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## Graduation Outcomes of International Undergraduates whose Enrollment History Coincided with the Coronavirus Pandemic

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**ABSTRACT:** *What were the graduation outcomes of the international undergraduates enrolled at an American West Coast public university throughout the coronavirus pandemic (COVID-19)? The present exploratory study compared the university's international undergraduates entering in fall 2019 (FA19; pandemic cohort) with counterparts entering in fall 2013 (FA13; prepandemic baseline); the FA13 cohort was the final cohort whose undergraduate enrollment completed before COVID-19's spring 2020 onset. FA19 transfers' cumulative two-year graduation rate was significantly better and their times to degree were somewhat better than FA13 counterparts' (76.2% vs. 61.6%; 2.2 vs. 2.4 academic years). FA19 first-time undergraduates' cumulative six-year rates were similar to and times to degree significantly better than FA13 counterparts' (69.5% vs. 71.7%; 4.3 vs. 4.8). These findings suggest that this university's FA19 cohort unexpectedly had mostly better graduation outcomes than the FA13 baseline despite the disruptions coinciding with COVID-19. Implications for the research literature's generalizations about international undergraduates are discussed.*

**Keywords:** challenge, COVID-19, graduation rate, international undergraduates, pandemic

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## INTRODUCTION

The accomplishments and experiences of international students (those originating from countries outside their host country) attending American postsecondary institutions during the 2020s have attracted considerable research attention. In particular, education research has focused on concerns about these students' academic performance and extracurricular ordeals during the coronavirus pandemic (COVID-19). The concerns have revolved around international students' potential or actual negative outcomes that could result in increasing dropout rates. To forestall increasing dropouts, researchers have urged host institutions to implement supportive interventions for mitigating past and future pandemics' education disruptions and students' setbacks (e.g., Akiba et al., 2024; Bedi et al., 2024; Jamshaid et al., 2023; Mbous et al., 2024).

The education research on international undergraduates' experiences during COVID-19 is extensive. It documents how these students generally have endured conditions in their learning environment that could disrupt their instructional/learning continuity, graduation plans, interpersonal interactions, and extracurricular experiences (Dickerson, 2020; Gallagher et al., 2020; Krahmer et al., 2020; Osaze, 2021). The reported conditions included anxiety, depression, fear of infection, loneliness, social isolation, travel bans, financial hardships, food insecurity, loss of employment, immigration/visa issues, and multiple uncertainties during the pandemic's spring 2020 (SP20) onset (e.g., Alaklabi et al., 2021; Aucejo et al., 2020; Bardill Moscaritolo et al., 2022; Chirikov & Soria, 2020; English et al., 2022; Firang, 2020; Hou & Wang, 2021; Liu, 2021; Martirosyan et al., 2022; Zhang & Sustarsic, 2022). Additional learning environment conditions included generalized cancelation of in-person classes and examinations for SP20 and summer 2020, virtual administration of all classes and final examinations, campus closures, and sudden requirements to vacate campus residences (Burke, 2020; Redden, 2020; Smalley, 2020). These conditions were consistent with the empirical characteristics of stressors; they have been defined as arousing, aversive, and unpredictable or uncontrollable conditions (Kim & Diamond, 2002).

The present exploratory study addressed the hypothesis that graduation outcomes (rate and time to degree) of an international undergraduate cohort whose enrollment history entirely coincided with COVID-19 should be measurably *worse* than those of a comparison cohort whose enrollment history was completed before COVID-19. Alternatively, if the graduation outcomes of these two cohorts were similar, then the research literature's generalizations about international students' negative outcomes during the pandemic could be moot. This hypothesis derives from the extensive research literature on international undergraduates' experiences during COVID-19 rather than from any specific theory. Although the present study's conception was not based upon a theory, its findings still have

educationally meaningful implications for the research literature's generalizations about international students that this report's Discussion addresses.

## **Hypotheses**

The present study addressed the following hypotheses:

- H<sub>0</sub>: No difference in graduation outcomes between the two cohorts.
- H<sub>1</sub>: The COVID-19 cohort's graduation outcomes are worse than those of the comparison cohort.

## **LITERATURE REVIEW**

### **COVID-19's Challenges**

The extensive research on international undergraduates' experiences during COVID-19 has inspired numerous literature reviews. For example, one recent report about a literature search study identified *challenges* that postsecondary international students experienced during COVID-19 (Almadadha et al., 2025). The search yielded a main theme focusing on pandemic-related challenges, with subthemes that included financial impacts, psychological impacts, online learning challenges, and discrimination. The financial subtheme included extensive loss of employment, severe limitation of international students' ability to afford living expenses, and a need in some cases to postpone their program of study or return home. The psychological subtheme included mental health issues such as anxiety, depression, fear, isolation, and loneliness. The online learning subtheme included reduced in-person and interpersonal interactions, difficulty adapting to remote learning, and low engagement. Last, the discrimination subtheme included harassment, racism, verbal abuse, and xenophobia. This literature search report's conclusions were that the "...findings emphasize the need for institutions to understand and address the specific mental health needs of international students. Training academic and mental health staff to recognize pandemic-related distress is essential. ...university-government collaboration is vital to developing targeted financial support..." (Almadadha et al., 2025, p. 108).

### **What Are Challenges?**

The present study derived from the research literature's extensive attention to the challenges that international students endured during COVID-19 (rather than from an existing theory). The term challenge has the following dictionary (Merriam-Webster, n.d.) definitions:

1. a difficult task or problem
2. a task or activity whose difficulty provides enjoyable intellectual or physical stimulation

3. a calling to account or into question: protest
4. an invitation to compete in a game, sport, fight, etc.
5. the act or process of provoking or testing physiological activity by exposure to a specific substance, especially a test of immunity by exposure to an antigen.

Applying these definitions to the reported pandemic-related challenges (Almadadha et al., 2025) implies that loss of employment, anxiety, reduced in-person and interpersonal interactions, racism, etc., are difficult tasks/problems; definitions 2–5 are clearly inappropriate, leaving definition 1 as the presumptive one in education research reports. This is presumptive because the above study and others that also sought to identify international students' pandemic-related challenges (Akiba et al., 2024; Bagaforo et al., 2024; Wang & Liu, 2024; Zhao et al., 2022; Zhou et al., 2025) do not include a dictionary, empirical, or operational definition of “challenge” (cf., Horikoshi, 2023).

The absence of a challenge definition in these reports raises relevant and educationally meaningful questions. What constitutes a challenge; is it a characteristic of the learning environment's conditions, of students' experience in that environment, or both? Is challenge an independent variable (it affects employment, affording expenses, etc.), a dependent variable (it increases or decreases because of students' struggles during COVID-19), both, or neither? Is challenge instead an intervening variable, a hypothetical construct (MacCorquodale & Meehl, 1948), or is it merely a label without theoretical or conceptual meaning? What criteria have researchers used to distinguish challenging conditions or circumstances from ones that are not? What is the magnitude of each challenge's effect on international students; are they all equally effective, are some more (or less) effective than others, do they affect some such students, or all? Last, what is the directionality of each challenge's effect; are they all necessarily negative, as the research literature evidently implies (e.g., Kivelä et al, 2024; Levent & Aktaş, 2023; Wu & Liu, 2025)?

The present report calls attention to these questions because of their implications for the referenced reports' interpretations and recommendations. However, this report does not answer them as they are beyond its scope. It focuses instead on an empirical study of actual graduation outcomes during COVID-19 at an American West Coast public university.

## Challenges' Outcomes

Although pandemic-related challenges are not empirically or operationally defined in the literature review reports, the implication is that they *necessarily* would lead administrators, educators, and researchers to expect *negative* outcomes for international undergraduates enrolled during COVID-19. The pandemic's educational and extracurricular disruptions of postsecondary learning environments (e.g., Bardill Moscaritolo et al., 2022; Hou & Wang, 2021; Liu, 2021) might reasonably be expected to have resulted in international students' delays or difficulties in completing their degree requirements on time, if at all. For

example, Aucejo et al. (2020) reported that “Due to COVID-19,” 13% of 1,500 students surveyed at one of America’s largest public universities delayed their graduation (p.1). The expectation of negative outcomes is further supported by published recommendations on what postsecondary administrators and institutions should do to implement interventions and policies supporting their international populations during a pandemic (e.g., Almadadha et al., 2025).

### **Pandemic vs. Prepandemic Cohorts Comparison**

The present study undertook a different approach to the issues surrounding international students and COVID-19. Instead of addressing pandemic-related challenges, it focused on the following empirical question: What were the actual graduation outcomes (rate and time to degree) of international undergraduates whose entire enrollment history at an American West Coast public university coincided with COVID-19? This study’s goal was to explore intergroup differences in graduation outcomes between the FA19 international undergraduate (pandemic) cohort and the comparison baseline (prepandemic) cohort that entered in fall 2013 (FA13). The latter was the last entering cohort to complete its undergraduate enrollment at the university before the pandemic’s SP20 onset. Research on graduation outcomes of international undergraduates whose program of study coincided with COVID-19 had not appeared in the literature by the time of the present report’s review. Consequently, the findings reported here are the first to focus specifically on this research issue, following up on a prior report about graduation outcomes of the 2020 international undergraduate class (Fass-Holmes, 2024). These findings address the postsecondary education community’s interests in international undergraduates’ academic performance and extracurricular experiences during COVID-19.

## **METHOD**

### **Participants**

The entire population of degree-seeking international (F-1 visa; U.S. Department of State, n.d.) undergraduates who entered an American West Coast public university in FA19 (i.e., those who entered in the semester prior to COVID-19’s March 2020 onset; the pandemic cohort) and counterparts who entered in FA13 (i.e., the last entering cohort whose entire undergraduate enrollment completed prior to COVID-19 onset; the prepandemic comparison baseline group; not a control) comprised the present study’s participant pool.

### **Data Collection**

Demographic data plus graduation records for the university’s entire population of degree-seeking international undergraduates who entered in FA19 and FA13 were extracted from student information systems using structured query language programs. The resulting records (N=321 for the FA19 cohort; 291 for

the comparison baseline FA13 cohort) contained unique ID, degree awarded and award term/year, applicant type (first-time undergraduates [NFRS] vs. transfers [TRAN]), field of study, and home country. These data were organized in a spreadsheet file with quality controls that precluded double-counting students with multiple records. Confidentiality was protected by performing the analyses on a secured computer, encrypting the records, and using procedures approved by the university's Institutional Review Board.

## Data Analyses

Descriptive statistical analyses consisted of calculating counts, graduation rates, percentages (did not graduate), time to degree (number of academic years), and standard deviations (where applicable). These metrics were disaggregated by admission status, major, and home country. In the calculations of percentages, the denominator was a total value appropriate for the data category in question; e.g., the denominator for calculating the percentage of the FA19 NFRS who did not graduate was the total number of FA19 NFRS. Statistics describing graduation outcomes of international undergraduates whose entire enrollment coincided with COVID-19 would be the first of their kind in the education research literature as of this writing. Inferential statistical analyses of potential between-cohort differences on graduation rates and times to degree included  $Z$  tests for the significance of difference between two independent proportions (i.e., graduation rates/percentages; [http://vassarstats.net/propdiff\\_ind.html](http://vassarstats.net/propdiff_ind.html)), Mann-Whitney  $U$ , and standardized effect size ([https://www.statskingdom.com/170median\\_mann\\_whitney.html](https://www.statskingdom.com/170median_mann_whitney.html)). All  $p$  values reported here are two-tailed with  $\alpha=.05$ . These analyses of international undergraduates' graduation outcomes were performed to determine the magnitude and statistical significance of intergroup differences between the pandemic and prepandemic cohorts. Statistical determination of cause and effect was beyond this exploratory study's hypothesis that graduation outcomes (rate and time to degree) of an international undergraduate cohort whose enrollment history entirely coincided with COVID-19 should be measurably *worse* than those of a comparison baseline cohort whose enrollment history was completed before COVID-19. Such determination was not appropriate in the absence of a true control group.

## RESULTS

### Demographics

The university's FA19 international undergraduate cohort comprised 321 students, 174 having entered as NFRS and 147 as TRAN. The FA19 NFRS' top five home countries were China (25.3% of the 174 NFRS), Kuwait (19.0%), India (7.5%), Vietnam (6.9%), and Brazil (5.7%). Their top five majors (and percentages) were Business Administration (Finance) (6.9%), Economics (5.7%), Business Administration (Accounting) (5.2%), Business Administration

(Management) (5.2%), Business Administration (Marketing) (4.0%), and International Business (English and North American) (4.0%). The corresponding countries for the TRAN counterparts were China (21.3% of the 147 TRAN), Japan (8.0%), Vietnam (7.5%), Mexico (5.2%), and Brazil (4.6%). Their top five majors were Economics (21.8%), Business Administration (Accounting) (7.5%), Computer Science (5.4%), Psychology (5.4%), and International Business (3.4%).

The international undergraduate comparison baseline FA13 cohort comprised 291 students, 166 having entered as NFRS and 125 as TRAN. The FA13 NFRS' top five home countries were China (25.3% of the 125 TRAN), Kuwait (19.0%), India (7.5%), Vietnam (6.9%), and Brazil (5.7%). Their top five majors (and percentages) were Business Administration (Finance) (6.9%), Economics (5.7%), Business Administration (Accounting) (5.2%), Business Administration (Management) (5.2%), Business Administration (Marketing) (4.0%), and International Business (English and North American) (4.0%). The countries for the TRAN counterparts were China (21.3%), Japan (8.0%), Vietnam (7.5%), Mexico (5.2%), and Brazil (4.6%). Their top five majors were Economics (21.8%), Business Administration (Accounting) (7.5%), Computer Science (5.4%), Psychology (5.4%), and International Business (3.4%).

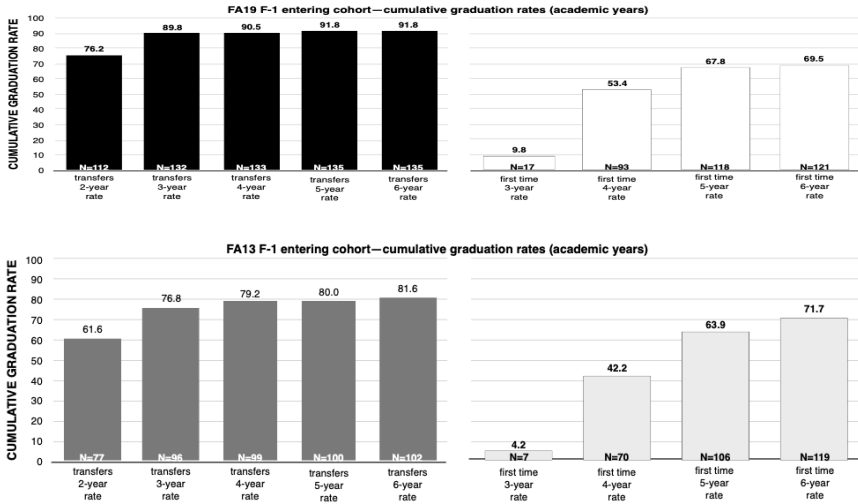
### **Graduation Rates**

Figure 1 shows the graduation rates and the numbers (*N*) of international undergraduates in the FA19 and FA13 cohorts who graduated. Approximately three-quarters of the FA19 **TRAN** cohort graduated in two or fewer academic years. This graduation rate was approximately 15 percentage points *better* than the FA13 counterpart's rate, and this difference was statistically significant ( $Z=2.604$ ;  $p=0.0092$ ). Approximately 70% of the FA19 **NFRS** cohort graduated in six or fewer academic years. This graduation rate was approximately 2 percentage points *lower* than the FA13 counterpart's rate, but the difference was not statistically significant ( $Z = -0.434$ ;  $p = 0.664$ ).

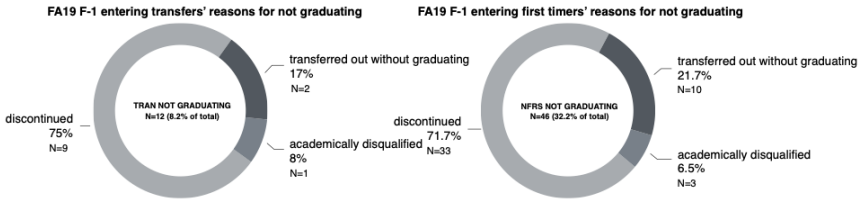
### **Disqualifications**

Figure 2 shows the numbers (*N*) and percentages of international undergraduates in the FA19 cohort who did not graduate, disaggregated by their reasons for not graduating. Approximately 10% of the FA19 **TRAN** who did not graduate were academically disqualified. The majority (three-quarters) of this cohort who did not graduate had discontinued their program of study. The remainder, approximately 20%, transferred to another American postsecondary institution without having graduated. Under 10% of the FA19 **NFRS** who did not graduate were academically disqualified. The majority (approximately three-quarters) of this cohort who did not graduate had discontinued their program of

study. The remainder, approximately 20%, transferred to another American postsecondary institution without having graduated.



**Figure 1: Graduation Rates of International Undergraduates in FA19 (Pandemic) and FA13 (Prepandemic Comparison Baseline) Cohorts, Disaggregated by Admission Status**

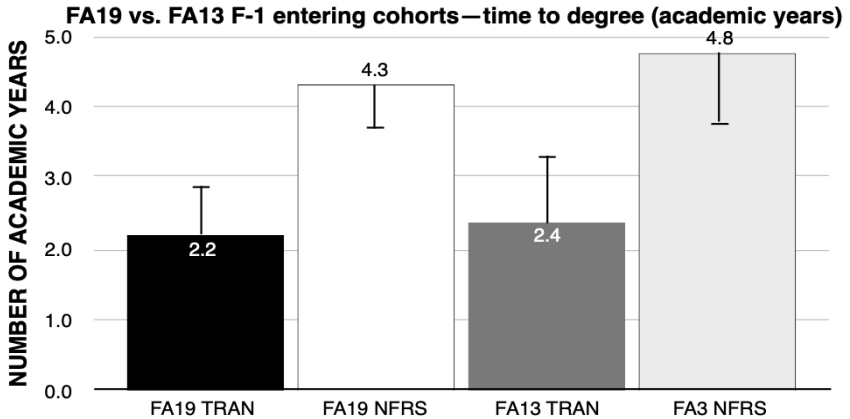


**Figure 2: Numbers (N) and Percentages of International Undergraduates in the FA19 (Pandemic) Cohort, Disaggregated by Admission Status and Reason for not Graduating**

**Time to Degree**

Figure 3 shows the mean number of academic years that graduating international undergraduates in the FA19 and FA13 cohorts took to complete their degrees. The graduating FA19 and FA13 **TRAN** took just over two years to complete their degrees; the difference between the two cohorts' mean number of academic years was not statistically significant ( $U=6163$ ;  $p=0.1554$ ; effect

size=0.092, small). The graduating FA19 and FA13 NFRS took somewhat more than four years; the difference between the two cohorts' mean number of academic years was statistically significant ( $U=4170$ ;  $p=0.0000000167$ ; effect size=0.37, medium).



**Figure 3: Mean Number of Academic Years to Complete Degrees for International Undergraduates in the FA19 (Pandemic) and FA13 (Prepandemic Comparison Baseline) Cohorts, Disaggregated by Admission Status**

## DISCUSSION

Negative/deficit generalizations about international students have appeared in various published reports; exemplary statements assert that these students collectively have a “lack of daily communication skills” (Jin & Schneider, 2019, p. 91), “...cannot do writing almost at all” (Hussein & Schiffelbein, 2020, p. 67), “... having language barriers, linguistically incompetent, or deficient in English” (Zhang-Wu, 2021, p. 11), or being “particularly vulnerable” to cheating (Bertram Gallant et al., 2015, p. 226). These negative/deficit generalizations about international students have recently been supplemented by reports of negative mental health symptoms (e.g., anxiety, depression, fear of infection, loneliness) during the pandemic’s onset (e.g., Aucejo et al., 2020; Bardill Moscaritolo et al., 2022; Zhang & Sustarsic, 2022) and other challenges (Almadadha et al., 2025). Consequently, the present concern is that administrators, educators, and/or researchers could overgeneralize these symptoms and challenges from nonrandomly selected survey, interview, and focus group participants to *all* international students, in which case the symptoms and challenges could become characterizations or illusory truths (Fass-Holmes & Paniagua, 2026).

This is not to say that international undergraduates were immune to COVID-19 disruptions. The results in Figure 2, for example, suggest that the disruptions could have played a role in those who discontinued their program of study (dropped out) and hence did not graduate. Discontinuation accounted for approximately 75% of these students, while only a small minority did not graduate due to disqualification and academic struggles. These results could be predicted from the research literature on international undergraduates' ordeals during COVID-19, particularly their family/health emergencies, financial hardships, food insecurity, isolation while sheltered in place, and loss of employment (Dickerson, 2020; Osaze, 2021; Zhang & Sustarsic, 2022). However, published recommendations about what postsecondary administrators and institutions should do to support and address their international population's ordeals (e.g., Almadadha et al., 2025) could be overgeneralizations; they urge the implementation of practices that could already be implemented or that could end up being delivered to students who would not meaningfully benefit from them (Fass-Holmes & Paniagua, 2026).

The extant literature's negative/deficit generalizations about international students would logically lead to the hypothesis that the educational disruptions (e.g., Bardill Moscaritolo et al., 2022; Hou & Wang, 2021; Liu, 2021), mental health symptoms (e.g., Aucejo et al., 2020; Bardill Moscaritolo et al., 2022; Zhang & Sustarsic, 2022), and other challenges (Almadadha et al., 2025) accompanying COVID-19 should have resulted in the FA19 cohort having *worse* graduation outcomes than the FA13 cohort. The present study was conducted to test this hypothesis (keeping in mind that this study tested for differences between these two cohorts, not to determine cause and effect in the absence of a control methodology). This exploratory research hypothesis is disconfirmed by the present study's unexpected results—the FA19 cohort had mostly *better* graduation rates and times to degree than the FA13 comparison baseline counterpart. Furthermore, the FA19 NFRS cohort's four-year graduation rate of 53.4% and time-to-degree values approximating the conventional four years markedly contrast with the report that "...only 41% of American college students graduate from college in four years" (Trivette, 2022).

These unexpected results are the first in the research literature to indicate international undergraduates' equivalent or better (rather than worse) graduation outcomes during COVID-19. They provide additional evidence of international student success (e.g., Fass-Holmes, 2016, 2021, 2022, 2024) and contrast with numerous reports emphasizing international students' negative experiences during the pandemic's onset (e.g., Alaklabi et al., 2021; Aucejo et al., 2020; Firang, 2020). This is not an interpretation that the pandemic's disruptions (which were neither an educational intervention nor an experimental manipulation in this study) caused or were responsible for the FA19 cohort's positive graduation outcomes; it is only an interpretation that these outcomes happened during disruptions accompanying COVID-19 onset (Liu, 2021).

The observed positive graduation outcomes extend previous evidence (Fass-Holmes, 2021, 2022, 2024) that international undergraduates generally succeeded

academically in SP20 despite the pandemic's educational disruptions (e.g., Bardill Moscaritolo et al., 2022; Hou & Wang, 2021; Liu, 2021), mental health symptoms (e.g., Aucejo et al., 2020; Bardill Moscaritolo et al., 2022; Zhang & Sustarsic, 2022), rising xenophobia (e.g., Hou & Wang, 2021; J. J. Lee, 2020), and other challenges (e.g., English et al., 2022; Fass-Holmes, 2022). These students' positive graduation outcomes might reflect their resilience (ability to recover from and adapt to adversities and stress; e.g., Robbins et al., 2018), immigrant advantage (e.g., Feliciano & Lanuza, 2016), focus on degree completion (i.e., more time spent studying while sheltered in place; e.g., Aucejo et al., 2020), adaptation to online instruction (e.g., Blankstein et al., 2020), and/or benefit from enhanced institutional support (Fass-Holmes, 2022). Further research will be necessary to determine what factor(s) contribute to these students' positive graduation outcomes.

Alternative possible explanations for these counterintuitive results that merit discussion are not supported by circumstantial evidence. They include increased cheating, grade inflation, and/or instructors' sympathetic grading specifically for international students (Fass-Holmes, 2017, 2022) during COVID-19. These other explanations would be problematic to compellingly account for the present results because the university's faculty and teaching assistants (TAs) would have needed to intentionally identify which students were international and then inflate or sympathetically assign grades to those students and yield the present results. This explanation additionally seems unlikely because faculty and TAs also had to deal with COVID-s disruptions. Additional studies would be required to resolve the validity of these alternative explanations. However, they should at least be recognized as trivializing these undergraduates' successful graduation outcomes during their continuous enrollment throughout COVID-19.

Another alternative explanation for the present results is that they should be disregarded out of hand because the university's international undergraduates could not have positive graduation outcomes. This dismissive explanation is based upon the assumption that FA19 undergraduates, especially Asian ones, were linguistically inferior and consequently were incapable of positive graduation outcomes. Their presumed inferiority could be attributed to the overgeneralization of English deficiency (Zhang-Wu, 2018, 2021) from nonrandom samples of survey, interview, and focus group participants to the entire population of international students. The present positive findings render this explanation moot. Moreover, if the assumption of linguistic inferiority was advocated by educators or researchers (such as overgeneralizing international students' "lack of daily communication skills" [Jin & Schneider, 2019, p. 91] or other challenges [Almadadha et al., 2025]), they could risk imposing a negative reputation on these students and pushing future applicants away from American postsecondary institutions (Fass-Holmes & Paniagua, 2026).

### **Limitations**

One limitation of the present study is its basis upon a single university. As such, the study's findings might not be representative of or generalizable to

international undergraduates whose enrollment history at other American universities coincided with COVID-19. Although resolution of this limitation would require replication studies at other institutions, the present results are at least consistent with others showing international undergraduates' academic successes during COVID-19 (Fass-Holmes, 2021, 2022, 2024).

Another limitation is that the present study was not designed to conclusively determine what caused the FA19 (pandemic) cohort's equivalent or better graduation outcomes (rather than worse ones) compared to the FA13 (prepandemic) comparison baseline cohort. This study instead was expected to provide evidence that the former would show *worse* outcomes, consistent with the literature's evidence of international students' negative experiences during the pandemic (e.g., Alaklabi et al., 2021; Aucejo et al., 2020; English et al., 2022; Firang, 2020; Martirosyan et al., 2022). Although this study does not demonstrate what specific disruptions and/or stressors individual students experienced or how individual students responded to them, it did test and disconfirm the present research hypothesis. Resolution of this limitation will require further research with appropriate controls for a diversity of variables, such as adaptation to online instruction, policy accommodations, or enhanced institutional support (Fass-Holmes, 2022), that could have played a role in the present study's findings.

Last, the university's international undergraduate FA19 cohort had only 2–6 years of exposure to COVID-19, which was potentially insufficient for these students to experience a detectable negative impact of the pandemic's disruptions, mental health symptoms, and/or other challenges on their graduation outcomes. This limitation should be recognized as speculation. The research literature currently does not include any a priori grounds or theory that would predict or hypothesize a dose–response curve relating the duration of exposure to the pandemic's educational disruptions, mental health symptoms, and/or other ordeals versus the magnitude of international undergraduates' graduation outcomes (with all other variables held constant).

## Conclusion

This report contributes the research literature's first evidence of and acknowledges international undergraduates' positive graduation outcomes during the educational and extracurricular disruptions accompanying COVID-19. The present unexpected results disconfirm the hypothesis that the university's FA19 international undergraduate cohort would have *worse* graduation outcomes than the FA13 comparison baseline cohort. The observed positive graduation outcomes could be indicative of these students' resilience (Charoensap-Kelly et al., 2025) and/or benefit from enhanced institutional support (Fass-Holmes, 2022). This report supports advocacy (Fass-Holmes & Paniagua, 2026) for administrators, educators, and education researchers who have propagated the extant literature's negative characterizations of international undergraduates' experiences during COVID-19 to exercise more caution and to beware of overgeneralizing from

nonrandom samples of international undergraduates with verified negative outcomes/experiences during COVID-19 to the population of these students.

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