about immigration questions were

statistically significant at the .01 level; for both items the ITF members scored the degree of fulfillment higher than the students did. Results are shown in Table 11.

Table 11

Comparison of Degrees of Fulfillment of Social Needs as Perceived by International Students and the International Task Force

Social Need	Fulfillment		Z ^b	Asymptotic. Sig. (2- tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
	M ^a	M ^a			
Going to events to meet other students.	2.45	2.29	-1.16	.25	.08
Making friends and meeting new people.	2.51	2.19	-2.32	.02	.16
Involvement in student organizations and activities.	2.58	1.95	-3.72	<.01	.26
Meeting the university President, the Provost, Deans.	2.09	1.81	-1.49	.14	.10
Going to university events to meet people like the President, the Provost, and Deans.	2.15	2.00	-.79	.43	.05
Feeling accepted at the University.	2.72	2.19	-3.19	.02	.22
Feeling like you are a part of the campus community.	2.53	1.90	-3.23	<.01	.22
Being involved in campus events.	2.44	2.33	-.66	.51	.05

Table 11 continued

	Fulfillment		Z ^b	Asymptotic. Sig. (2- tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing about places to eat in Corpus Christi.	2.21	1.95	-.96	.33	.07
Knowing about places to eat on-campus.	2.66	3.19	-2.70	<.01	.19
Knowing where to get help about immigration questions.	2.34	2.90	-2.74	<.01	.19
Meeting people who live off-campus	2.07	1.81	-1.40	.16	.10
Meeting people from your country in Corpus Christi.	2.35	2.05	-1.44	.15	.10
Meeting business people in Corpus Christi.	1.95	1.71	-.87	.39	.06
Being involved in events off-campus.	1.95	1.52	-2.34	.02	.16
Involvement in the local community	1.93	1.67	-1.42	.157	.10
Knowing about things to do in Corpus Christi (the beach, places to hang out...).	2.08	2.05	-.09	.93	.01

Table 11 continued

	Fulfillment		Z ^b	Asymptotic. Sig. (2- tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).	2.07	1.67	-1.97	.05	.14
Meeting members of the opposite sex.	2.06	2.33	-1.70	.09	.12
Talking to other people about yourself easily.	2.32	2.24	-6.24	.53	.43
Knowing about university sports events.	2.53	2.19	-1.86	.06	.13
Attending university sports events.	2.30	1.76	-2.69	<.01	.18
Knowing about recreational sports you can play.	2.39	2.14	-1.27	.20	.08
Being on a recreational sports team with American students.	1.92	1.86	-.03	.98	<.01
Being on a recreational sports team with international students.	2.07	1.76	-1.79	.07	.12

Table 11 continued

	Fulfillment		Z ^b	Asymptotic. Sig. (2- tailed)	Effect Size ^c
	International Students (n=190)	International Task Force (n=21)			
Social Need	M ^a	M ^a			
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).	2.29	2.14	-.65	.51	.04
Knowing about the city bus routes.	2.54	2.10	-2.20	.03	.15
Meeting students who have cars.	2.13	1.57	-2.67	.01	.18
Finding bicycles to rent or buy to ride off-campus.	1.63	1.43	-.67	.51	.05
Finding employment on-campus.	2.23	2.38	-.84	.40	.06

^a Scaling for Importance, 1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important. Mean scores are reported for the ease of interpretation. Responses were treated as ordinal data.

^b As calculated by the Wilcoxon Signed Ranks Test

^c Effect size computed by r , 0.1 = small, 0.3 = medium, 0.5 = large

On the basis of the mean of the respondents' responses, scale scores were computed for the constructs of importance and fulfillment. The theoretical range for the constructs was from one to four. On the basis of the importance scores, the difference between the international students ($M = 2.94$, $SD = .54$) and the ITF members ($M = 3.08$, $SD = .49$) was not statistically significant, $t(209) = 1.03$, $p = .30$. In spite of unequal sample sizes, the homogeneity of variances assumption was met, Levene's $F = .01$, $p = .97$. The effect size was $2t/\sqrt{df} = (2)(1.03)/\sqrt{209} = .14$, suggesting a small effect.

With respect to fulfillment, the homogeneity of variances assumption was not met, Levene's $F = 7.67$, $p < .01$. Welch's approximate t , which takes into consideration unequal variances, showed that the difference between the international students ($M = 2.28$, $SD = .51$) and the ITF members ($M = 2.07$, $SD = .27$) was statistically significant, $t(38.6) = 3.06$, $p < .01$. The effect size was $2t/\sqrt{df} = (2)(3.06)/\sqrt{38.6} = .98$, indicating a large effect size.

The bivariate associations between importance and fulfillment scales scores and the international students' ranking of their listening, speaking, writing, and reading English language skills were investigated. As shown in Table 12, none of the associations was statistically significant.

Table 12

Bivariate Associations between Importance and Fulfillment Scale Scores and Rating of Listening, Speaking, Writing, and Reading English Language Skills as Reported by International Students, $n = 190^*$

	Listening	Speaking	Writing	Reading
Importance	-.02	.02	-.06	.13
Fulfillment	.05	.08	-.01	-.01

* None of the associations was statistically significant.

Construct Validation of the International Students Social Needs Questionnaire (ISSNQ)

Factor Structure of the importance items was investigated, using the international students' data. The Kaiser-Meyer-Olkin measure of sampling adequacy was .89, which was above the critical value of .5, and the Bartlett's test of sphericity was statistically significant, $\chi^2(465, N = 190) = 4000.81$, $p < .001$, suggesting that the data were suitable for factor analysis. The critical value of the factor loading was .37. Principal Axis Factoring (PAF) was performed to derive two correlated factors. Items 14 (meeting people from your country in Corpus Christi) and 31 (finding employment on campus) did not load on either factor.

Factor one was defined by 17 items related to involvement in social events. The factor was named involvement and accounted for 10.51% of the variation. The internal consistency of the construct was .92. Factor two consisted of 12 items related to knowledge of international student services. The factor was named knowledge, accounted for 10.13% of the variation, and had a reliability coefficient of .91. Results are summarized in Table 13.

Table 13

Factor Structure of the International Students Social Needs Questionnaire (ISSNQ), Importance (n = 190)

Social Need	Factor 1 Involvement	Factor 2 Knowledge
Going to events to meet other students.	.57	
Making friends and meeting new people.	.60	
Involvement in student organizations and activities.	.57	
Meeting the university President, the Provost, Deans.	.78	
Going to university events to meet people like the President, the Provost, and Deans.	.78	
Feeling accepted at the University.	.45	
Feeling like you are a part of the campus community.	.55	
Being involved in campus events.	.74	
Knowing about social and cultural events at the University.	.57	
Knowing about places to eat in Corpus Christi.		-.71
Knowing about places to eat on-campus.		-.61
Knowing where to get help about immigration questions.		-.52
Meeting people who live off-campus	.55	
Meeting business people in Corpus Christi.	.62	
Being involved in events off-campus.	.61	
Involvement in the local community	.44	
Knowing about things to do in Corpus Christi (the beach, places to hang out...).		-.87
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).		-.70
Meeting members of the opposite sex.	.46	
Talking to other people about yourself easily.	-.44	
Knowing about university sports events.		-.47
Attending university sports events.		-.46
Knowing about recreational sports you can play.		-.40

Table 13 continued

Social Need	Factor 1 Involvement	Factor 2 Knowledge
Talking to other people about yourself easily.	-.44	
Knowing about university sports events.		-.47
Attending university sports events.		-.46
Knowing about recreational sports you can play.		-.40
Being on a recreational sports team with American students.	.46	
Being on a recreational sports team with international students.	.46	
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).		-.80
Knowing about the city bus routes.		-.71
Meeting students who have cars.		-.62
Finding bicycles to rent or buy to ride off-campus.		-.48
Variation Explained	10.51%	10.13%
Reliability Coefficient	.92	.91

Factor Structure of the fulfillment items was investigated, using the international students' data, which were suitable for factor analysis (Kaiser-Meyer-Olkin = .89, Bartlett's test of sphericity = χ^2 (465, N = 190) = 3678.08, $p < .001$). The critical value of the factor loading was .37. As a result of PAF, two correlated factors were derived. Items 28 (knowing about the city bus routes) and 31 (finding employment on campus) did not load on either factor.

Factor one was defined by 19 items related to involvement with non-students (e.g., administrators, business people, and community members). The factor was named non-student involvement and accounted for 9.64 of the variation. The internal consistency of the construct was .93. Factor two consisted of 10 items related to involvement with fellow students. The factor was named student involvement, accounted for 7.80% of the variation, and had a reliability coefficient of .88. Results are summarized in Table 14.

Scale scores for the four derived factors were computed, ranging from one to four. For the importance items, the involvement scale had the mean of 2.92 (SD = .56) and the knowledge

scale had the mean of 2.94 (SD = .61). The difference was not statistically significant, $t(189) = .56$, $p = .58$. The effect size was .04. For the fulfillment items, the non-student involvement scale had the mean of 2.12 (SD = .56) and the student involvement scale had the mean of 2.50 (SD = .57). The difference was statistically significant, $t(189) = 10.60$, $p < .01$. The effect size was .78. Results showed that with respect to fulfillment of social needs, the degree of involvement with non-students was less than involvement with other students and the difference was statistically significant.

Table 14

Factor Structure of the International Students Social Needs Questionnaire (ISSNQ), Fulfillment (n=190)

Social Need	Factor 1 Non-student Involvement	Factor 2 Student Involvement
Going to events to meet other students.		.41
Making friends and meeting new people.		.56
Involvement in student organizations and activities.		.67
Meeting the university President, the Provost, Deans.	.60	
Going to university events to meet people like the President, the Provost, and Deans.	.61	
Feeling accepted at the University.		.57
Feeling like you are a part of the campus community.		.42
Being involved in campus events.		.79
Knowing about social and cultural events at the University.		.72
Knowing about places to eat in Corpus Christi.	.86	
Knowing about places to eat on-campus.	.47	
Knowing where to get help about immigration questions.		.42
Meeting people who live off-campus	.70	
Meeting people from your country in Corpus Christi.	.56	
Meeting business people in Corpus Christi.	.53	
Being involved in events off-campus.	.70	
Involvement in the local community	.58	
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).	.60	
Meeting members of the opposite sex.	.55	
Talking to other people about yourself easily.	.60	

Table 14 continued

Social Need	Factor 1 Non-student Involvement	Factor 2 Student Involvement
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games).	.60	
Meeting members of the opposite sex.	.55	
Talking to other people about yourself easily.	.60	
Knowing about university sports events.		.73
Attending university sports events.		.73
Knowing about recreational sports you can play.	.44	
Being on a recreational sports team with American students.	.39	
Being on a recreational sports team with international students.	.41	
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike).	.46	
Meeting students who have cars.	.67	
Finding bicycles to rent or buy to ride off-campus.	.67	
Variation Explained	9.64%	7.80%
Reliability Coefficient	.93	.88

Summary of Quantitative Results

The International Student Social Needs Questionnaire (ISSNQ) was completed by 190 students and 21 members of the International Task Force (ITF). A typical student was 23 years old, had a GPA of 3.43, and had been in the United States for 26 months and at the University for 20 months. The most reported native language and country were Chinese and China, respectively. The average International Task Force member was a faculty member who had 21 years of experience with international students and was English speaking American. The results of the ISSNQ indicated that both the students and ITF members ranked the degree of importance higher than the degree of fulfillment.

In terms of importance, international students reported knowing where to get help about immigration questions as the most important need, followed by finding employment on campus,

and feeling accepted at the university. The students reported finding bicycles to rent or buy to ride off-campus as the least important social need. The rankings showed that ITF members rated feeling accepted at the university as the most important need, followed by knowing where to get help about immigration questions, and feeling like you are a part of the campus community. The ITF rated meeting the university president, provost, and deans as the social need of lowest importance.

When students reported their level of fulfillment with social needs at the University, feeling accepted at the University, followed by knowing about places to eat on campus, and knowing about social and cultural events at the University were the most fulfilled items. Finding bicycles to rent or buy to ride off-campus was the least fulfilled need for students. The results for fulfillment for the ITF members showed that knowing about places to eat on campus, knowing where to get help about immigration questions, and finding employment on campus were the most fulfilled needs. The results showed that finding bicycles to rent or buy to ride off-campus was the least fulfilled need.

When comparing the importance with fulfillment of social needs, results showed that international students consistently reported higher scores for importance than fulfillment. All of the differences were statistically significant at a .01 level and the majority of effect sizes varied from medium to large. The ITF members also reported higher scores for importance than fulfillment. The majority of the differences were statistically significant at .01 with a majority of effect sizes in the medium to large range.

In terms of importance, international students ranked the overwhelming majority of the social needs at a higher level than did the ITF members. The students rated the levels of fulfillment of social needs higher than did the members of the ITF. Both groups ranked the

importance of needs higher than the level at which they were fulfillment. In terms of importance, the difference between the international students and the ITF members was not statistically significant and the result produced a small effect size. There was a statistically significant difference between the two samples on levels of fulfillment and a large effect size.

The students' self-ranking of listening, speaking, writing, and reading English language skills was not correlated with the importance and fulfillment scale scores.

An exploratory factor analysis of importance data resulted in two correlated factors which represented items pertaining to involvement in international student services and knowledge of international student services. In terms of fulfillment, factor analysis produced two correlated factors that can be described as involvement with non-students and involvement with other students. Four factor scores were computed. There was no statistically significant difference between the two importance factor scores. In terms of fulfillment, results showed that the non-student involvement scale and the student involvement scale difference was statistically significant. The fulfillment scores for involvement with non-students was less than the involvement with other students scale.

Qualitative Results

Profile of Subjects – International Students

Four international students participated in the international student focus group. Three of the students were undergraduate students and one was a graduate student. One student was from India, two from China, and one from Vietnam. Three of the students were studying business and one was in the computer science program. The undergraduate students have only studied at the University and the graduate student completed his undergraduate degree in his home country. There were two female students and two male students.

Profile of Subjects – International Task Force

The International Task Force focus group consisted of three members, all female. The participants represented countries from South American and the United States. One of the participants had completed a degree at the University as an international student. The participants all had professional experience with international education.

Collection of Data

The two focus groups both lasted one hour and the sessions were recorded. Each participant signed a consent form before the interviews commenced. The researcher asked questions and the participants discussed the topics. The collection of data was conducted in a semi-structured format with some predetermined questions and flexibility in the order (Kvale, 1996).

The goal of the focus groups was to gather information from the students and ITF regarding how they ranked the importance and fulfillment of the social needs. The focus group would discuss and expand on several of the topics and discuss how things were ranked.

Analysis of Data

After the data was collected, typed transcripts of the focus groups were created from the recordings. The transcripts were analyzed and codes pulled from them. The codes were organized into categories and the categories built the overarching themes of the focus groups.

International students. The international student focus group yielded codes that produced the following categories: University needs, Cultural needs, Campus involvement, Interactions with American students, Communication, Academics, Employment, and Transportation. The categories were analyzed and the following themes evolved: Navigational Barriers of Informal

Structure of Social Needs in Academia and Navigational Barriers of Formal Structure of Social Needs in Academia. The results are shown in Table 15.

Table 15

Coding, Categorization and Thematization of Qualitative Data for the International Students

Codes	Categories	Themes
Missed out by not attending events	Campus Involvement	Navigational Barriers of Informal Structure of Social Needs in Academia
Nervous to go to events		
Need to know someone there		
Multicultural group not for international students		
Group for American students		
Want to join more groups		
Want to be a part of campus		
Scared to meet knew students		
Nervous to go alone		
Want to know about sororities/fraternities		
Only for American students		
Americans do that		
They think I'm a Muslim		
They think I'm a terrorist		
Social events not as important		
I enjoy international student events		
Focus on school		
School is first		
My student group is where I am happy		
Scary to pursue American sports on campus		
I look different, they will laugh		
I don't know the rules, American students will laugh at me		
I'm not as athletic as them		
I sound different		
Scary to learn new rules		
They won't want me to play		
Scared to raise hand in class		
Don't want to seem like I'm important		
I will lose the game		
I want to be more involved with American students		

Table 15 continued

Codes	Categories	Themes
I don't want to party like American students		
All students do is party		
School is important, I can't go to parties		
I don't feel like part of the class		
The other students don't include me		
Group work is challenging		
Groups don't want me there		
My classmates ignore me		
The girls think I dress funny		
I study and go to class; I don't talk to other students	Communication	
Many opportunities to speak to other students		
Nervous talking in English		
Intimidating to speak in class		
Hard to talk to others about me		
No one cares what I say		
Group work is confusing		
Make friends with classmates		
Scare to talk to classmates		
Afraid to be embarrassed if I have to talk		
Embarrassed to keep trying to understand		
Embarrassed they don't understand me		
Intimidating opening up in a group		
Scared to give opinion in group work		
Conversations with Americans are hard		
Takes a lot of effort to talk to Americans		
I feel impatient		
How to start conversations		
I want a girlfriend like me	Cultural needs	
We don't spend time talking about what we like to strangers		
Friends are for outside school		
Network from country helps find a place to live and eat		
Friends know about the city		

Table 15 continued

Codes	Categories	Themes
<p>We play sports with people like us We play when we want to play I don't play with students from other countries Important I date someone like me Important I date someone from my country I don't want to date a different religion or from other country I don't go to campus events to meet boys I will meet a boyfriend from my community My parents don't want me to date My friends tell me where to live My wife is back in my country I already have someone to marry at home I don't like to be alone with other men</p>	<p>Academics</p>	<p>Navigational Barriers of Formal Structure of Social Needs in Academia</p>
<p>Going to professor's office who is a man is scary Don't know who get advice from Don't understand syllabus Hard to understand American education system Don't know what to expect in class Don't know how American classes are Intimidating to talk to professor Not comfortable getting help Don't know where to get help How to get academic help Afraid to question professor How to get help from professor What to take to class Want to observe American class before taking one Teachers assume I know syllabus The writing center isn't for me Hard to learn how to study Hard to talk to professors</p>		

Table 15 continued

Codes	Categories	Themes
<p>More places to eat Where to eat How to find job on campus</p>	University Needs	
<p>Graduate assistantships Eating on weekends Help with information at the university Campus information most important Most important information is about campus</p>		
<p>Want to know about campus Most time spent here Be smart and get a good job Job right after graduation Make money to send home Applying on campus is scary Can't work now, school is top priority Work experience later Get hired because I am smart Networking not important Networking events are scary Business events for American students Getting a job on campus too hard Don't hire international students so I don't try Don't know how to answer interview questions Don't know how to talk to business people</p>	Employment	
<p>Don't know rules of riding a bicycle Can't go to off campus events Bus doesn't go downtown City is confusing Hard to get around Some buses don't run in summer It takes a long time to get somewhere Don't know how to get somewhere off a bus route My city has good ways to get around Riding bicycles here is scary</p>	Transportation	

Table 15 continued

Codes	Categories	Themes
Unsafe on roads here Most international students come from places where we can ride a bus or train anywhere at any time Road markings strange Cars don't follow rules Can't find a ride to events Too scary to try cycling		

International task force. The ITF focus group yielded codes that produced the following categories: Student Groups, On-Campus, Transportation, Connection, Office of International Education, ESLI, Classroom experiences, and Employment. The categories were analyzed and the following themes evolved: Navigational Barriers of Informal Structures of Academia and Navigational Barriers of Formal Structures of Academia. The results are shown in Table 16.

Table 16 continued

Codes	Categories	Themes
<p>Get students involved in rec sports Campus should be main focus Current students are hard to capture Current students should be focus of services Focus on getting current students information Worry students don't feel accepted Students want to be on campus Hold more events on campus Find ways to get students over hurdles of intimidation On-campus events important because students can get here Students need to feel comfortable on campus first</p>	<p>Transportation</p>	
<p>Teach students how to ride bicycles Teach students transportation rules Teach them how to get to important places Less importance on friends with cars Bicycles may be not important because students scared to ride them Community not friendly to cyclists Bicycles make campus more accessible Make community more bicycle friendly</p>		

Table 16 continued

Codes	Categories	Themes
Building bonds with leaders will get students more information faster More information from students who have connections to us Website doesn't create meaning Personal interactions create meaning Ways for students to take advantage of opportunities Ways to get students to attend events Students are getting information from each other not OIE Improve our website	Connection	
Students need contact with our office Rankings still not ranked at "fulfilled" Students are more fulfilled than we think OIE isn't doing its job Need more events Solve barriers to opportunity Solve hurdles to location of events Most fulfilled aren't provided by us Events to increase student acceptance Need to do more	Office of International Education	
Work with ESLI to better prepare them to enter University ESLI shouldn't be main audience Bridge class Take class before enrollment	ESLI	Navigational Barriers of Formal Structures of Academia

Table 16 continued

Codes	Categories	Themes
Experience American classroom ESLI students respond most University students “adopt” ESLI	Classroom experiences	
Basic information about classes Where students need help Help before school starts Familiarize students with academic system Teach to talk in groups Practice speaking in front of others Give students classroom experience Teach students about syllabus Classroom elements		
Connection between networking and employment Jobs after graduation All focus is on school Importance on meeting business people Need jobs while in school Teach importance of business connections Networking important in bad economy Immigrants need to plan 5 years in advance Off-campus networking Step missing between graduation and employment Former students regret not making connections Help students plan 3 to 5 years in advance	Employment	

Summary of Qualitative Results.

Both focus groups yielded results that were organized into themes that centered on student barriers with formal and informal structures in academia. Formal structures can be defined as classes, academic issues related to the classroom, problems with employment, and transportation. Informal structures in academia are those that involve social interactions, cultural issues, connecting with peers, and connections on campus.

The focus groups revealed multiple issues with interaction barriers in both formal and informal academia. The student group discussed informal structural issues such as problems with conversation, difficulty navigating group work, difficulty interacting with American students, problems with cultural norms and values, stereotypes of American students, racism, prejudice, stereotypes that they experience, difficulty balancing academics and social opportunities, embarrassment, fear, dating, sports, and the expectations of their families. All of these issues had an impact on the formal structures of academia such as classroom involvement, understanding how the educational system works, transportation, finding employment, networking with business people, interacting with professors, completing assignments, and their basic needs at the University.

The student's basic difficulties with navigating general interaction and communication posed multiple problems for the students including how it affected their ability to have success in the classroom, attend and enjoy social events at the University, and to interact with business and community people whose connections they may need for post-graduation employment. The acknowledgement of these informal structures in academia and their impact on the formal academic system was also emphasized in the discussions of the International Task Force focus group.

The ITF discussed how improving informal structures such as who is involved in student groups can help international students break through some of these informal barriers. The ITF recognized the importance of getting students more involved on campus and increasing their success in the formal academic structure. Their conversation focused on what the informal barriers are (conversation, interaction with peers, disconnection, alienation, and fear) and how they can address them. They suggested events that were located on campus and were more accessible to students without cars, working with the leaders of student groups to garner support and encouragement to attend events from within the community, and a focus on strong advisors and mentors for international students and international student groups.

The ITF also discussed ways to improve the problems with formal structures in academia. One suggestion was to spend more time on academic needs during the international student orientation and to teach them what to expect in the classroom, explain how the education system in the United States works, and how to interact with students and faculty. Another area of concern was transportation, and the focus group discussed how to familiarize students with transportation in the city and to move more events on campus so that more students have the opportunity to attend. Further discussion and conclusions are reviewed in Chapter 5.

Conclusion

The findings of the study provide a better understanding of the social needs of international students and the degree of fulfillment of these needs at the University. The respondents represented 62% (n=190) of the international student population and 91% (n=21) of the International Task Force members.

The International Student Social Needs Questionnaire (ISSNQ) provided a look at the needs of the international students as determined by literature in the field. The results of the

survey provided information on the importance of these needs and the degree to which they were fulfilled as reported by the international students and the ITF. The survey also measured the English language skills of the students which were then compared to their degree of fulfillment. The results of this test indicated that there was no correlation between English competence and the fulfillment of social needs as reported by the international students.

The results indicated that there was a level of agreement between the ranking of social needs by the international students and the ITF on 90% of the items. The students consistently rated the importance of needs at a higher level than the degree of fulfillment. The ITF and the international students rated the majority of the social needs as only “somewhat fulfilled”. When compared, the degree of importance and fulfillment by the international students resulted in statistically significant differences for all of the items. The comparison of the needs on degree of importance and fulfillment as rated by the international task force resulted in a majority of them being statistically significant.

The findings showed that the students signified that their basic social needs and their desire to be a part of the University were the most important needs. Interactions with students outweighed business and community interactions. During the course of the focus groups, the students focused on their fear and physical inability (transportation) to attend many of the events planned by the Office of International Education. Chapter 5 discusses these findings and their implications in detail.

CHAPTER 5: CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

International student services are an evolving entity at the University. Formal services from an official international office have only been in existence since 2008, less than two years. As the University strives to meet the needs of international students, it is evident that they must evaluate what the student's needs are and how well they are fulfilling these needs. The results of the International Student Social Needs Questionnaire (ISSNQ) demonstrate the degree of importance that students rated items and the degree to which they have been fulfilled. The International Task Force completed the same questionnaire and the results were compared. The findings of these surveys are discussed below in terms of the research questions and major topics in the review of literature.

Student Involvement

As stated by Astin (1999), involvement in college is “the amount of physical and psychological energy that the student devotes to the academic experience” (p.518). While the study did not investigate how much time students devoted to actually attending student social events or expending energy on campus, the importance and levels of fulfillment of their social needs were investigated. The students reported an average between “somewhat fulfilled” and “fulfilled” for 87.1% of the social needs items (Table 4). The findings indicated that the students who took the survey were aware of and most likely participated in many of the events.

Despite the fact that most of the students are aware of student social events, the ability to actively be involved in many activities on campus and off-campus was a dominant issue during the focus groups. The students discussed in detail their anxiety related to attending university and community events and that they often had issues with physically getting there. These “active”

engagement events require the most effort from students, which may make them the hardest. The students consistently rated the importance of items higher than the degree to which they perceived their fulfillment.

The findings indicated that the greatest discrepancy between importance and actual fulfillment regarded off-campus social interaction. There are several possible explanations for the large differences in the rankings of these items. The first is the physical barrier to students attending events that happen in the city. Students discussed their difficulty navigating the city and their inability to reach certain areas in a reasonable time by riding the bus. The students also discussed their fear of using bicycles and their perception that the city is unfriendly toward cyclists and pedestrians. Therefore, they were unable to take advantage of community and campus events that are held off-campus or in the evening.

The students also reported their fear of the unknown and interactions with strangers as reasons they do not attend these events. As reported in Table 15, the students stated that they were nervous to go places alone, they want to know someone who is attending, and they believe that these events are primarily planned for domestic students. They also expressed the difficulty that communication presents for a non-native English speaker at some events as they are held in dark and loud places, such as restaurants or bars. It is clear that students are aware of the events and the importance of going, but they do not know how to overcome the hurdles associated with actually attending, whether they were physical or psychological.

Despite their fears associated with attending social events and their difficulty with physically getting there, the students were very interested in actually being a part of these events. They had a clear interest in active engagement in the campus community as evidenced in statements such as “missed out by not attending events”, “want to join more groups”, “want to a

part of campus”, “I enjoy international student events”, and “I want to be more involved with American students”.

The theme of engagement was laced into several of the most important needs as rated by the students. Several items such as feeling accepted at the university, making friends and meeting new people, feeling like you are a part of the campus community, knowing about social and cultural events at the University, knowing about things to do in Corpus Christi, and meeting business people in Corpus Christi all rated in the top 10 most important items. Two of the other needs rated in the top 10 were knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike...) and knowing about the city bus routes. It is evident that students want to be engaged and be an active part of their campus and community; but it is not surprising that students have so many problems navigating the public transportation as one student stated that her “...city has good ways to get around. Most international students come from places where we can ride a bus or train anywhere at any time”.

Social Needs

International and domestic student interactions are not strictly confined to the classroom. The social interactions of students and the events that allow students to build a connection to their college or university are ultimately what keeps them engaged and enrolled (Astin, 1993). Swagler & Ellis (2003) reported that international students who develop strong relationships with domestic students have a more positive attitude towards their life in their host country.

Students often arrive in the United States with a severely distorted view of what social life is like here (Klomengah, 2006). The idea that American students only party and never study was reinforced during the conversations of the international student group. The students made statements such as “I don’t want to party like American students” and “all students do is party”.

This generalization may further increase the divide between international and domestic students. If students continue to perceive that they are unwanted, unwelcome, and alienated from the domestic students in their country of study, they may never develop a level of comfort within that culture. It appears that both the domestic students and the American students spend time stereotyping each other and this can only stand to reinforce the division between the groups.

The feeling of alienation and being unwanted is especially alarming as the international students rated that social need as the third most important. The need to feel accepted was echoed by the comments of the international students during their focus group. One student stated that she wants “to be more involved with American students” while another said that he “doesn’t feel like part of the class”. Other statements regarding inclusiveness were, “my classmates ignore me”, “other students don’t include me” and “groups don’t want me there”. Three of the top six rated items were those that had to do with social interaction and acceptance. It is clear that becoming a part of the campus community (rated sixth) and interacting with other students is highly important to international students.

The fourth most important social need as rated by the international students was making friends and meeting new people. It is evident that this is important to the international students at the University as they discussed in their focus groups wanting to be a part of more student groups, meeting their classmates, and their desire to be a part of campus . Other items that were ranked as important were feeling like you are a part of the campus community and knowing about social and cultural events at the University. The students rated all of these items as less than fulfilled which indicates that the campus should dedicate more efforts to increasing the social interactions between international and domestic students so that they can feel more a part of the campus community.

Another area of concern was the discrimination that the international students reported during their focus groups. The students reported being laughed at and made fun of for their accent, language, dress, and mannerisms. These instances may lead to the students' low fulfillment score in terms of feeling like you are a part of the campus community. It is the duty of the University to create programming for interactions among international and domestic students not only so the international students feel comfortable, but so that domestic students are also able to learn about other cultures and become familiar with students who are different from themselves.

Zimmerman (1995) found that the how frequently international students interacted with domestic students was the most important factor influencing adjustment. Adaptation appears to be essential to international students as they rated feeling accepted at the university and feeling a part of the campus community as two of their most important needs. Successful adaptation appears to go hand in hand with inclusiveness and acculturation. The international students appear to have a strong desire to "fit in" and be a part of the community around them.

One of the themes of the focus group (Table 15) was the tension and stress surrounding interactions with American students. The international students reported being "scared" or "intimidated" during their interactions with them. The focus group also discussed how most of their social and cultural needs are met through their own community of students from their native country. The students reported their hesitance to attend social events planned by the University and held in the city as this would involve the above mentioned fear of interaction with domestic students. This fear could also be a reason that many of the social needs regarding interacting with domestic students and attending university events were ranked lower than the more practical needs of using social skills to find employment and food.

A main theme during the focus group centered on the importance of academics and that for them, going to school was their “job”. The students discussed their perception of American students and their belief that “all students do is party”. The international students also expressed their concerns related to putting more focus on social and sports events because “I don’t want to party like American students”. The students described that their families had sent them to the United States to get a good education so they could be successful in their society, attending social events was not part of that plan. Based on these discussions, the researcher concluded that there are many cultural barriers that prevent students from taking advantage of the networking opportunities on campus. The students expressed their desire to meet other students and to find jobs during college and after graduation, but many students miss out on the networking opportunities that would enable them to build the relationships that could assist them in finding future employment.

Factor analysis (Table 13) showed that student’s top needs fell evenly between the two factors of involvement (Factor 1) and knowledge (Factor 2). It can be concluded that although students do rate purely social events as important, it is equally important to them to have practical social knowledge about the campus and the city. Based on the ranking of the needs and the statements in the focus group, students are interested in the needs that have a more practical purpose in their life as opposed to being on a recreational sports team with American students and attending university sports events which may seem like events for pleasure and enjoyment only.

When the rankings were compared regarding the importance mean and the fulfillment mean for each item (Table 8), all of the items showed a statistically significant difference with medium to large effect sizes. The students consistently rated the importance of items higher than

the degree to which they are being fulfilled. The findings indicated that the greatest discrepancy between importance and actual fulfillment regarded social interaction off-campus were: meeting business people in Corpus Christi, involvement in the local community, knowing about things to do in Corpus Christi, knowing about events in Corpus Christi and knowing how to travel off-campus. As described above, the students experience many psychological and practical issues with these opportunities.

Like the international students, the International Task Force rated feeling accepted at the University, feeling like you are a part of the campus community and making friends and meeting new people as three of the top six rated items. The findings suggest that the ITF believes that campus social involvement is the most important, followed by city involvement, and then finally involvement in sports and with university administration. This is evident in the planning of university events as the office most often holds events that encourage interaction with their peers, both international and domestic. Factor Analysis (Table 13) suggests that most important needs as rated by the ITF are those that fall in the category of involvement (Factor 1). The majority of the lowest rated items were categorized as knowledge (Factor 2).

One of the themes of the ITF focus groups was preparing students to succeed which involved the group discussing that students may not be aware of the long term benefits of building connections on campus. As the students also discussed, the ITF also recognized that students wish to find comfort on-campus before they desire connection with the city. The ITF discussed that their ratings of importance may differ as they are looking towards how the students will benefit in the future from their college experience whereas the students may be only looking at the benefits of an event or opportunity on their life today. This may lead students to

place less importance on networking and social events that may eventually lead to relationships with individuals who can help them find employment or go to graduate school.

It should also be noted that the no member of the ITF ranked a single item as “not important”. This might have occurred as the participants perceived that it may reflect poorly on them if they rates something as “not important” that is proven to be an important social need for international students.

The researcher found that the ITF rated the majority of the items around “somewhat fulfilled” with only one item rated as “fulfilled”. This may be because the OIE is still a developing entity on campus or it may be an unconscious effort by the ITF to not seem overly confident in their fulfillment of the social needs of international students.

The concept of failing to fulfill needs was evident during the ITF focus group. When reviewing the differences in rankings between the international students and the ITF, the participants discussed how the Office of International Education can better serve students. The group reviewed the areas that they were lacking in terms of fulfillment and discussed how to better connect students to each other and events. It is clear that there are many opportunities for students to participate in social events on and off campus, but there is an obvious barrier to actual attendance. The participants discussed the needs they ranked as least fulfilled and ways that the OIE can improve these in the future. The group was also surprised to find that the highest rankings of the fulfillment of needs by students were still only at the “fulfilled” level on average. The group felt that they did fulfill more of the needs at a higher rating than was reported, but students were failing to take advantage of the opportunities.

Another theme regarding fulfillment was dissatisfaction with student group organization. The focus group reported that a great deal of the information they disseminate and notification of

events occurs through their relationship with student groups. There are currently a few well-led student groups on campus, but for the most part they ebb and flow. The focus group reviewed the social needs and discussed how many of them could be addressed by working with student groups. As reported above, the students receive most of their social fulfillment from students in their own community. The findings show that involvement in one's own community is important to their social well-being and that these are the individuals that students trust. A better relationship between the OIE and these groups could increase the level of fulfillment with the social needs of students and increase their amount of participation.

When comparing the degree of fulfillment between the international students and the ITF, it can be determined that because the students and the ITF agreed on over 90% of the items that the ITF appropriately planned their services and are aware of what is important to international students. Although the University did not conduct any pre-planning surveys to determine what students believed was important, it is clear that the International Task Force and the Office of International Education were able to determine what was important to students.

It was expected that there would be a larger discrepancy between the international students and the ITF ratings of importance and fulfillment because there were no preliminary studies completed on the needs of the students at University. There may have been a large level of agreement because many of the individuals on the International Task Force were international students themselves or that the experiences that the ITF members had with international education enabled them select what was important to students. Another factor may be that some of the listed needs are common knowledge; this may include feeling accepted at the university, making friends and meeting new people, feeling like you are part of the campus community, and

knowing about places to eat on campus. These needs may stand out as obvious items that any student would want from a university and any professional would hope to provide.

The ITF focus group was especially concerned with student's feelings of inclusiveness at the University and to what degree students felt that they were a part of the campus. Statements such as "worry students don't feel accepted" and "students need to feel comfortable on campus first" highlight the recognition by the ITF that inclusiveness is important. The results demonstrate that students do feel that their needs are more fulfilled than the ITF does, but the needs are still ranked between the "somewhat fulfilled" and "fulfilled" levels.

Responses from the international student focus groups were disproportionately emphasized on interactions with American students and campus involvement. Roughly 75% of the conversation time and number codes emanate from these two areas. These seem to be major areas of concern for international students. The fears related to talking in class, speaking to their classmates, meeting new students, and feeling alienated are alarming. It is clear that the students are having a multifaceted array of problems with acculturation and engagement at the University. The literature suggests that these problems are experienced by many students across the country. The unique location of the University has no doubt contributed to these problems as it is so segmented from the community, there is very limited on-campus housing and there are very few weekend events on-campus.

Academic Needs

The literature suggests that the educational system of the United States is often a major hurdle for international students. Not only are they in a different country, but the actual function and environment of the classroom may be dramatically different. The needs of international students in the academic environment were much discussed topics during the focus group.

Although the OIE is primarily focused on social, cultural, and legal programming, the ITF focus group spent a significant amount of time discussing ways that they could better serve students regarding some of the academic issues. While the students focused on problems they were having, the ITF focus group concentrated on ways to better prepare students for American education and how to improve the work of the OIE.

The students reported feeling intimidated and uncomfortable when it came to seeking assistance on campus and in the classroom. While some of their issues may be cultural, such as questioning a person of authority (Althen, 1988), several issues were those that can be addressed. The ability of students to understand their syllabi, what to expect in class, and how to approach faculty members are issues that could be attended to by the Office of the International Education. When the ITF focus group reviewed some of the responses by the students, they immediately discussed ways to resolve these issues through orientation and student groups.

Another facet of the classroom environment involves interaction with other students in the classroom. Wong (2004) found that learning in the classroom is increasingly complicated by the differences between international and domestic students. During the focus group, the international students repeatedly stated that they felt embarrassed to speak in class or raise their hand. They expressed feeling disconnected from the rest of their class and a sense of isolation as they often felt ignored. The students rated making friends and meeting new people and talking to other people about yourself as the fifth and sixth most important social needs. International students at the University have a strong desire to meet and interact with other students.

The literature on international and domestic student interaction addresses the meetings between students from individualist nations (United States) and collectivist cultures (many Asian nations). Whereas American students feel comfortable expressing thoughts or questions, many

international students may view this as boastful or arrogant (Ward, 2001). This sentiment was echoed during the student focus group as they discussed their fear of speaking in class and speaking to their domestic peers as they feared sounding self-important or conceited. These cultural boundaries also extended into group work as the students felt that they were unwanted in most instances.

It is evident that the campus needs to make increased efforts to familiarize students with the academic system in the United States and to increase their level of comfort when interacting with peers. This will be a challenge as the literature finds that it often takes students five years before they are academically fluent on par with their domestic counterparts (Salend & Salinas, 2003). While communication is the key to building connections and relationships with faculty and students, there should be more opportunities on campus for international students to socialize and practice conversing with native English speakers.

Although the results did not indicate a statistically significant difference between students self-reported level of English language skills and their ratings of importance and fulfillment of social needs (Table 12), the literature supports that students who felt their English skills were adequate reported better adaptation at their American university (Surdam and Collins, 1984). The level of English language and how English language is assessed is a topic that should be further reviewed by the University as many students reported high levels of English comfort yet indicated several kinds of language problems in the survey. The anomaly regarding a lack of statistical significance between language and fulfillment may be explained by the fact that students taking the survey were those who felt comfortable with English already.

This finding was somewhat surprising as the literature reveals that students often have trouble interacting with the domestic peers when they do not have sufficient language skills

(Lacina, 2002; Swagler & Ellis, 2003;). The lack of association between the level of English language competence and satisfaction with the services offered by the University may be explained by the fact that the students rated their levels of fulfillment between “somewhat fulfilled” and “fulfilled” with none of them actually meeting “fulfilled” status. An association may not currently exist because the entire sample felt that their needs were less than fulfilled, regardless of their language ability.

As the OIE grows and improves the type and amount of social services offered to students, the discrepancy between students who are not competent in English and who can benefit from social interactions with native English speakers may become more evident. Zimmerman (1995) found that the amount of interaction that international students have with American students and the time they spend in the United States increased how students felt that they had adjusted to the American culture. She concluded that interaction and communication between international students and staff, faculty, and domestic students is beneficial for all parties.

Cultural Needs

Cultural events were also rated very highly by the international students. The results indicated that there were six items involving social and cultural events rated above the level of “important” in the survey. Althen (1998) specifically notes that students who have difficulty adjusting to a new culture may have a lowered chance of reaching their educational goals. It is apparent that for students to be successful at colleges and universities, they need to obtain a certain level of comfort to have a positive experience (Heikinheimo & Shute, 1986).

The literature details the concept of students fitting into the roles of assimilationists, seperationists, integrationists, and marginalists (Berry, 1997). From the discussions in the student

focus groups, it appears that many of those students fit into the separationist group. This group is determined by the student's rejection of their host culture as they maintain a strong identification with their native culture. While it is important for students to retain ties to their own culture, it is detrimental that students would completely reject the culture of the country in which they are attending college. As previously mentioned, when students are able to build strong relationships with their new culture they are more likely to feel emotionally gratified and secure (Al-Sharideh & Goe, 1998). During the focus group the students reported a desire to be different from the American students, yet they expressed a general feeling of alienation, which cause a collision of ideas.

Acculturative stress, stress that occurs when intercultural events happen that exceed a student's capacity to manage them (Berry, 1985), can be produced by discrimination. The students reported in the focus group that they felt that they were unwanted, disliked, and purposely left out because of their language, clothes, and nationality. This was a feeling that was especially vocalized by the Indian students as they reported often being mistaken as someone of Middle Eastern descent and experienced the negative feelings that many American students hold toward that culture.

Another key issue in acculturative needs regard a student's basic need for food, housing, and appropriate immigration information. Although there has been a decline in the number of international students coming from abroad since September 11, 2001, students desiring to obtain a visa typically must make multiple attempts to do so (Chandler, 2004). When rating the importance of the social needs items, the students rated knowing where to get help about immigration questions as the second most important item. Other items that were rated in the top ten were knowing how to travel off-campus, knowing about places to eat on campus, and

knowing about the city bus routes. Interestingly, finding on-campus employment was rated much lower which was surprising as that was a topic students discussed in great detail during the focus group.

In terms of importance, the international students rated feeling accepted at the university, feeling like they are a part of the campus community, making friends and meeting new people, talking to others about themselves, being involved in campus events, and knowing about things to do in the city all in top ten items. It is evident that it is important to students to feel like they are a part of the culture at the University and to become part of the student body on campus.

This need to be a part of the culture was reiterated during the focus groups. The students discussed dating and meeting students from other countries. They did have a specific interest in meeting others and making friends, but they were very specific about dating, “I don’t want to date from a different religion or from another country” and that it was “important that I date someone from my country”. This proved interesting as it seems that most domestic college student’s main interest is in meeting members of the opposite sex. One student mentioned that he had a wife back in his home country and another stated that her parents will help her choose a husband. The cultural norms of American students appear in great contrast to these students which may further increase their alienation. The lack of awareness on the part of American student groups regarding these customs may further preclude international students from their organizations as many events are specifically planned for meeting members of the opposite sex. Many sororities and fraternities hold “date parties” which may require a date of the opposite sex in order to attend.

Despite the fact that the students openly state their desire to be a part of the campus community, they were very vocal about their almost exclusive association with students from

their culture or country. One student described how he only participates in sports with students from his country and does not play with those from other countries, even if they are both engaging in the same game in close proximity. The students discussed their desire to only date and spend time with other students like them and that “friends are for outside of school”. This mindset most certainly leads to further social adjustment issues. If the international office plans events, but students refuse to come, then the fulfillment of their social and cultural needs will never be at a satisfactory level.

International Student Satisfaction

One of the markers of success for international student programs is the ability for university leaders and planners to embrace and address cultural diversity. Lu (2001) found that students not only use student services less than domestic students, but they are often more highly unsatisfied. The results of this survey indicate that international students at the University also feel unfulfilled regarding their student services. They did not rate any of the items above the level of “fulfilled” and many were closer to the “somewhat fulfilled” level or below. When the ratings of importance and fulfillment were compared, all of the scores were found to be statistically significant which indicated that the students felt that the level of importance was not being matched by the level of fulfillment (Table 8).

The International Task Force also rated the degrees of importance higher than the level of fulfillment with most of the items showing a statistically significant difference when compared (Table 9). Based on the discussions during the ITF focus group, it is evident that the leaders in the Office of International Education are aware of many of the issues facing international students and are actively working to improve their services. The OIE will be incorporating the importance and fulfillment ratings of this survey into their planning.

Recommendations

For future study there are several recommendations that should be considered. First, the actual social needs should be determined by the student population at the University of study. If replicated, the qualitative portion should be conducted initially to determine what the social needs of the students actually are. The survey should be built from those discussions and the rankings compared at that point. The qualitative portion of the study yielded the most interesting and detailed pieces of information.

Many social needs and issues arose during the discussion that were not specifically named in the literature and are unique to this campus. One of the main concerns was traffic rules regarding cycling. The students discussed coming from countries where biking to a destination was the norm, yet they could not understand the rules in the city and they felt unsafe. The students also discussed several academic issues that are tied to social needs. One student mentioned that she “didn’t know what to expect in class”, this worry may make it very difficult for students to understand norms of peer interaction in class. There was also discussion regarding working in groups and the norms and expectations associated with that situation. It is clear that social needs are highly integrated into several areas of their lives outside of strictly social events.

Another recommendation would be the replication of this study at a larger institution or one where the international office is better established. At the time that the survey was completed, the Office of International Education had been in existence for 16 months. The Office has only three full time employees, therefore their ability to fulfill all of the needs of the international students at a high level of fulfillment was likely impossible at that time. A larger university with a well established and well funded office would likely yield drastically differing

results. Many of the events that the OIE at the University is trying to initially establish may be the norm at other institutions.

Another recommendation would be to study the social needs of different ethnic groups and compare how those groups' needs are being fulfilled. During the course of the focus group it was obvious that there were differing cultural expectations among the students participating even though they were all from the same continent. It would also be recommended to determine the social needs of domestic students and compare those to international students. It would be interesting to see which needs overlapped and which needs were unique to the international students or the domestic students. The results of that study could be used to better plan services provided by student affairs and those provided by an office on international education.

The field of literature is growing in respect to the specific needs of international students, but further research should be conducted to determine what their actual needs are from the perspectives of students. There were inconsistencies between the focus groups and the survey results. For instance, the students discussed their issues with transportation and cycling around campus, yet the survey indicated that their desire to rent bicycles was the least important item. The students also discussed the physical barriers to actually attending events, yet the importance of knowing students who have cars was very low. The focus groups allowed for honest conversation and determination of items that were of the utmost importance to students.

In general, the findings support the research that international students have specific needs that may differ from domestic students. The findings also support the purpose of the study regarding the importance of determining the social needs of students when planning an office of international education. It is clear that an evaluation of the distinct and unique needs of the international students at a university need to be determined through discussion with them. This

would allow for the most accurate instrumentation to be developed to assess what the students need most from an office of international education. International students must have opportunities for social involvement and engagement at their institution in order to have a successful college experience (Astin, 1993).

References

- Abrams, J. & Ferguson, J. (2005). Teaching students from many nations. *Educational Leadership*, 62, 64-67.
- Al-Sharideh, K.A., & Goe, W.R. (1998). Ethnic communities within the university: An examination of factors influencing the personal adjustment of international students. *Research in Higher Education*, 39, 699-725.
- Altbach, P. (2004). Higher education crosses borders: Can the United States remain the top destination for foreign students? *Change*, 36, 18-24.
- Althen, G. (1988). *American ways: A guide for foreigners in the United States*. Yarmouth, ME: Intercultural Press, Inc.
- Arthur, N. (2004). *Counseling international students: Clients from around the world*. New York: Kluwer Academic.
- Astin, A.W. (1991). The changing American college student: Implications for educational policy and practice. *Higher Education*, 22(2), 129-143.
- Astin, A.W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Astin, A.W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40, 518-529.
- Bartram, B. (2007). The sociocultural needs of international students in higher education: A comparison of staff and student views. *Journal of Studies in International Education*, 11, 205-214.

- Baumgartner, J. (2008). Economic impact on states from international students. *Open Doors* 2008, 2008, Retrieved January 28, 2009, from <http://opendoors.iienetwork.org/page/131554/>.
- Berry, J.W. (1985). Psychological adaptations of foreign students. In R.J. Samuda & A. Wolfgang (Eds.), *Intercultural Counseling and Assessment: Global Perspectives*. Lewsiton, NY: C.J. Hogrefe Inc.
- Berry, J.W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46, 5-68.
- Bollag, B. (2004). Wanted: Foreign students. *The Chronicle of Higher Education*, 51, 37-38.
- Bontrager, T., Birch, W., & Kracht, J. (1990). International students' concerns: Directions of supportive programming. *The College Student Affairs Journal*, 10(2), 22-28.
- Bresnahan, M.J. & Cai, D.H. (2000). From the other side of the desk: Conversations with international students about teaching in the U.S. *Qualitative Research Reports in Communication*, 4, 1-15.
- Chandler, D. (2004). Reversing the tide. *Black issues in Higher Education*, 21(19), 20-24. Retrieved May 14, 2009 from Academic Search Elite databse.
- Chapdelaine, R. F. & Alexitch, L.R. (2004). Social skills difficulty: model of culture shock for international graduate students. *Journal of College Student Development*, 45, 167-184.
- Chen, C.P. (1999). Common stressors among international college students: Research and counseling implications. *Journal of College Counseling*, 2, 49-65.
- Choi, G. (1997). Acculturative stress, social support, and depression in Korean-American families. *Journal of Family Social Work*, 2(1), 81-97.
- Clements, E. (2000). Creating a campus climate in which diversity is truly valued. *New Direction for Community College*, 112, 63-72.

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.
- Cokley, K., Komarraju, M., Patel, N., Castillon, J., Roasles, R., Pickett, R., Piedrahita, S., Ravitch, J., & Pang L.S. (2004). Construction and initial validation of the Student-Professor Interaction Scale. *The College Student Affairs Journal*, 24, 32-50.
- Coleman, S. & Carsky, M. (1994). Responding to cultural differences: International student satisfaction. *International Education*, 23(2), 5-13.
- Constantine, M. G., Anderson, G.M., Berkel, L.A., Caldwell, L. D., & Utsey, S. O. (2005). Examining the cultural adjustment experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology*, 52, 57-66.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. Belmont, CA: Wadsworth.
- Cummins, J. (1998). Beyond adversarial discourse: Searching for common ground in the education of bilingual students. Retrieved December 3, 2009 from, <http://www.iteachilearn.com/cummins/beyond.html>.
- Dillon, R.K. & Swann, J.S. (1997). Studying in America: Assessing how uncertainty reduction and communication satisfaction influence international students' adjustment to U.S. campus life. Retrieved November 5, 2009 from, http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICEstSearch_SearchValue_0=ED416519&ERICEstSearch_SearchType_0=no&accno=ED416519.

- Farkas, J. (2005). Comparison of international college students in various life settings and their perceived social and cultural adjustment. Unpublished doctoral dissertation, Dowling College, Oakdale, New York.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). London: Sage Publications Limited.
- Furnham, A., & Bochner, S. (1986). *Culture shock: Psychological reactions to unfamiliar environments*. London: Methuen.
- Hayes, R.L., & Lin, H.-R. (1994). Coming to America: Developing social support systems for international students. *Journal of Multicultural Counseling & Development*, 22, 7-16.
- Hechanova-Almpay, R. , Beehr, T.A., Christiansen, N.D., & Van Horn, R.K. (2002). Adjustment and strain among domestic and international student sojourners: A longitudinal study. *School Psychology International*, 23(4), 458-474.
- Heikinheimo, P.S., & Shute, J.C.M. (1986). The adaptation of foreign students: Student views and institutional implications. *Journal of College Student Personnel*, 399-406.
- Ho, J.L. (2005). *University and student services: Satisfaction and importance from the perspective of students and faculty at the University of Idaho*. Doctoral dissertation, University of Idaho. UMI No. 3196087, V66-11A, 253 pages.
- Hu, S., & Kuh, G.D. (2003). Diversity experiences and college student learning and personal development. *Journal of College Student Development*, 44(3), 320-334.
- Hull, W.F. (1978). *Foreign students in the United States of America: Coping behavior within the educational environment*. New York, NY: Praeger.

- Institute of International Education (IIE), (2008, November, 17). Open doors: 2008 fast facts. Open Doors 2008, 2008, Retrieved January 20, 2009, from <http://opendoors.iienetwork.org/>.
- Jackson, B. (2004). Documentation and international students in the United States: Forging alliances or fostering alienation. *Georgetown Immigration Law Journal*, 18, 373-404.
- Kasahara, E. (2002). International university student's perceptions of cultural and contextual adaptation, acculturation, and control. Doctoral dissertation, Northern Arizona University. UMI No. V63-05A, 162 pages.
- Klineberg, O., & Hull, W.F. (1979). *At a foreign university: An international study of adaptation and coping*. New York, NY: Praeger.
- Klomengah, R.Y.(2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40 (2), 303-315.
- Kuh, G. (1993). In their own words: What students learn outside the classroom. *American Educational Research Journal*, 30(2), 277-304.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA; Sage.
- Lacina, J.G. (2002). Preparing international students for a successful social experience in higher education. In B.W. Speck, & B.H. Carmical (Eds.). *Internationalizing higher education: Building vital programs on campuses: New directions for higher education*, no. 117. San Francisco: Jossey-Bass.
- Leong, F. & Sedlacek, W. (1986). A comparison of international and US student preferences for help sources. *Journal of College Student Personnel*, 27, 426-430.

- Leong, F.T.L., & Chou, E.L. (1996). Counseling international students. In P. Pedersen (Ed.), *Counseling across cultures* (4th ed., pp. 210-242). Thousand Oaks, CA; Sage.
- Longerbeam, S. D., Sedlacek, W. E., & Alatorre, H. M. (2004). In their own voices: Latino student retention. *N.A.S.P.A. Journal*, 41, 538-550.
- Lu, M. (2001). International students and university support services: Utilization and perceived effectiveness. Ph.D. dissertation, State University of New York at Buffalo, United States -- New York. Retrieved February 17, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3010849).
- Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7, 45-51.
- Maloney, L. (2004). Academic slams visa policies. *Design News*, 59, 61-62.
- Mori, S. (2000). Addressing the mental health concerns of international students. *Journal of Counselling & Development*, 78, 137-144.
- Morris, R.T. (1960). *The two way mirror: National status in foreign students' adjustment*. Minneapolis, MN: University of Minnesota.
- Pace, C.R. (1984). *Measuring the quality of college student experiences*. Los Angeles: UCLA Higher Education Research Institute.
- Pandit, K. & Alderman, D. (2004). Border crossings in the classroom: The international students interview as a strategy for promoting intercultural understanding. *Journal of Geography*, 103, 127-136.
- Pascarella, E.T. & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco, CA: Jossey-Bass.

- Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects students, volume 2, a third decade of research*. San Francisco, CA: Jossey-Bass.
- Pedhazur, E.J. & L.P. Schmelkin (1991), *Measurement, Design, and Analysis: An Integrated Approach*, Hillsdale, NJ: Erlbaum.
- Peterson, D.M., Briggs, P., Dreasher, L., Horner, D.D., & Nelson, T. (1999). Contributions of international students and programs to campus diversity. *New Directions for Student Services*, 86, 67-77.
- Roberts, J.P. (2001). Predicting college success: The importance of ability and non-cognitive variables. *International Journal of Educational Research*, 35, 357-364.
- Salend, S. & Salinas, A. (2003). Language differences or learning difficulties. The work of the multidisciplinary team. *Teaching Exceptional Children*, 34, 19-27.
- Sam, D.L. (2001). Satisfaction with life among international students: An exploratory study. *Social Indicators Research*, 53, 315-337.
- Selvadurai, R. (1991). Problems faced by international students in American colleges and universities. *Community Review*, 12, 27-33.
- Schram, J. & Lauver, P. (1988). Alienation in international students. *Journal of College Student Development*, 29(2), 146-150.
- Shiraev, E., & Levy, D. (2004). *Cross-cultural psychology: Critical thinking and contemporary applications*. Boston: Allyn & Bacon.
- Spencer-Rogers, J. (2001). Consensual and individual stereotypic beliefs about international students among American host nations. *International Journal of Intercultural Relations*, 25, 639-657.

- Stoynoff, S.J. (1990). English language proficiency and study strategies as determinants of academic success for international students in the U.S. universities. Ph.D. dissertation, University of Oregon.
- Surdam, J.C. & Collins, J.R. (1984). Adaptation of international students: A cause for concern. *Journal of College Student Personnel*, 25, 240-245.
- Swagler, M.A., & Ellis, M.V. (2003). Crossing the distance: Adjustment of Taiwanese graduate students in the United States. *Journal of Counseling Psychology*, 50, 420-437.
- Texas A&M University – Corpus Christi (TAMUCC) (2008). Texas A&M University- Corpus Christi creates international education office for student support and global presence. Corpus Christi: Texas A&M University – Corpus Christi. Retrieved January 30, 2008 from http://www.tamucc.edu/marcom/news_releases/2008/december/IntelEd.pdf.
- Thomas, K., & Althen, G. (1989). Counseling foreign students. In P.B. Pedersen, J.G. Draguns, W.J. Lonner, & J.E. Trimble (Eds.), *Counseling Across Cultures* (3rd ed., pp. 205-241). Honolulu: University of Hawaii Press.
- Thorstensson, L. (2001). This business of internationalization: The academic experiences of 6 Asian MBA international students at the University of Minnesota's Carlson School of Management. *Journal of Studies in International Education*, 5(4), 317-340.
- Tinnesz, C.G. (2001). American and international student satisfaction. University of Buffalo, Buffalo.
- Tomich, P. , McWhirter, J., & Darcy, M. (2003). Personality and international students' adaptation experience. *International Education*, 33(1), 22-39.

- Tompson, H.B. & Tompson, G.H. (1996). Confronting diversity issues in the classroom with strategies to improve satisfaction and retention of international students. *Journal of Education for Business*, 71, 53-37.
- Useem, R. (2001). Third culture kids: Focus of major study. Retrieved November 10, 2009 from, <http://www.tckworld.com/useem/art1.html>
- Wang, Y. (2004). Pursuing cross cultural graduate education: A multifaceted investigation. *International Education*, 33, 52-72.
- Wang, Y.-W., Lin, J. G., Pang, L.-S., & Shen, F. C. (2006). International students from Asia . In F. Leong, A. G. Inman, A. Ebreo, L. Yang, L. M. Kinoshita, & M. Fu (Eds.), *Handbook of Asian American psychology* (2nd ed., pp. 245-261). Thousand Oaks , CA: Sage.
- Ward, C. (2001). The impact of international students on domestic student sand host institutions. Retrieved October 19, 2004 from New Zealand Ministry of Education Web site: <http://www.minedu.govt.nz/index.cfm?layout=document&documentid=5643&indexid=6671&indexparentid=6663>.
- Westwood, M.J. and Barker, M. (1990). Academic achievement and social adaptation among international students: a comparison groups study of the peer pairing program. *International Journal of Intercultural Relations*, 14, 251-263.
- Wilton, L. & Constantine, M. (2003). Utilization of counseling services by international students. *Journal of College Counseling*, 6, 333-342.
- Wong, D.K.S. (1991). Problems of foreign students attending the University of Arkansas and recommended solutions. Unpublished Dissertation: University of Arkansas.
- Wong, J.K. (2004). Are the learning styles of Asian international students culturally or contextually based? *International Education Journal*, 4, 154-166.

- Woolston, V. (1995). International students: Leveraging learning. In A. Pruitt-Loga & P. Isaac (Eds.) Student services for the changing graduate student population (pps. 81-88). *New Directions for Student Services*, 72.
- Yeh, C.J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16, 15-28.
- Zhao, C.M., Kuh, G.D., and Carini, R.M. (2005). A comparison of international student and American student engagement in effective educational practices. *The Journal of Higher Education*, 76(2), 209-231.
- Zimmerman, S. (1995). Perceptions of intercultural communication competence and international student adaptation to an American campus. *Communication Education*, 44, 321-335.

Appendix A

FORM A

Research Involving Human Subjects
Certification for Exemption from Review by the Institutional Review Board (IRB)
Texas A & M University-Corpus Christi

IRB # _____

A, B, C. Principle Investigators, Information

Cely Smart
Doctoral Candidate
4901 Saratoga Blvd., Apt 225
Corpus Christi, TX 78413
512-525-9072 (c)
Cely.smart@tamucc.edu

Faculty Advisor
Chair
Caroline Sherritt, Ph.D.
Professor
College of Education, Texas A&M University-Corpus Christi
Faculty Center 213, 6300 Ocean Drive
Corpus Christi, TX 78412
361-825-2438
Caroline.sherritt@tamucc.edu

Department/Unit
College of Education-Educational Leadership

D. Title of Project (Doctoral Dissertation)

An Investigation of the Social Needs of International University Students and the Degree to which they are Fulfilled by the Educational Experience.

E. External Funding:

Not Applicable

F. Grant Submission Deadline:

Not Applicable

G. Starting Date: December 2009

H. Estimated Completion Date: December 2010

I. Research Project: The study will take place at TAMUCC, hereafter referred to as The University.

1. Objectives of Project.

- a. The study is designed to determine what social student services international students at the University believe they require to be adjusted, if the staff's perceived student need is consistent with what the students report, and to determine if the students feel that their perceived needs are being met by the University.
- b. The following quantitative research questions will guide the study:
 - i. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the international students?
 - ii. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the international students?
 - iii. What is the perceived importance of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
 - iv. What is the degree of perceived fulfillment of social needs of international students in a public university in South Texas as reported by the members of the International Task Force?
 - v. How do the degrees of importance and fulfillment of social needs of international students compare to the degrees of importance and fulfillment as reported by members of the International Task Force?
 - vi. What is the relationship between self-reported English language competence and the degree of fulfillment of social needs of international students in a public university in South Texas as reported by the international students?
- c. The following qualitative research questions will guide the study:
 - i. What are the perspectives of international students in a public university in South Texas regarding their social needs?
 - ii. What are the perspectives of the International Task Force in a public university in South Texas regarding international student's social needs?

2. Subjects.

- a. Quantitative:

All international students and the members of the International Task Force at the University will make up the study's non-probability samples.

b. Qualitative:

A non-probability sample of international students and all members of the International Task Force will be invited to participate in focus groups.

3. Methods or Procedures.

The study will be descriptive, employing mixed methods research. The researcher will use the two-phase mixed methods explanatory design to answer the research questions. Specifically, the Follow-Up Explanations Model is employed (Creswell & Clark, 2007). In this model, the emphasis is on quantitative results and qualitative results are used to complement the quantitative findings. Quantitative data are collected and analyzed first. The results are used to derive questions which will guide the qualitative component of the study. The qualitative data are collected and analyzed. The quantitative and qualitative results are synthesized to better understand the social needs of the international students at the University.

For the quantitative portion of the study, a two-part survey questionnaire has been developed by the researcher (see attached). Part A consists of 31 items designed to measure the social needs. Each item is answered twice. First, the respondent is asked to indicate the degree of importance of the need, using a five-point Likert-type scaling: 5 = very important, 4 = important, 3 = somewhat important, 2 = slightly important, and 1 = not important. Second, the respondent is asked to indicate the degree of fulfillment of the need. The Likert-type scaling is: 5 = very fulfilled, 4 = fulfilled, 3 = somewhat fulfilled, 2 = slightly fulfilled, and 1 = not fulfilled. Part D is designed to gather demographic data that will be used to describe the participants. The one for the students includes 15 items and the one for the International Task Force members consists of seven items. The consent to participate in the quantitative component of the study will be obtained online.

For the qualitative component of the study, the perspectives of the students and members of the International Task Force will be documented by the qualitative data obtained from the focus groups. The consent to participate in the focus groups will be obtained in person (see attached). In accordance with the Follow-up Explanations Model, quantitative data will be analyzed first and results

will be used to formulate questions which will lead the focus groups. The lead questions for the students' focus group could be:

- i. What do you perceive as your social needs at the University?
- ii. To what extent your social needs have been met while studying at the University?

The lead questions for the International Task Force focus group could be:

- i. In your opinion, how do you describe the social needs of international students at the University?
- ii. In what ways is the University meeting these social needs?

4. Category for exempt research

This will be a Category (3) exemption: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior

J. Certification

Principal Investigator: Cely Smart

Signature _____

Date: _____

Co-Principal Investigator: Dr. Caroline Sherritt

Signature _____

Date: _____

Texas A&M University-Corpus Christi

Compliance Office

6300 Ocean Drive, Unit 5844, Corpus Christi, Texas 78412-5844 361-825-2177 Fax 361-825-2755

January 21, 2010

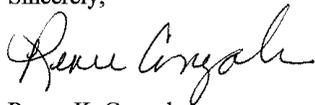
Ms. Cely Smart
4901 Saratoga Blvd.
Corpus Christi, TX 78413

Dear Ms. Smart,

I have reviewed your IRB application for your research project entitled "International Students and the International Task Force: A Mixed Methods Study of Perceived Needs and Effectiveness of Services" (#07-10). The project is consistent with Category 7.1.2(2) and is hereby deemed as Exempt. You are authorized to begin this project as outlined in your application.

If you have any questions, please do not hesitate to contact me at 825-2497.

Sincerely,



Renee K. Gonzales
Research Compliance Officer
Texas A&M University-Corpus Christi
6300 Ocean Dr. Unit 5844
Corpus Christi, TX 78412
Tel: (361)825-2497
Renee.gonzales@tamucc.edu



Appendix B

STUDENT ONLINE SURVEY CONSENT FORM

An Investigation of the Social Needs of International University Students and the Degree to which they are Fulfilled by the Educational Experience.

I, Cely Smart, am the principal researcher for this study and I am a doctoral student in the Department of Educational Administration and Research at Texas A&M University-Corpus Christi. You are being asked to participate in an online survey on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to examine the study is designed to determine what student services international students at TAMUCC believe they require to be adjusted and if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the responses to this survey will be kept private. There will be no identifying information associated with the completion of this survey. The answers to this survey will only be available to the researcher and her professors. The names of students who received the survey will remain anonymous.

Compensation

I understand that the completion of this survey will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497.

By checking this box, I voluntarily agree to participate in the study and am authorizing the use of my responses for research purposes. Checking the box serves as an electronic signature.

INTERNATIONAL ONLINE SURVEY TASK FORCE CONSENT FORM

An Investigation of the Social Needs of International University Students and the Degree to which they are Fulfilled by the Educational Experience.

I, Cely Smart, am the principal researcher for this study and I am a doctoral student in the Department of Educational Administration and Research at Texas A&M University-Corpus Christi. You are being asked to participate in an online survey on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to determine what student services international students at the University believe they require to be adjusted, if the staff's perceived student need is consistent with what the students report, and to determine if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the responses to this survey will be kept private. There will be no identifying information associated with the completion of this survey. The answers to this survey will only be available to the researcher and her professors. The names of task force members who received the survey will remain anonymous.

Compensation

I understand that the completion of this survey will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497.

By selecting this box, I voluntarily agree to participate in the study and am authorizing the use of my responses for research purposes. Checking the box serves as an electronic signature.

STUDENT FOCUS GROUP CONSENT FORM

An Investigation of the Social Needs of International University Students and the Degree to which they are Fulfilled by the Educational Experience.

I, Cely Smart, am the principal researcher for this study and I am a doctoral student in the Department of Educational Administration and Research at Texas A&M University-Corpus Christi. You are being asked to participate in a focus group on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to determine what student services international students at the University believe they require to be adjusted, if the staff's perceived student need is consistent with what the students report, and to determine if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the discussions in the focus group will be kept private. The identity of the individuals who provide information that is used in this dissertation will not be disclosed. The names of the focus group participants will be kept private. Responses to focus group questions will be recorded using an audio device and will be kept private.

Compensation

I understand that participating in the focus group will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497. I have read the above information. I have asked all desired questions and have received answers. I consent to participate in the study.

Signature: _____

Dated: _____

Printed Name: _____

INTERNATIONAL TASK FORCE FOCUS GROUP CONSENT FORM

An Investigation of the Social Needs of International University Students and the Degree to which they are Fulfilled by the Educational Experience.

I, Cely Smart, am the principal researcher for this study and I am a doctoral student in the Department of Educational Administration and Research at Texas A&M University-Corpus Christi.

You are being asked to participate in a focus group on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to determine what student services international students at the University believe they require to be adjusted, if the staff's perceived student need is consistent with what the students report, and to determine if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the discussions in the focus group will be kept private. The identity of the individuals who provide information that is used in this dissertation will not be disclosed. The names of the focus group participants will be kept private. Responses to focus group questions will be recorded using an audio device and will be kept private.

Compensation

I understand that participating in the focus group will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497. I have read the above information. I have asked all desired questions and have received answers. I consent to participate in the study.

Signature:

_____ Dated: _____

Printed Name: _____

Appendix C

International Student Survey

Welcome

My name is Cely Smart and I am a doctoral student in Educational Administration and Research at Texas A&M University-Corpus Christi. The survey that you are about to complete was created for my dissertation to gather data on the needs of international students at Texas A&M University-Corpus Christi. Thank you for taking the time to complete this survey and contributing to the knowledge about international student services at Texas A&M University-Corpus Christi.

Consent Form

You are being asked to participate in an online survey on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to examine what student services international students at TAMUCC believe they require to be adjusted and if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the responses to this survey will be kept private. There will be no identifying information associated with the completion of this survey. The answers to this survey will only be available to the researcher and her professors. The names of students who received the survey will remain anonymous.

Compensation

I understand that the completion of this survey will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497.

By selecting this box, I voluntarily agree to participate in the study and am authorizing the use of my responses for research purposes. Checking the box serves as an electronic signature.

I agree

Instructions: Please respond to the following questions about yourself

International Student Survey

Are you aware that Texas A&M University-Corpus Christi offers services specifically for international students?

- Yes
 No

Are you currently in ESLI?

- Yes
 No

Type of Visa

- F-1
 J-1
 Other

Sex

- Female
 Male

Age?

Where are you from (Country)?

What is your native language?

On a scale of 1 to 10, 1 meaning poor and 10 being perfect, select the number that best represents your current level of English language skills.

	1	2	3	4	5	6	7	8	9	10
Listening	<input type="radio"/>									
Speaking	<input type="radio"/>									
Writing	<input type="radio"/>									
Reading	<input type="radio"/>									

International Student Survey

How long have you been in the United States?

Years

Months

How long have you been at this university?

Years

Months

Academic Class (please check the one that best describes you today):

- 1st year undergraduate student
- 2nd year undergraduate student
- 3rd year undergraduate student
- 4th year undergraduate student
- 5th year or beyond undergraduate student
- 1st year graduate student
- 2nd year graduate student
- 3rd year graduate student
- 4th year graduate student
- 5th year or beyond graduate student
- Other

Degree Program:

- Bachelor's
- Master's
- Doctoral
- Other

International Student Survey

Select ONE Major or Area of Study that best represents your degree program:

- Biological Sciences (biology, clinical laboratory science, marine biology, etc.)
- Business (accounting, business administration, finance, marketing, etc.)
- Communication (speech, journalism, media, etc.)
- Computer Science
- Counseling
- Criminal Justice (homeland security, etc.)
- Education (teaching and educational administration)
- Engineering (mechanical engineering, mechanical engineering technology, electrical engineering technology, etc.)
- Foreign Languages
- General Studies
- Humanities (English, philosophy, literature, etc.)
- Interdisciplinary Studies (Environmental sciences, international business, math and sciences with teacher certification, etc.)
- Linguistics (Bilingual education)
- Mathematics
- Nursing and Health Sciences
- Physical Sciences (chemistry, physics, earth sciences, etc.)
- Pre-Major
- Pre-professional (pre-medicine, pre-law, pre-dental)
- Social Sciences (anthropology, economics, history, psychology, political science, etc.)
- Visual and Performing Arts (design, music, theater, etc.)

Current Cumulative GPA:

Where do you live now?

- On-Campus dorm/housing
- Off-Campus housing

International Student Survey

Who do you live with (select the one that best describes your living arrangements)?

- Alone
- One or more U.S. students
- One or more international students from your country
- One or more international students from other countries
- My spouse
- My spouse and child(ren)
- My partner
- My parent(s)/family member(s)
- Other people

The next section of the survey is designed to measure what your needs are as an international student. The questions also ask how Texas A&M University-Corpus Christi fulfills these needs with its international student services. In this survey, fulfillment means how well the need is achieved or accomplished by the University. For each question, select the appropriate choice that best describes the importance of the need and how well you think the need is fulfilled by the Texas A&M University-Corpus Christi.

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Going to events to meet other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Going to events to meet other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Making Friends and meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Making Friends and meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Involvement in student organizations and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Involvement in student organizations and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting the university President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting the university President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Going to university events to meet people like the President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Going to university events to meet people like the President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Feeling accepted at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Feeling accepted at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Feeling like you are a part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Feeling like you are a part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being involved in campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being involved in campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about social and cultural events at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about social and cultural events at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about places to eat in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about places to eat in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about places to eat on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about places to eat on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing where to get help about immigration questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing where to get help about immigration questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting people who live off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting people who live off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting people from your country in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting people from your country in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting business people in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting business people in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being involved in events off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being involved in events off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Involvement in the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Involvement in the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting members of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting members of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Talking to other people about yourself easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Talking to other people about yourself easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Attending university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Attending university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about recreational sports you can play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about recreational sports you can play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being on a recreational sports team with American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being on a recreational sports team with American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being on a recreational sports team with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being on a recreational sports team with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about the city bus routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about the city bus routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting students who have cars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting students who have cars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Finding bicycles to rent or buy to ride off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Finding bicycles to rent or buy to ride off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Student Survey

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Finding employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Finding employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You have now completed the survey. Thank you for your time.

International Task Force

Welcome

My name is Cely Smart and I am a doctoral student in Educational Administration and Research at Texas A&M University-Corpus Christi. The survey that you are about to complete was created for my dissertation to gather data on the needs of international students at Texas A&M University-Corpus Christi. Thank you for taking the time to complete this survey and contributing to the knowledge about international student services at Texas A&M University-Corpus Christi.

Consent Form

I, Cely Smart, am the principal researcher for this study and I am a doctoral student in the Department of Educational Administration and Research at Texas A&M University-Corpus Christi.

You are being asked to participate in an online survey on international student services for use in a doctoral dissertation. Please read the following information regarding your participation in this survey. You may contact the principal investigator, Cely Smart, at cely.smart@tamucc.edu.

Description

I understand that the purpose of the study is to determine what student services international students at the University believe they require to be adjusted, if the staff's perceived student need is consistent with what the students report, and to determine if the students feel that their perceived needs are being met by TAMUCC.

Confidentiality

I understand that the responses to this survey will be kept private. There will be no identifying information associated with the completion of this survey. The answers to this survey will only be available to the researcher and her professors. The names of task force members who received the survey will remain anonymous.

Compensation

I understand that the completion of this survey will not earn me any money or cost me anything.

Risks and Benefits

I understand that there are no risks associated with this study.

Right to Withdraw

I understand that I have the right to withdraw my consent and participation in the study at any time without penalty or loss of benefits for which I may be entitled.

Voluntary Consent

I understand that participation in this study is voluntary. I certify that I have been informed about the study's purpose, procedures, possible risks and benefits. I understand that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, Compliance Officer, at Texas A&M University – Corpus Christi, at (361) 825-2497.

By selecting this box, I voluntarily agree to participate in the study and am authorizing the use of my responses for research purposes. Checking the box serves as an electronic signature.

I agree

Instructions: Please respond to the following questions about yourself

International Task Force

Current Position at the University

- Administrator
- Faculty
- Staff
- Student
- Community

Sex

- Female
- Male

Where are you from (Country)?

What is your native language?

Have you worked directly with international programs or in an international office of education before?

- Yes
- No

How many years of experience do you have with international students?

The following section of the survey is designed to measure what you perceive as the needs of an international student and to what degree Texas A&M University-Corpus Christi fulfills those needs with its international student services. In this survey, fulfillment means how well the need is achieved or accomplished by the University. For each question, select the appropriate choice that best describes the importance of the need and the degree to which that need is fulfilled by the Texas A&M University-Corpus Christi.

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Going to events to meet other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Going to events to meet other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Making Friends and meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Making Friends and meeting new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Involvement in student organizations and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Involvement in student organizations and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting the university President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting the university President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Going to university events to meet people like the President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Going to university events to meet people like the President, the Provost, and Deans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Feeling accepted at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Feeling accepted at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Feeling like you are a part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Feeling like you are a part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being involved in campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being involved in campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about social and cultural events at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about social and cultural events at the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about places to eat in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about places to eat in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about places to eat on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about places to eat on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing where to get help about immigration questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing where to get help about immigration questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting people who live off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting people who live off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting people from your country in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting people from your country in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting business people in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting business people in Corpus Christi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being involved in events off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being involved in events off-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Involvement in the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Involvement in the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about things to do in Corpus Christi (the beach, places to hang out...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about events in Corpus Christi (festivals, entertainment, concerts, sports games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting members of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting members of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Talking to other people about yourself easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Talking to other people about yourself easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Attending university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Attending university sports events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about recreational sports you can play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about recreational sports you can play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being on a recreational sports team with American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being on a recreational sports team with American students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Being on a recreational sports team with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Being on a recreational sports team with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing how to travel off-campus (using the bus, driving, finding a ride, walking, riding a bike)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International Task Force

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Knowing about the city bus routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Knowing about the city bus routes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Meeting students who have cars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Meeting students who have cars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Finding bicycles to rent or buy to ride off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Finding bicycles to rent or buy to ride off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Need

	Not Important	Somewhat Important	Important	Very Important
Finding employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is this need is fulfilled (accomplished) by the University?

	Not fulfilled	Somewhat fulfilled	Fulfilled	Very fulfilled
Finding employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You have now completed the survey. Thank you for your time.