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Commonly Used Practices in Hosting International Students by Faith-based Universities in Minnesota

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by Faith-Based Universities in Minnesota

by

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Abstract

The process of hosting of international students in America started in 1946. Since then, there has been a steady increase of international students attending universities in America. In order to be competitive in the global market for international students, many universities in America created their own unique strategies to gain access to international students. The purpose of this study was to identify the commonly used practices in hosting international students by faith-based universities in Minnesota. The International Student Services Director Survey (ISS-DS) was used to collect the needed data to conduct an independent t-test, ANOVA, and Pearson Correlation on the hypotheses that involves the criteria of academic, cultural, economic, logistical, and social provisions provided for international students. It was the hope that the results from this study may assist faith-based universities in Minnesota to enhance their capacity to effectively serve international students.

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The journey to gain a doctoral degree starts with the idea of gaining new knowledges and skills. This dissertation journey required much dedication, understanding, team work, and network of supports for the last four years.

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Chapter I: Introduction

This research examined the commonly used practices in hosting international students by faith-based universities in Minnesota. The theoretical goal was to survey the number of provisions offered to international students and document the number of commonly used practices in hosting international students at the university level (Creswell, 2014; Dickeson; 2010; Maltbia & Power, 2009). The independent t-test, analysis of variance (ANOVA), and Pearson correlation was used to analyze nominal data responses to the provisions.

International Students in America

Project Atlas, by the Institute of International Education, estimated that more than 800,000 international students (IS) were enrolled in American universities across the nation as of 2016. These enrollments generated over $30.5 billion for the universities (Institute of International Education, 2016) in America. With this large number of international students studying at universities across the nation, it may be in the best interest of universities in America to create provisions that provide long-term support for international students and thereby enhance international students' success within the universities.

Census data indicated that by 2044, people of color may be become the majority living across America while the white race may be the minority. Universities may have the responsibility to enrich international students' abilities to effectively serve the people of color and their own native societies. Universities in America may have the opportunities to instill into international students' hearts and minds that they are the future leaders of the world. They are the future leaders of their countries and may make decisions concerning the world's economic, politic, environment, and educational systems. It is an opportunity for universities in America to develop generations of international leaders and workers. Universities prepare and encourage international students to engage the world through different ways of teaching and learning

(Cuyjet, Howard-Hamilton, & Cooper, 2011; Maltbia, 2009). Universities may ensure that the international students are ready to deal with the challenges and pressures of the world. Gallup (2013) reported that next generation of leaders may need eight skills to be constructive employees for the 21st century. These eight skills included: 1) collaborate, 2) knowledge base, 3) be constructive, 4) be an effective communicator, 5) able to deal with global issues, 6) self-regulating with minimal supervision, 7) readiness for real-world problem solving, and 8) technology capacity. Universities in America may have great opportunities to instill these skills into their international students.

In order to be competitive in the global market for international students, many universities in America may have created their own unique strategies to gain access to these students. According to Schulz (2010), universities in America are using multiple strategies including the use of international agencies, private recruiters, international universities and/or government offices to maximize their options and opportunities to recruit international students.

After arriving at an America university, international students may experience welcome events, participate in placement testing, gain access to supportive services for student visas, are advised on degree programs, gain access to information on financial supports, and receive orientations to the Office of International Student Services (Le, 2016; Sato, 2015; Telbis & Kingsbury, 2014). Some international students may have the opportunity to converse with the president of the university as well as participate in communication sessions with professors and current international students who are attending the university. Depending on the university's resources and staffing, each university has its own unique ways of hosting international students after their arrivals (Le, 2016; Taylor & Cantwell, 2015). With academic supports, international students are expected to graduate on time and return to their homelands to work and become

productive citizens in their countries (Cuyjet et al., 2011; Mesidor & Sly, 2016) and around the world.

Hosting International Students by Faith-Based Universities

One of the admonitions in the Bible is to love our neighbors as ourselves: "Teacher, which is the great commandment in the law?" (Matthew 22:36, English Standard Version) Jesus answered, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself" (Mathew 22:37-39). Loving your neighbor is an important element in the process of hosting international students (IS) by faith-based universities in Minnesota. Faith-based universities have the opportunity and the obligation to show love and care for their international students in the process of equipping their 21st century leaders with skills to meet the challenges of the world. Faith-based universities can continue to display compassion toward international students as part of their mission to love their neighbors. Faith-based universities may achieve this by providing the best provisions to ensure that international students achieve academic success while they study in America and gain skills to be productive and effective 21st century leaders for the world (Nilson, 2016; Pimpa, 2005; Rugyendo, 2015).

Faith-Based Universities/Colleges in Minnesota

In the state of Minnesota, as listed by the Christian College Directory in 2017, there are 23 faith-based universities/colleges. Twenty-two of the faith-based universities offer four-year degrees and beyond. Two faith-based colleges offer two-year degrees or certificate programs in their process of training new workers for the global market. Research from the world-wide-web indicated that 19 Christian universities/colleges in Minnesota have International Student Service programs to assist international students. The table below identifies the colleges by name,

address, website, service program for international students, and current international student

number (Aberg, Stahle, Engdahl, & Knutes-Nyqvist, 2016; Adderholdt-Elliot, 1991; Aud,

Wilkinson-Flicker, Kristapovich, Rathbun, Wang, & Zhang, 2013).

Table 1

Data from the Christian College Directory, 2017

Name of College	Address	Website	ISS office	# of IS student 2017
University of Saint Thomas	St. Paul, MN	http://www.stthomas.edu	Yes	650
Saint Olaf College	Northfield, MN	http://www.stolof.edu	Yes	238
Saint John's University	Collegeville, MN	http://www.csbsju.edu	Yes	180
College of Saint Benedict	St. Joseph, MN	http://www.csbsju.edu	Yes	169
Concordia University of St. Paul	St. Paul, MN	http://www.csp.edu	Yes	150
Hamline University	St. Paul, MN	http://www.hamline.edu	Yes	80
Augsburg College	Minneapolis, MN	http://www.augsburg.edu	Yes	60
Luther Seminary	St. Paul, MN	http://www.luthersem.edu	Yes	49
Bethel University	St. Paul, MN	http://www.bethel.edu	Yes	44
Apostolic Bible Institute Inc.	St. Paul, MN	http://www.apostolic.rog	Yes	42
Northwestern Health Sciences University	Bloomington, MN	http://www.nwhealth.edu	Yes	42

Saint Catherine University	St. Paul, MN	http://www.stkate.edu	Yes	26
Crown College	Saint Bonifacius, MN	http://www.crown.edu	Yes	23
Saint Mary's University of Minnesota	Winona, MN	http://www.smumn.edu	Yes	15
Martin Luther College	New Ulm, MN	http://www.mlc-wels.edu	Yes	13
University Northwestern St. Paul	St. Paul, MN	http://www.unwsp.edu	No	10
North Central University	Minneapolis, MN	http://www.northcentral.edu	No	8
United Theological Seminary of the Twin Cities	New Brighton, MN	http://www.unitedseminary.edu	No	6
Crossroads College	Rochester, MN	http://www.crossroadscollege.edu	No	0
Concordia College at Moorhead	Moorhead, MN	http://www.cord.edu	Yes	Unable to determine
Hibbing Community College-A Technical and Community College	Hibbing, MN	http://www.hibbing.edu	Yes	Unable to determine
Oak Hills Christian College	Bemidji, MN	http://www.oakhills.edu	Yes	Unable to determine
The College of Saint Scholastica	Duluth, MN	http://www/css.edu	Yes	Unable to determine

The National Association of Christian College Admission Professional (2017) reported that there are many reasons why students select Christian colleges. These reasons include challenging academics, smaller class size, and more interaction with professors. Other reasons include growth in all aspects of life, preparing the heart and mind for success, strengthening students Christian walk with God, and expanding students' world view with Christian principles and ideas. The association explained that the statement of faith during the application process and the theological classes are opportunities to assist students to align their faith and education.

The Minnesota of Private College (2017) reported that students may gain many benefits as they study at these colleges. These benefits may include excellence in education, access and affordability, and graduating rate at 87%. Students also benefit from interactions with other students of color and have access to international undergraduate studies. The report also stated that private colleges are committed to international experiences and six of the Minnesota college rank nationally for study abroad programs. Other benefits of attending private colleges include access to financial aid, more than $564 million grants and scholarship for students.

Retention and Graduation Rate for International Students

The current retention rate of international students depends on the area of the country the international students are studying. Fischer (2014) reported that for the University of West Florida, the retention rate for international students was at 95% in 2008. However, by 2011, it had dropped to 83%.

Data from the Minnesota Office of Higher Education (2017) revealed that in the Midwest, graduation rates for students in four-year institutions was 63% in 2009 and increased to 72% in 2014. The graduation rate for students by race in 2014 was 62% for Asian and 66% for Whites.

Aljohani (2014) reported that university officials expressed a retention rate for their undergraduate students than for international students. The lack of "academic ability" may cause some students to leave universities. When an international student leaves a university, he or she drifts away from the chance to incorporate American critical thinking, compassion for others, and abilities to deal with challenges in the world (Bailey & Huang, 2011; Cuyjet et al., 2011).

Provisions required for international students at faith-based universities to be successful in achieving academic success have been identified in research (Cuyjet et al., 2011; Hoaas, 2014; Kusek, 2015; Telbis et al., 2014; Zhang, 2016). The effectiveness of each provision is the number of support for international students. The research questions for the study were:

- How many academic provisions are being offered by faith-based universities in Minnesota to enhance international students' academic success in getting good grades and passing exams?

- How many cultural provisions are being offered by faith-based universities in Minnesota for building the cultural competency skills of international students to ensure that their adaptability is successful?

- How many economic provisions are being offered by faith-based universities in Minnesota to ensure that international students have employment skills and sufficient funds to pursue their education while studying in Minnesota?

- How many logistical provisions are being offered by faith-based universities in Minnesota to ensure that international students are cared for as they adjust to life in Minnesota?

- How many social provisions are being offered by faith-based universities in Minnesota to ensure that international students are competent in building

partnerships and collaborations with other people while pursuing their education
in Minnesota?

Studies have determined that international students face many challenges and problems when they travel abroad to study at the universities in America (Cuyjet et al., 2011; Francois, Coufal, & Subramanian, 2015; Telbis et al., 2014). Kusek (2015) stated that international students suffered from high level of stress and lack of community supports. Many international students have to deal with adjustments to new environments, how to prepared for learning at the university, and learning to speak English well enough to pass their academic classes. When universities are unable to create opportunities for international students to destress and become a part of the communities in which they are living and studying, some are likely to leave or transfer to another school that may enable them to succeed. The study also mentioned that when universities do not build capacities for international students to become world leaders, those students are more likely to have negative views of the global world.

Zhang (2016) revealed that universities must create provisions for the transition and success of international students as well as offer doctorial programs to become competitive in the global market in order to recruit international students.   When universities are unable to sustain and assist international students to achieve their academic goals and become competent students and workers, their students are more likely to leave and not continue to participate in the American educational system.

Hoaas (2014) revealed that international students desire "to make a difference" (p. 88) in the world. The purpose of studying abroad for international students is to gain a world experience and to build 21st century skills for being competent workers. International students are the future leaders of their countries, and perhaps the world. To be able to make a difference

in their countries, international students may need to learn to be team players, have a good knowledge base in their field of studies, be able to communicate effectively in their native languages and in English, understand how the global world functions, be able to self-regulate at the personal and public levels, comprehend real-world problem solving skills in societies, and be able to use technology to enhance their lives and the lives of people around them. When universities are unable to meet these expectations, international students lose out on being competent world leaders.

Based on these challenges and problems, universities may have great opportunities to assist international students to overcome these barriers and provide specific provisions to recruit, maintain, and engage international students to be successful during their studies in America (Sato, 2015; Seng & Khoo-Lattimore, 2012; Taylor & Cantwell, 2013). Faith-based universities may have a multitude of venues to recruit and maintain international students are more likely to sustain them. Faith-based universities that are creating opportunities for international students to feel at home on the campus during their studying, living, and working are more able to build long-lasting partnership. Faith-based universities who may engage international students to stay and complete their programs prior to returning home may ensure that the student becomes a 21st century leaders.

Faith-based universities are in the business of assisting international students to meet emotional, social, physical, mental, and spiritual needs (Bai, 2016; Rugyendo, 2015; Schaffer, 2004). It is the role of faith-based universities to ensure that international students experience healthy social connections that may build lasting relationship within the campus and outside of the campus. It is the responsibility of faith-based universities to enable international students to have safe places to live and have ownership of their living conditions. It is also the responsibility

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of faith-based universities to ensure that international students are mentally able to deal with issues of adaptation and assimilation into campus and community life during their study, work, and play. When faith-based universities are unable to meet these responsibilities, international students might develop negative study abroad experiences, which may cause them to lose interest and ultimately lead to academic failure (Bai, 2016; Schneider & Ward, 2003; Telbis et al., 2014).

International students desire to be competitive and gain advantages in the educational global market (Siahi & Maiyo, 2015; Schulz, 2010; Telbis et al., 2014). These are some of the reasons why they chose to study abroad in America. The process of becoming an international student takes much dedication, determination, and financial support from the family and the government of his/her country. Leaving his/her homeland to study in another country is an enormous risk for a student to take. He/she may need to learn to function in a new country without much prior knowledge of the language or people and no connection to the community in which the school exists.

The international student's family has high expectations that their child may learn new and different ideas about how to live a productive and successful life. The family expects their child to receive respect from peers with the new knowledge and skills obtained in America. The family expects their child to show compassion and care for others from the experiences in America. The family may expect their child to gain competent skills to deal with everyday life issues, problems, and able to predict challenges for the future (Cuyjet et al., 2011; Telbis et al., 2014; Vasilopoulos, 2016).

The international student's government has its own expectations of the international student. They may desire for the individual to gain opportunity to enhance his/her income earning and gain access to leadership position in the public and private arenas of the native

country. Most of all, an international student is expected to be able to deal with the global world and its challenges (Kneale, 2008; Villarreal, 2013; Woodall, Hiller, & Resnick, 2014).

With all the possibilities and opportunities for international students to make a difference in their countries and in the world, the international families and governments are willing to invest funds and create programs that may allow students to study abroad. When faith-based universities are unable to instill the above-mentioned skills in their international students, opportunities for greater understanding and fellowship between people and country also are lost, and prosperity might not be gained (Thomas& Malau-Aduli, 2013; Villarreal, 2013; Xu, de Silva, Neufeldt, & Dane, 2013).

Usage of the Provisions to Host International Students

Cuyjet et al (2011) established that there were three components international student needs when they attempt to study abroad. The first component included provisions offered to international students prior to entry to America. Such programs may include an orientation to the culture of the host country, access to language study, support for student visas, introduction to university, and tutoring for academic subjects. Provisions may also include financial support for costs of studying abroad, resources for international students' families to discern the process of studying abroad and making available information on cross-cultural adjustments for international students.

The second component of needs was provisions that support international students while they are studying in America. This includes facilitating international students' access to orientation, financial support, debriefing of universities' support systems/cultures, academic support, social support, opportunities to get involve in the community, and language acquisition.

Cuyjet et al (2011) also suggested that housing and daily living supports are needed to enhance the international students' abilities to adjust to their new foreign environments.

The third component of needs for international students was provisions to prepare international students to successfully return to their homelands. International students want opportunities to be well-equipped to succeed after returning to their homelands to become productive members of their societies. Such opportunities may include job placements, re-adjustment to homeland cultures, and shifting of thinking processes to re-engage in their communities at home.

Research Questions for the Study

The research questions for this study were:

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- How many economic provisions are being offered by faith-based universities in Minnesota to ensure that international students have employment skills and sufficient funds to pursue their education while studying in Minnesota?

- How many logistical provisions are being offered by faith-based universities in Minnesota to ensure that international students are cared for as they adjust to life in Minnesota?

- How many social provisions are being offered by faith-based universities in Minnesota to ensure that international students are competent in building partnerships and collaborations with other people while pursuing their education in Minnesota?

Each faith-based university may establish its own unique ways of providing invitations and brief overviews of its institution's information to support international students. Upon viewing three universities' websites (https://www.csp.edu; https://www.metrostate.edu; & https://www.century.edu, 2017) international students at those universities may gain brief welcome statements that include the university's goals and expectations, application process and procedures, the purpose of an international education, and university contact information (Christian College Directory, 2017). One university specifically offers an English Language Lab for international students who are non-English speakers to increase their language proficiency (Bailey & Huang, 2011; Campbell, 2015; Concordia, 2017).

Roberts, Chou, and Ching (2010, p. 150) reported that at the National Chengchi University (NCCU) in Taipei, Taiwan, their hosting practices included support for campus life, access to the university's information, awareness of cross-cultural environments, participation in extra-curricular activities, and language buddy programs. Siahi and Maiyo (2015) stated that international students may need to have good study skills to progress toward academic success. Bai (2016) indicated that international students may need to learn to de-stress in order to achieve academic success.

This study was designed to answer the question, how many specific provisions are being implemented by faith-based universities in Minnesota for international students to achieve academic success (Salyers, Carston, Dean, & London, 2015; Costello, 2015; Dickeson, 2010)?

Purpose for the Study

The purpose of this study was to determine the most commonly used practices in hosting international students by faith-based universities in Minnesota (Cuyjet et al., 2011; Ecklund, 2013; Rugyendo; 2015). Campell's (2015) phenomenological study of international doctoral students concluded that there was a gap between international students and national students in academic success and social adjustments to institutional environment. The study also stated that international students' educational and cultural backgrounds "influence their decisions to study in the U.S and impact their acculturation to their new environment" (p. 296). The study revealed that stakeholders needed to be culturally responsive to both the needs of international students and to national students. One suggestion from the research was to have one-on-one interactions between students and staff to discuss ways of improving working relationships and ensure that international students succeed in their studies. Trilokekar and Kizilbash (2013) concluded that developing "an international education strategy and brand and market" may affect how universities prepare for the long-term investment in the teaching and learning of international students. The authors also expressed that "internationalization and international education cannot be marginalized as a policy consideration" (p. 19) if the goal is to improve the environment of teaching international students to succeed at the same level as national students. Nilson and Ripmeester (2016) discussed in their research that the concept of study mobility and the quality of teaching and learning are important to ensure that international students continue to flourish in their quests to gain knowledge and prepare for the working world. The greatest advantage for international students may be to obtain skills needed for a "job-upon-graduation". This is a challenge for both the students and the institutions in which they are being educated. Nilson and Ripmeester (2016) also expressed that employers are looking for specific skills in workers to deal with cultural expectations, job skills, and thinking beyond the career and beyond

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classroom learnings. Caldwell and Ssekasi's (2016) research among Black-African international students concluded that there was a gap between expectations of Western institutions and international communities on the achievement and prospect of international students upon completion of their degrees. The international communities expressed that when a student studies abroad, "religious life participation" needs to continue to be a part of the international student's way of learning while he/she is away from his/her home country. Mesidor and Sly (2016) stated that skills in coping, resilience, and spirituality can reduce the stress levels of international students as they experience living and learning in western communities. The authors expressed the importance of offering counseling, mentorship, tutoring, and other culturally relevant programs to "promote a seamless transition" for international students. The researchers also explained that, "Knowledge is a powerful and transformative tool for ameliorating human condition" (p. 277). Universities are not just training international students but may be training future leaders, those "who are going to make a difference in the lives of their fellow citizens" (p. 277).

Identifying the commonly used practices may potentially assist faith-based universities across Minnesota to be more prepared and able to host international students from around the world. The advantage of identifying commonly used practices in hosting international students may potentially help faith-based universities in Minnesota to become more competitive and successful in their recruitments and retentions of increased numbers of internationals in the future. This may increase revenue and attract a continuous flow of international students to Minnesota by faith-based universities as these educational institutions work together to educate students around the world. The global competition for international students requires that faith-based universities be able to compete at the maximum level (Ganschow, Coyne, Park, &

Antonoff, 1999; Loetscher & Koechlin, 2014; Taylor & Cantwell, 2015) and create long lasting positive activities and relationships in order to be competitive in recruiting, maintaining, and helping future international students. When Minnesota's faith-based educational institutions are unable to fulfill these expectations, international students may seek opportunities to study in other states or countries.

Minnesota is considered a state with more than 10,000 lakes and a population of 5.2 million people (International Students, 2017). The state has 32 public higher educational institutions and 23 private educational colleges or universities with almost 10,000 international students studying in Minnesota. Faith-based universities in Minnesota may have the opportunity to grow their teaching and learning environments to support these students. The usage of the commonly used practices in hosting international students may ensure that faith-based educational institutions in Minnesota are engaging and creating productive pathways to encourage learning among international students and build skills among future leaders of the world.

Universities in America and International Students

International students contribute about $30.5 billion to the American economy (Institute of International Education, 2016). For universities in American to continue to gain access to international students with this source of income, they may need to create new opportunities (Cuyjet et al., 2011) for international students and develop innovative and successful practices in hosting them. Roberts, Chou, and Ching (2010) provided an example of how National Chengchi University (NCCU) created innovative provisions to support their international student population of 21,005 from 18 developing countries. NCCU desired to continue to be "globally profiled as a viable host destination" (p. 157) for international students. To secure this profile,

NCCU reviewed the reasons why international students would select their universities abroad. These factors included:

- Issue of scholarship

- Mandarin Chinese study programs

- Safety and security

- Modern/technological advancements

- Political dynamic within the country

- How teachers recommended international students to NCCU

Other factors that influence international students to select NCCU included clubs, sports, calligraphy class, cultural trips, language buddy program, language tutor/group, and student ambassador. Rewarding aspects of being at NCCU included learning a new language firsthand, experiencing life outside of home country, meeting new friends, experiencing a new culture, opportunity to become a global citizen and becoming more mature and independent. Based on Roberts et al.'s (2010) study of NCCU, key implications suggested that international students selected NCCU as a result of "unique opportunities to study traditional Chinese characters, the access to Taiwan governmental sponsored scholarships, and the high standards of Mandarin Studies program" (p. 163).

To sustain and attract increasing numbers of international students to universities in America, Fisher (2014) suggested that they be a willing to establish unique opportunities and programs that may appealed to international students. Seng and Khoo-Lattimore (2012) expressed that in this global era, where international students are traveling around the world and making connections, universities may have to ensure that international students to "experience

positive learning throughout their courses" (p. 107). This positive experience may include having international students explore outside of the classroom learning experiences.

Fischer (2011) wrote that for America universities to create provisions for international students, the universities may need to review their processes, procedures, and provisions to determine how they may improve their strategies to sustain and attract international students to their universities. These strategies may be unique and innovative but must meet the needs of international students. The provisions may need satisfactory services (Marshall, Goldbart, & Evans, 2004; McGee & Reis, 2012; Zhang & Hagedorn, 2011) to attract international students. Cuyjet et al. (2011) wrote that the ultimate goals for universities include campus courses completion, international students returning home with skills to deal with problems and challenges of job placement, gaining strategies to discern cross-cultural issues and promote understanding, gaining concepts to deal with change, and acquiring the ability to translate their American education experiences into their new opportunities to make a difference in their lives and countries (Minnesota Office of Higher Education, 2006; Niess, 2013).

Summary

Researches indicated that faith-based universities are establishing provisions for international students and working toward sustaining them. The provisions for hosting international students varied between the institutions. The provisions documented for international students may include academic services, cultural awareness program, economic resources, logistical support, and social interaction opportunities (Cuyjet et al., 2011; Gallup, 2013; Le, 2016; Telbis et al., 2014).

International student programs are an important platform for the exchange of teaching and learning between national and international students (Cuyjet et al., 2011; Le, 2016; Roberts,

2010). The U.S. Immigration and Customs Enforcement (2016) revealed that the number of international students in America may continue to grow at the rate of 5% per year. With this continued enrollment, universities in America may need to plan and prepare their program to host the new students. Universities may need to enhance their admission policies, services, and compliance with laws and regulations (Cuyjet et al., 2011; Kaplin & Lee, 2014). Universities who are prepared and have provisions to assist international students, may be able to deal with academic failures, adjustment concerns, communication disagreements, and expectations of being international students studying in America (Kaplin & Lee, 2014).

Having commonly used practices in hosting international students among universities may reduce international students' fear and apprehension of being a student in America (Le, 2016). Faith-based universities in Minnesota may have an opportunity to establish commonly used practices in hosting their international students. These commonly used practices may benefit both the international students and the institutions. Successful implementation of services may enhance the relationship between students and institutions, attracting new generations of international students to Minnesota (Le, 2016).   Being prepared and proactive in hosting international students is a good practice (Adderholdt-Elliot, 1991; Dickeson, 2010; Kaplin & Lee, 2014).

Definition of Terms for the Study

Academic Success

Academic success at the national level is defined as "change over time, as is reflected in U.S. educational polices" in skills, science, math, and foreign language; being knowledgeable in content areas of these subjects (Turgut, 2013). Academic success for faith-based universities is determined by the degree of how students incorporates their educational training and their transition within their faith beliefs and services to others (Zigarelli, 2012).

Challenges and Problems

Challenges and problems are defined as "teamed-based activity in which students engage in solving a real-world problem" (Mentzer & Becker, 2010, p. 23). Challenges and problems for faith-based universities is the fusion of students' faith and services in their life calling (Ecklund, 2013).

Components

The components are defined as concept of multicultural education in which attention is paid to multicultural curriculum, at a global or national level deem necessity for students' success (Mostafazadeh, Keshtiaray, & Ghulizadeh, 2015). Faith-based universities have specific faith components to support their students walk with God such as chapel time, prayer partners, and evangelical services to the public (Zigarelli, 2012).

Director of Office of International Students Services

An individual person who works at the Office of International Students Services and has a role of making policies concerning services to students and staff (Ryan & Rice, 1993).

Faith-Based Universities

Faith-based universities are defined as higher educational institutions whose mission and philosophy are rooted in the Christian faith of Jesus Christ (Schaffer, 2004). This includes colleges. The main mission and vision for faith-based universities are to train student and equip them to be leaders for the future with faithful practices in Christian principles and in service to others (Zigarelli, 2012).

Global Citizen

Global citizen is defined as the ability to connect with others on a global scale using skills and knowledge to "participate effectively as responsible members of society" (Demski, 2012, p. 32).

Hosting

Hosting is defined as step-by-step procedures to carry out specific treatments of individuals in a program (Kletter, Rialon, Loar, Brom, Pat-Horenczyk, Shaheen, Hamiel, Chemtob, Weems, Feinstein, Lieberman, Reicherter, Song, & Carrion, 2013).

International Students

International students are defined as individuals who travel from their birth countries to seek education from abroad (Hackett, 2014).

Post Education

Post education is defined as the time period after a university student graduates from a program (Kalan, 2014).

Prior to Entry

Prior to entry is defined as the time period in which an individual is engaging in the process of applying to study abroad and becoming an international student (Hillard, 2012).

Provision

Provision is defined as programs and services provided to ensure that international students are successful academically, culturally, socially, economically, and logistically prior and during their time of studying in America (Cuyjet et al., 2011).

Study in America

Study in America is defined as the period of time studying in the United States as an international student (Owens, 2011).

Chapter II: Literature Review

Introduction

This study examined the commonly used practices in hosting international students by faith-based universities in Minnesota. The study recorded the number of nominal data responses regarding the provisions implemented by faith-based universities to meet the needs of international students while pursuing their education in Minnesota (Cuyjet et al., 2011; Le, 2016).

Defining an International Student

A student who has chosen to study in another country which requires a student visa to enter that particular country is considered an international student (Bai, 2016; Kaplin & Lee, 2007). This classifies the individual as a student who has additional financial expenses, is not a native American English speaker, and needs specific academic supports. Bochner (2006) identified international students in terms of sojourners or students of sojourn: "individuals who travel abroad to attain a particular goal within a specified period of time" (p. 181).

The concept of being open to having students from around the world study at universities across America began in 1946 when President Harry S. Truman signed the Fulbright Act into law (Cuyjet et al., 2011; Kaplin & Lee, 2007). Since then, there has been a steady increase in the number of international students attending universities in America. By 1965, more than 82,045 international students from all regions of the world had enrolled at various universities across the United States. This number increased to 154,580 by 1974 (Institute of International Education, 2016). Currently, the enrollment of international students has increased to 886,052 nationwide. The country that ranks number one for sending their students to study abroad to the USA is China. The second sending nation is India, followed by Saudi Arabia, South Korea, and Canada

(Institute of International Education, 2017). With more than 886,000 international students attending universities in America, the universities have an obligation to develop and enhance their provisions to ensure international students' success (Hadis, 2005; Kusek, 2015; Loetscher & Koechlin, 2014; Zhang, 2016).

Differences Between Faith-Based and Public Universities

There are many differences between faith-based and public universities (Archibald & Feldman, 2011; Barr & McClellan, 2011; Derrico, Tharp, & Schreiner, 2015). These basic differences may include tuition, size of classes, degrees offered, demographics of students, hosting practices, budgets, and management styles. The main difference is the concept of faith and education. Derrico, Tharp, and Schreiner (2015) reported that faith-based education focuses on holistic review of education incorporating intellectual, emotional, social, and spiritual development of the students. Students who attend faith-based institutions may experience living life with different moral and educational standards. Students thrived on engaging learning and purpose of calling. At the end of a four-year degree, students gain a faith-based lenses to view the world and passion to serve others.

Ozdem (2011) expressed that the mission and vision of public higher educational institutions are to engage in scientific research, develop solutions to problems, participate in democratic principles, and enhance free thinking among its faculty, staff, and students. These public institutions may use business models to enhance their uniqueness and branding of their mission and vision. The outcome for these higher educational institutions is to create generations of qualified workers for the public.

Barr and McClellan (2011) expressed that funding allocations from states or churches may impact how faith-based and public universities operates. Regulations and mandates from

these funding sources impact how universities carry out their daily operations. Archibald and Feldman (2011) explained that the cost disease and revenue theory influence how educational decisions are discerned and how outcomes are being implemented by faith-based and public universities. These theories may influence how different the two types of institutions plan, manage, and grow its educational programs.

Selection of Faith-Based Universities

The rationalization of the selecting faith-based universities for this study was based on three concepts. The concepts are the alignment of education and faith, expansion of world view with Christian principles, and theological courses that enriches all aspect of life for students. These concepts build the foundation for a solid Christian perspective of teaching, learning, and living life. Ecklund (2013) stated that first generation college students who attends Christian universities faced many challenges. To reduce these challenges and assist students to align their education and faith, Christian universities may have an opportunity to engage their students in prayer partnership and sustaining motivation of students through service groups in the communities. Zigarelli (2012) reported that Christian universities are in the business of training, transforming, and transitioning students. Students who are well educated may be equipped to be leaders. Students who are shaped by Christian perspective may view the world with Christian love. Students who transition from gaining a job to having a vocational calling, may serve their positions with compassion, excellence and leadership. Rugyendo (2015) stated that students who attend Christian university in Uganda received a holistic Christian education. The Christian education may enable students to build Christ-like-characters; evangelical leadership skills, voluntary of services, and understanding of morals based on the Bible. These characters may assist students to be prepared for their life service in their calling.

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Based on the concepts of alignment of education and faith, expansion of world view with Christian principles, and theological courses that enriches all aspect of life for students, faith-based universities may be in the position to provide the necessary tools for sustaining international students as they work toward their degrees and be successful in their life vocations.

Provisions for International Students Prior to Entry to America

The provisions to support international students begin prior to them entering the United States to study. Zhang and Hagedorn (2011) wrote that effective recruitment of international students is not based only on promotion videos, web sites, and online approaches. One of the most effective ways of recruiting international students is personal contact. However, the sending of university staff oversea to recruit students is expensive and not feasible for most universities with shrinking budgets. Some universities are seeking other ways to recruit international students through the use of international agents or private recruiters.

The primary roles of local agents are to aid with the promotion of the university, match students and university together, and assist students with the application process and student visa procedures (Mesidor & Sly, 2016; Zhang, 2016; Zhang & Hagedorn, 2011). The international agents are not responsible for the provisions of enhancing English proficiency, testing for the TOEFL, ACT, and SAT, or on-going communication with universities. Zhang and Hagedorn (2011) concluded that international students were satisfied with usage of local agents to gain access to universities in America, although the best recruitment came from parents, especially fathers who had master's or doctoral degrees from a particular university.

When a student is accepted to study at a university in America, travel arrangements are to be completed with the international agency (World Education Group, 2017) or with a private travel agency. At this point in time, the international student may need to have full

communication with the Admission office and the office of International Student Services at the school in which he/she has been accepted as an incoming international student.

Provisions for International Students While Studying at Universities in America

The logistics and information about admission, academic programs, facilities, and professors mostly are available on-line (Aberg et al., 2016; Century College, 2017). Furthermore, international students can make specific contact with the university's staff, professors, and advisors via emails, Facebook, or Skype (World Education Group, 2017). An in-person friendly face from the Admission Office is attractive yet often not required because of technological advancement.

Once the logistics of admission are completed, staff from the office of International Student Services (ISS) may extend their welcome to the international student via a letter. International Student Services' staff continue the communication with the international student through phone conversations, emails, or Facebook or Skype (World Education Group, 2017). The office of ISS may request the traveling itinerary of the international student and/or meet the international student at the local airport upon arrival if possible.

Prior to the first day of class, the university's office of International Students Services may provide an opportunity for international students to physically meet with ISS staff and other administrators on campus. St. Mary's of Minnesota expressed that "The International Center serves as a helpful resource for international students enrolled at Saint Mary's Winona Campus" (http://www.smumn.edu/about/offices/international-center-winona, para. 1). International students are informed of the requirements to attend a welcome orientation, and given information about financial aid, academic supports, campus resources, library, computer center, bookstore,

and food café. The international students may participate in a campus tour to learn about the campus' facilities.

Concordia University of St. Paul has a tradition of providing a six-day orientation to its international students (http://www.iss@csp.edu). The first day of orientation consist of information about the campus, Blackboard, what to expect in class, how to get in touch with staff, and a copy of the student's class schedule. International students who are living on campus are encouraged to check into the doom rooms and meet with staff serving in their doom area.

The second day of orientation at Concordia University of St. Paul involves having international students work with ISS staff to take their English Level Testing. The test assist staff and professors in determining the level of English proficiency of international students in reading, writing, vocabulary, and conversation level needed for success at the college. The result from the testing established which English Language Learner course the international students take to enhance their proficiency in these four areas.

The third and fourth day of orientation at Concordia University of St. Paul involves freshmen international students' participation in the weekend orientation with national students. International students participate in two full days of student assembly in which they may hear from the President, Vice-President, and administration staff on the expectations of being a student at Concordia University in St. Paul. International students visit with national freshmen students, visit classrooms, tour the campus, and interact with professors.

On the fifth day of orientation at Concordia University of St. Paul, a math placement test is provided for the international students. The test is taken within a one-hour period and the result assist admission staff and professors in determining which math course the international

students is placed in. The purpose of math testing is to ensure that international students have proficiency skills in algebra, geometry, calculus, and statistics essential for their college years.

On the last day of orientation at Concordia University of St. Paul, international students meet with ISS staff, checking their visa document to ensure that all state and federal immigration laws have been fulfilled. ISS staff check on SEVIS form I-20 and F-1 status. With increased concern over immigration status, ISS staff assist international students to ensure that all reporting and legal requirements imposed on the institutions and their students are completed (Kaplin & Lee, 2007; Zhang 2016).

International students begin the full experience of academic life in America society. Le (2016) wrote that international students suffered from many challenges while living in America. Le (2016) indicated that international students enrolled in Universities in America experienced trials in lack of English proficiency, not being able to seek help, increase depression, academic challenge, and social isolation. Vasilopoulos (2016) wrote that adjustment to language and universities' way of life was encountered by the international students within the first few months. Students who were able to cope with assimilation, adaptation, adjustment to the teaching and learning methods, and bridging services and programs were more successful in their academic performances (Vasilopoulos, 2016; Zhang, 2016). The study suggested that administrators and staff may provide provisions to support international students in a holistic way during their studying.

Telbis et al. (2014) suggested that self-efficacy and abilities to problem-solve reduce stressors and enhance international students' abilities to be successful. The study suggested that "Student mentoring or peer networking can provide international students with community

acceptance and a sense of belonging" (p. 338). The attempt to motivate international students to enhance their social interactions in the community are just as important as academic skills.

Yan's (2014) research on first year's experiences of international students at a particular American university identified the top five supportive resources which included: international students' participation in community services, group activities, conducting presentations with groups, involvement in weekly games, and Blackboard journaling. The top five positive outcomes of first year's experiences for international students consisted of abilities to learn about the university, become comfortable in communicating with faculty members/staff, adjust well to American cultures, and make friends.

Provisions for International Students in Returning to Homeland

There are limited studies on the provisions for international students returning to their homelands. Cuyjet et al. (2011) wrote that as a result of overlooking this issue, universities must create positive transition opportunities for international students prior to returning them to their homelands. The authors suggested that implementing services including counseling, educational workshops, culture readjustments, understanding of difference in values, determining the issues of economics, and translating of new opportunities through the America experiences at the university would be helpful.

Alignment of Provisions for International Students

Cuyjet et al. (2011) expressed that international students may need to have an alignment of these provisions in order to enhance international students' abilities to be successful as American students. The opportunity for universities to make a difference in international students' lives is enormous. The challenges for America to continue to be one of the top five countries in which international students seek to pursue their education is inspirational. In order

for universities in America to continue to compete in the global market for international students, they need to develop new strategies to recruit and gain access to international students. These new strategies may be unique and innovative, yet relevant to the needs of the international students.

Enhancing international students' abilities to be successful as American students may help them to engage the community, be successful in teaching and learning of new concepts, and adapting to changes (Maltbia & Power, 2009; Seng & Khoo-Lattimore, 2012) while living in American communities. Universities in America are in a great position to impact the lives of international students so that they can live life to the fullest, love unconditionally, and impact others for eternity (Cuyjet et al., 2011; Palmer & Zajonc, 2010).

Benefits of Studying Abroad for Students

Costello (2015) revealed that there are five benefits to students studying abroad. The first benefit to studying abroad is the process of selecting a country to study abroad. Being able to select a country that enhance a student's abilities to network and share experiences may impact the student's ability to build interpersonal skills in the long term. Therefore, networking skills may encourage long term relationship and partnership between student and the community where the study abroad took place.

The second benefit to studying abroad is the enhancement of professional and academic skills. Students who study abroad have an opportunity to explore difference and similarities in professional skills. They may be able to learn about the different expectations of careers and workers' skills as they socialized with groups, individuals, and businesses in the community. Students have the opportunity to enhance their speaking, reading, and writing skills as they engage in the classroom and outside of the classroom. The students may be able to learn how to

effectively grow their academic skills based on the interaction they have with other students and professors.

The third benefit to studying abroad is investment of intellectual skills. Students who study abroad invest time and energy on critical thinking and reflection of how the experience of studying abroad changes their perception of others and themselves. They are less likely to have fear of new experiences and phobia about the people or community work with. They are able to relate to others with thoughtful conversations and deeper understanding of oneself.

The fourth benefit to study abroad is the cultural growth of being included in a community that is different than the status quo of a native culture. Students may have the freedom to express and try different types of behaviors that are different from any behaviors they have back at home. Students may be able to express opinions with others concerning certain tasks or processes that may alter their ideas about certain situations. They encounter in-depth cultural issues that may shift their thinking in a different direction than what they were used to in their homeland.

The last benefit to study abroad is the ability to participate in the community of those studying abroad. The ability to participate in any conversations with others reduces a student's fear of shame. The ability to understand the processes and procedures between cultures may enhance the student's ability to make confident decisions about certain situations.   Being confident and decisive enhance the student's ability to facilitate and exchange of understanding between the cultures. Therefore, these abilities may enhance the exchange of love and care between neighbors of different countries.

Hadis (2005) explained that students who study abroad gained a "positive change" in understanding of international situations, appreciation of different cultures, and connection with

how the global population works together. Students who are interested in knowing the world are also interested in bringing improvement to the world. When situations such as 9/11 took place, students who have studied abroad are more open-minded about the preamble of the situation. They are more likely to "take a distance" viewpoint of the situation and to discern how to improve or change the situation for the future. These individuals are also able to transfer thinking skills from one country to another country without the fear of not being competent. The enhancement of thinking skills that can transcend countries may ensure that the student can act independently as well as interdependently no matter which country the student was studying. In addition, study abroad helps a student to "treasure the value of education" no matter which country the he/she is living and working in. The ability to understand the intrinsic value of education is to have the ability to appreciate knowledge for its "own sake" and to be able to be productive internationally. The ability to live and work anywhere in the world is a disposition to being able to have movement without restrictions. These qualities may contribute to the total value of study abroad.

Smith and Mrozek (2016) documented the experiences of students (n=55) who studied abroad and found that 90% of the students agreed that studying abroad enhanced their leadership development, 88% of the students agreed that studying abroad enhance their diversity understanding, and 83% of the students agreed that it improved their critical thinking process. The study also revealed that 72% of the students agreed that studying abroad developed their communication and interdisciplinary learning. The research concluded that studying abroad program may be supported because they are able to document the benefits to students and they serve as a good recruitment tool for future students.

Impacts of Studying Abroad for Students

Researchers have been able to document the impact of studying abroad among students in America. Franklin (2010) reported that there is a "long-lasting career impact and professional applicability" (p. 186) from study abroad experiences of former study abroad participants (n=52). The professional applicability included intercultural competence and personal growth. The study also revealed that 42% of the "participants strongly agreed that their study abroad experience influenced their choice in career" and 62% of them agreed that "their interest in career direction" was ignited by the experience of study abroad. In terms of competition in the job market, 73% of the participants "strongly agreed or agreed that studying abroad experience makes them more competitive in the job market" (p. 181). The research concluded that 88 percent of the participants agreed that studying abroad influenced their "self-awareness that can be applied" to their professional work. Xu et al., (2013) discovered that students who were fifth or sixth year students benefited from the studying abroad experience.

Kneale (2008) discussed the long-term benefit of studying abroad experiences and the steps it takes to process through the journey of study abroad experience. Kneale (2008) deliberated on "before you set out" and "when you return" for individuals who want to experience studying abroad. The report conferred the issues of studying abroad and its influence on preparedness for a job, noting of accomplishment, challenges to studying abroad, and problem-solving issues while studying abroad. The report also suggested reflecting on developing a plan to understand "local environment, people, and activities" (p. 344) may assist an individual in discerning the journey of studying abroad.

Minnesota universities are well known for high quality education that produces scholarly students such as Myles Mace, Harvard Business School Professor; Ann Landers, columnist for

the Minneapolis Star Tribune; and Lloyd Hustvedt, professor and Norwegian-American scholar (List of People from Minnesota, 2017*)*. They have impacted our communities greatly with their American education. However, there is a lack of evidence on the impacts international students have in communities as a result of having an American education.

Filling the Gaps for Hosting International Students

Since 1946 (Cuyjet et al., 2011), higher educational institutions in America has been trying to fill in the gaps between teaching and learning when serving international and national students. As fellowship and understanding between countries opened up, there are greater opportunities for the exchange of knowledge between students of diverse backgrounds and cultures through teaching and learning differences. Gap continues to exist between how American educational institutions serve their international and national students. Educational institutions' presidents are discussing about the challenges and trends regarding to the growth of higher education, technology, claims to excellence, access, student demographic changes, and competition of college athletics (Lawrence, 2009). The presidents are also debating about the challenges of financing higher education, decreased enrollments, institutional costs, competitions between the universities, and services to students.

Based on the data from *The Condition of Education* (National Center for Education Statistics, 2013), there are discourses continue to exist between earning of individuals with bachelor versus master degrees. The report also indicated that there is a difference between earning powers for males and females with bachelor's or master's degrees. In addition, the data reported that achievement gap between non-English language learner and English language learner may continue to occur. Furthermore, the report indicated that more full-time college

enrollment may continue to increase for public higher education institutions than private

universities in by the year 2021.

Despite the strive to reduce the achievement gap within higher educational institutions

between international and national students, researchers indicate that "since students are unique

individuals with different levels of ability and motivation" (Perry, 2009, p. 90), educational

institutions and policy makers may need to review and focus on difference in student outcomes.

The differences may include qualifications, motivation for specific program, enhancing of

academic supports, and financial resources for students who seek equal access to "educational

opportunities." The recommendation from the research supports the strengthening of students'

achievement levels, adjustment to differences between schools, and branding of the educational

institution. Among the 12 countries which participated in this research by Perry (2009), Finland

and Canada were documented as the two countries with the most equitable educational

opportunities.

Summary

Researchers described the many challenges of cross-cultural transitions among

international students (Cuyjet et at., 2011; Dickeson, 2010; Kaplin & Lee, 2007; Lawrence,

2009; Perry 2009; Pimpa, 2005; Thomas & Maulau-Aduli, 2013). There may continue to be

gaps between transition process, cultural shock, and individual experiences. The

recommendations from the studies were to review the policy level related to international

students and provide venues for practicing how to meet the needs of international students

(Cuyjet et at., 2011; Kaplin & Lee, 2007; Perry 2009; Prins, Nadolski, Berlanga, Drachsler,

Hammel, & Koper, 2008; Sample & Copeland, 2013; Simpson, 2010). The research advocated

for awareness, tolerance, and engagement of transitions. The research also encouraged

"truthfulness, inquiry, critical dialogue" and a mindset for positive endeavor to ensure that international students succeed in higher educational institution (Franklin, 2010; Hadis, 2005; Smith & Mrozek, 2016).

Several important themes emerged on how higher educational institutions in America may provide provisions for international students (Hadis, 2005; Kaplin & Lee, 2007; Smith & Mrozek, 2016). There are positive and negative impacts on international students as they seek education away from home. From the time when an international student made the decision to leave home and seek a formal education in another country (Lawrence, 2009; Palmer & Zajonc, 2010; Schneider & Ward, 2003), there may be many challenges and difficulties along the way. American higher educational institutions may provide assistance and encourage international students to face these challenges so that they may be successful on obtaining their degrees of studies.

The second theme from the researchers included truth and honest about the abilities of a student to become an effective international student in academic achievement, securing financial security, and adjustment to a new teaching and learning environment (Bolman & Gallos, 2011; Kaplin & Lee, 207; Palmer & Zajonc, 2010; Perry, 2009). American higher educational institutions have different expectations and international students must be obedient to follow the processes and procedures in order for them to be successful in their pursuit of their American education. Educational institutions must be obedient to follow through and engage international students to see beyond themselves to be global workers and leaders in their countries (Bolman & Gallos, 2011; Lawrence, 2009).

The third theme from the researchers was the abilities of a higher educational institutions adjusting its processes and procedures to ensure that the international students they accepted into

their program may have positive experiences regardless which countries they are from (Hysom, 2011; Kaplin & Lee, 2007; Lawrence, 2009; Perry, 2009; Villarreal, 2013). The positive experiences may include opportunities to experience outside of the classroom learning, participate in community activities, building friendship with national students, being prepared for the working world, and participate in global leadership (Cuyjet et al., 2011; Lawrence, 2009; Perry 2009).

The last theme from the researchers was the concept of the responsibility and fairness of the teaching and learning environment of educational institutions created for the international students. The distributive justice theory (Hysom, 2011; Kaplin & Lee, 2007) implies that all students, regardless of whether they are international or nation students, are paying high prices for a college education. Students may receive college education that are equal to the amount of money they paid to the educational institutions. The achievement goal theory (Senko, 2011) indicates that educational institutions must be able to provide provisions for their students to assist them in succeeding in the classroom as well as outside of the classroom experiences. The student center theory (Guyotte, Sochacka, Constantino, Kellam, & Walther, 2015; Perry, 2009) suggests that students are the focus of higher education teaching and learning. It is the educational institution's responsibility to ensure that students achieve the educational goals that they sat for themselves.

In the era of global connection, the concept of "love your neighbor as yourself" (Matthew 22:39) is an opportunity for universities in America to create new strategies that care, nurture and educate international students who desires are to make a difference in the lives of their neighbors (Lawrence, 2009; Woodall, Hiller, & Resnick, 2014; Zhang, 2016). Faith-based universities are in the position to assist and sustain international students by their concepts of alignment of

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education and faith, expansion of world view with Christian principles, and theological courses that enriches all aspect of life for students. This study examined the commonly used practices in hosting international students by faith-based universities in Minnesota to achieve this level of success.

Chapter III: Methodology

Introduction

This section discussed the procedures, research design, and alignment of the study. The purpose of the study was to examine the commonly used practices in hosting international students by faith-based universities in Minnesota based on nominal data collected by Qualtrics and analyzed by SPSS using t-test, ANOVA, and Pearson.

There are stages when it comes to hosting international students. The first stage is the recruitment and preparation international students prior to entrance into the United States to study. The second stage deals with hosting international students during their time of studying in America. The last stage deals with preparations for returning the international students back to their homelands to become productive members of their societies and the world.

Theoretical Framework for the Study

The conceptual framework for this study was that universities in America have been participating in a neo-institutional theory in which they are competing with the "world society" (Taylor, 2015) to gain more international students. To be competitive, universities in America may need sufficient provisions to support and ensure the success of international students. The creation of diversity on campus and the building of future world leaders are missions for many universities in America. The largest population of international students continues to come from Asia, India, and Saudi Aribia to study in America (International Students, 2017). American universities may no longer have to seek out international students, yet they have to be able to sustain these students while they are studying in America. In many countries around the word, the reputation of a university and the process of recommending students to a particular university are built on relationships. The reputation of a university is often shared by word-of-mouth in

Asia, India, and Africa (Cuyjet et al., 2011; Kaplin & Lee, 2014). Universities' abilities to share their missions and visions with the world may ensure that international students continue to seek education from universities in America.

The distributive justice theory (Hysom, 2011) indicates that students may receive fair benefit for what they pay. For the high price of an international education, universities have the obligation to ensure that international students gain a fair benefit of the American education that is worthy of the cost. Universities in America may be able to host international students better and help them to achieve academic success by using the best practices. This translates to international students receiving a fair benefit for their high cost of an American education.

The current tuition rate for international students, depending on the region of the United States, ranges from a total of $42,000 to $57,000 (Institute of International Education, 2017). Many universities provide scholarships for international students (Archibald & Feldman, 2011), yet it is not enough to cover the full cost of tuition, fees, books, health insurances, living expenses, and international travel. International families may have to pay for these additional costs. The governments of many international countries may assist families to pay for some of the expenses (Barr & McClellan, 2011). Universities in America may need to justify why international students are paying so much for their education. Developing justifications for the high price of international education may enhance the understanding of why international education is so expensive and why distributive justice theory is necessary for the benefit of all stakeholders in higher education (Kaplin & Lee, 2014; Ozdem, 2011; Perry, 2009).

The achievement goal theory (Senko, 2011) suggests that institutions may develop practices to address adaptive and maladaptive responses in international students to help them achieve academic success. Universities in America may have provisions that support the

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achievement of international students beyond the boundaries of their campus' lives and

activities. The provisions which exist within universities may enhance international student

skills so they may outperform their peers in academic, cultural, social, leadership, and

employment skills. Research has reported that international students learn differently than

national students among universities in America. Countries in China, India, and Saudi Arabia

use teaching and learning based on memorization, passing of class, and testing well during

national examinations (Dickeson, 2010; Sato, 2015; Telbis et al., 2014). The difference between

teaching and learning from memorization and learning by participating in teaching and learning

increased the achievement gap between international and national students in America.

Universities in America may need to shift how they enhance the teaching techniques of students

in order to decrease the achievement gap between international and national students (Kaplin &

Lee, 2007).

The student center theory (Guyotte et al., 2015) encourages educational institutions to

focus on the needs and learning of students. The curriculum used to enhance students' success is

to focus on where the students are in their learning. From there, professors can start to teach

from that position of learning. This is a student focused, and not a professor focused, teaching

and learning method.

Many international students from China, India, and Saudi Arabia come from a teaching

environment in which teaching and learning is based on what the professors' want to teach in the

subject areas (Dickeson, 2010; Kaplin & Lee, 2007). The consideration for the students'

learning may be overlooked or not considered important. The student center theory can assist

universities in America to consider how they can alter their teaching practices to enhance

international students' abilities to increase their comprehension and participation (Dickeson,

2010) inside and outside of the classroom. The prerogative of many universities is to ensure that their international and national students gain access to full learning experiences (Dickeson, 2010). Focusing on the learning needs of the students may ensure that international students gain the full experience of an American education so they are able to be future leaders in the world.

Use of Descriptive Quantitative Approach

For this study, the descriptive quantitative approach was used to collect nominal data by Qualtrics, which was then analyzed by SPSS. The selection of this approach was based on four goals. The use of the quantitative approach allowed the researcher to focus on using traditional statistical methods of measuring data in hosting practices: The usage of single standard format procedures to again access to data. The creation of a process that may enable others to repeat the experiment. The usage of standard means to replicate, analyze, and compare data with similar studies in hosting students (Creswell, 2014; Muijs, 2011; Patten, 2014). The quantitative approach also enabled this researcher to increase accuracy, increase support for the generalization of the phenomenon to the whole population, and increase reliability and validity while at the same time decreasing the variables, decreasing bias, and using the data to disprove or prove the research question (Creswell, 2014; Orcher, 2014; Patten 2014). Other benefits in using the quantitative approach for this study were access to relationships between the variables based on the Likert scale nominal data set, using the scale survey to gain access to the population, using the nominal data to review essential characteristics of hosting practice among faith-based universities in Minnesota, and use of the SPSS system to analyze the nominal data (Orcher, 2014; Muijs, 2011).

Research Questions for the Study

The study design was quantitative research. The research was designed to collect numerical nominal data and then analyze the nominal data by using independent t-test through SPSS. The independent t-test was used to analyze the nominal means of each provision by choosing the dependent variables and grouping the variables, selecting the analysis code, choosing means, and running the independent sample t-test for each of the provisions. The process of collecting the nominal data on the commonly used practices in hosting international students was implemented by emailing a survey through Qualtrics to directors of International Students Services among the 23 faith-based universities in Minnesota. The research questions for this study were:

- How many academic provisions were being offered by faith-based universities in Minnesota to enhance international students' academic success in getting good grades and passing exams?

- How many cultural provisions were being offered by faith-based universities in Minnesota for building the cultural competency skills of international students to ensure that their adaptation may be successful?

- How many economic provisions were being offered by faith-based universities in Minnesota to ensure that international students may have employment skills and sufficient funds to pursue their education while studying in Minnesota?

- How many logistical provisions were being offered by faith-based universities in Minnesota to ensure that international students may be cared for as they adjusted to life in Minnesota?

- How many social provisions were being offered by faith-based universities in Minnesota to ensure that international students may be competent in building partnerships and collaborations with other people while pursuing their education in Minnesota?

Research Design Strategy for the Study

The research method for this study was a quantitative research design. Quantitative research was based on the examination of data to prove or disprove the researcher's hypotheses (Creswell, 2014). The researcher selected this method of research because of the uniqueness of the steps in analyzing the nominal data to test the research questions of commonly used provisions to support international students by the faith-based universities in Minnesota.

Quantitative design (Creswell, 2014) requires that the researcher use specific processes and procedures to conduct the study. Based on this quantitative design, the study attempted to:

- Use specific protocols for collecting the nominal data.

- Use non-formal interactions with the research populations: directors of international Student Services offices.

- Draw on diverse designs based on the nominal data collected by Qualtrics.

- Carefully analyze the nominal data in relationship to the hypotheses by SPSS generating t-test, ANOVA, and Pearson.

This method of research design required the study to focus on nominal data that pertained to the main research question, which was: What are the commonly used practices in hosting international students on page 16 and 17 of this study? This method also enhanced the study processes and procedures for collecting data that dealt with lack of face-to-face interactions with

ISS directors and international students. The key element of quantitative research is the examination of the nominal data that account for the complexity of the problem under study.

Processes for the Study

The objective of this study was to collect and analyze nominal data regarding the number of commonly used practices in hosting international students between the faith-based universities in Minnesota. Since each university has its own specific provisions for hosting international students, the collecting and analyzing of the nominal data between faith-based universities of Minnesota may establish the commonly used practices in hosting international students by looking at the number of provisions that were being implemented (Hoaas, 2014) by each university. Because some universities may have less staff and budget than others, international students may receive different levels of services. Faith-based universities who have more than 100 students were considered likely to have more staff and larger budgets to implement more specific provisions to assist international students versus smaller faith-based universities that have less staff and smaller budgets.

Sample for the Study

The sample population for this quantitative research was the number of responses from ISS directors among the following universities (see page 13 and 14): University of Saint Thomas, Saint Olaf College, Saint John's University, College of Saint Benedict, Concordia University of St. Paul, Augsburg College, Luther Seminary, Bethel University, Apostolic Bible Institute, Northwestern Health Science University, Saint Catherine University, Crown College, Saint Mary's University, Martin Luther College, University Northwestern Saint Paul, North Central University, and United Theological Seminary of the Twin Cities. Other faith-based institutions include Concordia College of Moorhead, Hibbing Community College, Oak Hills Christian College, and College of Saint Scholastica. This study focused on connecting with

individuals who have routine involvement in the implementation of certain provisions to assist international students during their study in Minnesota.

According to the American Association of Community Colleges (2016), some of the International Student Services directors' specific responsibilities are to host and support the international students to ensure that they are successful in obtaining their education. Universities in Minnesota play a vital role in educating and training all their students, national and international. Under the office of International Student Services (ISS), the directors are in charge of promoting national awareness of international students, as well as enhancing intercultural understanding between international and national students. They are to foster positive relationships and partnerships between international students and national students, faculty, staff, and administrators. This means they may be the ones to advocate on behalf of international students. The ISS offices may have direct connections with international partners, universities, and government officials who advocate for global education of all students. The ISS directors are individuals who have access to international students through regular contacts and monitoring of international students' progress throughout their academic school years at their universities.

The selection of ISS directors (n=23) as a focus of the study created a setting in which the researcher may gain access to international students without face-to-face contacts with them. The non-face-to-face connection with the directors also required the researcher to use data collection methods involving a "sample" of the population under study. This utilizes surveys through the use of Internet, or on-line survey software, to implement the research.

Creswell (2014) defined "sample" as the number of people in a study. The sample is the "who" in the research study. The process of sampling includes the usage of different processes

to generate a sampling. The sampling involves the process of selecting a small group to represent the larger population (Patten, 2014). According to Patten (2014) the sample represents "the group in which researchers are ultimately interested" (p. 55). The sample can be large or small. It represents the characteristics of the "who" in the research.

The researcher emailed the directors at the offices of International Student Services, whose names appeared on the international students' service websites. An email seeking a participation agreement was be sent out to each director. Upon agreement to participate, the researcher emailed the survey through the use of the Internet to each individual director.

Prior to sending out the survey, the study sent an email to the ISS directors to inform them that the survey would be sent to them within two weeks via electronic mail. The informed consent to participate (see Appendix C) was the first item in the survey to be emailed out. The survey was sent out next and the return data was collected through a data system called "Qualtrics".

The researcher emailed the ISS Director Survey (see Appendix D) to the directors once they consented to participate. The directors (n=23) were asked to respond to 21 questions about provisions to assist international students during their time of studying at the faith-based universities in Minnesota. Each question contained seven possible answers (see Appendix D: ISS Director Survey). The survey was conducted through Qualtrics, a data collecting system offered by Bethel University of Saint Paul.

After receiving the data, the researcher analyzed the responses through the use of a statistical analysis program called SPSS to correlate it to the component of the responses from the ISS directors. The data was analyzed by using the SPSS statistical program through the usage of descriptive statistics.

Setting for the Study

The setting for this research study was the faith-based universities in the State of Minnesota. In the state of Minnesota, there are 23 faith-based universities. The majority of the faith-based universities are located in the metro area of the Twin Cities; these include Apostolic Bible Institute Inc, Augsburg College, Concordia University of St. Paul, Crown College, Hamline University, Luther Seminary, North Central University, University of Northwestern St. Paul, Northwestern Health Sciences University, Oak Hills Christian College, Saint Catherine University, Saint Olaf College, United Theological Seminary of the Twin Cities, and University of Saint Thomas.

There are five universities in the Northern region; these include College of Saint Benedict, Concordia College of Moorhead, Hibbing Community College, Saint John's University, and the College of Saint Scholastica. There are also three universities in the Southern region of the state; these include Crossroads College, Martin Luther College, and Saint Mary's University.

The total student population for private colleges and universities in Minnesota, as reported by the Minnesota Office of Higher Education in 2017, was 48,895. The student population for part-time students was at 6,693 and 42,202 for full-time students.

According to the Institute of International Education (2016), Minnesota had 14,943 international students in its higher educational institutions. This reflects a 3.5% increased form the academic year of 2014-2015. China, Saudi Arabia, and Nepal were the leading countries sending students to Minnesota.

Instrumentation and Measures for the Study

There are no instruments to measure the provisions of commonly used practices in hosting international students. The researcher was able to review three instruments that pertained to the provisions of hosting, attitudes on traveling, and perceived social impacts.

The Perceptions of Residents Toward the Olympics Questionnaire (PRTOQ) was created by Chen and Tian (2015). This instrument contained 32 items and a five-point Likert scale; 1 being strongly disagree and 5 equal to strongly agree. The questions in this survey included promoting, increasing, developing, and reinforcing of residents' perceptions of the Olympics games. Some of the instrument questions included Q1: Promoted economic development, Q9: Enhanced the quality of life, Q14: Increased the hospitality of citizens, Q23: I want to participate in future Olympics as a volunteer, and Q31: I support the 2008 Olympics.

The Travel Blogger Attitude Questionnaire (TBAQ) was created by Huang, Chou, and Lin (2010). The instrument contained 30 items with questions that linked to a seven-point Likert scale from -3 strongly disagree to +3 strongly agree. The questions asked to what extent an individual was willing to travel, read about traveling, purchase travel products, choose where to travel, and search for sites to travel. Some of the memory questions in the instrument included x7: I am interested in travel products and x9: Purchasing travel products means to reward myself. Some of the attitude questions in the instrument included y15: I think information in travel blogs is reliable and y20: I like spend time in browsing travel logs.

The Scale of Perceived Social Impacts (SPSI) was created by Kim, Jun, Walker, and Drane (2015). The instrument had 23 items, focusing on self-reported perception of social impact of hosting large-scale sport tourism events. The concepts in the instrument involved community development, community pride, economic benefits, traffic problems, security risks,

and economic cost to the host country. Some of the community development questions in the instruments included CD1: Increase the understanding of the other culture and societies of visitors, CP1: Enhanced media visibility, and CP2: Enhanced the sense of being a part of the community. Some of the economic benefit questions in the instrument include EB1: Increased trade for local business, EB2: Increased leisure facilities, and EB3: increased risk of cyber-attack.

These instruments were unique in their own ways yet they were not the right instruments for measuring commonly used practices in hosting international students. The researcher worked with the Department of Psychology and its professors at Bethel University to create an instrument that may measure the provisions of commonly used practices in hosting international students during their studies at faith-based universities in Minnesota.

The development of the ISS directors' survey began with the guidelines of ethical considerations, and with assistance from Dr. Joel Frederickson from the Department of Psychology (see Appendix D: ISS Director Survey). The concept of how many questions may be in the survey was discussed. The issue of how to write the questions well to reflect the purpose of the research was considered. The flow of the survey was also debated to ensure that the instrument included all the five provisions of hosting international students.

The survey consisted of 21 questions related to the commonly used practices in hosting international students in the areas of academic, cultural, economic, logistical, and social provisions. The academic provision contained eight questions. The rationale for these questions was based on data which indicated that faith-based universities may spent about 63% of their time offering academic supports to students (Barr & McClellan, 2011; Dickeson, 2010; National

Center for Education Statistic, 2016). These questions sought to confirm which academic supports exist at faith-based universities.

The social provision contained seven questions. The logic for these questions was based on data which showed that faith-based universities spent about 36% of their time creating opportunities for students to be involved at the campus level, in the community, and on abroad experiences (Archibald & Feldman, 2011; Dickeson, 2010; Lawrence, 2009; Palmar & Zajonc, 2010). These questions related to how students formed relationships with others, participated in learning about their environment, interacted with others, and built their skills to be competent students.

Each of the cultural, economic, and logistical provisions contained only two questions. The reason for this was that faith-based universities spent less time offering these supports (Barr & McClellan, 2011; Dickeson, 2010). Though faith-based universities invested less effort in those areas, those provisions influence how well students succeeded (Archibald & Feldman, 2011; Cuyjet et al., 2011, Dickeson, 2010).

The survey instrument consisted of 21 questions covering five areas: academic, cultural, economic, logistical, and social supports. Each question had seven possible answers with a five-point Likert scale ranging from 1: Strongly Disagree to 7: Strongly Agree. The academic questions sought information concerning provisions for international students to meet with professors, orientation to systems, English/math training courses, and tutoring. The cultural questions sought information concerning provisions for assisting international students to adjust to the American culture and access to community resources. The economic provision questions sought information concerning support for international students in the areas of housing and jobs. The logistical provision questions sought information concerning emergency contact and visa

provisions for international students. The social provision questions sought information

concerning support for international students' engagement with people in the community and at

the campus level.

The Institute Review Board (IRB) committee approved the survey for the ISS directors,

and the researcher sent out the survey to the ISS directors. Appendix D contains the ISS director

survey.

Table 2

Practices in Hosting International Students-Academic

Practices in Hosting International Students	Selection Process
Academic Question 1: Offer time for international students to meet the President of the university.	Click on the number of all the items that apply to your office. 　　　　　　　　　　　　　Strongly　　　　　　Strongly 　　　　　　　　　　　　　Disagree　　　　　　　Agree ___ Academic Support　　1　2　3　4　5　6　7 ___ Cultural Support　　　1　2　3　4　5　6　7 ___ Economic Support　　1　2　3　4　5　6　7 ___ Logistic Support　　　1　2　3　4　5　6　7 ___ Social Support　　　　1　2　3　4　5　6　7 ___ Others: _____ ___ Do not provide.
Academic Question 2: Offer orientation for international student.	Click on the number of all the items that apply to your office. 　　　　　　　　　　　　　Strongly　　　　　　Strongly 　　　　　　　　　　　　　Disagree　　　　　　　Agree ___ Academic Support　　1　2　3　4　5　6　7 ___ Cultural Support　　　1　2　3　4　5　6　7 ___ Economic Support　　1　2　3　4　5　6　7 ___ Logistic Support　　　1　2　3　4　5　6　7 ___ Social Support　　　　1　2　3　4　5　6　7 ___ Others: _____ ___ Do not provide.

Table 2

Practices in Hosting International Students-Academic (Continued)

Academic Question 3: Offer time for international students to meet with deans of departments.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Others: _____</td><td></td><td></td></tr><tr><td>___ Do not provide.</td><td></td><td></td></tr></table>
Academic Question 4: Offer English language testing for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Others: _____</td><td></td><td></td></tr><tr><td>___ Do not provide.</td><td></td><td></td></tr></table>
Academic Question 5: Offer English language Learner courses for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Others: _____</td><td></td><td></td></tr><tr><td>___ Do not provide.</td><td></td><td></td></tr></table>

Table 2

Practices in Hosting International Students-Academic (Continued)

Academic Question 6: Offer math training courses for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td></td><td></td><td></td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Cultural Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Economic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Logistic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Social Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Others: _____</td><td colspan="5"></td></tr><tr><td>___ Do not provide.</td><td colspan="5"></td></tr></table>
Academic Question 7: Offer on-campus tutoring for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td></td><td></td><td></td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Cultural Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Economic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Logistic Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Social Support</td><td colspan="5">1 2 3 4 5 6 7</td></tr><tr><td>___ Others: _____</td><td colspan="5"></td></tr><tr><td>___ Do not provide.</td><td colspan="5"></td></tr></table>

Table 2

Practices in Hosting International Students-Academic (Continued)

Academic Question 8: Offer math testing for international student.	Click on the number of all the items that apply to your office.
	Strongly Strongly Disagree Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.

Table 3

Practices in Hosting International Students-Cultural

Practices in Hosting International Students	Selection Process

Cultural Question 1: Offer America cultural training course for international student.	Click on the number of all the items that apply to your office.
	                    Strongly Strongly
	                    Disagree Agree
	___ Academic Support 1 2 3 4 5 6 7
	___ Cultural Support 1 2 3 4 5 6 7
	___ Economic Support 1 2 3 4 5 6 7
	___ Logistic Support 1 2 3 4 5 6 7
	___ Social Support 1 2 3 4 5 6 7
	___ Others: _____
	___ Do not provide.

Table 3

Practices in Hosting International Students-Cultural (Continued)

Cultural Question 2: Offer a community resource course for international student.	Click on the number of all the items that apply to your office.
	Strongly Strongly Disagree Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.

Table 4

Practices in Hosting International Students-Economic

Practices in Hosting International Students	Selection Process
Economic Question 1: Offer a campus information for international student.	Click on the number of all the items that apply to your office.
	Strongly Strongly Disagree Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.

Table 4

Practices in Hosting International Students-Economic (Continued)

Economic Question 2: Offer on-campus job fair for international student.	Click on the number of all the items that apply to your office.
	Strongly Disagree ... Strongly Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.

Table 5

Practices in Hosting International Students Survey-Logistical

Logistic Question 1: Offer visa check time for international student.	Click on the number of all the items that apply to your office.
	Strongly Disagree ... Strongly Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.
Logistic Question 2: Offer computer system training for international student.	Click on the number of all the items that apply to your office.
	Strongly Disagree ... Strongly Agree ___ Academic Support 1 2 3 4 5 6 7 ___ Cultural Support 1 2 3 4 5 6 7 ___ Economic Support 1 2 3 4 5 6 7 ___ Logistic Support 1 2 3 4 5 6 7 ___ Social Support 1 2 3 4 5 6 7 ___ Others: _____ ___ Do not provide.

Table 6

Practices in Hosting International Students-Social

Practices in Hosting International Students	Selection Process

Social Question 1:
Offer to pick up international students at the airport.
	Click on the number of all the items that apply to your office.
	
	                              Strongly Strongly
	                              Disagree Agree
	
	___ Academic Support 1 2 3 4 5 6 7
	___ Cultural Support 1 2 3 4 5 6 7
	___ Economic Support 1 2 3 4 5 6 7
	___ Logistic Support 1 2 3 4 5 6 7
	___ Social Support 1 2 3 4 5 6 7
	___ Others: _____
	___ Do not provide.

Social Question 2:
Offer a host family to meet with international student.
	Click on the number of all the items that apply to your office.
	
	                              Strongly Strongly
	                              Disagree Agree
	
	___ Academic Support 1 2 3 4 5 6 7
	___ Cultural Support 1 2 3 4 5 6 7
	___ Economic Support 1 2 3 4 5 6 7
	___ Logistic Support 1 2 3 4 5 6 7
	___ Social Support 1 2 3 4 5 6 7
	___ Others: _____
	___ Do not provide.

Social Question 3:
Offer a city-tour for international student.
	Click on the number of all the items that apply to your office.
	
	                              Strongly Strongly
	                              Disagree Agree
	
	___ Academic Support 1 2 3 4 5 6 7
	___ Cultural Support 1 2 3 4 5 6 7
	___ Economic Support 1 2 3 4 5 6 7
	___ Logistic Support 1 2 3 4 5 6 7
	___ Social Support 1 2 3 4 5 6 7
	___ Others: _____
	___ Do not provide.

Table 6

Practices in Hosting International Students-Social (Continued)

Social Question 4: Offer a campus buddy program for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td colspan="3">___ Others: _____</td></tr><tr><td colspan="3">___ Do not provide.</td></tr></table>
Social Question 5: Offer a monthly meeting for international student.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td colspan="3">___ Others: _____</td></tr><tr><td colspan="3">___ Do not provide.</td></tr></table>
Social Question 6: Offer a web-page for international students' families.	Click on the number of all the items that apply to your office.
	<table><tr><td></td><td>Strongly Disagree</td><td>Strongly Agree</td></tr><tr><td>___ Academic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Cultural Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Economic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Logistic Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td>___ Social Support</td><td>1 2 3 4 5 6 7</td><td></td></tr><tr><td colspan="3">___ Others: _____</td></tr><tr><td colspan="3">___ Do not provide.</td></tr></table>

Table 6

Practices in Hosting International Students-Social (Continued)

Practices in Hosting International Students	Selection Process

Social Question 7:
Offer community events for international student.
	Click on the number of all the items that apply to your office.
	
	                        Strongly Strongly
	                        Disagree Agree
	
	___ Academic Support 1 2 3 4 5 6 7
	___ Cultural Support 1 2 3 4 5 6 7
	___ Economic Support 1 2 3 4 5 6 7
	___ Logistic Support 1 2 3 4 5 6 7
	___ Social Support 1 2 3 4 5 6 7
	___ Others: _____
	___ Do not provide.

Table 7

Demographic Questions

Demographic Questions	Selection Process
Demographic Question 1: Current position in the office.	Place a X on all the items that apply to your office. ___ Administrator ___ Advisor ___ Dean ___ Director ___ Support Staff ___ Others: _____
Demographic Question 2: Number of international students in traditional undergraduate programs.	Write answer here: _____
Demographic Question 3: Number of international students in non-traditional undergraduate programs.	Write answer here: _____

Table 7

Demographic Questions (Continued)

Demographic Questions	Selection Process
Demographic Question 4: Number of international students in master's programs.	Write answer here: _____
Demographic Question 5: Number of international students in doctoral programs.	Write answer here: _____

Reliability and Validity of Instruments for the Study

The reliability of an instrument is defined as the extent to which the instrument is consistently given across the sample (Creswell, 2014). The validity of the instrument is the extent to which the tool measures what it should be measuring (Pyrczak, 2014). The process of evaluating reliability and validity were not used due to the limitation of this research. The research study followed these procedures to enhance the process of conducting the study:

1. Introduction to the project with an overview of the purpose, process, and procedures,

2. Agreement to participate by returning email responses to the researcher,

3. Answering the questions on the survey, responding to each of the 5 provisions on hosting international students,

4. Instruction for International Student Services directors to complete all 21 questions for each section, ensuring that all questions have been answered, and

5. Instruction for International Student Services directors to submit responses to Qualtrics data system.

This study was not able to show the reliability or validity of the survey instrument. The International Students Services (ISS) directors' survey was given to Hamline University which

has 80 international students to provide feedbacks on the survey content and questions. The

feedbacks revealed that this survey's content and questions may be used to measure the

provisions pertaining to hosting international students by faith-based universities in Minnesota.

Data Collection Procedures for the Study

The responses to the survey were collected from the ISS directors within 23 faith-based

universities in the State of Minnesota. The ISS directors were contacted by the researcher via

online survey through Qualtrics. Prior to the actual survey being sent out through the Internet,

the researcher emailed the ISS directors to confirm the process and procedures. Upon receiving

the consents to participate, this researcher sent the directors' survey to the ISS directors. The

directors responded to the survey based on their experiences working with the international

students at their own universities. The variables in this study were the ISS directors and range of

responses in which the universities offered provisions within each component of the survey

questions. There were 21 questions on the ISS Director Survey (see Appendix E). Upon

approval from the IRB and dissertation committee, the survey was disseminated to ISS directors

with the 23 faith-based universities in Minnesota. The following step-by-step process was

implemented:

1. Connected with the 23 faith-based universities (see Appendix B) via Internet to seek

   permission to connect with International Student Services office.

2. Connected with each of the International Student Services offices (see Appendix C)

   within the 23 faith-based universities in Minnesota via Internet to seek permission to

   connect with directors.

3. Connected with each director of the International Student Services office within the 23 faith-based universities in Minnesota via Internet to encourage each to participate in the survey (see Appendix D).

4. Sent out an informed consent form to ISS directors within the 23 faith-based universities in Minnesota, seeking consent to fully participate in the survey (see Appendix D).

5. After receiving an electronic consent (see Appendix D) back from the ISS directors, the researcher sent out the ISS Director Survey questionnaires through the Qualtrics system from Bethel University to the directors of the International Student Services offices within the 23 faith-based universities in Minnesota.

6. Week One: Waited for the ISS directors to return the survey questionnaires through the Qualtrics system.

7. Week Two: Sent out the first reminder (see Appendix E) to encourage non-respondent director(s) to complete the survey questionnaires.

8. Week Three: Waited for more surveys to be returned from the ISS directors through the Qualtrics system.

9. Week Four: Sent out a second reminder (see Appendix E) to non-respondent director(s) to complete and return the survey questionnaires to the researcher through the Qualtrics system.

10. Week Five: Waited for more surveys to be returned from the ISS directors through the Qualtrics system.

11. Week Six: Sent out a final reminder (see Appendix E) to non-respondent director(s) to complete and return the survey questionnaires to the researcher through the Qualtrics system.

12. Week Seven: Waited for more surveys to be returned from the ISS directors through the Qualtrics system. Through the Qualtrics system from Bethel University, the nominal data collected was handled in the following manner:

a. Reviewed nominal data and printed data results from Qualtrics system.

b. Entered nominal data results based on the responses from the directors into SPSS system.

c. Generated descriptive statistics based on the number of responses in SPSS system: the means, standard deviation, range, variance, and significance levels.

d. Reviewed the results of the descriptive statistics and generated the independent t-test, ANOVA, and Pearson correlation for the provisions in SPSS system. The t-test was used to analyze the nominal data for the provisions. The main data file was open, the variables were selected, the analysis codes were chosen, and the t-test was run to generate the provision summary. The ANOVA was generated for each provision by opening the individual provision data file, selecting the variables within each provision file to be analyzed, choosing the output for each provision, and generating the ANOVA outcome table for each provision. The Pearson correlation was generated by opening each provision file, selecting the variables to be analyzed in each provision file, choosing the output for each provision, and generating the Pearson outcome table for each provision.

e. Generated themes and cataloged nominal data for provisions that dealt with the commonly used practices in hosting international students by faith-based universities in Minnesota.

f. Reviewed themes and cataloged results, then drew conclusions on provisions that dealt with the commonly used practices in hosting international students by faith-based universities in Minnesota.

g. For further discernment, the researcher submitted the results, themes, catalogs, and conclusions of the nominal data to individuals who had knowledge of statistical analysis and to the dissertation committee members for additional review and refinement.

h. Drew and wrote a final conclusion of the nominal data results for chapter IV and V of the dissertation.

i. Made corrections to the dissertation as suggested by the dissertation committee members.

j. Submitted the completed dissertation to dissertation committee members.

k. Prepared and defended dissertation.

Data Analysis for the Study

There was a total of 270 items of nominal data collected from the surveys. The nominal data was analyzed through descriptive statistics and independent t-test using SPSS software. The analysis was separated into five components: academic, cultural, economic, logistical, and social provisions. To input the nominal data into SPSS, the variables were input in units according to column. Column one contained the question; column two to six contained the university, provision, and agreement level.

Table 8

SPSS Sample Screen Nominal Data Set of Survey Questions

Question	University	Provision	Agreement
1	1	2	7
2	2	5	7
3	3	4	6
4	1	1	2
5	4	2	7

The first component was academic provisions. These were provisions offered by universities to assist ISS in ensuring student academic success during their study at their faith-based universities in Minnesota.

Table 9

SPSS Sample Screen Nominal Data Set for Academic Provision

Question	University	Provision	Agreement
1	3	1	7
5	3	1	7
9	1	1	6
12	1	1	4
14	1	1	4
15	3	1	7
19	4	1	7
21	1	1	4

The second component was cultural provisions. These were provisions offered to assist international students in successfully adjusting to life in Minnesota during their study at faith-based universities.

Table 10

SPSS Sample Screen Nominal Data Set for Culture Provision

Question	University	Provision	Agreement
2	4	2	7
6	2	2	6

The third component was the economic provisions. These provided international students with opportunities to gain employment and secure financial assistance to ensure that the students would be financially capable of paying for their education.

Table 11

SPSS Sample Screen Nominal Data Set for Economic Provision

Question	University	Provision	Agreement
3	2	3	4
10	1	3	4

The fourth component was the logistical provisions. These assisted international students in getting acquainted with the resources available at their universities and communities at large.

Table 12

SPSS Sample Screen Nominal Data Set for Logistical Provision

Question	University	Provision	Agreement
7	1	4	5
17	1	4	2

The last component was social provisions. These helped international students develop positive relationships and partnerships so they would thrive in their academic pursuits while studying at their faith-based universities in Minnesota.

Table 13

SPSS Sample Screen Nominal Data Set for Social Provision

Question	University	Provision	Agreement
4	1	5	6
8	3	5	1
11	2	5	7
13	1	5	6
16	2	5	5
18	1	5	3
20	1	5	5

The variable was the number of nominal data responses from the directors and the responses to each of the provision questions on the commonly used practices in hosting international students survey. The independent t-test was used to analyze the nominal data for each provision. The main data file was opened, the variables were selected, the analysis codes were chosen, and the t-test was run to generate the provision summary. The independent t-test results were as follows: Data Set One: Total of provisions offered for international students by faith-based universities in Minnesota. Number of provisions offered to international students within each faith-based university. Number of provisions not offered to international students within each faith-based university. Number of provisions offered to international students between all faith-based universities. Number of provisions not offered to international students between all faith-based universities. The cross-relationship analysis was as follows:

- Total number of nominal data responses to each of the provisions within each of the faith-based universities.

- Total number of nominal data responses to each provision between all faith-based universities.

- Total number of provisions within each faith-based university.

- Total number of provisions between all of the faith-based universities.

Table 14

SPSS Sample Screen Nominal Data Set for Between the Five Provisions

Question	University	Provision	Agreement
4	1	1	2
1	1	2	7
2	1	3	3
2	1	4	6
3	2	5	6

The trends were measured by the percentage of responses having a dissimilarity score of greater than 20. The analysis was set at a statistically significant level of 95% confidence interval between the dependent and independent variables. This meant that the margin of error tolerated was at +/-4%, establishing how accurate the responses given by the 23 ISS directors were compared to the entire population of ISS directors. The confidence level for the study margin of error was at 5% chance.

The descriptive statistical set analyzed the responses to the five provisions by the faith-based universities in Minnesota. The descriptive analysis included frequency distribution, means, standard deviation, central tendency, and error of mean. The frequency distribution was calculated by opening the variables on file, selecting the variables to be analyze, choosing the frequency box to generate frequencies for each of the provisions. The central tendency also was calculated by opening the variables on file, selecting the provisions to be analyze, choosing central tendencies to generate the central tendencies for the provisions.

Limitations of Methodology for the Study

There were many limitations to this study including setting, people, events, and process. The usage of convenience sampling, non-stratified random sampling, and non-random error were part of the limitations for the study. Other limitations within the study were operational variables, scale of measurements, outside influences on the populations, and the lack of variability within the study. The operational variables were defined as the five provisions in hosting international students. The scale of measurements was the seven points Likert Scare, 1 being "strongly disagree" to 7 being "strongly agree". Outside influence on the population included workload of directors, fall semester of 2017, and interest on providing support for

international students. The lack of variability was the survey. The researcher was unable to find a survey that may measure the level of agreements in hosting international students.

The operational variables limitation in this study included the specific way in which this study was measure, statement of the procedures, process in validating the tests, and determining the nature of the provisions and variables (Orcher, 2014; Patten, 2014; Pyrczak, 2014). Other operational limitations included the duration of collecting the data, quantity of responses to each provision, and articulation of the research.

The scale of measurement limitations included failure to adequately define the framework of the commonly used practices in hosting international students, unable to determine the specific measurement model, unable to verify validity of the survey, had weak psychometric properties (development of the five provisions and how to measure the agreements among the provisions), few studies validated the instrument, limited form of survey, lack of time required to fill out the questions, and too few of questions per provision (Orcher, 2014; Patten, 2014; Pyrczak, 2014). Other scale measurement limitations included the imbalance of positive and negative responses among the provisions. Due to these limitations, the study cannot be generalized to the larger faith-based universities.

The limitations of this research study also included being limited to the faith-based universities in the state of Minnesota and the responses from their ISS directors. In the fall of the 2016 academic year, the international student population for these faith-based universities was 2,112. The top five largest international student populations were hosted by University of Saint Thomas (650), Saint Olaf College (238), Saint John's University (180), College of Saint Benedict (169), and Concordia University of Saint Paul (150). Five of the universities had a range of 80 students to 42 students: Augsburg College (60), Luther Seminary (49), Bethel

University (44), Apostolic Bible Institute (42) and Northwestern Health Sciences University (42). Seven other universities had an international student population ranging from 26 students to 6 students: Saint Catherine University (26), Crown College (23), Saint Mary's University (15), Martin Luther College (13), University of Northwestern Saint Paul (10), North Central University (8), and United Theological Seminary of the Twin Cities (6).

The result was limited to the nominal data responses on how the faith-based universities offered provisions for international students during their study in Minnesota for the fall of 2017. The study was also limited to the responses from ISS directors at these faith-based universities. The study was limited by the time in which the surveys were being implemented: fall of 2017. The study is further limited to the perception of the ISS directors and their experiences of serving and working with international students at the university level.

Ethical Considerations for the Study

Based on the Belmont Report (National Commission, 2014), the protection of participants in a research study is essential to the research. The usage, understanding, awareness, and application of the "no more than minimum risk" (Common Rule, 45 CFR 46) of harm to human subjects, rights of individuals, and privacy of identifiable information of human subjects are critical to this research.

The ethical considerations for this research consisted of three parts (see Appendix A: Ethic Consideration Procedures). The first part was the protection of the universities' identification, email contact with ISS directors, and any identifiable (ID) information. There was no formal ID information assigned to the faith-based universities and/or ISS directors. Each university undergoing this study received an informal ID number: UN1, UN2, UN3, etcetera. The ISS directors also received ID numbers: ISD-1, ISD-2, ISD-3, etcetera.

The second ethical consideration was the protection of the email sites, data collected, and transcriptions of the data. Each data sheet was recorded as survey-sheet 1, survey-sheet 2, survey-sheet 3, etcetera. The researcher was the only person to enter the collected data into SPSS and analyze the nominal data.

The analyses of the survey data sheets were labeled with survey data-1, survey data-2, survey data-3, etcetera. Data for the segment was recorded as Questionnaires Q1, Q2, Q3, and so forth for the segment questions on provision prior to entry to America. Furthermore, the nominal data collected and data analysis results were kept confidential in a locked cabinet only accessible to the researcher.

Summary

The graduation rate for students at four-year colleges and/or universities varies from region to region across the United States. Among Midwest colleges or universities such as Carleton College, there is a 91% graduation rate. Among Eastern colleges, Cornell University has an 87% graduation rate (U.S. News, 2016).

In order to create opportunities to recruit, sustain, maintain, and support international students, universities in America may be willing to establish and implement commonly used practices in hosting international students. International students bring more than just culture, understanding, and income to universities. These students want to make a difference in the world. How faith-based universities meet the needs of international students may impact how international students contribute to the global society.

How universities maintain international students is being changed by the current situations in educational institutions and world environments. The expectations of how, when, and why provisions are offered for international students may change in order for universities in

America to be competitive with other English-speaking countries such as England, Australia, New Zealand, and Canada (Zhang & Hagedorn, 2011).

It may be important for faith-based universities to increase their capacity to provide for international students in order to continue their philosophy of bringing love to their neighbors on the basis of Biblical context. International students are their neighbors. They are also the future leaders of the world. Establishing commonly used practices in hosting international students may benefit faith-based academic institutions and the world.

It has also been the hope of this researcher that the analysis of the nominal data on the five provisions utilized by faith-based universities in Minnesota to host their international students may identify commonly used practices that can be shared among educational institutions in Minnesota and across the United States. The results may assist in the enhancement of the universities' and educational leaders' efforts to support and encourage international students to be successful in pursing their academic degrees at universities in America.

Bolman and Gallos (2011) wrote, "The demands of academic administration regularly pull us outward toward the relentless flow of challenges, opportunities, possibilities, and responsibilities" (p. 206). The spirit of academic success for international students is our prerogative. Universities in America may need to love their neighbors, the international students, by implementing provisions for best hosting international students.

Chapter IV: Results

Introduction

The purpose of this study was to determine the commonly used practices in hosting international students by faith-based universities in Minnesota (Archibald & Feldman, 2011; Cuyjet et al., 2011; Dickeson, 2010; Maltbia & Power, 2009). This study was a quantitative research study (Creswell, 2014; Merriam & Tisdell, 2016; Muijs, 2011). It dealt with collecting nominal numerical data that were analyzed using descriptive analysis, independent t-test, correlations, and analysis of variance (ANOVA) through SPSS version 2017 (Creswell, 2014; Muijs, 2011).

The data on the commonly used practices in hosting international students was collected by emailing a survey through Qualtrics to directors of International Student Services among faith-based universities in Minnesota.   The following were the research questions for this study.

- How many academic provisions were being offered by faith-based universities in Minnesota to enhance international students' academic success in getting good grades and passing exams?
- How many cultural provisions were being offered by faith-based universities in Minnesota for building the cultural competency skills of international students to ensure that their adaptability is successful?
- How many economic provisions were being offered by faith-based universities in Minnesota to ensure that international students have employment skills and sufficient funds to pursue their education while studying in Minnesota?

- How many logistical provisions were being offered by faith-based universities in Minnesota to ensure that international students are cared for as they adjust to life in Minnesota?

- How many social provisions were being offered by faith-based universities in Minnesota to ensure that international students are competent in building partnerships and collaborations with other people while pursuing their education in Minnesota?

Demographic Data Information

Table 15 shows the summary of participants in the study. The process of collecting the data for the study among the faith-based universities took place over a span of four months: September to December of 2017. The responses from the faith-based universities were: 82.6% (n-19) were excluded from participating in the study and 18.18% (n-4) completed the survey questions. Among the non-participants, the full survey was emailed out three times, followed by three email reminder notes, and continued emails to the individuals who were responsible for providing provisions to international students at their specific institutions (Creswell, 2014; Lawrence, 2009; Muijs 2011).

Table 15

Summary of Study Participants

	Excluded	Included	Total
Faith Based Universities	19	4	23
Percentage	82.6%	17.39%	100%

Table 16 shows the number of professionals who participated in the study. There were three directors (n-3) and one dean (n-1). One of the directors and the dean responded to the request to participate in the study early in October of 2017. The last two directors responded to the request to participate at the end of December of 2017.

Table 16

Professional Demographics

	Dean	Director	Total
Professionals	1	3	4
Percentage	25%	75%	100%

Table 17 shows student demographics from the participating faith-based universities (n=4). Based on the information offered by the participating universities, there was a total of 393 international students among those faith-based universities. The largest population of international student enrollment among the four faith-based universities was in the traditional undergraduate program, with a total of 274 (69.72%) students. There were 34 (8.65%) non-traditional international students among the undergraduates. There were 75 (19.08%) international students in the master's programs. There were 10 (2.54%) international students in the doctoral programs during the time of the study.

Table 17

Demographics of International Students among Participating Faith-based Universities

	Traditional	Non-Traditional	Master's Programs	Doctoral Programs	Total
Number of International Students	274	34	75	10	393
Percentage	69.72%	8.65%	19.08%	2.54%	100%

Summary of Responses

Descriptive analysis was used to determine the average mean responses to each of the questions regarding academic support, cultural support, economic support, logistic support, and social support provided for international students. The Likert Scale of agreement was used to measure the level of agreement among the provisions and questions: 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (neither agree nor disagree), 5 (somewhat agree), 6 (agree), and 7 (strongly agree). The Likert scale was used as nominal data for this research.

Table 18 shows the number of nominal responses to the questions about each provision among the participating faith-based universities. A summary of descriptive statistics was calculated to generate the number of responses between the four universities. There was a total of 270 responses to the five provisions for international students. The largest responses (n-98) were to the provision for "academic support" (36.29%). These responses generated nominal data for this provision. This was not considered the most important provision but only the largest number of responses generating nominal data. The smallest number of responses (n-24) was associated with provision for "economic support" (8.89%). These responses also generated nominal data for this provision. This was also not considered the least important but the responses only represent the smallest set of nominal data for this provision.

Table 18

Summary of the Responses by Provision

	n	Percentage
Provisions	270	
Academic Support	98	36.29%
Cultural Support	25	9.25%
Economic Support	24	8.89%
Logistic Support	29	10.74%
Social Support	94	34.81%

Note. n=nominal data for the provision.

Table 19 shows a summary of nominal data responses to the provisions based on the 21 questions among the five provisions. The question that received the most responses was question 12 (Q12, n-16) which pertains to "offer English testing" for international students. The questions that received the least responses (n-10) were question one (Q1), question five (Q5), and question 19 (Q19) among the 21 questions. Question one (Q1) pertains to "offer time for international students to meet with President, Provost, or Dean." Question five (Q5) pertains to "offer orientation" to international students. Question 19 (Q19) pertains to "campus tutoring" for international students.

The Likert Scale was used to determine the nominal data level of agreement among the questions. The level of agreement ranged from level 1 for "strongly disagree" to level 7 for "strongly agree". The highest score of agreement among the questions was question five (Q5), "offer orientation" for international students, with an agreement level of 6.10 (agree). This represented a "high degree" of opinion on the orientation provision. The lowest score of

agreement among the questions was question 8 (Q8), "offer host family" for international

students with an agreement level of 3.36 (somewhat disagree). This represented a "low degree"

of opinion on the hosting family provision.

Table 19

Summary of Questions and Agreement Level

Question	n	Mean Agreement	Level of Agreement
Q1	10	5.5000	Somewhat Agree
Q2	11	5.7273	Somewhat Agree
Q3	11	5.8182	Somewhat Agree
Q4	13	5.4615	Somewhat Agree
Q5	10	6.1000	Agree
Q6	14	5.5714	Somewhat Agree
Q7	14	5.5000	Somewhat Agree
Q8	11	3.3636	Somewhat Disagree
Q9	15	4.2667	Neither Agree nor Disagree
Q10	13	5.8462	Somewhat Agree
Q11	13	4.9231	Neither Agree nor Disagree
Q12	16	4.3750	Neither Agree nor Disagree
Q13	13	5.2308	Somewhat Agree
Q14	11	4.2727	Neither Agree nor Disagree
Q15	12	4.3333	Neither Agree nor Disagree
Q16	15	4.4667	Neither Agree nor Disagree
Q17	15	3.9333	Somewhat Disagree
Q18	15	4.6667	Neither Agree nor Disagree
Q19	10	3.9000	Somewhat Disagree
Q20	13	4.6923	Neither Agree nor Disagree
Q21	15	3.8000	Somewhat Disagree
Total	270		

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree). The "n" represent the number of nominal data responses to each of question.

Table 20 shows the summary of provisions and the level of agreement among the

questions pertaining to specific provisions. The provisions which received the most responses

(n-53) were the "economic support" and "logistic support." The provision which received the

88

least responses (n-44) was "culture support." There were 21 responses to "do not provide" and

two responses to "other support" in this study. The usage of the Likert Scale is based on five

intensity assumptions: 1) the positive and negative unit are not true opposites, 2) units with

reversed score inflate means, 3) units with neutral intensity have unique conceptual meaning, 4)

the independent variables have similar intensity, and 5) a negative unit reflects the limitation of

its ability to capture the true value of the response (Muijs, 2011).

Table 20

Summary of Provisions and Agreement Level

Provision	n	Mean Agreement	Level of Agreement
1-Academic Support	46	5.28	Somewhat Agree
2-Cultural Support	44	5.38	Somewhat Agree
3-Economic Support	53	3.62	Somewhat Disagree
4-Logistic Support	53	5.00	Somewhat Agree
5-Social Support	51	5.25	Somewhat Agree
6-Other Support	2	n/a	n/a
7-Do Not Provide	21	n/a	n/a
Total	270	4.81	Neither agree nor Disagree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree). The "n" is the number of
responses within each provision.

Results for Provisions

The nominal data agreement responses (n-270) were separated into the five provisions:

academic, cultural, economic, logistic, and social. The individual provision and nominal

agreement data set was analyzed using mean comparison, generating an ANOVA table, and

Pearson correlation. To generate the ANOVA for each provision, the variables on file were

opened, the variables to be analyzed were selected, the output for the provisions was chosen, and

the ANOVA outcome table was generated. The Person correlation was also generated by

opening the file, selecting the variables to be analyzed, choosing the output for each provision,

and generating the Person correlation.

The academic provision mean agreement was 5.28 (somewhat agree). The cultural provision mean agreement was 5.38 (somewhat agree). The economic provision mean agreement was 3.62 (somewhat disagree). The logistic provision mean agreement was 5.00 (somewhat agree). The social provision agreement was 5.25. Table 21 shows the mean of the five provisions.

Table 21

Mean Table of Provisions

Provision	Mean	n	Std. Deviation	Range	Variance
1-Academic	5.28	46	1.83379	6.00	3.363
2-Cultural	5.38	44	1.79425	6.00	3.219
3-Economic	3.62	53	1.55942	6.00	2.432
4-Logistic	5.00	53	1.85016	6.00	3.423
5-Social	5.25	51	1.74176	6.00	3.034
Other Support	n/a	2	n/a	n/a	n/a
Do Not Provide	n/a	21	n/a	n/a	n/a
Total	4.81	270	1.82378	6.00	3.326

Note. The "n" is the number of responses within each provision.

There was a nominal mean agreement of 4.81 (neither agree nor disagree); therefore, there is no agreement between the five provisions. The ANOVA was generated for these provisions to determine the difference among the variable means. Table 22 shows the ANOVA test findings. The combined between group sum of square was 140.272 with 6 degrees of freedom and a mean square of 23.379. The f ratio was 8.150. The significant value was at 0.000. Due to the low number of participants, there were no significant finding between the five provisions based on this research.

Table 22

ANOVA Table of Provisions

			Sum of Squares	df	Mean Square	F	Sig.
Agreement * Provision	Between Groups	(Combined)	140.272	6	23.379	8.150	0.000
	Within Groups		754.468	263	2.869		
	Total		894.741	269			

Note. p > 0.05

Academic Provisions for International Students Results

The research questions concerning academic support for international students offered by the participating faith-based universities asked about practices that enhance academic success in getting good grades and passing exams, based on building a solid foundation for academic success among international students (Cuyjet et al., 2011; Dickeson, 2010; Maltbia & Power, 2009). In this study, there were eight questions pertaining to building academic success. These questions were as follows: Academic question one (Q1): Offer time for international students to meet with President, Provost, or Dean of the university. Academic question two (Q5): Offer orientation event for international students. Academic question three (Q9): Offer a time for international students to meet with the deans of departments. Academic question four (Q12): Offer English language testing for international students. Academic question five (Q14): Offer English language learner courses for international students. Academic question six (Q15): Offer math training courses for international students. Academic question seven (Q19): Offer on campus tutoring for international students. Academic question eight (Q21): Offer math testing for international students. There was a total of 98 responses to the academic questions. This total represents the nominal data obtained for academic. The response level does not represent how important this provision was based on the seven provisions.

The summary descriptive statistic was calculated by generating the number of responses for each of the questions. The independent t-test was used to analyze the nominal mean of each question choosing the dependent variable, selecting the analysis code, and running the t-test for this provision.

The t-test was used to analyze the nominal data for academic provisions and generated the sample error created by the difference between the sample means. Table 23 shows the academic provision summary for the eight academic questions. The academic question which received the highest academic agreement level was Q2 (6.10, agree) pertaining to "offer orientation event" for international students. The academic question which received the lowest academic agreement level was Q8 (3.80, somewhat disagree) pertaining to "offer math testing" for international students. These agreement levels represent only the nominal agreement level for Q2 and Q8. One provision was not rated as more important than the other provision.

Table 23

Summary of Academic Provision Questions

Academic Questions	n	Mean Agreement	Level of Agreement
Q1-Meet President	10	5.50	Somewhat Agree
Q5-Orientation	10	6.10	Agree
Q9-Meet Deans	14	4.42	Neither Agree nor Disagree
Q12-English Testing	16	4.37	Neither Agree nor Disagree
Q14-English Courses	11	4.27	Neither Agree nor Disagree
Q15-Math Courses	12	4.33	Neither Agree nor Disagree
Q19-Campus Tutoring	10	3.90	Somewhat Disagree
Q21-Math Testing	15	3.80	Somewhat Disagree
Total	98	4.52	Neither agree nor Disagree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree).

Results for Academic Provisions

There was a total of 98 nominal data responses to the academic provision questions. The

agreement mean for the combined questions for the provision was 4.52 (neither agree nor

disagree). The research found no agreement on the number of academic provisions being offered

by these four faith-based universities in Minnesota. The ANOVA was generated for this

provision to determine the difference among the academic variable means. Table 24 shows the

ANOVA results. The combined between group sum of squares was 47.732 with 7 degrees of

freedom and a mean square of 6.819. The f ratio was 2.390. The significant value was at .027.

There were no significant findings among the academic provision questions except for

orientation (6.10).

Table 24

ANOVA for Academic Provision

			Sum of Squares	df	Mean Square	F	Sig.
Agreement * Question	Between Groups	(Combined)	47.732	7	6.819	2.390	.027
	Within Groups		256.727	90	2.853		
	Total		304.459	97			

Note. p >0.05

The significant value was at .035, 2-tailed. The Pearson correlation was generated to see

the relationships between the variables measured in the academic provisions. Table 25 shows

the correlations for the academic provision questions. The correlation coefficient shows that

there was a negative relationship between the academic provision variables. One variable was

increasing while the other was decreasing due to the low number of response rate to this

provision, validity of the survey, and the sample frame.

Table 25

Correlation of Academic Provision

		Agreement	Provision
Agreement	Pearson Correlation	1	-0.213[*]
	Sig. (2-tailed)		.035
	n	98	98
Provision	Pearson Correlation	-0.213[*]	1
	Sig. (2-tailed)	.035	
	n	98	98
* Correlation is significant at the 0.05 level (2-tailed).			

Cultural Provisions for International Students Results

The research questions concerning cultural support for international students offered by faith-based universities asked about practices to achieve adaptability, ensuring academic success based on building student capacity to live and learn in America (Archibald & Feldman, 2011; Dickeson, 2010; Maltbia & Power, 2009). In the study, there were two questions pertaining to building adaptability skills. These questions included cultural question one (Q2): Offer an American cultural training course for international students; and cultural question two (Q6): Offer a community resource event for international students. There was a total of 25 responses to the two cultural questions.

The t-test was used to analyze the nominal data for this provision. The t-test was generated to test the sample error created by the difference between the cultural provision sample means. Table 26 shows the cultural provision summary for the questions. The mean agreement for the questions was 5.72 for Q2 (somewhat agree) and 5.57 for Q6 (somewhat agree). Due to the low number of participants in this study, this agreement level of 5.38 indicates that there was "somewhat" agreement to this provision.

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Table 26

Summary of Cultural Provision Questions

Cultural Questions	n	Mean Agreement	Level of Agreement
Q2-Cultural Training	11	5.72	Somewhat Agree
Q6-Community Resources	14	5.57	Somewhat Agree
Total	25	5.38	Somewhat Agree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree).

Results for Cultural Provisions

There was a total of 25 responses to the cultural provision questions. The agreement

mean for the combined questions for the provision was 5.38. The research found limited

relationship between the cultural provisions offered by the faith-based universities in the sample.

This study was not able to prove a significant difference in "agree" of opinion for this provision.

The ANOVA was generated for this provision to determine the difference among the

cultural variable means. Table 27 shows the ANOVA results for this provision. The combined

between group sum of square was 0.150 with 1 degree of freedom and a mean square of 0.150.

The f ratio was 0.091. The significant value was at .765.

Table 27

ANOVA for Cultural Provision

			Sum of Squares	df	Mean Square	F	Sig.
Agreement * Question	Between Groups	(Combined)	0.150	1	0.150	0.091	.765
	Within Groups		37.610	23	1.635		
	Total		37.760	24			

Note. $p > 0.05$

The significant value was at .479, 2-tailed. The Pearson correlation was calculated to see

the relationship between the variables measured in the cultural provisions and generating the

Pearson outcome table. Table 28 shows the correlations for the cultural provision. The

correlation coefficient shows that there was a negative relationship between the variables. One variable was increasing while the other was decreasing. This may be due to the low number of responses rate to this provision, validity of the survey, and the sample frame.

Table 28

Correlation of Cultural Provision

		Agreement	Provision
Agreement	Pearson Correlation	1	-0.148
	Sig. (2-tailed)		.479
	n	25	25
Provision	Pearson Correlation	-0.148	1
	Sig. (2-tailed)	.479	
	n	25	25

Economic Provisions for International Students Results

The research questions concerning economic support for international students offered by faith-based universities asked about practices to ensure that international students have employment skills and sufficient funds to pursue their education in America based on building their capacity to be good workers and students (Cuyjet et al., 2011; Dickeson, 2010; Palmer & Zajonc, 2010). In the study, there were two questions pertaining to building economic success. These questions included economic question one (Q3): Offer a campus information for international students; and economic question two (Q10): Offer an on-campus job fair for international students. There was a total of 24 responses to the economic questions.

The t-test was used to analyze the nominal data for this provision and generated the sample error created by the difference between the economic provision means. Table 29 shows the economic provision summary for the two economic questions. The economic question agreement was 5.72 for Q3 (somewhat agree) and 5.57 for Q10 (somewhat agree).

Table 29

Summary of Economic Provision Questions

	Economic Questions	n	Mean Agreement	Level of Agreement
Q3-Campus Hosting Information		11	5.72	Somewhat Agree
Q10-Campus Job		13	5.57	Somewhat Agree
Total		24	5.83	Somewhat Agree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree).

Results for Economic Provisions

There was a total of 24 responses to the economic provision questions. The agreement

for the combined questions for the provision was 5.83. The result suggested a limited

relationship between the variables measuring the economic provision offered by the universities

in the sample. There was limited consensus found among the universities about what the

economic provisions should be. This study was not able to prove a significant difference in

"agree" of opinion for this provision.

The ANOVA was generated for this provision to determine the difference among the

economic variable means. Table 30 shows the ANOVA results. The combined between group

sum of square was 0.005 with 1 degree of freedom and a mean square of 0.005. The f ratio was

0.003. The significant value was at .955. This result indicates that there was no statistical

significance found in this provision.

Table 30

ANOVA for Economic Provision

		Sum of Squares	df	Mean Square	F	Sig.
Agreement	Between Groups (Combined)	0.005	1	0.005	0.003	.955
* Question	Within Groups	31.329	22	1.424		
	Total	31.333	23			

The significant value was at .307, 2-tailed. The Pearson correlation was generated to see

the relationship between the variables measured by the economic provisions. Table 31 shows the

correlations for the economic provision. The correlation coefficient shows that there was a

negative relationship between the economic provision variables. One variable was increased

while the other was decreased. This may be due to the low number of responses rate to this

provision, validity of the survey, and the sample frame.

Table 31

Correlation of Economic Provision

		Agreement	Provision
Agreement	Pearson Correlation	1	-0.218
	Sig. (2-tailed)		.307
	n	24	24
Provision	Pearson Correlation	-0.218	1
	Sig. (2-tailed)	.307	
	n	24	24

Logistic Provisions for International Students Results

The research questions concerning logistic support for international students offered by

faith-based universities asked about practices to enhance logistic success in student adjustment to

life in America (Cuyjet et al., 2011; Lawrence, 2009; Maltbia & Power, 2009). In the study,

there were two questions pertaining to building logistic success. These questions included

logistic question one (Q7): Offer visa check time for international students; and logistic question

two (Q17): Offer computer system training for international students. There was a total of 29

responses to the logistic questions.

The t-test was used to analyze the nominal data for this provision. The result revealed

that there was limited relationship between the logistic provisions. Table 32 shows the logistic

provision summary for the two logistic questions. The logistic question agreement was 5.50 for

98

Q7 (somewhat agree) and 3.93 for Q17 (somewhat disagree). There was a consensus among the universities that "visa check" was an important logistic provision. On the other hand, there were no consensus among the universities that "computer system training" was an important provision.

Table 32

Summary of Logistic Provision Questions

Logistic Questions	n	Mean Agreement	Level of Agreement
Q7-Visa Check	14	5.50	Somewhat Agree
Q17-Computer System Training	15	3.93	Somewhat Disagree
Total	29	5.00	Somewhat Agree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree).

Results for Logistic Provisions

There was a total of 29 responses for the logistic provision questions. The agreement mean for the combined questions for the provision was 5.00. The research found "somewhat" agreement on the number of logistic provisions being offered by these four faith-based universities in Minnesota. This study was not able to prove a significant difference in "agree" of opinion for this provision.

The ANOVA was generated for this provision to determine the difference among the logistic variables means. Table 33 shows the ANOVA table. The combined between group sum of square was 17.774 with 1 degree of freedom and a mean square of 17.774. The f ratio was 6.813. The significant value was at 0.015. This indicating that the responses were unlikely to be found under the null hypothesis. The study failed to reject the null hypothesis. However, the study was unable to draw additional information about the mean of the distribution.

Table 33

ANOVA for Logistic Provision

			Sum of Squares	df	Mean Square	F	Sig.
Agreement * Question	Between Groups	(Combined)	17.774	1	17.774	6.813	0.015
	Within Groups		70.433	27	2.609		
	Total		88.207	28			

Note. p > 0.05

The significant value was at .952, 2-tailed. The Pearson correlation was generated to see the relationship between the variables measured in the logistic provision. Table 34 shows the correlations for the logistic provision. This result indicates that there was no statistical significance found in this provision due to the small number of responses. The correlation coefficient for this provision also shows a negative relationship between the variables.

Table 34

Correlation of Logistic Provision

		Agreement	Provision
Agreement	Pearson Correlation	1	-0.012
	Sig. (2-tailed)		.952
	n	29	29
Provision	Pearson Correlation	0.012	1
	Sig. (2-tailed)	.952	
	n	29	29

Social Provisions for International Students Results

The research questions concerning social support for international students offered by faith-based universities asked about practices to enhance social support in building partnerships and collaborations with other people while pursuing an education in America (Cuyjet et al., 2011; Lawrence, 2009; Palmer & Zajonc, 2010). In the study, there were seven questions

pertaining to building social support success. These questions were as follows: Social question

one (Q4): Offer to pick up international students from the airport. Social question two (Q8):

Offer a host family to meet with international students. Social question three (Q11): Offer a

city-tour for international students. Social question four (Q13): Offer a campus buddy program

for international students. Social question five (Q16): Offer monthly meeting for international

students. Social question six (Q18): Offer a web-page for international students. Social

question seven (Q20): Offer community event for international students. There was a total of 94

responses to the social provision questions.

The t-test was used to analyze the nominal data for this provision. The social data file

was open, the variables were selected, the analyze code were chosen, and the t-test was run to

generate the social provision summary. Table 35 shows the social provision summary for the

social questions. The social question which received the highest social agreement level was Q4

(5.46, somewhat agree) pertaining to "offer to pick up" international students from the airport.

The social question which received the lowest social agreement level was Q8 (3.25, somewhat

disagree) pertaining to "offer a host family" to meet with international students.

Table 35

Summary of Social Provision Questions

Social Questions	n	Mean Agreement	Level of Agreement
Q4-Pick Up Airport	13	5.46	Somewhat Agree
Q8-Offer Host Family	12	3.25	Somewhat Disagree
Q11-Offer a City-Tour	13	4.92	Neither Agree nor Disagree
Q13-Offer Campus Buddy	13	5.23	Somewhat Agree
Q16-Offer Monthly Meeting	15	4.46	Neither Agree nor Disagree
Q18-Offer Web-Page	15	4.66	Neither Agree nor Disagree
Q20-Offer Community Event	13	4.69	Neither Agree nor Disagree
Total	94	5.25	Somewhat Agree

Note. Likert Scale 1(Strongly Disagree) to 7 (Strongly Agree).

Results for Social Provisions

There was a total of 94 responses for the social provision. The agreement mean for the combined questions for the provision was 5.25. The results revealed that two provisions "pick up airport" and "offer campus buddy" were important social provisions. On the other hand, there were consensus among the universities that offering a city-tour, monthly meeting, web-page, and community event were neither nor not important.

Table 36 shows the ANOVA table. The combined between group sum of square was 37.878 with 6 degrees of freedom and a mean square of 6.313. The f ratio was 1.603. The significant value was at .156.

Table 36

ANOVA for Social Provision

			Sum of Squares	df	Mean Square	F	Sig.
Agreement * Question	Between Groups	(Combined)	37.878	6	6.313	1.603	.156
	Within Groups		342.547	87	3.937		
	Total		380.426	93			

Note. p > 0.05

The significant value was at .890, 2-tailed. The Pearson correlation was generated to see the relationship between the variables measured in the social provisions. Table 37 shows the correlations for the social provision. This result indicates that there was no statistical significance found in this provision. The correlation coefficient for this provision shows a negative relationship between the variables. One variable was increased and the other was decreased. This may also be due to the low number of response rate to this provision, validity of the survey, and the sample frame.

Table 37

Correlation of Social Provision

		Agreement	Provision
Agreement	Pearson Correlation	1	-0.014
	Sig. (2-tailed)		.890
	n	94	94
Provision	Pearson Correlation	-0.014	1
	Sig. (2-tailed)	.890	
	n	94	94

Other Support Results

Based on the nominal data provided by the participating faith-based universities, there were two responses to providing "other support" for international students. One university stated that they provided "immigration" service for international students (Archibald & Feldman, 2011; Cuyjet et al., 2011; Maltbia & Power, 2009).

Summary

Based on the results, the highest level of agreement scored (6.10, agree) was for question five (Q5): Offer orientation event for international students. Orientation may be an important provision for informing international students about positive image of studying aboard (Aljohani, 2016), learning about their new learning environment (Seng & Khoo-Lattimore, 2012), building relationship with the institution, and being mindful about quality education opportunities (Weng, Weng, & Tsai, 2014). Orientation may help international students to gain a clear view of learning experiences, increase their participation in institutional activities, and enhance their abilities to be successful at their study (Owusu, 2017).

There were 21 questions pertaining to academic, cultural, economic, logistic, and social provisions for international students. There were 98 nominal data responses to the academic

questions, 25 nominal data responses to the cultural questions, 24 nominal data responses to the economic questions, 29 nominal data responses to the logistic questions, and 94 nominal data responses to the social questions. The number of data responses to the provision does not reflect the importance of the provision. All of the provisions are important to the enhancement of international students' ability to study and success at their academic in a foreign country.

The first half of the survey contained questions 1 to 10. Question one (Q1) focused on "offer time for international students to meet with President, Provost, or Dean" of the university. There was 5.50 "somewhat" level of agreement to that question. Question two (Q2) focused on "offer an American cultural training" for international students. There was 5.72 "somewhat" level of agreement to the question. Question three (Q3) focused on "offer a campus information" for international students. There was 5.82 "somewhat" level of agreement to the question. Question four (Q4) focused on "offer to pick up" international students from the airport. There was a 5.46 "somewhat" level of agreement to the question. Question five (Q5) focused on "offer orientation" event for international students. There was 6.10 "agree" level of agreement to the question. Question six (Q6) focused on "offer community resource" event for international students. There was 5.57 "somewhat" level of agreement. Question seven (Q7) focused on "offer visa check" time for international students. There was 5.50 "somewhat" level of agreement to the question. Question eight (Q8) focused on "offer a host family" to meet with international students. There was 3.36 "somewhat disagree" level of agreement to the question. Question nine (Q9) focused on "offer a time for international students to meet with the deans" of departments. There was 4.27 "neither agree nor disagree" level of agreement to the question. Question ten (Q10) focused on "offer an on-campus job" fair for international students. There was 5.84 "somewhat agree" level of agreement to the question.

The second half of the survey contained questions 11 to 21. Question 11 (Q11) focused on "offer a city-tour" for international students. There was 4.9231 "neither agree nor disagree" level of agreement to the question. Question 12 (Q12) focused on "offer English language testing" for international students. There was 4.38 "neither agree nor disagree" level of agreement to the question. Question 13 (Q13) focused on "offer a campus buddy program" for international students. There was 5.23 "somewhat" level of agreement. Question 14 (Q14) focused on "offer English language learner" courses for international students. There was 4.27 "neither agree nor disagree" level of agreement to the question. Question 15 (Q15) focused on "offer math training" courses for international students. There was 4.33 "neither agree nor disagree" level of agreement to the question. Question 16 (16) focused on "offer monthly meeting" for international students. There was 4.47 "neither agree nor disagree" level of agreement to the question. Question 17 (Q17) focused on "offer computer system" training for international students. There was 3.93 "somewhat disagree" level of agreement to the question. Question 18 (Q18) focused on "offer a web-page" for international students. There was 4.67 "neither agree nor disagree" level of agreement to the question. Question 19 (Q19) focused on "offer campus tutoring" for international students. There was 3.90 "somewhat disagree" level of agreement to the question. Question 20 (Q20) focused on "offer community event" for international students. There was 4.69 "neither agree nor disagree" level of agreement to the question. Question 21 (Q21) focused on "offer math testing" for international students. There was 3.80 "somewhat disagree" level of agreement to the question.

Based on the t-test, ANOVA, and Pearson analysis of the nominal data collected by this study, the mean agreement between the five provisions result was 4.81 (neither agree nor disagree). Due to this low agreement level, this study was not able to prove that there were

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commonly used practices in hosting international student among the four faith-based universities

in Minnesota. Orientation was found to have an agreement of 6.10. Orientation may be an

important provision in which these four universities may invest resources to build their capacity

to serve their international students in the future.

Chapter V: Discussion, Implications, Recommendations

Introduction

The Bible teaches us to love our neighbors as ourselves: "Teacher, which is the great commandment in the law?" (Matthew 22:36, English Standard Version) Jesus answered, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself" (Mathew 22:37-39).

Caring for our neighbor is an important part of living, growing, and learning on earth. Caring for our international students (IS) by faith-based universities in Minnesota is a blessing that shows God's love to them and also builds skills and leaders (Cuyjet et al., 2014; Lawrence, 2009).   Faith-based universities may have a great opportunity to equip 21st century leaders with skills to meet the challenges of their countries. The best provisions provided to the international students may enhance their academic success while they study in America and build skills needed to be productive and effective 21st century's leaders (Cuyjet et al., 2011; Lawrence, 2009; Palmer & Zajonc, 2010).

The purpose of this study was to determine the commonly used practices in hosting international students by faith-based universities in Minnesota (Archibald & Feldman, 2011; Cuyjet et al., 2011; Dickeson, 2010; Maltbia & Power, 2009). The study was a quantitative research study (Creswell, 2014; Merriam & Tisdell, 2016; Muijs, 2011). It collected nominal numerical data which were analyzed using descriptive analysis, independent t-test, correlations, and ANOVA through SPSS version 2017 (Creswell, 2014; Muijs, 2011). The study collected nominal agreement levels via emailing the survey questions through Qualtrics to directors of

International Student Services among 23 faith-based universities in Minnesota. The survey

contained 21 questions related to the commonly used practices in hosting international students.

There were four (n=4) universities who participated in this study. There were 270

responses to the survey from the four universities. The survey question which received the

largest agreement was Q5 (6.10, agree) which deals with offering orientation for international

students. Orientation was considered an academic provision and a foundational support for

international students**.**

Considering the limitations of the study including the participation of only four

universities, length of time needed to gather data during the fall semester of 2017, and only 270

collected responses, the data show that there were "somewhat agree" responses among seven

provision questions (Q1, 5.50; Q2, 5.72; Q3, 5.82; Q4, 5.46; Q6, 5.57; Q7, 5.50; and Q10, 5.84)

in hosting international students. These questions asked about meeting the president, attending

cultural training, having campus hosting information for students, picking students up from the

airport, building community resources, conducting visa checks, and offering campus jobs to

international students. These seven provisions may be used as the foundational provisions in

hosting international students within the orientation (Q5, 6.10) process.

There were three "somewhat disagree" questions (Q8, 3.36; Q17, 3.93; and Q19, 3.90)

which asked about providing a host family, computer system training, and campus tutoring for

international students. Considering these levels of agreement, the "somewhat disagree"

responses may be due to the fact that many international students are expected to build their own

family units while living in America, an assumption that computer training is already provided

during orientation, and the expectation that international students may attend the regular tutoring

program offered to both national and international students. These would imply that

international students may have to be responsible for connecting with families, learning on their own the different computer systems used by higher educational institutions, and attending the regular tutoring programs housed at the institutions.

There were eight provision questions which received "neither agree nor disagree" responses (Q9, 4.26; Q11, 4.92; Q12, 4.37; Q14, 4.27; Q15, 4.33; Q16, 4.46; Q18, 4.67; and Q20, 4.69). These provision questions asked about providing opportunities for international students to meet with deans, attend city tours, assess English skills, evaluate English learning competency, measure math learning competency, gather for monthly meetings, access informational web-pages, and attend community events. The implication is that, considering these eight provision questions, these provision responses may reflect a true agreement toward either "agreeing or disagreeing" with these provisions in hosting international students.

Increasing Participation in the Study

Due to the low number of participants in this study, these are the considerations to increase participation. Weng, Weng, and Tsai (2014) study on adopting online teaching evaluation determined that there were four categories of influence on participation. These categories included peer, informative, restrictive, and department influence. Attitude was determined to be the most important concept in increasing participation. Subjective norm was shown to be another important concept in their study.

The lessons learned from the low participation rate (82.6%) in the study on hosting international students were that professionals are busy individuals, have specific interests in terms of international students, and are motivated differently in terms of providing provisions for international students. To increase future participation in a study like this, it might be more productive to start with a presentation meeting for participants prior to sending out the survey.

This presentation meeting may be an early part of gaining support for the implementing and collecting of data for the study.

Merriam and Tisdell (2016) explained that "humans are both responsive and adaptive" (p. 187). The right kind of motivation and encouragement may enhance any study. Using the internet as a medium for collecting data was a positive experience for the study on hosting international students. Muijs (2011) explained that quantitative research requires that researchers focus on the "social science," asking what we can use from the findings. The findings of this study can be used to continue the conversation about recruiting, supporting, and engaging international students in the teaching and learning among universities in America.

Final Analysis

There were no significant agreements between or within the five provisions among the four participating universities. The mean agreement level for the provisions was 4.81 (neither agree nor disagree) between the universities. This agreement level shows that there is not enough agreement to either "agree or disagree" with the study's research questions. Therefore, the study failed to gain the agreement levels needed to prove whether or not these five provisions are commonly used provisions for hosting international students in Minnesota.

There were "somewhat" agreements among the 21 questions when grouped into the five provisions due to the low number of responses. The academic questions' mean agreement was 5.28 (somewhat agree). The cultural questions' mean agreement was 5.38 (somewhat agree). The economic questions' mean agreement was 3.63 (somewhat disagree). The logistic questions' mean agreement was 5.00 (somewhat agree). The social questions' mean agreement was 5.25 (somewhat agree). This study was able to only verify that faith-based universities in Minnesota were "somewhat" in agreement on the number of provisions being offered by these

four faith-based universities. This means that among these four faith-based universities there was a limited consensus as to what constituted as important cultural provisions.

Importance of Orientation for Students

One area of agreement emerged from this study was Q5 which demonstrated agreement about "orientation" for international students. The mean agreement for the question was 6.10 (Agree). There seems to be an agreement that orientation is an important provision for international students and may be used in hosting international students.

Orientation programs have been part of educational institutions since the first school was formed. Arhin & Wang'eri's (2018) study on orientation programs and student retention in distance education indicated that orientation impacts retention of students. When students have a positive orientation experience, they were 5.57 times more likely to stay. The authors concluded that orientation programs foster meaningful relationship between students and staff.

Dzhamalova, Timonin, Kolesov, Pavlov, and Evstegneeva (2016) expressed that cross-cultural interaction, ability to overcome barriers, skills to objectively evaluate interactions with people, and making plans for "settling" into the community and educational institutes were good training for international students. The authors further suggested that these concepts be a part of a consolidating orientation in training international students to adjust to living and learning at higher educational institutions. Bailey and Brown's (2016) study of online students and their participation in accessing the institution's website, help desk, student orientation, academic support, and library services revealed that orientation enhanced students time management and their awareness of academic expectations.

Alnawas (2015) expressed that there were four purposes in providing student orientation. The first purpose was to evaluate the students' experiences. The second purpose was to assess

students' perceptions of an institution's commitment to understanding and meeting their needs. The third purpose was to ensure that students received a challenging and quality education to assist them in pursing their careers. The fourth purpose was to ensure that institutions had a process in place to address the needs of their students. Helping students to reflect on their experiences and document their feedback enhanced institutions' ability to provide meaningful provisions for its students.

Owusu, Tawiah, Sena-Kpeglo, and Onyame (2014) stated that orientation encompassed activities that engaged students in transitioning into higher education. Orientation programs that included academic information, academic programs, policies, and regulations enhanced students' learning. Orientation may be planned to help students maximize their learning. Not only does orientation assist students in transitioning from their high school to college experience, but it prepares them to adjust to the new learning environment, increase their awareness of the process of learning in higher education, and builds their capacity to adjust. Orientation served as a framework for evaluating the success of the students as they engage in their academic programs. Orientation was also considered a catalyst in helping students move through the stages of attending higher education: honeymoon period, cultural shock, adjustment period, mental isolation, acceptance, and thriving. Hullinger and Hogan (2014) study on the effects of orientation on graduate students' anxiety revealed that, based on pre- and post-tests, students who participated in an orientation program were better able to deal with their anxiety.

Badib and Guru (2011) reported that there were two types of orientation for international students in Malaysia. They found that Korean students responded well to instrumental orientation. Students from Kazakhstan responded better to integrative orientation. The study suggested that orientation for international students may be delivered in a way that is responsive

to the international students' learning styles. Reynolds, MacPherson, Tull, Baruch, and Lejuez (2011) explained that college orientation programs may also include teaching students coping skills for dealing with stressors and challenges. Transitioning from high school to college is a challenging time for many students. Transitioning from a national environment to an international location creates greater challenges (Cuyjet et al., 2011; Dickeson, 2010; Lawrence, 2009). Institutions' ability to assist their students in developing coping and networking skills to reduce stress and challenges may assist the students in becoming more successful in colleges.

This study was only able to show that orientation, with an agreement level of 6.1 (agree) among the four universities, may be a provision in hosting international students. Maltbia and Power (2009) explained the importance of leveraging diversity and providing opportunities for institutions to build organizational structures that support and engage their staff in serving all people. Education within the institution can empower the organization to consider its potential in engaging people to think beyond their own areas of interest. Trained leaders can influence those who are in positions of power to plan and implement programs that may engage people to build their capacities. The practices of gaining buy-in, modeling the way, and leadership increase the engagement of people.

Dickeson (2010) explained that prioritizing academic programs and services is an important part of allocating resources to achieve institutional goals in order for students to succeed academically. Although this study was only able to engage four universities to participate in the study, it is a start of building interest among faith-based universities in hosting international students using the orientation provision.

This seems to be true for the four universities who participated in this study. The universities were mindful of academic provisions and the importance of academic skills that are

needed to be a successful student. Among the 94 responses to the academic provision questions, orientation received the highest level of agreement. Orientation may be a priority provision in hosting international students.

Palmer and Zajonc (2010) explained that a renewal of the heart of higher educational institutions can be achieved by engaging in conversation that may transform student ability from mental thinking on how higher education may operate to heart thinking and practicing outside of the box.

Though this study failed to find agreements on the number of provisions being offered by these four participating universities in hosting international students, each university had its own unique way of building capacity to serve its international students. For example, one university offered immigration services to its international students. This component of provision is a unique way of assisting international students to deal with all the immigration issues which are being enforced by President Trump's administration. This service may enhance the university's ability to coordinate its logistic services to assist its international students who have immigration concerns. These services may be part of the orientation for students. Cuyjet et al. (2011) expressed that provisions for international students may include dealing with academic adjustment, social adjustment, and financial issues.

Among the four universities who participated in this study, academic and social issues continue to be the main focus of provisions. Though there was no clear agreement between academic and social provisions among the four universities, all five provisions continue to be a large part of services for the international students at their institutions. These provisions may be addressed in the orientation of students.

Montgomery (2017) study on Chinese undergraduate students transitioning into America colleges and universities revealed that when students fully comprehended the expectations of attending America colleges, they gained a positive view of their academic and social opportunities. Providing a good orientation program may enhance the success of international students and build their capacity to live and learn in Minnesota.

The results from this study suggested that there was a lack of consensus on the number of provisions being offered by these four faith-based universities. However, orientation provision was found useful to enable international students to better comprehend the challenges of living and learning in higher educational environments (Cuyjet et al., 2011; Dickeson, 2010). Orientation may be the provision in which these universities could use to recruit and retain their international students. It could be the platform in which these universities implement to increase confidence among their international students to better adjust to their academic life.

Implications for Educational Practices

Since there was low number of participants in this study, the research method of using a quantitative process may need to include all directors from all of the universities in Minnesota. The inclusion of non-faith-based universities may have enhanced the participation rate (18.18%) of collecting agreement levels among the directors concerning the commonly used practices in hosting international students. Furthermore, this researcher did not have fellowship with the 19 non-participating directors. The fact that the survey was not well received by these faith-based universities may be due to the lack of fellowship between the researcher and the universities. Building of relationships and fellowship with the non-participating directors and changing the method of collecting the data might enhance the results and gain increased participation (Dickeson, 2010; Palmer & Zajonc, 2010).

Another reason there was a low level of participation among the directors might have been the timing of seeking responses from the directors. The first nominal data collection took place between September 25, 2017 and December 25, 2017. The requests asking for participation in the study were sent out in September, October, and November. Only two directors responded by participating in the study and completing their survey within the first month after the request. During the months of October and November, there were no responses to the requests for participation in this study. By the end of December, two additional participants returned their completed surveys (Creswell, 2014; Dickeson, 2010; Muijs, 2011).

The low responses may also be due to the high workload in the fall semester of 2017 and its winter holidays such as Thanksgiving and Christmas. The fall semester is a busy time for many directors, with international students arriving for the first time after the directors have been on a long summer break. The workload may have reduced the directors' interest in participating in the study.

Another reason for the low responses may have been the lack of comprehension of the purpose of the study. After reviewing the questions, the directors may have felt that it would be a waste of time to participate in the study (Creswell, 2014; Lawrence, 2009).

Based on the neo-institutional theory (Taylor, 2015) these faith-based universities may continue to compete for international students among the world society from China, India, and many other countries. Being competitive may be the platform that attracts international students to these participating universities.

The implication for educational practice is that there seems to be little interest in participating in a survey concerning practices for hosting international students based on this study despite the fact that universities want to be competitive. There may be many reasons for

the low participation: workload of director during the fall semester of 2017, international support office not interested in sharing their thoughts over issues of academic, cultural, economic, logistic, or social provisions for international students, and lack of fellowship between the researcher and directors. Furthermore, it may be due to the current immigration issues which have initiated stress for some international students and may have decreased the universities' interest in participating in a study dealing with international student services. In addition, the 19 non-participating directors may have believed that it was not important to provide feedback to the study on how academic provisions were being offered to enhance international student academic success in getting good grades and passing exams. Though the success of international students continues to be an important factor among the universities, providing feedback at this time on academic provisions for international students may not be important to the directors. The non-participating directors may have believed that international students were doing well during the time of the study and, therefore, no feedback was necessary in these areas (Creswell, 2014).

The student center theory (Perry, 2009) encourages universities to focus on students' ability in learning. Focusing on assisting students to adjust to life in America can enhance these universities' ability to ensure that students have the skills necessary to complete their studies. Being able to assist students in learning from where they are and building their capacity to move forward may enable these universities to focus on the needs of their international students (Perry, 2009). The fact that cultural provisions may help to build cultural competency skills of international students to ensure that their adaptability to the American learning and teaching environment may be a necessary provision for the four participating universities. The non-participating directors may have believed that international students already had a good

understanding of cultural expectations for living in America before they came. It may not have seemed necessary to share with the international students the cultural provisions. However, among the four participating universities, the research showed they may be providing a benefit to their international students by introducing international students to American culture (Senko, 2011).

The distributive justice theory (Hyson, 2011) encourages universities to ensure that students receive the best education possible based on the amount of money they paid. These universities may have an opportunity to ensure that their international students receive the best education for their money.

The non-participating directors may have believed that many international students came with "money in the bank" already. Therefore, there would be no need to establish economic provisions for international students in order for them to have employment skills and sufficient funds to pursue their education in Minnesota. International students may already have enough funding from their parents or government to support their education in America. Therefore, directors may believe economic provisions are not necessary (Creswell, 2014; Cuyjet et al., 2011) in hosting international students.

The non-participating directors may not have been interested in offering logistic provisions to international students because they felt that assistance in adjusting to life in Minnesota was not essential. Directors may have believed that social provisions for international students were not needed because international students were already participating in building their own partnerships and collaborations through their educational networking groups. Therefore, directors may believe logistic and social provisions are not needed for hosting international students (Creswell, 2014; Dickeson, 2010).

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The achievement goal theory (Senko, 2011) encourages institutions to be mindful of their practices in addressing the needs of their students and ensuring that their students are successful in their studies. Assisting international students to do well in their studies may enable these universities to attract future generations of international students to their institution.

The area of providing provisions for international students is a new field of interest for some faith-based higher educational institutions (Cuyjet et al., 2011). Learning how to be successful in recruiting, maintaining, and sustaining international students takes time, resources, and effort (Lawrence, 2009; Palmer & Zajonc, 2010). Some directors may believe that services to international students may not benefit their universities (Archibald & Feldman, 2011) and that providing services may just redistribute funding from other departments to the international student services. Building support, advocacy, and interest in assisting international students may take many more years (Lawrence, 2009; Maltbia & Power, 2009; Palmer & Zajonc, 2010) before research can identify commonly used practices in hosting international students and prove the value of these practices among the participating universities.

Implications for Further Research

Since there seems to be low number of responses to the questions on commonly used practices in hosting international students, this researcher would recommend further study focused on working with only a specific educational institution and enhancing that specific university's services to include these provisions in hosting international students. Though this study failed to build a collaboration between the four-participating faith-based universities, the benefit of the study is the awareness of how unique these universities are and how their uniqueness supports provisions in hosting international students (Archibald & Feldman, 2011; Dickeson, 2010; Owens, 2011).

Among the four participating universities, the results of the study may be a platform for them to advocate for services for international students in the future. The study may serve as the foundation for building a system of provisions that may recruit, maintain, and sustain international students for the faith-based universities in Minnesota (Archibald & Feldman, 2011; Maltbia & Power 2009; Marsh, 2016).

Though the study failed to find nominal data to support the commonly used practices among the participating faith-based universities, the study concludes with the hope that the passion to serve, dedication to providing helpful provisions for international students, and building resources for international student services may continue to grow among these faith-based universities.

The study was able to find agreement among the participating university concerning orientation (6.10 score, agree). Orientation may be an important provision for international students (Bailey & Brown, 2016; Hullinger & Hogan, 2014; Montgomery, 2017). Orientation may enable universities to assist students reduce their anxiety (Hullinger & Hogan, 2014) concerning academics and supports. Orientation may help to build resources for students concerning academic, social, personal, and logistical supports (Montgomery, 2017). Orientation may enhance students' ability to adjust and gain access to services provided by the universities (Bailey & Brown, 2016).

Faith-based universities are in the business of aligning education and faith, expanding world views with Christian principles and offering theological courses that may enrich all aspects of life for international students (Lawrence, 2009; Maltbia & Power, 2009; Palmer & Zajonc, 2010). Providing useful provisions such as student orientation in hosting international students may be an important component of aligning education, faith, and success. This

researcher still believes that faith-based universities have opportunities for engaging international students in partnering with others who are not like them, sustaining motivation in the process of thriving in their lives, shaping their leadership skills to serve their people, and gaining compassion, excellence, and skills to live out their calling in life (Dickeson, 2010; Lawrence, 2009; Palmer & Zajonc, 2010).

Summary

In conducting research design, whether using a qualitative, quantitative, or mixed methods approach, there are always limitations to the study. Although this study failed to find the commonly used practices in hosting international students based on its nominal data collected, the study may be used as the basis for future development of provisions in hosting international students (Dickeson, 2010; Palmer & Zajonc, 2010) among the participating universities. In addition, the journey which this study came to form was a success in gaining agreement for the orientation provision. The journey of establishing a study which includes specific research method, usage of literature, establishing strategies, forming ethical considerations, and building of a design to benefit international students (Campbell, 2015; Lawrence, 2009; Palmer & Zajonc, 2010) may enable others to conduct similar studies in the future on the commonly used practices in hosting international students.

The agreement on providing orientation for international students may serve as a base provision for including academic, cultural, economic, logistic, and social supports among the participating universities. Orientation may assist students in overcoming their struggles and encourage them to continue to stay in school for the long term (Arhin & Wang'eri, 2018) among the four universities. Orientation which provides academic information, logistic policies, and

social adjustments may enable international students at these participating universities to maximize their students' learning (Owusu et al., 2014).

Palmer and Zajonc (2010) expressed that the learning which takes place within a higher educational environment is not the outcomes but the journey which is engaging, producing, and establishing contributions which may make a difference in the educational arena. The study was believed to have achieved this goal regardless of the result from the lack of agreements among the provision data collected in the study. The establishment of core provisions for international students was integrated into the study by focusing on academic, cultural, economic, logistic, and social provisions. The study is useful for future directors who are passionate about providing useful provisions in hosting international students. Conversation to ensure that international students receive and benefit from an American education may continue to be on the discussion table among educational leaders as a result of this study (Florence, 2014; Lawrence, 2009).

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Appendix A

Ethic Consideration Procedures

There are three basic concepts expressed in the Belmont Report (National Commission for the Protection of Human Subject of Biomedical and Behavioral Research, 1978) concerning the principles of protection for persons, documentation of beneficence, and justice during research study. These concepts may be used for this study in regarding to area of informed consent, risk/benefits of the study, and the selection of the participants.

This study has three parts of informed consent. The first part is to provide the necessary information about the research to the potential participating universities and their ISS directors. The information may include the study purpose, procedures, risks and benefits, and the option to withdraw from the study at any time (see Appendix B: Inform Consent Form). Appendix C contains the contact letter to the ISS directors. The second part is to establish the participants' ability to comprehend the information provided. The participants in this study are the ISS directors who have college degrees. The information provided to them may be written at the eighth-grade level in order to establish clear understanding or comprehension of the study. All of the participants are professional and proficient in the English language medium in order to comprehend the information provided.

The last part is to establish the informed consent as voluntary (see Appendix D: ISS Director Survey and Electronic Consent). The study may seek the universities' authorization to participate and ask to provide the ISS directors with the information document and link to the survey in Qualtrics (Appendix D: ISS Director Survey). To increase the likelihood of the 22 faith-based universities to allow their ISS directors to participate in this research, the ISS directors will remain anonymous.

The ethics of human study for this research involves fair procedures in the selection of the participants. The universities chose to participate in this study will be faith-based academic institutions and they are located in the State of Minnesota. This means non-faith-based universities are not qualified to participate in this research. At any time during this process, the faith-based university or their ISS director has the option to withdraw from this study.

Appendix B

Inform-Consent Form

Participation in Dissertation Research Survey

I, _____, hold the position as the _____ at

_____ University, agree to allow Ms. Kalia Lo to seek participation

from the person in charge of our International Students Office to participate in her dissertation

research on finding out what are the commonly used practices in hosting international students in

our campus. I acknowledged that there is no monetary compensation for participating in this

research survey.

By selecting "Agree" button indicates that I have read and fully comprehend the information

provided above and have decided to allow the staff to participate in this study. At any time

during this process, your university or ISS director has the option to withdraw from this study.

● Agree   ● Disagree   If Disagree is selected, then skip to Thank You.

Appendix C

Letter to ISS Director and Human Subject Consent Form

Dear ISS director:

I am a doctoral student at Bethel University in Saint Paul and am interested in helping faith-based universities to be effective on their efforts of hosting international students. As a part of my dissertation research, I want to find out what are the *Commonly Used Practices in Hosting International Students F*aith-based universities that have international students in their campuses. I am contacting you, for your university is among 23 faith-based universities that I identified to participate in the study. I am seeking your cooperation and participation in my research study.

The purpose of this study is to determine *the commonly used practices in hosting international students* by faith-based universities in Minnesota that have international students at their campuses. The focus is to determine the commonly used of academic, cultural, economic, logistic, and social provisions to host the international students while they are studying here in Minnesota.

The procedures for this study is to collect the responses from ISS director by completing a 21 questions survey on-line through a link to Bethel Qualtrics (Qualtrics, Provo, UT). The 21 questions survey contains seven possible answers. The name of your university, ISS director's name, or location will not be mentioned in the study. Special numbers and codes, will be assigned to the name of your university and that of the ISS Director. The statistical analysis and coding for the surveys will be destroyed upon completion of the study. The survey will take about 15 minutes to complete.

At any time during this process, you have the option to withdraw from this study anytime. If you agree to participate, please read the consent form on the link to Bethel Qualtrics (Qualtrics, Provo, UT).

Thank you for your time and consideration for this study.

Sincerely,

Kalia Sayaovong Lo, EDD students
Bethel University
kal24369@bethel.edu

Human Subject Consent Form

Title: Commonly Used Practices in Hosting International Students

Principal
Investigator: Kalia Sayaovong Lo

The purpose of this consent form is to inform you, the participant, of your rights to your involvement in this study. You are asked to participate in this study because you are currently assisting international students to be successful in their study at your university.

As you participate in this study, you will not experience any injury to your health or well-being because the study deals only with a questionnaire survey through a link to Bethel Qualtrics. It will take about 15 minutes of your time to finish the survey questions. If you agree to participate please fill in your name and other information below.

1   I, being of sound mind and _____ years of age do hereby consent to participate in Kalia Lo's dissertation research which involves filling out a questionnaire survey.

2   I have read the inform consent document, and I have been fully advised of the nature of the procedures and the possible risks and complications involved, all of which risks and complications I hereby assume voluntarily.

3   I hereby acknowledge that no representations, warranties, guarantees, or assurances of any kind pertaining to the procedures have been made to me by Bethel Universities of Saint Paul, Minnesota, the offices, administration, employees, or by anyone acting on behalf of any of them.

4   I understand that I will not receive any financial compensations for my participation.

5   I understand that I may withdrawal from this study at any time.

By selecting "Agree" button indicates that you have read and fully comprehend the information provided above and have decided to participate in this study.

●   Agree ●   Disagree   If Disagree is selected, then skip to Thank You

Appendix D

ISS Director Survey and Electronic Consent Form

Commonly Used Practices in Hosting International Students

CONSENT FORM: You have been selected to participate in this study on establishing the commonly used practices in hosting international students. My goal is to learn if there are commonly used practices within faith-based universities in the State of Minnesota. You have been selected because you are working with the international students at your institution on daily bases. The result of this study will be included in a dissertation as a partial fulfillment of the requirements for the degree of Doctor of Education in Higher Education Leadership from Bethel University in Saint Paul, Minnesota.

As a participant, you will be asked to take a survey pertaining to the commonly used practices in hosting international students (ISS Directory Survey) which will measure the number of commonly used practices offered by your department. This survey will take about 15 minutes of your time to complete through a website link to Bethel Qualtrics.

As a participant, you will not receive any direct benefits from participating in this research study. However, your responses will assist higher educational institutions to learn more about the commonly used practices in hosting international students. At the end of this study, a summary of the study's results will be emailed to your institution for your participation. There are no risks or discomforts in the participation of this study. Any information obtained during this study that can identify your institution or you will be kept safe and confidential. Any written reports or publications of this research will not contain identification or identifiable information of your institution or yourself.

As a participant, you are free to discontinue your participation in the study any time. This study has been reviewed and approved by Bethel's Levels of Review for Research with Human Subjects.

If you should have any questions pertaining to this study, your rights as a participant, and/or wish to report a study related injury, please call the dissertation advisor Dr. Craig Paulson at (651) 635-8025 Bethel University in Saint Paul.

ELECTRONIC CONSENT: By answering the questions, you are consenting to participate. You may print a copy of this consent form for your records. By selecting "Agree" button indicates that you have read and fully comprehend the information provided above and have decided to participate in this study. At any time during this process, you have the option to withdraw from this study.

● Agree   ● Disagree   If Disagree is selected, then skip to Thank You.

You have been selected to participate in this study on establishing the commonly used practices in hosting international students. My goal is to learn if there are commonly used practices within faith-based universities in the State of Minnesota. You have been selected because you are working with the international students at your institution on daily bases. The result of this study will be included in a dissertation as a partial fulfillment of the requirements for the degree of Doctor of Education in Higher Education Leadership from Bethel University in Saint Paul, Minnesota.

There are 21 questions in this survey. The statements describe specific supports for international students in five areas. As a ISS director, you work directly with international students and may provide these supports to your international students. Please respond to each question as related to your comprehension of academic, cultural, economic, logistic, and/or social supports to your international students.

Your name and/or any personal identification to the responses will only be reported as group data and not individual data. Please be honest and sincere in your responses to the questions. For each question, you may select one answer clicking on the small circle.

At any time during this process, you have the option to withdraw from this study without affecting your relationship with Bethel University. Thank you.

1. Offer time for international student to meet with the President, Provost, or Dean of the university.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7

● Other support (Text Box)

● Do Not Provide

2. Offer an American cultural training course for international student.

    Strongly Disagree   Strongly Agree

- Academic Support   1   2   3   4   5   6   7

- Cultural Support   1   2   3   4   5   6   7

- Economic Support   1   2   3   4   5   6   7

- Logistic Support   1   2   3   4   5   6   7

- Social Support   1   2   3   4   5   6   7

- Other support (Text Box)

- Do Not Provide

3. Offer campus hosting information for international student.

    Strongly Disagree   Strongly Agree

- Academic Support   1   2   3   4   5   6   7

- Cultural Support   1   2   3   4   5   6   7

- Economic Support   1   2   3   4   5   6   7

- Logistic Support   1   2   3   4   5   6   7

- Social Support   1   2   3   4   5   6   7

- Other support (Text Box)

- Do Not Provide

4. Offer to pick up international student from the airport.

	Strongly Disagree					Strongly Agree	
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

5. Offer orientation event for international student.

	Strongly Disagree					Strongly Agree	
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

6. Offer a community resource event for international student.

		Strongly Disagree					Strongly Agree	
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7

● Other support (Text Box)

● Do Not Provide

7. Offer visa check time for international student.

		Strongly Disagree					Strongly Agree	
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7

● Other support (Text Box)

● Do Not Provide

8. Offer a host family to meet with international student.

                         Strongly Disagree   Strongly Agree

- ○ Academic Support   1   2   3   4   5   6   7
- ○ Cultural Support   1   2   3   4   5   6   7
- ○ Economic Support   1   2   3   4   5   6   7
- ○ Logistic Support   1   2   3   4   5   6   7
- ○ Social Support   1   2   3   4   5   6   7
- ○ Other support (Text Box)
- ○ Do Not Provide

9. Offer a time for international student to meet with the deans of departments.

                         Strongly Disagree   Strongly Agree

- ○ Academic Support   1   2   3   4   5   6   7
- ○ Cultural Support   1   2   3   4   5   6   7
- ○ Economic Support   1   2   3   4   5   6   7
- ○ Logistic Support   1   2   3   4   5   6   7
- ○ Social Support   1   2   3   4   5   6   7
- ○ Other support (Text Box)
- ○ Do Not Provide

10. Offer an on-campus job fair for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

11. Offer a city-tour for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

12. Offer English language testing for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

13. Offer a campus buddy program for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

14. Offer English Language Learner courses for international student.

                              Strongly Disagree   Strongly Agree

● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

15. Offer math training courses for international student.

                              Strongly Disagree   Strongly Agree

● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

16. Offer a monthly meeting for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

17. Offer computer system training for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

18. Offer a web-page for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

19. Offer on campus tutoring for international student.

	Strongly Disagree						Strongly Agree
● Academic Support	1	2	3	4	5	6	7
● Cultural Support	1	2	3	4	5	6	7
● Economic Support	1	2	3	4	5	6	7
● Logistic Support	1	2	3	4	5	6	7
● Social Support	1	2	3	4	5	6	7
● Other support (Text Box)							
● Do Not Provide							

20. Offer community event for international student.

		Strongly Disagree					Strongly Agree	
● Academic Support		1	2	3	4	5	6	7
● Cultural Support		1	2	3	4	5	6	7
● Economic Support		1	2	3	4	5	6	7
● Logistic Support		1	2	3	4	5	6	7
● Social Support		1	2	3	4	5	6	7
● Other support (Text Box)								
● Do Not Provide								

21. Offer math testing for international student.

		Strongly Disagree					Strongly Agree	
● Academic Support		1	2	3	4	5	6	7
● Cultural Support		1	2	3	4	5	6	7
● Economic Support		1	2	3	4	5	6	7
● Logistic Support		1	2	3	4	5	6	7
● Social Support		1	2	3	4	5	6	7
● Other support (Text Box)								
● Do Not Provide								

Demographic Question 1:   Write answer here (Text Box): _____
Current position in the office.

Demographic Question 2:   Write answer here (Text Box):_____
Number of international student in
traditional undergraduate programs.

Demographic Question 3:   Write answer here (Text Box): _____
Number of international student in
non-traditional undergraduate
programs.

Demographic Question 4:   Write answer here (Text Box): _____
Number of international student in
master programs.

Demographic Question 5:   Write answer here (Text Box): _____
Number of international student in
doctoral programs.

Appendix E

Reminder Letter to ISS Directors

Dear ISS director,

Recently, you have agreed to participate in a survey study on *Commonly Used Practices in Hosting International Students*.

The survey was sent to your email a week ago. If you have not taken the survey, please take 15 minutes of your time to complete the survey. Your participation is very important and your experiences in serving international students may benefit many faith-based universities in Minnesota.

At any time during this process, you have the option to withdraw from this study.

To complete the survey, click on link here: ISS Director Survey 2017.

Thank you for your participation.

Sincerely,

Kalia Lo, EDD Student
kal24369@bethel.edu