CULTURAL PARTNERSHIP PROGRAM

A CREATIVE PROJECT

SUBMITTED TO THE GRADATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

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MASTER OF ARTS

BY

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ABSTRACT

CREATIVE PROJECT: Cultural Partnership Program

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The purpose of this study was to help ease the transition international students faced when coming to the United States for academic study by creating a year-long partnership between one international student and one domestic student. This partnership program allowed for international students to have a point of contact with a domestic student should they require assistance with adjusting to life in the United States. Each component of the program was designed to assist in the attainment of the goals of the program, which incorporated training, socialization, personal relationships, and evaluation. The International Student Services Office, Housing and Residence Life, and an English as a Second Language program collaborated in order to ensure the program reached its goals and maximized the benefits for both international and domestic students. The goal of this project was to increase international student satisfaction with their experience while studying in the United States and to maximize international students’ personal and academic success. At the end of this program, international students had a point of contact with a domestic student in cases of emergency, stress, or confusion, gained knowledge of campus resources from a domestic peer, had the opportunity to build friendships with other
international and domestic students, and were prepared to meet the numerous challenges international students faced in the United States.
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CHAPTER ONE

INTRODUCTION

In the 2007-2008 academic year, there were 623,805 international students in the United States alone. This represented a 7% increase from the previous year (Douglass & Edelstein, 2009). This upward trend continued to 2013 as the role international students played on college campuses across the United States became increasingly important. International students provided domestic students the opportunity to engage with a diverse array of cultures and perspectives, thereby enhancing the college experience of American students. However, the United States faced stiffer competition from other nations for the cultural diversity international students provided. Greater numbers of students studied abroad, and the United States vied with other nations to attract these internationally-mobile students to American institutions of higher education. Providing environments which were conducive for international student success became increasingly important for institutions of higher education in the United States (Kwon, 2009). In order for the United States to remain competitive in terms of attracting international students, institutions of higher education within the U.S. needed to re-strategize on “capitalizing on the global pool of mobile students” (Douglass & Edelstein, 2009, p. 38). International students also provided a positive impact upon the economies of institutions of higher education as well as the nation.

During the Great Recession (2008-2010), international students proved to be advantageous to the economic climate of the United States. Estimates suggested that in the 2007-2008 academic year, international students injected more than $15 billion into the United States through the full tuition they paid and the services they consumed while in the country. In
fact, during the same time period, international students generated $2.45 billion of revenue in the state of California. In a global economy, advanced countries recognized higher education as a valuable export (Douglass & Edelstein, 2009). The knowledge base that international students provided was also an asset for the well-being of a modern, advanced nation.

International students who stayed in the United States for at least two years following graduation peaked between 2001 and 2003 at 71%. However, the rate fell to 65% only two years later in 2005. In 2009, the Kaufman Foundation surveyed international students and found that the percentage of students who reported that they planned to stay in the United States permanently following graduation dropped even lower than the 65% rate in 2005. Reasons for this decline were legislative acts which made it more difficult for international students to secure work visas/citizenship and the waning U.S. economy during the Great Recession (2008-2010) (Wadhwa, Saxenian, Freeman, Gereffi, & Salkever, 2009). According to Douglass and Edelstein (2009), however, the United States needed to be focusing on maintaining international students. Domestic shortcomings, particularly in the STEM (science, technology, engineering, and math) fields, could be remedied by retaining international students within the United States.

The proportion of international students earning doctoral degrees in the STEM fields was growing faster than the proportion of domestic students pursuing these fields. Between 2003-2007, for every 100 domestic students earning doctoral degrees in the STEM fields in the United States, the number of international students doing the same rose from 60 to 81. In fact, by 2007, the number of international students receiving doctoral degrees in the United States in the STEM fields was just under 14,000, while the number of American citizens receiving their doctoral degrees in these fields was slightly over 16,000 (Douglass & Edelstein, 2009). As these fields
became increasingly important to the economic vitality of the United States, the undeniable economic and competitive benefits international students provided became increasingly visible.

**Statement of Purpose**

The purpose of this study was to help ease the transition international students faced when coming to the United States for academic study by creating a year-long partnership between one international student and one domestic student. This partnership program allowed for international students to have a point of contact with a domestic student should they require assistance with adjusting to life in the United States. The program also included weekly meetings between the international and domestic partners, social gatherings with all participants of the program, and an evaluation of the effectiveness of the program after each academic year. The goal of this project was to increase international student satisfaction with their experience while studying in the United States and to maximize international students’ personal and academic success.

**Significance of the Project**

The number of international students coming to the United States to study increased dramatically between 1993-2013. This trend was only projected to continue. With the increase in the number of international students on campuses across the United States, student affairs administrators, faculty, and staff were seeing new challenges and demands from an ever-emerging student body. Expert research showed that institutions of higher education in the United States needed to address the needs and concerns of international students in order to assure student satisfaction with their experience in the United States along with their personal and academic success. In order for the United States to maintain its image as an attractive
destination for internationally-mobile students, colleges and universities needed to meet the challenges and demands international students presented.

Limitations of the Project

This program was designed without regard to financial considerations of the respective institution. Some institutions had the option to implement this program on a voluntary basis, while others required the directors and domestic student mentors of the program to be compensated. If an institution chose to pay employees and students, the program may have proved to be costly. Furthermore, some institutions did not have international living learning communities and/or designated spaces for international student accommodations. In this case, the program was likely expanded to include all international students, regardless of where they may be living. Finally, depending on how large of an international student body and domestic student body an institution had, the number at which the program capped the number of students who are able to participate varied. For the first year of the program, directors had to assess how much interest was shown from both student populations and adjusted the program accordingly.

Definition

International student: any student who studied in a country or territory other than his/her country or territory of citizenship. Another, outdated term that was often used in place of international student was “foreign student.”

Organization of the Project

This project was organized in sequential order. Chapter one featured an introduction to the issues and challenges the United States faced in relation to international students. Topics discussed include: the increase in international student enrollment in the United States, increased competition from other countries for internationally-mobile students, economic considerations as
it relates to international students, and considerations for the future for international students in the United States. Chapter two contained a review of related literature. Chapter three presented the methodology. Chapter four contained the project design used to implement the partnership program along with the program’s guiding and essential documents used to effectively plan and implement the program, including a recommended timeline of events, a sample application for the program, question forms for student interviews, a rubric for student interviewees, guidelines for pairing international and domestic students, a student training guide for program directors, a sample student contract, a social event program guide for students, a social event program guide for program directors, a student check-in program guide for program directors, sample emails to both domestic and international students, an end-of-year survey for both domestic and international students, an end-of-year evaluation for international students, and an end-of-year evaluation for domestic students.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

International students offered students in the United States and around the globe the opportunity to explore new ways of life, confront different ways of thinking about how the world functioned, and experience new tastes, sounds, and relationships. However, numerous challenges confronted this group of students. International students had difficulty with the acculturation process, struggled with a new language, and strived to cope with living in a new environment. The literature provided clear data that illustrated the presence of international students in American higher education, the challenges faced by international students globally, and also innovative and creative approaches used worldwide to accommodate their needs and to provide them with a developmental and successful experience. International students in the United States became an increasingly-visible student population.

**International Students in the United States**

In the 2007-2008 academic year, there were 623,805 international students in the United States alone. This represented a 7% increase from the previous year (Douglass & Edelstein, 2009). This upward trend continued to 2013 as the role international students played on college campuses across the United States became increasingly important. International students provided domestic students the opportunity to engage with a diverse array of cultures and perspectives, thereby enhancing the college experience of American students. However, the United States faced stiffer competition from other nations for the cultural diversity international students provided. Greater numbers of students studied abroad, and the United States vied with other nations to attract these internationally-mobile students to American institutions of higher
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(2009), however, the United States needed to be focusing on maintaining international students. Retaining international students within the United States helped alleviate Domestic shortcomings, particularly in the STEM (science, technology, engineering, and math) fields.

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**Challenges for International Students**

International students faced numerous challenges in higher education that were unique to their status as a foreign individual. Two challenges, in particular, that international students had to overcome were acculturation and language proficiency. The process of acculturating into a new environment was the broadest and most common challenge international students had to confront.

**Acculturation**

The term *acculturation* had many definitions. Berry, Poortinga, Segall, and Dasen (2002) defined acculturation as a “process that individuals undergo in response to a changing cultural
context” (p. 349). However, one of the original definitions by Redfield, Linton, and Herskovits (1936) provided a more comprehensive definition: “Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (p. 149). Finally, according to Kim and Abreu (2001), “Definitions of acculturation have continued to grow progressively more integrative and comprehensive” (p. 396). In other words, the actual definition of acculturation underwent an evolutionary process throughout the past seventy years. Rather than simply focusing on what happened at the individual level, definitions began to include the impacts of cross-cultural interactions on one individual, groups of individuals, and cultures altogether. The important distinction between individual and group acculturation was integral in understanding the acculturative process of international students.

Berry, Poortinga, Segall, and Dasen (2002) and Graves (1967) referred to the individual phenomenon of acculturation as psychological acculturation. Researchers used psychological acculturation to reference the changes that an individual underwent as a result of experiencing contact with different cultures. Additionally, an individual experienced psychological acculturation when he/she participated in the acculturative process that his/her respective cultural or ethnic group underwent. It was important to distinguish between group-level acculturation and individual-level acculturation, known as psychological acculturation. First, the phenomena that occurred during the acculturative process differed from the individual level to the group level. Second, not all individuals who acculturated did so in the same fashion as their respective ethnic and/or cultural group. The process of acculturation was not always positive, either.
One of the negative impacts of the acculturative process for international students involved psychological stress. In fact, according to a study conducted by Dao, Lee, and Chang, (2007), “international students experience psychological disturbance at least as high as or higher than students of the majority culture” (para. 2). Acculturative stress was the term associated with the general stress that came with the acculturative process. International students who experienced acculturative stress also experienced feelings of uncertainty, anxiety, depression, and identity conflict (Berry, Poortinga, Segall, & Dasen, 2002; Ward, 2008).

A study conducted by Wang and Mallinckrodt (2006) found that there was a positive correlation between a student’s measured acculturation level and their level of anxiety, distress, and feelings of loneliness. Students with greater levels of anxiety and distress were less likely to explore the new culture, as compared to the students who had higher levels of acculturation. Furthermore, a study conducted by Nillson, Butler, Shouse, and Joshi (2008), found that international students who experienced acculturative stress also perceived racism or discrimination at a higher rate than those students who adjusted to life in the United States to a more advanced degree. The degree to which a student felt rejected by those they met, overlooked due to their cultural and/or ethnic background, and prejudged based on the cultural values, history, and norms associated with the student influenced the level of perceived prejudice. A comprehensive model of how the acculturative process affected individuals developed in the 1980s.

Berry, Kim, Minde, and Mok (1987) claimed that “mental health problems often do arise during acculturation; however, these problems are not inevitable, and seem to depend on a variety of group and individual characteristics which enter into the acculturation process” (p. 493). They identified five moderating factors that influenced an individual’s acculturative
experience. The factors identified were: (a) the nature of the larger society, (b) the type of acculturating group, (c) modes of acculturation, (d) demographic and social characteristics of individual, and (e) psychological characteristics of individual. Individuals experienced varying levels of acculturation, numbers of stressors, and levels of stress. Each of the moderating factors either increased or decreased an individual’s level of psychological stress. Language proficiency was also a variable which affected an international student’s ability to acculturate to a new culture.

**Language Proficiency**

International students’ proficiency in English ultimately affected their ability to succeed in the United States, both academically and personally. Students who came to the United States without a functional knowledge of English or without a mastery of the language were more likely to experience acculturative stress. Therefore, students’ lack of English proficiency negatively influenced their psychological well-being (Dao, Lee, & Chang, 2007; Wang & Mallinckrodt, 2006). Conversely, a study conducted by Dao, Lee, and Chang (2007) found that international students from Taiwan who had greater levels of perceived ability in speaking English, reported lower levels of depression related to acculturation. In fact, the results of the study showed that perceived English fluency was one of the factors that predicted depression in students. Furthermore, the study concluded that “perceived English fluency completely mediated the effects of acculturation level on depression” (para. 23). Several studies showed how language proficiency impacted international students academically.

McLachlan and Justice (2009) and Poyrazli and Grahame (2007) stated that the acculturative stress associated with an international student’s language deficiencies affected their ability to succeed academically. These deficiencies also impacted the student’s ability to
communicate with their peers and establish relationships with other students. In fact, studies conducted by Chang (2009), and Dooley (2009) showed that domestic students rejected international students with an accent or a foreign-sounding native language as conversation partners in academic settings. Native English speakers often blamed international students, or non-Native English speakers, for miscommunications in class.

Studies by Chang (2009) and Wei, Yu-Hsin Liao, Heppner, Chu-Lien Chao, & Ku (2012) found that international students who struggled with language proficiency often felt feelings of shame and embarrassment. Furthermore, a study by Dooley (2009) revealed that students who felt shame and embarrassment became nervous and anxious to speak in class for fear of further retribution from their native peers. Ultimately, these reclusive behaviors had a negative impact on international students’ academic success. Huang, Dotterweich, and Bowers (2012) claimed that “students’ cultures affect their learning of a language and cultural and linguistic differences hold the potential for intercultural miscommunication” (p. 38). International students utilized a variety of coping strategies in order to adjust to life in a new culture.

**Coping Strategies of International Students**

International students utilized a variety of coping strategies while studying abroad. These strategies applied to both a student’s academic and personal life. A study conducted by McClure (2007) showed that international graduate students utilized three primary forms of coping while studying in a foreign country. These forms of coping were: (a) self-determination, (b) collegial support, and (c) the development of strategies for academic success. International students used these strategies in order to adjust to the tensions that arose from their cultural and academic transition. There were a wide variety of characteristics found of students who utilized one or more of these strategies.
The most commonly-reported form of coping was self-determination. Eleven students who participated in the study identified that they adjusted their learning styles in order to become more independent. Individuals who used self-determination to cope relied upon their own determination to succeed. They also developed a substantial level of independence with regard to learning skills, their social life, and their career choices. (McClure, 2007). Collegial support was also found to be a major form of coping.

Individuals who relied upon their colleagues for support did so with regard to their emotional needs and their academic life. Students relied upon their peers for assistance with studying for examinations and emotional support when preparing for major events, such as English proficiency exams. International students found support from their peers when they experienced anxiety and stress related to coursework by participating in group study sessions, peer revision of coursework, and consulting professors as a group for assistance (McClure, 2007). The study also found purely academic strategies for coping.

International students utilized five primary forms of strategies when coping with a new academic setting. The most reported form of coping was committing extra hours to coursework. Other forms included memorizing language expressions in order to do well on coursework and examinations, following professors’ cues when taking examinations, devoting proportional amounts of time and energy into important coursework, and focusing on learning material which related to their future career path (McClure, 2007). Other studies revealed coping strategies which related to students’ well-being.

A qualitative study conducted by Tseng and Newton (2002) showed that international students utilized eight primary strategies for adjusting to a new culture. These strategies focused on obtaining well-being while studying abroad. Personal satisfaction and a meaningful study
abroad experience were the two main concerns for international students who sought to obtain well-being while abroad. The eight coping strategies that students used were: (a) know self and others, (b) make friends and build friendships, (c) expand individual worldview, (d) ask help and handle problems, (e) establish cultural and social contacts, (f) build relationships with advisors and instructors, (g) become proficient in the English language, and (h) use the tactic of “letting go.” Another study matched international students’ measured level of well-being with one of three coping strategies.

A study conducted by Russell, Rosenthal, and Thomson (2010) showed that international students adopted one of three coping strategies as they adapted to life in a new environment. The three strategies were: (a) positive, (b) unconnected, and (c) distressed. Students placed in the first category showed “a positive and connected way of adapting to university life…” (p. 243). These students experienced less acculturative and psychological stress and also perceived less discrimination and abuse as compared to students in the other two categories. Overall, students in the first category reported greater levels of perceived well-being.

Students in the second category showed an unconnected and stressed strategy for adaptation. They experienced greater levels of isolation and acculturative stress. Furthermore, these students reported greater levels of perceived abuse and subsequent stress from feelings of exclusion. The results of the study also showed greater levels of depression, anxiety, overall stress, and lower levels of overall satisfaction for students in this group (Russell, Rosenthal, & Thomson, 2010).

The third category of students displayed a distressed and risk-taking style of adaptation and coping. The unique aspect of this group of students was that they displayed “high involvement in risk-taking behaviours- involvement in drugs, alcohol, gambling, smoking, self-
harm and unsafe sexual practices” (p. 244). Psychologically, the third group of students was the most distressed. Students reported greater levels of depression, anxiety, and overall stress (Russell, Rosenthal, & Thomson, 2010). Institutions of higher education undertook the challenge of meeting the demands of international students in innovative ways.

**International Student Support Programs**

Colleges and universities created new programs in order to foster cross-cultural understanding on college campuses, along with new teaching pedagogies which provided greater sensitivity to the academic heritage of many international students from around the world. Gresham and Clayton (2011) studied the Community Connections program at the University of Newcastle in Newcastle, New South Wales, Australia. The university established the program in order to “facilitate the development of cross-cultural friendships between international students and members of the host community” (p. 365). The study showed that 23% of international students ended the program with greater levels of confidence. Furthermore, 54% of international students reported a change in attitudes towards Australians.

International students were able to learn about a wide variety of topics as a result of participating in the Community Connections program. Students reported learning about the way of life in Australia and its culture, including “gaining a better understanding of cultural differences, and developing friendships, especially with students they would not ordinarily have contact with” (Gresham & Clayton, 2011, p. 370). International students reported that the primary benefits of participating in the program were gaining an understanding of the Australian culture, forming friendships with Australian students, getting help with their English proficiency, increasing their overall well-being, and receiving practical help from both students and locals. The program also produced beneficial results for domestic students (Gresham & Clayton, 2011).
The positive aspects of the Cultural Connections program for domestic students were numerous:

Outcomes and benefits for respondents included the perception that their personal awareness and knowledge of other cultures had increased as a result of participating in the programme; their capacity to communicate cross culturally had improved; and they had gained significant understanding of what it was like to be an international student. (Gresham & Clayton, 2011, p. 369)

In fact, 93% of domestic students who participated in the program reported that they grew in their personal learning and felt that the experience was positive. A program from an institution in New Zealand also sought to improve the well-being and satisfaction of international students.

Massey University in New Zealand developed the Massey Kiwi Friend Programme as a way to accommodate to the increasing needs of a population of international students which grew rapidly. Domestic students (Kiwis) who were in the College of Business had the option of taking a course on cross-cultural management. Part of the design of the course required Kiwi students to plan, develop, and hold a series of six workshops for international students. These workshops took place during the first semester of study for international students. However, participation by international students was not mandatory (Ramsey, Ramsey, & Mason, 2007).

The themes of each workshop varied. Topics which the Kiwi students covered dealt with Kiwi names, how to pronounce certain names, and common greetings. Other areas of focus were on how to cope with cultural differences, how to succeed in classes in New Zealand, how to effectively communicate with Kiwis, how to communicate with peers, and some activities Kiwi families enjoy (Ramsey, Ramsey, & Mason, 2007). Student assessment was also a major consideration with the Kiwi Friend Programme.
Kiwi students who participate in the course and in the program were required to maintain a portfolio which contained a series of reflections regarding the program. Additionally, Kiwi students were graded based on their performance on an examination and essay which focused on the actual course, not the Kiwi Friend Programme. Practitioners at the university assessed and evaluated the program based on the results of international student surveys and on the number of international students who participated from year to year. International students reported nearly unanimously positive reactions to the program. They noted that the program gave them confidence in a wide variety of aspects in their lives, helped them adapt to a new academic environment, and helped reduce feelings of loneliness (Ramsey, Ramsey, & Mason, 2007).

Summary

International students played a crucial role, not only in the United States, but also worldwide. Their ability to create cross-cultural partnerships and relationships provided colleges and universities across the globe with increased levels of diversity and economic activity. Institutions of higher education saw the number of internationally-mobile students dramatically increased from 1993-2013 and predicted that the number would continue to rise. The unique challenges international students confronted included enduring the acculturation process and adapting to a new language. Within each of these challenges there existed numerous sub-challenges which made the life of an international student both interesting and sometimes difficult. International students learned to cope with all the obstacles in their way by utilizing a variety of strategies. Some students relied upon their peers for academic and emotional support while others relied upon themselves as a primary form of motivation. Studies also showed that international students engaged with various forms of coping strategies based on their perceived level of well-being. Ultimately, institutions of higher education around the globe began to create
new and innovative programs and ideas to better serve their international student constituencies. From domestic partnership programs to programs run by students as part of the curriculum, colleges and universities focused their attention on ensuring international student success in a variety of ways. Chapter three contained the methodology for this project.
CHAPTER THREE

METHODOLOGY

The third chapter outlined the methodology used in a creative project that focused on partnering international students who lived in the residence halls with domestic students in order to ease the sometimes difficult transition international students faced when coming to the United States to live and study. Included in this chapter: a statement of purpose and the methodology of the project.

Statement of Purpose

The purpose of this project was to help ease the transition international students faced when coming to the United States for academic study by creating a year-long partnership between one international student and one domestic student. This partnership program allowed for international students to have a point of contact with a domestic student if they required assistance with adjusting to life in the United States. The program also included weekly meetings between the international and domestic partners, social gatherings with all participants of the program, and an evaluation of the effectiveness of the program after each semester. The goal of this project was to increase international student satisfaction with their experience while studying in the United States and to maximize international students’ personal and academic success.

Methodology

Upon starting the research for this project, the researcher revisited past work conducted for previous projects from other classes on the experiences of international students studying in the United States. The courses from which he drew from were Issues in Higher Education and
the American College Student. These courses were part of the Student Affairs Administration in Higher Education masters program at Ball State University. The projects focused on international student challenges, forms of support for international students, and how international students experienced college. He recycled several of these sources that were of great use in the past and ones which he knew held relevance in his research goals for this project. These studies focused on challenges international students faced in the United States, mental health concerns of international students, self-reports of well-being, and how well institutions of higher education in the United States supported international students. He began this project with a review of related literature.

The project began with a comprehensive review of the literature. The researcher used the literature review in order to inform the planning of this project in the most complete manner possible. The main themes and/or focuses of the literature review were contemporary challenges faced by international students in the United States and worldwide, strategies international students utilized to adjust to life in a foreign culture, and real-world examples of programs from numerous countries that addressed international student needs in a proactive and effective manner and produced positive results for both international students and the institutions they attended. He felt that these three areas of focus provided the best information in order to meet the goals of the proposed program and therefore tailored his search to match his needs.

In order to conduct this research, the researcher utilized Academic Search Premier from the Ball State University library website, under “databases,” and used the advanced search options. He assured that the results of the searches were peer reviewed and available in full text form by clicking each of the boxes next to these options. This allowed him to be sure of the quality of the research he used and also to use the resource in as complete a manner as possible.
He found that if he did not specifically ensure that the results were in full text form, some of the returns only provided the abstract and not the entire study or publication.

In the search boxes, the researcher used a variety of phrases and words in order to provide a focus on his research- a focus on the three areas of the literature review. He did not utilize date parameters during the search. Some of the founding documents related to this topic were old but still held great relevance to the time of this study. Examples of his searches included: foreign students, benefits, United States, acculturation, challenges, attitudes, programs, acculturative stress, English as a second language, language, stress, satisfaction, international students, higher education, coping strategies, etc. He conducted a wide search, and therefore did not narrow the search results down by author, phrase, title, etc. This allowed for the widest yield of results possible. He found that if he narrowed the search specifications down too much, the search engine sometimes filtered out results that were still useful but maybe did not meet the exact search parameters.

The results of these searches led the researcher to a variety of avenues to inform this program. He read through reports produced by independent agencies on the profile of international students in the U.S., studies conducted by individuals and groups of researchers from all over the world and from numerous institutions of higher education on the unique characteristics of international students on each institution’s respective campus, opinion pieces on why international students were assets to institutions of higher education and the United States, and feature articles on particular programs that were created solely for international student success. He paid particularly close attention to the pieces which highlighted programs similar to the program he proposed. The information provided by the articles regarding these programs allowed him to compare and customize the planning phase for this project with others
like it. Collectively, these resources provided him with a solid foundation on which to build a well-informed program. He was also able to gather valuable information from a couple of non-electronic sources.

The researcher consulted a guidebook on multicultural counseling along with textbooks from courses within the Student Affairs Administration in Higher Education masters program at Ball State University. These textbooks focused on best practices for student affairs professionals to serve a wide variety of student constituencies, which included international students. They also provided a general overview of what role international students traditionally played on college campuses in the United States, what role they currently played, and insights into what the future of international students held.
CHAPTER FOUR
CREATING A CULTURAL PARTNERSHIP PROGRAM

Design of the Project

This project was designed to be operated in a collaborative manner, which included a Housing and Residence Life Office, an International Student Services Office, and an English as a Second Language (ESL) program. Each of these campus departments and offices had one designated individual to act as a program director. These individuals assisted in the oversight of the program, along with the individuals from each of the respective departments and offices. The program was designed for any institution with an international student body which lived on campus.

The program was advertised to international students through the International Student Services Office (ISSO) and the admissions office. The international admissions office provided information about the program during their normal recruitment overseas and provided the ISSO with the names of all admitted international students. The program director from the ISSO contacted the program director from Housing and Residence Life to find out which international students lived in the residence halls. The program director from the ISSO contacted all admitted international students who lived in the residence halls the semester before they arrived on campus to promote the program one more time. The program director asked them if they wished to participate in the program and gave them the option to sign up for the program before they arrived at the institution. They reiterated what benefits the program offered to international students and how it made the transition into life in the United States easier and more successful. The program directors then notified international students of who their domestic student partner...
was prior to their arrival on campus. There was a cap of twenty international students for the first year of the program in order to account for the possibility of a lack of interest from the domestic student body. The program was conducted on the campus of the respective institution.

This program consisted of several components. The program began with a training session for domestic students led by the program directors. Prior to international student arrival, domestic students were trained on how to introduce themselves to their international partner, how to be respectful of cultural differences, parameters for appropriate meeting places, which topics to discuss with their international partner, and what their role as a domestic partner was for the international student.

The second portion of this program took the form of a social event which included all students involved, both international and domestic. The ideal location for the event was within one of the residence halls. The social event allowed for both groups of students to interact with one another for the first time. There, the international student and domestic students were able to meet, introduce themselves, meet other student pairs who participated in the program, set a time and day of the week that worked for the two of them for their weekly meetings, and get contracts for the program.

The third portion of the program required international students and domestic students to meet at a convenient time, day, and location on a weekly basis. During these weekly meetings, the domestic student served as a resource for the international student in a number of capacities. Domestic students had the option to discuss academic transitions and adjustments, where to find essential resources on campus, how to approach domestic students, where to go for fun, etc. International students had the ability to contact their domestic partner outside of the weekly
meeting in cases of emergency, stress, or confusion. The literature supported one-on-one interactions between domestic and international students.

A study conducted by Tseng and Newton (2002) showed that international students utilized a variety of strategies in order to obtain overall well-being while studying abroad. One of the strategies identified was by making friends and building friendships. Complementary, a study conducted by Gresham and Clayton (2011) found that a program in Australia called the Community Connections program at the University of Newcastle yielded nearly unanimously positive results for both domestic and international students. The program sought to create positive friendships between international students and host community. International students reported that the program helped with their English proficiency, making with friends with local students, and gaining confidence in their abilities as an international student. A similar program, the Massey Kiwi Friend Programme at Massey University in New Zealand produced similar results. Domestic students in a cross cultural management course planned and held a series of workshops for international students. These workshops exposed international students to a wide variety of topics regarding Australian culture, norms, and society. International students reported that the program assisted them with adapting to a new environment. They also reported having greater confidence in their academic work and less feelings of loneliness (Ramsey, Ramsey, & Mason, 2007).

The fourth portion of the program allowed for all domestic student partners to meet with one another, along with the program directors, to discuss some of the most common challenges, concerns, and questions. The point of this portion of the program was to allow for domestic students to use one another as resources to better the program. Program directors prompted students to provide helpful tips, advice, and stories from their own experiences to help other
students better serve their international student partner. Also, the program directors were there in case students did not know how to handle a particular situation. The directors were better prepared to discuss various campus and community resources which assisted the student with their respective issue.

The final portion of the program consisted of an evaluation of the effectiveness of the program and the relationships built. The directors of the program administered two surveys. The first survey provided quantitative data, while the second provided qualitative. The collected data provided a basis for comparing the results of the program from one year to the next. The results of the surveys also provided feedback which informed best practices for the program into the future. The literature supported the process of evaluating intercultural programs.

Administrators at Massey University in New Zealand evaluated the Kiwi Friend Programme at the end of each year. Program directors assessed the value of the program by administering surveys to international students who participated in the program. Evaluations were also conducted based on the number of international students who participated from year to year. Based on the results, the directors of the program decided to continue the program. International students reported nearly all positive results, including a reduction in their feelings of loneliness, greater confidence in their academic lives, and increased English proficiency. Furthermore, the number of students who participated in the program from the first year to the second was significantly greater (Ramsey, Ramsey, & Mason, 2007).

**Summary**

This year long program served to increase international student satisfaction and to maximize personal and academic success while in the United States. Each component of the program was designed to assist in the attainment of the goals of the program, which incorporated
training, socialization, personal relationships, and evaluation. Numerous offices and departments collaborated in order to ensure the program reached its goals and maximized the benefits for both international and domestic students. At the end of this program, international students had a point of contact with a domestic student in cases of emergency, stress, or confusion, gained knowledge of campus resources from a domestic peer, had the opportunity to build friendships with other international and domestic students, and were prepared to meet the numerous challenges international students faced in the United States.
Recommended Timeline of Events

Mid-March of Previous Year:

- Directors from the Housing and Residence Life Office, the International Student Services Office, and the English as a Second Language (ESL) program contact all registered undergraduate domestic students using a communications center email

Mid-April of Previous Year:

- Set mid-April as the RSVP date for domestic students who are interested in participating in the program in the middle of April

Late April of Previous Year:

- Program directors conduct interviews with domestic student candidates

Early May of Previous Year:

- Program directors choose domestic student partners and contact them by the end of the academic year
  - Aim to “hire” between 20-25 domestic student partners for the first year (better to have more domestic student partners than international students than the other way around)
  - Program directors will let chosen domestic students know about their “placement” by late July
- International Student Services contacts admitted international students about the program by the end of the academic year
  - Set RSVP date for international students to respond for mid-July
Mid-July:

- RSVP date in mid-July for interested international students
- Program directors meet to review international students who are interested in participating in the program and assess the logistics of pairing international students with domestic students

Late-July:

- Program directors pair an international student with approved domestic student(s)
- Program directors secure a time, date, and location for the social at the beginning of the school year
- Program directors contact domestic student with the name and contact information of the international student partner and the details of the training session the week before classes begin
- Program directors contact international student with the name and contact information of the domestic student partner(s) and with the details of the beginning of the year social

Mid-August:

- Training session for domestic student partners
  - Ought to take place the week before classes begin
- Beginning of the year social; preferably the weekend before classes begin
Early/Mid-December:

- Program directors meet with each international and domestic student pair to evaluate the partnership and to decide if adjustments need to be made

Late April/Early May:

- Program directors meet with each international and domestic student pair to evaluate the effectiveness of the program
  
  • Administer end-of-year survey
Sample Domestic Student Application

(NAME OF INSTITUTION)’s Cultural Partnership Program Application

Please return to the International Student Services Office no later than April 15th

Name (Last): ___________________   Name (First): _______________   M.I.: ____

Student ID: _________   Major(s): _________________________________________________

Minor(s): _____________________________________________________   GPA: _________

Co-Curricular Involvement:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Employment:

On-Campus: ___________________________   Hour per Week: _________

Off-Campus: ___________________________   Hours per Week: _________

Please attach responses to the following questions (200-400 word responses):

1. In what ways have you actively sought out contact with others who may be different
   than you in the past?

2. What about this program interested you the most?

3. How do you think you will positively contribute to this program?
Domestic Student Interview Questions

Name of Interviewer: ________________________   Date: ____________________

Name of Interviewee: ________________________   Time: ____________________

1. Can you tell us a little bit about how you became interested in diversity, specifically with international students?

2. What have your experiences been with diversity and/or international students?

3. What do you think your strengths would be relating to this program?

4. What areas might you have to improve upon with regards to this program?

5. How do you envision an international/domestic student partnership?

6. What challenges do you foresee coming up throughout this program? How would you work to overcome them?

7. How comfortable are you in emergency situations?

8. What is your conflict resolution style?

9. Any questions for us?
Rubric for Domestic Student Interview Evaluations

Name of Student: ______________________________

A. Student exhibited an open mind to challenges and different ways of thinking.
   1. ___  2. ___  3. ___  4. ___  5. ___

B. Student demonstrated multicultural competency and understanding.
   1. ___  2. ___  3. ___  4. ___  5. ___

C. Student is capable of handling emergency situations.
   1. ___  2. ___  3. ___  4. ___  5. ___

D. Student understood the value of an international/domestic student partnership.
   1. ___  2. ___  3. ___  4. ___  5. ___

E. Student will be a positive asset to this program.
   1. ___  2. ___  3. ___  4. ___  5. ___

Total Score: ______________________________

Comments: ________________________________
Guidelines for Pairing Students

1. Number of International Students: _______
   - 2. Number of Male International Students: ______
   - 3. Number of Female International Students: ______

4. Number of Domestic Students: ______
   - 5. Number of Male Domestic Students: ______
   - 6. Number of Female Domestic Students: ______

- What is the difference between #1 and #4? ______
- What is the difference between #2 and #5? ______
- What is the difference between #3 and #6? ______

- Attempt to match international males with domestic males, and international females with domestic females
- If there is a large gender discrepancy, use your best judgment as to who would be able to work with someone who is of another gender to the best of their abilities
- If the number of domestic students is larger than the number of international students, assign international students to however many groups of two domestic student pairs as needed
- If a domestic student shows particular interest in/knowledge of a certain part of the world, attempt to assign that student to an international student from the corresponding part of the world
- If other factors align properly, it would be ideal to match students based on major of study as well
Domestic Student Training Session

Program Directors Schedule and Guide

1. Welcome (10-15 minutes)
   - Thank them for attending, introduce each one of the program directors, go through the schedule of events

2. Ice Breaker (10-15 minutes)
   - Have them line up in two lines facing one another until each person is paired up with someone
   - Allow them to introduce themselves to one another
   - Read a series of questions regarding the program and give them 20 seconds to answer each one
     - Concerns about the program, what they are most excited about, what they think will be the biggest challenge of the program, where their international student partner is from, etc.
   - After each question, have one of the lines move down a person
   - Allow each new “pair” to introduce themselves to one another
   - Read the following question, until each person has had a chance to talk with every person in the other line

3. Mission of the Program (5-10 minutes)
   - Discuss the mission of the program and how, as domestic students, they will be able to advance and uphold this mission
The mission of the program is as follows: The mission of the Cultural Partnership Program is to increase international student satisfaction with their experience while studying in the United States, to maximize international students’ personal and academic success, and to increase cultural awareness and acceptance for all parties involved.

4. Expectations as a Domestic Student (20-25 minutes)

- Discuss each of the expectations set for domestic students
- The list of expectations are as follows:
  - Maintain an open mind to the various concerns, beliefs, challenges, and ideas your international student partner may present
  - Establish and maintain a friendly, yet semi-professional relationship with your international student partner
  - Devote a minimum of one hour per week to meeting with your international student partner
  - Immediately contact one of the program directors should your international student partner express suicidal ideations or any other life-threatening emergency throughout the duration of your partnership
  - Actively seek to get to know your international student partner in a genuine and meaningful manner
  - Expose your international student partner to the rich resources on campus, including academic support services, health services, recreational services, mental health services, dining services, student organizations and activities, etc.
 Completely refrain from any form of sexual contact with your international student partner

Completely refrain from any romantic relationships with your international student partner

Completely refrain from engaging in any illegal activity with your international student partner

5. Meeting with Your International Student (15-20 minutes)

- Discuss appropriate locations for meeting with international student partners
  - Appropriate: Public spaces, personal residence (no alcohol), restaurants (no alcohol), sports venues (use your best judgment)
  - Inappropriate: Bars, parties where alcohol is present, any location where known illegal activity is occurring (use your best judgment)

- Discuss a convenient time for both of you to meet
  - Be sure you are able to commit at least one hour per week to your international student partner

- Discuss what your international student partner wants to get out of the partnership
  - What kinds of places on campus or the surrounding community are they interested in learning more about?
  - Which resources are important for their academic and personal success?
  - How can this partnership best advance the mission of this program?

- Discuss the best ways to contact one another and the limitations of communication
  - How do they prefer to be contacted? During which times of the day?
o How do you prefer to be contacted? During which times of the day?

o Discuss how to contact one another in cases of emergency

6. Student Contracts (5 minutes)

- Pass out the contracts to students (have them wait to sign them until they have discussed the contract with their international student partner)

- Discuss how the contract is meant to be a binding document that domestic students sign as a way to commit to the guidelines set forth through the training session and to maintain and healthy and professional relationship with their international student partner

- Discuss how they need to go through the contract with their international student partner so both parties are aware of the expectations of the domestic student and the guidelines for an appropriate relationship

- Give them instructions to make a copy for themselves and for their partner

- Discuss the deadline for turning in contracts (no more than one week following the first meeting with their international student partner)

7. Questions (5-10 minutes)

- Open up the room to any questions students may have with regards to the mission of the program, the expectations set on the domestic student, meeting with their international student partner, or any other logistical questions and concerns

- Dismiss students and stay after in case a student has a question or concern they s/he is uncomfortable discussing in front of others
Sample Student Contract

This contract verifies that all parties involved in the Cultural Partnership Program are aware of the mission of the program, understand the appropriate guidelines for a healthy relationship, understand the expectations set upon the domestic student partner, have established means and limitations of communication, and are committed to increasing cultural awareness and acceptance.

Mission: The mission of the Cultural Partnership Program is to increase international student satisfaction with their experience while studying in the United States, to maximize international students’ personal and academic success, and to increase cultural awareness and acceptance for all parties involved.

Guidelines for Partner Meetings:

Appropriate Meeting Places: Public spaces, personal residence (no alcohol), restaurants (no alcohol), sports venues (use your best judgment)

Inappropriate Meeting Places: Bars, parties where alcohol is present, any location where known illegal activity is occurring (use your best judgment)

Expectations for Domestic Students:

- Maintain an open mind to the various concerns, beliefs, challenges, and ideas your international student partner may present
- Establish and maintain a friendly, yet semi-professional relationship with your international student partner
- Devote a minimum of one hour per week to meeting with your international student partner
- Contact the program directors immediately should your international student partner express suicidal ideations throughout the duration of your partnership
- Actively seek to get to know your international student partner in a genuine and meaningful manner
Exposé your international student partner to the rich resources on campus, including academic support services, health services, recreational services, mental health services, dining services, student organizations and activities, etc.

- Completely refrain from any form of sexual contact with your international student partner
- Completely refrain from any romantic relationships with your international student partner
- Completely refrain from engaging in any illegal activity with your international student partner

Communication:

- Both parties have agreed upon a convenient time and day to meet
- Both parties have agreed upon means of communication, including appropriate times to be contacted and what to do in cases of emergency, and have agreed to discuss the terms of the relationship following the end of this program

By signing this contract, both parties verify that they have discussed this contract in its entirety and agree to and understand all components therein.

International Student Signature: ___________________________ Date: _________

Domestic Student Signature: _______________________________ Date: _________
Beginning of the Year Social Program

Welcome

Ice Breaker

Mission of the Program

Food and Games

Contracts

Questions
Beginning of the Year Social

Program Director Schedule and Guide

1. Introduction (5 minutes)
   - Welcome everyone to the social event, express excitement for the upcoming year
   - Program directors introduce themselves
   - Outline the evening

2. Ice breaker (35-45 minutes)
   - Have each student pair meet one another
   - Prompt them to discuss where they are from and one interesting fact about where they are from and about themselves
   - Have each student pair introduce themselves to the whole group (have the domestic student introduce their international student partner, and vice versa, then discuss where they are from and their interesting facts)

3. Discuss the mission of the program (5-10 minutes)
   - Read through the mission statement and goals of the program
   - Explain a bit about how the program came to be and reiterate how excited the program directors are for the success of the program

4. Food and Games (1.5-2 hours)
   - Provide traditionally American cuisine (hamburgers, hotdogs, French fries, etc.)
   - Have games set up that promote conversation and the questioning of others
5. Contracts (10-15 minutes)

- Go through the contract with the whole group (although domestic students will already be familiar with the contract)
- Explain to international students that their American partner will go through it with them more thoroughly and that both students will sign and return to the program directors
- Reiterate the importance of going through the contract together and that both students have set clear expectations and limitations
- Have each student pair pick up two contracts

6. Questions

- Invite anyone to ask the program directors any remaining questions they may have
Domestic Student Check-In Meeting

Program Directors Schedule and Guide

1. Welcome (5 minutes)
   - Welcome everyone to the meeting, discuss the layout of the meeting, and what will be discussed

2. Ice breaker (20 minutes)
   - “Thorns and Roses”
   - Allow each domestic student to discuss the most challenging aspect to their partnership thus far but also the most rewarding or best part of the partnership up to this point

3. Common Themes (30 minutes)
   - Program directors can take notes during the ice breaker of some of the common challenges, concerns, and rewards of the program that students mentioned
   - Discuss with the group what was noticed by the program directors and how some of the common challenges individuals are facing can be overcome in the most positive and constructive manner possible
   - Be prepared with information on a variety of campus and community resources to support students’ concerns and challenges (counseling center, academic support services, recreation services, etc.)
   - Open up the room to discussion with the students so they can provide one another helpful “tips,” campus resources, or personal advice from experiences they may have had with their student
• Facilitate the discussion to include all of the most commonly-voiced concerns and challenges being faced by students

4. Closing (5 minutes)

• Thank students for attending and welcome them to stay after to talk with the program directors about any questions, challenges, or concerns they may have or be facing that they may have not wanted to discuss in front of other students
Sample Email to Domestic Student Body

Want a chance to learn more about the rich diversity (name of institution) has to offer? Are you looking for opportunities to develop your leadership skills? Do you seek opportunities to overcome challenges and learn more about your own potential?

If you responded yes to any of these questions, then you may be the perfect candidate to become a domestic student partner in (name of institution)’s pilot Cultural Partnership Program.

International students at (name of institution) provide our campus community with rich opportunities to learn more about what this world has to offer and forces us to challenge our beliefs. (Name of institution) believes that these students are a valuable asset to our university and is seeking ways to improve their experiences while here, both academically and personally.

The university is seeking domestic students who are interested in participating in a year-long program in which they will be matched with an international student partner. Students will have the opportunity to meet with their international partner on a weekly basis to introduce them to campus resources, attractions, and community hang outs. Students will also have the opportunity to exchange cultural traditions, ideas, and values throughout the program.

This is a tremendous opportunity to refine your cultural competency, make new friends, and explore your potential as a student leader. If you are interested in participating, please fill out the attached application and return by responding to this email NO LATER THAN APRIL 15TH. Following the review of applications, the program directors will contact you to inform you of your status as a candidate. Should you be chosen for an interview, we will set up a time to conduct the interview sometime in late April or early May.

If you have any questions regarding this program, please contact (name of a designated program director) at (email/phone number).

Best regards,
Sample Email to International Student Body

Hello and congratulations on your acceptance to (name of institution)!

My name is (name of ISSO program director) and I am the (title) here at (name of institution).

This year, (name of institution) is beginning a new program called the Cultural Partnership Program. International students will have the opportunity to be paired with an American student before arriving in the United States. The American student partner will serve as a contact for any questions you may have, guide you through the transition into life in the United States, help you explore the resources (name of institution) provides its students, among many other helpful ways. This is certainly not an obligation, but we believe this program will provide you with many benefits.

You will meet with your American partner at least one hour a week. You and your partner will be able to decide when and where to meet, what to talk about, where to go, etc. There is a lot of freedom with this program, so please arrive eager to learn more about our institution, your American partner, and the U.S.!

If you decide to participate, we will provide you with the name, contact information, and picture of your American student partner before you arrive in the U.S. (late July). Please respond to this email if you would like to participate NO LATER THAN JULY 15TH. In the email, please provide your full name, where you are from, your contact information (Facebook, email, or phone number), and a picture if you would like. If you have any questions regarding this program, please respond to this email with any questions or concerns you may have.

We hope to hear from you soon!

Best regards,
Sample Email to Domestic Students for Interviews

Hello (name of student),

It is with great pleasure that we inform you that you have been chosen as a candidate for one of the domestic student partners in the Cultural Partnership Program. Given the time sensitive nature of this program, we would like to have all interviews done by the week before finals week. We will be conducting interviews (date, time, and location of interviews the program directors have set). Please respond to this email with three times that work for you. We will do our very best to accommodate a time that works best for you.

After your interview, we will let you know if you have been chosen as a participant for this program during finals week. We will also send you more detailed information about how this program will work and times and dates of training before the beginning of the next academic school year.

Again, should you have any questions, please contact (name of designated program director) at (email/phone number).

Best regards,
Sample Email to Accepted Domestic Student Partners

Congratulations!

You have been chosen to participate in the Cultural Partnership Program! We are very excited to have you as part of this program.

In order for this program to work, we will need to train all domestic students on the mission of the program, expectations for domestic student partners, appropriate behaviors, logistics in cases of emergency, and evaluations of the program. This training session will take place the week before classes begin. If you are not living on campus, please arrange to move into your respective housing prior to the week before classes.

We will notify you once all international students have been contacted and matches have been made. We are hoping to have this portion of the program done by late July. When we contact you, we will provide the name and contact information of your international student partner, along with the details of the training session before the first week of classes.

Again, thank you for your willingness to participate in this program, and if you have any questions for us, please do not hesitate to contact (name of designated program director(s)) at any time.

Best regards,
Sample Email with International Student Information

Hello (name of student),

The time has finally arrived! The program directors of the Cultural Partnership Program have matched each domestic student partner with their international partner. Your international student partner is:

1. Name of international student partner
2. Where they are from
3. Contact information
4. Picture (if provided)

We are very excited to have matches made, so please feel free to contact your international student prior to their arrival, if possible. We have also contacted your partner with your name, contact information, and picture.

As for the training session, the date, time, and location will be: (provide the date, time, and location of training session). If you are living on campus next year, we have already arranged with the Housing Department to allow you to move in early. If you will not be living on campus, please make sure you are moved in to your respective housing before this date.

Again, if you have any questions or concerns, please feel free to contact us at any time. We hope you are as excited for this as we are as it is sure to be a challenging, but exciting year!

Best regards,
Hello (name of student),

The time has finally arrived! The program directors of the Cultural Partnership Program have matched you with your American partner! Your American student partner is:

1. Name of domestic student partner
2. Where they are from
3. Contact information
4. Picture

We are very excited to have matches made! You may be hearing from your American partner shortly, or at least before you arrive in the United States. We have also contacted your partner with your name, contact information, and picture (if you chose to provide one).

Once you have arrived on campus, we will be having a social for all the American and international students participating in this program. The time, date, and location for this will be: (provide time, date, and location for social event). If you do not know where this is, you can always contact your American student partner, and they will be happy to help you out!

Again, if you have any questions or concerns, please feel free to contact us at any time. We hope you are as excited for this as we are as it is sure to be a challenging, but exciting year!

Best regards,
Sample End-Of-Year Survey

2. Agree 5. Disagree
3. Slightly Agree 6. Strongly Disagree

*Please mark the response that applies to you:*

I am an international student: ___

I am a domestic student: ___

I am: ___ Male  ___ Female

1. I am satisfied with my experience with the Cultural Partnership Program.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

2. I am satisfied with my international and/or domestic student partner.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

3. The program directors were responsive to my questions and concerns with the program.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

4. I am more culturally aware and/or sensitive as a result of participating in this program.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

5. I would recommend this program to other domestic and/or international students.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___
6. The Cultural Partnership Program should continue into the future.

   1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

7. I am now more likely to make contact with others who are culturally different from me after participating in this program.

   1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

8. I feel that the program was well-organized and well-planned.

   1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

9. I feel that the mission of the program was clear and achievable.

   1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

10. I feel that the mission of the program was upheld.

    1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___
End-Of-Year Evaluation for International Students

Please respond to these questions as honestly as you feel comfortable doing so. Your responses will remain anonymous.

1. Which aspect of the Cultural Partnership Program did you enjoy most? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Which aspect of the Cultural Partnership Program did you least enjoy? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Which aspect(s) of the Cultural Partnership program do you think works well for international students? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Which aspect(s) of the Cultural Partnership Program do you think need to be changed in order to better serve international students? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. What was not included in the Cultural Partnership Program this year that you would like to see included in the future? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Do you think the Cultural Partnership Program should include less, the same, or more international students? Why?

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7. What, if anything, did you learn as a result of participating in the Cultural Partnership Program?

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8. Do you feel as if the Cultural Partnership Program upholds its mission, which is to increase international student satisfaction while studying in the United States, to maximize international students’ personal and academic success, and to increase cultural awareness for all parties involved? Why or why not?

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9. How do you think the Cultural Partnership Program impacted your time at (name of institution)?

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10. Any final thoughts, questions, and/or concerns regarding the Cultural Partnership Program?

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End-Of-Year Evaluation for Domestic Students

1. Which aspect of the Cultural Partnership Program did you enjoy most? Why?

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2. Which aspect of the Cultural Partnership Program did you least enjoy? Why?

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3. Which aspect(s) of the Cultural Partnership program do you think works well for
domestic students? Why?

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4. Which aspect(s) of the Cultural Partnership Program do you think need to be changed in order to better support domestic students? Why?

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5. What was not included in the Cultural Partnership Program this year that you would like to see included in the future? Why?

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6. Do you think the Cultural Partnership Program should include less, the same, or more domestic and/or international students? Why?

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7. What, if anything, did you learn as a result of participating in the Cultural Partnership Program?
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8. Do you feel as if the Cultural Partnership Program upholds its mission, which is to increase international student satisfaction while studying in the United States and to maximize international students’ personal and academic success? Why or why not?
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9. How do you think the Cultural Partnership Program impacted your time at (name of institution)?
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________
10. Any final thoughts, questions, and/or concerns regarding the Cultural Partnership Program?

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References


