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Doctoral Dissertation Defense of

Damon J. Kimak

for the degree of

Doctor of Philosophy

College of Education, Health, and Human Services

Major: Higher Education Administration

**A Descriptive Framework of  
Undergraduate International Student Programming  
at Not-for-profit Higher Education Institutions in Ohio**

**KENT STATE UNIVERSITY**

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9-11 A.M.

Virtual (Online) Teams Meeting

## **Damon J. Kimak**

B.A., Kent State University, 2005

M.A., Kent State University, 2007

In 2000, Damon began his odyssey into Higher Education uncertain of where that path would lead. Starting at Trumbull Campus, he explored many fields before deciding to pursue a degree in English. He graduated from Kent State University in 2005 with a Bachelor of Arts in English.

He immediately enrolled in the master's program Teaching English as a Second Language and earned a graduate teaching assistantship. He graduated with his master's degree in 2007. In all, he taught ESL at Kent State University from 2005 until 2013 before deciding to pursue a doctoral degree in Higher Education Administration.

While working toward a doctoral degree, he served as a graduate assistant in the Higher Education Administration Program from 2013 to 2016. He explored internships in the Office of Institutional Research and the Office of the President at Kent State University.

Damon's current research interests include international student programming, educational administration, and Teaching English as a Second Language.

## **A Descriptive Framework of Undergraduate International Student Programming at Not-for-profit Higher Education Institutions in Ohio**

The goal of this dissertation was to understand how undergraduate international student programming and institutional internationalization policy functioned at not-for-profit higher education institutions in Ohio. This was accomplished by examining, across institutional types, five programmatic characteristics: availability, physical location, institutional hierarchy, management structure, and collaboration. This study utilized an online survey to gather descriptive statistical data about programs and institutions. A non-experimental quantitative approach was used as it best fit the exploratory nature of the study. The data was collected using a Qualtrics survey and analyzed with SPSS software. Seven characteristics of undergraduate international student programming emerged from this study: (1) the most common programs were international student orientation, tutoring, counseling, and ESL programs; (2) most of the programs identified supported both undergraduate domestic and international students, with the exception of ESL and orientation programs; (3) programs were most likely to be centrally located in either an academic or student center building and (4) managed by an administrator; (5) Academic Affairs mostly oversaw academic programs, whereas Student Affairs mostly oversaw student service programs; (6) collaboration took place between programs but more often with offices, departments and programs other than undergraduate international student programs; and (7) institutional type impacted undergraduate international student programming less than actively recruiting international students, planning for internationalization, and monitoring that plan did. This last finding parallels those of leading internationalization researchers such as Knight (2004) and Hudzik (2015), who argue that internationalization needs to be supported to thrive.