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Andrews University Communication under the COVID-19 Pandemic: Feedback Analysis of International Students

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ANDREWS UNIVERSITY COMMUNICATION UNDER THE COVID-19
PANDEMIC: FEEDBACK ANALYSIS OF INTERNATIONAL STUDENTS

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ABSTRACT

This research is an informative analysis of international students' feedback on the Andrews University (AU) crisis communication during the COVID-19 pandemic in 2020. Participants were 21 years or older, on student visas, living on-campus or in student communities and had attended AU for at least 2 years. The theory informing this study is situational crisis communication theory (SCCT). The SCCT argues that the severity of the crisis defines which communicational crisis strategy will be more effective in minimizing attributions and adverse press while both maintaining and enhancing the organization's credibility. The findings of this study indicated that 84 percent of the sample were either moderately or extremely satisfied with the AU crisis communication, which was essentially based on email communication. However, 16 percent of the participants found those emails ineffective. The study was significant to the researcher because, as a direct victim of the pandemic, he witnessed how the AU administration handled it. Participants provided insights based on their individual experiences. From a customer retention standpoint, higher education institutions will profit from the findings of this report. It will be a valuable tool for developing a new customer service chart in the likelihood that any higher educational institution, such as Andrews University, is expected to deal with a similar crisis in the future. However, further research should be undertaken to evaluate grade trends among foreign students who have no prior online learning experience but are now taking classes remotely due to the COVID-19 pandemic.

Key words: International Students, International Student Service, Public Relations, Customer Service, Customer Feedback, Pandemic, Higher Education, COVID-19, Crisis, On-Campus.

ANDREWS UNIVERSITY COMMUNICATION UNDER THE COVID-19 PANDEMIC:
FEEDBACK ANALYSIS OF INTERNATIONAL STUDENTS

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By

Brice B. Eboule

APPROVAL BY THE COMMITTEE:

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Desrene Vernon-Brebnor, PhD.,Chair

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Kimberly Pichot, DM   Date approved

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DEDICATION

To the Everlasting God, to my King and Savior, Jesus Christ, and the Holy Spirit. To God who has shown me so much favor throughout my life. He is worthy of praise. This work is also dedicated to my beloved mother, Mpeck Emilienne, whose words of love and encouragement ring in my ears days and nights. Thank you for always reminding me that I can do all things through Christ. A special dedication to my daughter Moana Grace Lee. There are no words that can describe the amazing joy you bring to my heart when you recognize me with your shining lovely smile. You are the expression of the infinite grace of God in my life. To you Janelle, your encouragement and support of me goes beyond what words can adequately express. I also dedicate this work to my many friends and family here and in Cameroon who have supported me throughout the process.

"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy"
Martin Luther King Jr.

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CHAPTER ONE: INTRODUCTION

Background and Rationale

From canceled commencement ceremonies to job market uncertainty, the COVID-19 pandemic has affected students and professors across the United States. According to USAtoday.com, as of March 24, 2020, 1,102 colleges and universities closed their campuses due to coronavirus, impacting over 14 million students. This situation launched a period of great uncertainty for higher education institutions. Across the U.S., college and university administrators worried about their financial situation, their sources of revenue, tuition, student housing, research support, etc. A question that can be asked at this point is how will higher education institutions be able to go forward during and after this pandemic? They will probably have to find enough cost savings to allow themselves to bridge to some sort of normal situation depending on the types of reserves that they have as an institution.

In Michigan, communities were taking drastic measures to curtail the spread of coronavirus. Higher Education administrators and public health officials unanimously agreed that school closures would play an important role in limiting the transmission of coronavirus. Charles Goldman (2020), journalist for CNN *Business Perspectives*, reported that on July 6th, 2020, the US Immigration and Customs enforcement agency or ICE announced that foreign students on F1 and M1 visas attending schools operating entirely online would not be allowed to remain in the U.S for the Fall semester. International students would have to leave the country or transfer to another educational institution that had in person-instruction.

Jesse (2020), in his article, *Several Michigan universities moving to online classes amid Coronavirus*, related that, only international students who could not afford to leave the U.S, or students who were homeless or who did not have a home to return to or could not afford an

Airbnb were remaining on campus at the majority of colleges and universities. According to migrationpolicy.org, in the fall of 2019, international students made up approximately 10 percent of the U.S student population which represented 107 countries were represented.

Like the rest of higher education institutions in the U.S, Andrews University was principally worried about its on-campus students 24 percent of whom are international *(collegefactual.com)*. In other words, the students coming from other countries who were taking in-person classes. Established in 1874, Andrews University is the centerpiece of the Seventh-day Adventist educational system and represents over 200 academic areas of study. Even before the pandemic, many international students were already experiencing harsh financial challenges, according to Andrews.edu. Now with the uncertainty created by the pandemic, they must seriously worry about finishing their degrees. Andrews University administrators rapidly developed many crises plans to assist these students as much as they could, because no governmental crisis plan was specifically addressing their needs.

Fox47news.com, in its article, *Coronavirus updates,* on June 11th, 2020, revealed that, in Michigan, most campus dorms were empty. Some of those students were only 18 and others, slightly older, moved to the U.S to study; some came with spouses and children. Those international students spent tens of thousands of dollars on in-person college education because their life experience on campus is as important as the coursework itself. It is about so much more than what they could have gotten if they chose to stay in their home country and take online courses. For some international students, families use all their savings to send their children to pursue higher education abroad.

Now due to the pandemic, everything was closed, they could not even go to the housing office for assistance. Social distancing measures impacted on-campus international students in

different ways: they were food insecure, most of them had to rely on the university food pantry and donations to eat, and without health insurance that could cover any major medical emergencies. School closures made international students the most vulnerable populations in Berrien Springs, Michigan due to the effects of the pandemic.

Losing foreign students could theoretically become a major issue for colleges and universities if they don't design an effective crisis communication strategy to help them in unusual situations, such as a global pandemic. Before times get difficult, companies should develop a communication strategy to solve any issues before they occur. In other words, institutions should plan in good times, so that they are ready for the bad times. Organizations should still keep working to ensure that they are well positioned to manage crisis that are already occurring or may occur in the future. In Managing Public Relations by Grunig and Hunt (1984), "Public relations is the management of communication between an organization and its publics." According to Prsa.org, "Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics." As defended by Capriotti and Morieno (2007), in *Corporate citizenship and public relations*, when faced with adversity, PR and customer service should present specific commonalities.

Wagenheim and Reurink (1991), in *Customer Service in Public Administration,* define Customer Service "as a management strategy that focuses on meeting customer expectations. It is based on the concept that the organization will reach its goals effectively and efficiently through satisfaction of the customer." There are various approaches available to support public relations to improve the level of a customer's satisfaction, as well as customer loyalty and involvement. It then follows naturally that the customer service strategy should be public relations. Although the media and public opinion are still unpredictable, school's public relations

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departments should still connect with customers and the public on a frequent basis. Crisis

management, of course includes managing internal and external aspects of a crisis. Proximity to

the consumer can lead to long-term organizational bonding.

According to Coombs (2013), from University of Central Florida, in his article

"Situational Crisis Communication Theory" November 21, 2013 "Crisis communication is a very

important aspect of strategic communication. During a crisis, an institution's reputation takes a

hit. It can drop down or the reputation stays the same. A crisis time can be a friend to a company

or an enemy."

Feedback is an excellent tool for customers to give credit where credit is deserved. It is

vital for consumers to express gratitude when everything is done exceptionally well. LaMarco

(2018), in *Customer Service Theory, Small Business. Business Technology & Customer Support,*

Customer Service, demonstrates that, feedback can be a great way for businesses to inform

customers about previous challenges and how they were handled, as well as a great way to

compare and contrast future projects and ideas. There is no better occasion for an organization to

develop or focus on what needs to be changed in the regular protocols to increase efficiency than

customer feedback. Therefore, the present research is an informative study of the international

student feedback on the Andrews University crisis communication during the COVID-19

pandemic in 2020.

Researcher's Interest in the Problem

The study is relevant to the researcher because, as an international student, he personally

experienced the hardship of the pandemic and witnessed the crisis communication efforts of

Andrews University to students who stayed on campus from March to August 2020.

Research Question:

How effective was Andrews University's crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020)?

Importance of Topic

Hearit (2006), in *Crisis management by apology: Corporate response to allegations of wrongdoing*, states that, in some cases, organizations are almost as incompetent in crisis communication as they are when things are running smoothly. Therefore, it is important that both theory and analysis be conducted because most organizations tend to make things worse when trying to respond to a crisis. According to attribution theory, a crisis is still a negative occurrence regardless of how well it is managed. The principle of crisis accountability is fundamental to situational crisis communication theory. It represents the extent to which stakeholders consider the company to be accountable for the crisis. More than 3,400 students from more than 50 states and over 100 countries and regions are enrolled at Andrews University annually. On its International Student Service web page, it states:

> At Andrews University we commit to more than mere representational diversity but rather to the outcomes of transformational diversity. We explore how diverse peoples have enriched the human experience and develop the interpersonal abilities to respect, appreciate and interact with those of different races, ethnicities, genders, ages, abilities, experiences and backgrounds.

The Andrews University International Student Service helps and supports students at every step of the way, from application to graduation or to transfer to another university. It is the department in charge of answering any question an international student may have. They

understand the unique challenges of international students and welcome students to reach out to the International Student office whenever they are in need. The sacred mission of this department is to ensure that international students are successful and comfortable in their new educational environment.

The study is therefore important in the sense that it is an attempt to assess international students' feedback regarding Andrews University crisis communication in this particular context of a global pandemic.

Contributions to Knowledge

The situational crisis communication theory (SCCT) claims that the state of crisis decides which crisis response strategy would be most efficient to reduce attributions and maintain and promote the credibility of an institution. Allen and Caillouet (1994), in *Legitimate endeavors: Impression management strategies used by an organization in crisi*s, defend that, the SCCT refers to an understanding of an organization's liability for certain crisis, in particular how the organization is shown to be accountable for the disaster and how the credibility of the organization is threatened by the crisis. The results of the study will be beneficial in the sense that it will help us to understand how higher educational institutions, in a period of a global crisis, can support and communicate the right information to their internal public (students, faculty members), and external public (other stakeholders and the rest of the world).

Definition of Terms

International Students (IS): means students from outside of the U.S, who have an F-1 visa status and are living on campus (residing in dormitories, university apartments and private houses in the community)

*Public relations***:** In *Managing Public Relations* by Grunig and Hunt (1984), "Public relations is the management of communication between an organization and its publics." According to Prsa.org, "Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics."

Customer service: Wagenheim and Reurink (1991), in *Customer Service in Public Administration,* define Customer Service "as a management strategy that focuses on meeting customer expectations. It is based on the concept that the organization will reach its goals effectively and efficiently through satisfaction of the customer."

Customer feedback: feedback is information provided by clients about whether they're satisfied or dissatisfied with a product or service.

Pandemic: an event in which a disease spreads across several countries and affects a large number of people.

Higher Education: Higher Education is tertiary education leading to the award of an academic degree. Higher Education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education.

COVID-19: Coronavirus disease 2019 is a contagious disease caused by severe acute respiratory syndrome coronavirus.

Crisis: A crisis is any event or period that will lead, or may lead, to an unstable and dangerous situation affecting an individual, group, or all of society.

On-Campus student: it is being a student of an educational institution who resides on the campus.

International Student Office or Services (ISS): The Office of International Student Services helps international students with information about immigration issues, provides support for academic and cultural adjustment, and offers opportunities for involvement in the university community.

Summary

Relationships are usually seen as transactions, according to social exchange theory. In *A theory of image restoration strategies*, Benoit (1995), underlined that, relationships are focused on the cost and benefit analysis. According to this theory, if the gains of the partnership outweigh the costs, then there is a mutually beneficial relationship. if the benefits do not compensate for the costs, either an unhappy relationship can occur, or a fixed relationship may end. Even in the midst of the global pandemic of COVID-19, the significance of the consumer experience is still prominent in today's market environment. According to Carroll and Buchholtz (2014), in *Business and Society*, during crises, companies should provide a comprehensive communication strategy that represents the interests of stakeholders (which are comprised of customers, investors, employees, and creditors), as well as the condition of the company and any ramifications (a tarnished image or financial issues) that could result. In terms of customer satisfaction, it's important for a company to make itself available where customers need it and use the correct communication channels to let them know when they can expect assistance to their needs. The overall success of the company depends on the extent to which customers are happy and stay loyal to the company.

For this reason, the present research aimed to study the international students' feedback on the Andrews University crisis communication during the COVID-19 pandemic from March to August 2020. Study participants were at least 21 years or older and non-natives of the U.S, international students living on-campus or in student communities and attending Andrews University at least from March to August 2020. The theory informing this study is situational crisis communication theory (SCCT). A 17-questions interview protocol was used. Higher

education institutions will learn from the results of this study in terms of student retention. It will be helpful for designing a new customer support strategy in the perspective that any higher education institution, such as Andrews University, may expect to experience a similar crisis in the future.

CHAPTER TWO: LITERATURE REVIEW

This chapter reflects a review of the literature related to crisis communication, global crisis, and social media. It will demonstrate how each of these concepts above impact the consumer perception of an organization. The chapter will dive more into the theory informing this study, situational crisis communication theory (SCCT). This paper also delves into the topic of customer relations best practices. Yago de la Cierva, a communications specialist, sees the importance of keeping partners updated as a crucial element of Public Relations for higher educational institutions.

Higher Education Institutions and Reputation

In their article, The effectiveness of corporate communicative responses to accusations of unethical behavior, Bradford and Garrett (1995), suggest that, in order to achieve a good perception of their customers, institutions of higher education should spend more capital and time on how they can improve their communication with their customers. Public relations management is complicated, but the company's brand and identity management are straightforward. What organizations are eager to project in terms of public image benefits does not always match what its stakeholders believe they really portray.

Parental perception of the possibility of sending their children to a Higher Education Institute (HEI) was presented by the study of researchers of higher education, Landrum et al. (1999). Matherly (2012) observed that the parental perception affects enrollment intentions considerably. Wilkins and Huismusan (2013), posit the opinions of students at a university are affected by their intimate contact with the media and public opinion. they concluded that attachment and accession intentions affect perspectives. Moreover, while Milo, Edson, and Mceuen (1989) discovered a marginal relationship between negative reputation and a student's

college choice. Jaafar and Nagaraj (2014), considered reputation to be a core factor in a student's university choice. With globalization becoming more of a reality in recent years, the participation of higher education institutions in its growth has taken on added significance. Under present-day circumstances, it is believed that education and research institutions play an important role in economic, social, as well as cultural, growth.

Studies and Theories on Crisis Communication

Recent studies have proven the need for crisis communication specialist and consultants as the demand has risen due according to Ulmer, Sellnow and Seeger (2013). It is really important to describe the concept of "crisis" as we use it in this analysis. According to Coombs (2015), three scenarios through which a crisis can arise: 1-By technical failures; 2- By human causes; 3- By natural causes. In the *Crisis management in a complex world*, Gilpin and Murphy (2008), argue that, it is safe to say that scholars have tackled organizational crises by generating hypotheses for the better part of the last two decades. In the field of psychology, there is scientific material on the concept of psychological crisis management models, known as crisis response theory, and how crisis communication plays a part in social challenges and personal issues. With these concepts, there is a described and particularly useful protocol for helping others. It also provides a better understanding on how people think about danger and crisis and their emotional reaction to it.

According to Mitroff and Anagnos (2001), in their publication, Managing crises before they happen, sociology offers theories of how evacuations are conducted and how crises are dealt with by families. The business area discusses leadership sensitivity mechanisms before, during, and after a crisis; it is critical for responding creatively to crisis situations; well-structured or poorly situated organizational communication exhibits exacerbates crises. Seeger and

Ulmer (2002), in A post-crisis discourse of renewal, underlined that, the emphasis of

organizational renewal theory is on learning from the crisis, interacting ethically, taking into

account the crisis challenge and opportunities and providing a prospective perspective.

Anderson and Sullivan (1993), in their research report, *The antecedents and*

consequences of customer satisfaction for firms, believe that, negative unforeseen situations,

including a crisis, are interpreted by the influence of attribution theory. A crisis may occur at any

stage in the organization's life cycle; therefore, it is more profitable for an organization to

recognize risks early, as it is difficult to rebuild a good name in the first place. While it is a

creative approach to public relations, situational communication theory by Professor Timothy

Coombs (2007) discusses how the theoretical crisis communication is important for companies.

He advises that "when there is a crisis, there has to be an urgent solution." According to the

Health and Human Services guidelines, a swift and definitive response is imperative during the

early stages of a crisis.

Reduction of Ambiguity Theory

According to Lamarco (2018), this theory holds that people like to reduce the number of

unknowns with each other, that is, in general, they aim to establish mutual acquaintances. They

simply prepare for future contact. This is an indicator that an individual is likely to come in

contact with that person again, and he want to know who he or she is. Using nothing to reduce

uncertainty is like playing the piano with one hand while smacking with the other. This theory

also relates to the way to deal with the problem of handling complexity. An organization deals

with confusion by using one of the following approaches: (a) accept it, (b) ignore it, or (c) try to

minimize it. An organization can change to suit the need. When people are unsure, the place

their trust in their families and friends. When there is a financial downturn, including the 2008

recession, which forces policymakers to raise their game, both government and social media faced major obstacles that they must conquer in order to remain in control.

Kaplan and Haenlein (2010), define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content. According to Bhanot and Sandeep (2021), "Social media is a genuine game changer for business. Companies that invested early to harness the power of social media claim returns as high as 20 to one." Ulmer, Sellnow and Seeger (2011), in their article, *Effective crisis communication: Moving from crisis to opportunity*, defend that, in a moment of global crisis, people's social media use may be helpful for psychological well-being. While on the other hand, it is known that social media has its challenges. Mass user created space with the ability to damage vulnerable communities.

According to Apuke (2018), *Social Media and Crisis Management: a review and analysis of previous studies*, companies have increased their ability to communicate with customers on social media because they respond to queries and answer questions in a faster and more direct manner than average. Coombs and Holladay (2010), believe that prior to the advent of social media, compagnies used mostly, phone calls and emails to interact with their customers. When Coombs and Holladay underscored the effect of social media on crisis communication, they made an especially impassioned plea for Crisis Communication. Social media is more threatening due to the fact that when the crisis is announced on social media networks such as Facebook, Instagram, or governmental or company's websites, before any information has been released by the organization implicated in the crisis, it can create irreparable damages. Public relations should seek to communicate proactively using social media. A business's social media

profile is not just the connection between customers and the brand, but also the link between the employees and their customers.

According to Benoit (1997), in his article "*Image repair discourse and crisis communication. Public Relations,* when a crisis occur, Public relations departments helps to create trusted with customers. An important consideration in the establishing a brand and promoting a public profile is to collaboration between influencers and stakeholders. When faced with the risk of losing consumers' confidence, institutions go through a public relations crisis communication strategy first to regain their reputation. Al-Rousan and Mohamed (2010), *Customer loyalty and the impacts of service quality,* underlined that it is important for brands to use social media as a two-way street to obtain input from their customers. Most of the vulnerabilities are reported in the applications (i.e., after the release of the software). However, once they are patched, they are regularly visited by consumers. He believes that college and university leaders who just talk about it without providing a solution are actually useless in a crisis. Institutional and creative input are crucial to the institution's performance. Therefore, institutions of higher learning must pay attention to what people have to think. The simple formula is Consumer loyalty equals customer experience of service.

Finally, the main ideas and concepts on customer service are all about getting people in and holding them there. According to Coombs and Holladay (2010), responding to queries and answering questions in a faster and more direct manner than average, develop an effective customer support team, give customers choices, closely monitoring customer feedback and expand self-service options. The right strategy in this instance is to be responsive. Unlike other ideas, one is considered the consumer theory, since it is found in the customer satisfaction perspective. The ideals of customer service are vital to the business's survival. In today's world,

no one wishes to do business with a corporation that seems to have no regard about the

customers satisfaction. The ultimate objective of a company should be meeting or exceeding the

expectations of its customers.

CHAPTER THREE: METHODOLOGY

For this initiative, qualitative analysis was adopted to help understand human factors because of the researcher's reliance on them. The investigator's objective was to assess the effectiveness of the Andrews University crisis communication in the attempt to address the needs of international students at Andrews University from a more personal angle. The following aspects integrate the multiple aspects of the qualitative method defined by Creswell and Poth (2018).

1-The analysis has been undertaken in a natural environment.

2-The principal investigator was the analyst responsible for collecting data.

3-Multiple data collection techniques were used.

4-Specific inference from the inductive to the deductive standpoint was used.

5-Special attention was given to the points of view of the participants.

6-The analysis was highly based on context

7-The research architecture included 20 individuals.

8-The background of the researcher's experience are shown in the analysis.

9-The analysis is complete in its portrayal of the generated image.

Qualitative inquiry has five methodologies: narrative, phenomenological, grounded theory, ethnographic, and case study. Creswell and Poth (2018) analyze each solution according to a different study focus, and different test issue. In the narrative approach, our main interest is to hear about a person's life by sharing stories that tell about their life experiences. For phenomenology, it is important to try to explain how the component of the senses manifests itself in those experiences. The grounded theory is based on the knowledge obtained from the study participants' views. An ethnographic research offers the ability for social group to see what is common for their group by observing the trends that are exchanged within their group. And

lastly, the Case Study examines one or more cases in depth by presenting an equally thorough understanding of the case being examined. It should be remembered that these methodologies are well suited to meet the demands of different studies, but they're not applicable to all projects. To get participants' perspectives, this analysis had been done using the narrative approach, as the primary aim of this analysis is to learn about participants' experiences with Andrews University crisis communication during the onset of the COVID-19 pandemic in 2020. Foreign students, since they had witnessed new communication strategies implemented by AU administration, were the sole data contributor of this study. Unconstrained by concrete logic, qualitative analysis invites people to discuss their emotions and memories, as well as opinions. In this case, though quantitative analysis was not prioritized, it was a strategic advantage to use qualitative approach in the sense that it permitted the central concern to be expressed by quantifying significant trends of it.

The Sample

Table 1 showing interview details

Interviewee	Dates	Interview format: virtual	Interview length
1	03/01/21	zoom	18:30
2	03/01/21	zoom	16:50
3	03/02/21	zoom	17:28
4	03/02/21	zoom	20:48
5	03/03/21	zoom	12:19
6	03/03/21	zoom	15:40
7	03/04/21	zoom	18:39
8	03/04/21	zoom	11:15
9	03/05/21	zoom	13:07
10	03/05/21	zoom	16:54
11	03/07/21	zoom	17:45
12	03/07/21	zoom	19:10
13	03/07/21	zoom	10:23
14	03/08/21	zoom	18:13
15	03/08/21	zoom	20:12
16	03/09/21	zoom	14:58
17	03/09/21	zoom	17:03
18	03/10/21	zoom	16:12
19	03/10/21	zoom	15:23
20	03/11/21	zoom	14:51

The data was collected by interviewing 20 individuals, who were all graduate international students at Andrews University. The selection of the sample was based on the level of interest in the research topic of the international students who the researcher was able to approach when walking around the campus. Which means that the sample is not strictly representative of the Andrews University international student population.

There are four colleges at the undergraduate level and four post-graduate levels and about 3,500 students are in total at Andrews University. The investigator only concentrated on the graduate students who were physically present on campus at the onset of COVID-19 (from March to August 2020). This means there are around 725 students in population of international student.

The researcher employed an experimental method of word-of-mouth sampling which entailed using the population in question as informants. In order to recruit applicants for interviews, the interviewer aimed to use non-recurrence sampling; Although it was an unpredictable sampling, it was still designed intentionally. Purposive sampling helps a study to obtain data from subjects that have been explicitly selected as members of wider communities which can better inform the research on the topic at hand (Creswell & Poth, 2018).

Measurement/Instrumentation

Participants were interviewed based on their status as international students, attending Andrews University and living on-campus from March to August 2020. International students who lived on Andrews University campus, or in the surrounding community housings between March and August 2020, were the only one who were interviewed. For each interview, the researcher requested and received permission to record the session. Non-participant to this study did not have access to the audiotaped fille of the interviews. Only the principal investigator has accessed them. The recording of those interviews was only done to search for accuracy of answers for subsequent transcription.

Detailed Study Procedures

A series of 17 questions was posed to each participant. Due to the COVID-19 restrictions and social distancing measures, the interview was completed via zoom. An informed consent document was given to the participant allowing sufficient time to review the contents. Subsequently, signing was required, which affirms a comprehensive reading and understanding of the document. No names were used to distinguish participants. Since the information was not exchanged by name or geographical details easily linkable to participants, their privacy was retained. It was planned to avoid any possible damage or distress to participants.

Internal Validity

To make sure that the eight recognized validity threats were not threatening this study's internal validity, every item was systematically analyzed, and no threat was recorded. The internal validity threats are instrumentation regression, selection, history, maturation, testing, experimental mortality, and an interaction of threats. In about three weeks, the data collection part of this study was concluded. Since, the interviews were undertaken within the first three weeks of the March 2021, when most of the students had returned partially to in-person learning, there was no interruption to the study's timetable. The subjects did not have to change their location or class schedules in order to participate to the study. This mean that the study's results remained true and did not lose any significance. To complete the aims of the instruments, all of the participants were asked the same questions and nothing more was done beyond that unless that more probes went to the research questions that had already been identified by the study's goal. Each participant was aware of the focus of the research and consents were obtained with regard to how his or her presence might further contribute to the knowledge of handling crises. They were dully told that there would not be a cash or any form of financially payment for their involvement.

CHAPTER FOUR: DATA ANALYSIS

A total of twenty (20) participants were interviewed, and each interview was transcribed. Common terms and phrases appeared, which permitted the creation of a quantitative trend.

Country of Origin

Regarding the first question of the interview, *what country are you from,* the findings have shown that 14 nationalities were represented in the present study. China has the highest representation (3 participants), followed by Canada, Madagascar and Zimbabwe with 2 representants each. Only five out of 20 had English as their primarily language.

Figure 1. Countries represented in the study

Range	1	3
Median	2	
Mean	2	
Mode	1	

9 countries have 1 representant ; 4 countries have 2 representants and 1 country has 3 representants.

China
Curacao
Cameroon
Kenya
Jamaica
Samoa
Mexico
Canada
Dominican Republic
Zimbabwe
Madagascar
France
Italy
Zambia
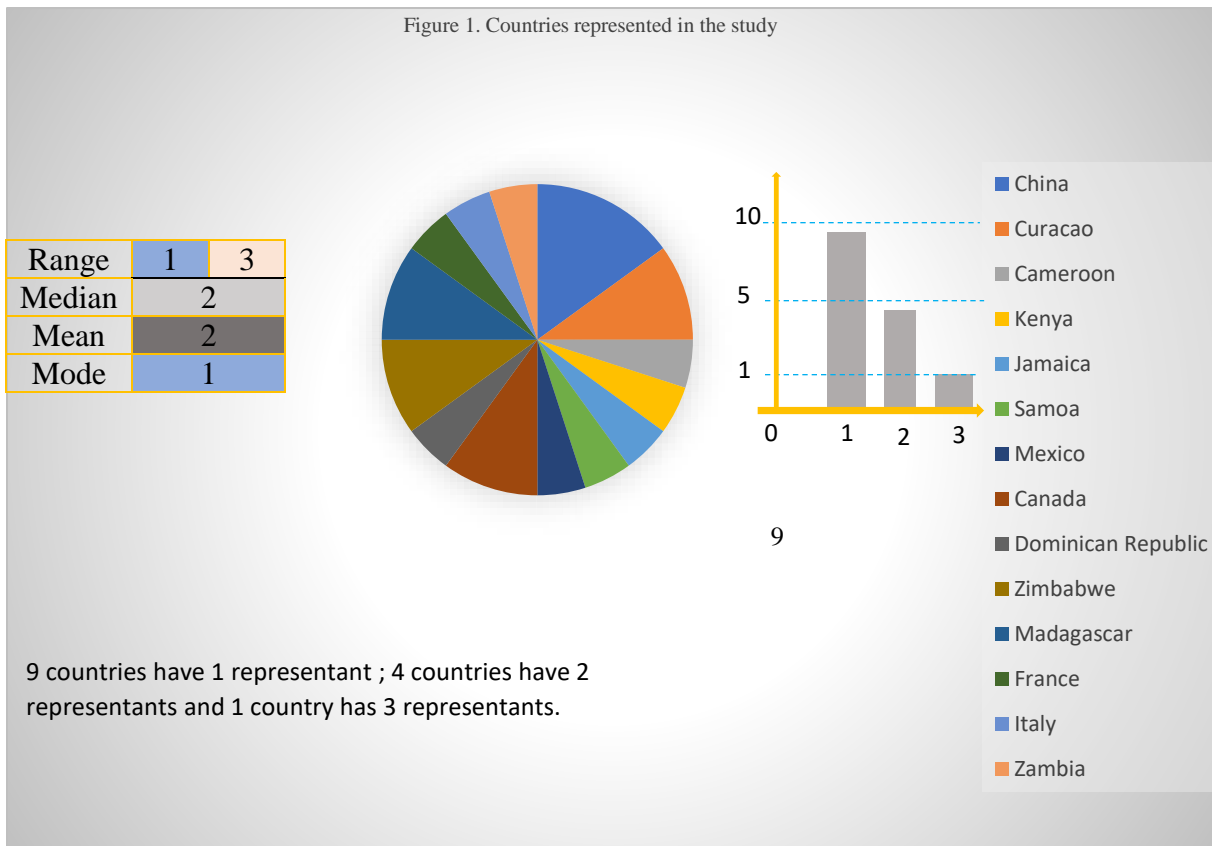
Financial Assistance

The answers related to the question, *do you receive any sponsorship or regular donations from your family or any other organization? If yes, has it been affected by the Pandemic of*

COVID-19? show that 14 international students received some sort of financial assistance. The Pandemic has impacted 4 of the 14 international students who received any form of financial assistance. And six students did not receive any form of financial assistance.

Figure 2. Financial Assistance of IS

a- Financial assistance not affected= 12; b- Financial assistance affected= 4
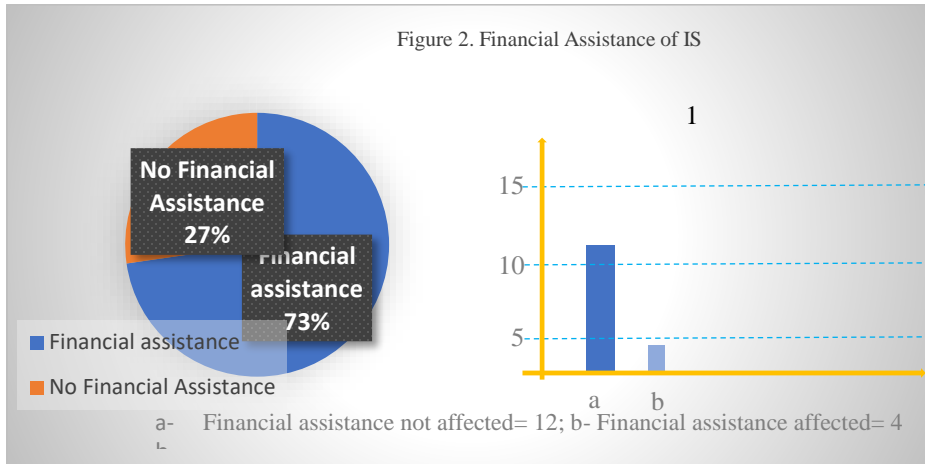
Years of Attendance

Regarding the third question, *how long have you been attending Andrews University (AU)*, the results show that most of the international students in the sample have attended AU for at least 2 years.

Figure 3. Years of Attendance

Range	2	7
Mean	4	
Mode	2	

4 years = 5; 2 years = 8
3 years = 6; 7 years = 1
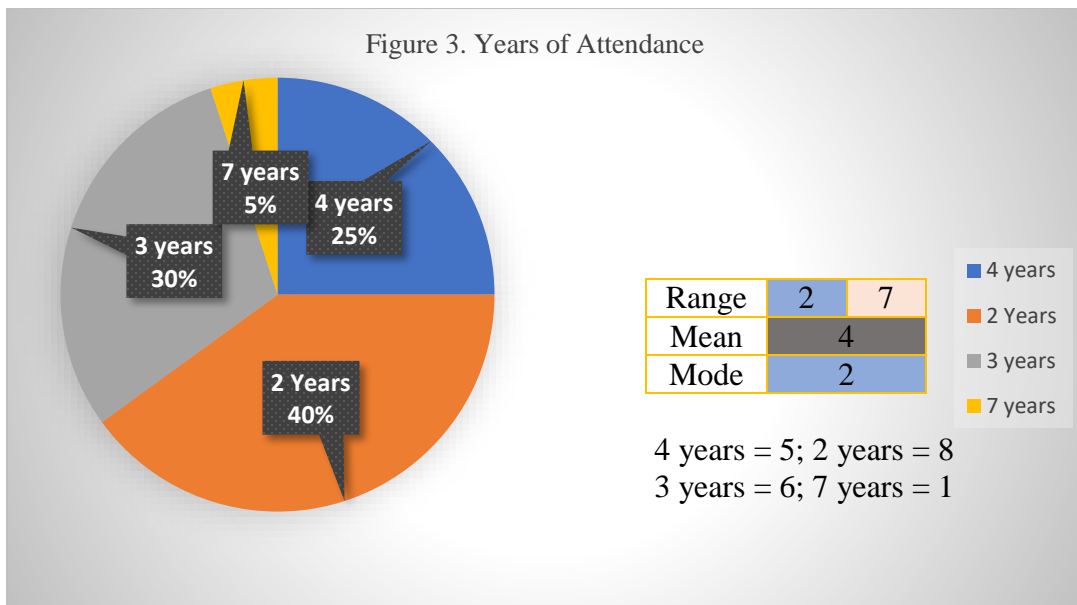
Employment Status

The answers related to the fourth question, *were you employed from March to August 2020? If yes, has it been affected by the Pandemic of COVID-19,* show that 75 percent of the sample lost their jobs between March and August 2020. And only 5 out of 20 still had a job.

Figure 4. Employment Status
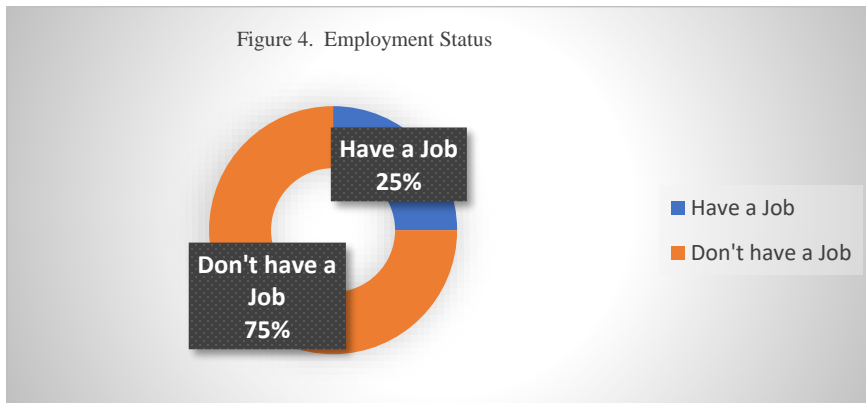
Family Size

The results of the question, *what was your marital status from March to August 2020? Any children?* Show that 17 of the 20 international students who participated in the study were living alone (17=1) during the onset of the pandemic, from March to August 2020; One of them was living with 5 other relatives (1=6). And 2 were living with their spouses and 2 children.

Figure 5. Family Size
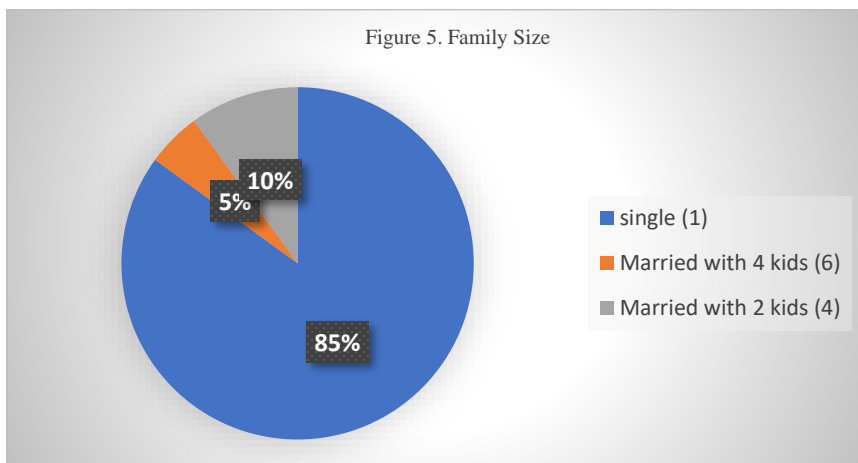
Communication Channels

The answers collected from the question, *In March 2020 when Andrews University decided to go remote due to the pandemic, how did you hear about it*, show that 12 of the international students in this sample heard about Andrews University going remote via email, 2 at the chapel meeting and 6 at via a professor during class.

Figure 6. Communication Channels
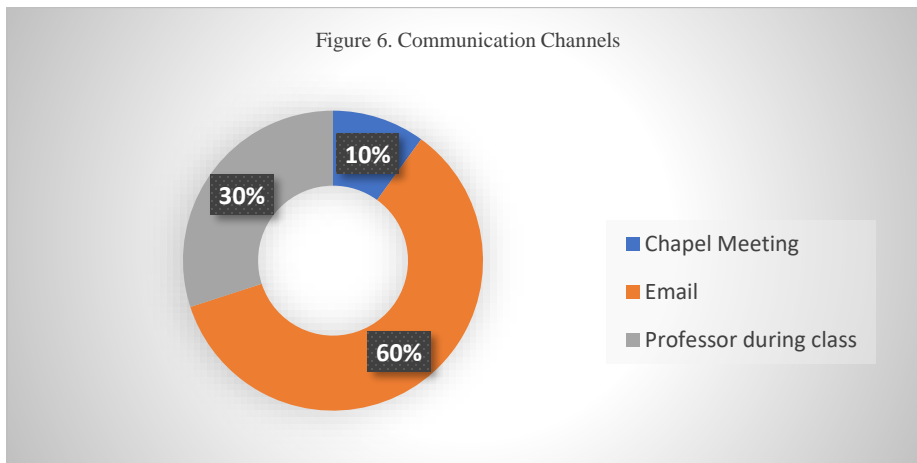
The results related to the seventh question of the interview revealed that, when hearing that Andrews University was going remote, 13 international students in this sample had, as their first reaction, reached out to their family members or loved ones or best friends. One of them said "I called my best friend who lives in California, who is a nurse, to get more info and reassurance that everything is going to be ok." Another one recalled "I tried to get more info as much as I could. Then, my wife and I decided to stay." Five international students answered that they tried to get more information from their professors and academic advisors. One of them said "I try to get more information about the risk of contamination from my academic advisor." Two of the international students who participated in this study said they "don't remember" when asked the question "how did you decide what to do at that time?"

Decision Making Process

Figure 7. Decision Making Process

- Reached out to family and friends
- Reached out to professors and academic advisors
- Do not remember

10%

25%

65%

Stress Evaluation

Figure 8. Stress Evaluation

- Worried about Rent
- Unable to provide for family
- Worried to not be able to graduate or finish school, online class
- Fear of being contaminated
- No worries or stress

10%

38%

29%

9%

14%
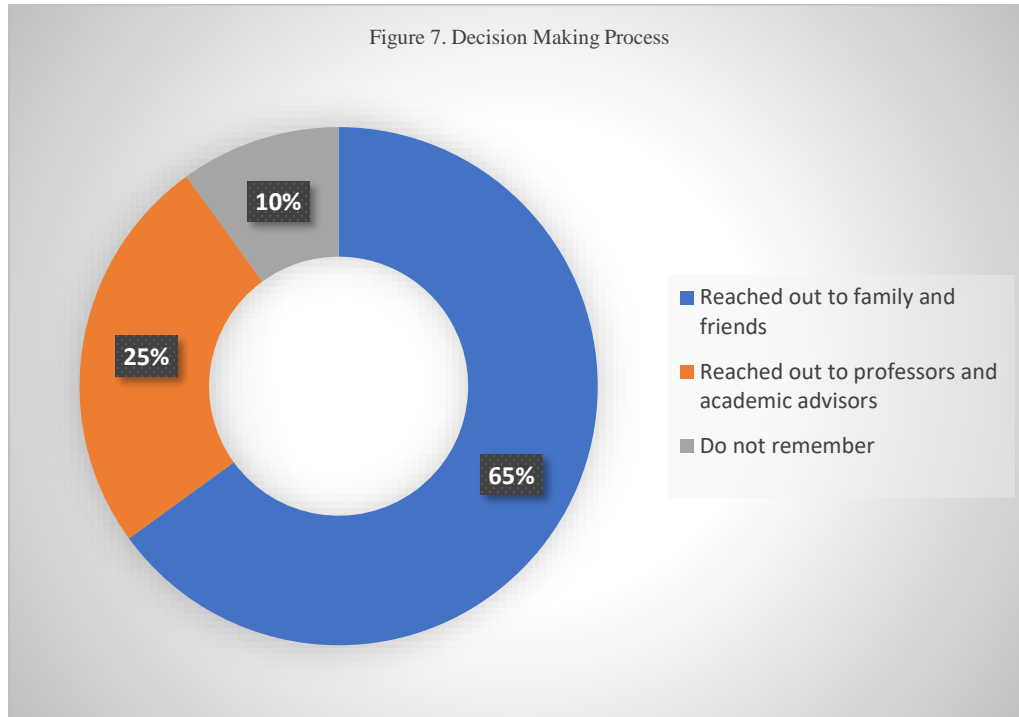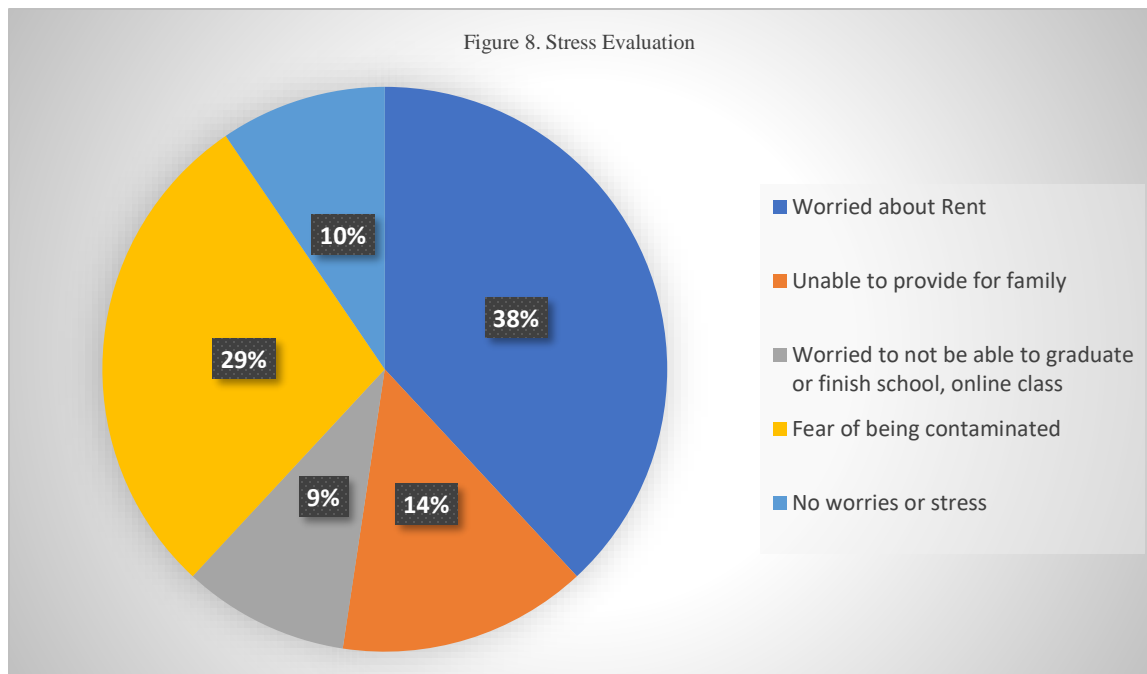
The answers related to the question, *What was the most stressful at that moment? What helped you reduce that stress*, show that eight international students, upon hearing about

Andrews University's intentions to cut down on its campus presence due to the out-break of the pandemic of COVID-19, worried more about rent than the risk of being contaminated. One of the nine said "I was worried at first about how I would pay my rent. And I was doing my practicum at the time. So, I was worried about not being able to see my clients face to face and you know there was so much uncertainty going on. Having to be isolated from your friends and neighbors was just one of the most stressful things in my life ever." A second student underlined that, "my first worry was like how I am going to pay for tuition or my rent." Another student noted, "I remember that some Andrews University staff brought food and I received some stipend from AU".

It has also been observed that six international students from the sample feared contamination. One of those six said "my worries were more about being contaminated. The online option helped a lot to reduce my stress." Another one insisted that "the most stressful for me at that moment, I will say, was the thought to be possibly contaminated since I was working at the restaurant, which means I was daily in contact with so many people." Two out of 20 international students who participated in this study had no worry or fear at all when Andrews University decided to go remote. The first one said "when the news of AU transferring to remote came out, it did not add any stress to me at that time. It removed some of my stress. Because I would not need any more to drive to campus to attend class, now I would just get myself ready and go straight into class in the next room assigned as office in my apartment."

Three international students out of 20 were worried in the first place about their families, even before themselves. One said "my concerns were more about my kids and my wife. I was worried about where they were going to live if the pandemic did affect the sponsorship that I was receiving to pay for my tuition, rent and food." The second one underlined that "I was worried

for my family back home but also for myself. Here you know, death was everywhere. I was afraid to never be able to graduate." Two out of 20 first feared the possibilities of not finishing school, graduating or having to take online classes. The first person said, "It was my first time taking any courses online, so I was not sure what to expect. I do not like taking courses online because I feel like you cannot concentrate properly, especially with kids around. I liked the in-person format because you can ask questions and get quicker answers. It was a scary time, as the number of deaths related to the pandemic was going up. However, I remember the AU Provost office sent out an email that was very encouraging and ensuring that if you follow the protocols, if you follow the health measures, you should be fine. So that single email reassured me that everything would be OK".

The second one mentioned "I was worried about my real chance to graduate due to this news situation. I tried to get other resources to help me because I also have a disability, so I was wondering since the university was going to be completely remote if they would accommodate people like me in the online format. I contacted the ISS to see if there was anything they could do for me and they got back with me quickly and gave me some available resources. They told me like 'Hey, this is what we are doing, do not worry. Thus, it wasn't that bad.".

ISS Media Communication

Figure 9. ISS Media Communication

- Yes, via email
- Facebook live
- Not reachable at all

5 5%

90%
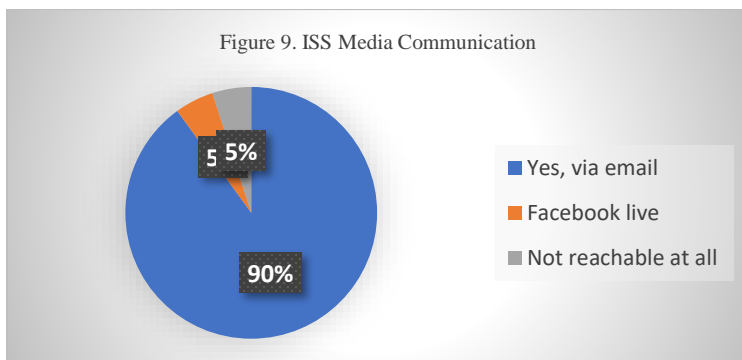
To the question, *"would you say that the International Student Service (ISS) was reachable from March to August 2020?"* Eighteen International students said "yes" the ISS was reachable and that mostly via email. One of them said "I will say yes, but mostly via emails. I remember they were sending emails and there was a transition of the ISS director at that time in the summer and they were always keeping us updated on things like who was the new director and how things were going to go and how, for example, if you wanted to communicate with them it has to be remotely. I did not really have to be in constant contact with them, because I just go there to renew my I-20 once a year." And another one added "It was more via emails. I remember they shared some important emails like how we can protect others and protect ourselves, also like to meticulously keep social distance."

One international student believed that Andrews University through ISS was more reachable during the onset of the pandemic of COVID-19 via Facebook live. He shared "Yes, they were reachable, mostly via Facebook live. We're also able to ask questions to the AU President on the FAQ page of the AU website." However, there was one student who actually thought that the ISS was not reachable from March to August 2020. Here is what he said, "I will say, 'no', because I remember it was at that time, I was trying to get my OPT application done, and I tried several times to reach out to the ISS. Unfortunately, it was at that time that the director of the ISS was fired. It seemed to me that, after that nobody was working in that office until the new director came in. I contacted him as well. He said that he was new in the office and asked me to give him at least two to three weeks to get everything fixed".

ISS Emails Frequency and Effectiveness

Figure 10A. ISS Email Communication

- Received ISS emails and they were helpful — 45%
- Received ISS emails, but they were not helpful — 50%
- Did not Received ISS emails — 5%
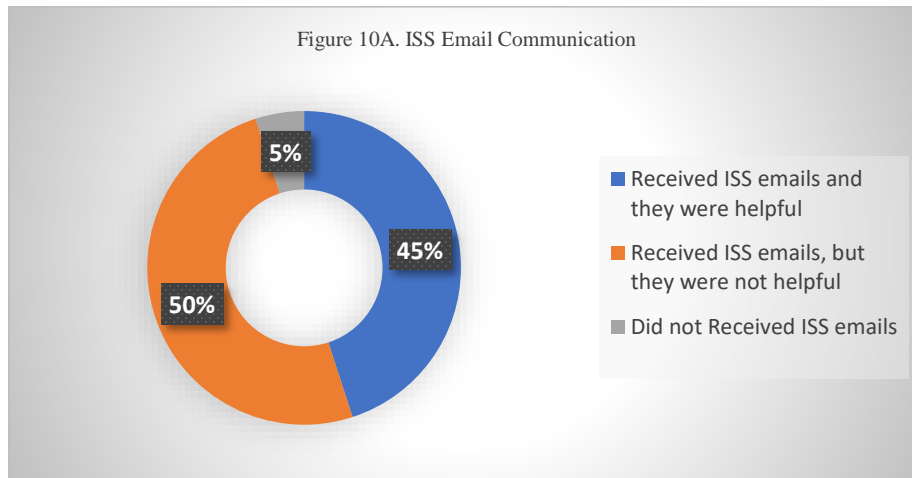
Sending emails seems to be the favorite medium used by ISS to communicate with international students during the onset of the COVID-19 pandemic in 2020. To answer the question of whether international students were able to receive emails from the ISS and whether those emails were useful, only nine out of 20 received ISS emails and found them useful. One of them said "I was receiving helpful emails from the ISS. In those emails, they explained to us the situation of the COVID pandemic on campus and how the school is working to prevent any contamination on campus. I think the emails were good in general, but when it comes to other forms of communication, they could have done better. For example, each time I called them nobody picked up the phone. And then one time I got my call returned. It was 4 days later. They could have managed it better, but at the same time, I understand that it was a new situation for everyone." Another student said, "I believe that their emails were like direct, blow by blow of what they wanted to do, how it was set up and they made sure they were thorough with what they were going to do."

On one hand, 10 out of 20 received the ISS emails; however, they did not find them helpful or addressing the concerns or needs at the time. One said "I think I received some emails

from Andrews University International Student's Office, but they were just like updates about the CDC recommendations. I'm sure they were helpful to other international students, but for me personally, not really." And another one continued, "I did receive ISS emails, but it was not really helping me that much, so at some point I stopped looking at them. I think the emails were too long and sometimes they will be vague, not so clear, to the point that you will ask 'what is it that they're trying to say or address." He continued, "I just have the impression that they felt the need to communicate something without saying anything seriously helpful. From my perspective, those emails were too long to be honest." As surprising as it can be, one out of 20 did not receive any ISS email from March to August 2020. He shared "I do not recall receiving any email from the ISS".

Figure 10B. ISS Emails Communication Rating
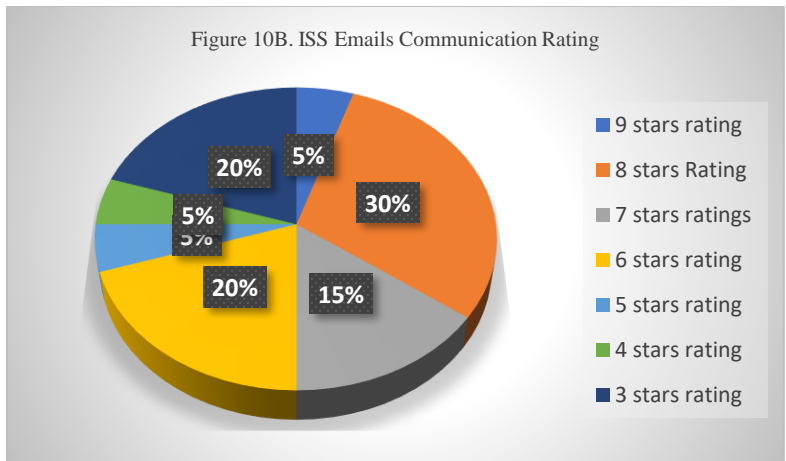
Range	3	9
Mean	6	
Mode	8	

8 stars = 6; 9 stars = 1
7 stars = 3; 6 stars = 4
5 stars = 1; 4 stars = 1
3 stars = 4

Rating scale: 0 to 9. 0 being an extremely unsatisfied opinion and 9 meaning very satisfied

Customer Service Feedback

Figure 11. Customer Service Feedback
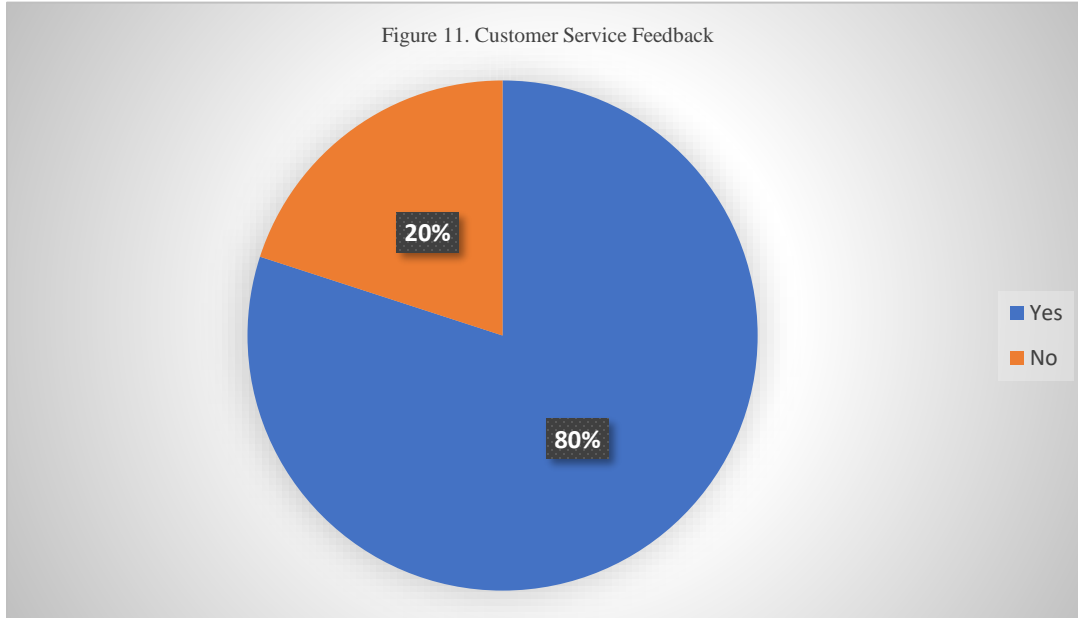
Regarding the customer service feedback trend, 16 international students, 80 percent of

the sample, feel that they have been treated as valued customers, with care in their different

interactions with the ISS from March to August 2020. One of them stated, "You know,

everybody had to like to move out suddenly and try to figure out things or if you could stay

because some areas were worse than others, so they were responsive; even the dorm managers

were responsive. We were having group meetings and talking about the ongoing crisis and the

challenges related to our dorm.". Another student observed that "Yes, they value me and give me

all the necessary information I need, but things could be a little bit better." On the other hand,

four international students said that they did not feel treated as valued customers of Andrews

University. One stressed that "You know, being away from home and like not really knowing

what to do in another country in the time of such pandemic, is quite scary. I know there were a

lot of other international students that they had to help, but I honestly feel like they could have

done way more to show us that we are not alone in this pandemic. They could have created a

regular zoom meeting, even if it is just once a week, where all the AU international students meet and share their experience and difficulties with each other and AU administrators. But nothing like that happened. So, I did not feel valued." Another student confessed that "I think it's difficult to give a clear answer to that because there's a lot of paperwork that are required you know in order to be an Andrews University student and even more as an international student. So, I will say to a certain extent, I did not really feel being valued at the level of my sacrifice in order to become an Andrews University international student".

IS Social Media Presence

Facebook and Instagram seem to be the most used social media platforms by AU international students. When asked if they are on social media and if yes which one, the international students who participated in this study communicated the following trends: Six of them have Facebook (F=6); 6 have both Facebook and Instagram (F,I= 6); Six have Instagram (I=6). One has Facebook, Instagram, Twitter and Tic-Tock (F, I, T, T=1). And only one has no social media profile whatsoever (No social media presence= 1)

Figure 12. Social Media Presence

- Facebook
- Facebook and Instagram
- Instagram
- Facebook, Instagram, Twitter and Tic-Tock
- No social media profile

IS Awareness of AU Social Media Activities

Figure 13. IS Awareness of AU Social Media Activities

- follow AU Facebook profile
- follow AU Instagram profile
- Follow both, Instagram, and Facebook

5%
25%
70%
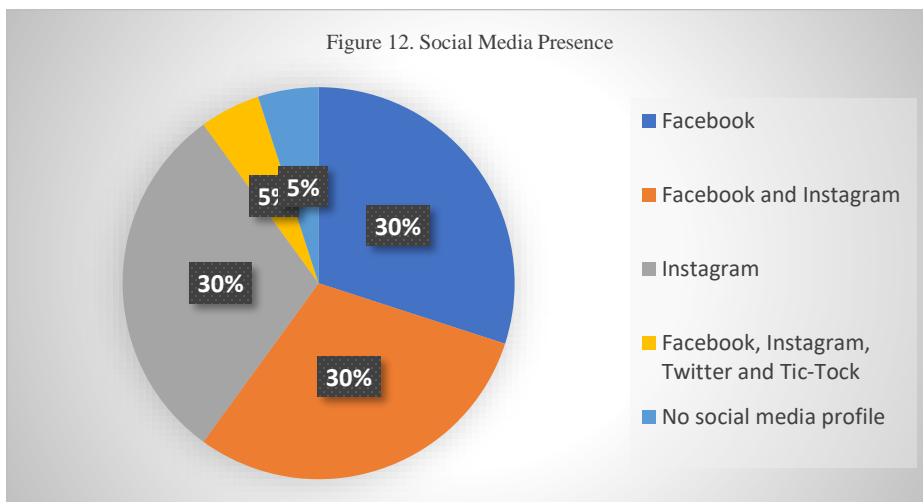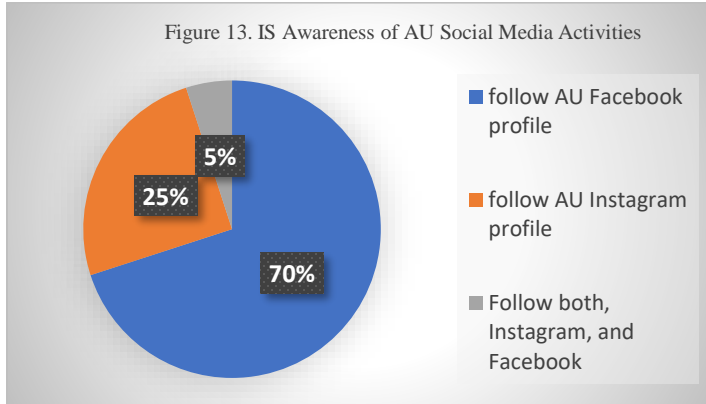
The results of the question, *do you follow any Andrews University social media pages? If yes, which one? If no, why?* have shown that, mostly in order to be informed about what Andrews University is up to, 14 international students, 70 percent of the sample, follow AU Facebook profile and five follow AU Instagram. One follows both Instagram and Facebook. These numbers suggest that social media communication is becoming a principal channel of communication for international students. This finding may help higher educational organization such as Andrews University to develop a well-planned and coordinated social media communication strategy in order to improve their communication with all the stakeholders, including international students and their families.

IS Feedback on AU Social Media Activities

Figure 14A. IS Feedback on AU Social Media Activities

- Yes
- No
- N/A

5% 5%
90%
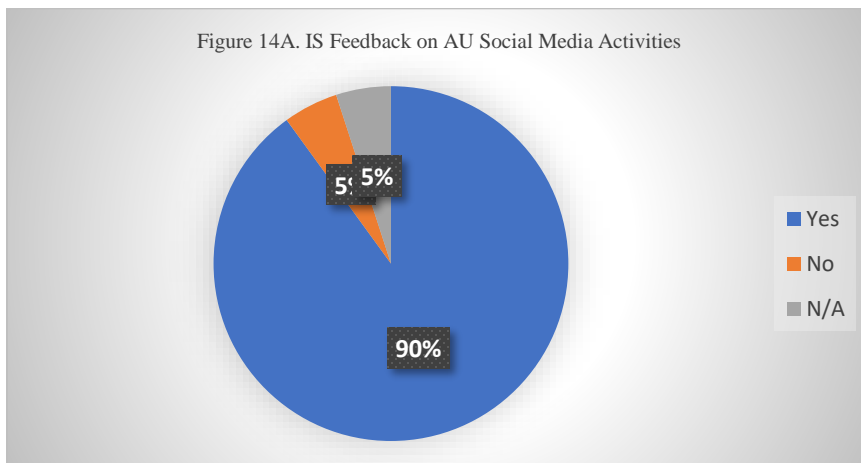
To the question of whether Andrews University crisis response on social media was well-coordinated and standardized in a way to ensure clear and transparent communication with all stakeholders, 90 percent of the sample said "yes.'' One student said "Yes, because on Facebook, during that time, they were sharing information in live, and Andrews University administrators were answering every single question asked by students." One student could not provide an answer since she is not on social media. And only one participant thinks that the AU social media activities weren't well-coordinated or clear. He answered, "Not really".
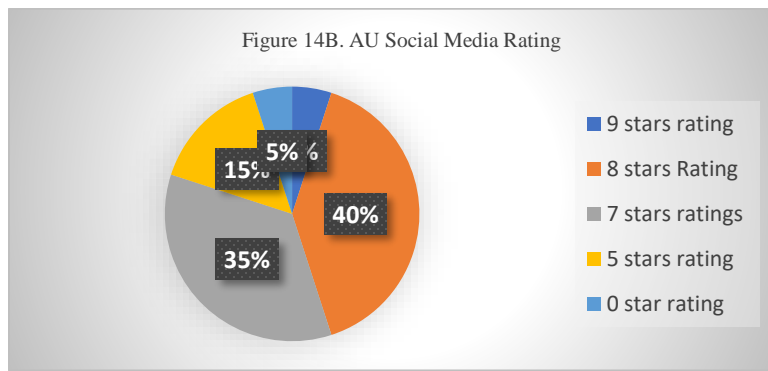
Figure 14B. AU Social Media Rating

Range	0	9
Mean	5.8	
Mode	8	

8 stars = 8; 9 stars = 1
7stars = 7; 5 stars = 3
0 star = 1
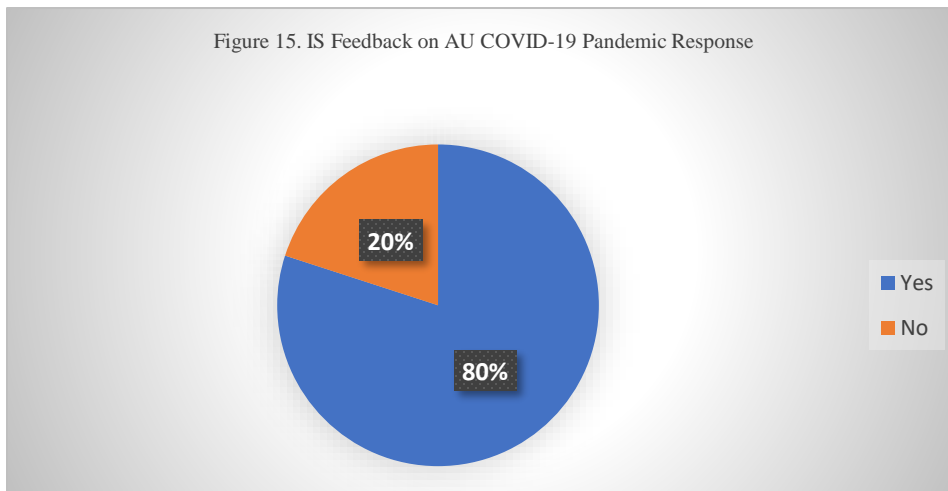
- 9 stars rating
- 8 stars Rating
- 7 stars ratings
- 5 stars rating
- 0 star rating

Rating scale: 0 to 9. 0 being an extremely unsatisfied opinion and 9 meaning very satisfied

IS Feedback on AU COVID-19 Pandemic Response

Figure 15. IS Feedback on AU COVID-19 Pandemic Response

- Yes
- No

Regarding the question of whether the Andrews University COVID-19 response has ensured a lasting connection with them, 80 percent of the sample answered "Yes." One of them

said, "I feel like there has only been just like a bit of a disconnect in their interactions with us, because there are many international students, and you know no one really checked up on us. However, I will say that they did their best." And 20 percent answered "No".

IS Major Concerns or Suggestions

The situation of an international student during the COVID-19 pandemic is incredibly stressful. Sometimes, they cannot afford to wait for two or three weeks before getting an answer. Regarding the possible recommendations for better assistance of international students during the COVID-19 pandemic, a student mentioned: "I would say that I really appreciate the provision of food via the food pantry program, but there were students who would have needed a job that would have helped them far more than just providing food. Because even though you may have food in the house, there were other things that you would have wanted in order to cover the most urgent needs, especially if you did not have sponsorship. I know that, at the moment, things are difficult for any organization around the world. However, I think they could have done more. For example, they could have put a regular crisis communication Zoom meeting in place and invited students to meet with the AU administrators. Even if it is just to say that we're thinking and praying for you. I think things like that would have felt a lot more helpful and reassuring from an international student perspective, I think." One student shared "I will suggest they take seriously international students' requests. Because we have to deal with so many things at the same time, for example, a permit to stay, to work and so on. And every time a student called, he or she must wait at least 2 to 3 days to get an email or a callback. We, as international students, must deal with urgent matters that need immediate consideration from the ISS, an office that is meant to be a first responder for international students' needs. I will also say, their campus follow-up mobile

app is not safe in the sense that it relies on unverifiable data. Because if someone has symptoms and chooses for a selfish reason to say, 'no symptoms', how will they verify that?".

A last student underlined that "the AU administrators via ISS should get in touch more with international students. They should try to avoid addressing international student concerns with a generalized approach. But instead, develop a more individual communication strategy. Because not all international students have the same challenges, especially in such a period of global pandemic."

Rating on AU COVID-19 Pandemic Response

Figure 16. IS Rating on AU COVID-19 Pandemic Response
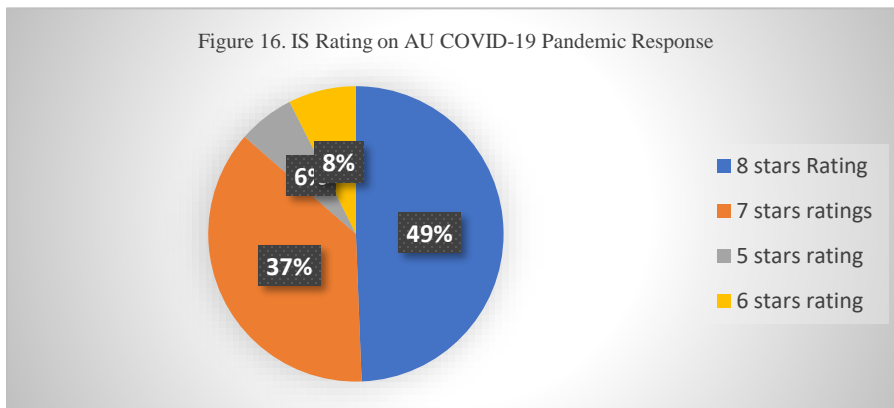
Rating scale: 0 to 9. 0 being an extremely unsatisfied opinion and 9 meaning very satisfied

Range	5	8
Mean	6.5	
Mode	8	

8 stars = 8; 6 stars = 5
7stars = 6; 5 stars = 1

In the wake of the AU COVID-19 pandemic response, 49 percent of the international students who took part in the present study gave a score of 8 out of 9, 8 meaning that they were satisfied with the AU COVID-19 pandemic response. And 37 percent were somewhat satisfied. They gave a score of 7 out 9.

CHAPTER FIVE: CONCLUSION

Conclusion and Recommendations

This limited, however significant analysis has just partly uncovered a few trends that still have the potential for an even larger-scale analysis. Further studies in consequence of the present one, could expose the full spectrum of the patterns observed. In the perspective of evaluating the feedback of international students on Andrews University crisis communication strategy during the onset of the COVID-19 pandemic, the findings have revealed that the majority of the sample believe that Andrews University crisis communication strategy during the onset of the COVID-19 pandemic in 2020 was overall satisfactory.

Regarding the customer service feedback trend, 16 out of 20 international students, 80 percent of the sample, felt that they have been treated as a valued customer, with care in their different interactions with the ISS from March to August 2020. On one hand, 49 percent of the international students who took part to the present study gave a score of 8 out of 9. On the other hand, 37 percent of the participants were somewhat satisfied. They gave a score of 7 out 9. The average score was 6.5. Regarding the question of whether the Andrews University COVID-19 response has ensured a lasting connection with them, 80 percent of the sample answered "yes." To the question "was Andrews University crisis response on social media well-coordinated and standardized in the way to ensure clear and transparent communication with all stakeholders," 90 percent of the sample said "yes.''

Nevertheless, nothing is perfect. That is why, for the most part, participants of this research have recommended more communication between the AU international students' community and AU administrators. To the question of whether international students were able to receive emails from the ISS and whether those emails were useful, only 9 out of 20 received

ISS emails on a consistent basis and found them useful. On that note, one student said "I think that they have room for improvement. They could try to develop a weekly or monthly online zoom meeting, where international students come together and talk about what we are facing as challenges, something like a virtual support group. I have seen a couple of meetings that they had on Facebook live with all the international students. It was really helpful. They were talking to everybody about general guidance, but it could have been more effective if it was at a deeper level, which means, allowing each student to share his or her specific situation."

A second student in the sample emphasized that "I will say, they should be more in touch with international students specifically. I mean at least call or text us once every two weeks to see how we are holding up. It will be a huge help for us from a mental health perspective. " A third one mentioned that "I think they did a fairly good job of helping international students. However, it would be profitable if they kept in touch more with international students. They did provide an emergency phone number. That was a great idea. However, most of the time, they were not available when an international student called. International students have emergencies that sometimes need an immediate answer, especially if related to U.S government regulations or something of that nature. Usually in that scenario, if they don't get help on time, it can be too late to fix anything." A fourth student wished that "Andrews University International Services had more live communication options available, like a live chat on the website, that would be considerably helpful."

Overall, the above results gave an affirmative answer to the research's question on how effective was Andrews University's crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020). Higher educational institutions will potentially benefit from some useful recommendations from a

customer retention perspective. This report could be a valuable tool to use in order to create a new customer support model to guide customer experiences, especially during the time of crisis. Organizational entities such as Andrews University will likely deal with a similar crisis in the future. By using these findings, they could gain competitive advantage with regards to customer engagement, satisfaction, and increases in sales through a more systematic approach to customer service strategies. However, further research projects should be undertaken to evaluate grade trends among international students who have no prior online learning experience but are now taking classes remotely due to the COVID-19 pandemic.

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Appendices

Appendix A

TITLE OF STUDY

"How effective was Andrews University crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020)?"

INVESTIGATOR IN CHARGE

Brice Eboule

Apt. 37, 9124 George Ave

Berrien Springs, MI, 49103

PURPOSE OF STUDY

You've been invited to participate in a research project. If you plan on taking part in this study, it's important that you understand why it's being conducted and what you'll be doing. Please take your time to consider the following details. If you have any questions or need additional details, please contact the researcher.

learning about the purpose of a study is vital. Knowing about the researcher' inspiration and methods is crucial, since this would help you understand why the research is being conducted. This research is exploratory in nature and seeks to demonstrate how a communication theory can be extended to an issue on which it was not specifically developed or previously considered. The research question is: How effective was Andrews University's crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020)?

STUDY PROCEDURES

1. Informed consent forms will be distributed, and it will be required that all participants sign it in order to start the interview.

2. Once the previous is done, the interview will begin or a reasonable time in the immediate future will be decided.

3. A set of 17 questions will be asked of each applicant during the interview. The interview should be no more than 20 minutes long. Each respondent will only be interviewed once.

4. To ensure the authenticity of the information shared for later transcription, all interviews will be recorded and transcribed or zoom captured. The recording will be made solely for that purpose. Only the principal researcher will have access to these files.

5. Participants will not be known by their names; rather, a coding format will be used to keep track of their race and country of origin. This study would include the use of a secured cabinet with an encrypted email address where participant's signed informed consent will be stored. It will also necessitate a password to save audio files securely. Participants' anonymity will be protected, and no information exchanged will be recognizable by name or automatically linked geographic data. Even conducted remotely, the interview will still need take place in a location that is appropriately quiet and comfortable for both participant and research.

RISKS

The research is not designed to cause you any emotional damage or anxiety other than that which is usual in everyday life. You have the option of declining to answer any or all questions, as well as terminating your participation at any point.

BENEFITS

You will receive no direct benefit from participating in this report. However, the researcher projects that the knowledge gleaned from this analysis may be useful to people who will wish to pursue their education at Andrews University in the future.

CONFIDENTIALITY

Your responses will be kept confidential for the purposes of this report. You will be asked to identify your ethnicity and home country. The researcher will make every attempt to protect your privacy, including the following:

• Assigning participants code names/numbers that can be used in both study notes and records

• Keeping documentation, interview transcriptions, and all other personally identifiable material about participants in a secure filing cabinet in the researcher's hands.

CONTACT INFORMATION

You may contact the researcher whose contact information is given on the first page if you have any questions about this study or if you encounter any negative effects as a result of participating in this study. Please contact the Institutional Review Board at (269) 471-6361 or irb@andrews.edu if you have any concerns about your privileges as a study subject, or if issues occur that you do not believe you should share with the Chief Investigator.

VOLUNTARY PARTICIPATION

You will choose whether or not to take part in this research. The decision to take part in this analysis must be made by you. In order to participate in this research review, you must sign a form. You are still free to withdraw without offering any justification after signing the consent document. Your friendship with the investigator, if any, will not be affected in any way by withdrawing from this analysis. Your data may be restored to you or destroyed if you remove yourself from the study before the data collection is finished.

CONSENT

I have read the present material and been given the chance to ask questions. I know that there is no justification and no penalty for my attendance, and I am free to revoke at any time. I understand that I will be sent a copy of this document. I accept to participate in this research willingly.

Participant's signature _____ Date _____
Investigator's signature _____ Date _____

Appendix B

"How effective was Andrews University crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020)?"

Interview Questions

During the COVID-19 pandemic, companies that lead with empathy and genuinely address customer needs can strengthen relationships.

1. What country are you from?
2. Do you receive any sponsorship or regular donation from your family or any other organization? If yes, has it been affected by the Pandemic of COVID-19? If yes, how?
3. How long have you been attending Andrews University?
4. Were you employed from March to August 2020?
5. What was your marital status from March to August 2020? Any children?
6. In March 2020 when Andrews University decided to go remote due to the pandemic, how did you hear about it?
7. How did you decide what to do at that time?
8. What was the most stressful in that moment? What helped you reduce that stress?
9. Would you say that the University administrators and staff via the International Student Service (ISS) were reachable from March to August 2020? If yes, through what channel were they the most reachable: In-person with Mask? Email? Phone? Zoom?
10. Where you able to continually receive Emails from the ISS? If yes, were they helpful? If yes, can you give a specific example of any information that helped you? If no, can you explain why the ISS' emails weren't helpful and what you didn't like about them?

On a scale of 0 to 9. 0 being an extremely unsatisfied opinion and 9 meaning very satisfied. How will you rate the ISS crisis communication via emails from March to August 2020?

(1)(2)(3)(4)(5)(6)(7)(8)(9)

11. As an international student, do you feel that you have been treated as a valued customer, with care in the different interactions you had with the ISS from March to August 2020?
12. Are you on social media? If yes, which ones?

13. Do you follow any Andrews University social media page? If yes, which one? If no, why?

14. Do you think the Andrews University crisis response on social media was well-coordinated and standardized in the way to ensure clear and transparent communication with all stakeholders?

How will you rate the Andrews University contents and activity on Social Media from March to August 2020?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

15. Has the Andrews University COVID-19 response ensured a lasting connection (will you give them a thumb up) with you as an international student?

16. What are the major concerns or suggestions (if any) that you would like the Andrews University via the office of International Student to consider in order for them to efficiently help international students get through the COVID-19 crisis and any other crisis in the future?

17. Globally, how will you rate the Andrews University crises response from March to August 2020?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Appendix C

Participant Recrutement Flyer

Brice Eboule

9124 George Ave433, Apt. 37, Berrien Springs, MI, 49103

C/O The department of Visual Arts, Communication and Design, Andrews University

You are being invited to participate in a research intitled: "How effective was Andrews university crisis communication with international students living on campus during the onset of the COVID-19 pandemic (from March to August 2020)?

 The goal of this study is to analyze the international student feedback on the Andrews University crisis communication during the COVID-19 pandemic. This project is my thesis in completion of the requirements for the master's degree in communication.

Those who choose to participate must be at least 18 years of age, and are at least residents of Berrien Springs, international students, and those who have enrolled for the full term of March, May, June, and August 2020. Those who wish to part of the study will be approached and offered forms to hold for their records and informed consent will be provided. Following that, there will be an interview in which questions will be asked. Responses given. Recordings will not be used or shared with any other person or entity.

It is important to remember that participants should have the opportunity to speak openly to the researcher; it is not the researcher's prerogative to decide what will be the "right" or "wrong" answer. Participants would not have to disclose any details that may be used to identify them personally. There would be a sole criterion of geographical origin, ethnicity and country of origin. Only one interview will be conducted for up to 20 minutes.

Any participant will contribute to the development of knowledge and so will receive no monetary reward other than to have done so.

If you want to talk to Brice Eboule (principal investigator), dial the number 469-816-8288.

Appendix D
IRB Approval

Andrews ⬧ University
Office of Research & Creative Scholarship

February 24, 2021

Brice Eboule
Tel. 469-816-8288
Email: eboulebrice@gmail.com

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS
IRB Protocol #:21-016 **Application Type:** Original **Dept.:** Visual Art, Communication & Design
Review Category: Exempt **Action Taken:** Approved **Advisor:** Desrene Vernon-Brebnor
Title: Feedbck analysis of international students.

Your IRB application for approval of research involving human subjects entitled: "*Feedback analysis of international students*" IRB protocol # 21-016 has been evaluated and determined Exempt from IRB review under regulation CFR 46.104 (2)(i): Research involving online virtual data collection procedures in which information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subject. You may now proceed with your research.

Please note that any future changes made to the study design and/or informed consent form require prior approval from the IRB before such changes can be implemented. Incase you need to make changes please use the attached report form.

While there appears to be no more than minimum risks with your study, should an incidence occur that results in a research-related adverse reaction and/or physical injury, this must be reported immediately in writing to the IRB. Any research-related physical injury must also be reported immediately to the University Physician, Dr. Katherine, by calling (269) 473-2222.

We ask that you reference the protocol number in any future correspondence regarding this study for easy retrieval of information.

Best wishes in your research.

Sincerely,

Mordekai Ongo, PhD.
Research Integrity and Compliance Officer

Institutional Review Board – 8488 E Campus Circle Dr Room 234 - Berrien Springs, MI 49104-0355
Tel: (269) 471-6361 E-mail: irb@andrews.edu

Appendix E

Data collection summary of questions and answers of the sample for thesis topic:
"ANDREWS UNIVERSITY COMMUNICATION UNDER THE COVID-19 PANDEMIC:
FEEDBACK ANALYSIS OF INTERNATIONAL STUDENTS"

Table 1. Country of Origin

Participants	*1-What country are you from?*
1	Zambia
2	Italy
3	France
4	Madagascar
5	Zimbabwe
6	Dominican Republic
7	Canada
8	China
9	Canada
10	Madagascar
11	Curacao
12	Zimbabwe
13	Cameroon
14	Kenya
15	China
16	Jamaica
17	Samoa
18	China
19	Curacao
20	Mexico

Zambia=1; Italy=1; France=1; Madagascar=2; Zimbabwe=2; Dominican Republic=1; Canada=2; China=3; Curacao=2; Cameroon=1; Kenya=1; Jamaica=1; Samoa=1; Mexico=1
14 nationalities represented. China has the highest representation (3 participants).

Table 2. Financial Assistance

Participants	2-Do you receive any sponsorship or regular donation from your family or any other organization? If yes, has it been affected by the Pandemic of COVID-19? If yes, how?
1	I was not receiving any sponsorship or donation from Zambia
2	I receive a small Scholarship from my church community back home
3	Just help from my family.
4	I was not receiving any sponsorship or donation from Zambia. I don't receive any help for my studies. However, I receive assistance for my family via Community Church that helped us a lot every week they gave us like foods every two weeks they gave us also an envelope of money.
5	I wasn't receiving any sponsorship or donation from Zimbabwe
6	I was receiving support only from my family and friends. I will say it did affect. For example, I have a friend that works in an office in the church back home, he was generally able to send some money and he keep doing it since the beginning of the pandemic, but after a couple of times the church resources reduced considerably for him to keep sending money.
7	Ah yeah, I was getting scholarships and monetary aid. The pandemic did not really affect it.
8	I receive financial assistance from my family. No, the pandemic didn't affect it.
9	I was getting scholarships. The pandemic did not really affect it.
10	No scholarship or Donation
11	Only from my family. The Pandemic have impacted that family donation because they could not send me much at least for the first two months since the beginning of the COVID-19 pandemic.
12	No financial assistance from country
13	I am sponsored but my church conference back home.
14	No
15	Yes, scholarship and family support. From my family support nothing much really changed. But from the scholarship it did change. they started giving me less than usual.
16	I received a sponsorship from my church conference back home. The outbreak of the pandemic did not affect my sponsorship.
17	No donations or scholarship
18	I only received financial assistance from my family, the pandemic did not really affect it
19	I receive financial assistance from my family
20	I only received a sponsorship; the pandemic did not affect it

Table 3. Years of Attendance

Participants	3-How long have you been attending Andrews University?
1	4 years
2	2 years
3	3 years
4	7 years
5	4 years
6	3 years
7	2 years
8	2 years
9	4 years
10	2 years
11	4 years
12	2 years
13	3 years
14	2 years
15	3 years
16	2 years
17	4 years
18	3 years
19	3 years
20	2 years

Table 4. Employment Status

Participants	4-Were you employed from March to August 2020?
1	Yes
2	no
3	yes
4	no
5	yes
6	yes
7	no
8	no
9	no
10	no
11	no
12	no
13	no
14	no
15	no
16	yes
17	no
18	no
19	no
20	no

Table 5. Family Size

Participants	5-What was your marital status from March to August 2020? Any children?
1	1
2	1
3	1
4	6 (married with 4 kids)
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	4 (married with 2 kids)
16	4 (married with 2 kids)
17	1
18	1
19	1
20	1

Table 6. Communication Channels

Participants	6-In March 2020 when Andrews University decided to go remote due to the pandemic, how did you hear about it?
1	email
2	email
3	email
4	email
5	email
6	PMC church announcement
7	Chapel Meeting
8	email
9	Professor announcement during class
10	Professor announcement during class
11	Professor announcement during class
12	email
13	email
14	Professor announcement during class
15	Professor announcement during class
16	Professor announcement during class
17	email
18	email
19	email
20	email

Table 7. Decision Making Process

Participants	7-How did you decide what to do at that time?
1	I just believed that everything is going to be ok.
2	I was shocked and stressed then I reach out to my Andrews Academic advisor.
3	I just believed everything was going to be fine.
4	I try to rely on any information that Andrews University were sharing in terms of guidance.
5	I was confused and tried to make sense of it on my own.
6	I was lost. I felt like I did not have many options. I could have gone home but then it would be more complicated for me to continue taking my courses remotely because back home we do not have yet the internet level of stability that we have here in the U.S. So, I choose to stay.
7	I tried to get some guidance from friends and family.
8	I tried to figured out things with my family.
9	I tried to get some guidance from friends and family.
10	I tried to get some guidance from friends and family.
11	At that time, I did not know what to do.
12	I talked with my mom on the phone.
13	I do not recall.
14	I tried to get more information about the risk of contamination.
15	I called my wife to let her know about the new change.
16	I will say there was not many options for us, we have to stay home because we have to comply with the AU new regulations and procedures.
17	I do not remember.
18	I was surprised and a little bit afraid of not know what was going to happen.
19	I called my best friend who lives in California and who is a nurse to get more info and reassurance that everything is going to be ok.
20	I tried to get more info as much as I could. Then, my wife and I decided to stay.

Table 8. Stress Evaluation

Participants	8-*What was the most stressful in that moment? What helped you reduce that stress?*
1	I do not recall.
2	The most stressful for me at that moment, I will say was the thought to be possibly contaminated since I was working at the restaurant which means I was daily in contact with so many people.
3	Other schools started shutting down before Andrews did, but afterwards Andrews said that they would make sure that their international students would be ok, so I wasn't really worried. In the moment I did not think that it would last a whole year to be honest.
4	How will I be able to pay rent for my family to have a roof on their head. Only prayers helped me to reduce the stress.
5	I was worried first about how I will pay my rent. And I was doing my practicum at the time. So, I was worried about not being able to see my clients face to face and you know there was so much uncertainty going on. Having to isolate from your friends and neighbors was just one the most stressful thing in my life ever.
6	At that point, my biggest worry was how will I continue to pay my rent and my school loans if I lost my job due to the pandemic. I was working for the church especially with the children in the summer. I was incredibly involved with children ministries and evangelistic series, so my mind was focused on those things. I was also doing a lot of outdoor exercising, like running and things like that with other friends.
7	Not being able to go home or go to class in person were the most stressful for me. What helped me to reduce my stress was the fact that some of AU teachers did lighten the load of work to do in their classes.
8	I will say my first fear was to be contaminated and, I was worried for my classes to not be able to finish them ever.
9	I was worried about my real chance to graduate due to this news situation. I tried to get other resources to help me because I have also a disability so I was wondering since the University was going to be completely remote if they will accommodate people like me in the online format. I contact the ISS to see if there is anything they can do for me and they got back with me quick and gave me some available resource. They told me like hey this is what we are doing do not worry this is this is all how it is going to be set up, so it wasn't that bad.
10	My first fear was that I am going to lose my job and I might not be able to pay my rent. The food pantry services has been quite helpful.

11	It was the thought of not be able to work. Because as international students I can only find a job on Campus.
12	I was afraid that my grades might no longer be good in the online class format compared to the in-person format class that I am used to. Then I talked with my academic advisor who reassured me that I will be fine.
13	It was the thought of not being able to work and the consequences related to not having a job
14	I was more afraid to be contaminated. So, when I heard my professor saying that we're going now to have only online class no more in-person until it is safe to do so, that reduced my stress.
15	When the news of AU transferring to remote came out, it did not add any stress to me at that time. It removed some of my stress. Because I would not need any more to drive to campus to attend class, now I would just get myself ready and go straight into class in the next room assigned as an office in my apartment.
16	It was my first time taking any courses online, so I was not sure what to expect. I do not like taking courses online because I feel like you cannot concentrate properly especially with kids around. I liked the in-person format because you can ask questions and get quicker answers. it was a scary time, like the number of deaths related to the Pandemic were going up. However, I remember the AU Provost office sent out an email that was very encouraging and ensuring that if you follow the protocols, if you follow the health measures, you should be fine. So that single email reassured me that everything will be OK.
17	My worries were more about being contaminated. The online option helped a lot to reduce my stress.
18	My first worry was like how I am going to pay for tuition or my rent. I remember that some Andrews University staff brought food and I received some stipend from AU.
19	I was worried for my Family back home but also for myself here you know, death was everywhere. I was afraid to never be able to graduate.
20	My concerns were more about my kids and my wife. I was worrying about where they going to live if the pandemic did affect the sponsorship that I was receiving to pay my tuition, rent and food.

Table 9. ISS Media Communication

Participants	9- *Will you say that the International Student Service (ISS) was reachable from March to August 2020? If yes, via what communication format was it the most: In-person with Mask? Email? Phone? Zoom?*
1	Yes, via Email.
2	Yes, via Email.
3	Yes, Town hall- we were able to ask questions to the President, and on the FAQ page on the website.
4	I will say "No" because I remember it was at that time, I was trying to get my OPT application done, and I tried several times to reach out to them and at the same time the director of the ISS was fired. It seemed to me that after that nobody was working in that office until the new Director came in. I contacted him as well he said I am new here and asked me to give him at least 2 weeks or 3 to fix everything.
5	I will say yes but mostly via emails.
6	I will say yes but mostly via emails. I remember they were sending emails and there was a transition also of the ISS director in that time in the summer and they were always keeping us updated on things like who was the new director and how things were going to go and how for example if you wanted to communicate with them it has to be remotely. I did not really have to be in constant contact with them, because I just go there to renew my I-20 once a year.
7	I did not really contact anyone besides you know my academic advisor, so I do not think I can answer that question.
8	Yes, but mostly via emails.
9	Yes, it was more via emails.
10	Yes, via emails.
11	Yes, it was more via emails.
12	Yes, it was more via emails.
13	Yes, it was more via emails.
14	It was more via emails. I remember they shared some important emails like how we can protect others and protect ourselves, also like to meticulously keep social distance during the Christmas period.
15	I will say as far as I remember, I tried to reach out to them in person. I went to the office to get more information about what was going to happen. But, since at that

	time the AU personnel were reachable only via phone, or email, so I had to go back to send email afterwards and the email was OK, I will say.
16	I remember receiving emails from the international Student office. The emails were more informative in general. They were more about stuff like "there were some changes with the visa requirements or international student status who lived on campus. I think that's all I remember.
17	Yes, it was more via emails.
18	I will say yes, but via emails.
19	Yes, via emails.
20	Yes, via emails.

Table 10. ISS Emails Frequency and Effectiveness

Participants	10-Were you able to continually receive Emails from the ISS? If yes, were they helpful? If yes, can you give a specific example of any information that helped you? If no, can you explain why the ISS' emails were not helpful and what you did not like about them?	10*. Rating of ISS emails communication *On a scale of 0 to 9. 0 being an extremely unsatisfied opinion and 9 meaning very satisfied.*
1	Yes, some were helpful.	8
2	I received their emails, but I won't say it was constantly. Yes, it was helpful in the sense that it helped me to have an idea of what was going on campus in the battle against the pandemic.	7
3	Yes, I felt they were fine.	8
4	I did but it was not really helping that much so at some point I stopped reading them.	5
5	I did but it was not really helping that much so at some point I stopped looking at them. I think the emails were too long and sometimes they will be vague, not so clear, to the point that you will ask "what is it that they're trying to say or address" I just felt like they felt the need to be communicating something without saying anything seriously helpful. From my perspective, it was too long to be honest.	4
6	I think being in grad school and working 20 hours and being busy at church, I did not really have time to read every single email Andrews University sent. If it pertains to me personally then of course I will read it but if it's just a general thing, I will just browse through it quickly. I will say that a few of them I read were quite long, but I understand the reason why they had to be long (to explain things and stuff).	7
7	To be honest I do not even remember if I read any single email they sent.	3

8	I think I received some emails from Andrews University International student's office, but they were just like updates about the CDC recommendations. I'm sure they were helpful to other international students but for me personally, not really.	6
9	I believe that their emails were like direct, blow by blow of what they wanted to do, how they were set up, and they made sure they were thorough of what they are going to do.	9
10	I believe so, yes! I do not remember much what the emails were about, because I wasn't reading since they were not really addressing my concerns.	6
11	I will say yes, and I think some of them were helpful but do not remember much what it was about.	7
12	I did not really pay attention to the emails, but I think I received maybe 2 or 3, I don't know. I think they were about how Andrews University were working on making sure there is no contamination on campus or something like that, sorry I do not quiet remember.	8
13	I will say yes, and I think some of them were helpful but do not remember much what it was about.	8
14	I didn't get enough connection with the ISS. I think the only time I reach out to them was for the I-20 and the tax return application. About the effectiveness of their email, I will say they sometime felt like warm and genuine, but I did not feel like they were specifically helping international students. It was more like general guidance; I did not feel they went deeper in helping international students.	3
15	I think there was not frequent communication with ISS on my end. However, I will say that the few email interactions I had with them were satisfactory to me at the time.	8
16	I was receiving some emails from the ISS, at least twice a week. I feel like those emails were not regular as it is supposed to be in such period. It was just more informative in general. They were not checking up on us as international students.	4
17	Yes, I was able to continuously receive emails. Yes, some were helpful.	8

18	I was receiving helpful emails from the ISS. In those emails, they explained to us the situation of the COVID-19 pandemic on campus and how the school is working in preventing any contamination on campus. I think the emails were good in general but when it comes to other forms of communication, they could have done better. For example, each time I called them nobody picked up the phone. And the one time I got my call return, it was 4 days later. They could have managed it better but at the same time I understand that it was a new situation for everyone.	8
19	Yes, I was able to continuously receive emails. Some were ok, but most of them were not helping me at all.	6
20	I was receiving emails from the ISS and it was helpful.	7

Table 11. Customer Service Feedbacks

Participants	11-As an international student, do you feel that you have been treated as a valued customer, with care in the different interactions you had with the ISS from March to August 2020?
1	Yes, they value me and give me all the necessary information I need, but things could be a little bit better.
2	Yes
3	Yes
4	I will say yes, but they could have done much better.
5	I will say yes, but they could have done much better.
6	I will say yes, but they could have done much better.
7	I think it's difficult to give a clear answer to that because there's a lot of paperwork that are required you know in order to be an Andrews University student and even more as an international student. So, I will say at a certain extent, I did not really feel being valued at the level of my sacrifice in order to become Andrews University international students.
8	I can understand that it was a total new experience for the entire world, but I still believe they could have done better. So, to answer to the question, I will say not really.
9	You know, everybody had to like to move out suddenly and trying to figure out things or if you can stay because some areas were worse than others, so they were responsive. even the dorms managers were responsive we were having group meetings and talking about the ongoing crise and the challenges related in our dorm.
10	Not really
11	Yes
12	Yes
13	Yes
14	I liked Dr. Benjamin a lot because you can feel he was really caring about international students. I mean with him, I felt welcomed and valued as a customer but after he left, I feel differently. So, my answer is not really.

15	I will say not really. I think between March to August we did not have a lot of interactions. I personally did not feel a lot of communication even though of course I communicated with them more via email. I remember these emails were particularly useful. but I do not think that it was sustained. I can recall that those who was sustained were more from the president's office. Those emails brought a lot of clarity and a lot of direction. but as it relates to the international student service their emails were not as sustained through the period as the those from the president's office.
16	You know, being away from home and like not really know what to do in another country, it quite scary. I know there were a lot of other international students that they had to help, but I honestly feel like they could have done way more to show us that we are not alone in this pandemic. They could have created a regular zoom meeting, even it is just once a week, were all the AU international student meets and share their experience and difficulties to each other and AU administrators. But nothing like that happened. So, I am not sure what to say.
17	Yes
18	Yes
19	Yes
20	Yes

Table 12. IS Social Media Presence

Participants	12-Are you on social media? If yes, which ones?
1	Instagram
2	Instagram, Facebook
3	Instagram
4	Facebook
5	Facebook, Instagram
6	Facebook, Instagram
7	Instagram
8	Instagram, Facebook, Tweeter, Tic-Tok
9	Instagram
10	Instagram
11	Facebook
12	Instagram, Facebook
13	Facebook
14	Facebook
15	No
16	Facebook
17	Instagram
18	Instagram, Facebook
19	Instagram, Facebook
20	Facebook

Table 13. IS Awareness of AU Social Media Activities

Participants	*13-Do you follow any Andrews University social media page? If yes, which ones? why?*	Reasons
1	Yes, via Facebook	To be informed about what they are up to
2	Yes, I follow Andrews University Facebook accounts	Stay tuned
3	Yes, Instagram is where I get the most information, but it is very marginal.	To get information
4	Yes, on Facebook	To stay connected
5	Yes, on Facebook and Instagram, and I follow Andrews Facebook and Instagram accounts	To get information
6	Yes, via Facebook	To be informed about what they are up to
7	Yes, I follow Andrews Instagram accounts	To get updates
8	Yes, I follow Andrews Instagram accounts	To be informed about what they are up to
9	Yes, I follow Andrews Instagram accounts	To be informed about what they are up to
10	Yes, I follow Andrews Instagram accounts	To be informed about what they are up to
11	Yes, I follow Andrews Facebook accounts	To get updates
12	Yes, I follow their Facebook accounts	To be informed about what they are up to
13	Yes, I follow Andrews Facebook accounts	To be informed about what they are up to
14	Yes, via Facebook	To get updates
15	Yes, I follow Andrews University Facebook accounts	To get updates
16	Yes, via Facebook	To get updates
17	Yes, I follow Andrews University Facebook accounts	To stay connected
18	Yes, I follow Andrews Instagram accounts	To stay connected

| 19 | Yes, via Facebook | To stay connected |
| 20 | Yes, via Facebook | To get updates |

Table 14. AU Social Media Activities IS Feedback

Participants	14-Do you think the Andrews University crisis response on social media was well-coordinated and standardized in the way to ensure clear and transparent communication with all stakeholders?	14*. IS Rating of AU social Media Activities
1	Yes, Facebook, during that time sharing information live, and Andrews University administrators were sharing particularly important updates.	9
2	Yes	7
3	Yes, as everything else they did in that period, I will say it did not seem to me that they had a plan of crise communication at all at least not for the first 4 months of the pandemic.	8
4	Not really	5
5	Yes, I think so at least from august 2020.	7
6	Yes, I think it was organized at some point. However, they could have given some more updates for the following semester.	8
7	Yes	7
8	yes	7
9	yes	8
10	yes	7
11	yes	8
12	yes	7
13	yes	7
14	I do not know	0
15	I did not really follow them much on social media. I was more on receiving emails, so I was not really checking my Facebook account all the time. I feel like it was not that much in their posting. It was more on updating on the numbers of contamination and some updated guidance from the Berrien county health department.	5
16	Yes	8

17	I would say yes, they did their best	8
18	I felt that some of their post on social media were not helpful and it did not appear to me that their contents were really coordinated	5
19	Yes	8
20	Yes	8

Table 15. Customer Service Feedback

Participants	15-Has the Andrews University COVID-19 response ensured a lasting connection (will you give them a thumbs up) with you as an international student?
1	Yes, absolutely
2	Yes
3	I do not think there was anything on there at all. It did not reach me in any meaningful way.
4	Yes
5	Yes
6	Yes
7	I feel like there has always been just like a little bit of a disconnect in their interactions with us, because there is so many international students and you know no one really checked up on us. However, I will say that they were doing their best.
8	Yes
9	I think they did good, but there is still room for improvement.
10	Honestly, I do not think so.
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	I do not really think so.
17	Yes
18	I think so
19	Yes
20	Yes

Table 16. IS Major Concerns or Suggestions

Participants	16-What are the major concerns or suggestions (if any) that you would like Andrews University via the office of International Student Services to consider for them to efficiently help international students get through the COVID-19 crisis and any other crisis in the future?
1	Orientation of international students, giving them more information for housing, finding jobs, transportation, staying legal.
2	I think they did a good job. Of course, nothing is perfect, but they could maybe try to check more on International Students to see how they are doing, I think.
3	Giving more information-or access to the guidelines (CDC)
4	I will suggest them to take seriously the request of international students. Because we have to deal with so many things at the same time for example a permit to stay, to work and so on. And every time a student call, he or she must wait at least have to wait at least 2 to 3 days to get an email or a callback. We as international students, we must deal with urgent matters that need immediate consideration from an office that is meant to be a first responder for International Student's needs. I will also say, their campus follow-up, is not safe in the sense that, it relies on unverifiable data because if someone has symptoms and choose for selfish reason to enter no symptoms, how will they verify that?
5	I understand that it is a big school with a lot of students so it is difficult to meet the needs of every individual, but I was hoping maybe they could come up with a system where they can cluster these students to a point where they can have a more direct and one -to-one communication to ensure that they have at least answered the most urgent questions. Them they kind of cater to every need of every student because it's different you know. Some people don't have any family in the U.S So maybe they can put in place a crisis communication that enable a direct and individual communication instead of contextualizing or generalizing everybody if all international students at Andrews have the same needs or worries.
6	I think to continue connecting maybe more in a personal level with international students. Because there are like thousands of international students here so if they can take like 2 weeks to give a phone call just to check on each student instead of sending a general email.
7	Just kind of more communication on what is happening especially concerning things like vaccines or just warning us about what challenges we might face going you know from in-person to remote classes. I would love the administration to think a little bit more about clearing up some of the queries that international students might have about for example vaccines and travel restrictions.
8	I will recommend them to consider asking direct to each student what can be helpful to their specific situation. It is not because we are all international students that we have the same problems.

9	I would say get in touch more with international students. Try to avoid addressing international student concerns with a generalized approached but instead develop a more individual strategy. Because not every international student has the same reality, especially in such period.
10	I think they should reach out to international students in a more personal level even though it might not be easy to do.
11	I will say they need to develop a more stable, consistent, and reliable communication strategy through technology.
12	I do not really have any specific recommendation, but I think they can improve with more direct reach out to international students individually, like in one-o-one. I think in such difficult time, the different advisors we have should be reaching out to us and to check on us.
13	I do not have any
14	You know international students come from different places and cultures around the world. And yes, they have different concerns. I think Andrews University administrators need to give more time to listen to what international students think.
15	I would say that I really appreciate the provision of food via the food pantry program but there were students who would have needed a job that would have helped them far more than just providing food. Because even though you may have food in the house there were other things that you would have wanted in other to cover the most urgent needs especially if you do not have sponsorship. I know that that things were difficult for any organization around the world however I think they could have done more for example, they could have put a crisis communication in place maybe invite students to meet with the AU administrators. Even if it is just to say that "we're thinking and praying for you. I think things like that would have felt a whole lot more helpful and reassuring from an international student perspective, I think.
16	I would say as mentioned before they should organize a regular zoom meeting after emailing throughout the week, to check on International Students.
17	I wish they have more live communication options available, like a live chat, that will be a good start. The situation of an international student during such crisis is incredibly stressful, sometimes, we cannot afford to wait for 2 or 3 weeks before getting an answer.
18	I think they did a fairly good job to help international students. However, it would be better if they keep in touch more with international students. For they did provide an emergency phone number. I think it was a great idea, however, they should have been available when an international student call. Because sometimes an international student has an urgent situation that he or she need an answer right away because it is related to the government regulations or something and if he or she does not get them on time, it will be late to fix anything.
19	I will say, they should be more in touch with international student specifically. I mean a least call or text us once every two at least to see

	how we are holding up. It will be a huge help for us at least from a psychological and mental perspective.
20	I think that they can improve, maybe they can try to develop an online meeting where we can, as international students, come together and talk about what we are facing as challenges. I have seen a couple of meetings they had on Facebook live with all the international students. They were talking to everybody about general guidance, but it should be at a deeper level allowing each student to share his or her situation.

Table 17. AU COVID-19 Response IS Rating

Participants	17-Globally, how will you rate the Andrews University crisis response from March to August 2020?
1	7
2	8
3	8
4	7
5	6
6	8
7	6
8	6
9	8
10	5
11	8
12	8
13	7
14	6
15	8
16	6
17	7
18	8
19	7
20	7