

## **Technical Report**

# **Academic Achievement and Well-Being of International Students Whose First Language is not English\***

**Sonya Symons  
Stephen Ahern  
Doug Symons  
Bob Perrins**

**Acadia University**

**June 28, 2006**

**\* This report summarizes the findings of research supported by a SSHRC Institutional Grant. The research was designed to develop understanding of factors that affect academic achievement and social adjustment of international students in the Canadian context, since there is very little empirical work conducted on this issue in this country. Since internationalization is an issue of some concern at Acadia University, we wrote this report in order to add the students' perspectives to discussions about internationalization at Acadia University. We gratefully acknowledge the assistance of Julie Snair (international student advisor) in facilitating recruitment of student participants and Susan Squires (psychology graduate student) and Natalie Mercer (psychology honours student) for their assistance with data collection, transcription, and data analysis.**

## **Executive Summary**

In contrast to Canadian trends, Acadia University has seen its proportion of international students increase by over 50% in the past five years. This has brought a number of opportunities and challenges for the University as well as for the learning environment for these students. This project used 10 focus groups of Acadia international students for whom English is not the first language to identify institutional and interpersonal factors that affect academic achievement and well-being. Sessions were recorded in the Acadia Digital Culture Observatory, transcribed, and then themes were coded independently by the four authors. Nine themes emerged, organized into three general areas:

**Social integration.** The top priority of international students was to increase positive social experiences with Canadian students. Language problems, cultural values, Canadians' lack of knowledge of other cultures, and negative stereotypes all served as barriers. Campus resources were seen as helpful for some campus integration, but special services can also be seen as marginalization, and there was dissatisfaction with employment opportunities on campus, which is another way social involvement can be facilitated.

**Academic environment.** While generally seen as excellent, there is a cultural shift from top-down instruction in some countries such as China to exploratory self-regulated learning at Acadia. Class sizes, group work, overall university size, and high levels of professor contact were seen as helpful. The Acadia Advantage program was seen as an asset to learning and to communicating with family back home, but has some drawbacks associated with high costs, tendency to reduce oral communication, and potential for overuse. Many students described difficulties in four areas related to language concerns: reading textbooks and literary works, completing written assignments, following high-content lectures, and doing class presentations.

**Broader student environment.** The food plan at Acadia was criticized for being monotonous and ethnocentric, and cited as one reason to live off campus. Students had very positive feelings about the small, friendly town of Wolfville, although the rural setting was somewhat isolating and boring for some. Differences in lifestyle between here and "home" were described.

### **10 recommendations are advanced to deal with issues that arose:**

- 1. Take better steps to ensure students have adequate English language proficiency.**
- 2. Provide academic supports for students in language-related academic difficulty.**
- 3. Reduce class sizes.**
- 4. Create quiet or "lifestyle" floors in residence for a mix of students.**
- 5. Increase opportunities for social interaction that do not involve "partying."**
- 6. Encourage mentoring opportunities among students (e.g., room-mate selection).**
- 7. Adapt Orientation Week so that it offers a mix of separate and combined activities.**
- 8. Hire a chef with expertise in international cuisine, especially Chinese.**
- 9. Invest in shopping trips and other excursions to Halifax.**
- 10. Hire international students to do recruiting/liaison with local high schools.**

## **Background and Purpose**

The number of university students entering Canada for the first time decreased from 25,000 in 2001 to 20,000 in 2005. In contrast to this national trend, Acadia University experienced significant growth in the number of international students during this period. In 2001, there were 479 international students enrolled at the university and in September of 2005, there were 748, representing a 56% increase. The presence of international students on a small rural campus can enrich the environment for all students through increased awareness and understanding of diverse cultures. While there are many benefits of having international students on campus, there are concerns about how best to foster the academic and social development of these students, particularly those for whom English is not the first language. In addition, most of the research on this topic has been conducted at universities in the United States where different social and cultural dynamics may impact the students' experiences. Hence the goal of this research was to identify international students' perceptions of institutional and interpersonal factors that affect their academic achievement and well-being. We chose to focus on students for whom English is not the first language since research indicates that language issues are a particularly significant factor in the adjustment of international students.

## **Research Methods and Participants**

We conducted 10 focus groups with 4–6 students in each group. The moderator of the groups, either Sonya Symons or Stephen Ahern, asked a series of questions designed to elicit the following information: 1) the students' positive and negative experiences at university; 2) the perceived differences between the educational environments in their home countries and their Canadian university experience; and 3) the students' recommendations for changes to the university. Appendix 1 shows the date each group was held, the number of participants and the length of the focus group. Focus groups took place in the Acadia Digital Culture Observatory and were recorded using digital video. The sessions were transcribed by a research assistant. Students were solicited through an e-mail message from the International Student Advisor and they were compensated with either \$10 (36 students) or 2 extra credit points (6 students) in their Introductory Psychology course. Students also completed measures of self-esteem and acculturation.

There were 42 participants in total (22 male and 20 female) ranging in age from 17 to 41 years (mean = 22.1; sd = 3.84). Participants were all registered as international students at Acadia and the majority (30 of the 42) were from the People's Republic of China. 39 of the 42 students were undergraduate students and 3 were registered in graduate programs.

Students' self-esteem was measured using the Culture-Free Self-Esteem Inventory (CFSEI-3; Battle, 2002). This is a 67-item questionnaire designed to assess self-esteem in children and adolescents on 4 dimensions: academic, personal, parental/home, social, and general. A global score is obtained by adding the scores of the four dimensions. Data from 8 participants were not included here (either because they had high defensiveness scores, indicating a self-report bias, or because they were not in the appropriate age range for the measure). Means on the self-esteem scales were in the normal range and did not indicate any significant issues for this sample of students.

Students also completed the East Asian Acculturation Measure (EAAM; Barry, 2001), a 29-item questionnaire that measures feelings of assimilation (8 items), separation (7 items), integration (5 items), and marginalization (9 items) in immigrant populations. A modified version of the scale was given to non-Asian students. Assimilation is defined as giving up one's cultural identity and moving into the larger society and was measured by items such as "I write better in English than in my native language." The mean assimilation score was 3.16 on a 7-point scale, indicating that the students did not feel particularly assimilated, which is what one would expect with people who have been living in another country for a short time. Separation is defined as the maintenance of one's own ethnic identity and absence of relations with the larger society. The separation scale included items such as "I feel more relaxed when I am with an Asian than when I am with a Canadian" and these students indicated neutrality on this sub-scale. Integration is probably the ideal; it involves maintaining one's own ethnic identity while also becoming a part of the larger society. Scores on the integration subscale indicated that the students felt somewhat integrated (mean of 5.02 out of 7). An example of an integration item is: "I feel that both Canadians and Asians value me." Marginalization refers to social isolation from both the host culture and the home culture and is measured by items such as "There are times when I think no one understands me". The students did not indicate that they felt marginalized (mean of 2.95 on 7-point scale). Taken together, these measures indicate that the students' self-esteem is in the normal range and that they are not feeling marginalized or separated from Canadian culture.

### **Focus Group Results**

Focus group data were analyzed by four faculty members in order to identify and describe emerging themes. The transcript from each group was reviewed independently by two faculty members to identify and describe themes. Consistency in identification of themes was very good, ranging from 78 to 100% agreement for each group. Statistics on reliability are listed in Appendix 2. Nine themes were identified consistently from the focus groups. They are described here in order of perceived importance. In deciding the order those themes that were raised in almost all groups are listed before themes that were raised in fewer of the 10 focus groups. As well, emphasis made by the students' during their discussions was taken into account.

#### **Theme 1. Social Interaction with Canadian Students**

This is an over-riding area of concern for international students and is a particular problem for students from the People's Republic of China. While some students talked about positive social experiences with individual Canadian students, such as residence roommates, the majority voiced concern about the lack of interaction that they had with Canadian students. The students explained their difficulties in making friends with Canadian students in terms of four issues, namely language problems, cultural values, Canadians' lack of knowledge of other cultures, and negative stereotypes. One student's comments were particularly poignant in terms of highlighting the students' overall concern about this issue. When asked what he would like to see changed at Acadia, he responded:

“For me I’d rather change myself not Acadia. Last night I had a conversation with a friend and we counted since September how many Canadian friends we have and I only have 7, counting my T.A. I don’t know why I have very strong loyalty to Chinese group. Last night I talked to him [about] how we change this situation...I think a successful university career as an international student is making a lot of friends, Chinese okay but if I can make a lot of Canadian.... There is a problem, maybe there is a gap between Asians and Canadians. Maybe neither of us want to cross the gap.”

Language proficiency interfered with social interaction in that many of the Chinese students felt that they did not have sufficient conversational skills to engage in friendly, casual conversation with Canadian students. Communication was seen as the primary difficulty in developing friendships between Chinese and Canadian students. A European student made the following observation about the distance between Chinese students and other students on campus:

“I think many students think that the Asian students stick together and they don’t want to talk to us, and it’s the other way around, the Asian people don’t really know how to talk to us. It’s not that we don’t want to...but you see them sitting there and they seem happy so we think ‘well they seem happy so why bother them?’”

Many of the Chinese students expressed concerns about living in residence, mainly because they felt the noise level interfered with their ability to study. Some students even described experiences of racism. These included having a Chinese flag stolen and being the recipient of verbally abusive comments. Sample comments indicative of the issues about residence life include:

“I stayed on campus last year. It was very noisy in residence, parties every weekend. I like to study in my room, not the library, but I have no choice.”

“It’s the same with us, too noisy. I don’t like residence. I am used to having my own room. It’s a lot like being in a youth hostel all the time. You never know if someone’s going to be up late or not. I don’t think it’s too much partying – just too many people living in one house...”

Not all of the Chinese students experienced difficulties in residence. Some of the students saw residence life as a good opportunity to make friends:

“I think the gap still exists but both of us can close the gap. The gap exists because of cultural differences. If you want to make more friends the best thing to do is to live in residence; lots of opportunity to talk to them.”

“Crossing the gap” was identified as an issue by many of these students. Many students identified the desire to have more social interaction between international and Canadian students and felt that the situation would improve if Canadian students made more effort to reach out to international students and to become more educated regarding cultural differences.

“I think Acadia has become more and more an international university and it should not only teach international students how to cross the gap but also teach Canadian students how to. Canadian students also have a responsibility to help international students.”

## **Theme 2. Quality of Academic Programs**

Students described the quality of the academic programs and the quality of instruction as excellent. Students described the learning environment as more challenging than that in their own country. Arguably, many of these students had not attended another university so they were comparing their high school experiences with their experiences as a student at Acadia. However, many of the students—including those who had already attended university at home—enjoyed the freedom to choose their own courses and the challenge to be active participants in their own learning, rather than be passive recipients of information. Small class size was also related to the quality of instruction, with many students citing the ability to get to know professors as a real asset. Students were very pleased with the availability of the faculty outside of class time. Typical comments in this category include the following:

“In China every university will push you, you do everything the university asks you...they define the schedule for you so you have no choice, you cannot select the courses you want.”

“Most different thing is that in China when you learn [the] teacher tell you exactly what to do, follow the steps, learn stuff and having to know everything. Here teacher won't tell you everything...they just guide you.”

“Between students and professors we can communicate with each other more openly and frankly and more effective, because I feel faculty and profs here treat student as a friend and we don't have hierarchy structure.”

“50% of students in Business are from People's Republic of China and other nations, and they try to integrate them with the Canadian students, make study groups, really try to teach in a way that you can understand it even as a foreigner”

“Here the classes are small and you can talk to your professors and they really care about you.”

In response to the question, “What is your favourite thing that has happened at Acadia?”, one student replied:

“professors are very skilled and accomplished so they give me good depth, teach me, give me words that are inspiring”

### **Theme 3. Campus Resources for International Students**

There was a discussion about resources for international students in 8 of the 10 groups. Generally, students had very positive experiences with the Wong International Centre and particularly with the staff of the Centre. The following is a typical statement from these students when asked if they felt that Acadia could be doing anything more to help students from other countries:

“They have the Wong Centre that does a lot for international students. They have all these activities. I think they are doing a good job.”

There were some concerns expressed about the quality of support provided to students regarding visa re-entry issues, particularly that the information being provided to students was out of date and caused serious issues for some of the international students.

Another issue that was raised repeatedly was orientation week. Generally, students had very positive memories of their international orientation, although there were some specific concerns about not enough information on specific topics. Many students were concerned about international orientation being held separately from the general orientation that happened after the international orientation had occurred. Students discussed the issue in this manner:

“I was a team leader in orientation and international students can get stuff done, but then you have frosh week for Canadian students and it’s like there’s this rift; international students do not participate in frosh week, those are different and this in international orientation stay to themselves...when frosh week came there was stuff that I don’t like to do like shouting activities that I feel uncomfortable with.”

“Last year I went to frosh week, but before I lived in Tower...when I first came here I was scared, afraid to talk, found it hard to make friends in frosh week...no international students in Tower go to frosh week.”

Many students also expressed frustration with lack of employment opportunities on campus and in the surrounding community and noted that the cost of attending Acadia magnified the need for student employment. Further, many students were concerned about discriminatory hiring procedures and told stories citing specific instances of perceived unfair hiring. Providing more employment opportunities was often the response when students were asked to summarize the most important thing that was talked about during the discussions. One student described his experience with campus employment in the following manner:

“I was here for the summer so I applied for a job at [a location] on campus. They gave me an e-mail to say all positions are full so we are not considering you for a position now. But two weeks later they recruited new staff; they should have given me an e-mail then to say sorry you are still not qualified for a position.”

One student replied when asked whether Acadia could be doing more to help international students:

“Improve the Career Centre; they do well with writing resumes and interviews, but do poorly with job opportunities for international students...Career Centre opportunities are more likely given to Canadian students.”

When asked about academic support issues, the majority of students replied that they would first turn to a friend for help and then speak with their professor. A small number of students noted that they would make use of the Writing Centre or tutors at the Wong Centre. Students expressed the need for help with specific courses, but acknowledged that they did not know where to turn for assistance. When asked what they would do if they needed help with courses, a typical response was:

“I know someone in my residence so I can e-mail her. About 2 weeks before the exam I will ask the professor questions. But if I still don't understand it, like if it's an English problem, I just for to the tutor at the Wong Centre...I'm still figuring out a way to find tutors and get help.”

#### **Theme 4. Classroom Experiences**

Many international students for whom English was not their first language expressed concerns about large classes where they were expected to listen to a lot of content. They expressed the desire for more notes from professors before class to facilitate their ability to learn from lectures. Many of the students also said that it was difficult for them to ask questions in large classes because of their lack of confidence in their facility with speaking English. This same concern about speaking English also made many students uncomfortable in classes where grades were given for class participation. A typical discussion on this topic was as follows:

“in my first year I had a question I really want to ask him [referring to professor] but I'm afraid because people turn to look at you and if English is a second language they probably pick up grammatical errors and think 'oh'...So that was a problem, asking when we want to ask.” *All other students nodded in agreement.*

“Also part of your mark is participation, and...I'm worried about it because I can't speak up because English is not my first language and I'm not really comfortable with it. I try to be in conversation but I'm just so scared.”

Not all classroom experiences were seen as particularly stressful or difficult. Specific class activities were seen as very positive, even when it involved speaking in class; for example, doing and reporting on group work in class was cited as a good academic experience. One student described her experience with this in the following manner:

“Most interesting part is case studies; prof gives you case, financial problems, you do homework and bring results to class. We discuss in groups and present in class; there is no right or wrong answer which is what I like. Your mind can be very open. If your argument is correct, you get credit, and that's what I like.”

Small classes were seen as much more interactive and more comfortable for the students. One student who was enrolled in small classes discussed her classroom experience in this way:



“Courses are small, no more than 20 people. This makes things very comfortable as an exchange student, you feel free to talk. I like that. I was scared at first, thought the classes were going to be big and that I wouldn’t say anything, but it’s not like that. Mixing up students happens in my English course too (group work); professor tries to involve everyone to work together.”

### **Theme 5. Size of University**

Students often cited the size of the university as something that attracted them to Acadia University. In fact, many students stated that they chose to come to Acadia because they anticipated they would have more opportunities to interact with English-speaking students due to there being fewer students speaking their native language. They valued smaller classes where they felt they could get to know their professors and feel comfortable asking questions and taking part in class discussions. The size of the university was also related to the students’ feelings that they were respected and cared for. Although most comments were positive, some students noted that the size of the university meant that there were fewer options for elective courses.

Typical comments in this category include:

“I like the fact that it’s not that big a university. I heard that at bigger universities you have to make an appointment to see the prof and it’s like 15 minutes...you really have to be quick and concise with questions, whereas here you go during office hours or whenever. You have that face-to-face with professors and they help you out.”

“The thing that attracted me to Acadia...came here for a campus visit...it just made me feel like Acadia cares about students and I feel so welcomed...you know you are a part of our university. I don’t feel that way at other universities.”

“In large colleges the language environment is very poor; you hear English in class but not afterward...not good for second language students.”

“I was in Vancouver for almost 2 years; there were many Asian immigrants, especially from Hong Kong, Taiwan, so most of the time I speak Mandarin and Cantonese...come to Acadia to improve English skills.”

“But the thing is they don’t have a lot of choice, not a lot of elective choice of courses to take, like Spanish or Italian or Japanese or Korean. They offer these kinds of courses in big universities but not at Acadia”

## Theme 6. Computer Technology

The Acadia Advantage program and its associated computer networking resources were identified as assets by almost all groups. Technology was often listed first in response to the question, “What do you really like about Acadia?” However, other than saying that they really liked having their own laptops, students did not offer much elaboration on the positive aspects of the program. Several students pointed out how communication with their friends and family back home was facilitated by having their own laptop computers and the availability of Internet access.

On the other hand, there were interesting discussions about possible negative implications of the availability of laptop computers. Some students felt that students rely too much on their computers for communication, through mechanisms such as MSN messenger and that more social interaction would occur if students restricted the amount of time that they spend with the laptop computers. Interesting comments regarding this issue include:

“...sometimes the Acadia laptop causes lack of communication, they would rather use MSN than call someone. If we have too much access to laptop it takes too much time from leisure.”

“If they didn’t have laptop maybe they would spend time doing something else, develop new hobbies.”

“[referring to a 3-day power outage]...students went to the Irving Centre, not because it was warm, but because they had power for laptop. People went to Julie [International Student Advisor] and said there is no power, no Internet. One guy said he did not need clothes, food, as long as he had laptop.”

Students also discussed how the laptop computers are used in class. Many of the students were very pleased when professors made their PowerPoint presentations available before class, because it helped them follow the lecture material. In fact, in almost all groups, some students mentioned a desire for more detailed PowerPoint notes from professors to assist with note-taking and comprehension of lectures (though a few students observed that this practice might encourage some of their peers to not attend class). Concerns were raised about how students used the laptop computers in class. For instance, when asked to describe how they feel in a classroom at Acadia, one student made the following comments:

“I don’t think every professor wants to see students in class that are playing games, etc. so why do they come to class? Why don’t you stay at home and play games? I don’t think professors want to see students not concentrating on class.”

“I know it’s bad manners, but if professors force everyone to shut off laptops it would cause a negative reaction, so I’m thinking can we have some way to change that situation. Lot of first year students are wasting time during class with laptop.”

Finally, there were concerns expressed about the cost of the Acadia Advantage program, with students bothered by the costs associated with rental and insurance of laptop computers.

## **Theme 7. Food**

When students were asked, “What do you not like about Acadia?”, food quality on campus was mentioned in almost all groups, with the Chinese students most noticeably bothered. Specifically, students noted that the food was tasteless, the menu monotonous, and that it consisted of too much North American fast-food. Food quality was cited as one of the reasons why international students choose to live off campus.

Typical comments:

“We have a lot of diets in China. I am from the Southwest and I can eat pizza and hamburgers once in a while but not daily; I was in Chipman one year and meal hall wasn’t a good place so sometime towards the end we just ate outside.”

“There are two spices, salt and pepper...and ketchup.”

“But one thing that I don’t like is mealhall. It was great when I first came but now it became like shitty. I puked right after a meal because I couldn’t digest it at all.”

## **Theme 8. Surrounding Community**

Most of the groups discussed the nature of the surrounding community. Generally, students had very positive feelings about the small, friendly town of Wolfville. They noted that the town did not provide many distractions from studying, such as shopping and restaurants. On the other hand, the nature of the town led some students to express concerns about being bored. Students also wanted better public transportation in order to facilitate social activities. Typical comments included:

“it’s a quiet place ’cause it’s a small town, not a lot of people, not a lot of bars, things to play, so I just feel like it’s good to study over here cause it’s very quiet.”

“Wolfville is my first place since coming to Canada, before I just visit Toronto for 10 days over Christmas time. People here [are] very nice. It amazed me because when I am walking on the street people are very open and say ‘hi’; it is impossible in China; at first I am uncomfortable but now sometimes I say ‘hi’ first.”

“Not too much entertainment, it’s all boring here, nothing to do except study. And here is no traditional Chinese food. But, fact that it is boring, is kind of good for us to study. And the stores close very early here.”

“I like Tim Hortons. First time here, I stayed.....found a room in a house and the landlord was very nice...she...we had a really long discussion and practiced a lot of English. I still keep [in] contact with her.”

## Theme 9. Assignments

Students were asked about their experiences completing course work. Many of them described difficulties in three areas related to language concerns: reading textbooks and literary works, completing written assignments, and doing class presentations.

Reading was seen as a problem because vocabulary issues made it time-consuming and difficult. Many of the students felt that it took them longer to read complex text because of their challenges with reading English:

“...difficult when reading a textbook and there is a lot of vocabulary that I don’t know so I have to check with laptop and it takes a long time. Canadian takes 1 hour and for me it maybe takes 3 hours.”

“...can’t ask sentence by sentence every time I have trouble. If I ask Canadian friends they are busy so I’ll try to do it myself. Language can be a problem; English classes are hard, like poems. We have to read *Jane Eyre* in three weeks, but that’s too quick, in high school we have more time.”

Students expressed concerns about their ability to write in a way that demonstrated their comprehension of material. Many of them preferred to write lab reports where they felt there was a more prescribed way to do the assignment than when they were given more open-ended tasks that required them to interpret material that they had read. Frustration with completing written assignments was obvious in these types of comments:

“So sometimes you want to write out something and words just, you get stuck.”

“Writing and reading can be difficult. I think writing skill is not a problem if it’s first language but second language is a problem.”

Some students expressed more positive feelings about assignments where they were expected to do group work, feeling that they learned from interacting with other students:

“I like group projects because we communicate more; you can express your ideas freely.”

“I prefer group work so I can meet more Canadian people and we can share our ideas and communicating is very important too.”

There were mixed opinions about class presentations. While some students felt that doing presentations was stressful because of concerns about their ability to speak fluent English, some students preferred doing presentations over completing written assignments.

## Recommendations

After discussing the themes that emerged during the focus groups, we make the following recommendations. We acknowledge that some of these ideas may overlap with other university initiatives and actions in the area of internationalization.

1. Take steps to ensure students have adequate English language proficiency before entry. Concerns about language fluency have an impact on both the social and academic well-being of these students.
2. Consider implementing an academic support program for students who are in academic difficulty based on language. Many students expressed concerns about academic achievement and did not know where to turn for assistance that would address their specific concerns.
3. Reduce class sizes. Students felt that they were more successful in smaller classes because they felt more comfortable taking part in class discussions and could have more interaction with their professors.
4. Establish quiet floors in residence. Students were concerned about noise in residence and how it interfered with their ability to study in their rooms. Further, many students felt that the social activities that occurred in residence did not appeal to them.
5. Increase opportunities for social interaction that do not involve “partying.” Students wanted more opportunities for social interactions with Canadian students that did not involve partying, such as games nights.
6. Encourage mentoring opportunities (e.g., room-mate selection). Students did not like being paired with other students from their home country in residence and felt that room-mate selection could be a good way to get to know more Canadian students.
7. Organize joint activities during orientation week. International students liked the international orientation, but would also like more inclusive activities. They felt that the international orientation was too separate from the general orientation week and did not feel comfortable taking part in many of the general orientation activities.
8. Hire a chef with expertise in international cuisine, especially Chinese. The Chinese students in particular disliked residence food, and identified it as a major reason for living off campus.
9. Invest in shopping trips and cultural excursions to Halifax. Students liked the small town atmosphere but would like more opportunities for shopping and exposure to urban culture. This could be a way of encouraging interaction between Canadian and international students.
10. Hire international students to do recruiting/liaison with local high schools. This would improve cultural exposure for local high school students and aid in university recruitment. This would address the concern about campus employment practices and international students could be good ambassadors since they praise their academic programs. Local high school teachers would very likely welcome the opportunity for cultural dialogue in their social studies classes.

<b>Appendix 1: Date, number of participants, and length of each focus group</b>			
Group Number	Date	Number of participants	Length of focus group
1	August 2005	4	87 min
2	October 2005	4	53 min
3	October 2005	4	67 min
4	October 2005	4	51 min
5	November 2005	2	60 min
6	November 2005	7	63 min
7	November 2005	7	63 min
8	February 2006	2	32 min
9	February 2006	3	70 min
10	February 2006	5	62 min

<b>Appendix 2: Frequency of themes and consistency between coders</b>		
Theme	# Groups in which Theme was Identified (max 10)	Inter-Rater Reliability
Social Interaction with Canadian Students	9	78%
Quality of Academic Programs	8	88%
Resources for Int'l students	8	100%
Classroom Experiences	8	88%
Size of University	8	88%
Computer Technology	8	88%
Food	7	86%
Surrounding Community	7	86%
Assignments	4	100%

#### References

- Barry, D.T. (2001). Development of a new scale for measuring acculturation: The East Asian acculturation measure (EAAM). *Journal of Immigrant Health, 3*, 193-197.
- Battle, J. (2002). *Culture Free Self-Esteem Inventories*. Pro-Ed: Austin, TX.