

PROVIDING ADDITIONAL RESOURCES FOR INTERNATIONAL STUDENTS:
BOTH BEFORE AND AFTER GAINING ADMISSION INTO THE ELLER COLLEGE
OF MANAGEMENT

By

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A Thesis Submitted to The Honors College

In Partial Fulfillment of the Bachelors degree With Honors in

Global Business

THE UNIVERSITY OF ARIZONA MAY 2015

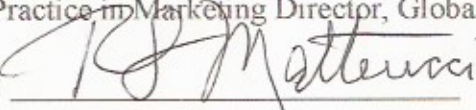
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ABSTRACT

International students pursuing undergraduate business related majors in English-taught degree programs are rising rapidly. There is an opportunity for undergraduate business programs to recruit the top talent from all over the world. To attract these top international students, undergraduate business programs must prove that they can retain their current international student population and provide adequate support for these students throughout their time in college. The Eller College of Management at the University of Arizona is a nationally ranked business program and has a very reputable reputation across the globe. Eller has a strong academic curriculum and professional development center. However, Eller lacks the necessary resources for international undergraduate students to be successful before and after gaining admission into the college. Outlined in this report is an in-depth analysis of other similarly ranked business schools' international student resource offerings in comparison to Eller's offerings. Additionally, the best resource offerings for undergraduate international students have been identified and adapted for the Eller undergraduate program. The report concludes with a list of recommendations for Eller to consider implementing to improve their overall international student offerings. International students will thrive socially and academically in Eller with the proper resources provided to them.

RESEARCH METHODOLOGY

Research Design Protocol	Information
Research Question	How can Eller best assist and provide additional resources for international students to be successful both before and after entering the business college?
Hypothesis	Eller needs to expand their resource offerings for all international pre-business students. The number of international students declaring pre-business as their intended major is steadily increasing. The international student admittance rate into Eller however is decreasing because they are not sufficiently prepared language-wise for admission into the college.
Linking Data to Hypothesis	Eller's current international student resource offerings were benchmarked in comparison to competing business schools' offerings. The use of surveys and in-person interviews were conducted to receive primary data.
Interpreting the Data	Charts and graphics were designed to thoroughly analyze and interpret the data collected.

Data collection: Secondary data has been reviewed initially through Internet search engines. To aid the search, charts and graphics of information have been constructed and the sources have been correlated with this. Multiple secondary cross-reference tables (benchmarking and SWOT analysis) have been developed so that data can be viewed from different perspectives.

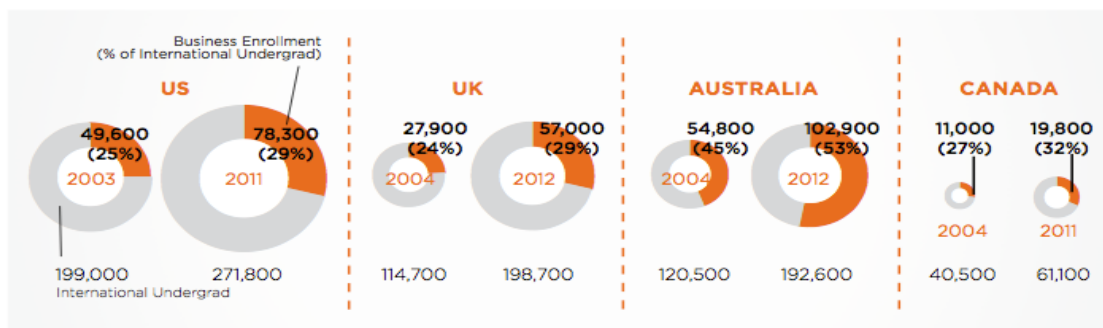
To receive feedback on current Eller Global Business Leaders program curriculum, an online survey was conducted to gather primary data from international students currently engaged in the program. The survey collected quantitative data on the range of activities, professional development workshops, and three case competitions. This data will help to evaluate the program's strengths and weaknesses.

To receive feedback on the challenges that international students face, in-person interviews and written responses were conducted to gather primary source data from international pre-business and Eller students. The interview responses collected qualitative data on what international students are currently struggling with and how Eller can provide assistance and resources for them. This data will help the Eller Undergraduate Office to evaluate their resources and solutions for the international pre-business and Eller students.

CURRENT STATE & GLOBAL TRENDS

The global student mobility landscape is constantly changing. Influential forces on international student mobility can come from numerous directions, including: demographics, economic growth and decline, the expansion of local higher education systems and immigration policies. Driven by increasing affluence in China, more fully funded students are heading abroad. It is reported that in 2012, over 95% of Chinese students studying overseas were self funded (5).

There is a growing trend among institutions to recruit wealthy international students to apply to their undergraduate programs. The recent trend toward international student recruitment is in direct relation to the global recession and the consequent decrease in state support for higher education. However, many institutions lack the internal capacity and preparedness for this sudden shift towards international recruitment (5). Additionally, insufficient understanding of international student mobility trends and ineffective recruitment practices can be detrimental to undergraduate programs' future strategic decisions.



The data above indicates that international students pursuing undergraduate business related majors in English-taught degree programs are rising rapidly. International undergraduate students majoring in business have grown by approximately 60% in the U.S. between 2003 and 2011, with nearly 29% international undergraduates enrolled in business-related fields (5). In the UK the business enrollment among international students was comparable with the U.S. at 29% in 2012. Among undergraduate business programs, the two countries with the largest international student enrollment are Australia with 53% in 2012 and Canada with 32% in 2011 (5). Every country represented on this chart shows an increase in international students enrolling in an undergraduate business program.

According to the Open Doors 2014 report, students from China at the undergraduate level drive the overall growth of international students. Chinese student enrollment increased by 17% in total to more than 274,000 students, and increased by 18% at the undergraduate level. Students from China now make up 31% of all international students in the United States (19). This provides a great opportunity for undergraduate business programs to recruit the top international student talent.

University of Arizona Undergraduate Program

1. **Recruitment:** In terms of international recruitment at the University of Arizona, the university recruits in 44 countries and has students from 108 countries. International recruitment focuses on stressing the university's strong academic curriculum while utilizing social media as the primary means of contact with students (2). External pressures are compelling institutions, such as the U of A, to seek more aggressive, diverse, and efficient international enrollment growth.

2. **Admissions:** The U of A International Student Admissions Office faces challenges in converting students' grades, scoring proficiency exams, and assisting students in applying for an F1 visa. There are many different high school systems, which can make it challenging to convert international students' high school scores to our American system. For some international students, the University of Arizona's curriculum can be a challenge to grasp due to the pace in the classroom, the use of critical thinking, opinion sharing, and academic integrity (2). Additionally, everyone admitted to the University must prove completion of the English Proficiency Exam (even fluent English speakers). The TOEFL exam is used to measure a non-English speaker's writing, speaking, and reading ability. Every university has a set score that they require all international students to meet in order to qualify for admission. Some colleges on the U of A campus have their own additional requirements to receive admission into their college, such as a higher TOEFL score than the general university requires. The TOEFL score for the 2013-2014 academic years was raised from a 60 to a 70 for all programs. For Eller, Nursing, and Engineering this score was raised to a 79. Overall, the TOEFL average for prospective international freshman increased from a 66 to an 82 (2). For some students the hardest piece of paper to attain is the F1 visa to allow student entry into the U.S. For international students to qualify for an F1 visa, students must prove that they have at least \$45,000 available in their bank account. Ultimately, the Admissions Office wants to be sure that students are able to be successful academically, socially, and financially. The U of A's retention rates for international students is between 89-90% (2). The Admissions Office is looking to recruit and retain students for the entire undergraduate program.

3. **Resources:** There are resources offered to every international student on campus including: an advanced grammar and writing course, International Student Service seminars, and the New Start Program for non-resident students. Faculty Fellows open their home for cooking, which allows for the potential to create a community and a chance to bond with the international student population. Additionally, CESL celebrates International Education Week in the spring and ISS hosts a talent competition. Furthermore, International Friends is comprised of community members who offer to cook, practice speaking English, and spend time with international students (2).

Eller College of Management Undergraduate Program

The Eller College Undergraduate business program is ranked #11 among public schools and #21 nationally, with top programs in both MIS and Entrepreneurship. The undergraduate program offers a Bachelor of Science in Business Administration within eight majors: Accounting, Business Economics, Business Management, Entrepreneurship, Finance, MIS, Marketing, and Operations Management. Eller also highly encourages its students to explore international opportunities such as studying or interning abroad. Additionally, the Eller College firmly believes that ethics and academic integrity are a core component of a student's business education.

1. Recruitment: Predominately, all recruitment efforts are focused on bringing in American students. Most recruitment efforts for pre-business students is done through Eller College tours on Fridays by the Eller Ambassadors, high school classroom visits, college fairs, and through partnerships with local Tucson high schools. This past fall, the number of freshman that declared "pre-business" outweighed those freshmen that declared "undecided". The number of students who are trying to gain admission into Eller has been steadily increasing over the past few years; making admission into the college has become very competitive.

2. Professional Admissions: To gain professional admission into the college you must have completed or have in progress your last pre-requisite courses while maintaining a GPA of 2.75 or higher. Typically students will go through the Professional Admissions process during their second semester of sophomore year. During this time, students must also formally apply to the college, pass a skills assessment test, and complete a formal interview with a business professional. Every semester Eller accepts between 450-500 students. For students applying in the fall, there is an acceptance rate of about 80%, while for students applying in the spring there is an acceptance of about 75%. Additionally, the international students' interview process is a bit different than the process for domestic students. Prior to Spring 2013, English as a second language (ESL) students had about a 5-minute interview and a writing assessment evaluating their language skills that was also up to the discretion of the academic advisor. Starting in Spring 2013, the interview changed to include one ESL member and one Business Communication (BCOM) Faculty/Preceptor for a 25-minute interview followed by a 25-minute writing evaluation. If international students are admitted to Eller with the condition of "admitted with ESL" this means that these students must pay \$120 and complete a 3-part workshop the semester prior to starting the cohort. They are then invited to participate in additional sessions during their first semester cohort. If students are "denied with ESL" they must pay \$250 and complete a 5-part workshop, in order for them to reapply in a future semester (3).

Below is a breakdown of the number of international students that are admitted, conditionally admitted, and denied for admission into Eller each semester.

Semester	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Admitted	29	25	27	12	18	19	7	8	4
Admitted with ESL	23	3	20	19	17	16	38	26	32
Denied with ESL	0	5	1	4	3	29	27	32	27
Declined	1	0	1	0	0	1	2	0	0
Denied	7	5	0	1	0	2	1	10	0
Revoked	3	0	2	1	3	0	0	0	0
TOTAL ADMITTED	52	28	47	31	35	35	45	34	36
TOTAL APPLIED	63	38	51	37	41	67	75	76	63
PERCENT OF STUDENTS ADMITTED	83%	74%	92%	84%	85%	52%	60%	45%	57%

Looking at the table above, from spring 2011- spring 2013 the number of international students gaining admission into Eller was very high. In the fall of 2013, Eller raised their TOEFL score average from a 70 to a 79. Additionally, the ESL and BCOM interview assessment was implemented (2). Since implementation, there has been an average of 33 international students being denied admission each semester. International students are primarily denied due to their writing assessment or interview score. The more proactive that Eller can be about assisting these students before Professional Admission, the more prepared the international students will be for their writing assessment and interview.

International students are sorted into three categories: low – no offer of admission; medium – workshop contingency, and high – nothing additional is required. Eller focuses on assisting those in the medium level. The medium level students are required to complete a 3-week workshop. In this workshop there are assignments due and the class length is 1 hour and 15 minutes. The first workshop goes over academic business culture and talks about individuality and competition. The second workshop delves into business writing and focuses on the direct and indirect writing styles. The third workshop focuses on improving your presentation skills while focusing mainly on their verbal and non-verbal skills (3). Due to the time constraints, the workshop structure does not allow for one-on-one time with the students. After the workshop series has concluded, the BCOM professors would follow up with the students on their progress.

Below is a table that outlines the number of international students that participate in either the three-part or five-part English Language Support Workshop series by Cheri Boyer each semester.

Semester	Participants in the English Language Support Workshop
Spring 2011	26
Fall 2011	13
Spring 2012	24
Fall 2012	22
Spring 2013	17
Fall 2013	21
Spring 2014	42
Fall 2014	30
Spring 2015	38

As seen in the table above, the number of international student participants in the English Language Support Workshop has increased since the fall of 2013. The average number of students who participated in the workshops from the spring 2011- spring 2013 was about 20 students. Since the fall of 2013 the average is about 33 students.

The medium level students were also required to participate in the ESL Support Labs. These labs provided 1 unit of credit and participation was mandatory for 8 weeks. Additionally, students brought assignments from BCOM to work on and receive feedback on. The students learned how to self-correct their grammar, verb tenses, prepositions, word forms, etc. The last two weeks of the labs focused on presentation skills. The ESL Support Lab served as an incentive for students to obtain class credit and improve their writing skills. Furthermore, most international students struggle with listening and speaking. The ESL Lab further encourages students to watch sitcoms to listen to English language flow and work on pausing between sentences and phrases. Unfortunately, this lab was discontinued (3).

For the denied students there was originally an online 5-week course for them to complete if they were interested in applying to Eller another semester. This then became a hybrid course with an online and in-person teaching component. Currently, the class is taught all in-person and the lecture centers on writing. Verb tenses are discussed during week 1. Students must stop in for mandatory support during weeks 2 and 3 of the course. During week 4, mock interviews, intonations, and vowels are discussed with the students. Week 5 is comprised of a timed writing practice (3). While this 5-part workshop does help students to improve their writing and presentation skills, there is still a large gap between the students that were denied due to ESL in comparison to those who were admitted with ESL. There is no additional help provided to those students who were denied with ESL after they complete the 5-part workshop.

3. **Resources:** Within the Undergraduate Office there are academic advisors for pre-business students and major specific advisors for upper division students, the Professional Development Center, and industry specific Career Coaches. While the academic advisors interact with students approximately once a semester, interaction with students is often less than that. International students rely on their friends from their home country to guide their decisions about classes. The Undergraduate Office has been working to fix this issue, while using the Eller Chinese Student Council as a springboard for combatting this and other ethical situations that have arisen over the years, such as plagiarism. During international student orientation, the Eller Chinese Student Council completes a portion of the presentation in Mandarin Chinese to convey to the international Chinese students the importance of ethics and integrity in Eller. There are a few diversity-focused Eller organizations such as the Eller Hispanic Honorary, the Eller Chinese Student Council, and the Multicultural Business Student Association.

KEY COMPETITORS

Below is a comparison of similarly ranked business schools' undergraduate international student population within their total undergraduate student enrollment. Below is a chart of 7 schools benchmarked against Eller's rankings and the University of Arizona's total enrollment and international student population.

Business School	Undergrad. Business School Ranking	Total Enrollment for Undergraduates	International Student Enrollment for Undergraduates	Percentage of Intl. Students within Total Undergraduate Enrollment
University of Pennsylvania	#1	21,358	5,751	26.9%
MIT	#2	11,301	4,101	36.3%
UC Berkeley	#2	36,204	5,632	15.6%
USC	#11	41,368	9,840	23.8%
University of Arizona	#21	40,621	3,863	9.5%
Purdue University	#21	38,788	9,509	24.5%
University of Washington	#21	43,762	6,491	14.8%
ASU	#29	54,333	6,645	12.2%

In the table above, the University of Arizona is shown to have the lowest number of international students (14). In the 2013-2014 academic year, California hosted more than 100,000 international students for the third year in a row, followed by New York, Texas, Massachusetts and Illinois. The University of Southern California is now the second leading host, after twelve years as number one. These two universities were followed by University of Illinois at Urbana-Champaign, Columbia University, and Purdue University (19). All of the top 25 host universities increased their number of international students. Combined, these universities hosted 22% of all international students in the United States. All of the top 25 metropolitan areas, with the exception of Houston, saw increases this year. Particularly strong increases were observed in Pittsburgh (27%) and Phoenix (25%) (19). Some additional explanations as to why other schools may have higher percentages than the University of Arizona could be due to the climate, network of alumni in the area, size of the city, the prestige of the program, the number of international students enrolled at the school already and the admission requirements for the business school.

The table below identifies each of the benchmarked school's campus-wide resources for international students and their respective business schools' resources for international students. The terms ISS, International Student Office, and Office of International Services are all interchangeable. The term "traditional" under business school resources refers to the traditional offerings that most business schools offer to their students. These resources include: advising, assistance with cover letters and resumes, and an online portal for finding a job or internship.

Business School	Campus-wide Resources	Undergraduate Business School Resources
University of Pennsylvania	ISS	Traditional + PWCC
MIT	International Student Office	Traditional
UC Berkeley	International Office	Traditional + Experiential Learning Program
USC	Office of International Services	Traditional + Experiential Learning Center
University of Arizona	ISS	Traditional + EGBL
Purdue University	ISS	Traditional
University of Washington	ISS	Traditional + B ²
ASU	International Student Office	Traditional

University of Pennsylvania (Wharton):

- **Penn Wharton China Center (PWCC)**

The University of Pennsylvania and the Wharton School through the University's China-based affiliate, founded the Penn Wharton China Center to enhance the university's connections in China (8). Located in the Central Business District of Beijing, the Center will be a vibrant hub for the exchange of knowledge between China and Penn's faculty, students, alumni, and friends. It will serve as a bridge between Penn and China, facilitating bilateral collaboration and advancing the University's commitment to inclusion, innovation, and impact at the local, national, and global levels (8).

- **LUNCH & LEARN**

Students are able to invite their professor along with one or two other students to lunch at local restaurants around campus, compliments of the Wharton Undergraduate Division (12).

- **Wharton China Business Society**

The Wharton China Business Society (WCBS) is a professional student-run organization at the Wharton School of the University of Pennsylvania (18). The organization is comprised of 5 major programs and 80 undergraduate officers, focusing on providing activities and programs that improve Wharton students' understanding of China's business landscape and markets. The Wharton China Business Society's programs are

designed to connect and bridge students in the United States to the Greater China region, whether it is for knowledge, career, networking, or friendship (18).

The Wharton China Business Society was founded with the mission to help students in the United States better understand the business landscape, economic environment, and culture that serve as driving forces in China's business world. The organization became the first student-run organization with a focus on China and the Greater China region (including but not limited to Hong Kong, Taiwan, Japan, and South Korea). Through a continued commitment to innovation, excellence, hard work, and dedication, the organization has achieved a number of firsts. These include: first undergraduate business conference focused on China, first undergraduate-organized internship and career program for opportunities in the Greater China region, and first undergraduate-organized summer tour with a focus on Chinese business and culture (18).

MIT (Sloan):

- **Hosts to International Students Program (University-wide Resource)**

The HISP program matches incoming international students with MIT faculty, staff, alumni, and friends. This program helps students to transition to life in the U.S., and gives hosts the opportunity to learn about other students' cultures and perspectives (9). Students don't live with their hosts, instead will do dinners together or will go sightseeing around Boston together. This program is limited to international students who have never lived in the U.S. before and who do not have close relatives in the program. First year international students are sent HISP applications the summer before they arrive. The host's responsibilities include staying in contact with their new international friend and meeting with them from time to time during the duration of the international students' time at MIT (9).

UC Berkeley (Haas):

- **Experiential Learning Program**

Professors and experts in a specific industry share their knowledge with the Haas business students. Most recently their workshops have covered topics such as finance interview training, financial statement analysis, intro to corporate valuation, fundamentals of financial modeling, mergers and acquisitions/leveraged buyout (13).

- **Haas Admission Requirements for International Students**

The admissions information is the same for international and U.S. students. TOEFL Exams are not required for admission into Haas. Haas requires all applicants to take English Reading and Composition courses rather than English proficiency exams for admission (1).

USC (Marshall):

- **Major Offerings for Undergraduate Program**

The Marshall school offers Accounting, Business Administration, and a World Bachelor in Business. The World Bachelor in Business degree consists of 4 years spent at different universities: year one on the USC campus, year two in Hong Kong, year three in Milan, and year four is your choice (16).

- **Experiential Learning Center**

Marshall's Experiential Learning Center (ELC) promotes learning through active and engaging exercises. At this unique facility, students become drivers of their own learning, participating in "business-like" scenarios on topics that include group decision-making, problem solving, making presentations, and taking part in business negotiations. Students learn by doing and receive immediate feedback by reviewing their video recorded behaviors. This interactive learning style helps students internalize key concepts and reflect on their own actions and their implications (15).

The Center utilizes structured experiences that enable students to gain a greater and more comprehensive understanding of theories and their application. To conduct the experiential exercises, the ELC employs professional trainers. These individuals research, develop, assess, and inaugurate appropriate exercises for specific business classes and their respective course objectives (15).

The ELC uses state-of-the-art technology in capturing student presentations, mock interviews, and exercises in conjunction with courses and programs offered at the Marshall School of Business. The video captured and featured during the exercise allows students to view themselves as they encounter and address the simulated experiential situations. The video also allows the trainers and faculty to highlight key actions and processes in order to enhance students' understanding of a particular concept or behavior. The immediate playback of the recorded activities reinforces student learning of the key concepts (15).

Purdue University (Krannert):

- **Purdue OWL (University-wide Resource)**

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and provides these as a free service of the Writing Lab at Purdue (17). Students, members of the community, and users worldwide will find information to assist with many writing projects. This resource is featured on the University of Arizona's CESL (Center for English as a Second Language) resource center for students to improve their business writing skills (17).

University of Washington (Foster):

- **Foster Admission Requirements for International Students**

A TOEFL score of a 76 required for admission into the college. They also require that international students take an Intro to Law class about the American legal system (6).

- **Business Bridge (B²)**

B² gives students first-hand experience with both the UW and Foster School of Business, thereby fostering a greater understanding of college life and academic expectations. Offering a broad overview of core business topics, the B² program integrates leadership and strategy skills throughout the curriculum. Professional development, career exploration and leadership activities focus on tools and resources that students can use to become more effective students. A diverse group of facilitators present information in their areas of expertise and then engage the class in thought-provoking discussions where participants are encouraged to share their experiences and learn from one another. B² students will have direct connections with faculty and staff within the Foster School of Business before the academic year begins. B² is a perfect opportunity for you to learn about business as a major as well as network with professionals from Fortune 500 companies. Through the course of the program, B² provides opportunities for you to work with other B² students and make valuable connections that will benefit you over the next four years (4).

ASU (W.P. Carey):

- **International Student Resources on W.P. Carey website**

On the W.P. Carey undergraduate website there is a tab for “International Experience” which highlights academic advising, getting involved on campus, and career advising for international students.

LESSONS LEARNED

Young international college students need time to adjust to a foreign academic system, culture, and life. Their English language skills can be the biggest barrier to degree admittance and/or academic success. Many international freshman students are very shy and often not speak out or voice their opinion too afraid to embarrass themselves by saying something wrong in English. Our culture and way of life is very different from their home country – the idea of competitiveness, individualism, and challenging professors in an academic setting are often very drastic changes to what they are used to. The hardest obstacle for international students to overcome everyday when adapting to life in the U.S. is communicating with others in English.

The biggest challenges that international students face is communication and cultural adaptation. During interviews with three undergraduates and one graduate international Chinese student, their answers reflected this notion. Below are direct quotes from the interviews.

“Comparing with other international students, I am active on campus and in college, but my **communication skills** is not good enough. I want to make good friendship with American students and other international students who do not speak English as their first language. Due to my communication skills, for a lot of times, **I cannot express my feeling very well** (7).”

“The **language** is a challenge for most of Chinese students. I spend a lot times to get used to the speed of professors’ lecture. Also, it takes me courage to step out of my comfort zone to make friends with Americans. After staying with same group for entire semester, I realized the culture is still a big challenge. When it comes to certain issues, we have totally different ideas. **The customs I grew up with are different from Americans** (10).”

“**Culture adaptation and language is a challenge.** Sometimes it’s still hard to adapt to a completely different culture even if I would like to. After all, there is a difference and I need time to adapt to it. Working as a team in Eller is very important. People don’t do the work, but I have nothing to motivate them to work (11).”

“In my undergrad my biggest challenge was the **language barrier** but the smaller class sizes and memorization helped. The Master’s program made things easier because more classes overlapped (20).”

While the U.S. has been slow to develop proactive recruitment methods compared to other countries, institutions here are investing in brand development and visibility, and are trying to “raise their profile” overseas. Many strategists recommend a framework for responsive strategies that emphasizes the use of technology, partnership, and research (5). Technology-based tools are gaining attention from international students, such as virtual college fairs, web-based presentations, webinars, videos, and web-chats (5). Other U.S. institutions have formed agreements with foreign high schools and higher education

institutions; have coordinated faculty exchanges, and dual degree programs overseas. The research-based approach to recruitment primarily includes the use of data to identify the undergraduate program's focus of their recruitment efforts, as well as the most cost-effective method (5). Perhaps the U of A International Admissions Office could work on "raising their profile overseas" through technology, specifically social media. Eller sends many students abroad each summer as unofficial representatives from the school. The Global Cohort students specifically experience studying abroad at a university in an emerging market. Through these university partnerships, the students are inadvertently promoting Eller's offerings and elite programs while studying abroad.

As shown by the large increase of international students in Cheri Boyer's English Language Support Workshops the demand for English language assistance is growing. Eller needs to adapt to the needs of the students and provide them with additional resources before they apply for Professional Admission. However, Eller cannot only rely on a few workshops to assist students. Students also need continued help throughout the semester to be successful. Unfortunately, Cheri Boyer's language support labs were discontinued. However, in 2017 every student will be enrolled in BCOM 214, which will serve as a pre-requisite to BCOM 314. In addition, there will be break out labs for students to receive more individualized attention. It is Eller's hope that this will assist all students to further develop their writing skills before they apply for Professional Admission.

Below is feedback from international students about the workshops.

"Yes, I think it is **really helpful**. I have attended those workshops and I feel like it covers much great information that can help Chinese students. The problem is the attendance. There are **not enough people know this workshop**. Only few students went to the workshop I attended. I think the college may need to promote more and let more students know this workshop (10)."

"The **issue is consistency**. You can't expect to improve by going to a workshop once. Also, if the workshop is not held consistently, students won't be able to improve tremendously (11)."

"Yes, they are helpful. Sometime, I think the effect of those workshops are not obvious, it is because there is not enough message delivered to them how important those workshops are. **Eller provides workshop regularly, but the attendance is not good**. My ideas about improving students' motivation is promoting the importance of workshop and how getting into Eller will help them better prepared to get into real world (7)."

The majority of the programs highlighted from each business school benchmarked was not geared directly toward international students. This would allow for some adaptation of the programs based on the needs of the international students in Eller. Eller can implement some of the core strategies from these programs into our current program including aspects of Wharton's "Lunch & Learn" program, Marshall's Experiential

Learning Center (ELC), Foster's Business Bridge program, and W.P. Carey's International Student Resources tab on their website. These programs have been successful and can be adapted to help international students thrive at Eller. Wharton's "Lunch & Learn" program would promote relationships between faculty and international students. Marshall's ELC can be implemented when the new PDC building has been finished. This center will provide international and American students with the reviewing capability to immediately see the playback of their behavior and the ability to immediately correct the way they are approaching the situation, interview, case study, etc. Foster's Business Bridge program would be a great program for Eller to implement for both American and international students to participate in. International students arrive early to campus before the fall semester begins and by providing them with a jump-start program to meet American students, faculty, and learn more about Eller would be a great benefit to them. Finally, by updating the Eller Undergraduate program website we can visually show prospective international students the resources that are available to them at Eller.

Eller has been proactive in listening to their student population and giving them what they ask for – charging stations, updated lapboards in Berger Auditorium, etc. Eller has excelled at providing Professional Development workshops and presentations. They have also hired five new Career Coaches, and one is specifically assigned to serve the international students in Eller. The English 5-part series workshops for the denied international students have given students hope for the majority of students that reapply for admission into Eller. However, there are a few things that Eller can improve upon, including their overall awareness to the value of the international student population in Eller. If Eller implements additional resources for these students then more top talent will come to Eller. The top undergraduate programs are beginning to implement additional professional development resources to connect current students to jobs, internships, and networking opportunities with alumni and top employers in Asia. In order to attract the top talent Eller need to invest in the international students that are here now.

Below is a SWOT analysis comparing Eller's strengths, weaknesses, opportunities, and threats.

Strengths: <ul style="list-style-type: none"> • Eller Global Business Leaders Program (EGBL) • Career Coach for International Students • Workshops for denied international students 	Weaknesses: <ul style="list-style-type: none"> • International Student Advocate • Socialization of international students into Eller population • Faculty & international student interaction outside of classroom
Opportunities: <ul style="list-style-type: none"> • Career Exploration Seminar for international students • Buddy system between American students and international students 	Threats: <ul style="list-style-type: none"> • Other schools with higher diversity statistics could attract top students • Other schools provide more resources for international students

RECOMMENDATIONS

1. Eller International Student Advocate Board: Identify a student or group of students interested in further developing the resources available to international students. They can create resources for both pre-business and Eller students. The board would be responsible for advocating for the international students, relay the value of learning with international students to American students, and create a survival guide for the new students at International Orientation, which would help them prepare for what is to come when they are admitted into the college. In the survival guide there could be American culture sections and they could outline the different resources and activities on campus such as the Think Tank, Rec Center, and Zona Zoo.

2. Faculty/Student Buddy System: Pairing together an international student and an American student. The American students could be from organizations such as Eller Scholars, ELITE, or other students interested in the program. Ideally, this will bridge some of the language and cultural questions that international students face. This system could also be in place for Eller faculty to do small group lunches with international students in their class. Facilitating more interaction between international students, American students and faculty will help build a stronger community of support for the international students. We don't want to segregate the American and international students. International students bring value to Eller, we must express this to all students and faculty.

Below is a quote from an international student about engaging with American students.

“It is much easier for us to make friends with other Chinese students. I feel like Eller should offer more group project for pre-business class. And the professor should set rule that **international need to work with American students** (10).”

3. ESL 1-credit labs: The ESL 1-credit labs will provide additional practice for international students. Participation would be mandatory for international students that score in the medium level for 8 weeks. The students would be able to bring their writing assignments from BCOM 314 to work on. The consistency of resources for international students (ESL labs) is imperative for their continued success. By working with the medium level students on a three-part workshop and ESL labs during the semester, the programs will provide them with individual support throughout the semester. Working with denied students on a five-part workshop and providing them with additional resources for English writing practice will hopefully give students the confidence to apply again to Eller the following semester.

With Cheri's permission and availability, she or another BCOM professor could host a review workshop for international students about basic skills that the students should have covered in English 107 and 108. This would hopefully help students to perform better on their writing exam and be admitted into the college the first time that they apply.

4. Expanding Experiential Learning Program: Eller has already begun hosting “experiential learning” programs such as the Excel Workshop, Photoshop Workshop, and how to brand your international experience. This could be expanded to help those who are trying to work abroad after graduation or how students can be better prepared to get a job on Wall Street. Having students teach other students about the industry is a great way for students to inspire other peers. International students can bring their knowledge about China’s customs, business practices, and methods for American students to get a job in China.

5. Incorporating Foster’s Business Bridge Program: By incorporating this program into Eller we can begin to integrate the international students into the American business culture. Having the opportunity for these students to meet American students, employers, faculty, and staff will help prepare them for what they can expect in future years. The international students will already be in Tucson for the international orientation, involving them early before school starts will allow these students to kick off their Eller experience early. With this program, the caliber of the international students will continue to rise.

Students from around the world who study in the United States also contribute to America's academic research, bring international perspectives into U.S. classrooms, help prepare American undergraduates for global careers, and often create business relationships with fellow students and colleagues. By implementing the above recommendations Eller can increase the international student numbers at the University of Arizona and gain even more attention as a leading business school. Eller is on the right track, every year they have made strides to improve their offerings and resources for all students. With the development of the Eller Chinese Student Council, the Eller Global Leadership Program, hiring Career Coaches for each major, and the development of a new PDC building Eller is improving. Ultimately, Eller is preparing the international students to be successful in their home country. The visa process to gain employment in America after graduation is very difficult. If international students wish to come back to Eller for their MBA or other graduate program in a few years their chances of gaining employment in the U.S. goes up exponentially. Eller needs to continue to build an environment for both American and international students to work together and be successful in supporting one another professionally and personally while at the University of Arizona.

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