

International Student Services
360 Review

Fall 2015

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Executive Summary

After reviewing the unit and individual survey results the committee identified several “themes”. We note that the recent growth in international students coupled with international service reorganizations exposed some key challenges for international student services at Wright State University.

Theme 1: Strategic Vision/Leadership

It is evident the university lacks a strategic vision for international students not limited to the services provided for them. A shared vision for international students is needed so the university can articulate how international students fit into WSU’s broader mission and strategy. With the upcoming change in UCIE leadership an opportunity exists to engage the wider campus community to create a more transparent, clearly defined and collaborative environment in the areas of recruitment, administration and student services.

Theme 2: Restructuring UCIE

The survey results identify issues about the parallel development of University functions that has occurred within UCIE, specifically Recruitment, Admissions, and general Student Services. The University has invested in UG and Graduate Recruitment and Admissions functions and many seem to question whether these UCIE functions should be decentralized or incorporated into the centralized functions. In addition there are many concerns about the quality of recruitment efforts (e.g. diversifying recruitment) and admissions processes in the UCIE. Many also expressed confusion about the provision of student services to international students and who should provide what. The need for a clear organizational structure and effective communication of roles seems to be in order.

Theme 3: Student-centered “Customer” Service

Survey respondents requested better training for themselves so that they can support our international students and they want to feel confident in referring students to UCIE for services. There were numerous “customer service” comments about UCIE indicating inadequate office hours, limited phone assistance, the general quality of the responses to student and/or staff requests and often a lack of clarity in which office to address issues. With UCIE the processes and workflows for international students seem in need of review. Additionally a customer-centered approach when interacting with other units also appears warranted.

Theme 4: Study Abroad

The size and scale is smaller than many expect of a University like Wright State. Processes and procedures do not seem fully understood by those wanting to participate as students or faculty. While on balance the program seems to be viewed positively it appears to be both under-resourced and under-utilized.

Theme 5: International Partnership Agreements

The university needs a clear and transparent means of developing, approving, and implementing international partnership agreements.

Theme 6: Climate of Mistrust

Given all the concerns listed in the survey, the current legal investigation and the negative political rhetoric the climate for UCIE and immigrant populations has become more mistrustful. The committee notes there are more individual concerns about our current international student services than positive viewpoints. Those who shared positive comments tended to focus on specific personnel or units they appeared to be very familiar with.

International Student Services
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Unit Surveys

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College of Engineering and Computer Science Response to International Services Survey

The College of Engineering and Computer Science (CECS) has been identified as a group/unit that provides international student service(s) at Wright State University. As such, CECS has been asked to respond to a survey about the services the college provides to these students.

1. Provide us with a brief description of your processes pertaining to international student services.

- *Recruiting:* The Office of International Collaborations and Graduate Programs (ICGP) in CECS has undertaken efforts to augment University recruiting in pursuance of three strategic goals: Quality, Diversity, and Sustainability. We seek to attract higher quality students within existing markets, and going forward, to reach more diverse markets. Recruitment efforts include attendance at international recruiting events, faculty visits to university partners in target markets, and negotiation of articulation agreements with partner institutions, such as 4+1 and 2+2 agreements. In addition, ICGP has secured recruitment scholarships for high-quality incoming Master's students.
- *Admissions:* Graduate admissions decisions are made within the departments and programs. At the college level, we monitor admissions trends to facilitate planning for orientation and acculturation programs. We send welcome messages to accepted students to encourage them to choose Wright State University.
- *Orientation:* CECS hosts pre-arrival webinars to orient students prior to their arrival at WSU. ICGP and the departments hold a Welcome and Registration event each semester in the week before school starts. This includes department orientation, registration, breakfast and lunch.
- *Acculturation:* International graduate students participate in a series of ICGP-sponsored acculturation modules during their first semester at WSU. Topics covered include academic integrity, immigration issues, employment issues, University procedures and systems, and practical guidance to ease the students' transition to life in the U.S. In addition, we host and/or provide sponsorship for social/cultural activities to encourage cross-cultural exchanges such as Martin Luther King Day, Raidersgiving, and Chinese New Year.
- *Tutoring Services:* CECS provides facilities, coordinates scheduling, and employs tutors for help rooms and study tables to help students succeed in classes.
- *Career Development:* The Brandeberry Career Development Center provides assistance ranging from help with résumés and interviewing skills to placement in engineering specific internships.
- *Undergraduate Advising:* The majority of undergraduate international students are advised in the CECS Student Success Center by an international advisor who is dedicated to serving this population, which includes direct admits, transfer international students, students who have completed the LEAP program, as well as non-degree-seeking exchange students. This enables our college to be consistent with processes such as transfer credit evaluation. This also provides a main point of

contact for students and their Cultural Embassies (specifically pertaining to sponsored students from Kuwait, Saudi Arabia, and the United Arab Emirates).

- *Departmental Advising:* CECS departments provide assistance to all students, including the international population. Advisors provide initial advising, academic advising, degree planning, program of study processing, degree certification, etc. The departments conduct orientation and registration events each semester, where initial and first semester academic advising and registration takes place. During our welcome event, as many as 120 students from a single department are registered for classes over a period of one to two days. Departments certify CPT/OPT requests, reduced course load requests, and letters of academic progress for banking institutions and cultural missions.
- *Administration:* CECS departments have responded to increased enrollment by increasing course offerings. Every semester, CECS departments plan their course offerings under uncertainty about how many new students will need to register, and they respond quickly and professionally to closed classes and other challenges.
- *Employment:* CECS employs many International students; we guide students through I-9 requirements, which require passports and 1-94s (Authorization to Work).

2. What are the strengths that your unit provides in this area?

- CECS programs serve a population of 1254 international students in cutting edge areas of STEM. A full 2/3 of all WSU international students are CECS students.
- CECS faculty and staff share a strong commitment to successful integration of our international students within our overall student population. CECS staff are responsive, consistent, and driven by the goal of student success.
- We take our responsibility for welcoming new students and easing their transition to study at WSU very seriously. It is very challenging to register hundreds of students for classes in the last days before the start of the semester. CECS staff work well beyond normal business hours to ensure a successful start for every student. After initial intake, we continue to provide academic advising throughout the program to every student on a one-on-one basis.
- ICGP provides coordination to share information and discuss best practices as advisors, faculty, and department heads. CECS works as a unit and as individuals to make the international population feel at home and supported.

3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.

- *Recruiting:* CECS would like to collaborate with the University recruiting team in deciding which international undergraduate populations would be the best fit for the University and would best further our goals of Quality, Diversity, and Sustainability. In addition, CECS recommends that the admissions requirements for international undergraduates be raised. Specifically, CECS would like to see the high school GPA requirement for international undergraduates raised to 2.7. This is of particular concern in countries such as Saudi Arabia where converted GPAs may not be a reliable indicator of student preparedness. Another concern is limited access to recruiting materials; CECS would like up-to-date, accurate, University-level recruiting

materials for an international audience that are inexpensive and easy to transport, available in the quantities necessary and within a reasonable time frame.

- *Admissions:* International credit evaluation is currently unclear due to an ongoing University-level review of the international credit evaluation process.
- *Orientation:* CECS welcomes large numbers of international students every semester. International student visas do not allow students to arrive more than a few weeks in advance of the start of classes and international students are not permitted to register for classes in advance of their arrival. It can be very challenging to register so many students in a very short period of time and settle them into appropriate classes.
- *Tutoring Services:* CECS has implemented its own concept of peer advising and tutoring to support students struggling with coursework, including special tracking of students on probation. This has increased our retention and graduation rates among our international students.
- *Career Development:* Lack of clarity with regard to coordination of services between CECS and UCIE; the responsibility to find, register for, and monitor the internships and co-ops has been confusing and fraught with difficult-to-understand immigration rules.
- *Undergraduate Advising:* Lack of clarity in undergraduate transfer policy.
- *Departmental Advising:* The specific role of the academic department is a bit unclear in relation to the department certification paperwork for CPT/OPT. The department certification form doesn't specify what the department is certifying (that the student has been a full time student for at least one year and has at least a 3.0 GPA). An updated departmental certification form that is relevant to current CPT/OPT requirements would be very helpful. Our departments would like support in the creation of policy for students participating in part-time or full-time CPT, as well as expanding the role to include inclusion of the offer letter so it can be reviewed by faculty for relevance to the student's degree program. In addition, the role of the departments in monitoring limits for distance learning is unclear.
- *Employment:* There are no clear guidelines for assisting a student with career services requirements or UCIE and the SSN. Departments need to know what each unit requires from the student at the start of employment with clear direction.
- *Administration:* To accommodate sharply increased enrollment, departments have been forced to increase class sizes. In some cases, enrollments have been increased to greater than 60 students per class. This has placed severe strain on CECS resources. Difficulties include both finding classrooms to accommodate such large classes as well as hiring additional faculty to teach more classes so class sizes can be kept to more reasonable levels.

4. What actions should WSU take to enhance international student services?

- Provide greater financial resources to academic units that are responding to growth and filling in where the University is lacking.
- Establish clear, consistent guidelines about where to go for specific services. Encourage a positive, welcoming customer service attitude in each unit.
- Establish clearly defined roles and responsibilities for each unit and within units.

- Collaboration between offices that serve international students should be encouraged. Units need to work together in a positive, cooperative environment to coordinate activities.
- Consistent, accurate communication between units is needed. Changes in international student rules on a national level should be widely disseminated. A point of contact should be identified for each department to share information.
- Offer cross-cultural training for staff/faculty who work with international students.
- Guidelines for international transfer credit evaluation settled so students are not prevented from transferring to WSU or held back from taking the right courses.
- CECS has ramped up the services to support international student populations, and the departments have increased course offerings, but CECS has not received adequate funds to respond to increased international enrollment. The college and the departments have struggled to find adequate funding to meet the needs of these students. Consider returning a greater share of the tuition generated by international students to CECS.
- International education needs a leader with vision who will pursue strategic goals to build team spirit and good quality customer service.

5. What are WSU's biggest barriers to achieving success in the support of international student services?

- Lack of clarity in undergraduate transfer credit policy.
- Vague and difficult to understand MOU and articulation agreements.
- Inadequate supervision and training of UCIE student workers. Student workers are the first people that students encounter when they need assistance, and the information they provide to students often adds to the confusion. Students should only work in the reception areas if they are adequately trained, well supervised, and have a clear understanding of systems. This extends to the need for adequate supervision of students working at sponsored events.
- Lack of transparency in recruiting. CECS needs accurate information about recruitment opportunities and areas where WSU is approved for sovereign scholarship participation. The Colleges should be kept informed about active consultants and agents, college visits, fair attendance, changes in the recruitment base, and University recruiting strategies.
- Difficulty obtaining accurate data. CECS needs access to information on applications, admitted students, and visa processing, and check-ins in real time for planning purposes. In addition, CECS would like to see the University be more proactive in providing better information and analysis based on data gathered at the University level, including up-to-date information on transfers in and out (including transferring institutions and the reasons for transfers), trends in admissions and how they correlate to recruitment efforts, trends in OPT/CPT employers, etc. If CECS had information on which employers were hiring students for OPT/CPT, we could invite those employers to participate in career fairs.
- Irregular business hours, leaving students unable to get help at expected times during the day.
- Confusion about where to go to access University-level services. Students report difficulty finding their way through the various international offices in the Student

Union and being directed to go one place, only to be told that the service they need is not available in that location. This causes students to inquire in departments, which are already understaffed and overtaxed with the number of students and do not have the necessary immigration expertise.

- Lack of a service oriented mind set.

6. We welcome any additional input you wish to provide.

UCIE Unit Survey COLA

1. *Provide us with a brief description of your processes pertaining to international student services.*

COLA offers many Summer Ambassador Programs, and also funds a portion of the UCIE Study Abroad scholarships. We have hosted exchange scholars, and been involved in crafting various MOUs. Our LEAP program works with UCIE on a daily basis.

2. *What are the strengths that your unit provides in this area?*

Our Summer Ambassador Programs are excellent, and the LEAP program enables international students to succeed.

3. *Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.*

Management of UCIE functions seems lax. Everything seems to happen on an ad hoc basis rather than being driven by clearly understood and widely communicated processes.

An example is the process for creating MOUs with other institutions. They just seem to happen at random, without any consistent attempt to target institutions that meet any criteria. And then it is impossible to find an up-to-date list of the MOUs that have been signed, so we cannot take full advantage of these relationships.

Does UCIE have a strategic plan? It always seems as though actions are always reactive rather than proactive. Everyone is genuinely trying to help, but without leadership staffers seem lost in the weeds.

4. *What actions should WSU take to enhance international student services?*

New, responsible leadership and clarity of vision is needed. And we cannot create another unit to take over the parts of UCIE that are not working, like the WSIG disaster. I still have no idea how the functions of UCIE and WSIG are divided, so I can't imagine it is clear to students. Why do we need two units when one would do?

5. *What are WSU's biggest barriers to achieving success in the support of international student services?*

Confusing, overlapping jurisdiction and lack of focused management. See above.

6. *We welcome any additional input you wish to provide.*

College of Nursing and Health (1)

1. Provide a brief description of your processes pertaining to international student services.

The College of Nursing and Health has a very small number of international students in its undergraduate and graduate programs (fall 2015 n=10) due to the nature of the nursing profession (training/licensure requirements vary from one country to another). We follow all of the university admission requirements for international students as listed on the International Gateway website. However, all students, both domestic and international, must meet additional requirements for eventual admission into the nursing program. We rely on the services provided by International Admissions for international transcript review and evaluation. All students receive academic advising once fully admitted into the university, are invited to new student orientations, and may receive free tutoring through the College's Student Success office.

1. What are the strengths that your unit provides in this area?

Through the College of Nursing and Health's Office of Student and Alumni Affairs, it is our goal to provide timely, accurate, and comprehensive advising and academic support services to all students. Student events (for ex: meet and greets with the dean, alumni panels) are offered throughout the year to promote socialization into the nursing program.

2. Identify any challenges in the processes described in Item #1 and, if appropriate, potential resolutions to those challenges.

At times, it is difficult to determine how to apply courses a student has taken abroad for possible transfer credit. Sometimes on workflow, we receive a transcript that has been evaluated for equivalency credits by a staff member in International Gateway; other times, just the transcript is scanned into Xtender which is not real helpful.

3. What actions should WSU take to enhance international student services?

In my opinion there must be proper oversight to ensure that the WSU International Student Office is responsive to students. I am not sure if this is still an issue but two years ago, we had an international student who had the worst time trying to get anyone to answer the telephone in the WSU International Student Office. Students only had the option of leaving a voice message (all day long) and would have to wait for a return phone call from a WSU staffer (which I verified because I got the same message). Having been in the student services profession for many years, I found this to be unacceptable. The student in question was extremely frustrated in her attempt to transfer from out of state to WSU. I eventually had to email a particular staff member in the International Office to express my dismay at the situation which helped expedite the admissions process for this one student. At the time, I wondered how many

students WSU lost since I was told that this was their standard operating procedure (not real student friendly but I sincerely hope this process has changed).

4. What are WSU's biggest barriers to achieving success in the support of international student services?

I just think that any institution that actively recruits and enrolls international students must make a full commitment to these students. A full range of international student services must exist but these services need to be delivered by student services professionals who are truly dedicated and care about this special population. Finally, I think the academic colleges' student services staffs could benefit from training provided by the International Office staff so we can better understand and respond to the needs and challenges of this student population. Perhaps a good place to start is to have workshops for advising staff throughout campus explaining the differences between the UCIE, International Gateway, and LEAP.

Submitted by: Theresa Haghazarian
Director, Student and Alumni Affairs
College of Nursing and Health

College of Nursing and Health (2)

1. Provide us with a brief description of your processes pertaining to international student services.

I'm not completely sure what you mean by "processes pertaining to international student services." I work with UCIE related to Ambassador programs. We have had a few international students come here for a student experience during the past 15 years or so. We worked with UCIE for transcript review and placement while working with their home university for placement needs. We also had an MOU with an international university that involved discussions and development of the MOU through UCIE.

2. What are the strengths that your unit provides in this area?

We mostly focus on providing Ambassador experiences. Students get an opportunity to see the profession from a different paradigm.

3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.

Students who are already international students coming here can present a problem to Ambassador programs when there is a need to get them a visa for another country and then get them back into the US.

4. What actions should WSU take to enhance international student services?

No suggestions here.

5. What are WSU's biggest barriers to achieving success in the support of international student services?

I would suggest you speak to UCIE

6. We welcome any additional input you wish to provide.
None at this time

College of Nursing and Health (3)

Study abroad program: Global Health Service Learning Program in Tanzania
Submitted by Dr Rosemary Eustace, CoNH

1. Provide us with a brief description of your processes pertaining to international student services.

Recruitment:

- a) The dedicated UCIE staff facilitate the recruitment of students through their Ambassador programs/fairs on campus.
 - b) Individual faculty also facilitate recruitment through word of mouth to students and faculty. I (Rosemary) have participated in fund raising events for CONH scholarship for International Education at the Cameos of Caring program by auctioning a dinner for six. The scholarship funds sponsored one student on her the trip to Tanzania in 2013.
 - c) College advisors facilitate recruitment or information dissemination about the program during students' advising sessions, orientation and interviews.
N.B. UCIE has done a great job in promoting recruitment via quality flyers, brochures about the program.
2. What are the strengths that your unit provides in this area?
See above comments
 3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.
 - a) More effort needed:
-More efforts should be in place to recruit and support nursing students who are interested in the program but cannot attend due to class schedule conflicts and also funding.
N.B majority of the students who participate in the program have been from the Biology/Microbiology department—rationale behind -These students want to apply for medical school, thus, they need the global health experience as part of their application process. I would like to have more nursing students. So far only 4 nursing students have participated in my program (total # is 15 students)
 4. What actions should WSU take to enhance international student services?
 - Fund sustainable study abroad programs that are innovative and meet diverse students' needs.
 - Support deans/faculty in building strong coalitions/partnerships between global and local academic units. Work effectively with institutions/ministries of higher education to develop reasonable MOUs between countries that are student friendly. Example, visa permits maybe very expensive for students.
 - Support faculty in measuring study abroad outcomes. This will facilitate sponsorship and funding opportunities.
 - Promote faculty participation in study abroad programs. At least have two faculty per program.

- Effectively coordinate programs within the units to facilitate program recruitment, implementation and sustainability. [This will also prevent competition for students in the same unit.]
- Make sure faculty who are interested are well trained and prepared to develop and implement a study abroad program. This should include teaching strategies. For example, the use of reflections, assignments including student friendly excursions within the program, etc. It is very difficult to get hold of students after the study abroad program in terms of assignments.
- Use support staff to manage financial issues during the trip so that faculty can focus on the local logistics and teaching.
- Design effective pre-departure programs: Students who are recruited in the programs should be well prepared to undertake a study abroad program. E.g. cultural shock, how to manage money aboard, etc
- Reward former ambassadors who are willing to participate in the recruitment process.
- Design and support family friendly programs. Example, I [Rosemary] normally host an informal session with families—this has been well received/appreciated by students and their families. Former ambassadors are usually invited to share their experiences.
- Consider revising the academic calendar to give room to study abroad programs year around. For example, programs can be offered during the Winter session (December).

5. What are WSU's biggest barriers to achieving success in the support of international student services?

- Lack of funds – ways to promote students friendly fees in airfare, insurance, country' fees, etc need to be in place.
- Lack of awareness/motivation among students and faculty on the need/value and importance of study abroad programs.
- Competing demands with other programs outside the university.

6. We welcome any additional input you wish to provide.

Future outlook

- Promote collaboration between local universities/colleges in implementing some of the programs.
 - Can include local institutions –Target population would be the WSU alumni and other interested individuals. For example—in health care—nurses can be recruited in the programs if they would like to study abroad. Program fees and tuition should accommodate these kind of students.
- Look for sustainable host programs/partners. For example, study abroad programs are successful when they entail broader MOUs that meet faculty and student needs such as research collaboration, faculty exchange, student exchange, etc.

International Student Services Unit Survey
Graduate School Response
October 29, 2015

Summary of Responses

The responses to the survey questions below are intended to be as thorough as possible. To aid the reader, we present here a summary of the key points:

Graduate School Role in International Student Services

- Communications with current & perspective international students
- Interface with international graduate student admissions
- Petitions and dismissals for all graduate students
- Graduation processing
- Advice and guidance on international program development

Major WSU Barriers to International Student Services

- Lack of a shared vision for international education – what role do international students play in the overall mission and enrollment management goals of the university?
- Lack of accountability

Most Significant Challenges Faced by the Graduate School

- Communications difficulties, especially vis-à-vis the International Gateway
- Admissions processing issues within the International Gateway leading to downstream problems for students
- Graduation process challenges, often related to upstream problems in admissions
- Interoffice relations difficulties vis-à-vis International Gateway

Suggested Actions to Overcome Challenges

- The development of a vision and strategic enrollment management plan for international students and their role in the broader university.
- One unified authority, under the Dean of the Graduate School, for managing the admissions process of all graduate students, domestic and international alike.
- An overhaul of international-facing communications resources, plans, and structures, coupled with a clear set of expectations for accessibility and service performance and a management structure to meet those goals.
- Addressing problems of history and personnel through either personnel turnover or radical efforts to rebuild trust and address the concerns of the past. No solution will be a one-office solution; there must be working relationships between all units involved in serving the international student population.

Provide us with a brief description of your processes pertaining to international student services.

The Graduate School engages international graduate students in a variety of ways. These involve the full gamut of services that the Graduate School renders to all graduate students: admissions, assistantship processing, graduation processing and degree conferral, and ongoing communications about these and many other issues. The Graduate School also serves as a resource and advisor to colleges and academic programs seeking to develop international curricular partnerships and pathways.

International graduate students communicate frequently with the Graduate School office on a variety of issues. We get many phone calls from international applicants wanting to know the status of their applications. We forward these inquiries to UCIE, as we no longer handle these files and often lack the student file information to answer specific questions. We manage appointments for signing assistantship documents and make sure that assistantships are appropriately processed so that tuition and stipends are paid on time. Our front desk receives inquiries on a number of subjects, many of them outside the Graduate School's scope of work; in these cases, we make sure to route those inquiries to the appropriate offices and try to connect the student to a live voice where possible.

In the area of graduate student admissions, the Graduate School receives (or is supposed to receive) admissions files from UCIE at the point when international graduate students are converted from Provisional to Regular graduate status. Our office also processes all admissions petitions for students (domestic or international) who do not meet the standard admissions criteria.

The Graduate School administers the academic probation and dismissal policy for all graduate students, domestic and international. We process petitions for dismissals and handle both the back-office side (entering probations and dismissals in Banner) and communications with students about their status.

We handle graduation processing and degree conferral for all graduate students, international and domestic. This involves assessing the files of students who have applied or reapplied for graduation, verifying degree requirements, evaluating WSU transcripts and programs of study, and awarding degrees to appropriate students. We also review and approve requests for transfer credit in conjunction with graduate faculty and programs. We coordinate with students and faculty on thesis and dissertation processing, including final review and approval of publication to OhioLINK.

The Graduate School handles academic petitions for all graduate students (domestic and international), making recommendations to or on behalf of the Dean upon receipt of feedback from graduate departments and programs and communicating the results of those processes to students.

Finally, the Graduate School plays an important role in the development and maintenance of international partnerships that involve graduate programs and students. As the main implementing office for graduate academic policies, the Graduate School is or should be consulted when international agreements are being developed that involve joint master's or doctoral degrees, transitional 3+2 or 4+1 programs, or other kinds of cooperative arrangements that facilitate students coming from abroad to engage in graduate study at Wright State. As such agreements often require approval by the faculty governance system, the Graduate School helps to shepherd them through the Graduate Council and its committees. Graduate School leadership is often consulted by faculty looking to develop new cooperative programs to bring international students to our campus. This is a key part of the overall process of serving our international graduate students. Where agreements are properly developed and managed, students have a much more successful experience coming to Wright State.

What are the strengths that your unit provides in this area?

The Graduate School strives to provide top-level service to all graduate students, including international students, in all aspects of its operations. We are open for communications in person, on the phone, and via email between 8:30 and 5:00 every business day. Inquiries requiring a specialized response are almost always responded to within one day. We have a customer service culture that places its top priority on two things: insuring an excellent student experience, and getting the work right the first time.

Together our staff has decades of experience in running the processes described above, and they work meticulously to insure that the standards and policies of the university are upheld and that all data in Banner and other systems is correct. The error rate is extremely low, and where mistakes are made they are quickly corrected. The Graduate School's knowledge of policy, procedure, and the systems on which the university depends is second to none; our staff are the recognized campus experts in their areas of responsibility.

Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.

Business process challenges occur on a regular basis in at least three areas: Communications, Admissions, and Graduation Processing. This has led to an overarching challenge in Interoffice Relations, which in turn affects attempts to address other problems.

Communications Challenges

The primary communications challenge we face is the number of phone calls we get from international students not yet admitted to the university. These students are nearly always inquiring about the status of their applications – questions we cannot answer since we do not have the admissions files. Short of rearranging the admissions process (see below), we believe it is important for the offices processing the various aspects of the international student experience – admissions, visa/I-20 processing, etc. – to aggressively market themselves to these populations so that prospective students (as well as faculty and staff across campus) know whom to communicate with. These problems have been compounded by the relative lack of responsiveness of international office staff – forwarded phone calls are often answered less than 50% of the time (the International Gateway office only has 1 phone line), office hours for walk-in inquiries are limited, and emails sometimes go without response for days. Having handled international graduate admissions for a period of two years, we understand the challenges of managing communications with this population, and we believe that an investment in strategic communications planning, personnel, and training is needed to significantly improve the communications experience for international graduate students.

Admissions Process Challenges

For background, it is important to understand that the Graduate School handled all international graduate student admissions processing from Fall 2011 through Fall 2013. This included receipt of all materials (application, transcripts, test scores, letters, etc.), packaging and sending materials to programs for decision, admissions-related communications with students, rendering of final admissions decisions in Banner, and maintenance of admissions files and materials on paper and electronically. During this period the process was regularized and brought into line with domestic grad admissions processing, so that the entire system was seamless and worked much the same for all graduate students.

In the Summer of 2013 the Provost's office created the Wright State International Gateway. WSIG was originally given responsibility only for recruitment and communications, but gradually assumed other aspects of the process as well until, by Fall 2013, that office had taken control of all admissions processing for international graduate students. During the transition period the Graduate School trained WSIG personnel in the systems and processes then in place. At that time promises were made that no changes in process would be introduced. It is important to note that WSIG was never formally announced to the university community. Their roles, responsibilities, and authorities were not made public. As a result, there was an extended period of confusion for faculty, staff, and students, some of which persists to this day.

Difficulties began almost immediately following the Fall 2013 transition. It was unclear during the training period that WSIG staff intended to continue to follow established

processes and procedures, or to consult with the Graduate School (or the Graduate Dean, who retains ultimate authority over all graduate admissions) about future changes. Error rates began to increase, and long-standing policy decisions (for example, on the handling of transcripts or international language test scores) were overturned, often without notice or consultation. Communications with students suffered, leading to some of the challenges outlined above. Repeated attempts to negotiate solutions between the offices have been unsuccessful – promises were made but not followed through on, or requests were simply ignored.

Perhaps the most significant break came in mid-2015. Since the transition, WSIG had promised to deliver to the Graduate School paper files on all admitted students – files necessary for a number of “downstream” processes for graduate students, including petitions, probation & dismissal enforcement, and graduation processing. For the most part these files never came, or came only in individual cases after repeated requests. In the summer of 2015 it was discovered that WSIG (by this point subsumed under UCIE) had dispensed with paper files, disregarding both established procedures and university policies regarding records retention, and had gone completely paperless. This shift was made without consultation or warning to the Graduate School. When confronted, WSIG/UCIE staff refused to produce the files, leaving the Graduate School to take what bits of information we can glean to make the files ourselves.

Graduation Challenges

Effective and accurate graduation processing requires that the prior management of a student’s file, from the point of filing an admissions application onward, has been done correctly. If there are errors or discrepancies in the record, processing a student to receive their degree can become extremely complicated and in some cases may be blocked altogether. In addition to the elimination of paper files described above, the admissions file management of WSIG/UCIE has been and remains extremely problematic. Errors are made in Banner on a frequent basis. Key information is not included in the student’s Banner record, and changes (i.e. to program or concentration) are often not documented. Incorrect information occurs frequently. Problems also arise when data is reported out, for example for the Commencement Program. Each of these errors must be ironed out “by hand”, often tying up multiple staff in both offices, and in our experience WSIG/UCIE staff are often slow (days or weeks) to respond to requests for information or assistance.

The decision to go paperless in WSIG/UCIE has compounded these problems. Past practice in the Graduate School has relied on paper files as a quick backup system for correcting occasional errors in the electronic record. If there is no paper file, there is no grounded record against which to check the electronic system when confusion arises. Where changes were determined through email, we don’t have access to the relevant email records and so must ask WSIG/UCIE staff to recover those.

Interoffice Relationship Challenges

It is indisputable that the Graduate School and WSIG/UCIE do not currently have a good, or even functional, working relationship. This is partly due to the challenges discussed above – the processing and file problems, the dropped communications, promises made and then not followed through, problems created “downstream” that cause unnecessary work for Graduate School staff. But the relationship is also grounded in the history of the creation and implementation of WSIG.

It is important to note that when we talk about “history”, we are really talking about *meaning*. History is our means of making sense of and attaching meaning to the past. We tell each other stories about the past so that we can understand what it means for us today. As such, the past is not simply an inert collection of events – it is a powerful source of symbols, culture, vision, and inspiration.

When WSIG was first created, the leadership made inferences that it was being done because the Graduate School was mishandling the international graduate admissions process. We in the Graduate School knew that this was simply untrue. The University Audit office had examined international admissions processing prior to the Graduate School assuming responsibility in 2011, which led to the recommendation that international graduate admissions be relocated into the Graduate School office. The Audit office then performed another study in 2013, towards the end of the Graduate School’s period of responsibility. Their reports show the significant progress the Grad School made over that time. Our process was up to standards, and the results were strong.

WSIG was founded therefore on what appeared to the Graduate School to be false pretenses. Given WSIG’s apparent willingness to cut corners and change policies in favor of admitting more applicants, the unspoken agenda appeared to involve admitting as many students as possible regardless of quality. We cannot say that this was in fact the intention, only that events and facts point to that conclusion. Questions were also raised at the time of WSIG’s founding about the qualifications of those hired to staff and lead the unit, the lack of any kind of competitive searches in selecting those individuals, and the equity issues surrounding the ways in which positions with apparently identical functions to those in the Graduate School were structured.

All of this contributes to the difficulty in forging working relations between the two units. It is important to note this barrier, because it constrains the effectiveness of future solutions (see below). Managing work processes cannot simply be a function of aligning tasks with organizational charts; effective management takes into account human dimensions, relationships, and the extent to which meaning and culture impact our ability to do our best work.

What actions should WSU take to enhance international student services?

Solutions to the challenges described above cannot rest on addressing only the symptoms. Deeper underlying issues must also be confronted, so that the new system is stable and productive both now and into the future.

The first and most important challenge facing the university's international student operations has been the lack of a vision that links our international student population to the broader vision and mission of the university. Given Wright State's mission, how many international students do we want to have? Where would we like them to be from? What programs would we like them to be pursuing? The recent massive influx of students from one corner of one country into one or two graduate programs does not represent a vision. We need leadership to provide a compelling vision of international student enrollment management, and to develop a strategy to implement that vision.

Connected to that, we need a clear picture of what the international student experience should be like that is consistent with the university's overall approach to our students. Wright State prides itself on being student-centric, and fairly so. But the Graduate School, Enrollment Management, and most other student-facing units blend the student-centered approach with the importance of maintaining the good order and quality standards of the university. Part of serving our students' interests is maintaining an excellent institution, which in turn means respecting and honoring policies, rules, and procedures laid down to maintain that excellence. This perspective has been lacking from the university's treatment of international students in many respects, which has in turn created a number of issues and challenges.

All of this is a means of saying: international graduate students should be treated in most respects like all graduate students at Wright State. Their unique needs should be respected and addressed. But beyond those specific needs, we should take care to fully integrate them into the systems established to serve all students, so that their experience and the experience of our domestic students are as nearly identical as possible.

In this respect, having a separate office to manage admissions for international students makes little sense. There are a few unique processing needs, in particular the calculation of international GPAs and the two-step receipt of transcripts, both of which should be examined in policy as well as in practice. But beyond this, the means and methods of handling admissions for international students at either the undergraduate or the graduate level should be made the same for both domestic and international applicants.

Bringing international and domestic processes into harmony will require a number of changes, not least of them a shift in the organizational structure. It is almost inevitable that offices will evolve in different directions when they answer to different centers of authority and have different levels of accountability to the policies of the university. Whatever the final solution, the Dean of the Graduate School is ultimately responsible

for the admission of all graduate students. The Dean must therefore have authority over not only the procedures but also the office(s) and personnel carrying out those procedures for any structure to work in the long run.

Bringing admissions processes into line will go a long way to addressing many of the graduation-related challenges raised above. The remaining issues fall primarily in the realm of communications. In this regard, the communications needs of international students are different from those of domestic students. Their patterns of communications are different, and they have much less knowledge of American university systems than their domestic counterparts. So while we may have been over-investing in parallel admissions processing resources, we have been under-investing in communication resources to help international applicants understand our systems and conform to our policies. Solving this problem will require both resource realignment and a clearer understanding of mission: to help students navigate our policies and procedures, rather than altering policies and procedures to fit their perceived needs.

Many of the resources needed are clear: more phone lines, more staffing to respond to communications, and more accessible hours (aligned, at least, with the other business units on campus). Better up-front communications and a clearer communications plan (the implementation of a new CRM system will likely provide tools for this purpose). Better training for those doing the front-facing communications so that information transmitted is correct the first time. Coupled with all of this, there needs to be a clear set of expectations established and accountability for meeting those expectations. Mistakes and lapses in communications cannot be allowed to persist over time. Maximum accessibility, responsiveness to students and faculty alike, and accuracy of information and answers should be the goals.

In summary, we suggest the following solutions to address the challenges detailed above:

- The development of a vision and strategic enrollment management plan for international students and their role in the broader university.
- One unified authority, under the Dean of the Graduate School, for managing the admissions process of all graduate students, domestic and international alike.
- An overhaul of international-facing communications resources, plans, and structures, coupled with a clear set of expectations for accessibility and service performance and a management structure to meet those goals.
- Addressing problems of history and personnel through either personnel turnover or radical efforts to rebuild trust and address the concerns of the past. No solution will be a one-office solution; there must be working relationships between all units involved in serving the international student population.

These specific steps all serve a larger purpose: building a strong and vibrant international education system at Wright State. We look forward to a future in which the Graduate School works in full and seamless cooperation with all offices involved in international student services and international education. We particularly anticipate

working with new leadership in the international office to support the university's vision and goals regarding international education. The Graduate School is not the central actor, but it has an important role to play; we hope that addressing the issues raised here will move us to a situation where we can fulfill that role to our best ability.

What are WSU's biggest barriers to achieving success in the support of international student services?

There have been two significant barriers at a high level that have in turn contributed to the challenges detailed above. The first has been the lack of a vision, and leadership to advance that vision, for international education and the international dimension of the Wright State experience. For success in the future, a shared vision will need to be clearly articulated and supported across campus.

The second barrier has been a pronounced lack of accountability for international graduate admissions. Some long standing policies and procedures, governed by the faculty and maintained by the Graduate School, have not been upheld in the past few years. Service levels to both students and offices across campus have declined. Best practice would suggest that admissions and administrative offices should be accountable to appropriate levels of authority and leadership who are committed to getting things right.

LEAP Intensive English Programs

1. Provide us with a brief description of your processes pertaining to international student services.

The LEAP Intensive English Program is a CEA accredited intensive English program in the Department of English Language and Literatures in the College of Liberal Arts at WSU. UCIE's international admissions office processes LEAP Intensive English student admissions and I20s. UCIE's SEVIS officers take care of maintaining the visas and immigration documents for LEAP students. UCIE staff oversee health insurance for LEAP students. UCIE and LEAP sometimes collaborate on student activities and cultural programming. LEAP operates under the notion that a reliable recruiting office works on behalf of international programs including LEAP.

2. What are the strengths that your unit provides in this area?

LEAP teaches English and cultural skills to prepare students for success in academic undergraduate and graduate programs at WSU.

LEAP evaluates and approves applications to our program in advance of UCIE international admissions' final processing to I20. LEAP assists on UCIE admission letters to our program by providing proofreading and editing.

3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.

Clear and Correct Communication:

- a) Our students often receive letters of admission that contain incorrect information regarding programs of study. Furthermore, there are numerous typos and misspellings that cause confusion. Admissions letters should be carefully proofread and edited to ensure they include correct information.
- b) When students email UCIE's International Admissions concerning the status of their application, they sometimes do not receive a reply or they don't understand the reply. It is also unclear what constitutes a completed application. Who notifies an applicant if there is missing information? Who follows up to ensure requested information has been received? International Admissions should enter a note in SAADMS concerning emails they send or receive about a specific student's application status (e.g. *waiting on decision from department* or *needs to submit additional documents*). That way, if LEAP (or any other program) receives an inquiry from the student, it is clear what is going on.
- c) There is no central location that lists requirements for admission to undergraduate and graduate programs. Documents and links on websites and elsewhere need to be up-to-date. A central location to refer prospective students to and up-to-date documents and links would facilitate in communicating with applicants.

Clear Policies: e.g. health insurance. It is unclear if international students are required to have health insurance. LEAP students who arrive without insurance or the means to pay for it have holds placed on their accounts.

Student Expectations: Admission to programs and potential for success in programs are not in line with admission criteria and recruiter promises. e. g. the student exchange program *World Learning* (a new exchange program through the U.S. Department of State which WSU recently contracted with) was not clearly informed about IELTS/TOEFL requirement for students by international recruiting. Students came to LEAP with the belief of spending one term in the program and automatically taking academic classes the second term. These students were forced to divert a good deal of time, attention, and funding away from their language studies in order to prepare for language proficiency exams.

Recruiting of International Students: Recruiting is not active nor proactive and seems poorly planned. Recruiting appears to take place in the same places each year (e.g. Hyderabad, India, and only a few other places). Implement smart and fair recruiting of international students. Target other areas in order to diversify WSU's international student population. Use professional-quality marketing materials that include accurate information. Hire staff if needed. Use correct grammar and spelling in communications from recruiting office and student workers. Recruitment needs professional oversight, strategic planning and follow through. The recruiting process should be clear to programs who will accept the students. Promises made at the time of recruitment should be communicated to departments receiving the new students.

4. What actions should WSU take to enhance international student services?

UCIE has qualified, knowledgeable, and invested staff, but they are spread too thin. There is a reliance on student workers. There are many directors of individual services. The UCIE needs additional full-time staff and resources. Staff and resources should be focused on aiding students with immigration and cultural concerns. UCIE should be taking an active role in overall student success initiatives once students are here. That is what they do best.

Move international admissions to university admissions along with the qualified staff who currently work there under UCIE. Separating international and domestic admissions seems discriminatory. Separating them might have the intent of helping them by having specialists handle their admission concerns. However, separating them seems to underscore the fact that they are different and raises suspicions that they may not be held to equal standards, especially in light of faculty complaints about international students' performance in classes. Equal admission treatment sends the message to faculty, who are already suspicious that students' are brought here mainly to increase revenue rather than to enhance the mission of WSU, that students who gain admission are equally academically qualified.

Gather better and more accurate data on international student performance and retention.

Allocate additional resources for academic support of international students; e.g., assist the University Writing Center with resources, financial and staff, to work with ESL clients.

Provide additional support/training for faculty working with international students.

Require transparency in procedures for **all** departments/programs involved with international students.

5. What are WSU's biggest barriers to achieving success in the support of international student services?

The current practice of recruiting international students with focus on increasing revenue building is hurting students. Instead, recruit and admit international students with focus on student success and retention. Recruit a diversity of students rather than focusing on one or two populations.

6. We welcome any additional input you wish to provide.

LEAP, and likely other programs and departments working with international students, could operate much more effectively if some institutional and infrastructural changes were made at WSU. Strong leadership at the top is necessary as is a clear organizational structure.

WSU would benefit from a more diversified international student population. International students coming to WSU often express frustration that there are so many students from their own country. Sponsors (e.g. Kuwaiti Cultural Mission) close WSU due to saturation of students from one particular country.

Admit, advise, and hold international students to the same criteria used for domestic students for attendance and performance; use consistent and transparent methods of evaluating international transcripts. Make developmental classes available to international students who are underprepared.

Be sure students can fund their education and their lives here. Promises of possible scholarships do nothing to help them should they not get scholarships. Bringing them far from their homes without enough money to live on, poor chance of getting jobs making sufficient income to support a family, having no health insurance and mandating immunizations after they arrive, does not set them up for success.

Raise Undergraduate IELTS to 6.0 and Graduate IELTS to 7.0 or at the very least to 6.0 and 6.5. WSU continues to have the lowest IELTS scores for both undergraduate and graduate students among Ohio universities.

Mathematics and Statistics

The following are some brief comments regarding International Student Services in response to your survey.

1. The Department of Mathematics and Statistics receives applications from international students for graduate programs in mathematics, applied mathematics and statistics.
2. Generally speaking, the process for evaluating these applications is well defined, and reasonably efficient. Complete applications are forwarded to appropriate advisors for an admission recommendation.
3. It is sometimes a challenge to evaluate international transcripts (equivalence of courses, grades etc.) Ideally the same objective standards should be applied to international and domestic students. But there is definitely a greater risk in accepting marginal international students. So we need to be reasonably confident that they can succeed in the intended program. Supporting international students can be an issue since funds are limited. It sometimes happens that prospective international students will send credentials to an advisor, bypassing the application process in the hope of getting a preliminary decision on acceptance. While advisors should certainly be willing to answer questions about a particular program, students should be expected to formally apply to be evaluated.

Dean Li requested that I complete this Unit Survey. My responses are below. If I can provide any additional information, please let me know.

Please note that the email address is different between the email text (associateprovost@wright.edu) and the word document text (associate.provost@wright.edu).

Regards,

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International Liaison/Academic Programs Advisor
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You have been identified as a group/unit that provides international student service(s) at Wright State University. International student services represent a series of student-centered processes starting with recruitment. They include admissions, employment, undergraduate or graduate education through post-graduation processes. Programs that engage domestic students in international experiences such as Study Abroad are also included in this survey.

As a provider of one or more of these types of international student services we ask that you provide the information requested below to our committee. This committee has been tasked to provide Provost Sudkamp with an internal assessment of the current state of international student services from both the end user and service unit. Please return your responses to these questions to associate.provost@wright.edu by October 30, 2015. If you have questions about the survey please direct them to Dr. Steven Berberich (X3036 or steven.berberich@wright.edu).

1. Provide us with a brief description of your processes pertaining to international student services.

Centralizing “all things international” into one office has allowed us to efficiently and effectively develop and maintain our repository of information related to resources and policy for international students; to nurture effective relationships with various departments responsible for different aspects so that we can “go to the right person” for information and resolve issues quickly; and to disseminate information quickly for effective decision making. On the “student services” side, our role is mostly referral or administrative.

Specifically for international students:

- I coordinate and share information on the life/academic resources on campus and encourage students to participate/utilize services.
- I am responsible for making admission decisions for international applicants to our bachelor degree – this also involves setting up the students file and initiating a syllabus review process for international transfer credit. I review international admission decisions for our graduate program and set up graduate student files. I am the primary point of contact for international student academic advising for our undergraduate and graduate degrees.
- I am responsible for approving CPT/OPT/RCL/I20 extensions/etc.
- I proactively remind students about full time status, visa obligations, and direct them to the appropriate offices for more information.
- I write letters of support for students on different topic to different agencies (including sponsors).
- As an administrator I am responsible for drafting/reviewing College policy/procedure which often concerns international students (GMAT/GRE equivalency; CPT Policy; Letter writing policy). I also contribute to the creation of manuals for the college (procedure for hosting foreign scholars, graduate student manual, etc).
- I also participate in the development of international relationships, and agreements.
- For exchange students coming to WSU, I assist in the explanation of the “American system”, help applicants select appropriate coursework, facilitate the evaluation of prerequisites, facilitate registration, and so on. I have created the process and supplemental materials to make this process as efficient as possible.

Specifically for domestic students studying abroad:

- I am the primary point of contact and help students get coursework evaluated for transfer back to their program at WSU.

2. What are the strengths that your unit provides in this area?

- In a proactive effort to clarify our own procedures and streamline for effectiveness and efficiency (and not have to “reinvent the wheel” every time), we end up being the first college to codify many processes. We were one of the first colleges to create a “letter writing policy” and have shared our procedure and paperwork (form and templates) with other colleges. We were one of the first colleges to create “CPT Policy”, again sharing our forms with other colleges. It seems that we are the first college to provide supplemental materials for exchange students.
- The college is responsible for academic requirements which are the same for domestic and international students, but to be able to deliver the support services that our international students need, we need to be knowledgeable on many additional topics which are not under our purview and which we are not “experts” on. This means that communication and collaboration are vital to our success. We also have to know what is and is not under our purview, and advise accordingly.

3. **Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.**
 - See #2 point 2 above. Since we are not in control of many of the “international” things, there is a huge lag in communication. We have to constantly ensure that our information is up to date, and if we don’t, no one will reach out to us to let us know something has changed. I rely on being able to communicate with specific people to resolve issues for students, and because of staff shortages I sometimes cannot reach someone within a reasonable period of time.
 - Because of the organizational structure of different international support service efforts, it is very challenging to understand of all the initiatives/events/activities that are available for the students/staff/faculty/etc.
4. **What actions should WSU take to enhance international student services?**
 - International student services seems to be a hodge-podge of different campaigns. It is difficult to get a centralized list of services. It is sometimes even difficult to understand who you need to speak to about certain things. I am not always sure if activities are serving a need or if they are just offered because an individual thinks that they should be. If there has been some surveys of international students about support services they think are necessary, I do not know. The feedback I receive from students is that they could use more assistance acclimatizing academically to the school. Many say that information they receive from various places is poorly organized, difficult to find, and difficult to understand. It seems that not enough resources are devoted to the strategic development of international student services so it is challenging to meet the expressed need.
5. **What are WSU’s biggest barriers to achieving success in the support of international student services?**
 - There is a lack of a unifying framework in the international office – it seems fragmented most of the time. There is a lack in the understanding of what international students actually need (from the perspective of the students themselves, and from staff/faculty). Also, if there are poor attendance rates at the events that are hosted, certainly that must say something about the use/value perceived by the students themselves. Currently, that office does not present information completely or cohesively. There is a lack of resources (money, people, authority, etc) dedicated to that department (which has a huge impact on almost everything mentioned). There is a perception on campus that international students are problematic (from faculty, staff, students) and a burden. Individuals that engage in recruitment do not communicate with the programs/colleges they are representing and information about agreements, policies, promises made do not make it to the people that actually have to deliver on those promises.
6. **We welcome any additional input you wish to provide.**
 - It may not seem like it from my answers above, but I feel that international students services (UCIE specifically) does the best it can with what it has. Historically it was a small fragmented department with fewer resources and training. Initiatives were created when a need was discovered, but this was “in addition to” regular duties. Due to a rapid expansion in the number of international students on campus they became

swamped with needs, but did not have the resources to respond. I think that their growth has been reactive, not strategic. Things are done “the way they have always been” done, with little time to reassess or improve processes along the way.

Students in general are becoming “needier”, and this is the same for international students as well. We need to have a more strategic way to identify needs and how to address them. We need more resources devoted to international student success and retention because in addition to the issues that affect domestic students they ALSO have specific issues only international students face. We need to have the time/resources to codify policy and procedure; reevaluate and streamline process; engage in continuous improvement. We need resources to advocate on the benefit of international students to our campus and our community (including at a policy level).

In addition, colleges/departments need to take a larger role in participating in the development and promotion of some student services instead of leaving it all to UCIE. This means that colleges/departments need to provide more resources (time, money, people) to accomplish strategic collaborations and not just “add” the responsibilities to staff/faculty who already have full time jobs.

UCIE Unit Survey 2015
Response from Department of Social Work Chair, Sarah Twill

1. Provide us with a brief description of your processes pertaining to international student services.

The Dept of Social Work has a Swiss Study Abroad Program. In odd years, faculty and 10 students from Switzerland come to WSU for a comparative social welfare course. This WSU students who cannot participate in study abroad for financial of life reasons to have an “international” educational experience at home. In even years, WSU students and faculty travel to Switzerland for a similar experience.

2. What are the strengths that your unit provides in this area?
 - Study abroad to Switzerland is affordable (\$850+ air) as the Swiss students provide homestays, breakfast, and transportation
 - Opportunity for WSU students to get an “international” experience by enrolling in course when taught at WSU
3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.
 - Funding – the Dept of SW tries to give students a small dept scholarship if studying abroad, encourage to apply for U and COLA funding
4. What actions should WSU take to enhance international student services?
 - Students are very appreciative of the new funding for any student studying abroad; continue this funding
5. What are WSU’s biggest barriers to achieving success in the support of international student services?
 - Cost associated with international travel
 - Too bad we do not have a winter-mester which would allow for travel to some parts of the world with cheaper coast because of off-season
 - It is a lot of work for faculty to put on a study abroad course
6. We welcome any additional input you wish to provide.

Transfer Student Resource Center

1. Provide us with a brief description of your processes pertaining to international student services.

Staff members in the Transfer Student Resource Center have limited interaction with undergraduate international transfer students. Some of them come to us for preadmission advising, but most of them work directly with UCIE/WSIG. When advising prospective international transfer students, we are careful to check first with colleagues in UCIE/WSIG to verify credits are indeed transferable, much like we would verify that a domestic student's prior school is regionally accredited. On a handful of occasions, UCIE/WSIG have asked us work with international students who are transferring credits from another U.S. institution.

2. What are the strengths that your unit provides in this area?

We are familiar with the Wright State Core and introductory requirements in most majors at the university; therefore, we can provide multiple options for a student to consider in order to maximize the application of their transfer work. We also have great rapport with the academic units who conduct transfer course evaluations.

3. Identify any challenges in the processes you described in item #1 and, if appropriate, potential resolutions to those challenges.

At this time, we *cannot* provide a prospective international transfer student an idea of which, if any, credits will transfer, let alone if those credits would apply to a major. I have not seen the proposed new policy, but I understand that the college/department of the student's major will need to determine if any credits should be posted from prior international college work.

With domestic credit, we can give an unofficial evaluation showing a student which credits will transfer and how certain courses will apply to a variety of majors. Knowing credit will be posted, we can also send courses for evaluation to solidify the application of the student's prospective transfer credit. There is now no equivalent process for international credits.

4. What actions should WSU take to enhance international student services?

I think this question is likely answered best by those who work more directly with a larger portion of our international students. The population my office interacts with is a subset of the smaller undergraduate international pool. Quite frankly I don't know why any undergraduate international student would transfer to Wright State if we are not able to provide a substantial and consistent answer on the posting of international credit ahead of time. We are no longer applying a

common standard across the board; rather we are giving different answers to students with similar academic records based on college/major.

5. What are WSU's biggest barriers to achieving success in the support of international student services?

International students have to submit many more documents for admission, and I would imagine that process is perceived as complicated by the students. Adding the English placement score for those who have a native English sequence complete seems harsh and reactionary.

6. We welcome any additional input you wish to provide.

I would like to see consistency in posting international credit, identical to the posting of domestic credit. Denying valid, earned credit is unfortunate in my opinion. Application of posted credit is always up to reviewing by the college of the major and/or the department of instruction, but the award and recognition of credit should be automatic and consistent. Repeating even one course, whether major related or Core, is frustrating to any student who is forced to do so.

***University Center for International Education:
360 Review, October 2015***

1. UCIE Student Services: Processes

A. International Recruitment

- Marketing and recruitment of international students world-wide: includes design of marketing materials (paper and electronic) social media; online chat; etc.
- Active recruitment including international travel to recruitment fairs, tours with recruitment agents, partnership creation with universities for exchange and degree completion programs: programs with foreign Cultural Missions (e.g. Saudi Arabia, Iraq, Kuwait, etc.); programs with other government agencies; creation of summer programs for international students including high school.

B. International Admissions

Please see attached international admissions workflow.

C. Immigration Services

The UCIE office has staff members responsible to provide reporting to and compliance with US-DHS and DOS regulations governing international student and scholar visas thereby enabling the student and scholar visa-holders to engage in studies and research at Wright State. Responsible UCIE staff members must maintain up-to-date knowledge of current visa regulation requirements in order to serve the unique needs of this population at Wright State. Listed below is a brief description of the staff process/activities:

- Provide student and scholar visa eligibility forms I-20 and DS-2019 to prospective students and research scholars.
- Comply with DHS and DOS requirements to provide regular reports each semester on both F-1 and J-1 students enrolled at WSU. These reporting responsibilities include updates to government SEVIS (Student and Exchange Visitor Information System) showing the current level of class hours enrollment, address and major of all 1889 international students at WSU.
- Provide reporting to SEVIS of OPT employment information for an additional 500 students who are still monitored on Wright State's F and J visa program for up to 3 years after graduation.
- Coordinate with CECS and Career Services offices to assist international students in obtaining employment authorization for CPT during their studies and OPT employment authorizations at the time of their graduation from Wright State programs and for up to 3 years following graduation (required by US DHS and DOS).

- Provide travel authorization, as needed, on students' I-20 forms and DS2019 forms.
- Provide assistance to students who need special visa-status attention related to "reinstatement to status" or transfer of program to another school.
- Provide regular bi-annual and semi-annual reports to US – SEVP program to maintain current and continuous authorization (F program recertification and J program re-designation) for WSU international programs.

D. International Student Success

UCIE provides a one-stop shop for international student support services. Below is a listing of services provided to international students:

- International student arrival pre-orientation seminars.
- Courtesy Airport Pickups.
- Immigration Check-In.
- New International student orientation (fall, spring, and summer semesters).
- International student health insurance advising and waiver management.
- International Resource Fair-a gathering of on and off campus service providers to acquaint new international students with area resources.
- Non-academic advising for international students. These advising services include assistance with navigating the university as it relates to their international student status.
- Sponsored student support and advising for students and their embassies.
- Support Services for J1 exchange students and visiting scholars.
- Tax Workshops each spring.
- Transportation to various off-campus locations (SSN office, BMV, winter clothing stores, and community events).
- APOSTILLE certifications for International Alumni.
- Letter generation for a variety of student support functions such as certification letters and family invitation letters.
- Informative weekly newsletters featuring campus events and pertinent information related to their student status.
- Information and video tours for on and off campus housing options.
- Educational Programing including: Acculturation models with the College Engineering, Conversation Club- weekly meeting for students to practice and develop their English skills with a native English speaker; Global Connections- A weekly educational program that connects people from across the globe celebrating a number of theme including: Brazil Independence day, Hispanic Heritage Month, Chinese National Day, Nigerian National Day, Hip Hop Culture, Arab Culture, Greek National Day, Citation Workshops, Career and Job workshops, Exam Survival with

Counseling and Wellness and Halloween in America; Once a month meetings with the leaders of internationally themed student organizations; Once a month meetings for international women; Discover Dayton Series: 2nd Street Market, Beavercreek Popcorn Festival, Dayton Link Bike Sharing, Midwest Outdoor Experience, Yellow Springs Street Fair, Hocking Hills, Young's Jersey Dairy and the USAF Museum; Volunteer Opportunities: Healthy Communities Pick-nick Dance Extravaganza, Making Strides against Breast Cancer; International Education Week (third week of November); UCIE Talent Show; Wright State International Festival (Formally IFA); and International Graduation Reception (conclusion of fall and spring semesters).

- In coordination with CECS, develop and implement specific programs like study tables to support and retain international students.
- Provide OPT/Passport photo service.

E. Study Abroad

We help facilitate and expand international education by advising Wright State students on exchange and study abroad programs, both long-term and short-term.

- Advise students on the programs available as they pertain to their particular major or international interest; ranging from general courses abroad to internships and service-learning.
- Communicate with academic departments and faculty on campus in order to approve course credits.
- Promote \$1000 Travel Assistance Scholarship and maintain student application documents.
- Market and design programming initiatives in order to promote intercultural awareness and international education opportunities.
- Conduct pre-departure orientation sessions for study abroad students to better prepare them for their time abroad.
- Provide passport appointments for students within our office as well as aid them in applying for visas when needed.
- Work with faculty to create short term faculty led study abroad opportunities in all disciplines/ departments across campus.
- Assist Faculty in designing a program proposal, designing a budget for this program, working with their departments to get proper approval.
- Preparing program proposals to put before the Education Abroad Committee for approval.
- Creating a program description, brochure, hosting brochure online
- Setting up program in our online application website, our payment application and our scholarship application website.
- Work with faculty to develop a promotional plan to recruit students.
- Create posters, social media ads, email blasts, request and do class visits, create information sessions and work to get interested students to said event.

- Work with faculty to identify and reserve housing and in country transportation for each program.
- Communicate with counterparts in other countries to verify their commitments to each program.
- Work with students to ensure that they meet their application requirements to study abroad.
- Make sure each student completes a pre-departure orientation online as well as in person meetings. In most cases a UCIE rep attends these meetings.
- Purchase Health Insurance for every student.
- Enroll every WSU international traveler in International SOS travel insurance.
- Verify each student through the Office of Student Conduct for disciplinary action.
- Create a report of each program in accordance with the Cleary Act which requires us to report where each student will be at all times, phone numbers to reach them and emergency phone numbers and safe places where the group will go each day in the event of an emergency.
- Create a FOPAL account for each program, get a corresponding detail code and get a procard for each faculty member.
- Track any payments made toward the program before departure.
- Balance all student payments and expenditures to Banner.
- Each procard needs to have special permissions given to it to work in ATMs abroad, we will work with JPMorgan to get these permissions granted on a case by case basis.
- Prepare each faculty member for travel, train them for what to do in various emergencies, train them on how to accurately track their budget while abroad.
- Be on call for any emergencies while program is abroad and handle them accordingly, being the communication between students, parents, hospitals, program advisors, and insurance companies.
- Have a debrief session with faculty as they return from each program.
- Interpret faculty's budget logs and receipts. Process them into a lengthy and detailed expense report for submission to Accounts Payable.
- Conduct surveys of returned students regarding their experiences.

2. UCIE Strengths

A. International Recruitment

Extensive knowledge and experience in marketing international education for Wright State and in relationship cultivating of foreign universities for partnership creation; significant growth in international enrollment; extensive experience with culturally diverse populations; extensive knowledge of marketing techniques and tools; extensive knowledge of Wright State academic programs and program personnel.

B. International Admissions

- By being located in a centralized international office, the international admissions office is part of a central point of contact for international applicants and international students.
- Streamlined processes and communications within the UCIE for supporting the student applicants (reduction of unnecessary layers and enhanced teamwork).
- Communicating with prospective international applicants throughout all phases of the application process.
- Communicating with all the departments/colleges (CECS, COSM, COLA, LEAP, BSOM, RSOB, CEHS, CONH, Graduate School) and work closely with other departments on campus regarding the admission requirements and standards.
- Develop and monitor reports to identify trends and behavioral drivers to increase the enrollment for international students.
- Provide constant updates and reports about international admissions to CECS and other Colleges.
- Coordinating with specific faculty members, who are interested in funding an international student.
- Develop and streamline the processes in coordination with specific department (Undergraduate Admissions) and providing support to undergrad admissions prospective in evaluating the international transcripts for prospective domestic students.
- Constantly updating the knowledge of international standards and procedures for various countries through WES Webinars, NAFSA Journals and AACROEDGE updates.

C. Immigration Services

- Very experienced and knowledgeable staff (35 years, 15 years and 5 years in the field).
- Staff with a student-friendly, positive approach to the student aspirations helping them find ways to meet their goals rather than focusing on the limitations imposed by their (visa) status as persons on temporary visas in the US.
- UCIE not only serves 1889 international (current) students plus 500 students on post-graduate employment authorizations, but we also serve an additional 60 – 80 international visiting faculty who collaborate with WSU faculty each year on various research programs.
- UCIE has one of the most user-friendly approaches to assisting international students in opening access to CPT employment opportunities during their academic program.

D. International Student Success

- Staff commitment to international student population.
- A diverse staff with a range of international experience.
- Specialized training from NAFSA.
- Focus on integrating international students into the campus and greater Dayton community to facilitate academic success.
- Our Staff meets needs holistically with a concern for the student's entire experience at Wright State.

E. Study Abroad

- We have a team of dedicated experienced and diverse study abroad advisors that help us personalize the study abroad experience for Wright State students.
- We provide a variety of programs to meet the needs of most WSU students.
- Varied and diverse outreach efforts that vary from large scale marketing ads to personalized classroom visits and one-on-one student sessions; always making the effort to meet students where they are and promote diversity within.
- Provide assessment components in order to better assess where our students need more support during this process of going abroad.
- Hire staff and students that have varied international experiences and use this to provide enhanced advising sessions in our office.
- Treat each student as a unique and independent case by use of resources from our agreements.
- Continually enhancing our processes and moving towards becoming a "one stop shop" for study abroad students; a comprehensive approach that includes passport services, enhanced online applications, and collaboration with academic departments.
- Customize our marketing materials and presentations for varied student populations and majors.
- Eager and supportive faculty members who are willing to lead groups abroad.

3. UCIE Challenges and Proposed Resolutions

A. International Recruitment

A University-wide Strategic Plan for International Student Recruitment is lacking. Staffing and resources are key limitations and IT infrastructure presents challenges. CRM system may help with these challenges. Wright State's ranking is a major limiting factor in some markets (e.g. China); access to markets; need to strengthen Wright State infrastructure that can accommodate rapid increase in international students in a number of areas including housing, transportation, academic support, acculturation, academic advising, immigration advising, student support services, etc. A proposed solution is to work on a Strategic Plan with the Colleges, Faculty Senate, and key support services units engaged in this area.

B. International Admissions

- Getting electronic test score reports for IELTS and PEARSON PTE for prospective international students. We are working with CATS to develop a feasible solution.
- Delay in admission decisions by some departments has developed a risk of losing the prospective international students. We are communicating with various colleges and departments and educating them the immigration process (preparation of I-20/DS-2019, VISA) with regard to international students.
- Errors in COGNOS reports have created confusion among various users in the University. We suggest contacting the technical team of possible errors and requesting them to find a possible solution.

C. Immigration Services

- One of the biggest challenges to serving the (growing) international student population is the volume of activity and reporting required by government regulations; a resolution has been offered by increasing our staff by one full-time worker however, prior to this staff member working at UCIE we already had 3 full-time staff working in international (immigration) services. Now our student numbers have doubled but we have only been given one additional support staff (two years ago) to absorb the additional workload created by a doubling in current student population. Moreover, we see that with the pending change in federal OPT rules, we will nearly double the number of international students on OPT that need to be supported by UCIE.
- Another formidable challenge is the difficult environment created by the constantly changing immigration (DHS) regulations. Resolution - Of necessity, we have to be ever vigilant to stay in compliance and we are always changing and refining our procedures and communication strategies in order to keep the students and the University community informed of these changes. Another aspect to the Resolution of this challenge is the great resource we have in our membership to the NAFSA (International Educator) organization and the opportunity to attend the National Conference each year where we can find out about “best practices” in international services around the nation.
- A final challenge is the attempt by other departments to advise international students on immigration and questioning UCIE Designated School Officials on immigration policies and practices. Resolution - Wright State administration, departments, and advisors should direct international students to UCIE for immigration advising and professional respect for UCIE immigration advisors.

D. International Student Success

- **Campus Climate**-The lack of “buy in” from the University regarding the University’s mission and vision for international education. There is a need for resources should provide training for faculty and staff regarding how to support and work with international students in the office and classroom environments.
- **Transportation**-Many international students lack personal transportation and this isolates them as public transportation is often inadequate for getting them where they need and want to go. Ideally, WSU should work to make more public/low cost transportation options available for international students. Additionally, a bike-sharing network on campus would help students get around campus and the Beavercreek/Fairborn area. The WSU shuttle to Fairborn is also a great addition and helps our students get to and from their housing. However, this shuttle does not run on the weekend which makes it difficult for the students to get back and forth from campus.
- **On campus food**- At WSU, it can be difficult to utilize Catering Services since many times their food is very pricey and not authentic to our student populations. It would be helpful if our office could be given a cultural waiver in order to purchase foods at a good price and allows our students to have authentic cultural experiences throughout campus. We program events every week, which makes using Catering Services impossible due to the high cost of their services. More budget allocation or more flexibility would be required to allow us to better serve our students.
- **Space**- space is a great challenge for our office in serving this population. UCIE often houses a number of events in our conference room since we can bring in authentic cultural cuisine from outside the campus. UCIE does not have the proper space to accommodate international students. We are seeking to serve 1,889 students when our conference room only holds up to 50 students comfortably. It is critical for WSU to provide UCIE with an office space that allows us to serve students more effectively, especially when we serve certain population that value space. Moreover, it would be helpful to have a resource room that could serve and a cultural “safe space” for students to study/pray/mediate as needed.
- **Staffing**-UCIE is currently understaffed to serve 1889 international students.
- **Awareness plan**-for when potentially inflammatory speakers (Quad Gods, etc.) come to campus so we can inform students.
- **Lack of Emergency Fund**-Currently if students experience and unforeseen financial hardship there is no University support structure to assist them financially in their time of need.
- **Lack of Campus Wide Weekend events**-Most international students live close to campus and would take part in increased recreation activities on

the weekend. Overall this would foster a more welcoming campus environment.

- **Insufficient housing options**-The University does not have any temporary on-campus housing options for newly arrived students looking at or waiting for on or off campus housing. Additionally, the off-campus housing options near the university fill up very quickly and options in Fairborn have become depleted as well. The lack of housing makes it very difficult to bring in additional international students. On campus housing, while conveniently located, is priced well beyond what most international students would like to pay for housing. It may be useful to work with investors in the area to construct housing that is suitable for international students.

E. Study Abroad

- The WSU student population and their influencing role models (i.e. parents) often have low cultural competency, are inexperienced in international travel, and have financial barriers and/or personal responsibilities that make it difficult to participate.
- Additional staffing would assist UCIE in developing pre-arranged Ambassador Programs for Faculty members who are too busy to create these programs on their own. More staffing would also help in adequately advising students for their programs.
- Due to the increase in students going abroad (both short-term and long-term) we do not have the staffing to effectively move forward and provide the appropriate level of support for all students. Solution: If we were able to hire one more full time study abroad staff member, we believe that we would be able to truly implement innovative study abroad experiences.
- There is some lack of curriculum inclusion of study abroad from numerous academic departments and many students find this process of receiving course approvals from their advisors too complicated and even discouraging. Many times academic advisors and faculty are not conversant with the study abroad course approval process and the credit transfer process. Solution: We are working on different trainings for Department heads as well as faculty and advisors for course approval training session. There is also a need to integrate study abroad as part of the curriculum for all students.
- Many departments, although focused in global topics, do not require or encourage the study abroad experience.

4. WSU Enhancement of International Student Services

Wright State has seen a tremendous growth in our international programs and student support needs. Our international student population has grown from 1039 in Fall 2012 to 1889 in Fall 2015. In the area of study abroad, we have increased

from 7 faculty led Ambassador Programs in 2012-2013 to 16 planned programs this academic year.

Most of Wright State's response to this dramatic growth has been reactive with resources slowly being reallocated to international support services. International students bring revenue, but they also present an additional challenge to the existing support services. Academic units and our faculty members have struggled with a dramatically changed demographic of students. UCIE has experienced a resource void to support students and faculty/staff members in adjusting their teaching and advising to the new student demographic.

Below are some proposed enhancements to international student services at Wright State:

- The most important solution to the enhancement of international student services is to develop a strategic plan with all relevant stakeholders and support the reallocation of resources for investment into support of students and our faculty.
- Resource reallocation should include staffing, investment in relevant software, process mapping, space allocation for programming and advising.
- An analysis by Human Resources of pay discrepancies for those working in international education within Wright State and comparisons within the field nationwide is overdue.
- The Wright State administration will also need to create a clear mandate and boundaries for UCIE and other units on campus that support international student services and repurpose or eliminate duplication of resources.
- Resources and funding will need to be reallocated to support training of staff and faculty, enhanced international student success and study abroad advising, and support for student acculturation and programming.
- In addition to the successful UCIE International Seed Grant Program, the University will also need to provide additional initiatives for faculty to develop Ambassador Programs and other international programs and opportunities. One example is funding for faculty to travel with a Wright State group to receive international experience.

5. WSU Biggest Barriers to Achieving Success in This Area

The growth in international students initially came from mainly undergraduate sponsored students from the Middle East and then from graduate students from India. Both of these populations have presented unique challenges (i.e., academic integrity, acculturation, academic performance and languages gaps) that have been addressed reactively with limited resources reallocated towards student preparation and support.

Despite the creation of the International Gateway Office and rapid growth during 2013-2014, Wright State was not prepared to house a record number of international students, provide affordable health insurance, place students in on

campus jobs, provide a permanent meditation space, provide assistance and support for students with families in need of daycare, provide academic support, among other immigration, advising, and student support needs. We are now “catching” up to this growth, but will need to assess if further growth is possible.

The period between 2013-2015 were very strained years in international education at Wright State. Unclear University-wide communication, mandates and boundaries, continuous shifting of staffing and office responsibilities, and adequate space for international student support services continue to be a challenge (UCIE currently has four offices spread throughout the Union with a request made for a single more adequate space first made in 2012. This has led to UCIE staff members being made to move regularly to accommodate growth).

Another area of concern is the need for clear policies, policy awareness and policy adherence. This includes admissions and processes for institutional agreements. Articulation agreements have brought a new complexity to international agreements and unfortunately the processes and policies to support these agreements were not in place prior to agreements being signed by senior Wright State administrators (several of which are no longer with the University).

Although we have been successful in acquiring scholarships for study abroad, the Wright State student demographic makes recruitment and marketing of our programs a challenge. Students do not have the finances, have other commitments to family or work, are likely to be first generation college students, and lack diversity or multicultural experience. Academic advisors and departments are also unaware of the opportunities available to students. Increased staffing in this area would allow UCIE to have a broader reach in marketing, advising, educating and advocating for study abroad.

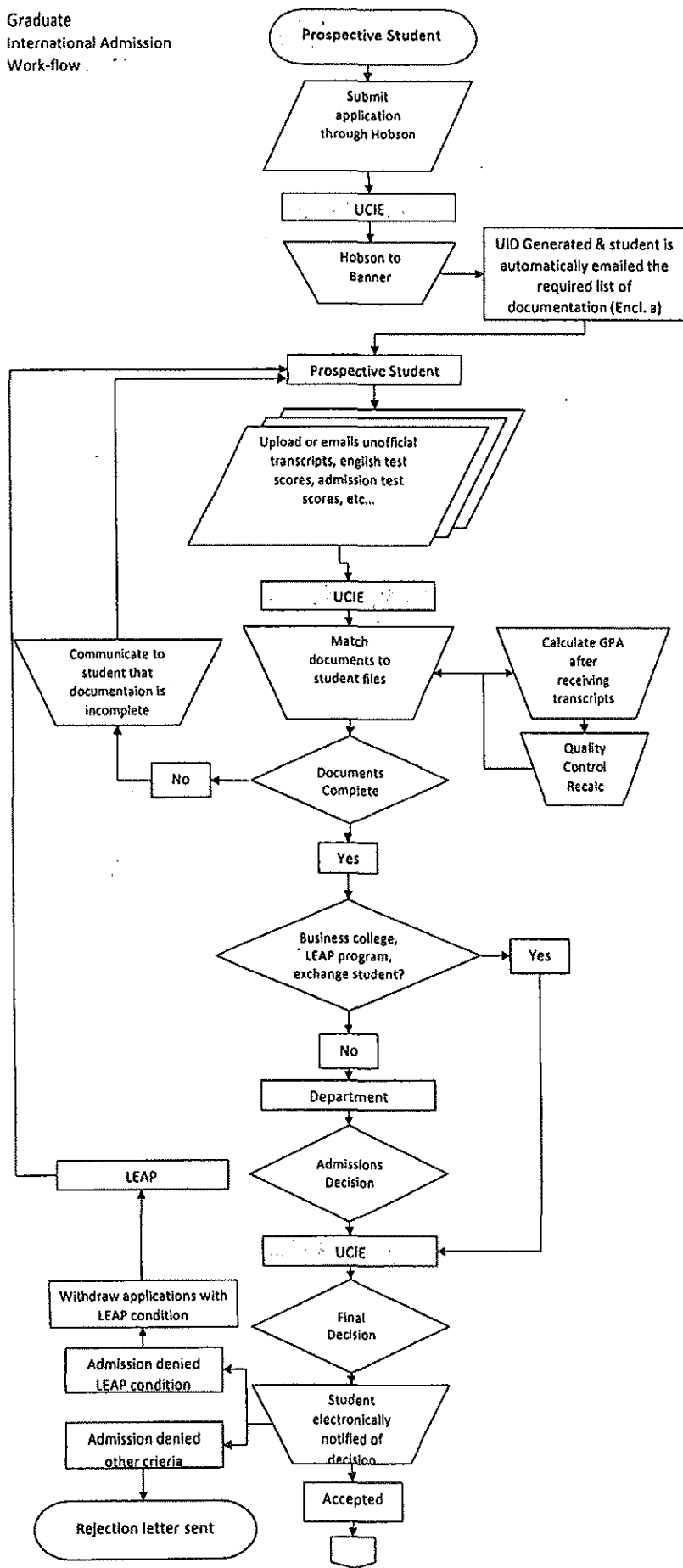
What are our goals for international recruitment? What is the communication plan for those goals? How do we plan and prepare for those goals? For international education to be successful, Wright State will need clear, coordinated, and centralized leadership that can lead strategic planning and visioning for this area. UCIE staff members need to be recognized for their unwavering support of international programs and services while working in a very a difficult climate with a strain of resources and clear leadership.

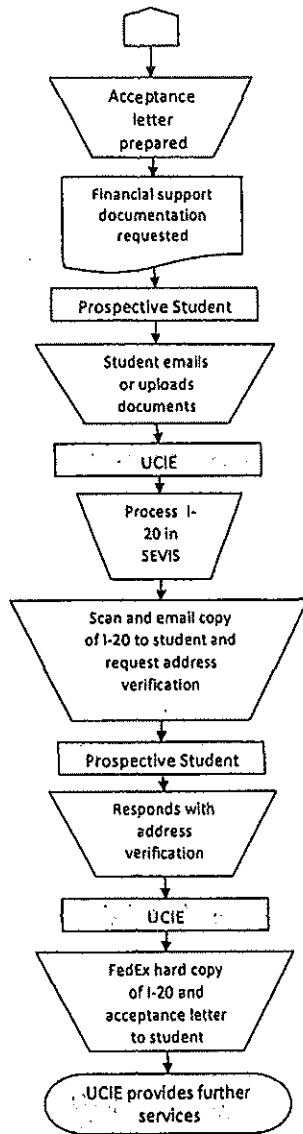
Finally, we will need to begin a culture shift regarding international programs. There appears to be a significant gap in the understanding of the challenges that exist. Although UCIE should have a central role in international student support, all units are participating in this effort and the responsibility and ownership should be shared. The international students are Wright State students, not just UCIE students.

6. Other

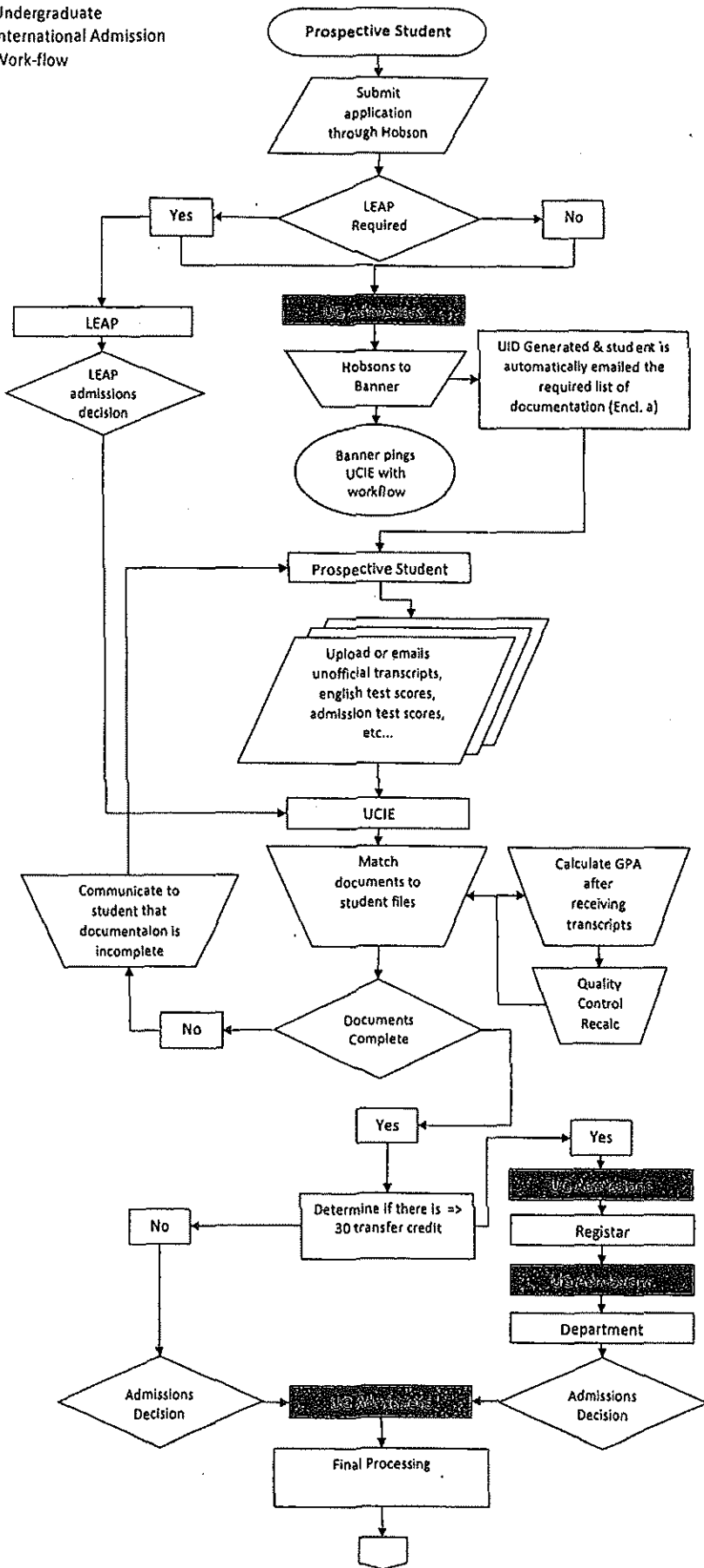
With the upcoming retirement of the Associate Vice President, there is an urgent need to make sure we appoint a senior leader with both relevant education and experience in the field for relationship building and providing a vision for international education. UCIE should be included in the conversations regarding any potential changes.

There are lessons to be learned behind the formation and removal of the Wright State International Gateway. There is a need for a consistent structure of UCIE, as since 2011 there has been a lot of back and forth which has caused confusion and mistrust within the department and campuswide. There is definitely a wealth of expertise and hard working staff in UCIE to provide input or suggestions.

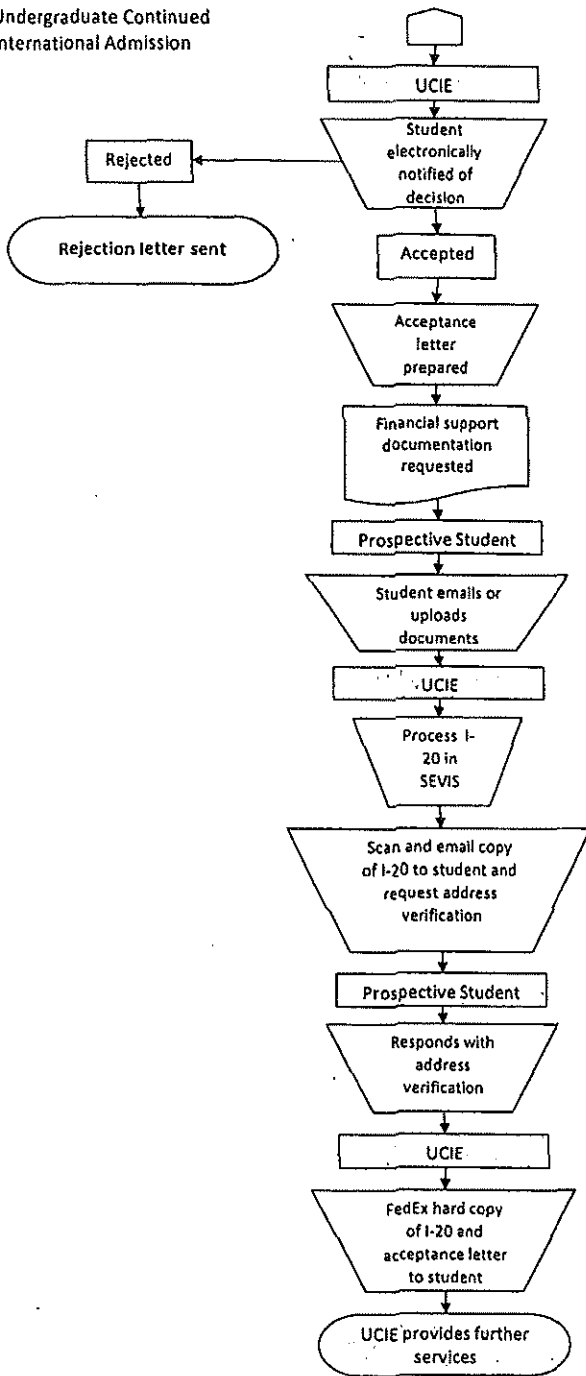




Undergraduate
International Admission
Work-flow



Undergraduate Continued
International Admission



International Student Services Review
Wright State University
Fall 2015
Individual Surveys

Survey designed, collected and collated by
Craig This
Office of Institutional Research

Survey Data Reviewed¹ and Compiled by
International Student Services 360 Review Cmt.

¹ Sentences in *italics* have been edited by the ISS 360 Review Cmt.

Fall 2015: Faculty International Services Ratings by Program

	Very Good	Good	Fair	Poor	Very Poor	Total
Admissions		2	1			3
Admissions services/UCIE	1		1			2
Airport pickup		1				1
Ambassador Program	1					1
CECS		2	1			3
Cultural activities_UCIE		1				1
Curriculum discussion/UCIE		1				1
Engineering	1					1
exchange student advising			1			1
Graduate Admissions				1		1
Graduate Admissions/SOGS		1				1
graduate applications sent to Human Services			1			1
Housing arrangements/UCIE		1				1
I-20_UCIE		1				1
Immigration/UCIE		1		1	1	3
International Affairs/UCIE	1					1
International Gateway				1	1	2
international partnership/UCIE	1					1
International Student Advising				1		1
International Student Recruiting					1	1
International Student Support			1		1	2
J1 Visa/UCIE	1					1
LEAP	2	1				3
Library Research Workshops	1					1
Others			1			1
Recruitment					1	1
Recruitment/UCIE				1		1
Student events (IFA)/UCIE		1				1
Study Abroad	1	2	1	1	2	7
Summer Ambassador Program faculty support		1				1
UCIE	2	1			4	7
Writing Center	3	1	1			5

Total	15	18	9	6	11	59
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Fall 2015: Staff International Services Ratings by Program

Program	Very Good	Good	Fair	Poor	Very Poor	Total
Admission	2	1	2	2		7
Admissions International			1			1
Admissions/UCIE			2			2
Brandeberry Career Center		1				1
Career Services		1				1
CECS Intl. College & Graduate Programs	1					1
COLA	1					1
Coordination of Student Data related to International Students			1			1
Cultural Activities		1				1
Cultural Connection/UCIE		1				1
Data Requests/Administrative Staff			1			1
Employment				1		1
Engineering			2			2
Engineering Advisers			1			1
Engineering International Office				1		1
Exchange				1		1
Finance/Bursar		1				1
Financial Aid/Scholarship	1					1
Follow up on Int'l Students with unpaid acct balances		1				1
Follow up with students in the academic integrity process - UCIE	1					1
Graduate Admissions			1			1
Graduate School	1	1	1			3
Health Services		1				1
immigration				1	1	2
Immigration/UCIE	1		1		1	3
International Gateway			1	1		2
International recruitment / recruitment and representation			1			1
International Recruitment/Admission				1		1
International Transfer Credit Evaluation			1			1
internship			1			1
IVLP	1					1
LEAP	4	1				5

Marketing					1	1
OPT/CPT					1	1
Orientation/UCIE				1		1
Programming-UCIE	1					1
Provide support & assistance in resolving Int'l Student issues		1				1
Raider Connect	1	4				5
Recruitment				1		1
Registrar		1				1
Resident Services				1		1
Scholarship Selection				1		1
SEVIS/VISA Services		1				1
Student Check /UCIE				1		1
Student Employment	2		1			3
Student Health			1			1
Student Support-UCIE	1					1
Student visa service			1			1
Study Abroad	1	1		2		4
Translation assistance - UCIE	1					1
Tutoring		1				1
UCIE	2		2	2	2	8
UCIE / Exchange programs			1			1
UCIE / Student support services		1				1
UCIE visa CPT OPT		1				1
UCIE/Admission Processing		1				1
UCIE/Collaboration					1	1
UCIE/Information				1		1
University Center for International Education	1					1
University College	1					1
Total	24	22	24	17	7	94

Fall 2015: Undergraduate International Students International Services Ratings by Program

Program	Very Good	Good	Fair	Poor	Very Poor	Total
Advisor			1			1
Career Service	1					1
Community Service	1					1
Educational System	1					1
Library	1					1
Professors	1					1
Recreative activity		1				1
UCIE	1					1
UCIE help	1					1
Welcoming		1				1
Total	7	2	1	0	0	10

Fall 2015: Graduate International Students International Services Ratings by Program

Program	Very Good	Good	Fair	Poor	Very Poor	Total
Administration	1					1
Admissions	1					1
Advisory/MBA		1				1
Career fair, Career Center	1					1
Career services/ off campus placements					1	1
Career services/ on campus placements					1	1
Cats	1					1
CECS	4					4
Coffee hour / UCIE	1					1
communication before arrival/UCIE				1		1
Conversation Club, UCIE	1					1
CPT or OPT / UCIE	1					1
CS department	1					1
Documentation	1					1
Global Connections, UCIE	1					1
Graduate School	1					1
health services					1	1
Housing UCIE			1			1
Housing/housing service					1	1
ICGP	1					1
Immigration and Employment information, UCIE	1					1
Indian Student Association	1					1
ISA	1					1
Lab		2				2
Lecturer	1					1
Library			1			1
Open hour / UCIE	1					1
Peer Mentoring	1					1
Politeness	1					1
program manager/aerospace medicine	1					1
Service /UCIE	1					1
Sports events, International Cultural Exchange	1					1
student employment/career center					1	1

Study Table	1	1				2
Teaching/Professors			1			1
Tutoring	1	1				2
Tutoring / Student Success Center	1					1
Tutoring/ Student Success Center	1					1
UCIE	5		2		1	8
Union Market				1		1
Writing Center	2	3				5
WSIG		1				1
Total	37	9	5	2	6	59

Fall 2015: Undergraduate Domestic Students International Services Ratings by Program

Program	Very Good	Good	Fair	Poor	Very Poor	Total
scholarship/ UCIE	1					1
Study Abroad Advising	1					1
Study Coach	1					1
Tutoring	1					1
UCIE/Study Abroad	1					1
Total	5					5

Fall 2015: Graduate Domestic Students International Services Ratings by Program

Program	Very Good	Good	Fair	Poor	Very Poor	Total
Front Desk	1					1
Hungarian Scholarship for Graduate School	1					1
Study Abroad	2	1				3
Study Support	1					1
UCIE		1				1
Total	5	2				7

Key:

ID	Statement By
F#	Faculty
S#	Staff
IS#	International student
DS#	Domestic Student

Faculty

General Comments:

The UCIE has true potential to provide great services to both international and domestic students. However, the UCIE is poorly structured and has unhealthy leadership tactics; this in turn has led to a hostile environment and thereby damages the services offered to the campus. The staff is not able to provide these services due to an unhealthy power structure above them that inhibits growth. (F2)

According to Wright Way policy Frequent flyer credits earned by university employees for travel on university business cannot be used for personal travel. These credits must be applied towards future university travel. Why do folks in UCIE, CECS and LEAP use these rewards for personal use (upgrades on flights)? Isn't this illegal? *Concern that Administration is protecting leadership.* Will this hit the newspapers soon the way the previous Provost administration was hit? (F3)

As a faculty member who has taught international students in GE history classes, I know that Wright State is doing some of these students a disservice. Some international students are clearly being admitted without a basic command of English, let alone an adequate one, and these students are not able to pass an introductory history class. This is a waste of their time and money. Perhaps there need to be more stringent requirements, such as requiring students to successfully pass ESL classes before enrolling in regular classes. The language proficiency tests, such as the TOEFL, are very obviously not doing the job. (F4)

Concern of U360 committee makeup. UCIE is one department which has always under performed in my 25+ years at WSU and it has gone to worse in the last 10 years. *Suggest dramatic reorganization of UCIE.* (F5)

I have experienced some problems with communication. They are not aware of our deadlines and don't provide the candidates accurate info on the admission process. We get a lot of calls from international applicants regarding admissions because ISS isn't providing sufficient assistance. (F6)

Lets start with the survey. Despite atleast 4 Ph.D.'s on the international units review committee and the survey was designed in such a pathetic fashion. Are you folks trying to protect UCIE again by not mentioning them in the survey and trying to extend the international unit assessment across the university? Why do you folks want to waste tax payers money when you have no real guts to try to fix UCIE? Why are you putting up this sham of a survey? *Questions makeup of committee and process.* (F7)

More assistance needs to be provided to faculty providing study abroad trips for students. Faculty need to be supported vs. being discouraged from doing study abroad trips. *Identified difficult to work with UCIE employee.* (F8)

Please communicate when policy is put in place. (Academic integrity quiz and course registration freeze) (F9)

Study abroad programs need additional full time staff members to support the development/implementation of faculty programs and to recruit/assist domestic students to engage in study abroad programs. (F10)

The entire structure of the department needs to be reconstructed into a more positive department that has a system of checks and balances and distribution of power. If this is not done, then it will continue to develop into a more toxic and unproductive environment for employees and users of the services. Study Abroad and International Student Support Services at this current time are inadequate. Students, domestic and international, are not getting quality services. It is not because the staff is unable to produce these services for them, it is staff is constantly blocked, undermined, and not allowed to prosper and grow or do their jobs effectively because of poor leadership. *Concerns with leadership within UCIE.* Students are not being put as the top priority or cannot be because of the current weak structure. If WSU is committed to their students, they will re-structure to decentralize so services can be of quality. (F11)

The leadership has to change. It is very clear that the current leadership is WEAK at best. *A series of directed examples related to UCIE leadership and claims of UCIE leadership protection by upper administration.* (F12)

The questions are insufficiently phrased for me to provide feedback. I am not familiar which unit does which service or how it is named. I did have dealings with parts of the university administration regarding international graduate students, and not everything went well. But it is not clear to me how I can provide appropriate feedback using this form. (F13)

The staff at UCIE are all very pleasant. They try hard. But there never seems to be an ability to think structurally or to integrate with the rest of the university. They always appear to operate in a vacuum, without much knowledge of the academic side of the institution. I don't know that anyone is very aware of the union contracts that restrict options for faculty, and that's pretty basic. There's also not much information sharing, so mistakes can be entrenched before someone finds out about them and fixes them.h (F14)

The UCIE has been helpful to me in bringing graduate students from my research collaborators' laboratories in Brazil to work on research projects in my lab. This experience was funded by the NSF (my current grant). My personal interactions with UCIE were positive and helpful, and I appreciate UCIE's help with this process. In contrast, my students' interactions at UCIE were not positive and became problematic enough that I eventually went to UCIE with them for all of their interactions. When I was present, the students were treated much differently than when they went alone. (F15)

They provide outstanding services to our students. (F16)

This is a ridiculous survey. The "example" question notes Academic Success and Tutoring, neither which are charges of UCIE. Then blank boxes come up with no text asking (assume) for a free form assignment of the name of the service received and provided by a "unit". Unit of what? UCIE? how are

students to know that? I use the UCIE often and I am willing to provide input to clear questions about their services should this survey be redesigned with the user in mind. (F17)

UCIE is a dysfunctional organization. Leadership has no clue what type of services are needed and how to do them. *Concerns with leadership.* (F18)

UCIE: Zero vision, lack of leadership. Pre WSIG merger with UCIE, WSIG increased enrollment (only from India). With all the things going on in the media, it is just a matter of time before the Indian bubble bursts. Middle eastern bubble has already burst. What is UCIE doing? Zero leadership. Everyone there wants credit but no one wants to do their work (F19)

We get very frustrated when students seem to receive "the run around." We refer them to UCIE, and then either UCIE can't help them, or perhaps they need to see someone different in UCIE, but they come back asking us for help because they didn't get what they needed from UCIE. And then when we try to intercede on the students' behalf, we are often met with hostility. In general, I think UCIE does a good job of providing student support in the form of getting them housing and health insurance, picking them up at the airport, and providing activities to help the students feel part of the community. The frustration is mostly in the areas of admissions and immigration paperwork (both incoming and while they're here, like OPT/CPT support. Also, UCIE does not seem to coordinate recruitment strategy with the colleges. We would like to have much more input into where and how they recruit on our behalf. (F20)

Would like more connection and information about students applying to programs beyond info on application in workflow (F21)

What barriers exist in providing international student services?

UCIE: *Suggest removing UCIE leadership.* If this does not happen soon, I can see the faculty revolting against the President with a no confidence motion (F3)

accurate information regarding admission and deadlines. They need to learn our admission process and provide applicants accurate info. (F6)

UCIE: dissolve the unit (F7)

Being told that simple things can't be done when you know they can. Have staff (possibly new staff) who do not put up unnecessary hurdles. Simple tasks can take weeks or months to get done in the office. Have staff who are crosstrained so simple things do not get held up. There doesn't seem to be enough accountability. Make sure staff are evaluated on an annual basis by the constituents they serve. (F8)

Communication with advisor. Don't have a voice message informing us to send an email and you will respond in 24 hours. Can't contact international student advisor. Provide campus advisor with SACM information. (F9)

Staffing numbers: Hire additional staff specifically for study abroad programs. Confusion about the role of international student services: Split UCIE and other international services into two units: one specifically for incoming international students and programs and the other specifically for study abroad programs geared towards domestic students. (F10)

Communication: Everyone fears for their job in UCIE. They feel that if an outsider asks questions, they are after their job. Monetary discipline: Would love to see how they keep getting so many \$\$\$ for doing crappy student services. (F12)

Strong management: It's hard to know who is in charge of what. Lack of transparency in decision making. Little sense of urgency in meeting timelines or willingness to set and enforce policy. (F14)

Language: interpreters or simply patience and use of simpler words to explain necessary paperwork, etc. Expectations: explain not only what a student needs to do (paperwork), but how to do it and where to find all necessary information. Culture: understand that in some cultures it is not acceptable to question authority, so when an authority figure here asks if they understand, they will say yes whether or not this is the case. ask questions to make sure that the communication was complete. be sensitive to these cultural differences and explain to the international students how American culture is different and what is expected here. (F15)

Suggest reorganization of leadership in UCIE (F18)

UCIE: *Suggest reorganization of leadership.* (F19)

Unclear lines of responsibility: One centralized place where students can go with international questions and problems where the person they meet will know how to direct the students; UCIE staff taking responsibility to make sure the student reaches someone who can help. Lack of communication: Treat academic units as partners. General defensiveness: Stable leadership so the staff in UCIE do not constantly fear for their jobs. (F20)

Lack of information about the specific services provided: Prepare document about purpose and services provided to faculty teaching or making admission decisions about international students and services you provide to international students. (F21)

difficulty in reaching out to international students due to language and cultural differences. more interactions between domestic and international students. (F22)

EFFECTIVE Communication: Sufficient remedial communication work should be accomplished, before students enter 'major fields'. WORK HABITS: International students come with a diverse set of work habits. Some level of information should be provided to them indicating the expected level of consistent work habits. HONESTY AND INTEGRITY: We need to address this issue with many international students and have a clear, consistently enforced, and open policy. This is not the case at this time. (F23)

Inflation of international GPAs by WSIG: WSIG knowingly has been inflating the grades of international transcripts, providing application reviewers with a false sense of the student's academic abilities. WSIG has failed to act on requests that this practice be stopped. (F24)

Language: peer conversation partners. Culture: international student lunch gatherings. Time: planning needs to respond to changing time restrictions. (F25)

Language, Customs and Beliefs (F26)

Language and culture: Cultural competency training for those providing services (F27)

recruiting focuses entirely on getting numbers rather than on getting quality. make recruiting strategic plan responsive to department needs. (F28)

Students are not familiar with the culture and ethics we have here and frequently there are issues concerning differences between their culture and ours that cause problems in teaching. If I had a resolution I would try it, but so far nothing has worked very well. (F29)

Please list top three international services strengths:

UCIE (F7)

Positive comment about UCIE budget matters. Global diversity with students hired in office. the office itself - whoever does the student hiring. Nice workshops here and there. (F8)

Admissions; unfortunately until one of their superstars was present. Finances: they have all the money in the world. (F12)

Genuine commitment to study abroad and Ambassador Programs. (F14)

Completeness, accessibility, interesting, the UCIE website is a wealth of information and links to forms/paperwork/etc. UCIE (F15)

Admissions, housing, social (F18)

CECS international and LEAP: promote them to university level. (f19)

UCIE: Some staff are very committed and helpful, including *three named*. UCIE: Compliance with immigration law (but not always friendly). UCIE: Taking care of students in emergency situations. (F20)

Support for faculty interested in hosting study abroad. (F21)

UCIE: integration into campus life (F22)

Math tutoring: EGR 1010 Engineering Student Services team. Study Abroad opportunities: The people in the Study Abroad office do a wonderful job for all people - international and US citizens... providing excellent Study Abroad opportunities. They maintain a high level of contact with the instructors and students participating in these programs. Community events for international students: International office - these people offer many excellent chances for the international students to visit local, regional, and national sites and broaden their understanding of the US culture and businesses. (F23)

UCIE: Cultural programming (Brown bag lunches, conversation hours, etc.). UCIE/Academic departments: Study abroad. LEAP Program and Department of Modern Languages: Language training (F25)

Int'l admissions: It is very nice to have somewhere to refer people and to get help with the admission issues of int'l students (F27)
Ambassador Programs/ UCIE: assisting faculty in developing ambassador programs. (F28)

UCIE: easy to work with, good understanding of the laws, collaborative (F30)

We welcome any additional input you wish to provide:

The Graduate School was better at providing international applicants accurate info. Perhaps ISS and the GS could work together. (F6)

It seems like the office needs a complete overhaul. The office has lacked strong leadership. The way of doing business and the office size may have been ok 20 years ago but there needs to be an overhaul to meet the needs of the many international initiatives going on today at WSU. I believe a search is going to happen for a new position/leader. Someone needs to be hired with extensive experience in international affairs who can provide the leadership needed. (F8)

Provide a complete listing of all units that provide specific services to international students. UCIE is not the only unit at WSU involved with international students and programs. (F10)

There is no central organizational direction in seeking out and signing MOUs with other institutions according to a set of reasonable criteria. MOUs are signed and then there is no follow through. It seems chaotic. (F14)

Thanks for your efforts in improving international education experiences. (F15)

You have always been responsive to the international graduate students that I work with. Thank You! (F31)

We use the services, but not so acquainted with details to respond to survey above (F33)

Staff

General Comments:

UCIE Leadership: Tunneled vision. Does not demonstrate freshness, dynamic qualities to grow aligning with campus, and faculty's needs. Do not pay attention and are not tuned to the needs of the individual colleges, and students within those colleges. Multiple events have demonstrated that they were not focused on students, faculty and staff which overtime have led to decreasing satisfaction and declining loyalty. Demonstrate unwillingness to come forward and involve stakeholders in decision making. Do not feel the need to incorporate faculty, staff and student's view point into various planning initiatives. Thus the outcom is faculty and staff community feels ignored. Lack of focus. Priorities are not aligned to meet the student's needs. They tend to imitate and redo tasks what academic units have done. Never took initiatives nor came up with strategic plan for recruitment, enrollment, and retention to meet faculty's, staff and student's needs. Whenever faculty, and staff tries to reach out to them in order to get explanation related to any issue- results have been, UCIE shying away from accountability. Thus they are constantly found in situation of being held accountable by the people. They seem to say yes to collaboration but have not initiated or followed through in practice. Nothing ever seems to get done. Buying time and not following up is very common. Communication with students is often very confusing and lacks clarity. A Service unit shuffling students back and forth, confusing them, not having clear guidelines, no sound reasoning, definitely is leading to more chaos. (S2)

Most of the service units are overwhelmed with issues affecting international students and there needs to be more resources allocated to international. The campus climate on international also needs to be addressed (S3)

I wish Raider Connect was more understanding of international students and their limitations. I would like to see Engineering advisers not trying to do everyone else's jobs and Career Services and Brandeberry Career Center work hard to find quality internships and co-ops for international students. (S4)

Immigration services is generally a nightmare to deal with. They are not customer oriented and have shifting rules on immigration that change every time, depending on who you ask, if they have an answer at all. They only have 2 hours of open advising a week. Their website is outdated and cumbersome with misinformation and dead links. Students are reluctant to speak with them and regularly return to the department offices to seek clarification on UCIE policy. Questions are generally answered vaguely. Communication from the immigration section is lacking; when I asked a question I was not answered, but told to subscribe to the newsletter. My question was not answered in the newsletter. (S5)

Concerns with customer service approach in Immigration. (S6)

UCIE is constantly seeking ways to reach out and support their international students. They have provided many programs for them this year that practically help them in connecting with Americans and engaging with American culture, which according to research plays a major role on their level of success on campus. Their Global Connections events have allowed our students (both international and domestic) to celebrate and experience a number of diverse topics and cultures. UCIE has also been collaborating with many student groups and WSU offices in order to provide a wide range of services for their students. Examples include collaboration with Women's Center, LEAP, Office of Latino Affairs, Student Activities, University Activity Board, etc. Kudos to them! (S7)

We need a clear mandate of who does what in international services. We also need more resources in this area (S8)

Eager to see more effort to support international students with academic challenges in the academic departments versus trying to compete with existing services. (S9)

UCIE: Difficult to work with. Asks departments to take over part of their duties. Do not train or explain procedures. (S10)

I find that Raider Connect is very helpful when working with international student issues. Mike and Iris are very knowledgeable and help to ensure that students get the services they need. I have also attended many events at the UCIE lately and have found them to be very engaging. I recently met a number of student from Brazil and Kuwait and have seen the students in the halls after the event and am able to check in with them. It makes my time at Wright more enjoyable. (S12)

I feel that this unit is not responsive to compliance issues that involve the recruitment of international students. I've been witness to issues that involve staff completing admissions applications for prospective students. Additionally, I've become acutely aware of issues that involve study abroad students who've not been completely served well. They aren't completely enrolled in classes abroad, or have proper accommodations made. Additionally, I am aware of several issues that revolve around scholarship selection for international students, budgets not being maintained or properly reviewed prior to awards made, etc. These practices are unacceptable and seriously jeopardize the University, our reputation, and our ability to serve international students. (S15)

UCIE is reluctant to include the departments that have the influx of international students. Collaboration is necessary to provide a streamlined and seamless transitions for students who are already out of their element in a new country. It is unfortunate that departments and college where the students end up are not collaborated with, included in, or even consulted when it comes to the needs of the international student population. (S16)

International Admissions - The process and tools are very cumbersome. 1)The International application allows for the student to submit conflicting information. If a student enters that they are here on a F1 visa, the application should ask for current address and international address. That way it is clear that they are a transfer student. If they student chooses that they will enter the country on a F1 visa, then the student should have to enter an international address. Then it is clear that they are a new student. These types of applications are processed differently. 2) Applicants are required to upload certain documents. Where do you find this information? I have been told that the documents on International Admissions are no up to date. How do we make sure the student has submitted all documentation for a timely decision? International Admissions will only give application status information by email to the student. If the student contacts me, I have no idea what they are missing since it is not noted. Then the student complains because they have not heard from International Admissions. This survey is really terrible. Why isn't there a list of services to be rated? It seems like you don't really want feed back on this department. It seems like you are going through the motions but don't really want to make changes. (S18)

As staff person who works with the same population of students that UCIE services I have noticed a disconnect in communication between UCIE and the academic departments. On several occasions this gap in communication has caused confusion and poor service to the student. Simple task such as coordinating orientations and communicating SEVIS requirements has caused tension and a sense of incompetency. I can only imagine what students think of the university as a whole because of this lack of teamwork. (S21)

Concern- the granting of fee payment exceptions may at times not be well supported or documented as to why the exception was granted; large A/R balances can quickly develop if there is no verification/documentation that the student has funding to pay the charges. (S22)

The international student admission process is well organized and efficient! (S24)

Admissions (S25)

Data integrity is not reliable (S26)

The request was met with resistance vs. a willingness to provide information to support the work of colleges in promoting student success. The requested data was not produced after almost 2 months. When following up, there was a similar response. (S27)

I don't feel the students are taught anything about our culture when it comes to applying for student worker positions. They don't check their applications for spelling and grammar errors. They are VERY pushing about getting an interview. They need to be tutored in acceptable behavior when applying for a student worker position. (S28)

International Gateway seemed to "appear" one day without notice. I found it very unorganized and there were many mistakes made. It has improved somewhat, but things ran much better when it was the applications were received in the Graduate School. (S30)

The leadership of UCIE is very inconsistent, dictatorial, non-collaborative, and overall a real pain to interact with. I feel Wright State has been poorly led in this area and we really need someone who knows what they are doing in that position(s). (S34)

Very confused about the purpose of International Gateway vs UCIE when it came to finding answers for International Students. I have heard since that Gateway may not exist anymore? I'm not even sure what's going on there. (S41)

Give international students more opportunities to work on campus. They will be more involved with the culture if they can work somewhere. On campus job opportunities will be nice for them since they do not need work visa to do it. (S48)

Who is responsible for international enrollment management? Why isn't more information provided to/feedback solicited from campus regarding the international recruitment and admissions? (S50)

What barriers exist in providing international student services?

Immigration: Bridging difference, diplomacy, choosing cooperation over conflict does not exist in their history. Connecting and reaching out to outside unit is not an option they ever consider. Strong insecurity, unapproachable, defensive, territorial, inability to take initiatives and follow up are common characteristics. Work at odd times (not available during regular hours), and not accessible. Won't listen and avoids any discussion due to the fear of being challenged. | To end their chaos definitely a new start will be required. | Study Abroad: Stagnated. One person runs it, lacks vision, outcome is lower than

the regional, state or the national trends. However, investment is heavy when compared to the results produced. Very repetitive lacks newness. | Need to work with campus counterparts and know their programming needs (S2)

Lack of understanding of international students and their needs.: Campus wide cultural competence training. | Lack of adequate resources to serve international students: More intentional resource allocation. (S3)

Departments trying to take over services of other departments: Academic units should advise on academics. | Do more with less: There are over 1800 international students on campus and the international units are always being asked to do more with no more staff (S4)

Very little customer service. | Additional training for old employees or new employees willing to be helpful. | communication. | changes to immigration rules, cultural missions, etc should be communicated regularly and to the right parties. (S5)

Leadership: UCIE is a service provider and colleges are their customers. *Concerns with UCIE leadership and their service to the university.* | Accountability: For any of the mistakes they do, they take no responsibility, no feel for their consequences. | Team Spirit and Service: *Concerns with UCIE staff service relationships within the unit and with customers and constituents.* (S6)

Food for service: If an office is trying to provide a cultural event, allow an easier process for a food waiver in order to let the organization provide authentic cuisine for their appropriate audience on campus. | Housing: Build more off campus housing. Not enough housing is available for international students once they arrive in the States. This creates unnecessary stress as they try to acclimate to our society. A number of international students were waiting for weeks to get reasonably priced housing. We have recruited a great amount of students but have not changed our campus in a way that accommodates them. | Transportation: Most international students do not have cars. Intl. Student have described to me that "living in Fairborn/Dayton without a car is like having no legs." WSU must figure out a way to improve public transportation for these students to get around. Better transportation would allow our students to experience more around the area, put more money into our economy, and have a more positive experience. Perhaps a better collaboration with RTA that offers more frequent times of pick up. (S7)

Poor mission boundaries: Clear direction from WSU Leadership. | Staff support: WSU needs to support growth areas with more staffing/resource allocation. | Lack of faculty/staff training in diversity/cultural differences: Increase support and resources and mandate for training (S9)

International students treated as "outsiders" and not embraced as part of student body as whole: stop separating services, i.e., advising outside department (S10)

Needs assessment: Survey students, faculty, and staff on the perceived needs that should be addressed with supplemental programming and services. | Resources, authority: Develop and train existing staff members. Devote more resources (people, money) to new positions that will develop strategic initiatives. Advocate for more participation and resources from other departments / colleges. | Communication and promotion: Organize and promote available services in a clear and comprehensive manner. (S11)

Lack of "buy in" from the university: Have leadership express to all service units and faculty (not just international student related) that international students are WSU student first. | Housing: Housing international students on campus is very difficult as it is often priced well beyond the limits of WSU's

international student community. This forces students to live off campus and furthers their potential alienation from the benefits of campus life. | Food: While Chartwells certainly has a great deal with the university, their outside food policy makes it very difficult to plan events that feature international food. (S12)

Communication between units: regular meetings. | Adherence to established policies: Knowledge of policies and accountability. (S14)

Not knowing compliance: more training. | Unwilling to use other resources to help students: More training and implementation of additional computer resources available. (S15)

Communication: Requirement for collaboration and inclusion of departments/colleges in planning for international student populations/ | Collaboration: Requirement for collaboration and inclusion of departments/colleges in planning for international student populations. | Cooperation: Don't dismiss college and department personnel like they don't know anything and can't do anything. We can, and we will, with or without cooperation. College and Departmental goals are to ensure students have a good experience. We want to cooperate and work together. (S16)

Language: more students in the LEAP program. | Lack of understanding of academic policies: More info during orientation, but also, faculty should spend more time on this issue during the first week of class (S17)

No personal contact: Have time where International Admissions staff meet with students to answer questions. | International applications: Update International application to minimize errors. (S18)

Making students aware of services. | Connecting students to the correct service for their problem. (S20)

Too many special international programs where discounts or internal scholarships are provided; programs are not well documented and cost/benefit analysis was not performed upfront to determine financial viability of the program. These programs typically originated either through WSIG, RSCOB or CECS. | Reduce the number of special programs offering discounts/scholarships and ensure a cost-benefit analysis is performed to ensure financial viability of each program. | Recruiting fees paid to various third party providers; currently difficult to capture the entire cost and the resulting net revenue to WSU as the expenses are charged in different places in Banner; how can we easily compute net revenue to WSU after accounting for internal scholarships/discounts, recruiting fees, faculty overloads, and faculty travel expense for courses taught abroad? (S22)

Unwillingness to work collaboratively to resolve issues. | Failure to follow thru: Improve timeliness in responding to requests. Currently waiting on a request from two weeks ago. | Data integrity: Follow policies and commit to accurate student records (S26)

Lack of training of completing employment applications: train students to check for spelling & grammar errors. | Cultural differences: Explain how the hiring process works at WSU. Explain that being "pushy" does not necessarily get you the position. (S28)

Not following university admissions policies. | Not fixing errors. (S29)

Meeting the needs of international visitors: We receive information about the visitor but not a clear statement of what the visitors would like learn, see, experience. | Time constraints that may offer the visitors a more meaningful experience with WSU-Dayton region: I do not think there is one. (S32)

Office does not answer transfer calls: office could have more than one phone line. | long email wait time: not sure who is in charge of email but a three day response in too long (S33)

Poor leadership, vision and follow-through: Hire a real leader experienced in international issues -- from a national search, not from an internal promotion of anyone currently in the office. (S34)

Transparency of services that are offered to International students: A simple list of employees with particular job duties/services they provide. EMD departments have such listings for fellow WSU staffers that you could call and request. | Employees (lay people) outside of UCIE or Gateway who do not understand the various Visas and what they mean for students (S41)

International admissions is fragmented, confusing, and does not integrate well with other systems: Re-integrate international admissions into Enrollment Management and the Graduate School. | Communications to international students are fragmentary and uncoordinated: Develop a communications plan across all offices involved in communicating with international students. | Communications between international offices and other administrative units on campus are difficult; transparency is hard to come by and accountability is lacking: Revamp offices as appropriate to build and enforce transparency and accountability. (S42)

Gateway does not respond in a timely manner to student requests. (S43)

Barriers to success include lack of financial support; bureaucratic processes; bias/prejudice; inadequate emotional and moral support for students; as well as insufficient academic advising and program mentoring. (S47)

Communication is not clear to international parents regarding the process to register for their son/daughter to live on campus. The answer to parents's question is usually telling them to click on the link and figure it out themselves. It is an easy task for anyone who is familiar and comfortable using the computer and having the patience to go through each page to find the answer. But it is a barrier for parents who don't speak and read English well. | Perhaps, a one-page info about the process to apply to live on campus will be helpful? | How to make payments. Again, it is a cinch for those who are familiar with the process, but a barrier for international parents who are not clear but are afraid to ask. | A handout of the payment options will be helpful. Explain each option clearly. Is it safe to transfer money from overseas to pay their son/daughter's tuition? | Communication about the admission process needs to be better because it can create big understanding. For example, all questions must be asked and verified before the I-20 can be issued. Last year, a Vietnamese student got an I-20 to attend the LEAP program while he has all the paperwork to be admitted to the College of Computer Science. Fortunately, he was not able to attend this fall on time and the mistake was discovered that his family was expecting him to be admitted into the College of Computer Science and not the LEAP program! | Never underestimate anything in dealing with international students/parents because it is easy to be misunderstood. Before issuing the I-20, communicate with the international student and parents that the I-20 is issued for the student to be admitted into which school, major, etc. Let them know if this is correct by responding within a time frame before the I-20 can be sent to their homeland. (S49)

Campus doesn't know how to prepare/what to expect: communication with departments and units (S50)

Please list top three international services strengths:

International Admission: Productive, accessible, communicates and readily available to explain issues. Work well with others. (S2)

A one stop office that handles admissions to graduation support. | Experienced staff working in the international office. | Academic programs that are bringing international students to campus (S3)

UCIE: Immigration knowledge | UCIE: study abroad | UCIE: international student services (S4)

UCIE: Cultural programs | Grad school: Probation/requirement tracking | CECS: student orientation/probation. (S5)

Admissions: Admissions is the efficient unit among UCIE. Because it came out of Gateway. They should have kept Gateway separate, and let the other unit cleaned out. | Cultural Activities | Transportation: New vehicle, airport receiving and dropping at the apartments is good. (S6)

UCIE: programming, non-academic advising, study abroad advising (S7)

UCIE: study abroad/international travel assistance, student support services, arrival assistance/orientation (S9)

CECS Intl College Advising: filled need to help students succeed and adjust to culture (S10)

UCIE: Every staff member is tasked with an overload of work to do, yet they continue to come to work: Dedication and passion | UCIE: always willing to communicate and collaborate when initiated by other office: willingness to collaborate (S11)

UCIE: new student arrival and orientation. | LEAP: English language learning/college prep. | CECS: academic advising (S12)

Admissions | RSCOB | Graduate School (S14)

Recruitment: Recruitment is now being monitored by college personnel and they are doing a fabulous job | WSIG Personnel recently moved to UCIE, without them I would have no one to contact to get anything done. (S16)

UCIE: Communications and teamwork (S17)

International admissions: knowledge (S18)

UCIE: creating a supportive community, preparing students for the US academic environment | LEAP: preparing students for the US college/university environment (S20)

Individual in UCIE: Timely customer service response to departmental requests (S22)

Two individuals in Admissions identified (S26)

IVLP: Participants (like me) receive biographical information from UCIE (S32)

Graduate School: graduate assistantships, graduation, admissions | International admissions: admissions (S33)

Study Abroad in UCIE: They do a good job of talking with and recruiting students (S34)

UCIE: knowledgeable staff (S41)

CECS: academic supports (S42)

International admissions: international admissions processing (S46)

1. A student survey will be developed to provide us with feedback so we can evaluate our services Increase the number of international students Increase resources provided to the International Student Office to meet the demand of new international students a new student orientation targeted specifically for international students (S47)

The IFA is always a popular cultural event that international students enjoy and feeling a part of the university. | Cultural activities that introduce the American culture to international students are good, for example, pumpkin carving, trips to Jungle Jim, and many other great programs, etc. | I am always very pleased in getting prompt responses from *UCIE personnel* whenever I have a question about international issues or immigration. I appreciate their promptness and good service to questions. (S49)

We welcome any additional input you wish to provide:

UCIE: Front Desk: Staff not personable. Student's call handling abilities are questionable. Misrepresentation of facts by GA's. Wrong information often communicated to students and end up confusing them. Challenges to get past front desk is daunting. (S2)

WSU is a great institution and the mission to transform lives need to be translated to international student services (S3)

Clearly, our school is about to be (or currently is) under intense scrutiny. We should be PROACTIVELY investigating and auditing ourselves regularly; if we can improve, we should work together to do so. UCIE is unwelcoming to suggestions for improvement. Please carefully look at the UCIE 'interpretation' of immigration rules involving CPT and OPT. This is not done well by the department. Tracking students and where they are (legally) should be better enforced and documented. Please also look at policy for distance learning. We are not employing 'best practices' and collaborating to be better. (S5)

Marketing person is wasteful individual with no vision and team spirit on how the marketing should be done. No communication with colleges on where she travels and what for. First of all the marketing responsibility should be eliminated from UCIE. Take out their travel budget for NAFSA vacations for the whole center. This is not a paid vacation place, employees have no interest to learn anything. Stop this budget. (S6)

WSU is receiving backlash on international student growth that was not planned in a strategic manner. UCIE staff work very hard to support a record number of international students and study abroad programs. More resources should be given to support UCIE. (S9)

Why is Parking & Transportation not "booting" student cars with excessive parking tickets from parking in Staff/Faculty slots? (S10)

In my opinion, there appears to be a disconnect with UCIE. They react to situations like we are trying to do their jobs, when that is the farthest from the truth. We want to work with them, in conjunction and have university, college and departmental programs work together to meet the needs of an ever growing international population. We can't help these students if we are all doing our own thing. (S16)

Getting the new CRM will be a good time to create consistency across the admissions board. We work directly with international admissions and spend a lot of time deciphering their admission techniques (S26)

The gateway has gotten better as of late. However, there was a time when our office could almost NEVER get a hold of them through phone. When there was a transfer call that needed to be done, they only answered the phone about 10% of the time. They also close doors at 4 o'clock because they are "too busy", this is bad service for students. A three day response for email's is ridiculous and should be changed. They have a low number of staff members as well. (S33)

I had to work with a very important international student for the first time last year and really had to start from scratch because I had zero experience. It was an education for me as an employee. Some people are really knowledgeable in UCIE and some of them I wondered why they weren't able to answer what seemed like a simple question. If UCIE can't answer the questions, then who?? (S41)

International Gateway does not seem to respond to international call in questions in timely manner, when I have forwarded emails we receive an automated response. (S43)

this is not a good survey. Multiple choice and few opening ending options will be better (S48)

International students/parents come from different parts of the world and there are those who speak and write English well, so surfing the internet and following the instruction does not create a big issue. However, there are many others who do not speak or write English well and depend on their son/daughter to read and translate for them. Sometimes it is hard for first time students who go abroad to understand everything they read, thus it

creates anxiety and uncertainty for both students and parents. It is easy for us in the U.S. to say "click here" and "click there" and you will find the answer, but believe me, it is not easy for many. To make it worst, students/parents are reluctant to ask for clarification until they understand for fear that they sound stupid for not understanding an easy task that they are supposed to understand quickly. It is the struggle that I got to know from a few international students/parents who talked to me. A few years ago UCIE put together a workshop on the different visa types and practical training employment pre and post graduation for the campus community. It was very helpful and well attended. If UCIE can put together a series of workshops to educate faculty/staff about the paperwork for admission, housing, immigrant laws, etc. I will love to attend because I always have calls from the community about the application process for students who want to attend WSU from Vietnam since there is a large Vietnamese community in Dayton. Steve and Michelle are great, but if more faculty and staff are knowledgeable about international paperwork and rules, we can help to lessen somewhat the heavy burden for UCIE. (S49)

What happened to diversity? Why do we recruit so many students from just two countries into just one college on campus? (S50)

International Students

General Comments:

I really appreciate the international support services provided for the students at Wright State. (IS2)

The teachings services provided at the university are very good, but (1) the library doesn't has enough copies of books for checkout or reserve (2) the main purpose of many students is to get a job, and chances of getting it is very less for international students. (IS3)

i think housing priority should be given to international students coming to the USA for the first time. After applying early for accommodation , the housing services unit waited until last minute before i was informed i could not get an apartment, only for me to get to dayton and incur expensive hotel bills and had to look for an apartment off campus. this has really put a strain on my finances. UCIE should have helped in securing accommodation for me but they were unconcerned. my experience at the career center when checking in for student employment was awful, i got the impression that the student employment coordinator was very hostile to me twice when i went to her office. (IS5)

International units like UCIE should concentrate more on productivity rather than taking credit for the work other units have done. Please notify international students on whats happening prior rather than last minute. Keep us educated (IS10)

Need to be more service oriented (IS11)

The organisation was working hard to avail the facilities to the students .That was home away from home ,ISA (indian student association) was treating us very well and i felt home away from home. (IS13)

Peer mentoring sessions are really helpful. The sessions were really great and provides us a chance to improve our technical skills. (IS15)

Why there is no free shuttle for students around campus? (IS16)

I really appreciate the services provided for the students. Go Raiders!! (IS37)

The services are commendable (IS47)

International students pay about \$100 per semester as "international student fees". After having my initial paperwork processed, I didn't contact UCIE for any help, so I think that fee is way too high. (IS55)

What barriers exists in providing international students service?

Us citizenship, Almost every company visiting campus asks for citizenship even for cpt, On campus jobs, Even the oncampus employment is very less at wsu, only a handfull of fall students got oncampus jobs, Online resume uploading for job posting, There is no use uploading our resume for oncampus jobs portal, either we receive nothing or a reject mail. Only recommendation works here not the worth. (IS3)

lack of information or incorrect information, needs to update , for example requirements for driving license, social security are outdated, communication, explain to international students about housing, housing, priority for international students (IS5)

One on One Meetings, Meeting schedule, Sharing info on the phone, share more info through the phone (IS9)

Some Americans are not very easy going, Too Much Information in a short period of time when International Student arrive, (IS57)

Please list top three international student service strengths:

Intercultural Awareness, Confidence, Sportiveness (IS2)

Tutoring, Labs, Security (IS3)

program manager, library, health (IS5)

Experienced Staff (IS6)

Helpful, Fast, Friendly (IS7)

Kindbess (IS9)

Student friendly, approachable any time, productive (IS10)

Indian student association (IS13)

Immigration and Employment information, Global Connections, Career Fair (IS37)

UCIE (IS56)

Welcoming, UCIE (IS57)

We welcome any additional input you wish to provide:

Health services : the services provided are really less, they should include atleast the eye checkups and bloodtests as they are very simple and are required to many (IS3)

housing priority be given to international students for the first year (IS5)

I think you should have topics to choose from for barrier, strength, and others. It too hard to start from scratch (IS45)

Domestic Students

General Comments:

I feel extremely grateful to have received the Hungarian scholarship to apply to my graduate Clinical Psychology studies at Wright State's School of Professional Psychology program. (DS3)

They provide me with every possible opportunity and make sure that I know I can rely on them for relevant information. (DS13)

I have been working with the UCIE to plan my future study abroad programs and think that they are very helpful. However, the UCIE website used to apply to study abroad programs I find is not very user-friendly and is confusing to navigate. (DS16)

Writing Center providing very poor service to people with English as a second language. People with disability disrespected and treated with no respect. (DS22)

What barriers exists in providing international students services?

Domestic students don't often get involved in international student services, Advertise services more, International admissions sometimes does not answer their phones or respond to emails for long periods of time, Hire more staff, In my opinion, it's a confusing office structure. I was confused why study abroad was part of UCIE., At my undergrad, everything was its own office/department (DS5)

Poor organization with the UCIE (DS6)

UCIE Study Abroad website used to apply, Design the website to be more user friendly, Confusion about how to Study Abroad (DS16)

a clear understanding of processes, better communication (DS19)

Please list top three international student services strengths:

Customer service (DS2)

Scholarship opportunities (DS3)

Wide variety of study abroad programs (DS5)

caring staff (DS19)