

Rowan University

Rowan Digital Works

---

Theses and Dissertations

---

8-29-2016

## Involvement patterns of international students and their overall college experience

Kesiane C. Costa-String  
*Rowan University*

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Commons](#)

---

### Recommended Citation

Costa-String, Kesiane C., "Involvement patterns of international students and their overall college experience" (2016). *Theses and Dissertations*. 2111.  
<https://rdw.rowan.edu/etd/2111>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact [graduateresearch@rowan.edu](mailto:graduateresearch@rowan.edu).

**INVOLVEMENT PATTERNS OF INTERNATIONAL STUDENTS AND THEIR  
OVERALL COLLEGE EXPERIENCE**

by

Kesiane C. Costa-String

A Thesis

Submitted to the  
Department of Educational Services and Leadership  
College of Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts in Higher Education  
at  
Rowan University  
July 22, 2016

Thesis Chair: Burton R. Sisco, Ed.D.

© 2016 Kesiane C. Costa-String

## **Dedication**

I would like to dedicate this thesis to my husband, David R. String Jr.

## **Acknowledgments**

I would like to recognize my husband, David String, who has been extremely supportive, helpful, encouraging, and understanding during the last two years. Thank you for your love, caring, and compassion.

I would like to acknowledge my parents; even though they currently live in Brazil, they always inspired me to persist and do the best I can every day.

I would like to thank you my colleagues and international students from Rowan University for their contributions to this study.

Foremost, I would like to express my appreciation to Dr. Burton Sisco, who challenged and guided me, helped through each step in this research study, and provided great instructions on research.

## Abstract

Kesiane C. Costa-String  
INVOLVEMENT PATTERNS OF INTERNATIONAL STUDENTS AND THEIR  
OVERALL COLLEGE EXPERIENCE  
2015-2016  
Burton R. Sisco, Ed.D.  
Master of Arts in Higher Education

The goal of this mix method study was to examine the involvement patterns of Rowan University international undergraduate students and their overall college experience and satisfaction. The study further explored what services are most used from international students at Rowan University. The survey sample included the available population of all international undergraduate students from Rowan University, Glassboro main campus, during spring 2015. Of the 59 international undergraduate students who received the survey, 33 students responded yielding a 56% response rate. The purposive sample included four undergraduate international students from Rowan University, Glassboro, main campus, enrolled during the 2014-2015 academic year, spring term of 2015. A total of two separate face-to-face interview sessions were conducted to gather data about participants' overall reflections on activities and services they participated the most on campus and their level of college satisfaction. Quantitative and qualitative data analysis confirmed findings from previous studies that international students have a higher involvement with academic activities than extracurricular activities. Moreover, the data suggested that international students were satisfied with Rowan's college experience and institutional services.

## Table of Contents

Abstract.....	v
List of Tables .....	ix
Chapter I: Introduction.....	1
Statement of the Problem.....	1
Purpose of the Study .....	2
Significance of the Study .....	3
Assumptions and Limitations .....	3
Operational Definitions.....	3
Research Questions .....	5
Overview of the Study .....	5
Chapter II: Review of Literature.....	7
Introduction.....	7
International Students .....	8
Challenges Faced by International Students .....	9
Schlossberg's Transitional Theory .....	10
Cross-Cultural Transitions and Adjustment.....	13
Astin's Theory of Student Involvement.....	15
International Student Academic and Social Involvement.....	17
Academic Performance and Level of Academic Challenge .....	18
Academic Adjustment.....	19
International Student Satisfaction .....	20
Summary of the Literature Review.....	21

## Table of Contents (Continued)

Chapter III: Methodology .....	23
Context of the Study .....	23
Population and Sample Selection.....	24
Instrumentation .....	25
Data Collection .....	28
Data Analysis .....	29
Chapter IV: Findings.....	31
Profile of the Survey Sample .....	31
Analysis of the Quantitative Data .....	34
Research Question 1 .....	34
Research Question 2 .....	47
Research Question 3 .....	51
Research Question 4 .....	61
Profile of the Interview Sample .....	71
Analysis of the Qualitative Data .....	73
Research Question 5 .....	73
Research Question 6 .....	77
Chapter V: Summary, Discussion, Conclusions, and Recommendation .....	81
Summary of the Study .....	81
Discussion of the Findings.....	82
Conclusions.....	86
Recommendations for Practice .....	88



## Table of Contents (Continued)

Recommendations for Further Research.....	89
References.....	90
Appendix A: Institutional Review Board Approval .....	95
Appendix B: Consent Form .....	96
Appendix C: Recruitment Letter and Survey Instrument .....	99
Appendix D: Interview Instrument .....	106
Appendix E: Table E1 - International Student Enrollment and U.S. Higher Education Enrollment, 1999/00 – 2012/13 .....	110
Appendix F: Table F1 - Top 20 Places of Origin of International Students, 2011/12 – 2012/13 .....	111
Appendix G: Table G1 - Fields of Study of International Students, 2011/12 – 2012/13 .....	112
Appendix H: Permission to Use Instruments.....	113

## List of Tables

Table	Page
Table 4.1 Demographics of Sample (N=33).....	32
Table 4.2 Hours Spent Each Day on a Computer (N=33) .....	35
Table 4.3 Hours Spent Each Week on Curricular and Extracurricular Activities (N=33).....	37
Table 4.4 Student Involvement per Month in Other Activities (N=33).....	41
Table 4.5 Student Involvement with a Career Advisor or Career Program (N=33).....	47
Table 4.6 Rowan University Rank of Satisfaction: Attendance (N=33) .....	48
Table 4.7 Rowan University Rank of Satisfaction: Graduation (N=33).....	49
Table 4.8 Rowan University Rank of Satisfaction: Quality of Instruction (N=33).....	50
Table 4.9 Rowan University Rank of Satisfaction: Recommendation (N=33) .....	51
Table 4.10 Social Involvement Rank of Importance (N=33) .....	52
Table 4.11 Academic Involvement Rank of Importance (N=33) .....	55
Table 4.12 Campus Atmosphere Rank of Importance (N=33) .....	56
Table 4.13 Personal Goals Rank of Importance (N=33).....	58
Table 4.14 Social Involvement Rank of Satisfaction (N=33).....	62
Table 4.15 Academic Involvement Rank of Satisfaction (N=33).....	65
Table 4.16 Campus Atmosphere Rank of Satisfaction (N=33) .....	66
Table 4.17 Personal Goals Rank of Satisfaction (N=33).....	68
Table 4.18 Participant's Background Information.....	72

## **Chapter I**

### **Introduction**

As American society becomes more diverse every year, one of the main goals of higher education is to educate students to work effectively with people from different cultures and backgrounds. American colleges and universities admit more international students than any other nation in the world and these international students represent an outstanding source of diversity to higher education institutions. However, gathering students from different countries and cultures together does not mean that they will automatically interact. Colleges and universities develop different activities to promote cross cultural interaction and integration between domestic and international students. One important acknowledgment is that international students face a number of transitional challenges that can affect their student involvement, academic performance, and their overall college experience.

#### **Statement of the Problem**

The world becomes more interconnected every day, and international students have been highly welcomed in America as promoters of diversification and internationalization in higher education institutions (Irungu, 2010). The increase in enrollment of international students started during World War II, when many colleges and universities in Europe closed leaving international students with an option to come to the United States to seek a degree (Epstein, 1996). Since that time, there has been a continued growth of F-1 visa by international students attending higher education institutions in the United States (De Palma, 1990; Moriat, 1990; Smolowe, 1992). One important reason for earning degrees from American postsecondary institutions is the

opportunity to compete for better and higher salary employment in the students' home countries, and also adding great status and prestige for the international student (Carter & Sedlacek, 1986). As the international student population increases, many students perceive their college to be less, not more, supportive (Zhao, Kuh, & Carini, 2005). Two issues emerge from this observation. First, international students may find it more challenging to succeed without social engagement and academic support. Second, colleges and universities may unsuccessfully serve the needs of foreign students (Parikh, 2008). Today's higher institutions have many pressures to compete for faculty, resources, and enrollment in addition to being expected to provide excellent service to all student groups (Parikh, 2008). International students are an understudied population (Garrod & Davis, 1999; Lu, 2001; Tinnesz, 2001) about which college administrators often have less knowledge. Parikh (2008) noted in her research that student involvement has a positive impact on graduation rates, satisfaction with college experience, and academic performance. Colleges and universities recognize the value of foreign students and their impact on academics, economics, culture, campuses, communities, and the nation (Wongtrirat, 2010).

### **Purpose of the Study**

The purpose of this study was to examine the involvement patterns of international students, their overall college experience, and satisfaction with Rowan University. This research explores the needs of international undergraduates students with the desire of providing recommendations on how to serve them more effectively.

## **Significance of the Study**

This study examined involvement patterns of international students, which means the participation of international students in the use of campus services, and their in-and-out-of-class experiences. The main goal is to make recommendations to higher education institutions to better serve international students. This research may also provide a greater knowledge of the variables that impact academic performances, leading to improved student success.

## **Assumptions and Limitations**

The scope of this study was limited to international students at Rowan University, Glassboro campus. A total population survey sample and a convenient sample of four international undergraduate students were selected to be interviewed for this research. The four participants agreed and were conveniently available to be studied upon my request. It was assumed that all students were involved in at least one service or activity with the Rowan campus. Findings for this study were limited to participant interview answers and survey subject responses towards their social involvement and academic experience at Rowan University, in April 2015. The researcher assumed that the survey subjects completed the survey by answering accurately and truthfully. Researcher viewpoint as an international student may present a potential bias towards student engagement and academic performance.

## **Operational Definitions**

1. Academic Performance: Academic performance is the quality of academic work measured by a grade point average (GPA), standardized test scores, and honors. This study focused on self-reported GPA (4-point scale).

2. Engagement: Engagement is defined as students' connection to Rowan University, both academic and extracurricular.
3. International Students: Defined as a student enrolled in a U.S. higher education institution, who arrive in America from another country. The student must not be a U.S. citizen or permanent resident, and must be a holder of a F-1 student visa. In this study, I focused on international students attending Rowan University during 2014-2015 academic year.
4. Involvement: The term involvement is defined in this study, as participation by international students in Rowan University's campus activities. Participation in campus activity includes many options such as leading organizations, participation in clubs, attending events, on-campus job, using student services, interactions with faculty, library and technology usage, and other involvement with the campus.
5. Student Satisfaction: Satisfaction of the international students with the overall college environment and it is also related to institution social engagement efforts and academic support.
6. Student Services: Student services are a term to categorize Rowan University efforts to assist or to provide developmental experiences. University services include technology, athletics, counseling, career advisement, academic support, health and fitness centers, campus activities, religious services, cultural events, and leadership seminars.

## **Research Questions**

This research study addressed the following questions:

1. What are the involvement patterns of selected international students at Rowan University?
2. How do selected international students perceive their college experience at Rowan University?
3. How do selected international students rate their level of importance for social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?
4. How do selected international students rate their satisfaction level with social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?
5. What activities and services do selected international students report participating in and at what level at Rowan University?
6. What do selected international students report about their satisfaction with Rowan University?

## **Overview of the Study**

Chapter II presents an overview of the scholarly literature related to this study.

This chapter explores topics impacting international students, which include international students in America, Schlossberg's transitional theory, Astin's involvement theory, academic performance, and college experience.

Chapter III describes the research study methodology. This chapter includes details of the research design, the survey and interview instruments, population and sample selection of interview participants and survey subjects, limitations, methods of collecting data, and how the qualitative and quantitative data were analyzed.

Chapter IV presents the findings of this study. This section revisits the research questions presented in the introduction of this study, and summarizes the data via analysis of international student surveys and interviews.

Chapter V summarizes and discusses the major findings in the study and conclusions that can be drawn from the data. In addition, this section offers recommendations and suggestions for practice and further study.



## Chapter II

### Review of Literature

#### Introduction

United Nations Educational Scientific and Cultural Organization (UNESCO) anticipates that the worldwide demand for international education will increase to 7.6 million by 2025 (Altbach, Reisberg, & Rumbley, 2009), a 70% increase in 20 years. The enlargement of international student enrollment is one of the essential goals and commitments of colleges and universities (Basile, 2005; Kember, 2009). The United States Department of Commerce announced that international education is one of the fastest-growing segments of the U.S. economy (IIE, 2008/09). Many public higher education institutions enroll international students, because they pay a higher tuition rate, which helps offset declining state funding and bring needed revenue (Wongtrirat, 2010). To increase enrollment of international students, institutions have enhanced international student enrollment policies, improved the recruiting strategies for the international student market, and focused on support services to assist foreign students on campus (Basile, 2005; O'Hara, Raftus, & Stedman, 2000). Lu (2001) mentioned that greater numbers of international students globalize the university, internationalize, and diversify the campus.

This literature review provides a discussion of topics impacting international students. The major purpose of this literature review is to provide a comprehensive analysis of five major themes, which include international students in America, Schlossberg's transitional theory, Astin's involvement theory, academic performance, and college experience. This literature review also explores the needs of international

students and the challenges to succeed without social involvement and academic support.

### **International Students**

Foreign students intensify higher education institution's intellectual environment by bringing different perspectives that enrich the education of all students, both in and out-of-the classroom (Fitzer, 2007). Also, foreign students usually demonstrate excellent academic performance and perseverance, which provide positive academic values, and help elevate the standard of higher education institutions (Trice, 2005). Many international students prefer to study in the U.S. because earning a degree from an American institution not only provides better employment opportunities and a chance to receive higher pay, but it also increases the social status of international students (Wongtrirat, 2010). International students have to adjust to a new educational system as well as experience personal, academic, and social transitions when studying abroad. There is a probability that the adjustment issues they experience can negatively influence their education and social involvement (Irungu, 2010).

To illustrate increase enrollment of international students, Table E1 (Appendix E), from 2012 *Open Doors Report*, presents the historic increase in international student enrollment in the United States. There was a consistent increase of international enrollment from 1999 to 2013 with a slight decrease in 2003 to 2006.

Over one-half of these international students are from Asian nations. Table F1 (Appendix F), from 2013a *Open Doors Report*, shows the places of origin of international students by region and also presents international student enrollment percentages by region of origin.

International students tend to concentrate their study in certain majors. Table G1 (Appendix G), from 2013b *Open Doors Report*, shows the three major study fields enrolled by international students, which business and management are one of their highest preference.

These tables provide an overview of international student enrollment, places of origin, and fields of study. The competition to enroll future international students has increased worldwide. Higher education institution's efforts to increase international student enrollment include increased advertising, exchange programs with American universities, and language courses (Parikh, 2008).

### **Challenges Faced by International Students**

Even though international student enrollment is increasing, the decision to study abroad is not an easy decision because international students usually face many challenges in a strange new country. Required is much courage, perseverance, and determination for international students to succeed and obtain an educational degree. Some of the common changes are in language, food, attitudes, and social interactions which international students encounter upon arriving in the United States (Mohr, 1994; Smolowe, 1992). Hodgkin (as cited in Epstein, 1996) says, "Young persons who are sent from home to study need strong motivation to withstand the strain of changes in cultural behavior, of loneliness, and lack of primary group support as well as difficulties of language and new study procedures" (p. 9). International students also go through some degree of culture shock upon arrival and that shock is typically manifested as stress, anxiety, and feelings of powerlessness, rejection, loneliness, and isolation (Epstein, 1996).

This culture shock, isolation, and depression experienced by international students can affect participation in potentially beneficial activities that impact learning, academic achievement, and personal development. Zhao et al. (2005) explain that international students who integrate and establish strong social support systems tend to adjust more quickly and effectively. Arthur (2004) explains that international students have pressure because academic failure could result in embarrassment of themselves, their families, their sponsors, and a loss of financial resources. For most international students, their main priority is academic commitment and dedication. Bontrager, Birch, and Kracht (1990) suggest that the focus on academic demands of international students may prevent them from participating in campus activities and programs intended to support their academic success. Their reluctance to attend campus activities or become involved can be attributed to culture shock, or lack of awareness of campus events and resources. Their American peers often mistake these concepts as indifference and that can add to their isolation from campus support.

### **Schlossberg's Transitional Theory**

Schlossberg's transitional theory is a psychosocial model of development that examines people's life events to develop effective methods for coping with their transitions. According to Schlossberg's theory (1984) the types of transitions include anticipated, unanticipated, event, and non-event. Anticipated transitions are those that are predictable to happen in one's life, however unanticipated transitions are those that individuals do not expect to happen. Events are transitions that an individual counted on to happen and did occur; however a non-event is defined as a transition a person counted on to occur, but simply did not take place (Schlossberg, 1984). Schlossberg (1984)

defined the transition process using terms such as “moving in,” “moving through,” and “moving out.” Methods for dealing with transition come from evaluating a person’s life through four areas called 4 Ss - situation, self, support, and strategies (Schlossberg, 1984). The 4 Ss are based in the idea that college students bring a mixture of strengths and challenges to each transition. Establishing if a college student has the resources necessary to deal with a transition its fundamental to develop an appropriate support and strategy for coping with their transitions.

According to Schlossberg (2004):

Transitions alter our lives, our roles, relationships, routines, and assumptions. It is not the transition per se that is critical, but how much it changes one’s roles, relationships, routines, and assumptions. The bigger the change, the greater the potential impact and the longer it may take to incorporate the transition and move on. (p. 3)

Each transition has its own set of challenges, emotions, and rewards, so the better a student is prepared to deal with their transitions, the easier it is to have a successful college experience. Attending college is a critical transition time in the life of a student (Kim, 2012). Schlossberg (1984) recognizes the need for a framework to assist the understanding of college student transitions, which help students deal with many different transitions during their college years.

Schlossberg’s Transition Theory (Schlossberg, 1984) provides a model that can be used to assist international students through college transitions. How an international student responds to a transition is affected by each of the 4 Ss. The situation is associated with the student’s decision to study abroad. The self, which is the international student

inner strength and experiences are critical factors in coping with transitions. The support, refers to the availability of international services and resources, it is also an important component in the ability to deal with college transitions. Last but not least, the strategy includes identifying various options for action. Many colleges and universities offer support programs and resources to assist international students to successfully cope with their college transition. For example, some colleges and universities develop specific programs to facilitate the self, support, and strategy aspects of the transition theory model (Evans, Forney, Guido, Patton, & Renn, 2010). The self, support, and strategy areas of Schlossberg's transition theory allow for programs and support systems to be implemented to help international students adjust and adapt to American college life. Programs that address language and environmental barriers are addressing the self-aspect of transition, which is how an international student's "personal and demographic characteristics affect their life views" (Evans et al., 2010, p. 217). Programs for the self-transition area help international students begin to integrate and become accustomed to American education and college campuses. Programs that help international students create friendships and open up lines of communication between peers and faculty members help address the support aspect of the transition theory. Within the strategy aspect of the model, this can refer to how a student copes with their transition as well as how students control the situation they are in to benefit them (Evans et al., 2010). Academic coaching and mentoring programs can allow international students to have control over their transitions and successfully adapt to an American university. Many international students know that studying in a foreign country is an anticipated transition, but they still struggle with the impact of how this transition alters their life (Evans et al.,

2010). Higher education institutions can create and implement programs and activities that can successfully help international students in their transition to American culture and college life.

### **Cross-Cultural Transitions and Adjustment**

International students face many challenges in adjusting to their new environment and coping with the new culture in which they are immersed. Making the transition to college is an intimidating challenge for many American students; however, it is even more difficult for foreign students, who must also accustom to a different language, culture, lack of social support, loneliness, adapt to new roles, and academic difficulties (Harris, 2003). Research regarding international students' adjustment in the United States first began in the mid 1950s. Researchers helped provide factual information about international students in order to better serve them more effectively.

McKinlay (as cited in Harris, 2003) noted:

It was the anthropologist Oberg who first used the term 'culture shock' at the end of the 1950s to refer to the difficulty of cultural transition experienced by international students. The initial research established that the cultural backgrounds of international students were a major factor affecting their adjustment in the United States. (p. 28)

DuBois (1956) also stated, "the greater the degree of culture contrast between the home and host country, the greater will be the severity of the adjustment problems" (p. 78). Harris (2003) explored "the meaning of transition into, and adjustment to academic, social and emotional life for international students on campus" (p. 24). Findings suggest that international students face many transitional experiences and a variety of challenges

upon their arrival in a new country, and foreign students also deal with a great amount of difficulty adjusting to academic, social, and residential life (Harris, 2003). Harris (2003) emphasizes that how well foreign students make the adjustment to this new phase in their life can directly shape their academic success, social integration, and the ability to graduate. However, international students cultural values and beliefs are usually in direct conflict with American's conventional cultural concepts. Bulthuis (1986) acknowledges that America is an individual-oriented society, where friendships are less long lasting, which differs from most other cultures. Also, foreign students sometimes perceive Americans' friendly social intentions such as "Come on over sometime," "Let's get together soon," and "I will call you" as an opening for a serious long lasting friendship. These types of misunderstandings are common among foreigners, where international students interpret American's friendly social intentions as positive signs of real interest (Harris, 2003). As a consequence, foreign students engage in social relationships with people from their own nationality.

According to Bystydzirnski and Resnik (1995) one's level of adaptation is determined by their time of permanence in a host country. International students that want to live in America have the greatest want to 'fit in' with the host culture; however, study abroad students who want to return to their country of origin exhibit a limited cultural absorption.

It is important to point out that to better adjust and develop a deeper understanding of the host culture, international students must interact with the native population of the host country they are living in.



## **Astin's Theory of Student Involvement**

Astin (1999) described student involvement as the, “amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). Student involvement takes many forms, which includes time and effort invested in campus participation, academic studies, extracurricular activities, interaction with faculty, peers, other institutional personnel, and use of student services (Parikh, 2008). Student involvement is associated with the students' disposition towards enhancing their learning experience inside and outside of the classroom, working with peers, interactions with faculty, participation in events, and voluntarily becoming active when opportunities arise (Parikh, 2008). Astin (1975, 1985) stresses the importance of student involvement with academic and extracurricular activities in higher education institutions because the more involved a student is in college experiences, the greater is the amount of student learning, student personal development, and keep students connected, which decreases the risk of students dropping out of college. According to Pascarella and Terenzini's (1991) study, results indicated that student involvement in campus life activities showed a positive impact on student development in areas such as goal-setting, interpersonal communication, networking with students, and persistence.

Astin (1999) stated:

A highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and

has infrequent contact with faculty members or other students. (p. 518)

Tinto (1993) stated that the higher education institution's ability to retain students is directly connected to its ability to engage and involve students in the social and academic college experiences. Academic and social involvement brings a great amount of benefit to student's learning, especially when higher education institutions are structured to encourage student's active participation. Student involvement experiences have been shown to enhance cognitive learning, personal development, and satisfaction with the overall college experience (Astin, 1999; Kuh, 1995).

Astin (1999) stated, "The theory of student involvement explicitly acknowledges that the psychic and physical time and energy of students are finite. Thus, educators are competing with other forces in the student's life for a share of that finite time and energy" (p. 523). According to Astin (1999) student time is the most valued institutional resource. Astin (1999) noted that, "Here are the basic ingredients of a so-called "zero-sum" game, in which the time and energy that the student invests in family, friends, job, and other outside activities represent a reduction in the time and energy the student has to devote to educational development" (p. 523). Astin's (1999) student involvement theory also explains that the extent to which students can reach a goal is directly related to the time and effort students put into achieving a goal. For example, if learning and becoming fluent in English is an important goal for international students, achieving this goal is directly related to the time international students spend at learning, speaking, writing, and listening the English language. This means that the more time international students engage in English language learning activities, the quicker they will learn the language.

This research literature demonstrated that student involvement has been shown to play a key role in student development (Astin, 1999; Kuh, 1995). Astin's (1999) studies have indicated the positive impact of student involvement on cognitive learning and personal development, but very few studies have examined international student involvement. This literature review also supports the need to analyze the ways that international students become involved on a college campus. The increase in enrollment of international students in American colleges and universities speaks to the need to study international students' involvement experiences in order to better understand the benefits and gains of such involvement for both the foreign student and the higher education institution.

### **International Student Academic and Social Involvement**

Parikh (2008) noted in her research that student involvement has a positive impact on graduation rates, satisfaction with college experience, and academic performance. In her study, Parikh (2008) developed an interview for foreign students that provided information about international student experience, helping explain the extent to which international students are engaged with higher education institutions. Parikh's (2008) qualitative data analysis revealed that international students affirm the expected paradox: good academic performance alongside a lower involvement in extracurricular activities, with a higher involvement in activities benefiting academic performance. Abe, Talbot, and Geelhoed (1998) conducted a survey with 60 international students. The results revealed that the most used campus services by international students were computer labs, the university library, university bookstore, and the student recreation center. The survey also revealed that the international students were satisfied with their college

experience.

Duckworth's (2002) research also supported involvement as a key factor in student development where students who participated in campus social events showed a positive impact on areas such as: goal-setting, interpersonal communication, networking with others, achievement-oriented students, and persistence. Tinto (1993) stated that a college's ability to keep students is directly connected to its ability to engage, integrate, and involve students in the social and academic campus life.

### **Academic Performance and Level of Academic Challenge**

Employers usually seek evidence of academic achievement, and grade point average (GPA) can be a reflection of personal traits with positive implications for job productivity and success (Parikh, 2008). Parikh states that GPA has been found to have an important positive impact on obtaining full-time employment upon graduation. Grade point average contributes to a greater comprehensive approach that measures student learning in all course grades averaged over several semesters, while a standardized test score is only one indicator (Irungu, 2010). In my study, GPA was used as a measure of academic performance among international students. International students experience a level of academic challenges in foreign institutions, such as classroom culture, the language, and new learning styles (Irungu, 2010). International students experience frustrations with some of the academic experiences they have to go through because they find themselves in an academic environment significantly different from the academic environment of their home countries (Irungu, 2010). Language remains one of the greatest challenges for foreign students. English language proficiency is an important predictor of academic performance for international students. Zhai (2002) states that,

international students with better English language skills are more inclined to engage with classmates and faculty and have less difficulty with reading and writing. Irungu (2010) indicated that international students with better English language skills usually have a higher GPA than international students with lower English language skills. The level of academic challenge represents a great obstacle for international students; however, Stoyhoff (1997) notes that foreign students are highly motivated to achieve academic success and these students work hard to exceed academic challenges.

### **Academic Adjustment**

Otsu (2008) expresses that many international students are unfamiliar with the academic system in America, and some foreign students express being uncomfortable with America's classroom role expectations. Foreign students' main academic concerns include studying efficiently, earning good grades, understanding class lectures, and writing in English (Otsu, 2008). Abel (2002) states that academic success for foreign students comes from a number of elements, including language proficiency, learning strategies, and classroom dynamics.

Harris (2003) suggests that once international students learn new roles and skills, and adjust to their new college environment they are likely to have a positive experience. However, international students that are not able to adapt are likely to have a negative experience that can lead to physical and psychological problems. Mori (2000) pointed out that language barrier is the most important cultural transition for foreign students. International students language barrier has a direct negative connection with academic performance because it can reduce their ability to understand lectures, to take notes, to complete reading and writing assignments, and to express opinions and ask questions

(Mori, 2000). Mori also stated that the lack of confidence in international students' capability to speak the host country's language represents problematic areas of adjusting to college life. Likely, foreign students from English-speaking nations can also experience language challenges, such as incomprehensible accents or the use of different expressions.

### **International Student Satisfaction**

International student satisfaction is an important topic in higher education institutions today, especially because the growth of international student enrollment is one of the main goals of colleges and universities across America. To increase satisfaction among international students, higher education institutions have improved their support services to assist international student needs on campus. However, international students use support services far less than domestic students (Parikh, 2008). According to Lu (as cited in Parikh, 2008), some cultures are more inclined to self-reliance, and admire individuals who do not seek assistance when needed. This often leaves international students' feeling pressure to avoid student services, leading to disengagement. Many international students reported greater comfort and satisfaction in large classes, where the professor used a lecture-style monologue, which required little verbal participation from students. Besides, most international students declare greater satisfaction when colleges had high-tech facilities and a supportive career center that recognizes international student's unique employment needs, which require extra steps in pursuing jobs off-campus (Parikh, 2008). International students face many challenges when searching for internships and employment opportunities in the U.S., such as market conditions, employer-regulations, and government guidelines. These challenges limit the

number of job availability for international students, which results in a small number of foreign students that can secure employment in the U.S. upon graduation.

### **Summary of the Literature Review**

This chapter reviewed some important areas of literature, which includes an overview of international students, the challenges faced by foreign students, Schlossberg's transitional theory, cross-cultural adjustment, Astin's involvement theory, international student academic and social involvement, academic performance and academic adjustment, and their overall satisfaction. In light of the research on international students involvement and its impact on their academic performance and overall college experience, it seems safe to conclude that student involvement plays a key role in student development and also has a positive impact on academic performance and satisfaction with college experience. Also, international students demonstrate a higher involvement in activities benefiting academic performance and a lower involvement in social and extracurricular activities. The literature also suggested that international students experience unique needs and cross-cultural adjustment issues.

The main goal of this study was to examine involvement patterns of international students, which means the participation of international students in the use of campus services, and their in-and out-of-class experiences. This study also focused on how international students' involvement impact academic performance in relation to their reported grade point average. This research provides recommendations to higher education institutions on how to better serve international students and also provide a greater knowledge of the variables that impact academic performances, leading to

improved student success. The main research question that guided this research study is the involvement patterns of selected international students and their overall college experience at Rowan University. The study further explored what services or activities are most used among international students. There are a number of studies on the theory of international student involvement and its impact on student performance. However, more research on international student involvement and academic performance is needed to learn how to better serve foreign students from different countries. Likewise, a replication of this mixed-method study should be conducted with a larger population of international students from different nations attending college and universities in other areas of the country to confirm the findings in this study. The next chapter provides an overview of the methodological approach to examine international students' involvement and their overall college experience, among international undergraduate students.



## **Chapter III**

### **Methodology**

#### **Context of the Study**

The main goal of this study was to explore the involvement patterns of Rowan University international undergraduate students and their overall college experience. A survey instrument was used to identify international students' involvement on Rowan campus and a total of two separate face-to-face interview sessions were conducted with the selected four international student participants during the Spring 2015 semester in the International Center. This study was conducted at Rowan University, Glassboro campus.

Rowan's University website ("About Rowan," 2014) presents an overview of the university, citing that this public research institution was founded in 1923. Rowan University has three campuses in New Jersey. Its main campus is located in Glassboro, N.J., Camden campus is within the city's University District, and Rowan University School of Osteopathic Medicine is located in Stratford, NJ. There are currently about 14,000 students enrolled. For the academic year 2013-2014, the Rowan University enrolled about 100 international students from other nations, including South and Central America, and Asian countries. Rowan University offers 85 Bachelor degree programs, 65 Graduate programs, two Doctoral degrees, and two Professional programs. Rowan University colleges and schools include Communication & Creative Arts, Education, Engineering, Health Sciences, Humanities & Social Sciences, Performing Arts, Business, Science & Mathematics, Global Learning and Partnerships, Graduate School of Biomedical Science, School of Biomedical Sciences, Cooper Medical School of Rowan

University, and School of Osteopathic Medicine. *U.S. News and World Report* recently ranked Rowan University among the best public universities in the Northeast.

There are so many ways to get involved in Rowans campus. The Chamberlain Student Center houses many offices such as: Office of Student Activities, Student Government Association, Greek Life, Student Publications, Office of Service Learning, Volunteerism & Community Engagement, and Leadership Programs. The Office of Student Activities plans and implements co-curricular activities, events and programs for all students. This office includes two student-funded organizations: Student University Programmers (SUP) and Rowan After Hours (RAH). Rowan University also has an International Center that supports all international initiatives and provides support services to all international students at Rowan University. Rowan also has an International Club, which its main goal is to create activities for its members, introduce the American culture to international students, and connect people from all over the world.

### **Population and Sample Selection**

The research target population for this study was the international undergraduate student body enrolled at Rowan University during the 2014-2015 academic year, Spring term of 2015. The available population was all international undergraduate students from Rowan University, Glassboro main campus, NJ. The enrollment data of 2014-2015 international students consisted of 100 international students, of which 59 were international undergraduate students and 41 were international graduate students. The International Center associate director, Ghina Najjar provided the complete list of undergraduate international students for the survey sample and also recommended

eligible international students to be involved in the interview. The survey was sent through Qualtrics to the entire population of undergraduate international students from Rowan University, Glassboro, main campus.

A purposive sampling was used to select international undergraduate students with the help and support of the International Center associate director for the interview. Eligible international undergraduate students were contacted about the purpose of the study and asked if they would agree to participate. The purposive sample of four international students from Rowan University main campus was selected for two face-to-face interview sessions with me. This purposive sample included undergraduate international students from Rowan University, Glassboro, main campus, that held a F-1 student visa and was not a U.S. citizen or permanent resident.

### **Instrumentation**

I designed the survey instrument and the interview instrument used in this study. Permission (Appendix H) to use and modify both instruments from Ohio University Student Involvement Study and Parikh (2008) study was received. The survey instrument titled *International Student Involvement Survey* (Appendix C) was developed to identify the involvement patterns of selected international students. This survey instrument was heavily influenced by the Ohio University Student Involvement Study, which is conducted annually by the office of Institutional Research and distributed to all first year students living in residence halls. The survey instrument used in this study consists of 19 items and it is divided into three sessions, each having multiple choice questions. Section one consists of international students background information and academic performance. Section two consists of international students involvement levels and attitudes about

involvement. Students' responses for rate of importance and satisfaction related to social involvement, academic involvement, campus atmosphere and personal goals were measured by a Lickert scale, which ranged from very important to not important and very satisfied to not at all satisfied. Last but not least, section three consists of international students overall importance and satisfaction with Rowan University. Section three contains four questions with each question using a different Lickert scale. Students' responses ranged from definitely right choice to definitely wrong choice, extremely important to not at all important, very satisfactory to very unsatisfactory, and definitely yes to definitely no. A Chronbach Alpha coefficient tool in SPSS was calculated for this survey to measure reliability. The Likert scale items inquiring about student rate of importance with social involvement, academic involvement, campus atmosphere and personal goals yielded a score of .968. The Likert scale items inquiring about student level of satisfaction with social involvement, academic involvement, campus atmosphere and personal goals yielded a score of .963. The Likert scale items inquiring about international student satisfaction with Rowan University yielded a score of .831. Alpha coefficients with a value of .70 and above indicate internal consistency and a reliable instrument. Overall, all Likert scale items returned coefficients above .70, thus the instrument appears to be consistent and reliable.

The interview instrument to assess international student's involvement and overall college experience with Rowan University involved of two separate interviews with the participants (Appendix D). The interview instrument was adapted from Ohio University Student Involvement Study and Parikh (2008) study. Another questionnaire that heavily

influenced this research interview instrument was the instrument used in Parikh (2008) study. Parikh (2008) developed an interview for foreign students that provide information about international student experience, helping explain the extent to which international students are engaged with higher education institutions. The interview constitutes of six major questions, which include: (1) What do you use on campus? Why/ why not? How often? (2) Which do you think are beneficial? How? (3) What do you never use? Why not? (4) What services are not provided that you want or need? (5) How would they benefit you? (6) What services would you use if your college added them? Why? Each question, was followed with “why” or “why not” depending upon participants’ comments. To determine the content validity of the instrument, the interview has been used extensively by higher education researches. Other researchers have used this instrument and this establishes a further evidence of its content validity. Parikh influenced the design of the final interview instrument used in this study. However, Parikh’s instrument was changed in this study to better reflect this study research questions.

The interview instrument (Appendix D) consists of three separate sections, which include background information, academic performance and international student involvement, and international students overall satisfaction with Rowan University. The theme of the first interview session included demographic, academic performance and international student involvement questions. Participants were asked the demographic questions, detailing their age, gender, country of citizenship, race, ethnic identification, living conditions, year-in-college, number of semesters currently taking at Rowan

University, and major. The academic performance and international student involvement interview section collected information about participants' academic performance as measured by GPA and their involvement and participation on activities, events, and services offered by Rowan University. The specific questions concerning student involvement on campus were formed from Parikh (2008) study. The second interview session asked participants questions about their overall satisfaction with Rowan University and their satisfaction with Rowan students' services.

### **Data Collection**

I contacted the associate director of the International Center, Ghina Najjar, to ask permission to survey and interview international students at Rowan University. Ms. Najjar responded that the research appeared to be very beneficial for the International Center (personal communication, April 7, 2015). An email (Appendix C) was sent from Ms. Najjar to the international undergraduate student population of Rowan University's main campus, asking students to participate in the survey. The email provided an overview of the study and the research's purpose. The email also stated that the survey time would take no longer than 15 minutes and the link for the survey was provided.

Ms. Najjar also helped me select four international undergraduate students for the interview. The four eligible international undergraduate students were contacted about the purpose of the study and asked if they would agree to participate. A consent form was given to the participants who volunteer to be interviewed. The consent form stated information about the purpose, procedure, confidentiality, and the risks and benefits involved with this study. All participants were required to sign a consent form (Appendix

B), which was required to be signed by both the participant and the researcher before starting each interview. Each interviewee received a copy of the signed consent form. I conducted interviews (Appendix D) with each of the four undergraduate international students who volunteered to participate in the study. Students' responses were recorded using a MacBook Pro laptop and on paper. Identities of participants were not recorded during the interview to ensure confidentiality. Respondents were identified by pseudonyms only. Approval to proceed with this study from the Institutional Review Board of Rowan University (Appendix A) was received on March 15, 2015.

### **Data Analysis**

The independent variables in this study included age, gender, country of citizenship, ethnic background, where international students reside, student classification, number of semesters attended, GPA, and major. Information for the independent variables was collected in the first session of the questionnaire. The dependent variables were the levels and patterns of student involvement and satisfaction that international students present towards Rowan University. Variations in student involvement and satisfaction were explored based on each of the independent variables using Statistical Package for the Social Sciences (SPSS) computer software. Data were analyzed using frequency and descriptive tables. Frequency and descriptive statistics, including frequency distribution, percentages, mean, and standard deviation were used to examine the data in regards to the research questions posed in Chapter I.

A content analysis was used in this study to detect the involvement patterns among international undergraduate students and their overall college experience. I used

Dr. Sisco's (1981) document about rules and procedures for logical analysis of written data to guide me through this content analysis process. Data were subjected to content analysis to identify emergent themes in the student's responses. Analysis of the data involved summarizing data into a smaller number of categories guided by the interview questions. Once the data were coded and summarized, I analyzed the relationship among categories and developed key patterns.



## Chapter IV

### Findings

#### Profile of the Survey Sample

The subjects of this study were Rowan University international undergraduate students during the spring 2015 semester. The available population was all international undergraduate students from Rowan University, Glassboro main campus, NJ. Out of the 59 international undergraduate students, 33 students completed the online survey, yielding a return rate of 56%.

Table 4.1 contains demographic data including student type, age, gender, country of citizenship, ethnic background, where international students reside, student classification, number of semesters attended, grade point average (GPA), and major. The student type was 100% international. The students' ages varied from 18 to 32, and 25% were 20 years old. The majority of students surveyed were female. Of the students surveyed, 24.2% were from Brazil and 18.1% were from India. Out of the 33 surveys, 12 subjects (37.5%) were self-identified as White/Caucasian and 11 subjects (34.4%) were self-identified as Asian. Forty three percent of the subjects reported living in a residence within walking distance to campus and the majority were seniors. Twelve subjects had attended Rowan University for four semesters (37.5%), while five subjects responded as having only attended one semester at the time (15.6%). Twenty nine percent of the international students stated that their GPA ranges from 3.3 to 3.0. Of the international students surveyed, the most popular major was Computer Science (21.2%).

Table 4.1

*Demographics of Sample (N=33)*

<i>Variable</i>		<i>f</i>	<i>%</i>
Student Type			
	International	33	100
Age			
	18	4	12.5
	19	2	6.3
	20	8	25
	21	2	6.3
	22	3	9.4
	23	4	12.5
	24	2	6.3
	25	2	6.3
	26	2	6.3
	27	2	6.3
	32	1	3.1
Gender			
	Male	14	43.8
	Female	18	56.3
Country of Citizenship			
	Albania	1	3
	Brazil	8	24.2
	Canada	1	3
	China	4	12.2
	Germany	2	6.1
	Hungary	1	3
	India	6	18.1
	Kuwait	1	3
	Lithuanian	1	3
	Nigeria	1	3
	Saudi Arabia	1	3
	South Korea	1	3
	The Netherlands	1	3
	Ukraine	1	3
	Vietnam	2	6.1

Table 4.1 (Continued)

*Demographics of Sample (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Ethnic Background		
White/Caucasian	12	37.5
Hispanic/Latino	3	9.4
Middle Eastern	3	9.4
African American/Black	1	3.1
Asian	11	34.4
Other	2	6.3
Ethnic Background (Other)		
Indian	1	3
White and Asian	1	3
Where International Students Reside		
Dormitory or other campus housing	9	28.1
Residence (house, apartment, etc.) within walking distance	14	43.8
Residence (house, apartment, etc.) within driving distance	9	28.1
Student Classification		
Freshman	7	21.9
Sophomore	8	25
Junior	7	21.9
Senior	10	31.3
Number of Semesters attended		
1	5	15.6
2	6	18.8
3	6	18.8
4	12	37.5
6	1	3.1
7	1	3.1
9	1	3.1

Table 4.1 (Continued)

*Demographics of Sample (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Overall College GPA		
4.0 to 3.7	7	22.6
3.6 to 3.4	8	25.8
3.3 to 3.0	9	29
2.9 to 2.7	1	3.2
2.6 to 2.4	3	9.7
2.3 to 2.0	2	6.5
1.3 & Below	1	3.2
Major		
Accounting	1	3
Biological Science	2	6.1
Biomedical Science	3	9.1
Chemical Engineering	2	6
Chemistry	2	6
Computer Science	7	21.2
Economy	1	3
Finance	1	3
Human Resource Management	1	3
Journalism and Finance	1	3
Management	1	3
Management and Marketing	1	3
Management Information Systems	1	3
Marketing	2	6
Marketing and Management	1	3
Mathematics	1	3
Physics	1	3
Piano Performance	1	3
Psychology	1	3
Theatre	1	3

**Analysis of the Quantitative Data**

**Research question 1:** What are the involvement patterns of selected international students at Rowan University?

Table 4.2 contains information describing how many hours per day Rowan international students spent using the computer for academic and personal purpose. The majority of the international students, 31% reported spending two hours per day on a computer for academic and course work such as researching and writing papers. When asked about how many hours per day Rowan international students spent using the computer for personal purpose, 31% disclosed spending two hours per day on a computer internet surfing, playing games, and so on.

Table 4.2

*Hours Spent Each Day on a Computer (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
<b>For Academic Purpose</b>		
1.00	3	10.3
2.00	9	31
2.50	1	3.4
3.00	5	17.2
4.00	1	3.4
5.00	4	13.8
6.00	2	6.9
8.00	2	6.9
10.00	1	3.4
16.00	1	3.4
<b>For Personal Purpose</b>		
.00	1	3.4
.50	1	3.4
1.00	4	13.8
2.00	9	31
3.00	5	17.2
4.00	4	13.8
5.00	1	3.4
6.00	2	6.9
8.00	1	3.4
10.00	1	3.4

Table 4.2 (Continued)

*Hours Spent Each Day on a Computer (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
For Personal Purpose		
.00	1	3.4
.50	1	3.4
1.00	4	13.8
2.00	9	31
3.00	5	17.2
4.00	4	13.8
5.00	1	3.4
6.00	2	6.9
8.00	1	3.4
10.00	1	3.4

Table 4.3 contains information describing how many hours per week Rowan international students spent doing certain curricular and extracurricular activities. An overall look at the responses dealing with student involvement levels at Rowan University indicates that the majority of the international students were more involved with curricular activities than extracurricular activities. International students reported spending most of their time studying and working on assignments for classes. Of the international students who took the survey, 12 (44.4%) reported spending between three to thirty hours per week studying. According to the international students survey responses, their involvement with extracurricular activities is was low. Eighteen (81.8%) of the students were not involved with a fraternity or sorority and leadership programs. Seventeen (73.9%) of the international students did not participate in a sport team or sport club. Twenty-two (100%) of the students were not involved in student government.

Eighteen (81.8%) of the students did not attend any professional or departmental clubs events during the week. Seventeen students reported not being involved in social clubs or any residential hall activities during the week. Sixteen (66.7%) international students reported not having an on-campus part time job. Last but not least, 10 (43.5%) of the international students did not interact with faculty outside of class during the week.

Table 4.3

*Hours Spent Each Week on Curricular and Extracurricular Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Studying and/or Working on Assignments for Classes		
1.00	1	3.7
2.00	1	3.7
3.00	3	11.1
4.00	1	3.7
5.00	1	3.7
6.00	2	7.4
7.00	3	11.1
8.00	1	3.7
10.00	3	11.1
14.00	2	7.4
18.00	1	3.7
20.00	2	7.4
25.00	2	7.4
30.00	3	11.1
50.00	1	3.7
Member of a Society Fraternity or Sorority		
.00	18	81.8
1.00	2	9.1
2.00	1	4.5
3.00	1	4.5

Table 4.3 (Continued)

*Hours Spent Each Week on Curricular and Extracurricular Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Member of a College Club or Organization		
.00	10	45.5
1.00	6	27.3
2.00	2	9.1
4.00	3	13.6
10.00	1	4.5
Member of a Sport Team or Sport Club		
.00	17	73.9
1.00	1	4.3
2.00	1	4.3
4.00	3	13
6.00	1	4.3
Student Government		
.00	22	100
University Publication		
.00	21	95.5
2.00	1	4.5
College Productions or Performances		
.00	20	90.9
1.00	1	4.5
6.00	1	4.5
Professional or Departmental Clubs		
.00	18	81.8
1.00	3	13.6
2.00	1	4.5
Social Clubs		
.00	17	77.3
1.00	4	18.2
8.00	1	4.5
Residential Hall Activities		
.00	17	73.9
1.00	2	8.7
2.00	1	4.3
3.00	1	4.3
4.00	1	4.3
5.00	1	4.3



Table 4.3 (Continued)

*Hours Spent Each Week on Curricular and Extracurricular Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Religious organizations, Religious or Spiritual Activities		
.00	15	65.2
1.00	3	13
2.00	2	8.7
4.00	1	4.3
5.00	1	4.3
6.00	1	4.3
Volunteer Service		
.00	19	82.6
1.00	1	4.3
4.00	2	8.7
20.00	1	4.3
Leadership Programs		
.00	18	81.8
1.00	4	18.2
Off-Campus Part Time Job		
.00	21	95.5
1.00	1	4.5
On-Campus Part Time Job		
.00	16	66.7
1.00	1	4.2
6.00	2	8.3
7.00	1	4.2
8.00	1	4.2
10.00	2	8.3
80.00	1	4.2
Internship		
.00	21	91.3
3.00	1	4.3
20.00	1	4.3
Field Experience		
.00	18	78.3
2.00	1	4.3
3.00	2	8.7
4.00	1	4.3
8.00	1	4.3

Table 4.3 (Continued)

*Hours Spent Each Week on Curricular and Extracurricular Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Participated in Independent Study		
.00	15	65.2
2.00	2	8.7
4.00	2	8.7
5.00	1	4.3
6.00	1	4.3
7.00	1	4.3
10.00	1	4.3
Participated in Campus Activities/Events		
.00	10	40
1.00	3	12
2.00	6	24
3.00	2	8
4.00	1	4
5.00	1	4
10.00	2	8
Interaction with Faculty Outside of Class		
.00	10	43.5
1.00	4	17.4
2.00	2	8.7
3.00	2	8.7
4.00	1	4.3
5.00	3	13
6.00	1	4.3

Table 4.4 contains information describing how often per month Rowan international students participated in other campus activities such as worked with classmates outside of class, tutored other students, exercised, and etc. In regards working with classmates outside of class, 18.5% of students reported interacting with classmates about three times per month. In regards to tutored or taught other students, 58.3% stated

not being involved with teaching other students. Twenty eight percent of the students reported not exercising at all and 60% stated not attending any on-campus party.

International students reported being involved in discussing grades, assignments, and communicating with their instructor. International students also reported interacting with international and American students. Last but not least, 22.2% of the international students stated using the library about 10 times per month.

Table 4.4

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Worked with Classmates Outside of Class		
.00	3	11.1
1.00	3	11.1
2.00	2	7.4
3.00	5	18.5
4.00	3	11.1
5.00	2	7.4
6.00	1	3.7
7.00	1	3.7
8.00	2	7.4
10.00	3	11.1
20.00	1	3.7
40.00	1	3.7
Tutored or Taught Other Students		
.00	14	58.3
1.00	1	4.2
2.00	2	8.3
3.00	1	4.2
4.00	1	4.2
6.00	1	4.2
8.00	2	8.3
10.00	1	4.2
30.00	1	4.2

Table 4.4 (Continued)

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Attended an Art Exhibit, Gallery, Play, Dance		
.00	15	55.6
1.00	4	14.8
2.00	6	22.2
3.00	1	3.7
4.00	1	3.7
Exercised or Participated in Physical Activities		
.00	7	28
1.00	2	8
2.00	1	4
4.00	1	4
5.00	4	16
10.00	4	16
15.00	1	4
20.00	2	8
22.00	1	4
30.00	1	4
80.00	1	4
Established Personal Relationships with Peers/Staff at Rowan		
.00	11	42.3
1.00	4	15.4
3.00	4	15.4
4.00	2	7.7
10.00	1	3.8
12.00	2	7.7
15.00	1	3.8
60.00	1	3.8
Discussed Grades or Assignments with an Instructor		
.00	6	23.1
.50	1	3.8
1.00	6	23.1
2.00	6	23.1
3.00	2	7.7
4.00	3	11.5
6.00	1	3.8
10.00	1	3.8

Table 4.4 (Continued)

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Discussed Ideas with Faculty Members		
.00	15	62.5
1.00	2	8.3
2.00	3	12.5
4.00	1	4.2
8.00	2	8.3
12.00	1	4.2
Communicate with a Faculty Member Via E-mail		
.00	5	20
.50	1	4
1.00	1	4
2.00	5	20
3.00	1	4
4.00	3	12
5.00	2	8
8.00	2	8
10.00	3	12
15.00	1	4
30.00	1	4
Attended Cultural Events on Campus		
.00	10	41.7
1.00	5	20.8
2.00	4	16.7
5.00	1	4.2
8.00	1	4.2
10.00	2	8.3
30.00	1	4.2

Table 4.4 (Continued)

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Went out with Friends		
.00	2	7.4
1.00	1	3.7
2.00	2	7.4
3.00	2	7.4
4.00	4	14.8
5.00	2	7.4
6.00	1	3.7
7.00	2	7.4
8.00	2	7.4
9.00	1	3.7
10.00	3	11.1
15.00	2	7.4
16.00	1	3.7
20.00	1	3.7
40.00	1	3.7
Attended On-Campus Parties		
.00	15	60
1.00	5	20
2.00	2	8
3.00	1	4
4.00	1	4
6.00	1	4
Interacting with International Students		
.00	3	11.1
1.00	4	14.8
2.00	1	3.7
4.00	5	18.5
5.00	2	7.4
7.00	2	7.4
8.00	2	7.4
10.00	1	3.7
20.00	2	7.4
29.00	1	3.7
30.00	4	14.8

Table 4.4 (Continued)

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Interacting with American Students		
.50	1	3.8
1.00	2	7.7
2.00	3	11.5
3.00	1	3.8
4.00	3	11.5
5.00	4	15.4
7.00	1	3.8
10.00	1	3.8
15.00	1	3.8
16.00	1	3.8
20.00	3	11.5
30.00	2	7.7
31.00	1	3.8
40.00	1	3.8
100.00	1	3.8
Interacting with People of Different Races		
.00	1	3.7
.50	1	3.7
1.00	3	11.1
2.00	3	11.1
3.00	1	3.7
4.00	1	3.7
5.00	1	3.7
6.00	1	3.7
8.00	1	3.7
10.00	2	7.4
15.00	2	7.4
16.00	1	3.7
20.00	5	18.5
30.00	4	14.8

Table 4.4 (Continued)

*Student Involvement per Month in Other Activities (N=33)*

<i>Variable</i>		<i>f</i>	<i>%</i>
Used the Library			
	1.00	4	14.8
	2.00	3	11.1
	3.00	2	7.4
	4.00	3	11.1
	5.00	4	14.8
	8.00	1	3.7
	10.00	6	22.2
	15.00	1	3.7
	25.00	1	3.7
	30.00	2	7.4
Went to the International Center			
	.00	6	24
	1.00	11	44
	2.00	1	4
	3.00	3	12
	7.00	1	4
	8.00	1	4
	15.00	1	4
	20.00	1	4

Table 4.5 contains information describing international students interactions with their career advisor and participation in any program related to their career during the academic year. In this section the results were slightly divided, 6 (22.2%) students reported not having consulted with their career advisor or participated in any career related programs. Also, 6 (22.2%) students stated consulting with their career advisor or participated in a career related programs about two times. Additionally, 3 (11.1%) students reported being involved with their career advisor or career program once. Also, 3 (11.1%) students stated being involved with their career advisor or career program four



times and another 3 (11.1%) students stated being involved with their career advisor or career program 10 times.

Table 4.5

*Student Involvement with a Career Advisor or Career Program (N=33)*

<i>Variable</i>	<i>f</i>	<i>%</i>
Talked with a Career Advisor or Attended a Career Program		
.00	6	22.2
1.00	3	11.1
2.00	6	22.2
3.00	1	3.7
4.00	3	11.1
5.00	2	7.4
6.00	1	3.7
7.00	1	3.7
10.00	3	11.1
15.00	1	3.7

**Research question 2:** How do selected international students perceive their college experience at Rowan University?

Table 4.6 contains information describing international students satisfaction on choosing Rowan University as their higher education institution. Fifteen (51.7%) of the students surveyed responded that Rowan University was definitely the right choice and 10 (34.5) students responded that Rowan was probably the right choice.

Table 4.6

*Rowan University Rank of Satisfaction: Attendance (N=33)*  
*(Definitely Right Choice=1, Probably Right Choice=2, Not Sure=3, Probably Wrong Choice=4, Definitely Wrong Choice=5)*

Variable	Definitely Right Choice		Probably Right Choice		Not Sure		Probably Wrong Choice		Definitely Wrong Choice	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Attending Rowan University <i>n=29, M=1.69, SD=.891</i> <i>Missing=4</i>	15	51.7	10	34.5	2	6.9	2	6.9	0	0

Table 4.7 contains information describing the level of importance from international students about graduating from Rowan University. Fourteen (48.3%) of the students surveyed responded that it is extremely important to graduate from Rowan University and 9 (31%) students responded that it is very important to graduate from Rowan.

Table 4.7

*Rowan University Rank of Satisfaction: Graduation (N=33)*  
*(Extremely Important=1, Very Important=2, Somewhat Important=3, Neither Important Nor Unimportant=4, Not At All Important=5)*

Variable	Extremely Important		Very Important		Somewhat Important		Neither Important Nor Unimportant		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Graduating from Rowan University <i>n=29, M=1.79, SD=.940</i> <i>Missing=4</i>	14	48.3	9	31	4	13.8	2	6.9	0	0

Table 4.8 contains information about Rowan University quality of instruction. Thirteen (44.8%) of the international students surveyed responded that they are somewhat satisfied with Rowan's quality of instruction and 3 (10.3%) students are somewhat unsatisfied.

Table 4.8

*Rowan University Rank of Satisfaction: Quality of Instruction (N=33)*  
*(Very Satisfactory=1, Somewhat Satisfactory=2, Neutral=3, Somewhat*  
*Unsatisfactory=4, Very Unsatisfactory=5)*

Variable	Very Satisfactory		Somewhat Satisfactory		Neutral		Somewhat Unsatisfactory		Very Unsatisfactory	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Quality of Instruction at Rowan University <i>n=29, M=1.69, SD=.891</i> <i>Missing=4</i>	9	31	13	44.8	4	13.8	3	10.3	0	0

Table 4.9 contains information in regards if Rowan's international students would recommend Rowan University to friends and or family. Thirteen (44.8%) of the international students surveyed responded that would definitely recommend Rowan and also 13 (44.8%) would probably recommend Rowan University. However, 3 (10.3%) students were not sure if they would recommend Rowan University to friends and or family.

Table 4.9

*Rowan University Rank of Satisfaction: Recommendation (N=33)*  
*(Definitely Yes=1, Probably Yes=2, Not Sure=3, Probably Not=4, Definitely Not=5)*

Variable	Definitely Yes		Probably Yes		Not Sure		Probably No		Definitely Not	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Recommending Rowan University <i>n=29, M=1.66, SD=.670</i> <i>Missing=4</i>	13	44.8	13	44.8	3	10.3	0	0	0	0

**Research question 3:** How do selected international students rate their level of importance for social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

Table 4.10 contains information describing international students level of importance towards social involvement. Items are arranged according to mean scores from most to least positive. According to Table 4.10, 10 (35.7%) of the international students surveyed rated that it is very important to establish personal relationships with peers at Rowan. Eighteen (64.3%) of students stated that it is very important having close friends at Rowan. Students also demonstrated that it is important to get involved with student organizations (32.1%), campus activities (32.1%) and cultural events (32.1%).

Table 4.10

*Social Involvement Rank of Importance (N=33)*

(*Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5*)

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Having close friends at Rowan <i>n</i> =28, <i>M</i> =1.57, <i>SD</i> =.836 <i>Missing</i> =5	18	64.3	4	14.3	6	21.4	0	0	0	0
Interacting with international students <i>n</i> =28, <i>M</i> =1.89, <i>SD</i> =.994 <i>Missing</i> =5	13	46.4	7	25	6	21.4	2	7.1	0	0
Establishing personal relationships w/ peers at Rowan <i>n</i> =28, <i>M</i> =2.04, <i>SD</i> =.922 <i>Missing</i> =5	10	35.7	8	28.6	9	32.1	1	3.6	0	0
Interacting with people of different races <i>n</i> =28, <i>M</i> =2.07, <i>SD</i> =1.120 <i>Missing</i> =5	12	42.9	6	21.4	6	21.4	4	14.3	0	0

Table 4.10 (Continued)

*Social Involvement Rank of Importance (N=33)*

*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Having a job while enrolled <i>n</i> =28, <i>M</i> =2.32, <i>SD</i> =1.278 <i>Missing</i> =5	10	35.7	7	25	4	14.3	6	21.4	1	3.6
Getting involved in campus activities <i>n</i> =28, <i>M</i> =2.39, <i>SD</i> =1.133 <i>Missing</i> =5	7	25	9	32.1	7	25	4	14.3	1	3.6
Attending cultural events on campus <i>n</i> =28, <i>M</i> =2.61, <i>SD</i> =1.166 <i>Missing</i> =5	5	17.9	9	32.1	8	28.6	4	14.3	2	7.1
Getting involved in student organizations <i>n</i> =28, <i>M</i> =2.61, <i>SD</i> =1.133 <i>Missing</i> =5	5	17.9	9	32.1	7	25	6	21.4	1	3.6

Table 4.10 (Continued)

*Social Involvement Rank of Importance (N=33)*

*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Getting involved in religious activities <i>n=28, M=3.07, SD=1.538, Missing=5</i>	6	21.4	5	17.9	6	21.4	3	10.7	8	28.6

Table 4.11 contains information describing international students level of importance towards academic involvement. Items are arranged according to mean scores from most to least positive. According to Table 4.11, 12 (42.9%) of the international students surveyed rated that faculty availability outside of class it is very important. Fifteen (53.6%) of students stated that it is very important having academic advising at Rowan. Also, 14 (50.0%) students demonstrated that it is very important to receive international student advising.



Table 4.11

*Academic Involvement Rank of Importance (N=33)**(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Academic advising <i>n</i> =28, <i>M</i> =1.93, <i>SD</i> =1.245 <i>Missing</i> =5	15	53.9	5	17.9	5	17.9	1	3.6	2	7.1
International student advising <i>n</i> =28, <i>M</i> =1.93, <i>SD</i> =1.215 <i>Missing</i> =5	14	50	7	25	4	14.3	1	3.6	2	7.1
Faculty availability outside class <i>n</i> =28, <i>M</i> =1.96, <i>SD</i> =.999 <i>Missing</i> =5	12	42.9	7	25	7	25	2	7.1	0	0
Social contacts with faculty <i>n</i> =28, <i>M</i> =2.54, <i>SD</i> =1.232 <i>Missing</i> =5	7	25	8	28.6	5	17.9	7	25	1	3.6

Table 4.12 contains information describing international students level of importance towards campus atmosphere. Items are arranged according to mean scores from most to least positive. According to Table 4.12, 18 (64.3%) of the international students surveyed rated that it is very important to have an adequate personal security on campus and 15 (53.6%) students stated that is also very important to have a decent physical environment. Also, 15 (53.6%) students demonstrated that it is very important to have a satisfactory academic and intellectual atmosphere.

Table 4.12

*Campus Atmosphere Rank of Importance (N=33)*  
*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	f	%	f	%	f	%	f	%	f	%
Adequate personal security <i>n=28, M=1.71, SD=1.117, Missing=5</i>	18	64.3	4	14.3	2	7.1	4	14.3	0	0
Adequate physical environment on campus <i>n=28, M=1.82, SD=1.056, Missing=5</i>	15	53.6	6	21.4	4	14.3	3	10.7	0	0

Table 4.12 (Continued)

*Campus Atmosphere Rank of Importance (N=33)*

*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate academic/intellectual atmosphere <i>n=28, M=1.89, SD=1.133, Missing=5</i>	15	53.6	5	17.9	4	14.3	4	14.3	0	0
Adequate social atmosphere <i>n=28, M=1.96, SD=.962, Missing=5</i>	11	39.3	9	32.1	6	21.4	2	7.1	0	0
Fitting into the campus community <i>n=28, M=2.14, SD=1.208, Missing=5</i>	12	42.9	5	17.9	7	25	3	10.7	1	3.6

Table 4.13 contains information describing international students level of importance towards personal goals. Items are arranged according to mean scores from most to least positive. According to Table 4.13, 15 (53.6%) of the international students

surveyed rated that it is very important to make progress towards their academic goals, 18 (64.3%) expressed that it is very important to make progress towards their career goals, and 14 (50.0%) expressed that it is very important to adjust academically to college. Fourteen (50.0%) of students stated that personal motivation and personal achievement for academic success it is also very important to them.

Table 4.13

*Personal Goals Rank of Importance (N=33)*  
*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	f	%	f	%	f	%	f	%	f	%
Making progress toward career goals <i>n=28, M=1.61, SD=.994 Missing=5</i>	18	64.3	5	17.9	4	14.3	0	0	1	3.6
Being interested in my studies <i>n=28, M=1.64, SD=1.096 Missing=5</i>	17	60.7	8	28.6	1	3.6	0	0	2	7.1

Table 4.13 (Continued)

*Personal Goals Rank of Importance (N=33)*

*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Developing my self-esteem & confidence <i>n=28,</i> <i>M=1.75,</i> <i>SD=.928</i> <i>Missing=5</i>	14	50	9	32.1	3	10.7	2	7.1	0	0
Managing personal stress <i>n=28,</i> <i>M=1.79,</i> <i>SD=1.166</i> <i>Missing=5</i>	15	53.6	9	32.1	1	3.6	1	3.6	2	7.1
My personal achievement of academic success <i>n=28,</i> <i>M=1.79,</i> <i>SD=1.031</i> <i>Missing=5</i>	14	50	9	32.1	3	10.7	1	3.6	1	3.6
Making progress toward personal goals <i>n=28,</i> <i>M=1.82,</i> <i>SD=1.090</i> <i>Missing=5</i>	15	53.6	6	21.4	5	17.9	1	3.6	1	3.6

Table 4.13 (Continued)

*Personal Goals Rank of Importance (N=33)*

*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My personal motivation for academic success <i>n=28,</i> <i>M=1.82,</i> <i>SD=1.124</i> <i>Missing=5</i>	14	50	9	32.1	3	10.7	0	0	2	7.1
Developing personal values & beliefs <i>n=27,</i> <i>M=1.85,</i> <i>SD=1.134</i> <i>Missing=6</i>	14	51.9	7	25.9	3	11.1	2	7.4	1	3.7
Making progress toward academic goals <i>n=28,</i> <i>M=1.86,</i> <i>SD=1.113</i> <i>Missing=5</i>	15	53.6	5	17.9	6	21.4	1	3.6	1	3.6
Adjusting academically to college <i>n=28,</i> <i>M=1.89,</i> <i>SD=1.066</i> <i>Missing=5</i>	14	50	5	17.9	8	28.6	0	0	1	3.6

Table 4.13 (Continued)

*Personal Goals Rank of Importance (N=33)*  
*(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Not Important=4, Not At All Important=5)*

Variable	Very Important		Somewhat Important		Neutral		Somewhat Not Important		Not At All Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adjusting emotionally to college <i>n=28, M=2.00, SD=.981 Missing=5</i>	11	39.3	8	28.6	7	25	2	7.1	0	0
Adjusting socially to college <i>n=28, M=2.07, SD=1.086 Missing=5</i>	11	39.3	7	25	8	28.6	1	3.6	1	3.6

**Research question 4:** How do selected international students rate their satisfaction level with social involvement, academic involvement, campus atmosphere, and personal goals at Rowan University?

Table 4.14 contains information describing international students level of satisfaction towards social involvement. Items are arranged according to mean scores from most to least positive. According to Table 4.14, 10 (45.5%) of the international students surveyed rated that they are neutral in regards establishing personal relationships with peers at Rowan. Eight (38.1%) of students stated that they are somewhat satisfied

about having close friends at Rowan. Students also demonstrated that they are neutral in regards getting involved with student organizations (42.9%) and somewhat satisfied with their involvement in campus activities (47.6%).

Table 4.14

*Social Involvement Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Having close friends at Rowan <i>n=21,</i> <i>M=2.00,</i> <i>SD=.894</i> <i>Missing=12</i>	7	33.3	8	38.1	5	23.8	1	4.8	0	0
Interacting with people of different races <i>n=21,</i> <i>M=2.19,</i> <i>SD=1.030</i> <i>Missing=12</i>	7	33.3	5	23.8	7	33.3	2	9.5	0	0
Establishing personal relationships w/ peers at Rowan <i>n=22,</i> <i>M=2.27,</i> <i>SD=.935</i> <i>Missing=11</i>	6	27.3	5	22.7	10	45.5	1	4.5	0	0



Table 4.14 (Continued)

*Social Involvement Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Getting involved in campus activities <i>n=21,</i> <i>M=2.48,</i> <i>SD=.873</i> <i>Missing=12</i>	2	9.5	10	47.6	6	28.6	3	14.3	0	0
Interacting with international students <i>n=21,</i> <i>M=2.52,</i> <i>SD=.928</i> <i>Missing=12</i>	3	14.3	7	33.3	8	38.1	3	14.3	0	0
Getting involved in student organizations <i>n=21,</i> <i>M=2.62,</i> <i>SD=1.024</i> <i>Missing=12</i>	3	14.3	6	28.6	9	42.9	2	9.5	1	4.8
Getting involved in religious activities <i>n=21,</i> <i>M=2.67,</i> <i>SD=1.197</i> <i>Missing=12</i>	4	19	5	23.8	8	38.1	2	9.5	2	9.5

Table 4.14 (Continued)

*Social Involvement Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Having a job while enrolled <i>n=21</i> , <i>M=2.67</i> , <i>SD=1.197</i> <i>Missing=12</i>	4	19	5	23.8	8	38.1	2	9.5	2	9.5
Attending cultural events on campus <i>n=21</i> , <i>M=2.76</i> , <i>SD=.831</i> <i>Missing=12</i>	0	0	9	42.9	9	42.9	2	9.5	1	4.8

Table 4.15 contains information describing international students level of satisfaction towards academic involvement. Items are arranged according to mean scores from most to least positive. According to Table 4.15, 8 (38.1%) of the international students surveyed rated that they are very satisfied with Rowan's faculty availability outside of class. Ten (45.5%) of students stated that they are somewhat satisfied with Rowan's academic advising. Also, 8 (36.4%) students demonstrated that they are very satisfied with Rowan's international student advising.

Table 4.15

*Academic Involvement Rank of Satisfaction (N=33)**(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Faculty availability outside class <i>n=21,</i> <i>M=2.00,</i> <i>SD=.949</i> <i>Missing=12</i>	8	38.1	6	28.6	6	28.6	1	4.8	0	0
Academic advising <i>n=22,</i> <i>M=2.27,</i> <i>SD=1.077</i> <i>Missing=11</i>	5	22.7	10	45.5	4	18.2	2	9.1	1	4.5
International student advising <i>n=22,</i> <i>M=2.36,</i> <i>SD=1.293</i> <i>Missing=11</i>	8	36.4	4	18.2	5	22.7	4	18.2	1	4.5
Social contacts with faculty <i>n=22,</i> <i>M=2.41,</i> <i>SD=1.260</i> <i>Missing=11</i>	7	31.8	5	22.7	5	22.7	4	18.2	1	4.5

Table 4.16 contains information describing international students level of satisfaction towards campus atmosphere. Items are arranged according to mean scores from most to least positive. According to Table 4.16, 9 (40.9%) of the international students surveyed rated that they are somewhat satisfied with Rowan's personal security on campus and 8 (36.4%) students reported that they are very satisfied with Rowan's adequate physical environment. Also, 7 (31.8%) students demonstrated that they are neutral in regards Rowan's academic and intellectual atmosphere.

Table 4.16

*Campus Atmosphere Rank of Satisfaction (N=33)*  
*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Adequate personal security <i>n=22,</i> <i>M=2.05,</i> <i>SD=.950</i> <i>Missing=11</i>	7	31.8	9	40.9	4	18.2	2	9.1	0	0
Adequate physical environment on campus <i>n=22,</i> <i>M=2.05,</i> <i>SD=.950</i> <i>Missing=11</i>	8	36.4	6	27.3	7	31.8	1	4.5	0	0

Table 4.16 (Continued)

*Campus Atmosphere Rank of Satisfaction (N=33)*  
*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate social atmosphere <i>n=22,</i> <i>M=2.14,</i> <i>SD=.889</i> <i>Missing=11</i>	6	27.3	8	36.4	7	31.8	1	4.5	0	0
Fitting into the campus community <i>n=22,</i> <i>M=2.14,</i> <i>SD=1.167</i> <i>Missing=11</i>	9	40.9	5	22.7	4	18.2	4	18.2	0	0
Adequate academic/intellectual atmosphere <i>n=22,</i> <i>M=2.45,</i> <i>SD=1.057</i> <i>Missing=11</i>	5	22.7	6	27.3	7	31.8	4	18.2	0	0

Table 4.17 contains information describing international students level of satisfaction towards their personal goals. Items are arranged according to mean scores from most to least positive. According to Table 4.17, 10 (45.5%) of the international

students surveyed rated that they are very satisfied with their progress towards their academic goals, 8 (36.4%) expressed that they are very satisfied with their progress towards their career goals, and 9 (40.9%) expressed that they are very satisfied with their academic adjustment to college. Ten (45.5%) of students reported that they are somewhat satisfied with their personal achievement of academic success.

Table 4.17

*Personal Goals Rank of Satisfaction (N=33)*  
*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	f	%	f	%	f	%	f	%	f	%
Making progress toward academic goals <i>n=22, M=1.82, SD=.907, Missing=11</i>	10	45.5	7	31.8	4	18.2	1	4.5	0	0
Making progress toward personal goals <i>n=21, M=1.95, SD=.865, Missing=12</i>	7	33.3	9	42.9	4	19	1	4.8	0	0
Developing my self-esteem & confidence <i>n=22, M=1.95, SD=.999, Missing=11</i>	9	40.9	7	31.8	4	18.2	2	9.1	0	0

Table 4.17 (Continued)

*Personal Goals Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adjusting academically to college <i>n=22,</i> <i>M=2.00,</i> <i>SD=1.024</i> <i>Missing=11</i>	9	40.9	6	27.3	5	22.7	2	9.1	0	0
Developing personal values & beliefs <i>n=22,</i> <i>M=2.05,</i> <i>SD=1.090</i> <i>Missing=11</i>	9	40.9	5	22.7	7	31.8	0	0	1	4.5
Being interested in my studies <i>n=22,</i> <i>M=2.14,</i> <i>SD=.990</i> <i>Missing=11</i>	5	22.7	12	54.5	3	13.6	1	4.5	1	4.5
Making progress toward career goals <i>n=22,</i> <i>M=2.14,</i> <i>SD=1.125</i> <i>Missing=11</i>	8	36.4	6	27.3	6	27.3	1	4.5	1	4.5

Table 4.17 (Continued)

*Personal Goals Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Managing personal stress <i>n=22,</i> <i>M=2.18,</i> <i>SD=1.053</i> <i>Missing=11</i>	6	27.3	9	40.9	5	22.7	1	4.5	1	4.5
Adjusting emotionally to college <i>n=22,</i> <i>M=2.23,</i> <i>SD=1.020</i> <i>Missing=11</i>	6	27.3	8	36.4	5	22.7	3	13.6	0	0
My personal motivation for academic success <i>n=22,</i> <i>M=2.27,</i> <i>SD=1.077</i> <i>Missing=11</i>	6	27.3	7	31.8	7	31.8	1	4.5	1	4.5
My personal achievement of academic success <i>n=22,</i> <i>M=2.27,</i> <i>SD=.935</i> <i>Missing=11</i>	4	18.2	10	45.5	7	31.8	0	0	1	4.5



Table 4.17 (Continued)

*Personal Goals Rank of Satisfaction (N=33)*

*(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Not Satisfied=4, Not At All Satisfied=5)*

Variable	Very Satisfied		Somewhat Satisfied		Neutral		Somewhat Not Satisfied		Not At All Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	Adjusting socially to college <i>n=22,</i> <i>M=2.36,</i> <i>SD=1.002</i> <i>Missing=11</i>	6	27.3	4	18.2	10	45.5	2	9.1	0

### Profile of the Interview Sample

Subjects for the qualitative portion of the study were selected from international students at Rowan University, during the Spring 2015 semester. The interviews were conducted exclusively with international undergraduate students. All four international students were enrolled at Rowan University and they reported involvement on a number of campus activities. There were two male and two female participants. The youngest participant was 19 years old and the oldest was 24 years old. One participant lived in a campus dormitory, another participant lived in a residence within walking distance to Rowan University main campus, and two participants lived in a residence within driving distance to Rowan's main campus. The students' interview responses are referred to under pseudonyms.

Albana from Albania is a freshman, majoring in management and marketing, with a cumulative GPA ranging from 4.0 to 3.7. Arabi from Saudi Arabia is a junior, majoring in mathematics, with a cumulative GPA ranging from 4.0 to 3.7. Miko from India is a sophomore, majoring in computer science, with a cumulative GPA ranging from 3.3 to 3.0. Bella from Belarus is a senior with a marketing major. As Bella approaches graduation, she holds a cumulative GPA ranging from 4.0 to 3.7. Each participant made enormous contributions to this research, providing background, academic performance, and student involvement information. Table 4.18 contains participant's background information including pseudonym, age, gender, country of citizenship, student classification, major, and GPA range.

Table 4.18

*Participant's Background Information*

Participant	Age	Gender	Country of Citizenship	Student Classification	Major	GPA Range
Albana	19	Female	Albania	Freshman	Management/ Marketing	4.0-3.7
Arabi	24	Male	Saudi Arabia	Junior	Mathematics	4.0-3.7
Miko	20	Male	India	Sophomore	Computer Science	3.3-3.0
Bella	21	Female	Belarus	Senior	Marketing	4.0-3.7

## **Analysis of the Qualitative Data**

**Research question 5:** What activities and services do selected international students report participating in and at what level at Rowan University?

“In your experience at Rowan University, have you participated in any of these activities? How many hours per day/week or how often per month?”

In order to analyze the qualitative data, content analysis was used to code the transcribed interviews allowing categories to emerge and be identified. Content analysis was used in order to determine the themes related to international student participation in selected campus activities. The most common activity involvement among international students were participation in a college club, interaction with faculty outside of class and via email, interaction with international students, participation in physical activity, and holding an on campus part time job.

In regards to participation in college clubs, participants mentioned that they were involved with the American Marketing Association, Computer Science Club, International Club, Tau Sigma Honor Society and Saudi Arabia Club. Albana is a member of the American Marketing Association and attended three of their events during the Spring 2015 semester. Arabi is a member of the International Club and the Saudi Arabia club, which he is involved once per month. Miko is a member of the International Club and attends their meetings twice per month. He is also involved with the computer science club, which he attends twice per week. Bella is a member of the Tau Sigma honor society, which is a national honor society designed for transfer students. She only attended 2 Tau Sigma meetings, since she became a member. She is also involved with the International Club where she dedicates 2 hours per week.

In regards to interaction with faculty outside of class and via email, all four participants claimed involvement. Albana claims that she communicates with her professors a lot, especially via email. Arabi stated that he interacts with faculty outside of class once per week. He is also constantly interacting with professors via email. Miko is also involved with interacting with faculty outside of class about twice per month. He discusses ideas with faculty members and his grades or assignments about four times per month. He also communicates with faculty via email every week. Bella stated that she interacts with faculty inside and outside of class and via email.

In regards to interaction with international students, all four participants claimed to interact with international students. Albana explained that she interacts with international students every day because she lives and works with them. She describes that she interacts with American students a little bit less and mostly in class. Miko stated that he interacts with international students, American students, and people of different races every day. Bella also interacts with international and American students every day.

In regards to participation in physical activity, all four participants declared involvement. Albana and Miko go to the gym twice per week. Arabi is a member of the United Team indoor soccer, which he devotes one hour per month. Arabi also exercises three times per week. Bella exercises 5 hours per week at a local gym near her house.

In regards to holding on campus part time jobs, three participants stated having an on campus job. Albana holds an on-campus part time job at the International Center, where she dedicates 10 hours per week. Miko holds an on-campus part time job at the Career Management Center, which he works about 15 hours per week. Bella holds an on-campus part time job at the Advancement office, where she dedicates 20 hours per week.

Another common theme among all four participants was that they are more focused on their academics and less involved in extracurricular activities. Miko states that he spends 6 to 7 hours per day studying and working on his assignments such as coding homework and research. Miko explained that academics are his priority and it is important for him to keep a good GPA or he would lose his scholarship. Arabi explained that he is very academic focused and he uses the computer every day for academic and course work. Bella explained that academics are her priority and she is really not involved with many extracurricular activities.

“What services do you use on campus? Why/why not? How often?”

Content analysis indicated participants' services used on campus. The most common themes were library, cafeteria, Writing Center, Academic Advising Center, International Center and Rec Center. In terms of library usage, all four participants stated using the library services. Albana said that she used the library about five times during the Spring 2015 semester. Arabi describes that he uses the library three hours per day on Wednesdays and Sundays. Miko said that he uses the library about six times per month. Bella stated that one of the services that she uses the most on campus is the library, which she uses the library about 1 hour per week. Three participants stated using the cafeteria every week. Albana explained that she thinks the cafeteria is an important service, but she is using it a little bit less because she is now cooking her meals at home more often. Two participants stated using the Writing Center, Academic Advising Center, and International Center services. Arabi explained that he attended the writing center twice per week to improve his writing skills. Miko expressed that one of his academic challenges is that English is not his first language, so he relies on the writing center

services and support of his professors. Two participants also stated using the Rec Center Gym every week.

“What services do you think are most beneficial? How?”

Content analysis indicated participants’ opinion about most beneficial services on campus. The most common themes were library, Academic Advising Center, and the Rec Center. Bella explained that in the beginning of her first semester she did not know how to register for classes and the Academic Advising Center was very useful.

Other less consistent reasons included the Writing Center, Career Management Center, International Center, The IRT Support Center and Wellness Center. Arabi stated that the Writing Center is the most beneficial service on campus for international students. Albana also mentioned how she used the IRT Support Center a couple of times during the semester because she had problems with her computer.

“Are there services there are not currently offered on the Rowan campus that you would find helpful?”

Content analysis indicated participants’ opinion about helpful services not yet offered on campus. The most common theme was providing a variety of food places and different options. Albana suggested opening a variety of food places on campus and the cafeteria should serve better food quality and different options. Miko stated that one of the services that are not currently offered at Rowan that would be helpful for Indian students is providing Indian food on campus. He also stated that the food court should offer more vegetarian dishes. Participants also suggested other less consistent option. Albana stated that one of the services that are not currently offered at Rowan that would be helpful is improving the transportation on campus. She explained that it gets cold here

in the winter and she has a 20 minute walk from home to class. She also recommends the library to obtain more electronic database sources. According to Arabi, one of the services that Rowan needs to improve is the parking situation. He claims that there is not enough parking spaces. Bella stated that one of the services that are not currently offered at Rowan that would be helpful is adding a commuters resting area on campus. She said that she works a lot and sometimes between work and classes she needs to rest in her car, which is not really comfortable. She also suggested adding snack bars in all the buildings especially in Bunce Hall. Last but not least, the Career Management Center needs to become more internationally focused. She said the Career Management Center does not have the resources available to support international students especially with international job search. She suggests that the Career Management Center should hire an international advisor to better guide the international students.

**Research question 6:** What do selected international students report about their satisfaction with Rowan University?

“Are you satisfied with your decision to attend Rowan University and would you recommend this institution to friends/family in your home country?”

Content analysis was used in order to determine the themes related to international student satisfaction with their decision to attend Rowan University. The most common theme was that all four participants are satisfied with their decision to attend Rowan. Albana is pretty satisfied with her decision to attend Rowan University and she recommended Rowan to many friends. However, she would like to attend a better-ranked university. She stated that attending a better-ranked university would

probably increase her chances of getting a better paying job. She also explained that there is not much life in the suburbs and that you need a car to drive everywhere. She is also thinking about transferring in her third year of college. Arabi is very satisfied with his decision to attend Rowan University. He describes that he improved his English and he is getting a good education. He really enjoys Rowan's location because of the proximity to Philadelphia, New York, and Washington D.C. He also explains that housing is not too expensive. Miko is very satisfied with his decision to attend Rowan University and he recommended Rowan to 10 friends in India that are very interested in coming to Rowan University. He states that Rowan professors care about the student's academic performance and they really focus on the students. Miko explains "in India, its not like that, India's professors do not focus on us just on the money." Rowan also provides a quality education for a lower cost compared to other American institutions. Rowan has great rankings and great academic programs. The Inductotherm scholarship is also very helpful. Bella is also satisfied with her decision to attend Rowan University, however she dislikes Rowan's location because the main campus it is not in the city. She believes that she is getting a good education for a good cost even though the tuition is more expensive for international students.

"Are you satisfied with the support you receive from student programs and services staff at Rowan University?"

Content analysis indicated participants' opinion about satisfaction with the support they receive from student programs and services staff on campus. The most common theme was that all four participants are satisfied with the support they receive from student programs and services staff at Rowan. Albana stated that the support she



receives is “truly good.” She believes that Rowan staff tries their best to support the students. She also feels that she is treated right. Arabi explains that he is treated well and that he feels supported. In his own words, he said, “I am happy.” Miko describes that the employees are nice, kind, and patient with non-native speakers. He feels that the staff treats him well and they are always willing to help international students. Bella is also happy and satisfied with the support services she receives from Rowan.

“Are you satisfied with the service you receive from the International Center at Rowan University? Why?”

Content analysis indicated participants’ opinions about satisfaction with the support they receive from the International Center. The most common theme was that all four participants are very satisfied with the support they receive from the International Center. Albana states that the International Center offers all the support she needs. In her own words, she said that the International Center “offers everything.” Arabi claims that the International Center answers his questions and provides services in a timely fashion. Miko states that the International Center staff is “on top of their stuff.” He explains “the International Center staff knows that we are away from our family and they help us not to feel home sick by developing events such as Thanksgiving and Christmas dinner.” The International Center staff also is knowledgeable about our cultures. Bella said that the International Center staff is very accessible, flexible, and personable.

“Any recommendations for improving services for international students at Rowan?”

Content analysis indicated participants’ opinion about recommendation for improving services for international students on campus. The most common theme was improving the Career Management Center and cafeteria. Miko recommended to improve the Career Management Center to become more international focused. He stated that international students have a very hard time finding a job on campus or outside of campus after graduation. Miko said, “We need jobs to afford our living expenses while in college.” He suggested that each department on campus should hire an international student. Bella also suggested that the Career Management Center should provide a better support system to international students job search needs. Albana suggests that the cafeteria needs to offer better quality food. She said that sometimes they offer “real food,” but the majority is fast food. That is why she started cooking her own meals, which is more time consuming and expensive. Miko also recommended offering Indian food at the cafeteria or at least more vegetarian options.

Participants suggested other less consistent themes for improving services for international students at Rowan. Albana expressed that Rowan needs to improve the transportation on and off campus. Arabi recommended that Rowan provide information sessions about different cultures, so students can learn more about each other differences and similarities. Bella expressed that Rowan still need to improve some services for international students. She recommended that Rowan should provide more international events to create more interactions among international and domestic students.

## Chapter V

### Summary, Discussion, Conclusions, and Recommendations

#### Summary of the Study

This study investigated the involvement patterns of Rowan University international undergraduate students and their overall college experience and satisfaction. The study further explored what services or activities are most used from international students at Rowan University and international students level of importance and satisfaction with their social involvement, academic involvement, campus atmosphere, and personal goals at Rowan.

The survey instrument was used to identify international students' involvement patterns at Rowan, international student college experience, and international students level of importance and satisfaction related to their social involvement, academic involvement, campus atmosphere, and personal goals at Rowan. The survey instrument used in this study is divided into three sections, which include international students background information and academic performance, international students involvement levels and attitudes about involvement, and international students overall importance and satisfaction with Rowan University. The available population was all international undergraduate students from Rowan University, Glassboro main campus, during spring 2015. Of the 59 international undergraduate students who received the survey, 33 students responded yielding a 56% response rate.

The interview was designed to capture the participants' overall reflections about services and activities international students participate the most on campus and their level of college satisfaction. Two separate face-to-face interview sessions were conducted

with the selected four international student participants during the spring 2015 semester in the International Center. The participants in this study include four undergraduate international students, F-1 student visa holders, from Rowan University, main campus, and enrolled during the spring term of 2015. The interview instrument consisted of three separate sections, which asked for background information, academic performance and international student involvement, and international students overall satisfaction with Rowan University. Content analysis developed two themes and two sub-themes from the international student data. The two themes are higher academic involvement and lower extracurricular involvement. The two sub-themes are services most used and satisfaction among international students.

### **Discussion of the Findings**

Quantitative and qualitative data analysis revealed that international students affirmed the expected paradox: good academic performance alongside a lower involvement in extracurricular activities, with a higher involvement in activities benefiting academic performance, which is consistent with the study done by Parikh (2008).

Astin (1999) described student involvement as the, “amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). According to Parikh (2008) student involvement takes many forms, which includes time and effort invested in campus participation, academic studies, extracurricular activities, interaction with faculty, peers, other institutional personnel, and use of student services. International students are less involved in extracurricular activity than academic related activities. As mentioned in Chapter I, participation in extracurricular activity includes

many options such as leading organizations, participation in clubs, attending events, on-campus job, using student services, and other involvement with the campus. Academic related activity includes interactions with faculty, library, writing center and technology usage, and other academic services and resources on campus. Astin (1975, 1985) emphasized the importance of student involvement with academic and extracurricular activities in higher education institutions because the more involved a student is in college experiences, the greater is the amount of student learning, student personal development, and satisfaction with the overall college experience.

According to the interview findings, international students' effort in extracurricular activities was low, as the participants explained that they are more focused on academics, allowing less time for extracurricular and social involvement. All four international students reported that occasionally they went to a professional or departmental club event, participated in International Club events, played a team sport, and participated in cultural events. Findings suggest that international students spent much less time participating in campus activities. According to the interview results, international students are less involved with attending events, leading organization, and other extracurricular involvement with the campus. The interview data confirmed that international students underutilize some campus resources. Parikh (2008) states that international students use support services far less than domestic students.

An overall look at the survey responses dealing with student involvement levels at Rowan University indicates that the majority of the international students were more involved with curricular activities than extracurricular activities as well. International students reported spending most of their time studying and working on assignments for

classes. Of the international students who took the survey, 12 (44.4%) reported spending between three to thirty hours per week studying. Also, 22.2% of the international students stated using the library about 10 times per month. According to the international students survey responses, their involvement with extracurricular activities is low. Eighteen (81.8%) of the students did not attend any professional or departmental clubs events during the week. Seventeen students reported not being involved in social clubs or any residential hall activities during the week. Seventeen (73.9%) of the international students did not participate in a sport team or sport club. Eighteen (81.8%) of the students were not involved with a fraternity or sorority and leadership programs. Twenty-two (100%) of the students were not involved in student government. Sixteen (66.7%) international students reported not having an on-campus part time job. It seems that academic related involvement was higher than extracurricular involvement.

According to Parikh (2008) student involvement has a positive impact on academic performance, satisfaction with college experience and graduation rates. Findings indicate that academic involvement behaviors can positively impact GPA. In this study, the self-reported GPA from the international students that participated in the interview was between 3.3 and 4.0. Twenty nine percent of the international students survey stated that their GPA ranged from 3.3 to 3.0. Miko pointed out that he is very academically committed and it was important for him to keep a good GPA or he would lose his scholarship. Involvement behaviors can positively impact GPA, but it is unsuitable to claim direct relationship. First, a positive connection was found between GPA and the effort students put into using academic resources such as the library and writing center. Data from the interviews support that international students spent their

time in the library studying, doing research, doing homework, working on a paper, reading and summarizing material, meeting in groups for class work, or preparing for tests, projects, and presentations. International students also put in much effort in course learning, which included hours spent weekly on academic work outside of class and other study habits. This verifies the effort students put into course learning, which positively impacted their course performance, which directly reflected their GPA. Two interview participants mentioned that they used the Writing Center for some of their class's papers and that this service was very helpful in helping them achieve a good grade. According to Stoyhoff (1997) international students are highly motivated to achieve academic success and they work hard to exceed academic challenges. Second, interaction with faculty outside of class had a positive impact on international students' GPA. All four participants remarked that they are interacting with professors by emails, attending office hours, and socializing with them outside of class. This interaction with faculty also contributes to increased interest in the material and satisfaction with the college experience. One of the participants said, "Rowan professors care about the student's academic performance and they really focus on us."

The data show that international students spend more time and effort in academic work, than in any other social and personal activity. One participant explained that more time spent socializing with classmates meant less time on academic work. Findings suggest that international students spent more time on academic work and less time socializing. International students spend far less time relaxing and socializing because their motivation and focus in college is to be academically successful. This further validates the positive impact hours spent on academic work impacts academic

performance, as supported by these international students who have markedly high GPAs. According to Trice (2005) international students usually demonstrate excellent academic performance and perseverance, which provides positive academic values. Arthur (2004) explains that international students have a high pressure to succeed academically because academic failure could result in embarrassment of themselves, their families, their sponsors, and a loss of financial resources.

Growing involvement in out-of-class activities could strengthen international students' sense of belonging on campus. However, despite international students' lack of social involvement, students confessed that they are satisfied with their decision to attend Rowan University and that they would recommend this institution to friends and family in their home country. They were also satisfied with the support they receive from the International Center and staff at Rowan University. According to the survey findings, 15 (51.7%) of the students surveyed responded that Rowan University was definitely the right choice. The overall positive response is a positive indicator that the international students are satisfied with their college experience and with Rowan's institutional services.

## **Conclusions**

The results of this study confirmed findings from previous studies. The data analysis showed that international students spend more time and effort into academic work, than in any other extracurricular activity. International students are less involved with clubs and organizations, attending events, leading organization, on-campus job, and other extracurricular involvement with the campus. Participants explained that they are academic committed, allowing less time for social involvement. The finding suggests that



international students have a higher involvement with academic activities than extracurricular activities. The results of the study also indicate that international students are satisfied with Rowan's college experience and institutional services.

In terms of future development of international student services and support at Rowan University, participants revealed various recommendations in order to help Rowan to expand its attention and services to international students and better serve this population. One of the most common suggestions was improving the Career Management Center. International students suggested that the Career Management Center needs to become more international focused. Miko stated that international students have a very hard time finding a job on campus or outside of campus after graduation. He suggested that each department on campus should hire an international student. This would be a valuable contribution to campus internationalization and a great professional experience for international students. Bella also suggested that the Career Management Center should provide a better support system to international students job search needs. Another common suggestion among participants was improving the cafeteria and providing a variety of dishes. Albana suggests that the cafeteria needs to offer better quality food. Miko also recommended offering Indian food at the cafeteria or at least more vegetarian options. Participants suggested other recommendations for improving services for international students at Rowan. Albana expressed that Rowan needs to improve the transportation on and off campus. International students typically do not buy a car once they arrive on campus. Arabi recommended that Rowan provide information sessions about different cultures, so students can become more cultural competent. Bella recommended that Rowan should program more international events to increase cross-

cultural interactions and integration between international and domestic students and both can benefit from this global experience.

### **Recommendations for Practice**

Based upon the findings and conclusions of the study, the following suggestions are presented:

1. Higher education institutions should develop international students' interest on extracurricular activity and social involvement.
2. Higher education institutions should improve international students' extracurricular activities perception to help international students to see the benefits of extracurricular involvement.
3. Rowan should program more international events to increase cross-cultural interactions between international and domestic students.
4. Rowan University Career Management Center needs to become more international focused and should improve their system to better support international student needs. Departments across campus should consider diversifying their student worker staff and hire at least one international student. This would be a valuable contribution to campus internationalization and a beneficial professional experience for international students. The Career Management Center should look into participating in international job search databases, international career fairs, and building relationship with international companies around the world.
5. Rowan University campus internationalization and increase of international

students needs to become a priority. Rowan also needs to allocate more resources to increase our international enrollment numbers, to better serve international students and their integration to campus.

### **Recommendations for Further Research**

Based upon the findings and conclusions of the study, the following recommendations are presented:

1. Further mixed-method studies should be conducted with a larger population to confirm the findings in this study.
2. A further mixed-method study should be conducted to replicate this study, but include international graduate students.
3. A longitudinal study should be done to investigate any changes in academic involvement and performance once international students obtain legal residence in the United States.
4. A replication of this study should be conducted with international student from different nations attending college and universities in other areas of the country.
5. Further research to investigate how higher education institutions can motivate and increase international students' involvement on extracurricular activity is suggested.

## References

- About Rowan. (2014). Retrieved March 29, 2014, from <http://www.rowan.edu/home/about>
- Abe, J., Talbot, D. M., & Geelhoed, R. J. (1998). Effects of peer program on international student adjustment. *Journal of College Student Development, 39*(6), 539-547.
- Abel, C. F. (2002). Academic success and the international student: Research and recommendations. 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.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution: A report prepared for the UNESCO World Conference on Higher Education*. SIDA/SAREC.
- Arthur, N. (2004). *Counseling international students*. New York: Kluwer Academic/Plenum.
- Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.
- Astin, A. W. (1985). *Achieving educational excellence: A critical assessment of priorities and practices in higher education*. San Francisco: Jossey-Bass.
- Astin, A. W. (1999). Student involvement: A development theory for higher education. *Journal of College Student Development, 40*(4), 518-529.
- Basile, M. (2005). The global competition for student talent: Marketing problem or crisis in U.S. policy and campus response? *The Journal of Public Affairs, 8*(2), 29-49.
- Bontrager, T., Birch, W., & Kracht, J. (1990). International students' concerns: Directions of supportive programming. *The College Student Affairs Journal, 10*(2), 22-28.
- Bulthuis, G. (1986). The foreign student today: A profile. *New Directions for Student Services, 36*, 19-27.
- Bystydzimski, J. M. & Resnik, E. (1995). *Women in cross-cultural transitions*. Bloomington: Phi Delta Kappa Educational Foundation.
- Carter, R., & Sedlacek, W. (1986). Needs and characteristics of undergraduate students. *Journal of International Student Personnel, 3*, 22-24

- De Palma, A. (1990). Foreigner flood U.S. graduate schools. *New York Times*, 1A.
- DuBois, D. (1956). *Foreign students and higher education in the United States*. New York: Carnegie Endowment for International Peace.
- Duckworth, L. W. (2002). International student leadership involvement and cross-cultural adjustment: Two case studies. (Order No. 3045979, Georgia State University). ProQuest Dissertations and Theses, , 208-208 p. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/305526885?accountid=13605> (305526885).
- Epstein, P. C. (1996). *Achievement motivation attributes of international students attending a postsecondary institution*. (Order No. 9625353, Florida International University). *ProQuest Dissertations and Theses*, p., 162-162. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/304351441?accountid=13605> (304351441).
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. San Francisco, CA: John Wiley & Sons.
- Fitzer, J. K. (2007). *Foreign students at California community colleges: Benefits, costs, and institutional responsibility* (Doctoral dissertation). State University of New York at Buffalo.
- Garrod, A., & Davis, J. (1999). *Crossing customs: International students write on US college life and culture*. New York: Falmer Press.
- Harris, K. A. (2003). International students in cross-cultural transitions: A narrative inquiry. (Order No. 3125125, Rowan University). ProQuest Dissertations and Theses, , 159-159 p. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/305217957?accountid=13605> (305217957).
- Institute of International Education. (2013a). "Top 25 Places of Origin of International Students, 2011/12-2012/13." *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>
- Institute of International Education. (2013b). "International Students by Field of Study, 2011/2012-2012/13." *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>
- Institute of International Education. (2012). "International Student Enrollment Trends, 1949/50-2012/13." *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>

- Institute of International Education (IIE). (2008/09). *Open Doors: Report on International Educational Exchange*. NY: Institute of International Education.
- Irungu, J. N. (2010). *The relationship between engagement and perceived academic, personal, and social outcomes for senior international undergraduate students in research universities*. (Order No. 3391142, University of Kansas). *ProQuest Dissertations and Theses*, 179-n/a. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/305215808?accountid=13605> (305215808).
- Kember, D. (2009). International students from Asia. *The Routledge international handbook of higher education*. NY: Routledge.
- Kim, E. (2012). An alternative theoretical model: Examining psychosocial identity development of international students in the United States. *College Student Journal*, 46(1), 99-113.
- Kuh, G. D. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *Journal of Higher Education*, 66(2), 123-152.
- Lu, M. M. (2001). *International students and the university support services*. Buffalo, NY: University at Buffalo.
- Moriat, L. (1990). Foreign student influx continue: more students from E. Europe and USSR opt for degrees from US colleges and universities. *Christian Science Monitor*, 82, 8.
- Mori, S. (2000). Addressing the mental health concerns of international students. *Journal of Counseling and Development*, 78(2), 1137-144.
- Morhr, K. (1994). Making a place for foreign students in class. *Education Digest*, 44-48.
- O'Hara, M., Raftus, K., & Stedman, J. (2000). *NAFSA's guide to international student recruitment*. Washington, DC: NAFSA Association of International Educators.
- Otsu, A. (2008). International students' satisfaction on campus. (Order No. 3318537, The Claremont Graduate University). *ProQuest Dissertations and Theses*, 131. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/304673805?accountid=13605> (304673805).

- Parikh, M. (2008). *The relationship between student engagement and academic performance: An exploration of the paradox of international undergraduates*. (Order No. 3307680, State University of New York at Buffalo). *ProQuest Dissertations and Theses*, 194-n/a. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/220005924?accountid=13605> (220005924).
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Schlossberg, N. K. (1984). *Counseling adults in transition: Linking practice with theory*. New York, New York: Springer Publishing Company, Inc.
- Schlossberg, N. K. (2004). *Retire smart, retire happy: Finding your true path in life*. Washington, DC: American Psychological Association.
- Sisco, B. R. (1981). *A study of the attitudes of selected academics and selected decision makers towards adult learners* (Unpublished doctoral dissertation). Syracuse University.
- Smolowe, J. (1992). The pursuit of excellence. *Time*, 139, 59.
- Stoyhoff, S. (1997). Factors associated with international students' academic. *Journal of Instructional Psychology*, 24(1), 56.
- Tinnesz, C. G. (2001). *American and international student satisfaction*. Buffalo, NY: University at Buffalo.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: The University Press.
- Trice, A. G. (2005). Navigating in a multinational learning community academic department's responses to graduate international students. *Journal of Studies in International Education*, 9, 62-89.
- Wongtrirat, R. (2010). *English language proficiency and academic achievement of international students: A meta-analysis*. (Order No. 3417016, Old Dominion University). *ProQuest Dissertations and Theses*. 70. Retrieved from <http://ezproxy.rowan.edu/login?url=http://search.proquest.com/docview/744086570?accountid=13605> (744086570).
- Zhai, L. (2002). *Studying international students: Adjustment and social support*. Office of Institutional Research, San Diego Community College District. [ERIC Document no. ED 474481].

Zhao, C. M., Kuh, G. D., & 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.



## Appendix A

### Institutional Review Board Approval

**Activity Details (Study : Letter Released)** Submit Letter for Committee Chair approval

---

**Author:** Eric Gregory (Institutional Review Board )

---

**Logged For (Study):** International Student's Involvement and Overall College Experience

---

**Activity Date:** 3/15/2015 2:00 PM EDT

Activity Form	Property Changes	Documents	Notifications
Job Name	Subject	Recipients	CC Recipients
Rowan University eIRB: Study Approved	Rowan University eIRB: Study Approved	Burton Sisco (Educational Services and Leadership) email:sisco@rowan.edu	

## Appendix B

### Consent Form



---

### CONSENT FORM

Involvement Patterns of International Students and their Overall College Experience

#### Informed Consent for Interviews

**Please read this consent document carefully before you decide to participate in this study.**

You are invited to participate in a research study about international students' involvement and their overall college experience. This study is being conducted by researchers in the Department of Educational Services & Leadership at Rowan University. The Principal Investigator of the study is Dr. Burton Sisco. The Co-Investigator of the study is Kesiane Costa-String.

Participation in this study is voluntary. If you agree to participate in this study, you would be interviewed for about 30 minutes in three interview sessions. The number of participants in the study is four.

The study includes two interview sessions about the student services you use – there are no 'right' or 'wrong' answers. It will take no longer than 30 minutes for each session. If at any time while completing the interview, you may choose not to answer a question; if needed, we can stop at any time.

There are no risks to your health, safety, education, or employment by participating in this interview. The questions are about student service usage. Some services may be considered private (i.e. physical health, mental health, relationships) and I remind you that you do not have to disclose this information in the interview. There is no cost to participate.

Your identity will be kept confidential to the extent provided by law. Nowhere will I asked for or report your name, so it is completely anonymous. By participating in this interview, you are giving your informed consent to participate in this study.

Version #: 1  
Version Date: 02/13/15

RESERVED FOR IRB APPROVAL  
STAMP  
DO NOT REMOVE  
Creation/Revision Date: 02/10/2015

Participating in this study may not benefit you directly, but it will help us understand the variables that impact academic performances of international students, leading to improve student success. Your participation in this study is completely voluntary. If you choose not to participate in this study, this will have no effect on the services or benefits you are currently receiving. You may skip any questions you don't want to answer and withdraw from the study at any time without consequences.

If you have any questions about this study, please contact Dr. Sisco at [sisco@rowan.edu](mailto:sisco@rowan.edu) or Kesiane Costa-String at [costa-stk0@students.rowan.edu](mailto:costa-stk0@students.rowan.edu).

**ROWAN UNIVERSITY INSTITUTIONAL  
REVIEW BOARD AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM**

You have already agreed to participate in a research study conducted by Dr. Burton Sisco and Kesiane Costa-String. We are asking for your permission to allow us to include an audiotape (sound) as part of the research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for analysis by the research team.

The recording(s) will not include your identity. Subjects name or any other identifier will be not be recorded. Nowhere will I asked for or report your name, so it is completely anonymous.

The recording(s) will be stored in a locked external hard drive with no link to subjects' identity and will be destroyed upon completion of the study procedures.

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

Version #: 1  
Version Date: 02/13/15

RESERVED FOR IRB APPROVAL  
STAMP  
DO NOT REMOVE  
Creation/Revision Date: 02/10/2015

**YOU WILL BE GIVEN A COPY OF THIS FORM WHETHER OR NOT YOU AGREE TO PARTICIPATE.**

**Social and Behavioral IRB Research Agreement**

I have read the procedure described above. I voluntarily agree to participate in the procedure and **I have received a copy of this description.**

Name (Printed) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Co-Principal Investigator: \_\_\_\_\_ Date:  
\_\_\_\_\_

Version #: 1  
Version Date: 02/13/15

RESERVED FOR IRB APPROVAL  
STAMP  
DO NOT REMOVE  
Creation/Revision Date: 02/10/2015

## Appendix C

### Recruitment Letter and Survey Instrument

Dear International Student,

I would like to invite you to participate in the International Students Involvement Survey. This survey is being administered as part of my Master's thesis in Higher Education Administration at Rowan University. The purpose of this research is to examine international students' involvement impact on academic performance and overall college experience.

Attached is a link to the International Students Involvement Survey. Please select the link below to start the survey. It will take no more than 15 minutes of your time to complete this survey. For any questions please contact Kesiane String at *costa-stk0@students.rowan.edu*.

Thank you in advance for completing the survey.

#### **Kesiane String**

Graduate Assistant - Department of Educational Services and Leadership

Graduate Coordinator Intern - International Center

M.A. Higher Education Administration, December 2015

Rowan University

[costa-stk0@students.rowan.edu](mailto:costa-stk0@students.rowan.edu)

Version #: 1

Version Date: 02/13/15

## International Student Involvement Survey

*This survey is being administered as part of my Master's thesis in Higher Education Administration at Rowan University. The purpose of this research is to determine involvement patterns of international students and their overall college experience. While your participation is voluntary and you are not required to answer all of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identification is being requested. The survey instrument consists of three sessions, which include background information, student involvement information, and international students overall satisfaction with Rowan University. Please take a few minutes to complete this online survey, which will take only a few minutes of your time. If you have any questions or problems concerning participation in this survey please contact Kesiane String at costa-stk0@students.rowan.edu. Thank you for your valuable input.*

### Online Survey (Alternate Consent)

You are invited to participate in this online research survey entitled Involvement Patterns of International Students and their Overall College Experience. You are included in this survey because you are a current Rowan University international student. The number of subjects to be enrolled in this survey study will be 59 international students. The Principal Investigator of the study is Dr. Burton Sisco. The Co-Investigator of the study is Kesiane Costa-String.

The survey may take approximately 15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

The purpose of this research study is to examine involvement patterns of international students, which means the participation of international students in the use of campus services, and their in-and out-of-class experiences.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you; however, by participating in this study, you may help us understand the variables that impact academic performances of international students, leading to improve student success.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, please contact Dr. Sisco at sisco@rowan.edu or Kesiane Costa-String at costa-stk0@students.rowan.edu.

Please complete the checkbox below.

To participate in this survey, you must be 18 years or older. Place a check box here

Completing this survey indicates that you are voluntarily giving consent to participate in the survey

## Session I - Background

1. Are you an international undergraduate student?  Yes  No
2. What is your age? [\_\_\_\_\_]
3. What is your gender?  Male  Female
4. What is your country of citizenship? \_\_\_\_\_
5. Are you:
  - White/Caucasian
  - Hispanic/Latino
  - Middle eastern
  - Native American/Alaskan
  - African American/Black
  - Asian
  - Pacific Islander
  - Other: \_\_\_\_\_
6. Which of the following best describes where you are living?
  - Dormitory or other campus housing
  - Residence (house, apartment, etc.) within walking distance
  - Residence (house, apartment, etc.) within driving distance
7. Are you:
  - Freshman
  - Junior
  - Sophomore
  - Senior
8. Number of semesters currently taking at Rowan: \_\_\_\_\_
9. What is your cumulative GPA?
  - a.  4.0 to 3.7
  - b.  2.9 to 2.7
  - c.  1.9 to 1.7
  - 3.6 to 3.4
  - 2.6 to 2.4
  - 1.6 to 1.4
  - 3.3 to 3.0
  - 2.3 to 2.0
  - 1.3 & Below
10. Please print your major(s) below:  
\_\_\_\_\_

## Session II - Student Involvement Information

11. On average, how many hours each day do you spend on a computer?  
\_\_\_\_\_ For academic and course work (research, writing papers, programming, etc.)  
\_\_\_\_\_ For personal use (e-mail to friends, games, Internet surfing, etc.)

12. In your experience at Rowan University, how much time do you spend per week doing certain curricular and extracurricular activities?

### HOURS PER WEEK

- Studying and/or working on assignments for classes
- Member of a society fraternity or sorority
- Member of a college club or organization
- Member of a sport team or sport club
- Student government
- University publication
- College productions or performances
- Professional or departmental clubs
- Social clubs
- Residential hall activities
- Religious organizations, religious or spiritual activities
- Volunteer service
- Leadership programs
- Off-Campus part time job
- On-Campus part time job
- Internship
- Field experience
- Participated in independent study
- Participated in campus activities/events
- Interaction with faculty outside of class



13. In your experience at Rowan University, on average how often have you participated monthly in any of the activities below?

HOW OFTEN/PER MONTH

- Worked with classmates outside of class
- Tutored or taught other students
- Attended an art exhibit, gallery, play, dance
- Exercised or participated in physical activities
- Established personal relationships with peers/staff at Rowan
- Discussed grades or assignments with an instructor
- Discussed ideas with faculty members
- Communicate with a faculty member via e-mail
- Attended cultural events on campus
- Went out with friends
- Attended on-campus parties
- Interacting with International students
- Interacting with American students
- Interacting with People of Different Races
- Used the library
- Went to the International Center

14. \_\_\_\_\_ How many times have you talked with a career advisor or attended a program concerning your career during this academic year?

15. Please rate how important each item is to you and then rate how satisfied you are with each item here at Rowan University.

Importance					Satisfaction									
Very Important		Not at all Important			Very Satisfied		Not at all Satisfied							
1	2	3	4	5	1	2	3	4	5					
					<b>Importance</b>					<b>Satisfaction</b>				
<b>Social Involvement</b>														
Establishing Personal Relationships w/ Peers at Rowan					1	2	3	4	5	1	2	3	4	5
Having Close Friends at Rowan					1	2	3	4	5	1	2	3	4	5
Getting Involved in Student Organizations					1	2	3	4	5	1	2	3	4	5
Getting Involved in Campus Activities					1	2	3	4	5	1	2	3	4	5
Attending Cultural Events on Campus					1	2	3	4	5	1	2	3	4	5
Interacting with International Students					1	2	3	4	5	1	2	3	4	5
Interacting with People of Different Races					1	2	3	4	5	1	2	3	4	5
Getting Involved in Religious Activities					1	2	3	4	5	1	2	3	4	5
Having a Job while Enrolled					1	2	3	4	5	1	2	3	4	5
<b>Academic Involvement</b>														
Faculty Availability Outside Class					1	2	3	4	5	1	2	3	4	5
Social Contacts with Faculty					1	2	3	4	5	1	2	3	4	5
Academic Advising					1	2	3	4	5	1	2	3	4	5
International Student Advising					1	2	3	4	5	1	2	3	4	5
<b>Campus Atmosphere</b>														
Adequate Personal Security					1	2	3	4	5	1	2	3	4	5
Adequate Physical Environment on Campus					1	2	3	4	5	1	2	3	4	5
Adequate Social Atmosphere					1	2	3	4	5	1	2	3	4	5
Adequate Academic/Intellectual Atmosphere					1	2	3	4	5	1	2	3	4	5
Fitting into the Campus Community					1	2	3	4	5	1	2	3	4	5
<b>Personal Goals</b>														
Making Progress Toward Personal Goals					1	2	3	4	5	1	2	3	4	5
Making Progress Toward Academic Goals					1	2	3	4	5	1	2	3	4	5
Making Progress Toward Career Goals					1	2	3	4	5	1	2	3	4	5
Adjusting Academically to College					1	2	3	4	5	1	2	3	4	5
Adjusting Socially to College					1	2	3	4	5	1	2	3	4	5
Adjusting Emotionally to College					1	2	3	4	5	1	2	3	4	5
Managing Personal Stress					1	2	3	4	5	1	2	3	4	5
Developing My Self-Esteem & Confidence					1	2	3	4	5	1	2	3	4	5
Developing Personal Values & Beliefs					1	2	3	4	5	1	2	3	4	5
My Personal Motivation for Academic Success					1	2	3	4	5	1	2	3	4	5
My Personal Achievement of Academic Success					1	2	3	4	5	1	2	3	4	5
Being Interested in My Studies					1	2	3	4	5	1	2	3	4	5

### Session III - Rowan Satisfaction Information

16. Did you made the right choice in attending Rowan University?

- Definitely Right Choice
- Probably Right Choice
- Not Sure
- Probably Wrong Choice
- Definitely Wrong Choice

17. How important is it to you that you graduate from Rowan University?

- Extremely Important
- Very Important
- Somewhat Important
- Neither Important nor Unimportant
- Not At All Important

18. How would you rate the quality of instruction at Rowan University?

- Very Satisfactory
- Somewhat Satisfactory
- Neutral
- Somewhat Unsatisfactory
- Very Unsatisfactory

19. Would you recommend this institution to friends/family?

- Definitely Yes
- Probably Yes
- Not sure
- Probably Not
- Definitely Not

THANK YOU FOR COMPLETING THE SURVEY.

## Appendix D

### Interview Instrument

#### International Student Involvement Interview

##### Session I

*This interview is being administered as part of my Master's thesis in Higher Education Administration at Rowan University. The purpose of this research is to determine involvement patterns of international students and their overall college experience. While your participation is voluntary and you are not required to answer all of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identification is being requested. The interview instrument consists of three sessions, which include background information, academic performance and international student involvement, and international students overall satisfaction with Rowan University. Interviewees will be given a copy of their Written Consent Form. For any questions please contact Kesiane String at costa-stk0@students.rowan.edu.*

##### Background

1. Are you an international undergraduate student?  Yes  No
2. What is your age? [\_\_\_\_\_]
3. What is your gender?  Male  Female
4. What is your country of citizenship? \_\_\_\_\_
5. Are you:
  - White/Caucasian
  - African American/Black
  - Hispanic/Latino
  - Asian
  - Middle eastern
  - Pacific Islander
  - Native American/Alaskan
  - Other: \_\_\_\_\_
6. Which of the following best describes where you are living?
  - Dormitory or other campus housing
  - Residence (house, apartment, etc.) within walking distance
  - Residence (house, apartment, etc.) within driving distance
7. Are you:
  - Freshman
  - Sophomore
  - Junior
  - Senior
8. Number of semesters currently taking at Rowan: \_\_\_\_\_
9. Please print your major(s) below:  
\_\_\_\_\_

## International Student Involvement Interview

### Session II

*This interview is being administered as part of my Master's thesis in Higher Education Administration at Rowan University. The purpose of this research is to determine involvement patterns of international students and their overall college experience. While your participation is voluntary and you are not required to answer all of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identification is being requested. The interview instrument consists of three sessions, which include background information, academic performance and international student involvement, and international students overall satisfaction with Rowan University. Interviewees will be given a copy of their Written Consent Form. For any questions please contact Kesiane String at costa-stk0@students.rowan.edu.*

### Academic Performance

1. What is your cumulative GPA?
  - a.  4.0 to 3.7       3.6 to 3.4       3.3 to 3.0
  - b.  2.9 to 2.7       2.6 to 2.4       2.3 to 2.0
  - c.  1.9 to 1.7       1.6 to 1.4       1.3 & Below
2. How many hours per week did you spend studying and/or working on assignments for classes during this academic semester? Why?
3. Regarding your academic performance have you experience any academic difficulties? What kind?

### Student Involvement

1. In your experience at Rowan University, have you participated in any of these activities? How many hours per day/week or how often per month?

- [ \_\_\_\_\_ ] Member of a society fraternity or sorority
- [ \_\_\_\_\_ ] Member of a college club or organization
- [ \_\_\_\_\_ ] Member of a sport team or sport club
- [ \_\_\_\_\_ ] Student Government
- [ \_\_\_\_\_ ] University Publication
- [ \_\_\_\_\_ ] College Productions or Performances
- [ \_\_\_\_\_ ] Professional or Departmental Clubs
- [ \_\_\_\_\_ ] Social Clubs
- [ \_\_\_\_\_ ] Residential Hall Activities
- [ \_\_\_\_\_ ] Religious Organizations, Religious or Spiritual Activities
- [ \_\_\_\_\_ ] Volunteer Service
- [ \_\_\_\_\_ ] Leadership Programs
- [ \_\_\_\_\_ ] Off-Campus Part Time Job

- [ ] [\_\_\_\_\_] On-Campus Part Time Job
  - [ ] [\_\_\_\_\_] Internship
  - [ ] [\_\_\_\_\_] Field Experience
  - [ ] [\_\_\_\_\_] Participated in Independent Study
  - [ ] [\_\_\_\_\_] Participated in Study Abroad Program
  - [ ] [\_\_\_\_\_] Participated in Campus Activities/Events
  - [ ] [\_\_\_\_\_] Interaction with faculty outside of class
  - [ ] [\_\_\_\_\_] Worked with classmates outside of class
  - [ ] [\_\_\_\_\_] Tutored or taught other students
  - [ ] [\_\_\_\_\_] Attended an art exhibit, gallery, play or dance
  - [ ] [\_\_\_\_\_] Exercised or participated in physical activities
  - [ ] [\_\_\_\_\_] Established personal relationships with peers/staff at Rowan
  - [ ] [\_\_\_\_\_] Discussed grades or assignments with an instructor
  - [ ] [\_\_\_\_\_] Discussed ideas with faculty members
  - [ ] [\_\_\_\_\_] Communicate with a faculty member via e-mail
  - [ ] [\_\_\_\_\_] Attended cultural events on campus
  - [ ] [\_\_\_\_\_] Went out with friends
  - [ ] [\_\_\_\_\_] Attended on-campus parties
  - [ ] [\_\_\_\_\_] Interacting with International students
  - [ ] [\_\_\_\_\_] Interacting with American students
  - [ ] [\_\_\_\_\_] Interacting with People of Different Races
  - [ ] [\_\_\_\_\_] Used the library
  - [ ] [\_\_\_\_\_] Went to the International Center
  - [ ] [\_\_\_\_\_] Used the computer for academic and course work
  - [ ] [\_\_\_\_\_] Used the computer for personal use
- Other: \_\_\_\_\_

2. What services do you use on campus? Why/why not? How often?
3. What services do you think are most beneficial? How?
4. Are there services there are not currently offered on the Rowan campus that you would find helpful? Please explain.

## International Student Involvement Interview

### Session III

*This interview is being administered as part of my Master's thesis in Higher Education Administration at Rowan University. The purpose of this research is to determine involvement patterns of international students and their overall college experience. While your participation is voluntary and you are not required to answer all of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identification is being requested. The interview instrument consists of three sessions, which include background information, academic performance and international student involvement, and international students overall satisfaction with Rowan University. Interviewees will be given a copy of their Written Consent Form. For any questions please contact Kesiane String at [costa-stk0@students.rowan.edu](mailto:costa-stk0@students.rowan.edu).*

### Rowan Satisfaction

1. Are you satisfied with your decision to attend Rowan University and would you recommend this institution to friends/family in your home country?
2. Are you satisfied with the support you receive from student programs and services staff at Rowan University?
3. Are you satisfied with the service you receive from the International Center at Rowan University? Why?
4. Any recommendations for improving services for international students at Rowan?

## Appendix E

### Table E1 – International Student Enrollment and U.S. Higher Education

#### Enrollment, 1999/00 – 2012/13

Table E1

*International Student Enrollment and U.S. Higher Education Enrollment, 1999/00 – 2012/13*

Year	Int'l Students	Annual % Change	Total Enrollment	% Int'l
1999/00	514,723	4.8	14,791,000	3.5
2000/01	547,867	6.4	15,312,000	3.6
2001/02	582,996	6.4	15,928,000	3.7
2002/03	586,323	0.6	16,612,000	3.5
2003/04	572,509	-2.4	16,911,000	3.4
2004/05	565,039	-1.3	17,272,000	3.3
2005/06	564,766	-0.05	17,487,000	3.2
2006/07	582,984	3.2	17,759,000	3.3
2007/08	623,805	7.0	18,248,000	3.4
2008/09	671,616	7.7	19,103,000	3.5
2009/10	690,923	2.9	20,428,000	3.4
2010/11	723,277	4.7	20,550,000	3.5
2011/12	764,495	5.7	20,625,000	3.7
2012/13	819,644	7.2	21,253,000	3.9



## Appendix F

**Table F1 – Top 20 Places of Origin of International Students, 2011/12 – 2012/13**

Table F1

*Top 20 Places of Origin of International Students, 2011/12 – 2012/13*

Rank	Place of Origin	2011/12	2012/13	2012/13 % of Total	% Change
	WORLD TOTAL	764,495	819,644	100.0	7.2
1	China	194,029	235,597	28.7	21.4
2	India	100,270	96,754	11.8	-3.5
3	South Korea	72,295	70,627	8.6	-2.3
4	Saudi Arabia	34,139	44,566	5.4	30.5
5	Canada	26,821	27,357	3.3	2.0
6	Taiwan	23,250	21,867	2.7	-5.9
7	Japan	19,966	19,568	2.4	-2.0
8	Vietnam	15,572	16,098	2.0	3.4
9	Mexico	13,893	14,199	1.7	2.2
10	Turkey	11,973	11,278	1.4	-5.8
11	Brazil	9,029	10,868	1.3	20.4
12	Germany	9,347	9,819	1.2	5.0
13	United Kingdom	9,186	9,467	1.2	3.1
14	Nepal	9,621	8,920	1.1	-7.3
15	Iran	6,982	8,744	1.1	25.2
16	France	8,232	8,297	1.0	0.8
17	Hong Kong	8,032	8,026	1.0	-0.1
18	Indonesia	7,131	7,670	0.9	7.6
19	Nigeria	7,028	7,316	0.9	4.1
20	Thailand	7,626	7,314	0.9	-4.1

## Appendix G

**Table G1 – Fields of Study of International Students, 2011/12 – 2012/13**

Table G1

*Fields of Study of International Students, 2011/12 – 2012/13*

Field of Study	2011/12 Int'l Students	2012/13 Int'l Students	2012/13 % of Total	% Change
Business and Management	166,733	178,984	21.8	7.3
Engineering	141,285	154,186	18.8	9.1
Math and Computer Science	71,364	77,560	9.5	8.7
Social Sciences	66,163	73,274	8.9	10.7
Physical and Life Sciences	66,007	69,152	8.4	4.8
Fine and Applied Arts	41,710	45,850	5.6	9.9
Intensive English	38,887	39,990	4.9	2.8
Health Professions	29,535	31,222	3.8	5.7
Humanities	16,294	17,121	2.1	5.1
Education	17,200	17,011	2.1	-1.1
Agriculture	9,750	10,463	1.3	7.3
Other Fields of Study	77,252	79,876	9.8	3.4
Undeclared	22,315	24,955	3.0	11.8
Total International Students	764,495	819,644	100.0	7.2

## Appendix H

### Permission to Use Instruments



Costa-String, Kesiane <costa-stk0@students.rowan.edu>

---

#### IMPORTANT REQUEST

4 messages

---

Costa-String, Kesiane <costa-stk0@students.rowan.edu>

Mon, Feb 9, 2015 at 8:41 AM

To: monicap@ucsc.edu

Hello Monica,

My name is Kesiane String. I am a masters student in higher education administration at Rowan University. I loved your dissertation and how you explored international students' experiences and performance. I am conducting a study about the impact of international students' involvement on academic performance at Rowan University. **I really liked your interview instrument and I would like to ask you if you can give me approval to use your interview instrument?**

Thank you,

Kesiane String  
Graduate Assistant  
Department of Educational Services and Leadership  
Rowan University  
Herman D. James Hall 3010  
201 Mullica Hill Road  
Glassboro, NJ 08028

---

Monica Parikh <monicap@ucsc.edu>

Mon, Feb 9, 2015 at 12:19 PM

To: "Costa-String, Kesiane" <costa-stk0@students.rowan.edu>

Oh Kesaine - I am so flattered.

You're welcome to use my survey questions, I cant wait to hear what YOU find!  
Monica.

--

Monica Parikh, Ph.D.  
Director, Summer Session  
UC Santa Cruz  
831-459-2525

---

**Kesiane String** <costa-stk0@students.rowan.edu>

Mon, Feb 9, 2015 at 1:59  
PM

To: Monica Parikh <monicap@ucsc.edu>

Monica,

Thank you so much!

Kind regards,

Kesiane String.

**Google Apps**  
**@Rowan**

**Costa-String, Kesiane** <costa-stk0@students.rowan.edu>

---

## IMPORTANT REQUEST

3 messages

---

**Costa-String, Kesiane** <costa-stk0@students.rowan.edu>

Thu, Feb 19, 2015 at 5:18  
PM

To: Monica Parikh <monicap@ucsc.edu>

Hello Monica,

**My advisor advised me to ask you if I am allowed to reproduce your instrument on my study appendix?** I also would like to make you aware that I will modify your instrument to fit my study purpose. Thank you! :)

Kind regards,

**Kesiane String**

Graduate Assistant - Department of Educational Services and Leadership

Graduate Coordinator Intern - International Center

M.A. Higher Education Administration, December 2015

Rowan University

[costa-stk0@students.rowan.edu](mailto:costa-stk0@students.rowan.edu)

---

**Monica Parikh** <monicap@ucsc.edu>

Thu, Feb 19, 2015 at 6:41 PM

To: "Costa-String, Kesiane" <costa-stk0@students.rowan.edu>

Of course Kesiane - you're welcome to

Monica.

[Quoted text hidden]

--

Monica.

---

**Kesiane String** <costa-stk0@students.rowan.edu>

Fri, Feb 20, 2015 at 7:48 AM

To: Monica Parikh <monicap@ucsc.edu>

Thank you!!!

Have a great weekend!

[Quoted text hidden]

---

**Copyright approval**

3 messages

---

**Kesiane String** <costa-stk0@students.rowan.edu>

Wed, Feb 4, 2015 at  
8:51 AM

To: "willifor@ohio.edu" <willifor@ohio.edu>

Hello Dr. Willifor,

My name is Kesiane String. I am a masters student in higher education administration at Rowan University. I am conducting a study about the impact of international students' involvement on academic performance at Rowan University. Your university survey instrument titled Ohio University Student Involvement Study will allow me to identify international students involvement patters. I would like to ask you if you can give me copyright approval to use your survey instrument and adapt to my study?

Thank you,

Kesiane String

---

**Williford, Michael** <willifor@ohio.edu>

Wed, Feb 4, 2015 at 8:55  
AM

To: Kesiane String <costa-stk0@students.rowan.edu>

The instrument is not copyrighted. You are free to use it, as long as you give proper credit to Ohio University in any research reports or publications, where it was developed.

Michael Williford, Ph.D.  
Associate Provost for Institutional Accreditation  
Associate Professor, Counseling and Higher Education  
Ohio University  
301m Alden Library  
Athens, OH 45701

740/593-1056  
michael.williford@ohiou.edu  
[Quoted text hidden]

---

**Kesiane String** <costa-  
stk0@students.rowan.edu>  
To: "Williford, Michael" <willifor@ohio.edu>

Wed, Feb 4, 2015 at 12:59  
PM

Dr. Williford,

Thank you so much for you feedback.

Kind regards,

**Kesiane String**  
[Quoted text hidden]