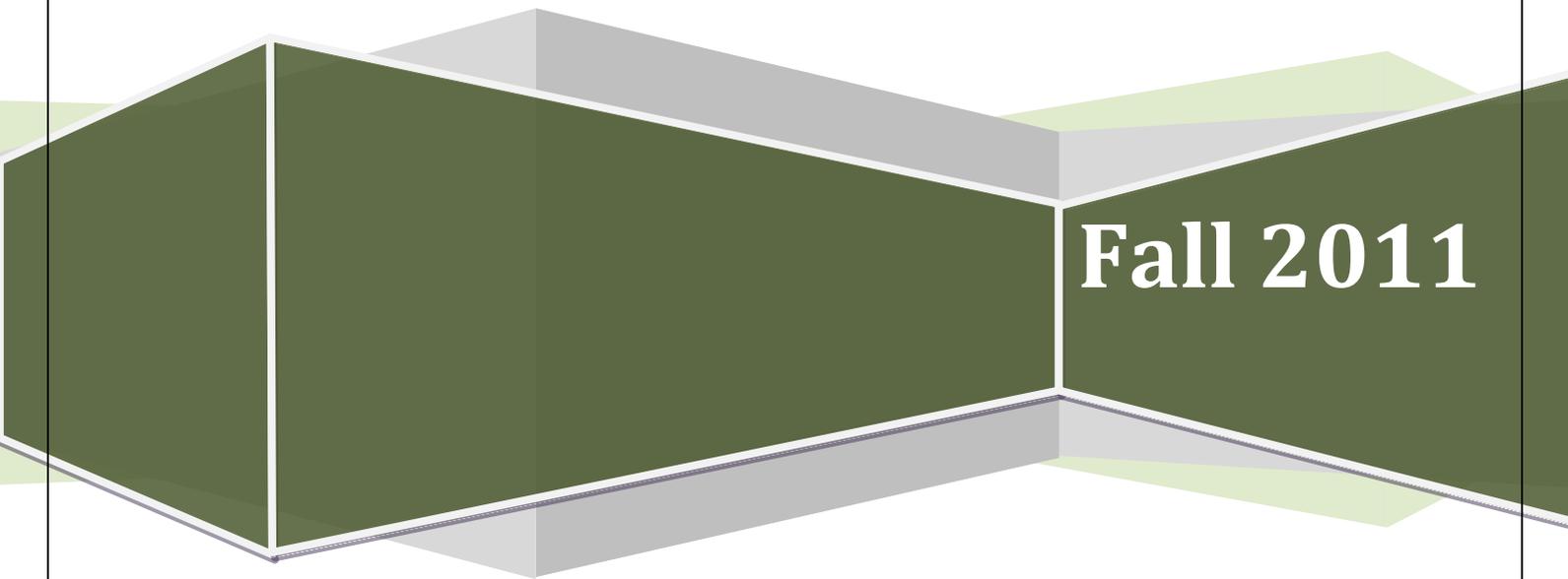




THE AMERICAN UNIVERSITY IN CAIRO

International Student Survey Report

Prepared by
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Fall 2011

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Executive Summary

Introduction:

The purpose of the International Students Survey is to assess opinions of international students about their experiences at AUC during the Fall 2011. The Office of Institutional Research emailed 872 survey invitations to international students on November 23rd, followed by two e-mail reminders. One hundred seventy eight (178) students out of the 872 responded and returned the survey (20.4%). The International Students Survey (ISS) is a primary information resource to inform AUC faculty and administrators about key academic and co-curricular aspects of the AUC experience for international students.

Methodology and Organization of the Report:

This year the report will be in more informative format.

This report is divided into *six sections*. It should be noted, as a technical comment, that we removed missing responses from the analysis section and analyzed the entire survey without missing data. We trust removing missing data will paint a clear picture of ISS students' opinions. The distribution of the missing data patterns is presented in **Appendix B**, table 1:1:1

In the **first section**, student demographics and profiles are presented. Additionally, we present the international students' level of agreement with statements related to personal growth. Survey responses values are collapsed into the three categories of "Combined Agree" (Strongly Agree and Agree); "Combined Disagree" (Strongly Disagree and Disagree); and "Neutral".

In the **second section**, we presented students' source of information about AUC in addition to students' first impressions and experiences of AUC. These data are presented in frequencies and charts.

In the **third section**, international students' transition to AUC and their level of agreement with statements associated to advising and registration are presented in frequencies. Furthermore, students' levels of agreement to several statements related to New York Office are given in frequencies.

In the **fourth section**, the overall quality of academic instruction is presented in frequency and charts. In addition, we presented the Arabic Language Institute (ALI) students' level of agreement with several aspects of language instruction.

In the **fifth section** students' satisfaction with facilities and services (student life) is presented across all student types. The survey responses values are collapsed into the three categories of "Combined Satisfied" (Strongly Satisfied and Satisfied); "Combined Dissatisfied" (Strongly Dissatisfied and Dissatisfied); and "Neutral".

In the **sixth section**, students' extracurricular activities are presented in frequency and charts. The variable 'Program of study' is cross-tabulated with some selected academic questions and questions regarding services for international students and presented in **Appendix C**.

Section I
Students' Demographic information
and
Students' personal growth
Q.1 to Q. 11

- Students reported their categories as follows, 10% 'Arabic Language Intensive Program'; 14.6% 'Degree program: BS/BA' at 8.1% , 25.4% "Degree program: MS/MA"; 7.7% 'Graduate diploma'; 21.5% 'Study Abroad, Fall 2011'; 11.5% 'Study abroad, full year ending Spring 2012' and 9.2% 'Other'.
- Students reported age from 17years to 39 years with 4 exceptions in the 40-60 age range.
- Students' gender was 58.7% female and 41.3% male.
- Students reported 25 nationalities. Table 4A in page 10 show students' primary nationality. Student's secondary nationality is reported on Table 4B.
- When students were asked: **"How many countries other than your home country and Egypt have you visited during your life time?"**, 6.3% of the students reported 'zero', 10.3% reported 'one-two', 22.2% reported 'three-five' and 61.1% reported 'More than 5'.
- When we asked the students **"What were your housing arrangements while at AUC?"**: 20.8% of the students reported 'Students housing on campus', 23.8% reported 'Student housing in Zamalek', 7.7% reported 'Family residence', 41.5% reported 'Rented apartment or house' and 6.2% reported 'Other'.
- Student's level of agreement with statements related to their personal growth is presented in Q.8 page 10 and in Q.9 page 12.
- **"Students' level of satisfaction with the opportunities they had to experience Egyptian culture and society" is as follows:** 17.5% of the students reported 'very satisfied', 50% reported 'satisfied', 21.4% reported 'neutral', 9.5% reported 'dissatisfied' and 1.6% reported 'very dissatisfied'.

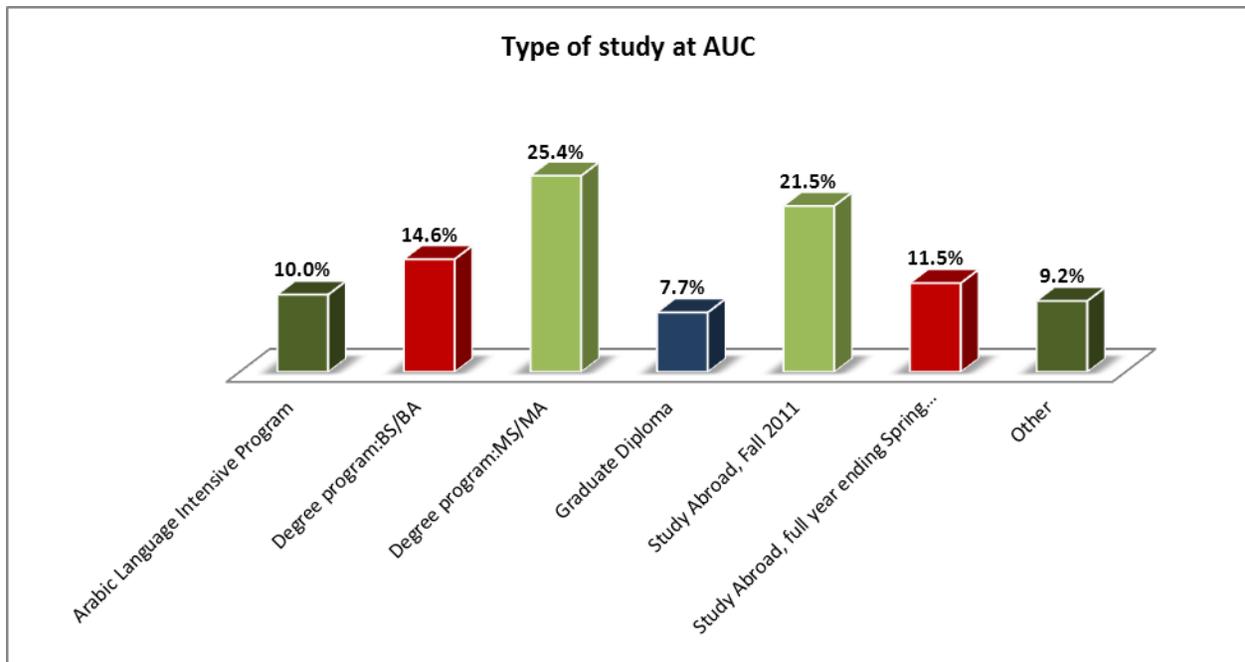
Descriptive Analysis for section I

Q.1: Type of Study at AUC

Table 1

Type of study program		Frequency	Percent
	Arabic Language Intensive Program	13	10.0%
	Degree program: BS/BA	19	14.6%
	Degree program: MS/MA	33	25.4%
	Graduate Diploma	10	7.7%
	Study Abroad, Fall 2011	28	21.5%
	Study Abroad, full year ending Spring 2012	15	11.5%
	Other	12	9.2%
	Total	130	100%

Figure 1

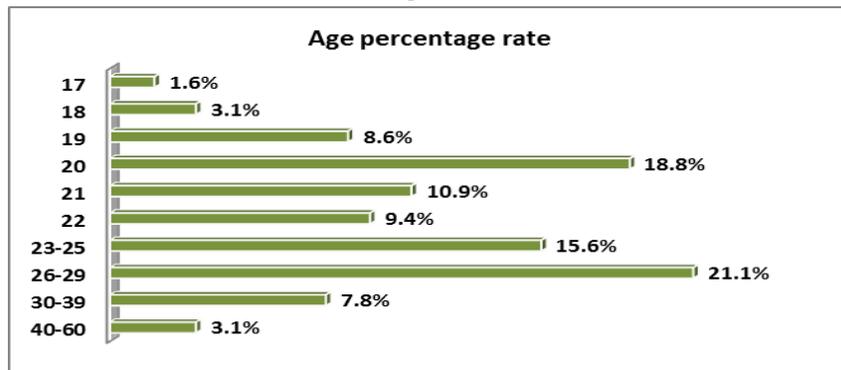


Q.2: Age

Table 2

Age		Frequency	Percent
	17	2	1.6%
	18	4	3.1%
	19	11	8.6%
	20	24	18.8%
	21	14	10.9%
	22	12	9.4%
	23-25	20	15.6%
	26-29	27	21.1%
	30-39	10	7.8%
	40-60	4	3.1%
	Total	128	100%

Figure 2

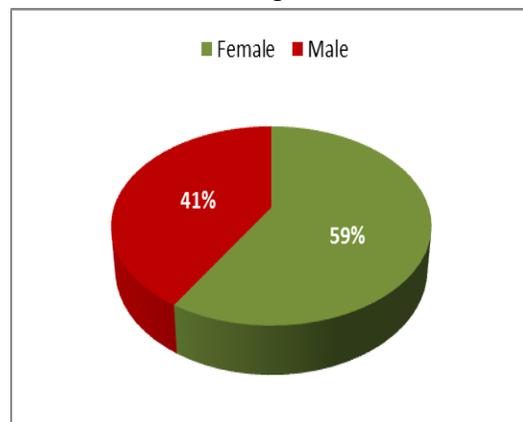


Q.3: Gender

Table 3

Gender		Frequency	Percent
	Female	74	58.7%
	Male	52	41.3%
	Total	126	100%

Figure 3



Q.4: Nationalities:

Table 4 A

Primary Nationality		Frequency	Percent
	Bahrain	2	1.6%
	Canada	3	2.4%
	Croatia	1	0.8%
	Denmark	1	0.8%
	Egypt	2	1.6%
	France	2	1.6%
	Ghana	1	0.8%
	Guinea	1	0.8%
	India	2	1.6%
	Iraq	1	0.8%
	Israel	1	0.8%
	Italy	1	0.8%
	Jordan	3	2.4%
	Kenya	1	0.8%
	Morocco	1	0.8%
	Nigeria	2	1.6%
	Norway	7	5.5%
	Palestine	1	0.8%
	Republic of Korea	1	0.8%
	Saudi Arabia	4	3.1%
	Sudan	2	1.6%
	Switzerland	1	0.8%
	Turkey	3	2.4%
	United Kingdom of Great Britain and Northern Ireland	4	3.1%
	United States of America	79	62.2%
	Total	127	100%

Table 4B

Secondary Nationality		Frequency	Percent
	Afghanistan	1	5.9%
	Belgium	2	11.8%
	Colombia	1	5.9%
	Egypt	3	17.6%
	Iran	1	5.9%
	Ireland	1	5.9%
	Italy	1	5.9%
	Morocco	2	11.8%
	Poland	1	5.9%
	Rwanda	1	5.9%
	United Kingdom of Great Britain and Northern Ireland	1	5.9%
	United States of America	2	11.8%
	Total	17	100%

Q.5: What countries (other than Egypt) did you visit while you were studying at AUC? (Check all that apply).

Table 5

Countries	Frequency	Percentage
Bahrain	1	1.3%
Cyprus	2	2.5%
Iran	1	1.3%
Israel	15	19.0%
Italy	7	8.9%
Jordan	23	29.1%
Lebanon	17	21.5%
Morocco	10	12.7%
Oman	1	1.3%
Other	38	48.1%
Palestinian territories	15	19.0%
Qatar	3	3.8%
Saudi Arabia	5	6.3%
Syria	3	3.8%
Tunisia	5	6.3%
Turkey	26	32.9%
United Arab Emirates	15	19.0%
Total	187	

Q.6: How many countries other than your home country and Egypt have you visited during your lifetime?

Table 6

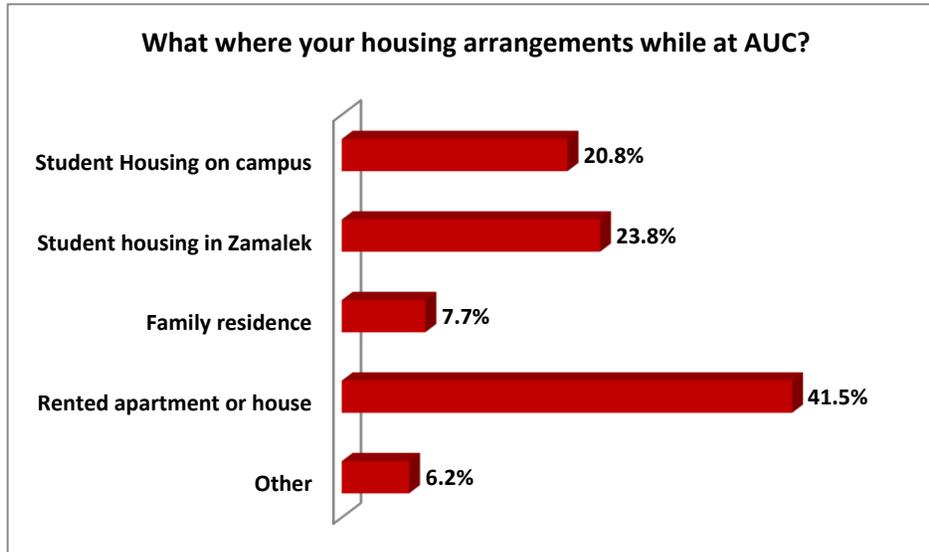
		Frequency	Percent
	0	8	6.3%
	1-2	13	10.3%
	3-5	28	22.2%
	More than 5	77	61.1%
	Total	126	100%

Q.7: What were your housing arrangements while at AUC?

Table 7

		Frequency	Percent
	Student Housing on campus	27	20.8%
	Student housing in Zamalek	31	23.8%
	Family residence	10	7.7%
	Rented apartment or house	54	41.5%
	Other	8	6.2%
	Total	130	100%%

Figure 7



Q.8: Please indicate your level of agreement with the following statements:

AUC students are hard to get to know.

Table 8A

		Frequency	Percent
	Combined Agree	59	46.1%
	Combined Disagree	29	22.7%
	Neutral	40	31.3%
	Total	128	100%

It's easier to get to know other international students

Table 8B

		Frequency	Percent
	Combined Agree	97	75.8%
	Combined Disagree	13	10.2%
	Neutral	18	14.1%
	Total	128	100%

I prefer to socialize with people of my own culture

Table 8C

		Frequency	Percent
	Combined Agree	11	8.6%
	Combined Disagree	77	60.2%
	Neutral	40	31.3%
	Total	128	100%

AUC students are friendly when you get to know them.

Table 8D

		Frequency	Percent
	Combined Agree	93	73.2%
	Combined Disagree	4	3.1%
	Neutral	30	23.6%
	Total	127	100%

I would have liked more chances to experience Egyptian culture and family life.

Table 8E

		Frequency	Percent
	Combined Agree	92	73.0%
	Combined Disagree	10	7.9%
	Neutral	24	19.0%
	Total	126	100%

I would have liked to make more friends from AUC.

Table 8F

		Frequency	Percent
	Combined Agree	85	66.9%
	Combined Disagree	5	3.9%
	Neutral	37	29.1%
	Total	127	100%

It is difficult to meet Egyptians from outside the university.

Table 8G

		Frequency	Percent
	Combined Agree	70	56.0%
	Combined Disagree	29	23.2%
	Neutral	26	20.8%
	Total	125	100%

I had difficulty in finding transportation to and from Central Cairo and other local places.

Table 8H

		Frequency	Percent
	Combined Agree	32	25.4%
	Combined Disagree	58	46.0%
	Neutral	36	28.6%
	Total	126	100%

I had difficulty adapting to Egypt.

Table 8I

		Frequency	Percent
	Combined Agree	16	12.8%
	Combined Disagree	78	62.4%
	Neutral	31	24.8%
	Total	125	100%

Cultural differences are respected at the university.

Table 8J

		Frequency	Percent
	Combined Agree	84	66.1%
	Combined Disagree	15	11.8%
	Neutral	28	22.0%
	Total	127	100%

Religious differences are respected at the university.

Table 8K

		Frequency	Percent
	Combined Agree	92	73.0%
	Combined Disagree	10	7.9%
	Neutral	24	19.0%
	Total	126	100%

I've made some good contacts for the future.

Table 8L

		Frequency	Percent
	Combined Agree	74	58.7%
	Combined Disagree	13	10.3%
	Neutral	39	31.0%
	Total	126	100%

I intend to correspond (email, Facebook, etc.) with the people I've met at AUC when I go back to my home country.

Table 8M

		Frequency	Percent
	Combined Agree	103	83.1%
	Combined Disagree	3	2.4%
	Neutral	18	14.5%
	Total	124	100%

Q.9: To what extent do you agree with these statements?

I've had serious conversations with students who were different from me in terms of their religious beliefs, political opinions, or personal values.

Table 9A

	Frequency	Percent
Combined Agree	96	77.4
Combined Disagree	14	11.3
Neutral	14	11.3
Total	124	100%

My experience has helped me become more flexible and adaptable in new environments.

Table 9B

	Frequency	Percent
Combined Agree	102	81.6
Combined Disagree	3	2.4
Neutral	20	16.0
Total	125	100%

My experience has helped increase my understanding of myself.

Table 9C

	Frequency	Percent
Combined Agree	101	81.5
Combined Disagree	8	6.5
Neutral	15	12.1
Total	124	100%

My experience has helped me grow more self-confident.

Table 9D

	Frequency	Percent
Combined Agree	92	73.6
Combined Disagree	7	5.6
Neutral	26	20.8
Total	125	100%

My experience has helped increase my understanding of my own country and my own culture.

Table 9E

	Frequency	Percent
Combined Agree	97	78.2
Combined Disagree	6	4.8
Neutral	21	16.9
Total	124	100%

My experience has increased my awareness of regional and global issues.

Table 9F

	Frequency	Percent
Combined Agree	114	92.7
Combined Disagree	1	.8
Neutral	8	6.5
Total	123	100%

My experience has helped me understand and appreciate differences in values, cultures, and belief systems.

Table 9G

	Frequency	Percent
Combined Agree	103	82.4
Combined Disagree	2	1.6
Neutral	20	16.0
Total	125	100%

I've met my personal goals for my study experience at AUC.

Table 9H

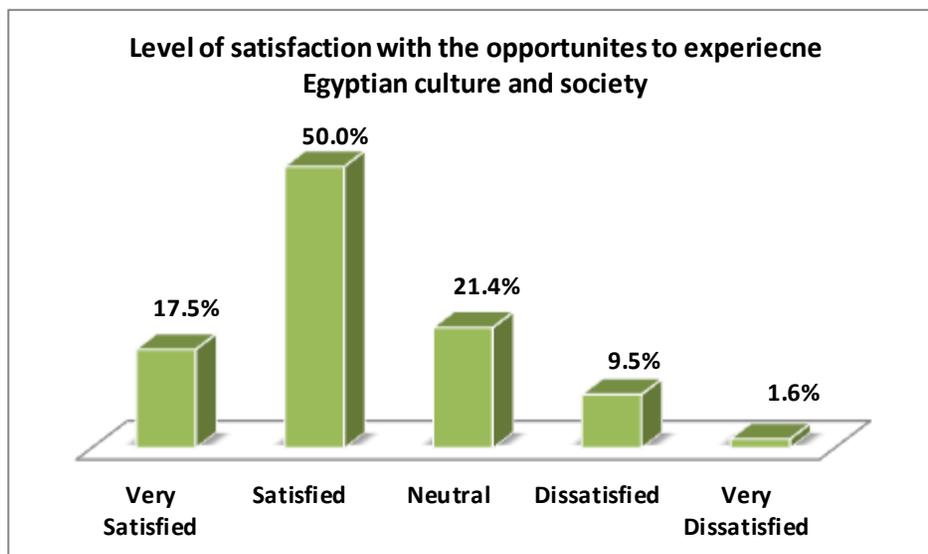
	Frequency	Percent
Combined Agree	66	53.2
Combined Disagree	24	19.4
Neutral	34	27.4
Total	124	100%

Q.10: Overall, how satisfied are you with the opportunities you had to experience Egyptian culture and society?

Table 10

	Frequency	Percent
Very Satisfied	22	17.5
Satisfied	63	50.0
Neutral	27	21.4
Dissatisfied	12	9.5
Very Dissatisfied	2	1.6
Total	126	100%

Figure 10



Q.11: Do you have any advice to give to future students from your country/region?

- Don't live on-campus if you want to mix with the Egyptian people, or be exposed to the Egyptian culture.
- Get out of here.
- If you are female, try not to go anywhere alone. The harassment level has seemed to increase drastically recently.
- They should understand that this is America in Egypt and they have to work hard to get a real experience here in Egypt. They should also expect it to be very difficult to get to know Egyptians, and to be scorned by them if they live in the dorms.
- "YOU DO NOT HAVE A SECTION FOR GENERAL FEEDBACK:
- The visas are a huge problem. The process was completely unclear; I ended up being here without a valid visa for months and having to pay the fee for that. I understand that the delay in attaining the visas is the fault of the Mogamma, however it made me very uncomfortable to be here during the protests without a valid visa, and there was nothing that I could do about it. It is outrageous that I have to pay, not only a late fee that was not due to my negligence, but also for a student visa that I will only have for a month. Either the visa process should have been started well before I arrived, or the fee should be covered by the university. Also, I do not understand why, as a full time graduate student, I cannot get a student visa for the entire year."
- If you are learning Arabic, make a serious effort to practice your Arabic because it does not happen naturally. Everyone speaks English all the time and if you do not try as hard as you can to always speak Arabic, you will not speak it.
- Try to make as many Egyptian friends as possible when you get to school, even if it feels awkward at first.
- Don't be intimidated by the media; it is frequently misinformed and sensationalist.
- Definitely having stronger Arabic skills helps- to be able to have conversations with other students at AUC, and also to be able to communicate with the people around you in the city as well. It would also help to make you feel less isolated on campus, as the students primarily talk amongst themselves in Arabic, versus English.
- To not be shocked by the lack of knowledge Egyptians have about other African countries. Expect that these countries are poor and need help.
- Don't expect the university to do the work for you. If you want to experience Egypt, you have to go out and find it
- Live off campus. Expect to be frustrated, annoyed, and disappointed. But remember, all of these things build character!
- An experience worth taking the opportunity on.
- If you are a woman, don't travel alone, especially after dark. Carry your bag away from the street when walking. Avoid public transportation. Take a woman's car on metro. Don't take taxis alone
- Join AUC and study in this part of the region.
- I would probably advise people to take more advanced classes. I have been frustrated A LOT by the level of my classes.
- "THERE IS ABSOLUTELY NO APPROPRIATE STUDY SPACE ON THIS CAMPUS. My actual advice in this case would be simply that future students need to prepare themselves, and learn how to work in new environments that are unreasonably non-conducive to studying.
- And this is more than something where it is an opportunity for study abroad students to learn more about themselves as students. I see this as a major failing of AUC. The Library is a place of socialization - there is literally nowhere else in doors on campus where people can socialize in anything resembling comfortable

chairs. This then results in a daily and exceedingly noisy takeover of the library, leaving students who would actually like to work and learn while they are at AUC without anywhere for them to do so.

- I'm sure that this has become obvious, but the library has probably been my least favorite part of AUC. The study area in Zamalek is entirely insufficient too. There's no barrier between it and the cafeteria. There are literally gaps in the walls between the two, and noise carries far in that building.
- This just serves to reinforce the overall lack of a studious culture at AUC, and the emphasis on socializing."
- They should never stereotype against other people from different cultures and religions.
- "AUC students are different from other Egyptians. Meet some other Egyptians too. Get outside the dorms and away from campus in order to feel like you're actually experiencing Egypt (though, with the amount of work that's require, at least with ALI, I'm not really sure how to do that)
- Also, prepare yourself for all the little things. Nowhere, NO where, (even on campus) will be open (on time) in the mornings. Almost everyone will try and overcharge you because you're foreign. And try and find an apartment to live in; you'll be happier."
- Bring warm clothes because the classrooms are freezing. In Europe schools aren't allowed to have classes at such a low temperature.
- Go with the flow
- I would recommend to them to either live in the Zamalek dorms or to live in an apartment; most people I know who lived in the New Cairo dorms felt very isolated from the rest of Cairo.
- "Learn Egyptian Arabic before you come study at AUC
- AUC is great in business and social sciences, but somewhat weak in sciences and engineering
- A lot of students here are rich, spoiled and careless people who come to university only because their parents force them to do so. Do not let their weak background influence you. Otherwise, you'll learn a lot from this multicultural university and benefit a tons from its great facilities and liberal arts education."
- "My international student friends and I have tried to figure out gentle ways to say this, but I'll be honest: AUC is a rich kid's school where image is viewed as important, if not more, than academics. This was the exact atmosphere that most of us (including myself) went to college to get away from. Many of the classes are easier than what we're used to and although I've had some great conversations with members of my political science classes, by and large the student body and atmosphere of AUC reminds me of high school in the United States. AUC is a commuter school. In it's second latest publication, the ""AUC Times"" (school magazine) was caught having had two articles of it's last issue plagiarized, and the editor wrote a piece so socially insensitive that a German student sent in an article satirizing the original article to it's most recent publication.
- I was forced to live in the Zamalek dorms this semester by my school, which also drove me nuts. The dorms do not permit alcohol, nor men and women to mingle except in the public areas downstairs. While I understand the conservative culture that these rules bow to, for most of us who are already legal adults in the US (21 or over) these rules were hard to swallow. Moreover, the dorm security acted more as morality police than security-- when we enter the dorm they search out bags, but not for weapons or bombs-- for alcohol.
- Additionally, although I have had a wonderful Arabic language professor and a couple other good ones in the math and economics department, I've had an awful political science teacher. Whenever any student makes a request or question in class, they are either completely shot down or told ""this is how I have taught for 20 years."" I understand that the political science department is attempting to reinvent itself, but policies such as using tenure to protect professors do make AUC a better university."
- I have only two words to say to them: "Good Luck". They will need it.

- If you are studying Arabic, then speak only Arabic!!!! The more you try, the better you get, and more the locals will reach out to you.
- Make friends with as many Egyptians as you can, especially ones who don't speak English--they are great!
- Do your best to meet domestic students in any way you can: by joining groups, playing sports, in class, or otherwise because it can be very hard to get the national perspective without Egyptian contacts.
- Don't Panic.
- Bring a coat. Stay in the Zamalek dorms.
- I'm going to use this space to comment on the issues addressed by this page. This has to do with the area of my greatest dissatisfaction. Specifically, I felt that in many ways, the AUC set-up worked against cultural and linguistic immersion. Except on those occasions when I was sufficiently caught up on my schoolwork to do some sightseeing on my own, I usually felt very isolated from Egyptians in general. There is definitely a "foreigner compound" structure which is hard to overcome. It seemed that about 95% of the time I was either: in the very Westernized neighborhood of Zamalek, surrounded by other foreigners or wealthy, Westernized Egyptians who preferred to use English, or on the AUC campus, in more or less identical surroundings (or en route for hours per day between the two). While living in the dorm in Zamalek, I had very negative experiences with the Egyptian students, in the sense that - for reasons that are unclear to me - they were very stand-offish and did not mingle with the study abroad students. Even students that lived on my floor, whom I saw daily, did not return greetings when I passed them in the hall. All of the other study abroad students with whom I spoke concerning this reported the same experience. I found this very odd because I did not experience the employees, or Egyptians in general, as stand-offish - just the opposite, in fact. So I am at a loss to explain why the Egyptian students living in the dorm are so reluctant to interact with the study abroad students, but right now the Egyptians and the study abroad students in the Zamalek dorm are a twain that does not meet. So - if a potential student at my home university were looking for an immersion experience, I would recommend that they seek another program.
- I advise them to try as hard as they can to push AUC to match them up with Egyptian students PRIOR TO late October!
- Go out of your way to find someone to teach you Arabic, because Egyptians on and off campus will only speak English to you, no matter how much you try to speak to them in English.
- Be open and interact with the local culture
- Live downtown if you can. The student dorms, and neighborhoods like Maadi and Zamalek will allow you to experience Egypt as it should be. Also, don't take overload classes if you can help it. Use extra time to volunteer, intern, or work.
- Never study in the Middle East I did two years of my BA in AUB and it was a mess and i may not get my MA in AUC due to problems at AUC. I would like two years of my life back and all my money as AUC's name really holds no water and will hardly add to my CV
- Learn to go with the flow - don't stress out too much
- i would like to speak to other students who are willing to come to AUC, that the policy of declaration is not fare, and makes you go off your way in universities, you will end up in wasting your time and your parents money, I believe that international students should either get accepted in their majors or get denied from the gate, because we come to Cairo to pursue our academic degree, and if we don't get what we want then why are we coming to this university.
- Talk to previous study abroad students because your experience here will not compare with what you're told through your university or the AUC website.

Section II
Your choice at AUC
Q.12 to Q.16

In this section we present students' source of information about AUC in addition to students' first impressions and experiences of AUC. The value of responses was Yes/No.

- When we asked students: ***"How did you hear about AUC?"***:
 - From **"Academic advisor at home university"**: 32.5% of the students reported "Yes" and 67.5% reported "No".
 - From **"Article in the media (print, broadcast or online)"**: 22.9% of the students reported "Yes" and 77.1% reported "No".
 - From **"AUC recruiter"**: 52.1% of the students reported "Yes" and 47.9% reported "No".
 - From **"AUC website"**: 26.5% of the students reported "Yes" and 73.5% reported "No".
 - From **"Faculty instructor at home university"**: 64.2% of the students reported "Yes" and 35.8% reported "No".
 - From **"Family or friends"**: 51.7% of the students reported "Yes" and 48.3% reported "No".
 - From **"Online resources"**: 37.2% of the students reported "Yes" and 62.8% reported "No".
 - From **"Study abroad fairs"**: 19.8% of the students reported "Yes" and 80.2% reported "No".
 - From **"Study abroad office at home university"**: 7.7% of the students reported "Yes" and 92.3% reported "No".

- When students were asked: ***"Why did you want to study at AUC?"***:
 - **"Interest in the region"**: 89.3% of the students reported "Yes" and 10.7% reported "No".
 - **"Personal enrichment"**: 84.1% of the students reported "Yes" and 15.9% reported "No".
 - **"Studying a particular academic subject"**: 72.1% of the students reported "Yes" and 27.9% reported "No".
 - **"Studying Arabic"**: 64.6% of the students reported "Yes" and 35.4% reported "No".
 - **"Values for future employment"**: 70.8% of the students reported "yes" and 29.2% reported "No".
 - **"Other"**: 59.8% of the students reported "Yes" and 40.2% reported "No".

- For the question: ***"When making your decision to study in the middle East, which of the following universities did you consider?"***:
 - **"AUC only"**: 71% of the students reported "Yes" and 29% reported "No".
 - **"Alexandria University"**: 4.8% of the students reported "Yes" and 95.2% reported "No".
 - **"Cairo University"**: 13.8% of the students reported "Yes" and 86.2% reported "No".
 - **"The American University in Beirut"**: 55.6% of the students reported "Yes and 44.4% reported "No".
 - **"The America University in Kuwait"**: 4.8% of the students reported "Yes" and 95.2% reported "No".
 - **"The American University in Sharjah"**: 20% of the students reported "Yes" and 80% reported "No".
 - **"The Lebanese American University"**: 17.2% of the students reported "Yes" and 82.8% reported "No".
 - **"Universities in Jordan"**: 22.8% of the students reported "Yes" and 77.2% reported "No".
 - **"Universities in Morocco"**: 14% of the students reported "Yes" and 86% reported "No".

- **“Universities in Qatar”**: 14% of the students reported “Yes” and 86% reported “No”.
- **“Other”**: 37.2% reported “Yes” and 62.8% reported “No”.

In this section we present students’ first impressions prior to arriving at AUC.

- When students were asked: **“What were your concerns prior to arriving at AUC?”**:
 - For **“Availability of courses”**: 58.7% of the students reported “Yes” and 41.3% reported “No”.
 - For **“Culture Shock”**: 40.2% of the students reported “Yes” and 59.8% reported “No”.
 - For **“Finances”**: 72.6% of the students reported “Yes” and 27.4% reported “No”.
 - For **“Harassment”**: 43.5% of the students reported “Yes” and 56.5% reported “No”.
 - For **“Housing”**: 51.3% of the students reported “Yes” and 48.7% reported “No”.
 - For **“Language”**: 61.7% of the students reported “Yes” and 38.3% reported “No”.
 - For **“Personal safety”**: 49.1% reported “Yes” and 50.9% reported “No”.
 - For **“Transfer credit approval”**: 43.6% of the students reported “Yes” and 56.4% reported “No”.
 - For **“Other”**: 38% of the students reported “Yes” and 62% reported “No”.
- In question 16, students were asked as an open response question, **“What additional information would have been useful to have before you arrived in Cairo?”**. Student responses are presented verbatim.

Descriptive Analysis for section II

Table 12

How did you hear about AUC?	Yes	No	Total
Academic advisor at home university	38	79	117
	32.5%	67.5%	100%
Articles in the media (print, broadcast or online)	25	84	109
	22.9%	77.1%	100%
AUC recruiter	62	57	119
	52.1%	47.9%	100%
AUC website	30	83	113
	26.5%	73.5%	100%
Faculty instructor at home university	88	49	137
	64.2%	35.8%	100%
Family or friends	62	58	120
	51.7%	48.3%	100%
Online resources	42	71	113
	37.2%	62.8%	100%
Study abroad fairs	21	85	106
	19.8%	80.2%	100%
Study abroad office at home university	8	96	104
	7.7%	92.3%	100%

Figure 12

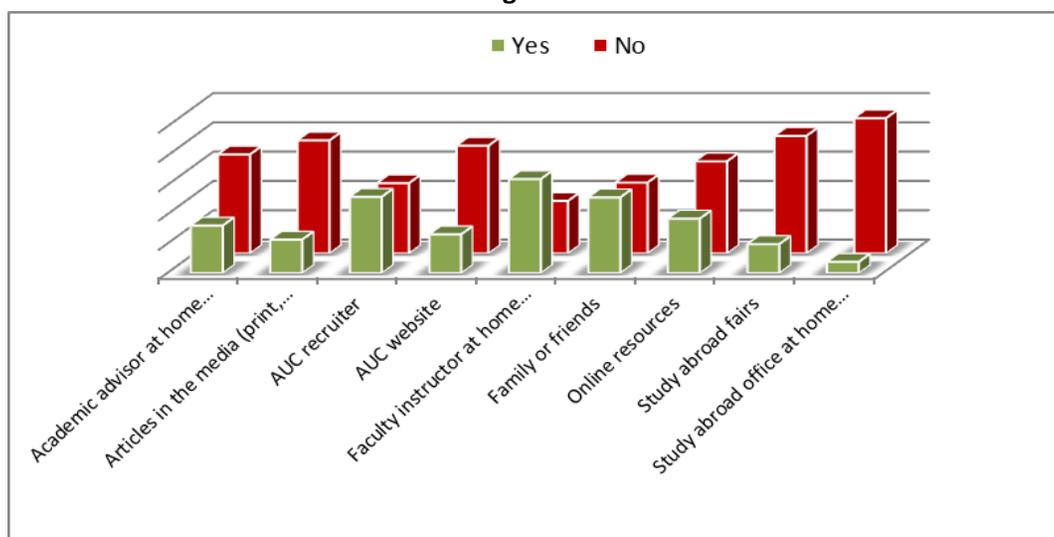


Table 13

Why did you want to study at AUC?	Yes	No	Total
Interest in the region	125	15	140
	89.3%	10.7%	100%
Personal enrichment	106	20	126
	84.1%	15.9%	100%
Studying a particular academic subject	98	38	136
	72.1%	27.9%	100%
Studying Arabic	82	45	127
	64.6%	35.4%	100%
Value for future employment	92	38	130
	70.8%	29.2%	100%
Other	67	45	112
	59.8%	40.2%	100%

Figure 13

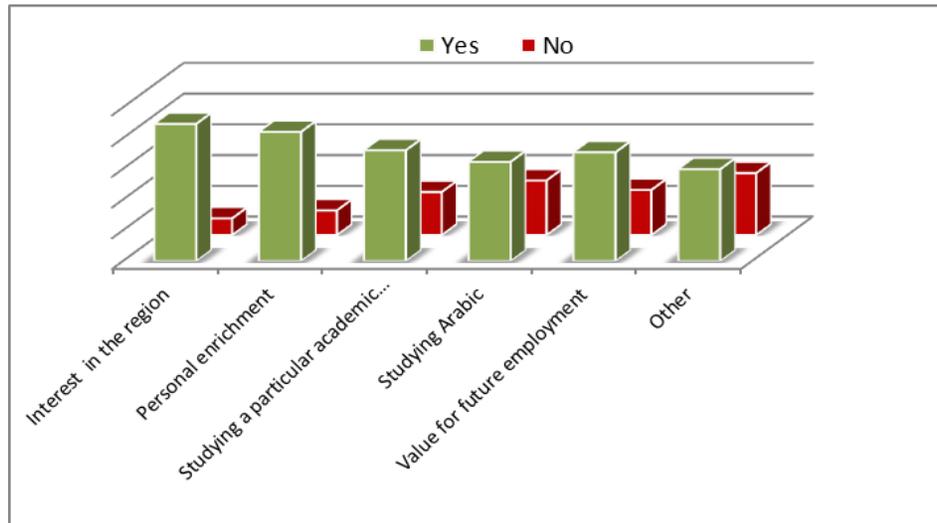


Table 14

Middle East Universities	Yes	No	Total
AUC only	93	38	131
	71.0%	29.0%	100%
Alexandria University	4	79	83
	4.8%	95.2%	100%
Cairo University	12	75	87
	13.8%	86.2%	100%
The American University in Beirut	65	52	117
	55.6%	44.4%	100%
The American University in Dubai	21	69	90
	23.3%	76.7%	100%
The American University in Kuwait	4	79	83
	4.8%	95.2%	100%
The American University in Sharjah	18	72	90
	20.0%	80.0%	100%
The Lebanese American University	15	72	87
	17.2%	82.8%	100%
Universities in Jordan	21	71	92
	22.8%	77.2%	100%
Universities in Morocco	12	74	86
	14.0%	86.0%	100%
Universities in Qatar	12	74	86
	14.0%	86.0%	100%
Other	35	59	94
	37.2%	62.8%	100%

Figure 14

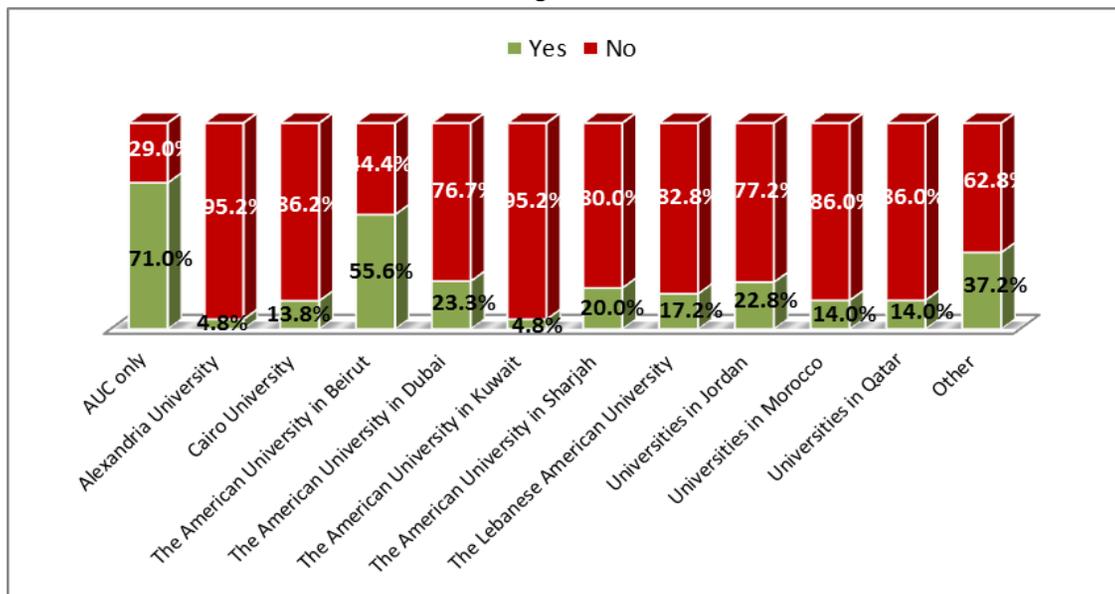
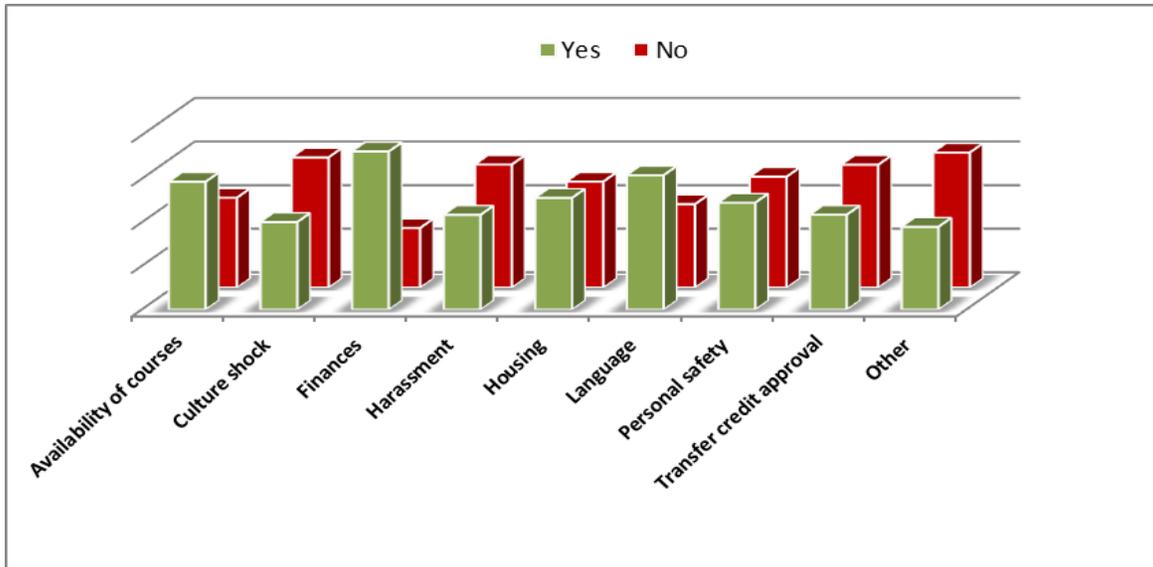


Table 15

What were your concerns prior to arriving at AUC?	Yes	No	Total
Availability of courses	71	50	121
	58.7%	41.3%	100%
Culture shock	45	67	112
	40.2%	59.8%	100%
Finances	98	37	135
	72.6%	27.4%	100%
Harassment	50	65	115
	43.5%	56.5%	100%
Housing	61	58	119
	51.3%	48.7%	100%
Language	74	46	120
	61.7%	38.3%	100%
Personal safety	55	57	112
	49.1%	50.9%	100%
Transfer credit approval	48	62	110
	43.6%	56.4%	100%
Other	35	57	92
	38.0%	62.0%	100%

Figure 15



Q.16: What additional information would have been useful to have before you arrived in Cairo?

- about what to expect in AUC and in the city itself
- Actually, I've been born and living in Cairo.
- Addition finances not covered by AUC or home institution (housing deposit, books, etc.)
- After Arrival: More straightforward information on the student visa application process.
- "ANYTHING! EVERYTHING! and much much much earlier!
- I feel like we only got a very little bit of information before arriving in Cairo. Basically, all the info that you give us when we arrive would have been WONDERFUL to get about a month and a half before leaving to come here."
- Better assistance when looking for off campus housing, how to set up a bank account (this is STILL very frustrating), more about where to buy certain things in Cairo for everyday use, etc.
- Better communication between NY-Office and AUC New Campus Faculty
- Contact with an Egyptian student already studying at AUC. Would have helped if we were assigned ISA Peers prior to coming, rather than waiting until more than halfway through the semester.
- Correct information on how to open a bank account
- Do not trust any one
- Egyptians are nice people.
- Hearing other student's experiences about my program. Maybe having contact information from previous Grad students to ask questions.
- "Housing closer to campus
- Would have been nice to have an AUC contact person in Egypt that I could have asked questions
- The AUC webpage for international students needed to be updated. It lacked a lot of information and many of the links didn't work."
- How to get an apartment.
- I am a full time student, not a study abroad though I still answered the questions according to my experiences...
- I cannot think of anything else the university could have provided. The website was informative, particularly about housing. Also, staff from the international office and elsewhere always responded to my emails before I moved to Egypt.
- I didn't know I wouldn't have access to a stove.
- I felt that I should have been informed ahead of time that I was expected to pay for the shuttle service. Although the literature states that I would be responsible for transportation, it was not clear that this meant transportation to and from AUC campus; in addition to personal transportation expenses (I assumed I would be responsible for only the latter). A number of my fellow students also expressed this. It was not a problem for me to pay it, but, as stated above, it would have been nice to have known ahead of time.
- I had difficulty getting in contact with the academic advisors
- I think AUC would benefit from telling international students about Cairo Scholars the listserv because I was able to ask question there about living in Cairo that allowed me to feel more comfortable about my ability to manage myself here.
- I think the information I found on the website was quite adequate.
- "I thinking having an office of Admission that represents AUC in my country, Nigeria would have helped me to process my admission easier and faster. I had a lot of difficulties before and after getting admission,

and right now a lot of my friends are going through the same problems. There are offices of several international universities in Nigeria, but there is non for AUC.

- I would have liked to be informed that Zamalek is very Westernized, expensive, and very unlike the rest of Egypt. I was expecting to live in a place where I could regularly practice my Arabic but it was difficult and time consuming to leave Zamalek and go out regularly, so I and my friends who wanted to go to more Egyptian/less Western areas of Cairo found difficulty doing so.
- If I had known that AUC does not make it easy to complete a thesis track masters and how discouraged you are, I would not have bothered wasting my time and money here. If I had known that your grades depend on your links to professors, then I would have not wasted my time and money while here. If I had known that the professors primary concern is to get paid for classes and do as much research as possible, I would have never wasted my time and money. If I had known the extent that AUC is connected to the government, I would have never had wasted my time and money. If I had known that as a foreigner we pay more and are graded at higher levels than I would have never wasted my time and money. From being a TA I have seen the quality of the other students work that is been given as a B/B+, if I saw this before I would have never stressed about working so hard to achieve A's. And that is just the beginning of the things I wished I had known
- I'm from Cairo...I was fine: D
- International students should come to AUC with around 2,000-2,500 L.E. to start out with. During Orientation Week, the ATMs on campus tend to run out of money, and there are a lot of university-organized trips to sign up and pay for right at the beginning. Students will also need cash the first week to buy a cell phone, toiletries, and other every-day items.
- Issues pertaining to racism and sexism, and the impact and effect of mainstream Egyptian society on African, and African-American students.
- Knowing exactly what kinds of practical products can and cannot be found easily (most everything you can buy in an American grocery store is available at the grocery stores here), it caused me to over pack and bring too much with me
- "Knowing the distance between the Zamalek dorms and campus
- having a more updated database of class availability"
- More details on the Arabic Placement process, Information on the bus system and the length of the commute, information as to the food options on campus.
- More explicit information on how cold it gets here. I'm sure it mentioned bringing a jacket somewhere, but I wish it had been emphasized.
- None
- Not before arrival - but after - basic survival info would have been nice and how to utilize AUC resources
- Phewy. Warm clothes. It's cold here in November.
- Prompt replies from faculty and administrative offices, less runaround from the NYC office...
- Reassuring students that as long as you have housing, everything will be taken care of when you get to AUC. Don't stress about everything, it's not worth it.
- Syllabus of the classes. More information about arrival, bus services/ how to get to campus the first day, additional expenses like the insanely expensive bus-pass.
- That AUC's quality of education level isn't that what I was expecting it to be
- That it was no longer possible to audit language courses. The information was passed along to me after the rest of my plans had been made and it created a significant financial burden to re-evaluate my budget and pay for the language class for credit.
- That there are no dorms or housing of any kind for married people.

- That there will be no life around AUC and we'll be away from ordinary Egyptian life and culture (especially when staying on-campus)
- That there would not be any help finding housing if you were a married international student.
- The fact that the intensive Arabic courses are as demanding as they are must be emphasized. I was not prepared to study 7 hours a day additionally to school
- The information provide was sufficient and useful as it covered all my inquiries.
- The university should have told us about the political situation in Egypt and their consequences on our education.
- the university's location
- To know about the cultural differences between Cairo and Lebanon
- What products (i.e. toiletries) I would need that Egypt does not necessarily have.
- Whether or not I already paid for the bus pass.
- Which courses were going to be accepted? I felt I was kept in the dark until it was too late to change my mind.

Section III
Your Introduction to AUC
Q.17, Q.18 & Q.19

Question 17: Please indicate your level of agreement with the following statements related to your transition to the university.

AUC's website provided me with information about AUC's academic programs.

Table 17A

		Frequency	Percent
	Combined Agree	108	73.5%
	Combined Disagree	13	8.8%
	Neutral	24	16.3%
	NA	2	1.4%
	Total	147	100%

AUC's web pages for international students were user-friendly and helpful in preparing for my study at AUC.

Table 17B

		Frequency	Percent
	Combined Agree	73	50.3%
	Combined Disagree	20	13.8%
	Neutral	47	32.4%
	NA	5	3.4%
	Total	145	100%

Pre-arrival communication provided necessary and useful information.

Table 17C

		Frequency	Percent
	Combined Agree	68	46.6%
	Combined Disagree	29	19.9%
	Neutral	42	28.8%
	NA	7	4.8%
	Total	146	100%

Orientation provided me with useful information that eased my transition.

Table 17D

		Frequency	Percent
	Combined Agree	59	40.7%
	Combined Disagree	34	23.4%
	Neutral	43	29.7%
	NA	9	6.2%
	Total	145	100%

Orientation leaders were courteous and helpful.

Table 17E

		Frequency	Percent
	Combined Agree	91	63.2%
	Combined Disagree	13	9.0%
	Neutral	31	21.5%
	NA	9	6.3%
	Total	144	100%

The graduate student orientation session provided me with useful information.

Table 17F

		Frequency	Percent
	Combined Agree	37	26.4%
	Combined Disagree	15	10.7%
	Neutral	26	18.6%
	NA	62	44.3%
	Total	140	100%

I obtained my student ID in a timely manner.

Table 17G

	Frequency	Percent
Combined Agree	109	74.1%
Combined Disagree	26	17.7%
Neutral	11	7.5%
NA	1	0.7%
Total	147	100%

I obtained my bus pass in a timely

Table 17H

	Frequency	Percent
Combined Agree	62	43.4%
Combined Disagree	26	18.2%
Neutral	25	17.5%
NA	30	21.0%
Total	143	100%

On-campus course registration was organized and efficient.

Table 17I

	Frequency	Percent
Combined Agree	57	39.6%
Combined Disagree	57	39.6%
Neutral	22	15.3%
NA	8	5.6%
Total	144	100%

International Student Affairs staff members were Courteous in responding to my concerns during my transition to AUC.

Table 17J

	Frequency	Percent
Combined Agree	89	61.8%
Combined Disagree	10	6.9%
Neutral	29	20.1%
NA	16	11.1%
Total	144	100%

International Student Affairs staff members informed me promptly and courteously about the receipt of my loan check.

Table 17K

	Frequency	Percent
Combined Agree	29	20.1%
Combined Disagree	23	16.0%
Neutral	32	22.2%
NA	60	41.7%
Total	144	100%

Student financial accounting staff members processed my loan payments and other financial transactions in a prompt and effective manner.

Table 17L

	Frequency	Percent
Combined Agree	42	29.0%
Combined Disagree	22	15.2%
Neutral	35	24.1%
NA	46	31.7%
Total	145	100%

Student financial accounting staff members were helpful and courteous.

Table 17M

		Frequency	Percent
	Combined Agree	57	39.0%
	Combined Disagree	17	11.6%
	Neutral	38	26.0%
	NA	34	23.3%
	Total	146	100%

Student financial affairs (financial aid) staff members provided me with courteous and effective assistance.

Table 17N

		Frequency	Percent
	Combined Agree	46	32.2%
	Combined Disagree	18	12.6%
	Neutral	34	23.8%
	NA	45	31.5%
	Total	143	100%

Q.18: If you are a study abroad student, please indicate your level of agreement with the following statements related to your course advising and registration.

The information on the academic advising webpage was clear, with easy to follow steps.

Table 18A

		Frequency	Percent
	Combined Agree	38	34.9%
	Combined Disagree	16	14.7%
	Neutral	13	11.9%
	NA	42	38.5%
	Total	109	100%

Course advising via email correspondence was clear, timely and helpful.

Table 18B

		Frequency	Percent
	Combined Agree	36	33.0%
	Combined Disagree	14	12.8%
	Neutral	13	11.9%
	NA	46	42.2%
	Total	109	100%

I received syllabi for my courses (if requested) in time for my home university advisor to approve my courses.

Table 18C

		Frequency	Percent
	Combined Agree	18	16.5%
	Combined Disagree	10	9.2%
	Neutral	12	11.0%
	NA	69	63.3%
	Total	109	100%

The International Programs Office helped me register for courses prior to arrival at AUC.

Table 18D

		Frequency	Percent
	Combined Agree	32	29.4%
	Combined Disagree	11	10.1%
	Neutral	9	8.3%
	NA	57	52.3%
	Total	109	100%

I was able to register for the classes I wanted.

Table 18E

		Frequency	Percent
	Combined Agree	47	43.1%
	Combined Disagree	12	11.0%
	Neutral	12	11.0%
	NA	38	34.9%
	Total	109	100%

Staff members in the International Programs Office were courteous in responding to my academic concerns.

Table 18F

		Frequency	Percent
	Combined Agree	49	45.4%
	Combined Disagree	1	0.9%
	Neutral	13	12.0%
	NA	45	41.7%
	Total	108	100%

Q.19: If you applied through AUC'S New York office, please indicate your level of agreement with the following statements:

The New York Office staff were courteous and helpful.

Table 19A

		Frequency	Percent
	Combined Agree	80	65.6%
	Combined Disagree	3	2.5%
	Neutral	11	9.0%
	NA	28	23.0%
	Total	122	100%

The New York Office staff provided prompt and accurate responses to my inquiries.

Table 19B

		Frequency	Percent
	Combined Agree	70	57.4%
	Combined Disagree	12	9.8%
	Neutral	12	9.8%
	NA	28	23.0%
	Total	122	100%

The New York Office staff provided helpful and accurate answers to my questions concerning financial matters.

Table 19C

		Frequency	Percent
	Combined Agree	65	53.7%
	Combined Disagree	8	6.6%
	Neutral	11	9.1%
	NA	37	30.6%
	Total	121	100%

Billing and processing of payments by New York Office staff members was prompt and effective.

Table 19D

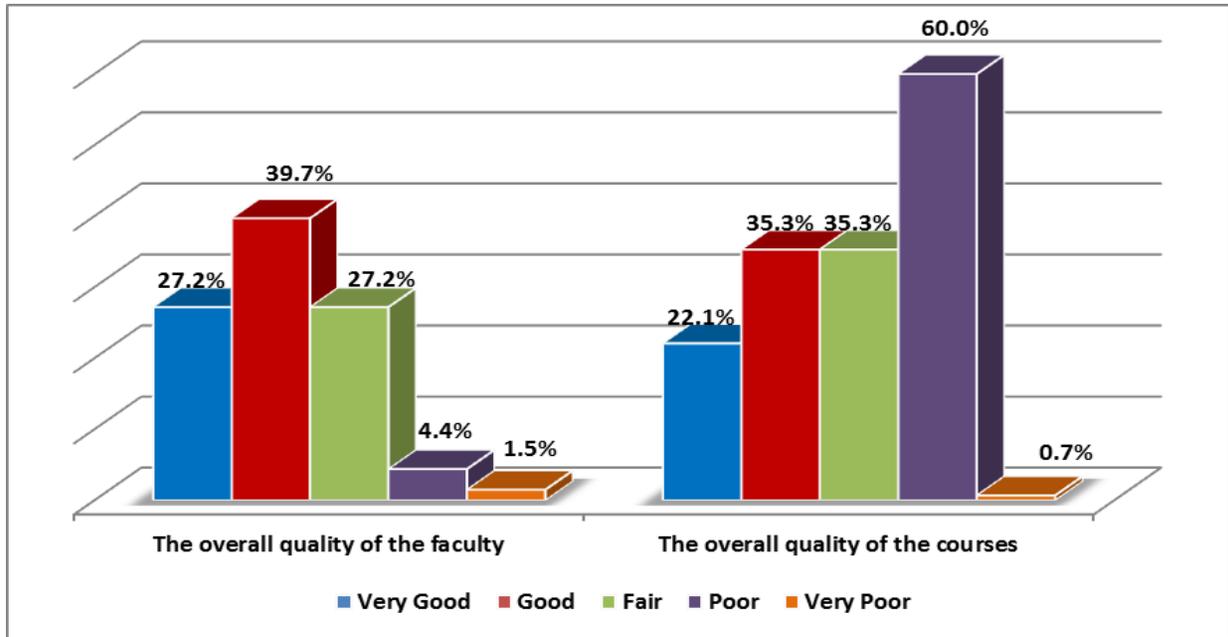
		Frequency	Percent
	Combined Agree	56	46.3%
	Combined Disagree	20	16.5%
	Neutral	14	11.6%
	NA	31	25.6%
	Total	121	100%

**Section IV
Academic Instruction
Q.20, Q.21 & Q.22**

Table 20

The overall quality of academic instruction at AUC	Very Good	Good	Fair	Poor	Very Poor	Total
The overall quality of the faculty	37	54	37	6	2	136
	27.2%	39.7%	27.2%	4.4%	1.5%	100%
The overall quality of the courses	30	48	48	9	1	136
	22.1%	35.3%	35.3%	6.6%	0.7%	100%

Figure 20



Q. 21: Please indicate your level of agreement with the following statements related to academic instruction at AUC:

Faculty members demonstrated thorough knowledge of course content.

Table 21A

		Frequency	Percent
	Combined Agree	118	86.8%
	Combined Disagree	2	1.5%
	Neutral	16	11.8%
	Total	136	100%

Faculty members inspired student interest in the course material.

Table 21B

		Frequency	Percent
	Combined Agree	88	64.7%
	Combined Disagree	11	8.1%
	Neutral	37	27.2%
	Total	136	100%

Faculty members were available for consultation outside of class.

Table 21C

		Frequency	Percent
	Combined Agree	105	78.4%
	Combined Disagree	4	3.0%
	Neutral	25	18.7%
	Total	134	100%

Faculty members assisted me in my academic development.

Table 21D

		Frequency	Percent
	Combined Agree	93	68.9%
	Combined Disagree	10	7.4%
	Neutral	32	23.7%
	Total	135	100%

Faculty members conducted fair and transparent assessment of my work.

Table 21E

		Frequency	Percent
	Combined Agree	95	70.9%
	Combined Disagree	7	5.2%
	Neutral	32	23.9%
	Total	134	100%

Overall, course content was of appropriate academic rigor.

Table 21F

		Frequency	Percent
	Combined Agree	86	65.2%
	Combined Disagree	23	17.4%
	Neutral	23	17.4%
	Total	132	100%

With the exception of Arabic language classes, all classes were taught exclusively in English.

Table 21G

		Frequency	Percent
	Combined Agree	103	78.0%
	Combined Disagree	12	9.1%
	Neutral	17	12.9%
	Total	132	100%

Classroom facilities were adequate for the needs of the course.

Table 21H

		Frequency	Percent
	Combined Agree	108	80.0%
	Combined Disagree	8	5.9%
	Neutral	19	14.1%
	Total	135	100%

Library facilities were adequate for my needs.

Table 21I

		Frequency	Percent
	Combined Agree	94	70.7%
	Combined Disagree	24	18.0%
	Neutral	15	11.3%
	Total	133	100%

Library hours were convenient.

Table 21J

		Frequency	Percent
	Combined Agree	71	53.0%
	Combined Disagree	49	36.6%
	Neutral	14	10.4%
	Total	134	100%

I will recommend AUC to other students who want to study in the region.

Table 21K

		Frequency	Percent
	Combined Agree	94	69.6%
	Combined Disagree	20	14.8%
	Neutral	21	15.6%
	Total	135	100%

Q.22: If you studied Arabic at AUC, please rate the following aspects of language instruction.

Arabic language staff were helpful during online and on-campus advising and registration.

Table 22A

		Frequency	Percent
	Combined Agree	37	50.7%
	Combined Disagree	11	15.1%
	Neutral	25	34.2%
	Total	73	100%

I was placed at an appropriate level of Arabic Language instruction.

Table 22B

		Frequency	Percent
	Combined Agree	53	71.6%
	Combined Disagree	9	12.2%
	Neutral	12	16.2%
	Total	74	100%

Arabic language courses were taught primarily in Arabic.

Table 22C

		Frequency	Percent
	Combined Agree	47	63.5%
	Combined Disagree	12	16.2%
	Neutral	15	20.3%
	Total	74	100%

The teaching methods were effective.

Table 22D

		Frequency	Percent
	Combined Agree	43	58.1%
	Combined Disagree	13	17.6%
	Neutral	18	24.3%
	Total	74	100%

Course materials were relevant and aided learning.

Table 22E

		Frequency	Percent
	Combined Agree	46	62.2%
	Combined Disagree	10	13.5%
	Neutral	18	24.3%
	Total	74	100%

The level of class participation and discussion was appropriate to meet the objectives of the class.

Table 22F

		Frequency	Percent
	Combined Agree	51	68.9%
	Combined Disagree	6	8.1%
	Neutral	17	23.0%
	Total	74	100%

Faculty members conducted fair and transparent assessment of my work.

Table 22G

		Frequency	Percent
	Combined Agree	55	75.3%
	Combined Disagree	4	5.5%
	Neutral	14	19.2%
	Total	73	100%

The instructions I received significantly increased my Arabic language skills.

Table 22H

		Frequency	Percent
	Combined Agree	47	63.5%
	Combined Disagree	12	16.2%
	Neutral	15	20.3%
	Total	74	100%

Section V
AUC Services and Facilities
Q.23

**Q.23: Please indicate your *overall level of satisfaction* with the following services:
In this section students' satisfaction with facilities and services is presented across all student types.**

Athletic facilities

Table 23A

	Frequency	Percent
Combined Satisfied	92	70.2%
Combined Dissatisfied	7	5.3%
Neutral	13	9.9%
NA	19	14.5%
Total	131	100%

Bus service

Table 23B

	Frequency	Percent
Combined Satisfied	68	50.7%
Combined Dissatisfied	25	18.7%
Neutral	30	22.4%
NA	11	8.2%
Total	134	100%

Food services on campus

Table 23C

	Frequency	Percent
Combined Satisfied	33	24.4%
Combined Dissatisfied	63	46.7%
Neutral	38	28.1%
NA	1	.7%
Total	135	100%

Medical services

Table 23D

	Frequency	Percent
Combined Satisfied	52	39.1%
Combined Dissatisfied	11	8.3%
Neutral	36	27.1%
NA	34	25.6%
Total	133	100%

Office of Counseling, Mentoring and Student Conduct

Table 23E

	Frequency	Percent
Combined Satisfied	32	24.2%
Combined Dissatisfied	6	4.5%
Neutral	20	15.2%
NA	74	56.1%
Total	132	100%

Office of Residential Life

Table 23F

	Frequency	Percent
Combined Satisfied	45	33.6%
Combined Dissatisfied	11	8.2%
Neutral	25	18.7%
NA	53	39.6%
Total	134	100%

Security

Table 23G

	Frequency	Percent
Combined Satisfied	91	67.9%
Combined Dissatisfied	12	9.0%
Neutral	23	17.2%
NA	8	6.0%
Total	134	100%

Student health insurance

Table 23H

	Frequency	Percent
Combined Satisfied	60	45.1%
Combined Dissatisfied	10	7.5%
Neutral	33	24.8%
NA	30	22.6%
Total	133	100%

Student housing

Table 23I

	Frequency	Percent
Combined Satisfied	41	30.6%
Combined Dissatisfied	20	14.9%
Neutral	24	17.9%
NA	49	36.6%
Total	134	100%

Travel Office

Table 23J

	Frequency	Percent
Combined Satisfied	36	27.3%
Combined Dissatisfied	11	8.3%
Neutral	28	21.2%
NA	57	43.2%
Total	132	100%

**Section VI
Activities
Q.24 & Q. 25**

Table 24

Did you participate in any of the following extracurricular activities?	Yes	No	Total
	22	94	116
Community service activities	19.0%	81.0%	100%
Graduate Student Association (GSA)	11	104	115
	9.6%	90.4%	100%
International Day	26	93	119
	21.8%	78.2%	100%
Lectures	84	38	122
	68.9%	31.1%	100%
Model Arab League	1	114	115
	0.9%	99.1%	100%
Model United Nations	8	107	115
	7.0%	93.0%	100%
Sports	32	86	118
	27.1%	72.9%	100%
Student clubs	39	81	120
	32.5%	67.5%	100%
Student cultural activities (art, folklore, etc.)	29	86	115
	25.2%	74.8%	100%
Student Government (Student Union)	5	109	114
	4.4%	95.6%	100%
Student-organized conferences	15	100	115
	13.0%	87.0%	100%
Theater	5	109	114
	4.4%	95.6%	100%
Trips and special events	64	54	118
	54.2%	45.8%	100%
Other	23	70	93
	24.7%	75.3%	100%

Figure 24

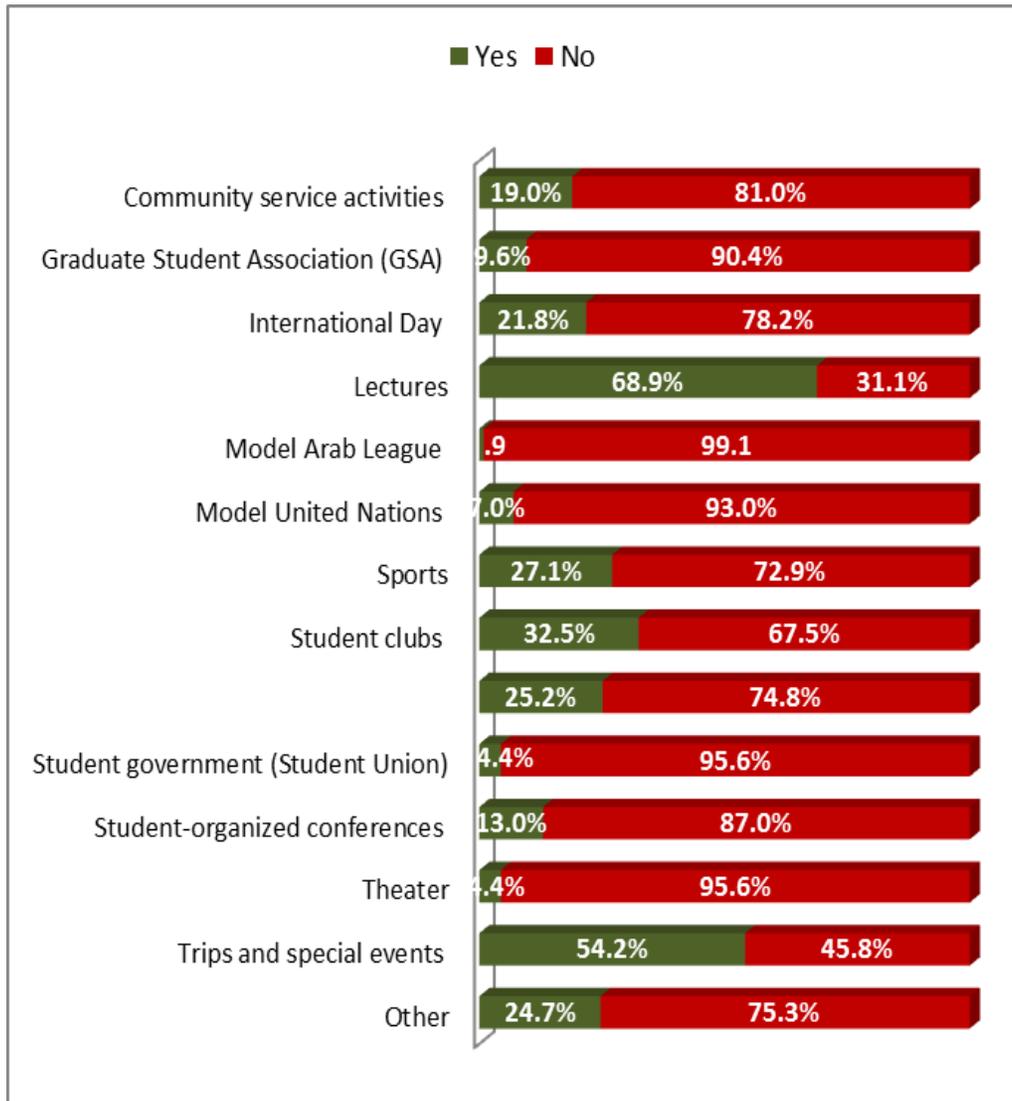
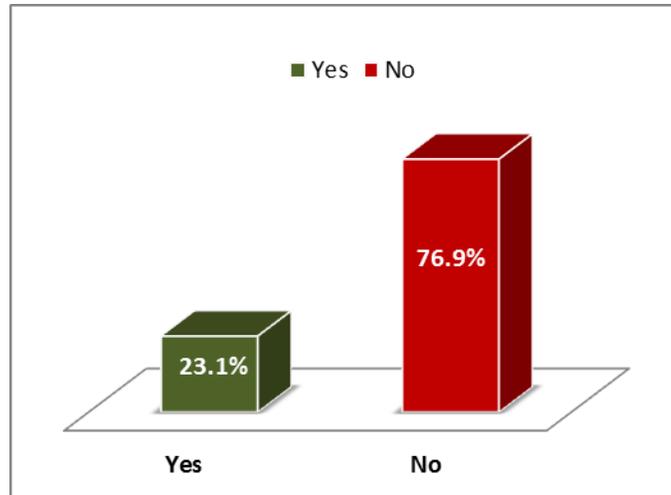


Table 25

Did you encounter any difficulty in joining student activities or groups?		Frequency	Percent
Yes		28	23.1%
No		93	76.9%
Total		121	100%

Figure 25



If “Yes”, please specify:

1. A group that I tried to join recently was disorganized to the point where I couldn't join because I didn't know time or exact location.
2. As a migration and refugee student, I found that all of the lectures pertinent to my interests were downtown and at hours very inconvenient to me. I also found that few lectures I attended were badly organized.
3. Depending on the group, I expressed interest however was dissatisfied because it was more of an Egyptian/Arabic language clique who showed no interest in having foreigners in the group.
4. Even though there are sign-up sheets at the various booths, many organizations do not bother to follow up with you. I signed up for Student Union and was interviewed; after the interview I was told I would be contacted. By the time I realized I was never contacted about joining it was too late in the semester. The long-standing booths in the plaza do little to aid in student participation as they seem to cater only to

Egyptian students.

5. For community service activities I received only one notification of an outing at the very start of the year and it had only limited number of slots available which quickly filled up, and so I was unable to participate. Despite having signed up to participate throughout the semester, I never heard from them again and so was unable to join with anything else.
6. Groups were available in the main square for one brief afternoon, during which I had other important tasks to accomplish afterwards it was difficult to find or contact clubs in which I was interested. Also those groups that I was interested in and joined such as SIFE and MUN seemed to have no activities or opportunities to participate therefore despite the fact that I joined clubs and attempted to get involved I was very disconnected from the community.
7. I applied to Green Hands, but they never responded.
8. I do not have time to join these activities
9. I signed up for a number of student activity and community service organizations at the student fairs and at their booths and never really heard back from any of them, even after emailing multiple times.
10. I signed up for some clubs and activities and never received emails or information about their activities, events, or other participation in them.
11. I wanted to join the girls basketball team, but I got a very unprofessional welcome when I approached. They (the coach) obviously didn't want any new players on the team, even just for the practices. Many times I got the times for practice, and when I showed up it had been cancelled without letting me know. I am very dissatisfied with the sports administration in that matter, and I think this is not how a university with that size should operate. But the facilities are great.
12. I would sign up with a group and never receive anything back and would try again and still no replies. This was true for several different clubs and I was not the only international student with this problem.
13. *In "Spring 2009" when I applied for Model Arab League, but the recruiter staff refused to make an interview with me because, as they said "the program designed for undergraduate students not for graduate students, so you are not applicable to join the Model Arab League".
*In "Fall 2010", I applied for Model United Nation and made a very successful interview, as informed by recruiter staff. Then, I did not receive any feedback from recruiter staff, neither positive nor negative. I mean, if I was qualified or not for UN Model and the reasons behind their decision."
14. In the basketball team you have to be already good player in order to practice instead of helping you to improve your abilities.
15. It's hard for single semester study abroad students to join an organization because it takes a while for the organizations to start, and essentially, the student wouldn't have the chance to actively participate.
16. lack of English usage in the clubs and their affairs
17. Most groups didn't approach you because you were a foreigner. Sometimes hard to fit in without knowing the language well
18. Most of the clubs I tried to join were all for Arabic people. So for a non-Arabic speaking student like me, it is really hard to enter these clubs (especially the theater club).
19. No time to participate and the organization are poor at times.
20. Seemed as if students catered to Egyptians only. Felt as if we weren't wanted.
21. Some groups took email addresses and phone numbers but never was in contact with myself and fellow students. Or as a Study Abroad student, there were many clubs I couldn't join if I was only here for one semester so then I couldn't join the group at all.
22. Some organizations were simply unresponsive.
23. The Graduate Student Association never contacted me this semester, even after having sent an e-mail

saying I wanted to be on the mailing list.

24. There is not a lot of attention drawn to the graduate students so it's hard to know what is going on and when. For instance, when the voting was going on for the student judiciary board this past week my class PPAD 506 was interrupted MULTIPLE times so the undergraduates could persuade the graduate students to vote! They apologized for not informing us earlier and many in the class explained we could not want to vote because we never met the students running and did not know them well enough. This is the same instance for other activities or groups--they are not directed to graduate students, which are very unfortunate."
25. Too many were in Arabic only - fox. almost all of the ones about the elections. That was a shame - of course I could not vote, but I think it is very important that the English-speakers only also could gain that kind of knowledge - also, it is an AMERICAN university, so it disappointed me.
26. Understandably, most of the student activities groups are conducted in Egyptian Colloquial. As a university of mostly Egyptian students, this is logical and should be supported. However, there were few to no alternatives for students who were less comfortable speaking in Arabic all of the time. There was one club that was meant to bring together Egyptians and study abroad students. But it had maybe two activities the entire semester. The LEAD program was also not terribly successful, in my experience. It didn't even initiate a relationship between student pairs until half-way in to the semester - when it would have been useful and nice to have met my Egyptian partner in the first weeks of class when I was still trying to navigate Cairo and AUC. Furthermore, I couldn't even tell what most the organizations were supposed to be doing. Having pretty booths doesn't validate these organizations as making ""real"" changes in their communities. Chilling on bean bag chairs doesn't do anything."
27. Unfortunately, I didn't do as much as I would have wanted due to time and distance constraints. I probably would have become more involved if I were here for a whole year, instead of just one semester.

Q. 26: Please provide us with a permanent email address -- one which you intend to monitor after you leave AUC -- so that the university can stay in touch with you. Your email address will be kept strictly confidential.

Removed for respondents' confidentiality.

Q.27: If you are willing to be contacted for further research on the international student experience at AUC, please provide us with your contact information. This information will be kept confidential and will never appear in association with your responses on any reports from this survey.

Removed for respondent's confidentiality.

Appendix B Summary of Missing data

Table 1.1

Question #	Variable	Missing Data Types	Mean Percentage
Q.1	Type of study program at AUC	Random	27.0%
Q.2	Age	Random	28.1%
Q.3	Gender	Random	29.2%
Q.4	Nationality:		
	A: Primary	Random	28.7%
	B: Secondary	Expected	
Q.5	What countries (other than Egypt) did you visit while you were studying at AUC? (Check all that apply)	Expected	
Q.6	How many countries other than your home country and Egypt have you visited during your life time?	Random	29.2%
Q.7	What were your housing arrangements while at AUC?	Random	27.0%
Q.8	Please indicate your level of agreement with the following statements:	Random	29.0%
Q.9	To what extent do you agree with these statements?	Random	30.2%
Q.10	Overall, how satisfied are you with the opportunities you had to experience Egyptian culture and society?	Random	29.2%
Q.11	Do you have any advice to give to future students from your country/region?	Open ended question	
Q.12	How did you hear about AUC?	Random	35.2%
Q.13	Why did you want to study at AUC?	Random	27.0%
Q.14	When making your decision to study in the Middle East, Which of the following universities did you consider?	Expected	
Q.15	What were your concerns prior to arriving at AUC?	Random	35.3%
Q.16	What additional information would have been useful to have before you arrived in Cairo?	Open ended question	
Q.17	Please indicate your level of agreement with the following statements related to your transition to the university.	Random	18.8%
Q.18	If you are a study abroad student, please indicate your level of agreement with the following statements related to your course advising and registration.	Expected	
Q.19	If you applied through AUC'S New York office, please indicate your level of agreement with the following statements.	Expected	
Q.20	Please rate the overall quality of academic instruction at AUC:	Random	23.6%
Q.21	Please indicate your level of agreement with the following statements related to academic instruction at AUC.	Random	24.6%
Q.22	If you studied Arabic at AUC, please rate the following aspects of language instruction.	Expected	
Q.23	Please indicate your overall level of satisfaction with the following services.	Random	25.2%
Q.24	Did you participate in any of the following extracurricular activities?	Expected	
Q.25	Did you encounter any difficulty in joining student activities or groups?	Expected	

¹ Mean percentage is calculated according to each question parts' numbers.(i.e. Q.1 divided into 9 parts, Q.2 divided into 6 parts, ect,..)