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Has Safer Improved SACM's Work and Helped Saudi Students in the USA Resolve Their Needs Quickly

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HAS SAFEER IMPROVED SACM'S WORK AND HELPED SAUDI STUDENTS IN
THE USA RESOLVE THEIR NEEDS QUICKLY?

A Thesis
Presented to
The Faculty of the Department of Architectural and Manufacturing Sciences
Western Kentucky University
Bowling Green, Kentucky

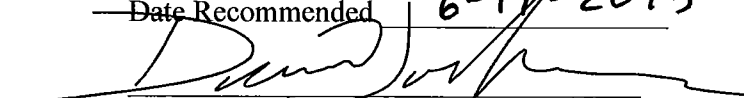
In Partial Fulfillment
Of the Requirements for the Degree
Master of Science

By
Faisal Alzomily

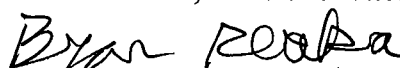
August 2013

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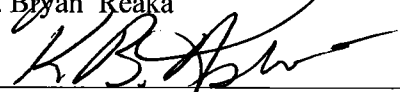
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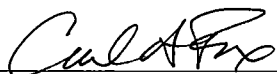
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Dr. Brent Askins



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Dean, Graduate Studies and Research Date

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HAS SAFEER IMPROVED SACM'S WORK AND HELPED SAUDI STUDENTS IN THE USA RESOLVE THEIR NEEDS QUICKLY?

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Directed by: Dr. Daniel Jackson, Dr. Bryan Reaka, and Dr. Brent Askins

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This study examined efficiency of the Safeer by gathering and analyzing the perception of 131 Saudi students from Bowling Green, KY. The purpose of the study was to ensure that the system is able to perform its function as the bridge between different institutions and Saudi students studying in the US who require assistance in processing their academic requirements. A self-administered survey using five scale points was employed. Results were summarized using descriptive statistics at 95% confidence level. The result confirmed the hypothesis that the use of the Safeer program provides quality service delivery within SACM, which in turn benefits Saudi's students in the USA by making and facilitating their requests faster. Findings show that students found the Safeer software interface easy to use. The overall impact of Safeer to SACM in serving the student community from Saudi Arabia is generally positive. It made SACM more responsive, convenient, and accessible. However, some students demonstrated concerns about the loading speed, security of personal data, and other issues. Safeer not only made SACM's services more accessible to students, it also provided a more current and technologically relevant option for the users and contributed to the organization's goal of bridging culture, geography and technology while providing quality service to Saudi Students from all over the US.

CHAPTER ONE

INTRODUCTION

The Saudi Arabian Cultural Mission (SACM) in the USA is a dedicated agency that was created by the Saudi government to administer, manage, and carry out programs to meet the educational and cultural needs of Saudi's students who are studying in the United States. It is imperative to understand that foreign students often have a major challenge adapting to new environments. In many cases, foreign students must put in a great effort to fit into their new community, which takes considerable time and perhaps may affect their academic performance.

In this context, SACM is critical in assisting students from Saudi Arabia studying in the USA. SACM is a bridge between Saudi Arabia and the rest of the world in fostering culture, education, science, and other related activities kindling hope and providing a better experience to Saudis studying abroad. The Ministry of Higher Education in Saudi Arabia housing SACM works very well with full efforts aiming to serve students. They achieve that by providing a system striving to fulfill students' needs anywhere and anytime. SACM was created in 1951 and forms a part of the Royal Embassy of Saudi Arabia based in Washington, D.C.

Safeer is an electronic system initiated by the Ministry of Higher Education in Saudi Arabia to help make students' applications and transactions easier through an online environment rather than a face-to-face interaction. Safeer is divided into three main sections of the Saudi Ministry, education in the Saudi Kingdom, and education abroad. The section dealing with education abroad provides services to Saudi students studying in the USA. Since then, the Saudi Arabian government has upgraded this system

using current technology. They have developed an integrated and interactive system enhancing support and other services to these students as well as their dependents. In addition, this system has become the students' key connection between the Saudi Kingdom and the USA.

Currently, Safeer operates 230 interactive programs supporting educational and administrative services for all learning aspects concerning Saudi students. By making use of the latest technology, Safeer aids in areas such as application procedures, requests for certificates, follow-up procedures from their hometowns, scholarship applications, and service delivery for all students. This system eliminates the need for physical presence where students must travel to the nearest embassy or consulate. To accomplish this, the Ministry allocates a number of information systems to facilitate such students with their transactions online. In addition, students who have completed their studies are still allowed to access SACM.

Because of this service to Saudi students abroad, the Safeer program helps ease the work of SACM staff in managing and implementing their entrusted tasks by providing all relevant information regarding the student starting from registration data, academic credentials such as degrees, to personal attributes such as communication skills. Furthermore, Safeer is of considerable assistance to the Education Ministry as it allows follow-up of requests, assessment of performance, and feedback providing suggestions for needed services to SACM.

Definition of the Problem

The connection between Safeer and SACM is highly dependent on modern technology and online computer systems. It is also dependent on the use of the information technology protocols and procedures. The system relies on interactive government portals geared toward establishing a significant communication system between its users and SACM offices. It is worth noting that modern systems may fail to perform in one way or another. This is evident through various challenges noted while communicating via SACM, such as delays in responses and other service requests. These delays may lead to a perception by users that SACM requires a greater focus on improving the Safeer system.

Hypothesis

This study will impact Safeer by improving quality service delivery to Saudi's students in the USA. The majority of studies have demonstrated that internet-integrated systems such as Safeer have the capacity to enhance the quality of services and meet customer expectations. Consequently, this study will benefit the public sector, government organizations, and Saudi students by providing and demonstrating deeper insights into quality service delivery and performance improvement to the target group. The proposed study aims to explore and establish a position on the following hypothesis: The use of the Safeer program provides quality service delivery within SACM which in turn benefits Saudi's students in the USA in making and facilitating their requests faster. In addition to the overall hypothesis, this study will seek to answer the following questions:

- i) Is the Safeer software interface easy to use?
- ii) How responsive are Safeer personal to Saudi students' requests?
- iii) What is the impact of Safeer to SACM in serving the student community from Saudi Arabia?
- iv) How can Safeer improve its service to SACM while serving the student community for a better quality?

Purpose of the Study

Students are spread across all the different corners of the United States, and some have trouble with Safeer meeting their needs. It is imperative for many people get acquainted with the new systems that the government introduced to facilitate all the academic requirements of the Saudi Students.

Another problem that can be derived is that the procedures involved with Safeer took a long time, which seemed to be a drawback for the students. In addition, communication procedures between Safeer and students in the USA may be found too weak, and these improvements may lead to better-standardized methods by Safeer or SACM to affect prolonged benefits for Saudi students studying in the United States.

Studying the efficiency of Safeer is paramount in ensuring excellence in its service. It is a primary means to develop a clear way of establishing an efficient system. Therefore, the purpose of this research is to find out whether the introduction and implementation of Safeer has led to improvement of SACM.

It is important to find out whether the students of Saudi Arabia who have opted to study in the USA can access this service. This research includes realizing the potential of

the service in helping to overcome demands and requirements arising while studying in the USA. Hence, the study will explore the various aspects that are of importance to SACM in determining the effectiveness of the same service to the academic community.

Significance of the Research

The main significance of the research is to find out whether the introduction of Safer brought a positive change in SACM. The study investigates whether it helped SACM in its mission to provide better electronic services to all students over in the United States. This is important because it is the core purpose of the connection between SACM and Safer. For instance, this study explains how a person can receive all the information he or she wants while at home. The research clearly defines how the government has been successful in creating the channel of communication.

Notably, apart from the public, the emergence of the internet has even swayed politicians and public administration, as well as academics tremendously. Hence, making the optimum use of this study will provide a modernized and a better electronic method in all systems. The importance of this study suggests other ways that SACM can provide better services to its clients from Saudi Arabia. For instance, this research can highlight some weaknesses the government can improve on to make studying more enjoyable for Saudi students in the USA.

Limitations of the Study

- i) The limitations of this study relate closely with the reluctance of people in accepting the new IT system introduced by the government through Safeer. Accepting change or a new thing always takes time. This is mainly because human beings are not susceptible to change. Similarly, the advent of Safeer was new for all Saudi students. It will take time for them to adjust and understand the entire concept and working of Safeer. As a result, this becomes a key challenge, as the research may not yield accurate results on the effect of SACM to Saudi students in the USA.
- ii) Time is a significant limitation. The study was carried out within a defined period of time, which means that it was limited. Data collection and analysis also took a long time. The study required a lot of travelling between the two countries, hence, a lot of time was used on the way.
- iii) Financial constraint in collecting data. The research is to be done from both the United States and Saudi Arabia. These are the two principal places that a person can get adequate information concerning the impact of Safeer on SACM. This was quite challenging in terms of finances because the researcher had to allot finances for them. The research assistants also needed fare to move between the two countries to facilitate research.
- iv) Limited collection of in-depth information. As per the data, more than 85,000 students from Saudi Arabia opted to go to the USA for shaping their career. Hence, it is vital to make them aware about the concept of Safeer so that they can carry out electronic transactions easily without any effort. The sample

infer toward this population will be restricted to Saudi participants in Bowling Green, Kentucky and Western Kentucky University.

- v) If the entire plan is not propagated in a proper way, it will automatically limit the working of the same, leading to failure. Thus, reaching to each and every Saudi and making them aware of the latest introduction of Safeer became a limitation to the entire plan of supporting SACM in its mission.
- vi) Negative response from respondents especially when they were busy in both the United States and Saudi Arabia.

Delimitation

Researchers have to ensure that they develop a program that will teach and train people concerning the new IT system being used by SACM. This will facilitate the participation of people in the research.

Assumptions

- i) The major assumption of this study is that the connection between Safeer and SACM has been the best in terms of serving students who are their primary clients. Hence, it is assumed that all the students in the United States are enjoying the provision of reliable service while in the foreign country.
- ii) It is assumed that the services provided by Safeer are critical to the establishment of SACM as a governmental agency that serves a wide community.

- iii) The findings of this study gears toward improving Safeer and SACM based on their output so that both can become more effective.
- iv) The targeted population or rather the study population will provide the required information and would, therefore, understand business relation practices and their implementation.

Definition of Terms

Safeer: is an electronic system initiated by the Ministry of Higher Education in Saudi Arabia to help students make their applications and transactions easier and virtual rather than face-to-face.

The Saudi Arabian Cultural Mission (SACM): is a specialized agency developed by the Saudi government to devise educational and training policies meant to produce qualified individuals from its students studying abroad who will steer up national development.

Abbreviations

U.S.A: United States of America.

SACM: Saudi Arabian Cultural Mission.

WKU: Western Kentucky University.

CHAPTER TWO

LITERATURE REVIEW

To date, there are no documented studies regarding the effectiveness of Safeer. The only available information relating to Safeer is contained in the portal of Saudi Arabia's Ministry of Higher Education and the SACM website. This study aims to uncover the statement about the quality of service/improvement that Safeer has influenced in SACM. In this respect, this research will concentrate on the review of studies relating to the enhancement of quality service using e-government systems.

Provision of quality services by government organizations has been upheld mostly by developed countries starting in the early 1990s. This success has heavily relied on the use of approaches that are customer-oriented and those that focus mainly on performance measurement. More recently, the use of the internet has emerged as one of the approaches used to improve the delivery of quality services by enhancing greater accessibility. Besides the rising popularity about quality concepts in government organizations, the approach still remains under investigation. Hence, the literature review will focus on studies in countries such as Croatia, Malaysia, Slovenia, Spain, China, and Catalonia and some studies on the quality of e-services.

Dosen & Skare (2004) conducted research to examine the impact of the internet on the distribution of services in Croatia. Dosen & Skare (2004) conducted an extensive literature review about using the internet in the marketing context, and developed a framework that Croatian service providers can utilize to make strategic decisions concerning electronic service delivery. Dosen & Skare (2004) taped consumer perceptions about the use of the internet as a service delivery channel in Croatia. Dosen

& Skare (2004) used an exploratory research method that used a survey as the instrument. They used a convenient sample of graduate marketing students.

Dosen & Skare (2004) asked respondents to mention different internet uses, classify internet services and to estimate the extent to which the internet is an alternative distribution channel. They found out that in order to use the internet to deliver services effectively, the service should be well understood and there should be a thorough investigation of service segments. They concluded that the external environment affects the decision of an internet model to be used for service delivery and that an effectively managed internet can generate beneficial outcomes for service providers and consumers.

Agus, Barker & Kandampully (2007) conducted a study to investigate the extent to which the quality of service permeates in the Malaysia public service sector. The researchers drew their findings on customer perceptions and management of service quality. They conducted an extensive literature review concerning the theory and practice of the quality of services as perceived by practitioners and researchers. The study addressed the key relationship between service quality, service performance and service dimensions in Malaysia's public service sector. Agus, Barker & Kandampully (2007) used two separate surveys distributed to customers and managers from 86 branches of Malaysia's public sector department.

The results of the study supported the conceptual model by indicating a strong relationship between service performance, service quality dimensions and customer satisfaction. Service providers rated as "excellent" were found to be the most favorable in terms of access credibility and responsiveness. These results add to the body of

knowledge related to public service quality management, though limited to the absence of employees' perceptions.

Groznik, Kovacic & Vrh (2004) conducted a study that presented the characteristics of business renovation efforts as well as readiness for the e-government in Slovenia. The business renovation project used was a case of Slovenia' Ministries of Education, Science and Sport. Groznik, Kovacic & Vrh (2004) pointed that the new doctrine of e-government requires organizations to synchronize and integrate strategic vision and the tactical delivery of services by using the needed information technology and service infrastructure. The research consisted of an extensive literature review about Business Renovation (BR) as a framework used in the introduction of e-services.

Groznik, Kovacic & Vrh (2004) showed the extensive use of simulation, process modelling and analysis. Groznik, Kovacic & Vrh (2004) found that simulation modelling was useful because it showed the whole process, hitches of existing processes, and drawbacks in process execution, and provided a critical insight towards process execution. Groznik, Kovacic & Vrh (2004) concluded that the outcomes of business renovation showed in organizational changes, reduced execution time and simplified business processes, which indicate an excellent base for informalization as a step towards e-government.

Criado & Ramilo (2003) studied web site use experience within the local government in Spain. The study was an empirical study with support from direct observation of web sites of local councils in two regions of the country. The study provided primary data about aspects and indicators that measure website orientation to citizens.

The results of Criado & Ramilo's (2003) study confirmed a preliminary level of website use, which implies information dominance over interaction, unidirectional relationships over transaction lines and lacks in website style design and management.

An empirical study on e-government focusing on Catalan matters about administration in any entity, either private or governmental, requires adequate and efficient systems. This is fundamental in carrying out the daily duties that facilitate the overall functioning of organizations. The administration usually calls for an outstanding organization of the offices to ensure that all processes and protocols are followed to the letter. This is critical to the functioning of such units as a whole. Failure in organizing such large entities leads to poor service provision by the same. Therefore, it is critical to realize the strengths and weaknesses of any system (Welp, Urgell, & Aibar, 2007).

The understanding of service quality is paramount to enhancing efficiency in any service unit. It forms the leading aspects that characterize the different sections of the given system or department. Service quality plays a key role in the establishment of any given system or organization. According to studies on service efficiency done by Kim, Mike (Tae-In) Eom, and Ahn (2005) in China, it is paramount to ensuring customer satisfaction. This research determined the various aspects that affect the production of excellence in service. These are factors such as attitudes, customer satisfaction, and the correlation between the systems used in the organization and its core values. Hence, the study points out that the connection between the internal systems and the primary goals of any organization is to affect its efficiency and service to the people.

It is important to note that the success of any organization relies on the delivery of excellent service to the customers and the community (Majed, 2007). Internet service has

been marked as one of the leading means of enhancing perfection in service production, in this case, the Safer program in SACM. According to Majed (2007), the use of internet connections is critical when handling both internal and external organization processes. Christos, Babis, Xenia, and Mentzas (2007) support these ideas as their study highlights the determination of quality service by governmental units. However, these studies only highlight the investigations done on the quality of service to the citizens by the government. Similar to this case, the following study will investigate how Safer improved SACM's service delivery by helping Saudi Arabia's students in the US to get their needs quickly.

The past two decades have witnessed much attention from scholars and practitioners regarding service delivery. Customer satisfaction is taken as the main determinant of the quality of service. However, there is a major difference in the provision of quality services between public and private entities. The private sectors are popularly known for adopting new management practices and principles for delivering quality services in a much faster rate, as opposed to the public sector. This is attributed to the natural differences existing between these two sectors, particularly in the historical and environmental context. To be more specific, the majority of government-sponsored organizations in the public sector struggle to provide social benefits within a reduced cost and a limited budget. On the contrary, the private sector is profit-oriented and, thus, provides social benefits at an extended budget and increased costs that will reciprocate better outcomes. In this respect, private sector organizations or agencies are highly productive and more profitable compared to public agencies. The slow and poor delivery of quality services by public or government organizations is attributed to various factors.

These are: emphasized scrutiny by the press and the general public, the interference of the process by the law, and lack of freedom to exercise their actions in an objective manner. Relative to law, the work of government ministries is to oversee that the legislation governing an organization relates to the needs of the country. As noted above, SACM role is to provide Saudi Arabia with qualified manpower to stimulate national development. With this in mind, the laws governing SACM will probably stick to the government needs rather than the customers. Despite these challenges, government organizations have faced rampant pressure to provide quality services, improve efficiency, as well as abide fully to the legislation.

Since the formation of SACM in 1951, it has undergone numerous transformations in a bid to improve the provision of its services. As mentioned earlier, SACM deals with the provision of education-related services to the Saudi students studying abroad, particularly in the US. Initially, SACM relied on an approach which involved customers making their requests by writing postal letters or on a face-to-face basis. This hindered the accessibility of SACM services to the majority of its target students. On top of this, the quality of services formerly offered to the customers was questioned. This was attributed to the various challenges in logistics, time factor and so forth. According to Bhatta (2005), government organizations are usually deemed as inefficient due to the lack of incentives like those of private organizations. Private organizations rely on a decentralized system in decision-making and also operate in a free open market. On the other hand, government organizations operate on a platform characterized by market competition, constrained resources and high customer expectation. This triggered technological advancement in SACM which yielded the

Safeer program. This is an electronic system that was aimed at providing quality services to Saudi students.

It is critical to realize the opinions of the recipients. For instance, in the business circle it is crucial to consider the people that one is serving at all times. These are important as they determine the reputation of the service provider. In this context, it is in order to devise a means of understanding the thought and feelings of the recipients, Saudi students in the US. Therefore, this study is devised to determine the feedback from the students concerning the efficiency of the new appointed IT system by the governing agency SACM. The study will be supported by other leading researchers in order to cover the gap and provide answers to the government on whether the students are benefiting from the Safeer service.

CHAPTER THREE

METHODOLOGY

Studying cases involving international students and the community at large calls for a customized process to ensure that all information is captured accurately from all participants (Creswell & Plano, 2011). It is imperative that this research employ methodology establishing a sample representative of the greater population. These results will lead to a distinct realization of a solution to the question under study, and in this case, the significance of Safeer to SACM. Therefore, this study will employ a sample of Saudi Arabia's students studying in the US with the aim of procuring their feedback regarding Safeer usage and efficiency in SACM's work.

The quantitative method of research will be used to derive the required information. An adequate sample size will be selected to facilitate this analysis.

Thesis Design

A proper systematic data collection will enable a solution. Bearing in mind the primary aim of the study, the research method of choice will be a survey (Creswell & Plano, 2011). To find a solution for the problem of the thesis, the survey is accomplished through a questionnaire of a sample of students giving them an opportunity to speak their views and opinions regarding the drawbacks of the system as well as the problems and difficulties that they face in the United States. This will give an opportunity to the students and the wider community (participants) to release their opinions, and

observations concerning the new IT system introduced to help Saudi students while in the United States.

A proper close-ended questionnaire will help dealing with the problem successfully. This is done by revealing the views of the students. The results will enable the system to make necessary changes required to fulfil the aim of improving Safeer.

Questionnaires will be self-administered, but may be administered face-to-face when the interviewer requests. The respondent is expected to respond to questions by indicating a position on the provided Likert scale. All questions will be administered using a thought condition regarding satisfaction.

Participants

Major participants of this survey are the Saudi students who have opted to study in the United States. As Safeer is especially designed for them, reviews from them will be best to help find the problems existing in the system. The research will involve distinct groups of students in the given community. The researcher will be responsible for collecting useful information of the study from:

- i) Students are the primary subjects that will lead the research study. Students are categorized into three sections:
 - a) Current students: those who will give a clear picture on the efficiency of the current system.
 - b) New applicants: new applicants can highlight whether they appreciated the protocols of SACM as they found it. For instance, these students can explain the reception of this agency towards new applicants and other visitors.

- c) Graduated students (alumni): this is an important category that will give an insightful opinion that either supports or blemishes the current system (Safeer and SACM).
- ii) Family adult members (parent/guardians/siblings): these can be considered additional participants who can give an opinion concerning the same topic.

Implementation

After proper planning, the next step is implementation involving critical details, such as preparing the questionnaires and organizing the research subjects. It is paramount for participants to be evenly distributed in order to ensure data has been well-received from the community to facilitate the research.

The samples collected should allow the researcher to generalize the results about the target population, which are the Saudi students in the US. The research will use questionnaires that will be distributed randomly. This will be a simple random sampling technique whereby each member of the population has an equal chance of being selected.

Comparison and Analysis

After carrying out the quantitative research regarding a questionnaire, it is essential to compare and take note of the views and opinions of each and every student surveyed. Through this, a definite solution may be obtained. It is imperative to understand that an outstanding and strong conclusion must be made based on results and analysis of the study. Similarly, the research will produce an overall statement that sums

up the entire study. In this context, a comparison will be done from all results obtained. For instance, a comparison can be done from the questionnaires about SACM and Safeer. Therefore, the analysis will emerge from this context to exhibit the validity of the research and provide a conclusion to the hypothesis.

Data Collection, Instruments, and Procedures

The researcher will be equipped with questionnaires that will be given to Saudi students who live in Bowling Green, which is a city in the state of Kentucky in the USA. These questionnaires are developed to provide sufficient information from the Saudi students to answer the questions and the hypothesis of this study. The questionnaires are to be filled out and returned back at a common collection point. All questionnaires will be distributed randomly. The questionnaire will have 24 questions on a Likert scale regarding the usage of Safeer and each question will have five scale points which are: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5.

Data Analysis

This research has quantitative designs. All data collected are then organized and summarized using Microsoft Excel software to make the analysis much easier for the researcher. Accuracy may be subject to the person performing data entry. In this context, it is important to ensure all data are input accurately throughout the study. As per the computerized analysis, the analysis should be carried out with a fair approach pointing to the problems or lack of problems with Safeer. For quantitative responses, results will be

confirmed during the analysis process and tabulated in the computer before being analyzed (Ott & Longnecker, 2010). Each question will be analyzed using a descriptive statistic and represented with table frequency per pin and percentage, table of descriptive statistic, and a graph.

An experiment never comes to an end before observation and analysis. Rather, a conclusion can only be attained if the analysis of the surveyed material is undertaken. Thus, a properly enhanced data analysis in this case will help in reaching a decisive conclusion. Both an exploratory and confirmatory analysis method is necessary. This will help to search, identify, describe the patterns and evaluate statistically the importance of these patterns. The collected data will be analyzed by using descriptive statistics. This method will help to get tables, histogram, charts, means, and the standard deviation of all data. Additionally, the participants of this study are selected at random count and have equal chances of selection which makes the sample sizes almost equal and independent of each other. In addition, confidence intervals will assist in making an inference from the sample of Saudis at WKU toward the greater population of Saudi students across the USA. Qualitatively, each question will be analyzed to reveal an insight into the students' thoughts regarding Safer. The overall hypothesis that the use of the Safer program provides quality service delivery within SACM which in turn benefits Saudi's students in the USA in making and facilitating their requests faster will be analyzed using survey questions: 2, 7, and 19. In addition to the overall hypothesis, each additional question will be analyzed both qualitatively and quantitatively using percentages. Question 1 (Is the Safer software interface easy to use?) will be analyzed using survey questions: 3, 8, 17, 20, and 21, question 2 (How responsive are Safer personal to Saudi students' requests?)

will be analyzed using survey questions: 6, 14, 15, 16, and 18, question 3 (What is the impact of Safeer to SACM in serving the student community from Saudi Arabia?) will be analyzed using survey questions: 1, 4, 10, 13, and 22, and the last question (How can Safeer improve its service to SACM while serving the student community for a better quality?) will be analyzed using survey questions: 5, 9, 11, 12, 23, and 24.

CHAPTER FOUR

ANALYSIS

The data were collected by the principle investigator using a survey with a questionnaire instrument (Appendix A). The survey had 24 questions and each question had five scale points: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5. All data were collected from 131 Saudi students who live in Bowling Green, KY. Provided for each question is a frequency table per bin, descriptive statistic, a confidence interval regarding the mean, and a visual graph representing the sample distribution.

Statement 1: Because of Safer, I don't have to go to SACM's offices to finish my requests:

The first question in the survey was about the Saudi student doesn't need to go to SACM's offices to finish his or her requests because he or she can finish them online by using Safer. The results of the completed survey are 41.98% of students chose 4 (agree), 34.35% of students chose 5 (strongly agree), 19.08% chose 3 (neutral), 3.82% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 1 and table 1. Also, the standard deviation of this survey question is 0.87 and the mean and the mode are 4.05 and 4 respectively, as shown in table 2.

Table 1: Bin, Frequency, and Percentage for St. 1.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	1	0.76%
2	5	3.82%
3	25	19.08%
4	55	41.98%
5	45	34.35%

Table 2: Statistical Analysis of Statement 1.

<i>St.1</i>	
Mean	4.053435115
Standard Error	0.076100636
Median	4
Mode	4
Standard Deviation	0.871011588
Sample Variance	0.758661186
Kurtosis	0.326895781
Skewness	-0.742737334
Range	4
Minimum	1
Maximum	5
Sum	531
Count	131
Confidence Level (95.0%)	0.150556007

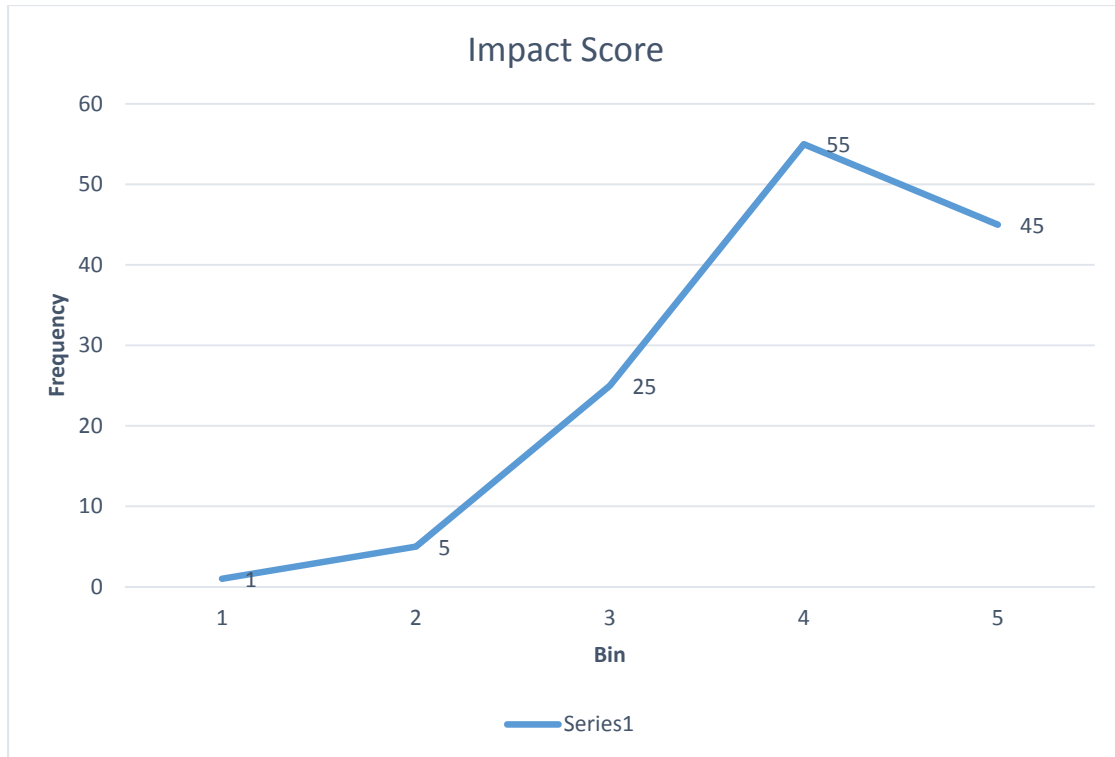


Figure 1: Impact of Statement 1.

Statement 2: Using Safer is better than face-to-face interaction:

The second question in the survey was about if the using of Safer for students is better than face-to-face interaction or not. The results of the completed survey are 33.59% of students chose 4 (agree), 27.48% of students chose 3 (neutral), 24.43% chose 3 (strongly agree), 12.21% chose 2 (disagree), and 1.53% chose 1 (strongly disagree), as shown in figure 2 and table 3. Also, the standard deviation of this survey question is 1.09 and the mean and the mode are 3.71 and 4 respectively, as shown in table 4.

Table 3: Bin, Frequency, and Percentage for St. 2.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	2	1.53%
2	16	12.21%
3	36	27.48%
4	44	33.59%
5	32	24.43%

Table 4: Statistical Analysis of Statement 2.

<i>St. 2</i>	
Mean	3.709923664
Standard Error	0.095395182
Median	4
Mode	4
Standard Deviation	1.091847761
Sample Variance	1.192131533
Kurtosis	0.792279402
Skewness	0.096400654
Range	7
Minimum	1
Maximum	8
Sum	486
Count	131
Confidence Level (95.0%)	0.188727958

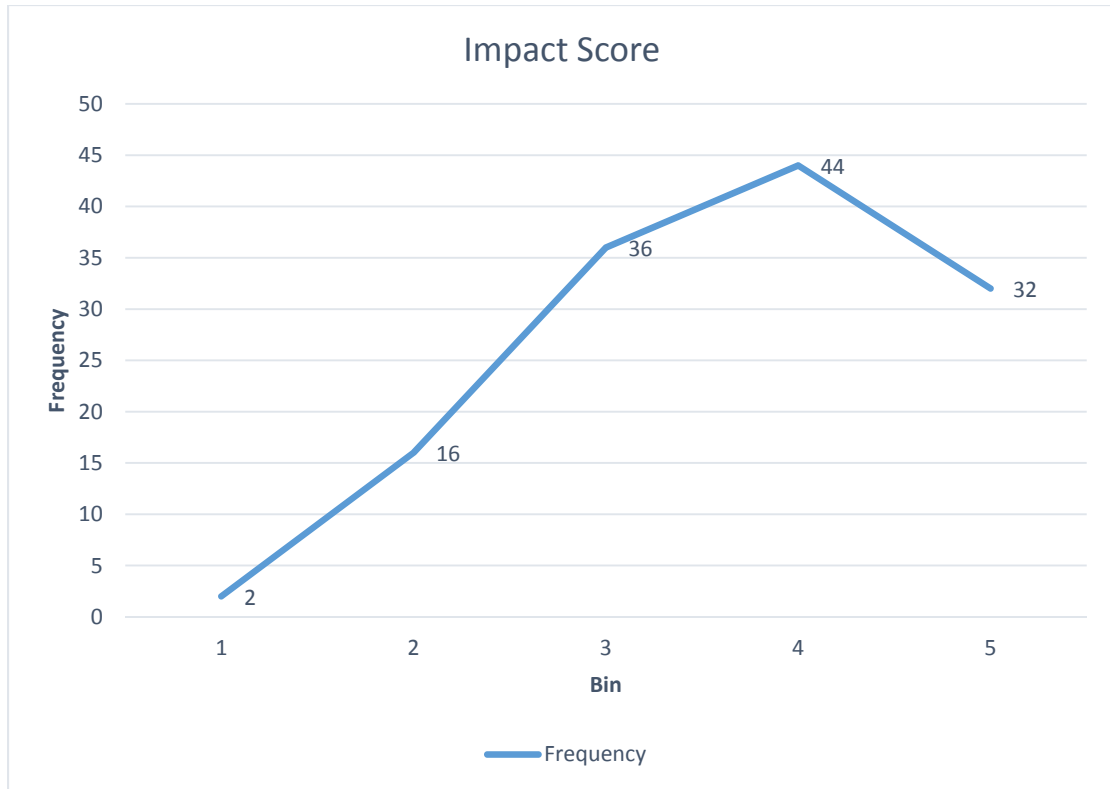


Figure 2: Impact of Statement 2.

Statement 3: Safer is easy to use:

This statement was about if using Safer is easy to use for Saudi student. The results of the completed survey are 50.38% of students chose 4 (agree), 31.30% of students chose 5 (strongly agree), 16.03% chose 3 (neutral), 1.53% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 3 and table 5. Also, the standard deviation of this question survey is 0.80 and the mean and the mode are 4.15 and 4 respectively, as shown in table 6.

Table 5: Bin, Frequency, and Percentage for St. 3.

Bin	Frequency	Percentage %
1	0	0.00%
2	2	1.53%
3	21	16.03%
4	66	50.38%
5	41	31.30%

Table 6: Statistical Analysis of Statement 3.

St. 3	
Mean	4.152671756
Standard Error	0.069789788
Median	4
Mode	4
Standard Deviation	0.798780633
Sample Variance	0.638050499
Kurtosis	3.267202546
Skewness	0.452804509
Range	6
Minimum	2
Maximum	8
Sum	544
Count	131
Confidence Level (95.0%)	0.138070749

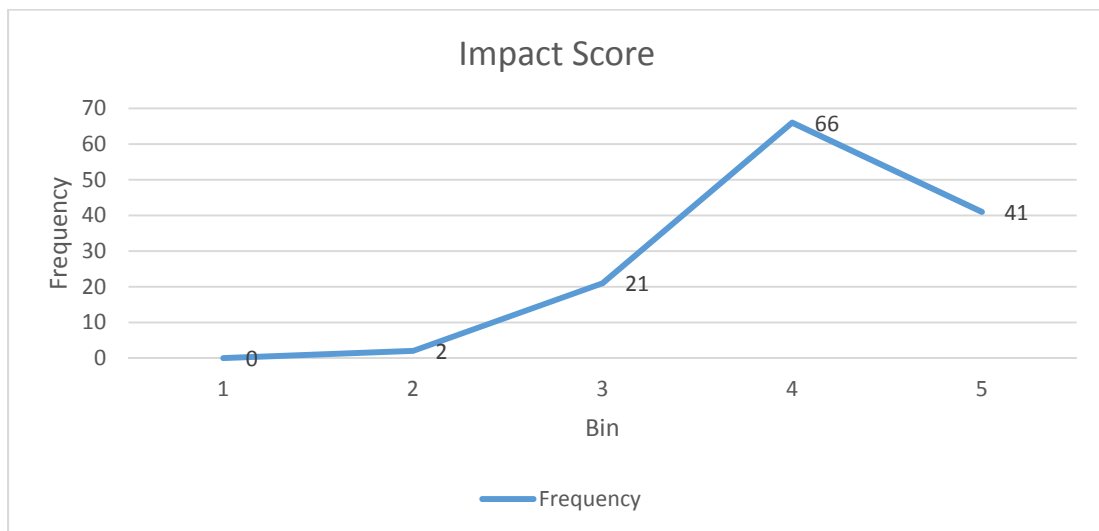


Figure 3: Impact of Statement 3.

Statement 4: Safer covers the most important services:

This statement was about Safer and covers the most important services which Saudi students need. The results of the completed survey are 39.69% of students chose 4 (agree), 31.30% of students chose 5 (strongly agree), 25.95% chose 3 (neutral), 2.29% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 4 and table 7. Also, the standard deviation of this question survey is 0.89 and the mean and the mode are 4.04 and 4 respectively, as shown in table 8.

Table 7: Bin, Frequency, and Percentage for St. 4.

Bin	Frequency	Percentage %
1	0	0.00%
2	3	2.29%
3	34	25.95%
4	52	39.69%
5	41	31.30%

Table 8: Statistical Analysis of Statement 4.

St. 4	
Mean	4.038167939
Standard Error	0.077697775
Median	4
Mode	4
Standard Deviation	0.889291681
Sample Variance	0.790839695
Kurtosis	1.730293567
Skewness	0.391203936
Range	6
Minimum	2
Maximum	8
Sum	529
Count	131
Confidence Level (95.0%)	0.153715756

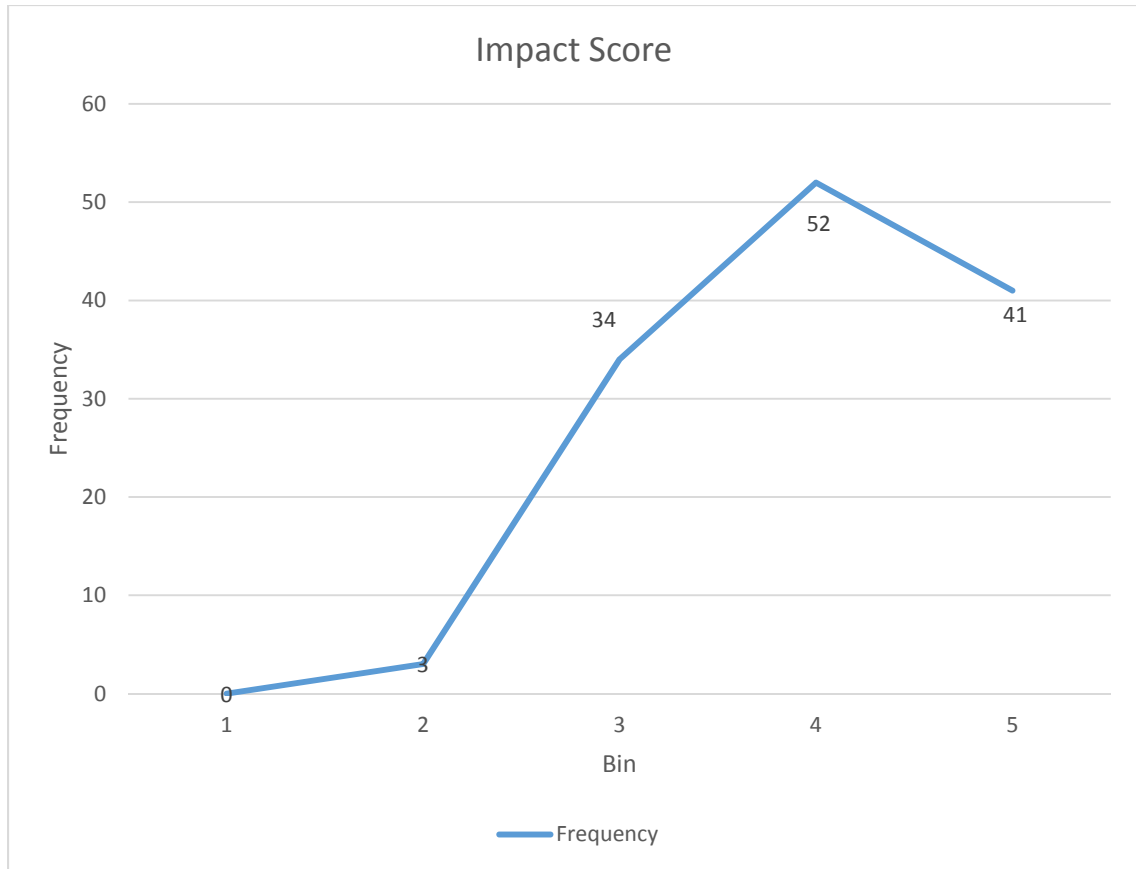


Figure 4: Impact of Statement 4.

Statement 5: It is easy to submit my requests within Safer:

The fifth question was about the ease of submitting the Saudi students' requests. The results of the completed survey are 41.22% of students chose 4 (agree), 27.48% of students chose 5 (strongly agree), 25.19% chose 3 (neutral), 3.05% chose 2 (disagree), and 2.29% chose 1 (strongly disagree), as shown in figure 5 and table 9. Also, the standard deviation of this question survey is 0.99 and the mean and the mode are 3.92 and 4 respectively, as shown in table 10.

Table 9: Bin, Frequency, and Percentage for St. 5.

Bin	Frequency	Percentage %
1	3	2.29%
2	4	3.05%
3	33	25.19%
4	54	41.22%
5	36	27.48%

Table 10: Statistical Analysis of Statement 5.

St.5	
Mean	3.923664122
Standard Error	0.086436819
Median	4
Mode	4
Standard Deviation	0.989314608
Sample Variance	0.978743394
Kurtosis	2.163645843
Skewness	-0.13556152
Range	7
Minimum	1
Maximum	8
Sum	514
Count	131
Confidence Level (95.0%)	0.171004908

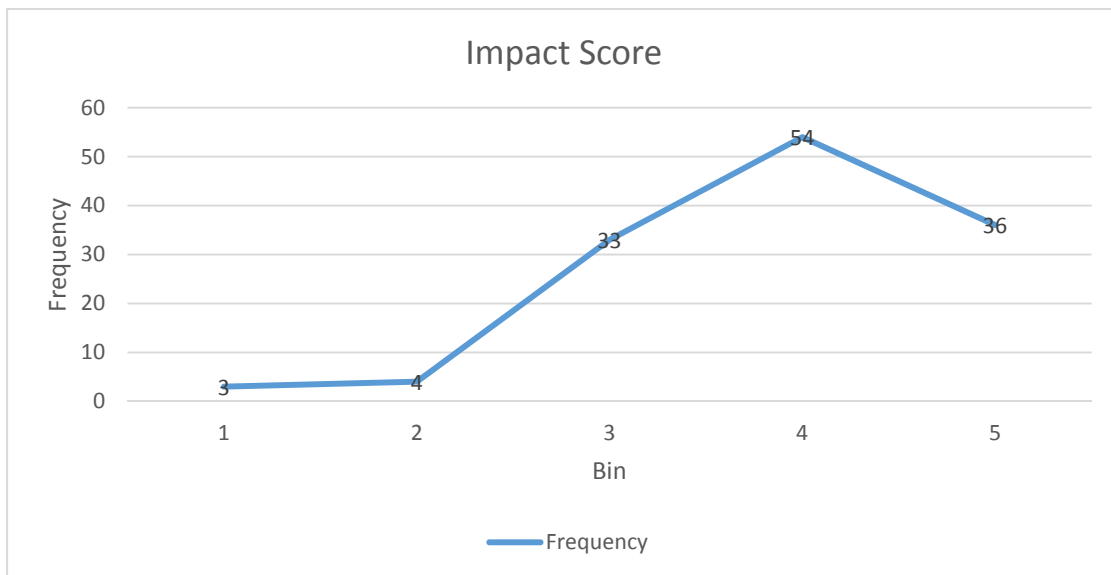


Figure 5: Impact of Statement 5.

Statement 6: Queries and complaints through Safer are resolved quickly:

This question was about if the Saudi students' queries and complaints are resolved quickly or need a long time to resolve. The results of the completed survey are 43.51% of students chose 3 (neutral), 32.06% of students chose 4 (agree), 7.63% chose 3 (strongly agree), 15.27% chose 2 (disagree), and 1.53% chose 1 (strongly disagree), as shown in figure 6 and table 11. Also, the standard deviation of this question survey is 0.87 and the mean and the mode are 3.29 and 3 respectively, as shown in table 12.

Table 11: Bin, Frequency, and Percentage for St. 6.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	2	1.53%
2	20	15.27%
3	57	43.51%
4	42	32.06%
5	10	7.63%

Table 12: Statistical Analysis of Statement 6.

<i>St. 6</i>	
Mean	3.290076336
Standard Error	0.076235989
Median	3
Mode	3
Standard Deviation	0.872560773
Sample Variance	0.761362302
Kurtosis	0.194292405
Skewness	-0.03915839
Range	4
Minimum	1
Maximum	5
Sum	431
Count	131
Confidence Level (95.0%)	0.150823786

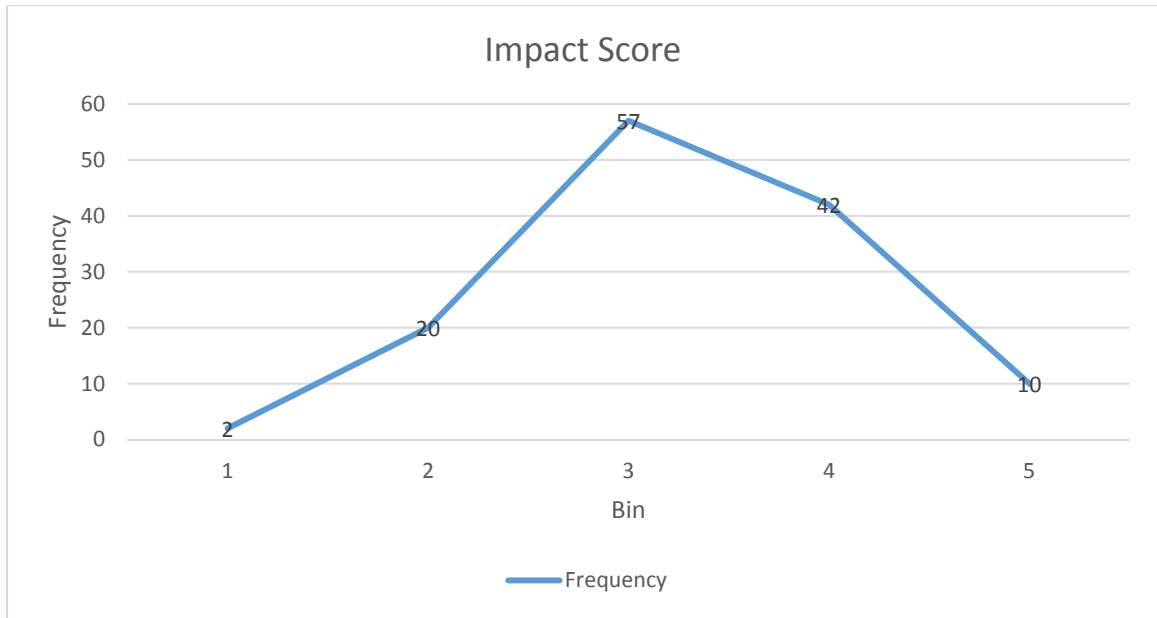


Figure 6: Impact of Statement 6.

Statement 7: I am interested in using Safer for general purposes:

This question was about what the Saudi student is interested in when he or she is using Safer for general purposes. The results of the completed survey are 46.56% of students chose 4 (agree), 29.01% of students chose 3 (neutral), 16.79% chose 5 (strongly agree), 7.63% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 7 and table 13. Also, the standard deviation of this question survey is 0.83 and the mean and the mode are 3.72 and 4 respectively, as shown in table 14.

Table 13: Bin, Frequency, and Percentage for St. 7.

Bin	Frequency	Percentage %
1	0	0.00%
2	10	7.63%
3	38	29.01%
4	61	46.56%
5	22	16.79%

Table 14: Statistical Analysis of Statement 7.

St. 7	
Mean	3.72519084
Standard Error	0.072739721
Median	4
Mode	4
Standard Deviation	0.832544156
Sample Variance	0.693129771
Kurtosis	0.428847177
Skewness	-0.25712765
Range	3
Minimum	2
Maximum	5
Sum	488
Count	131
Confidence Level (95.0%)	0.143906838

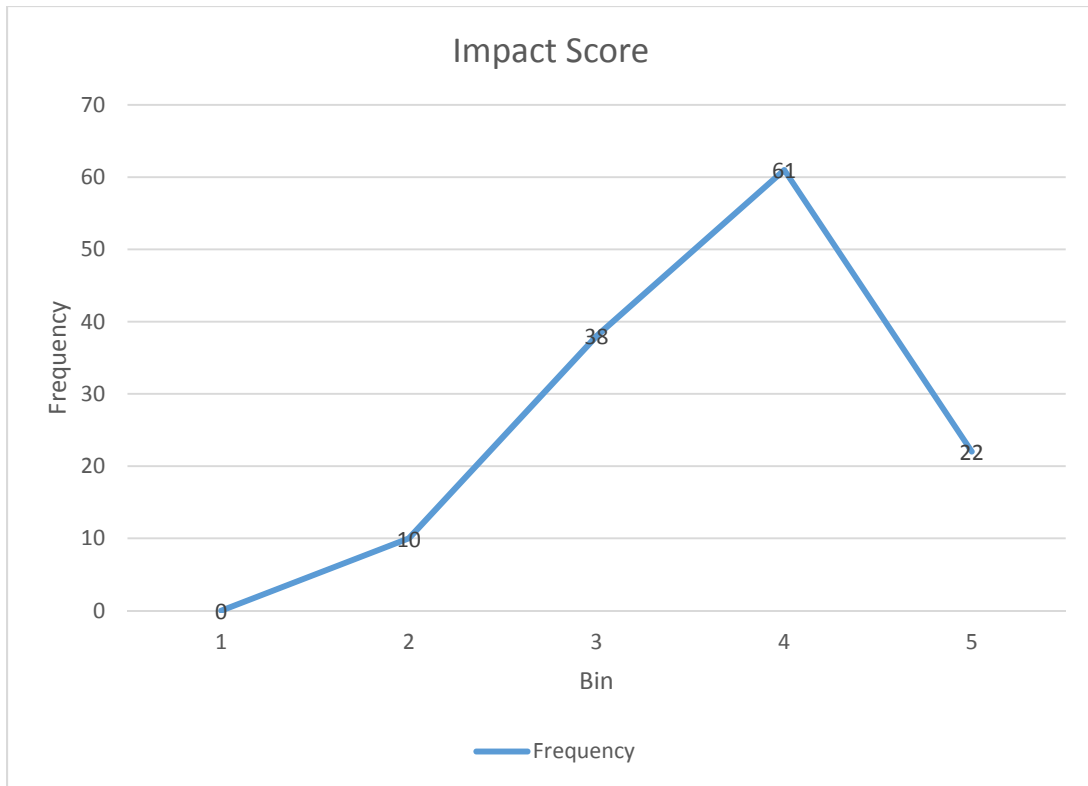


Figure 7: Impact of Statement 7.

Statement 8: Registration for Safer is easy:

This statement was about the ease of registration for Safer for the Saudi student. The results of the completed survey are 43.51% of students chose 4 (agree), 29.01% of students chose 5 (strongly agree), 19.85% chose 3 (neutral), 7.63% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 8 and table 15. Also, the standard deviation of this question survey is 0.89 and the mean and the mode are 3.94 and 4 respectively, as shown in table 16.

Table 15: Bin, Frequency, and Percentage for St. 8.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	0	0.00%
2	10	7.63%
3	26	19.85%
4	57	43.51%
5	38	29.01%

Table 16: Statistical Analysis of Statement 8.

<i>St. 8</i>	
Mean	3.938931298
Standard Error	0.0779627
Median	4
Mode	4
Standard Deviation	0.892323891
Sample Variance	0.796241926
Kurtosis	0.405886417
Skewness	-0.53879308
Range	3
Minimum	2
Maximum	5
Sum	516
Count	131
Confidence Level (95.0%)	0.154239879

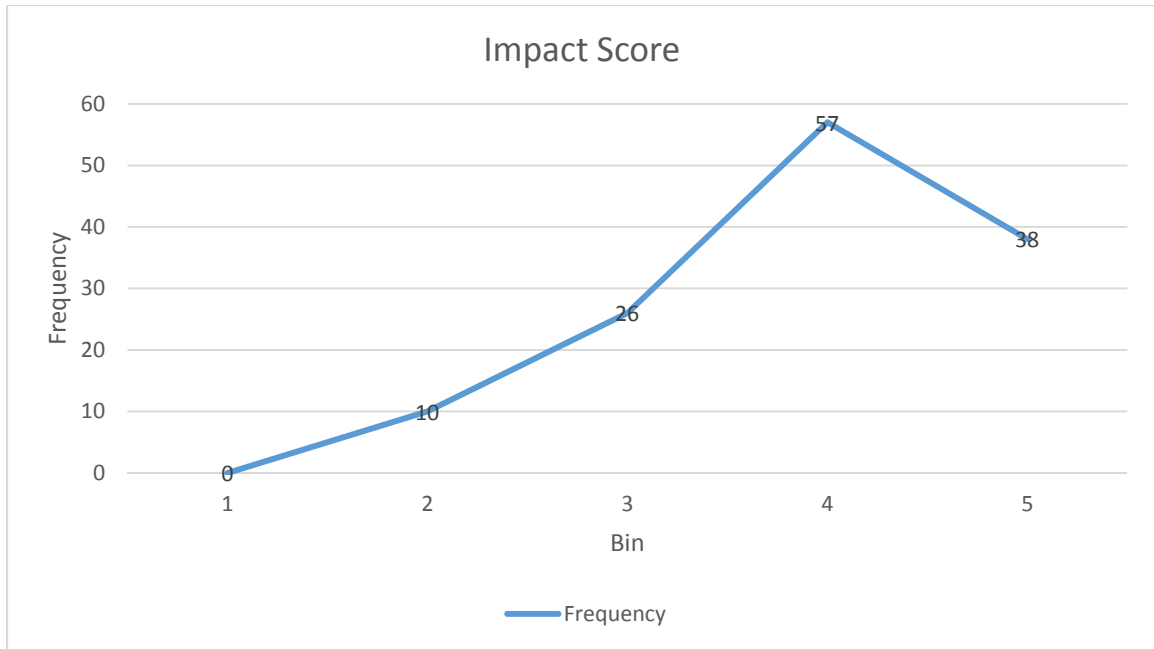


Figure 8: Impact of Statement 8.

Statement 9: Within Safer, I feel that my personal data are secure:

The ninth question was about the security of personal data of the Saudi student. The results of the completed survey are 43.51% of students chose 4 (agree), 27.48% of students chose 3 (neutral), 26.72% chose 5 (strongly agree), 2.29% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 9 and table 17. Also, the standard deviation of this question survey is 0.78 and the mean and the mode are 3.95 and 4 respectively, as shown in table 18.

Table 17: Bin, Frequency, and Percentage for St. 9.

Bin	Frequency	Percentage %
1	0	0.00%
2	3	2.29%
3	36	27.48%
4	57	43.51%
5	35	26.72%

Table 18: Statistical Analysis of Statement 9

St. 9	
Mean	3.946564885
Standard Error	0.069654779
Median	4
Mode	4
Standard Deviation	0.797235387
Sample Variance	0.635584263
Kurtosis	0.775731532
Skewness	0.180903913
Range	3
Minimum	2
Maximum	5
Sum	517
Count	131
Confidence Level (95.0%)	0.13780365

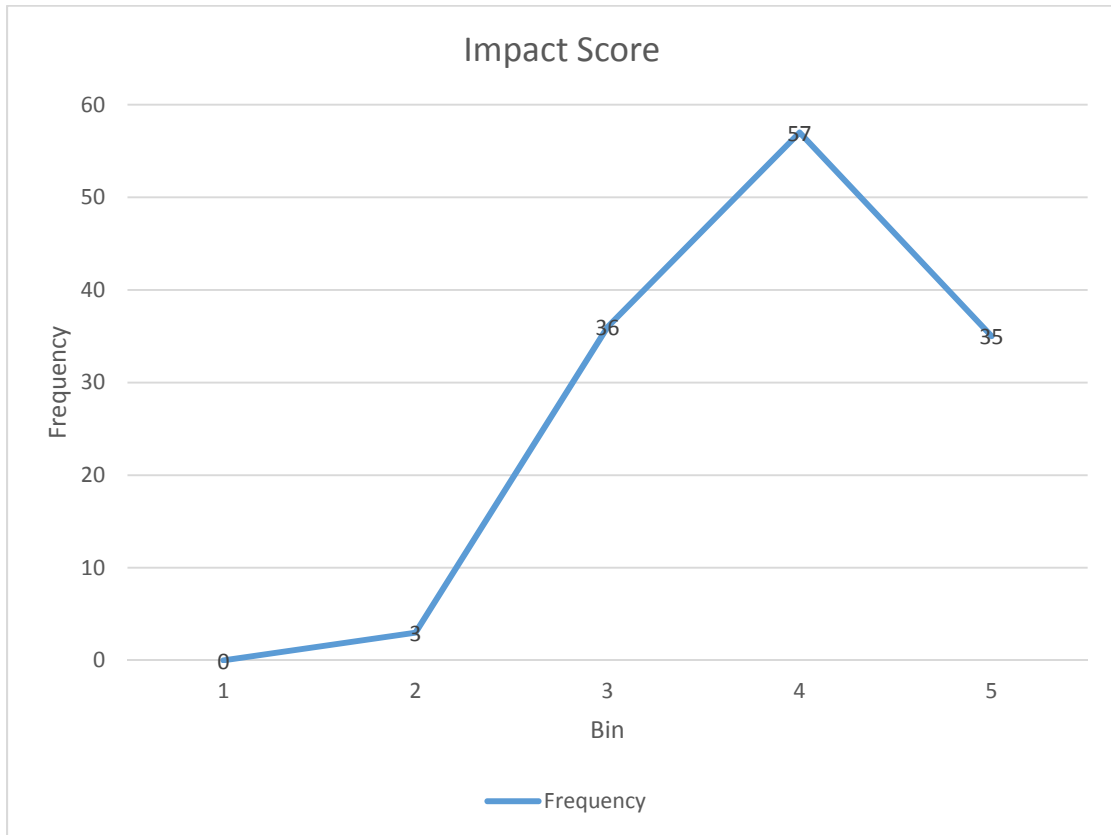


Figure 9: Impact of Statement 9.

Statement 10: I can resolve all my needs without using Safer:

This question was about resolving all needs of the Saudi student without using Safer. The results of the completed survey are 44.27% of students chose 2 (disagree), 31.30% of students chose 3 (neutral), 19.85% chose 1 (strongly disagree), 3.82% chose 4 (agree), and 0.76 chose 5 (strongly agree), as shown in figure 10 and table 19. Also, the standard deviation of this question survey is 0.83 and the mean and the mode are 2.21 and 2 respectively, as shown in table 20.

Table 19: Bin, Frequency, and Percentage for St. 10.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	26	19.85%
2	58	44.27%
3	41	31.30%
4	5	3.82%
5	1	0.76%

Table 20: Statistical Analysis of Statement 10.

<i>St. 10</i>	
Mean	2.213740458
Standard Error	0.072702737
Median	2
Mode	2
Standard Deviation	0.832120864
Sample Variance	0.692425132
Kurtosis	0.010750194
Skewness	0.31183707
Range	4
Minimum	1
Maximum	5
Sum	290
Count	131
Confidence Level (95.0%)	0.143833671

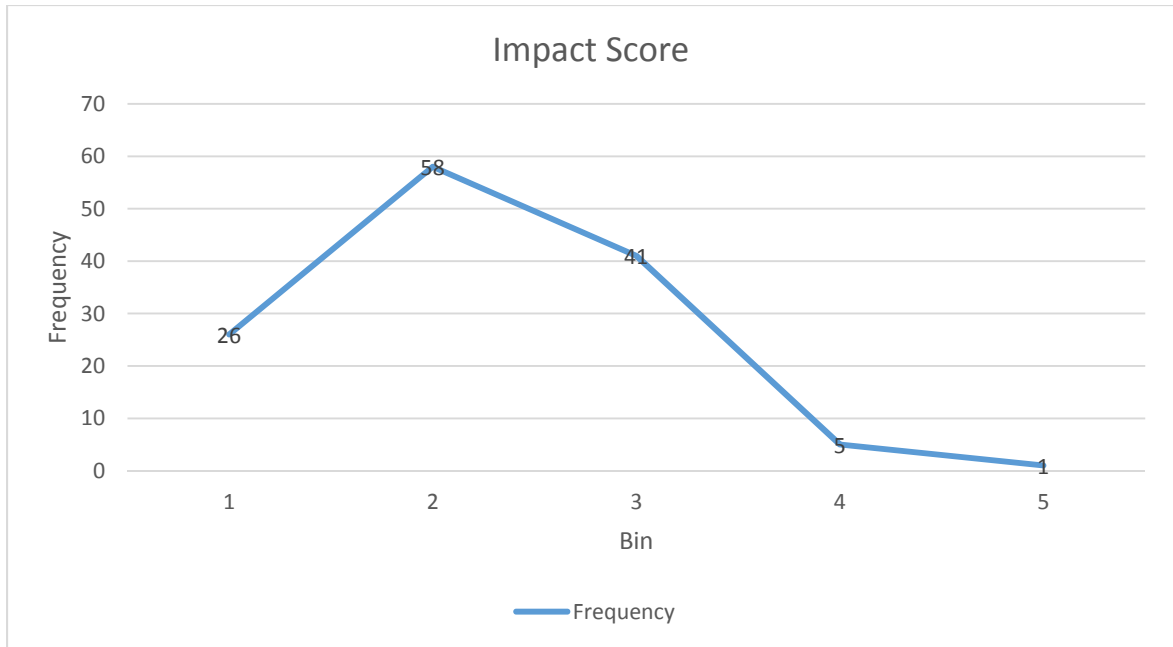


Figure 10: Impact of Statement 10.

Statement 11: Safer’s information is up-to-date.

This question was about whether the information of Safer is up-to-date or not. The results of the completed survey are 36.64% of students chose 4 (agree), 35.88% of students chose 3 (neutral), 16.79% chose 5 (strongly agree), 9.92% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 11 and table 21. Also, the standard deviation of this question survey is 0.91 and the mean and the mode are 3.59 and 4 respectively, as shown in table 22.

Table 21: Bin, Frequency, and Percentage for St. 11.

Bin	Frequency	Percentage %
1	1	0.76%
2	13	9.92%
3	47	35.88%
4	48	36.64%
5	22	16.79%

Table 22: Statistical Analysis of Statement 11.

St. 11	
Mean	3.58778626
Standard Error	0.079539359
Median	4
Mode	4
Standard Deviation	0.91036957
Sample Variance	0.828772754
Kurtosis	0.467194183
Skewness	0.140682861
Range	4
Minimum	1
Maximum	5
Sum	470
Count	131
Confidence Level (95.0%)	0.157359109

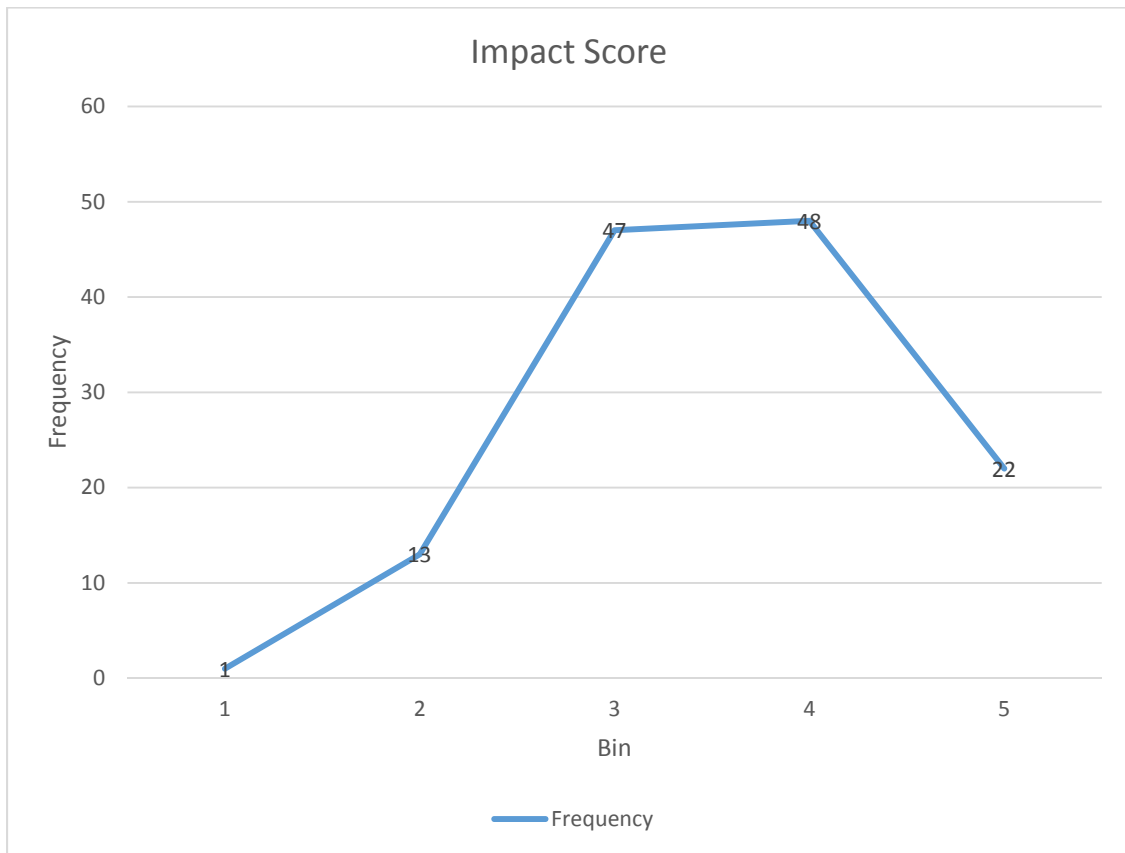


Figure 11: Impact of Statement 11.

Statement 12: I have confidence using Safeer's e-services:

This question was about Saudi students' confidence when using Safeer's e-services. The results of the completed survey are 57.25% of students chose 4 (agree), 20.61% of students chose 3 (neutral), 16.79% chose 5 (strongly agree), 4.58% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 12 and table 23. Also, the standard deviation of this question survey is 0.78 and the mean and the mode are 3.85 and 4 respectively, as shown in table 24.

Table 23: Bin, Frequency, and Percentage for St. 12.

Bin	Frequency	Percentage %
1	1	0.76%
2	6	4.58%
3	27	20.61%
4	75	57.25%
5	22	16.79%

Table 24: Statistical Analysis of Statement 12.

St. 12	
Mean	3.847328244
Standard Error	0.068086231
Median	4
Mode	4
Standard Deviation	0.779282534
Sample Variance	0.607281268
Kurtosis	1.044809685
Skewness	0.715968377
Range	4
Minimum	1
Maximum	5
Sum	504
Count	131
Confidence Level (95.0%)	0.134700466

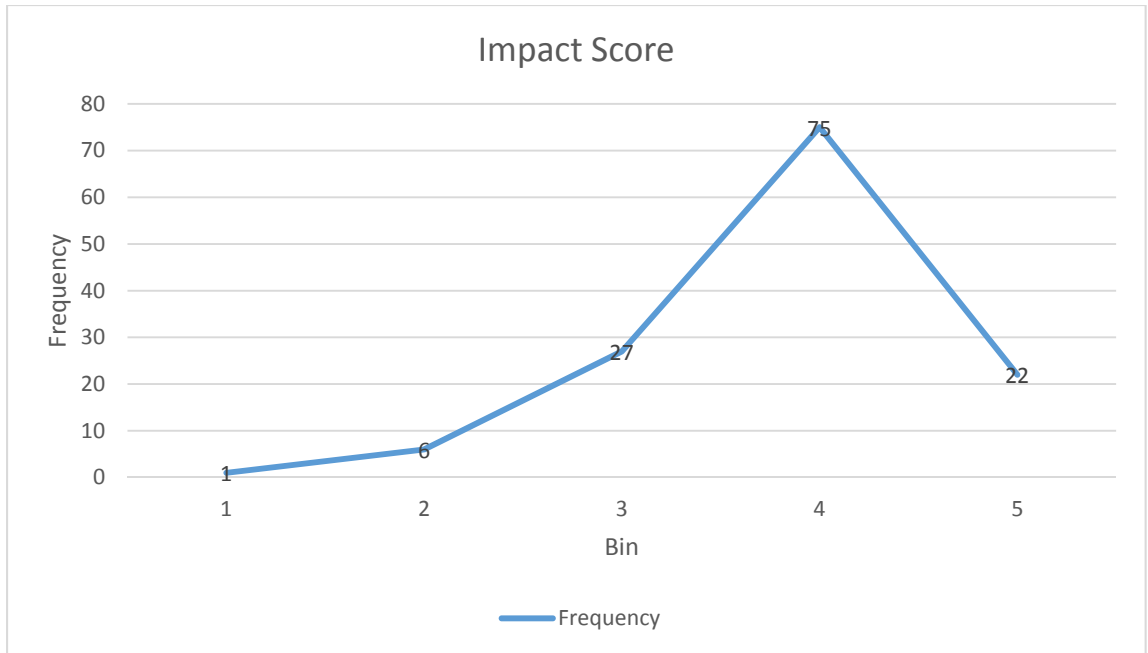


Figure 12: Impact of Statement 12.

Statement 13: Safer is the best method to solve my problems:

This question was about whether Safer is the best method for Saudi students to solve their problems or not. The results of the completed survey are 39.69% of students chose 4 (agree), 38.17% of students chose 3 (neutral), 9.92% chose 5 (strongly agree), 9.92% chose 2 (disagree), and 2.29% chose 1 (strongly disagree), as shown in figure 13 and table 25. Also, the standard deviation of this question survey is 0.89 and the mean and the mode are 3.45 and 4 respectively, as shown in table 26.

Table 25: Bin, Frequency, and Percentage for St. 13.

Bin	Frequency	Percentage %
1	3	2.29%
2	13	9.92%
3	50	38.17%
4	52	39.69%
5	13	9.92%

Table 26: Statistical Analysis of Statement 13.

St. 13	
Mean	3.450381679
Standard Error	0.077553414
Median	3
Mode	4
Standard Deviation	0.887639397
Sample Variance	0.787903699
Kurtosis	0.140516954
Skewness	0.350295427
Range	4
Minimum	1
Maximum	5
Sum	452
Count	131
Confidence Level (95.0%)	0.153430155

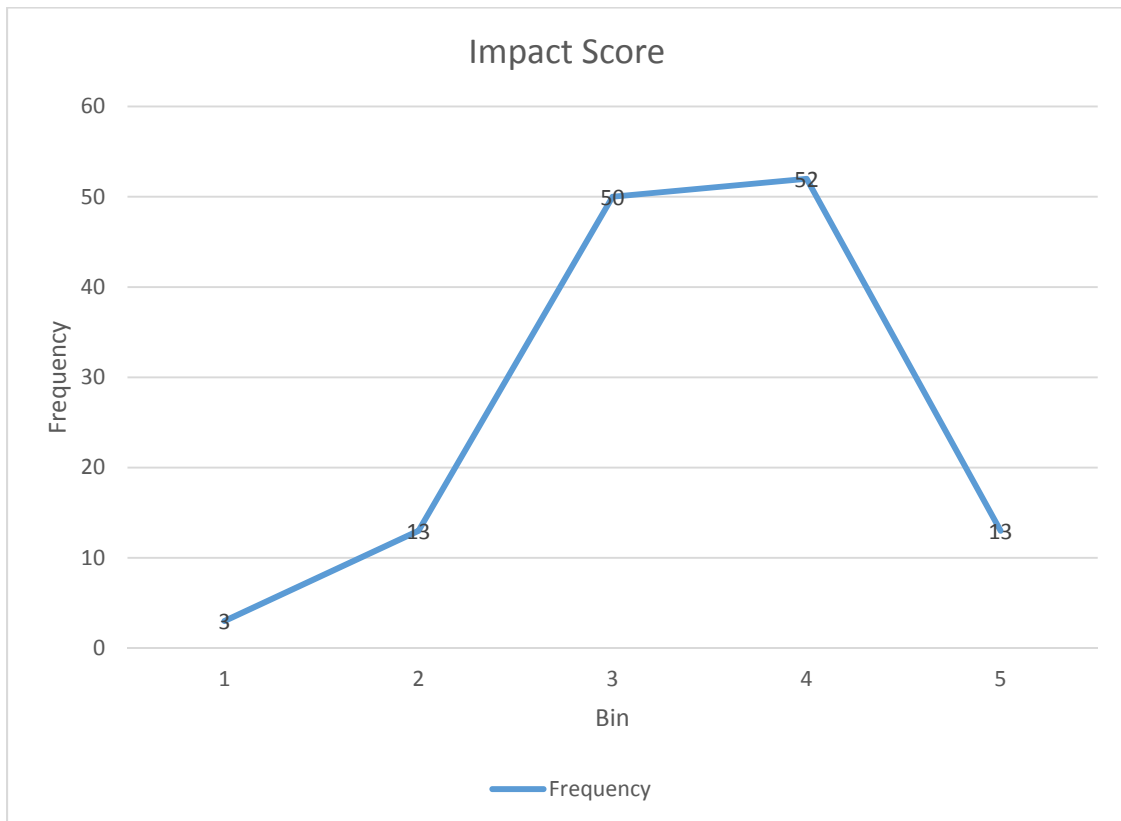


Figure 13: Impact of Statement 13.

Statement 14: Using Safer makes communicating with SACM easy:

This question was about the ease of communicating with SACM by using Safer. The results of the completed survey are 39.69% of students chose 4 (agree), 29.01% of students chose 5 (strongly agree), 23.66% chose 3 (neutral), 6.87% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 14 and table 27. Also, the standard deviation of this question survey is 0.93 and the mean and the mode are 3.89 and 4 respectively, as shown in table 28.

Table 27: Bin, Frequency, and Percentage for St. 14.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	1	0.76%
2	9	6.87%
3	31	23.66%
4	52	39.69%
5	38	29.01%

Table 28: Statistical Analysis of Statement 14.

<i>St. 14</i>	
Mean	3.893129771
Standard Error	0.081278617
Median	4
Mode	4
Standard Deviation	0.93027629
Sample Variance	0.865413975
Kurtosis	0.247745542
Skewness	0.541133469
Range	4
Minimum	1
Maximum	5
Sum	510
Count	131
Confidence Level (95.0%)	0.160800023

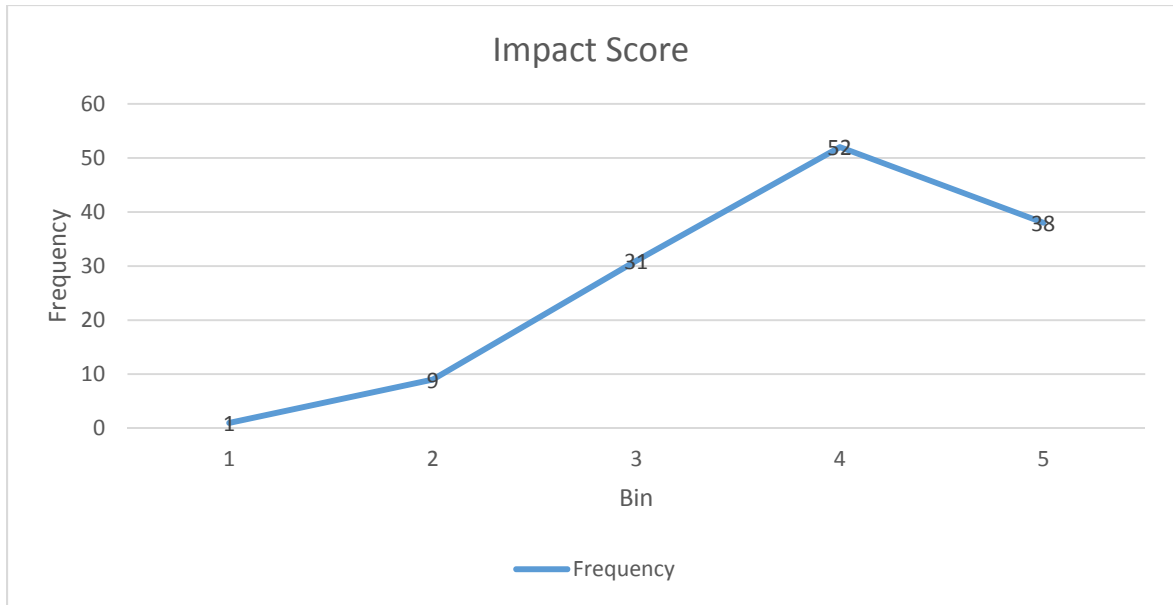


Figure 14: Impact of Statement 14.

Statement 15: Safer provides timely feedback:

This question was about whether Safer provides timely feedback from SACM or not. The results of the completed survey are 47.33% of students chose 4 (agree), 33.59% of students chose 3 (neutral), 12.98% chose 5 (strongly agree), 6.11% chose 2 (disagree), and none chose 1 (strongly disagree), as shown in figure 15 and table 29. Also, the standard deviation of this question survey is 0.78 and the mean and the mode are 3.67 and 4 respectively, as shown in table 30.

Table 29: Bin, Frequency, and Percentage for St. 15.

Bin	Frequency	Percentage %
1	0	0.00%
2	8	6.11%
3	44	33.59%
4	62	47.33%
5	17	12.98%

Table 30: Statistical Analysis of Statement 15.

St. 15	
Mean	3.671755725
Standard Error	0.068059892
Median	4
Mode	4
Standard Deviation	0.778981071
Sample Variance	0.606811509
Kurtosis	0.334116958
Skewness	-0.1435391
Range	3
Minimum	2
Maximum	5
Sum	481
Count	131
Confidence Level (95.0%)	0.134648357

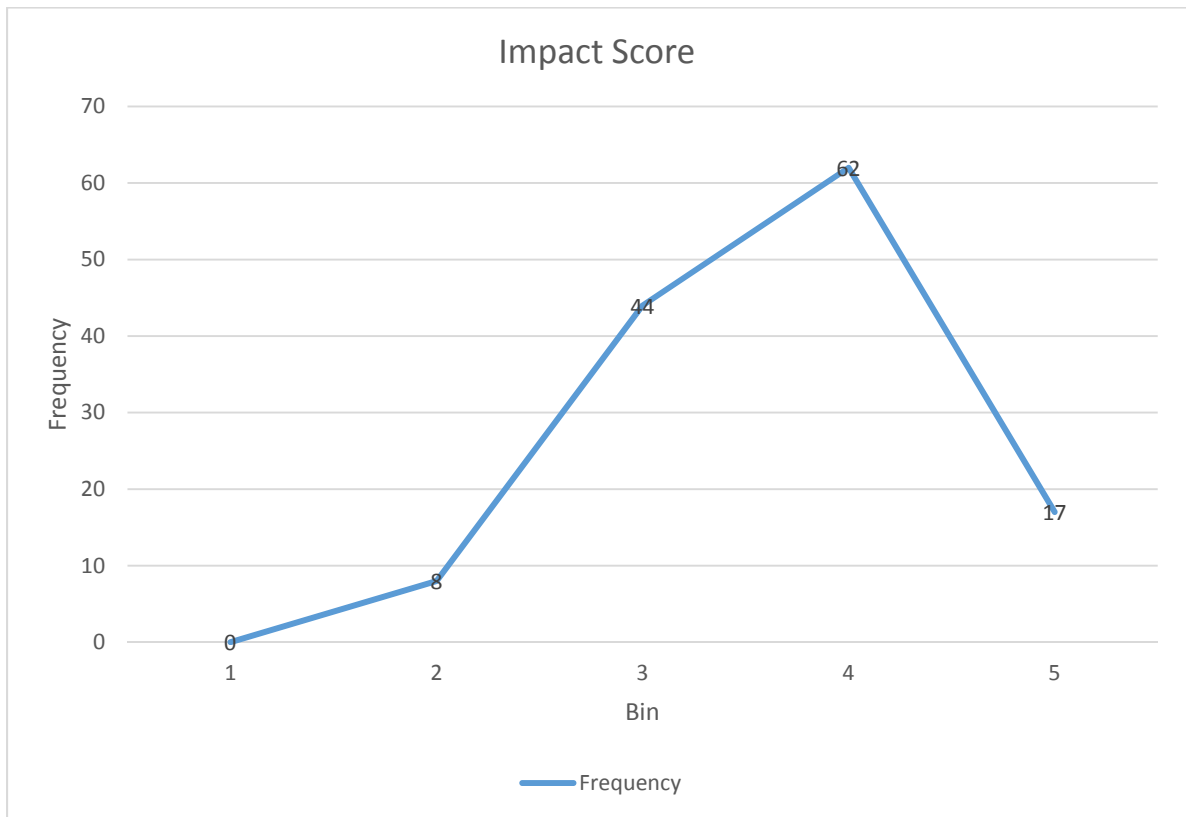


Figure 15: Impact of Statement 15.

Statement 16: Using Safer saves time:

This question was about if Saudi students can save their time by using Safer. The results of the completed survey are 45.04% of students chose 4 (agree), 38.17% of students chose 5 (strongly agree), 10.69% chose 3 (neutral), 4.58% chose 2 (disagree), and 1.53% chose 1 (strongly disagree), as shown in figure 16 and table 31. Also, the standard deviation of this question survey is 0.89 and the mean and the mode are 4.14 and 4 respectively, as shown in table 32.

Table 31: Bin, Frequency, and Percentage for St. 16.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	2	1.53%
2	6	4.58%
3	14	10.69%
4	59	45.04%
5	50	38.17%

Table 32: Statistical Analysis of Statement 16.

<i>St. 16</i>	
Mean	4.13740458
Standard Error	0.07796845
Median	4
Mode	4
Standard Deviation	0.892389694
Sample Variance	0.796359366
Kurtosis	1.631183609
Skewness	1.198286752
Range	4
Minimum	1
Maximum	5
Sum	542
Count	131
Confidence Level (95.0%)	0.154251253

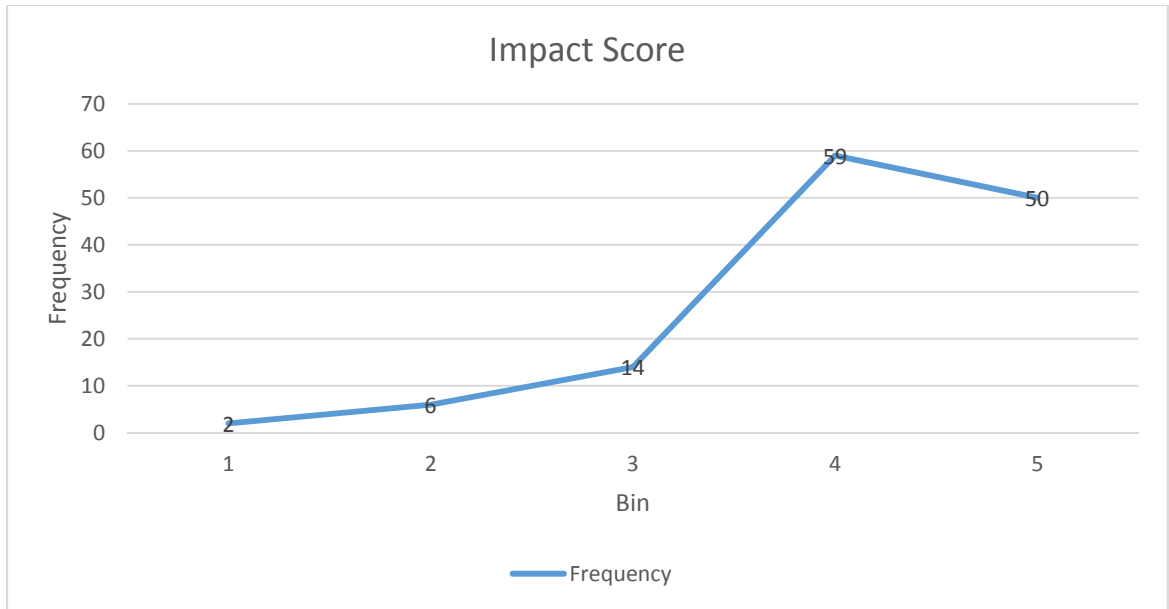


Figure 16: Impact of Statement 16.

Statement 17: Browsing and managing my profile account is easy through Safer:

This question was about the ease of browsing and managing Saudi student’s profile account through Safer. The results of the completed survey are 45.04% of students chose 4 (agree), 30.53% of students chose 5 (strongly agree), 22.14% chose 3 (neutral), 0.76% chose 2 (disagree), and 1.53% chose 1 (strongly disagree), as shown in figure 17 and table 33. Also, the standard deviation of this question survey is 0.84 and the mean and the mode are 4.02 and 4 respectively, as shown in table 34.

Table 33: Bin, Frequency, and Percentage for St. 17.

Bin	Frequency	Percentage %
1	2	1.53%
2	1	0.76%
3	29	22.14%
4	59	45.04%
5	40	30.53%

Table 34: Statistical Analysis of Statement 17.

St. 17	
Mean	4.022900763
Standard Error	0.073071727
Median	4
Mode	4
Standard Deviation	0.83634414
Sample Variance	0.699471521
Kurtosis	1.077997882
Skewness	0.764450335
Range	4
Minimum	1
Maximum	5
Sum	527
Count	131
Confidence Level (95.0%)	0.144563673

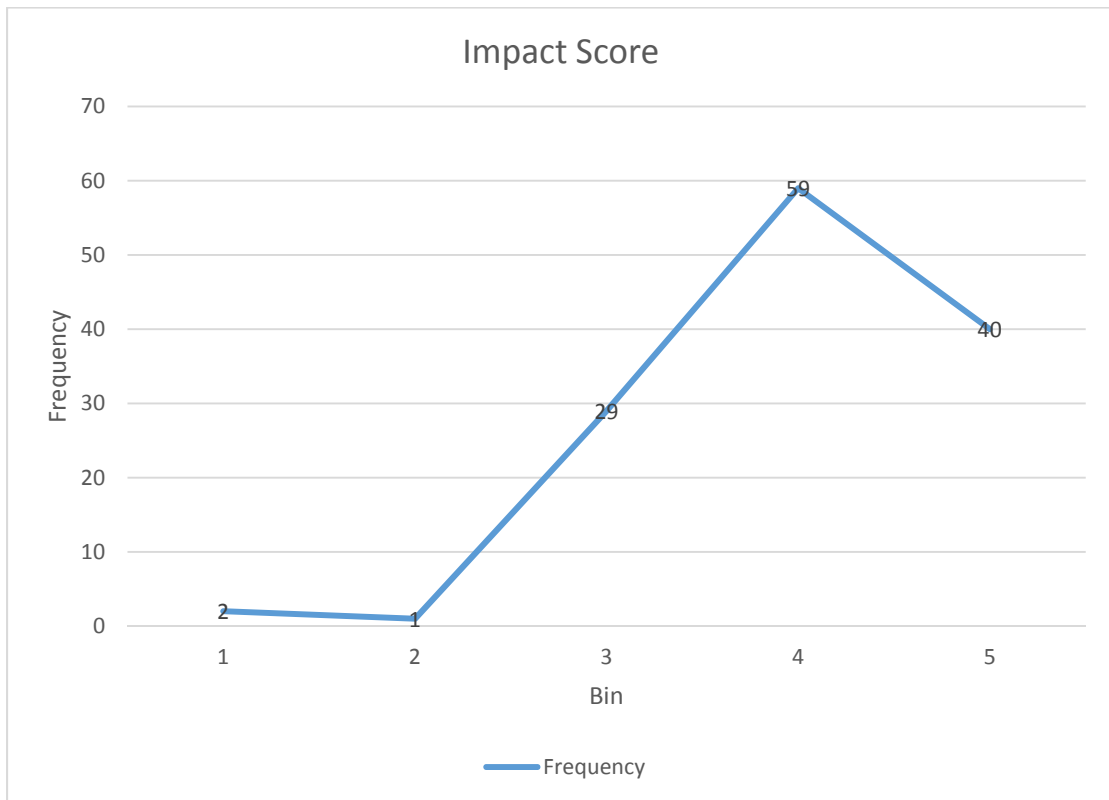


Figure 17: Impact of Statement 17.

Statement 18: Using Safer provides timely communication with SACM:

This question was about whether using Safer for Saudi student provides timely communication with SACM. The results of the completed survey are 41.98% of students chose 4 (agree), 26.72% of students chose 3 (neutral), 25.95% chose 5 (strongly agree), 5.34% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 18 and table 35. Also, the standard deviation of this question survey is 0.86 and the mean and the mode are 3.88 and 4 respectively, as shown in table 36.

Table 35: Bin, Frequency, and Percentage for St. 18.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	0	0.00%
2	7	5.34%
3	35	26.72%
4	55	41.98%
5	34	25.95%

Table 36: Statistical Analysis of Statement 18.

<i>St. 18</i>	
Mean	3.885496183
Standard Error	0.074799573
Median	4
Mode	4
Standard Deviation	0.856120241
Sample Variance	0.732941867
Kurtosis	0.634369295
Skewness	0.299680964
Range	3
Minimum	2
Maximum	5
Sum	509
Count	131
Confidence Level (95.0%)	0.147982009

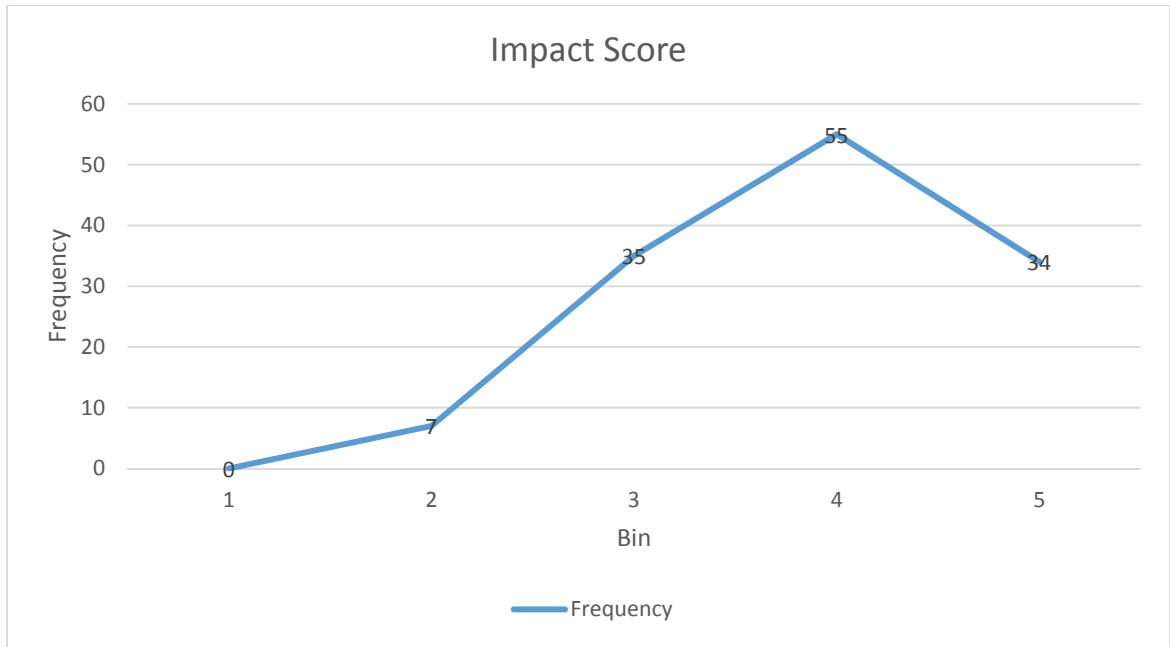


Figure 18: Impact of Statement 18.

Statement 19: I am pleased with Safeer services provided by SACM:

This question was about the satisfaction of Saudi students with Safeer services provided by SACM. The results of the completed survey are 48.09% of students chose 4 (agree), 25.19% of students chose 3 (neutral), 24.43% chose 5 (strongly agree), 2.29% chose 2 (disagree), and nobody chose 1 (strongly disagree), as shown in figure 19 and table 37. Also, the standard deviation of this question survey is 0.77 and the mean and the mode are 3.95 and 4 respectively, as shown in table 38.

Table 37: Bin, Frequency, and Percentage for St. 19.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	0	0.00%
2	3	2.29%
3	33	25.19%
4	63	48.09%
5	32	24.43%

Table 38: Statistical Analysis of Statement 19.

St. 19	
Mean	3.946564885
Standard Error	0.06707808
Median	4
Mode	4
Standard Deviation	0.767743718
Sample Variance	0.589430417
Kurtosis	0.543793625
Skewness	0.219165488
Range	3
Minimum	2
Maximum	5
Sum	517
Count	131
Confidence Level (95.0%)	0.132705959

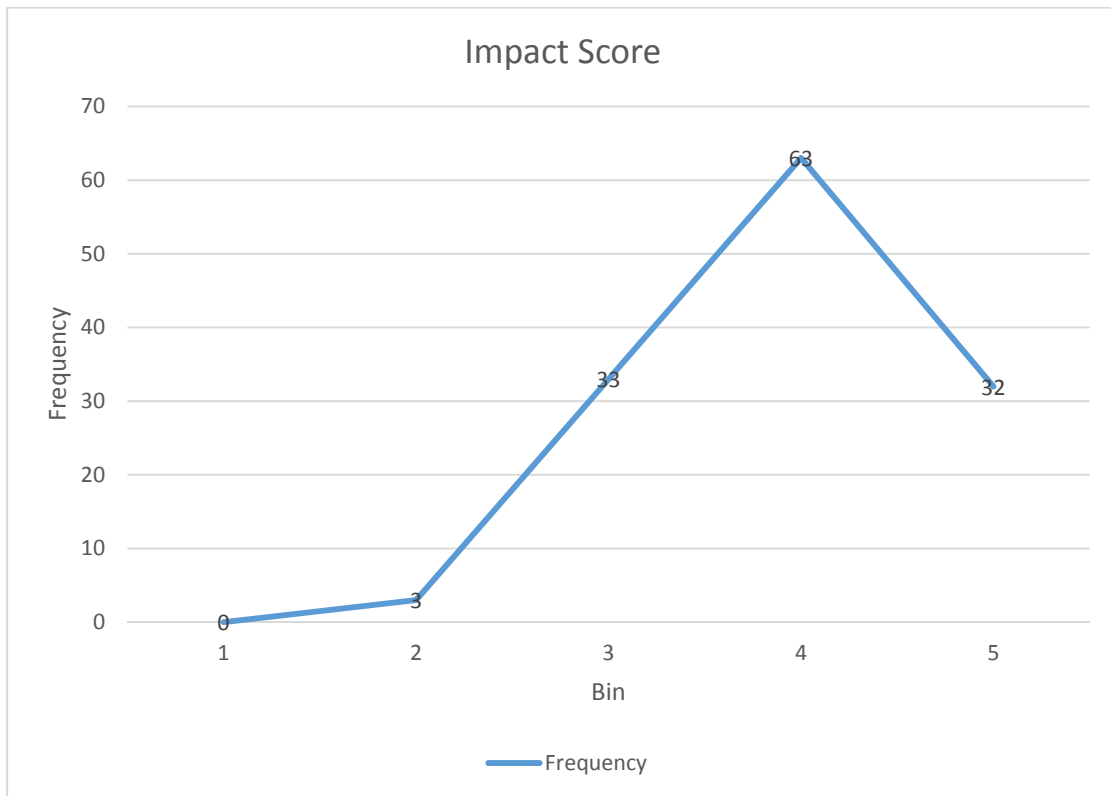


Figure 19: Impact of Statement 19.

Statement 20: Within Safer, uploading files is easy:

This question was about the ease of uploading files within Safer. The results of the completed survey are 37.40% of students chose 4 (agree), 32.06% of students chose 3 (neutral), 16.79% chose 5 (strongly agree), 12.98% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 20 and table 39. Also, the standard deviation of this question survey is 0.94 and the mean and the mode are 3.56 and 4 respectively, as shown in table 40.

Table 39: Bin, Frequency, and Percentage for St. 20.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	1	0.76%
2	17	12.98%
3	42	32.06%
4	49	37.40%
5	22	16.79%

Table 40: Statistical Analysis of Statement 20.

<i>St. 20</i>	
Mean	3.564885496
Standard Error	0.082602442
Median	4
Mode	4
Standard Deviation	0.945428162
Sample Variance	0.89383441
Kurtosis	0.604421899
Skewness	0.189772178
Range	4
Minimum	1
Maximum	5
Sum	467
Count	131
Confidence Level (95.0%)	0.163419053

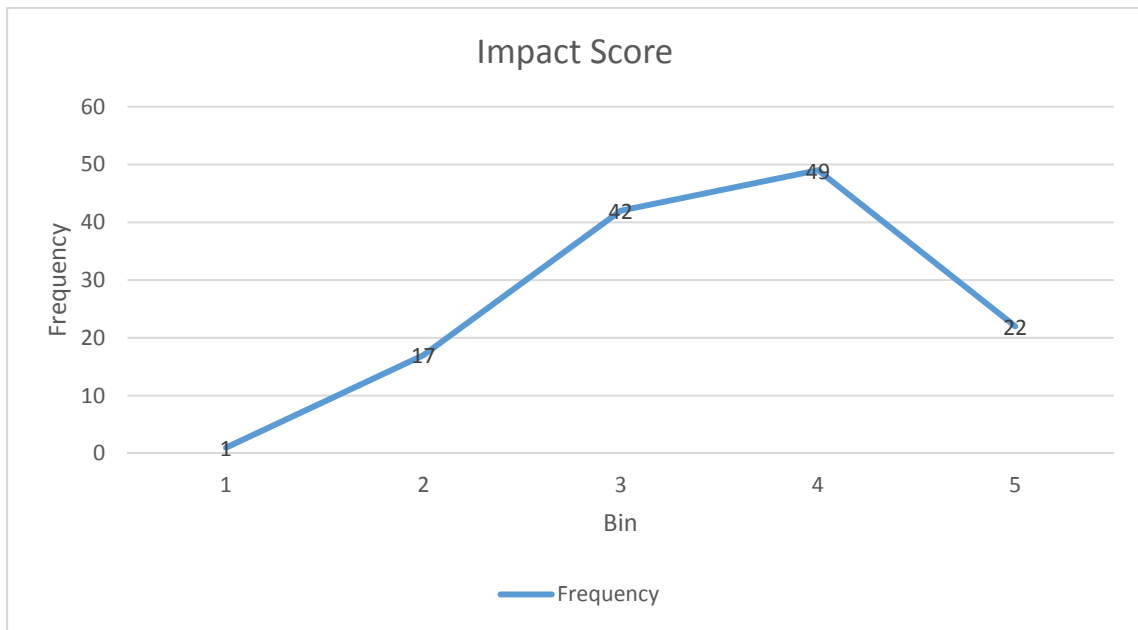


Figure 20: Impact of Statement 20.

Statement 21: The Safer web page loads slowly:

This question was about the speed of the Safer web page loading. The results of the completed survey are 43.51% of students chose 3 (neutral), 25.95% of students chose 2 (disagree), 21.37% chose 4 (agree), 4.58% chose 5 (strongly agree), and 4.58% chose 1 (strongly disagree), as shown in figure 21 and table 41. Also, the standard deviation of this question survey is 0.92 and the mean and the mode are 2.95 and 3 respectively, as shown in table 42.

Table 41: Bin, Frequency, and Percentage for St. 21.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	6	4.58%
2	34	25.95%
3	57	43.51%
4	28	21.37%
5	6	4.58%

Table 42: Statistical Analysis of Statement 21.

St. 21	
Mean	2.954198473
Standard Error	0.08026863
Median	3
Mode	3
Standard Deviation	0.918716458
Sample Variance	0.84403993
Kurtosis	0.195119089
Skewness	0.091564186
Range	4
Minimum	1
Maximum	5
Sum	387
Count	131
Confidence Level (95.0%)	0.158801884

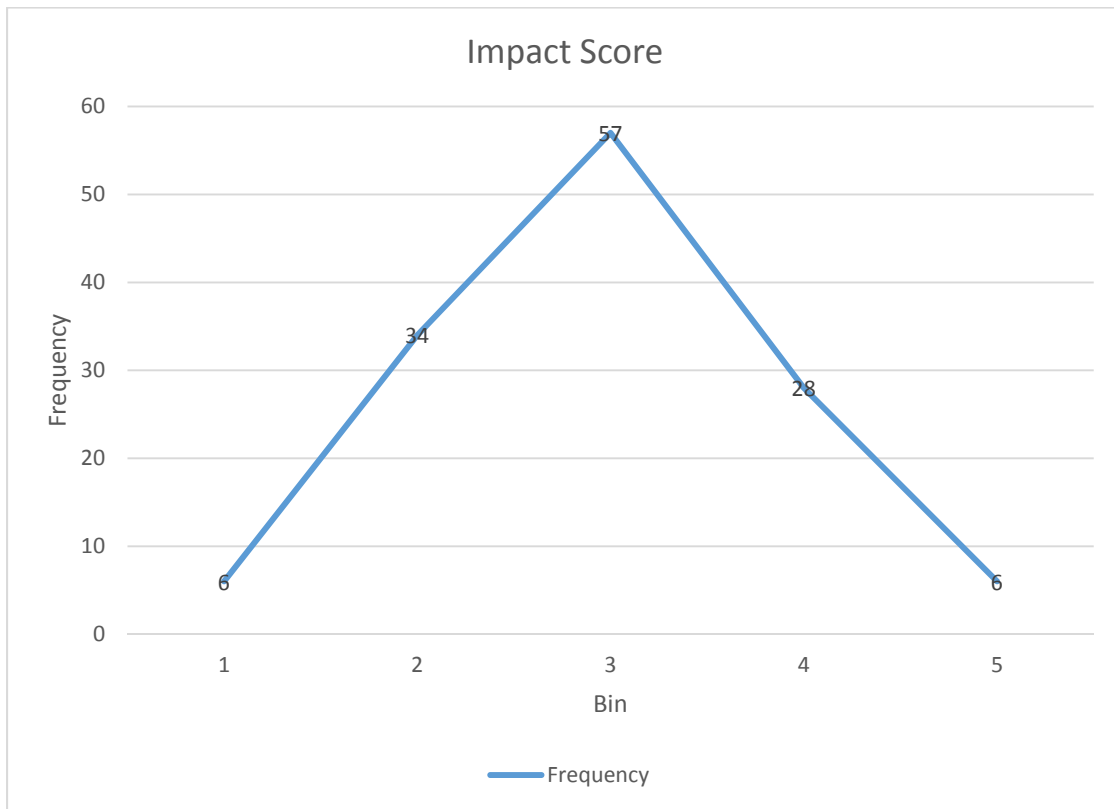


Figure 21: Impact of Statement 21.

Statement 22: Information in Safeer is useful:

This question was about the usefulness of information in Safeer. The results of the completed survey are 50.38% of students chose 4 (agree), 25.19% of students chose 5 (strongly agree), 17.56% chose 3 (neutral), 6.11% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 22 and table 43. Also, the standard deviation of this question survey is 0.86 and the mean and the mode are 3.93 and 4 respectively, as shown in table 44.

Table 43: Bin, Frequency, and Percentage for St. 22.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	1	0.76%
2	8	6.11%
3	23	17.56%
4	66	50.38%
5	33	25.19%

Table 44: Statistical Analysis of Statement 22.

<i>St. 22</i>	
Mean	3.93129771
Standard Error	0.075229802
Median	4
Mode	4
Standard Deviation	0.861044444
Sample Variance	0.741397534
Kurtosis	0.527113608
Skewness	0.747566946
Range	4
Minimum	1
Maximum	5
Sum	515
Count	131
Confidence Level (95.0%)	0.148833167

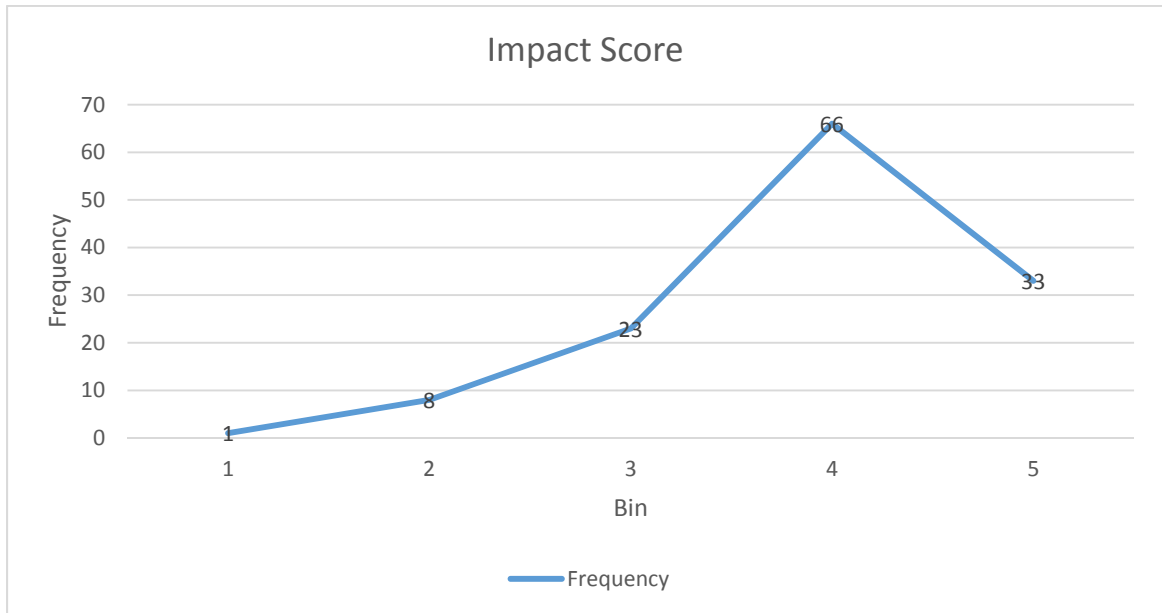


Figure 22: Impact of Statement 22.

Statement 23: Procedures for queries and complaints are easily found within Safer:

This question was about the ease of finding the procedures for queries and complaints for Saudi student within Safer. The results of the completed survey are 45.04% of students chose 4 (agree), 27.48% of students chose 3 (neutral), 21.37% chose 5 (strongly agree), 5.34% chose 2 (disagree), and 0.76% chose 1 (strongly disagree), as shown in figure 23 and table 45. Also, the standard deviation of this question survey is 0.86 and the mean and the mode are 3.81 and 4 respectively, as shown in table 46.

Table 45: Bin, Frequency, and Percentage for St. 23.

Bin	Frequency	Percentage %
1	1	0.76%
2	7	5.34%
3	36	27.48%
4	59	45.04%
5	28	21.37%

Table 46: Statistical Analysis of Statement 23.

St. 23	
Mean	3.809160305
Standard Error	0.075170195
Median	4
Mode	4
Standard Deviation	0.860362212
Sample Variance	0.740223136
Kurtosis	0.003454258
Skewness	-0.42925922
Range	4
Minimum	1
Maximum	5
Sum	499
Count	131
Confidence Level (95.0%)	0.148715242

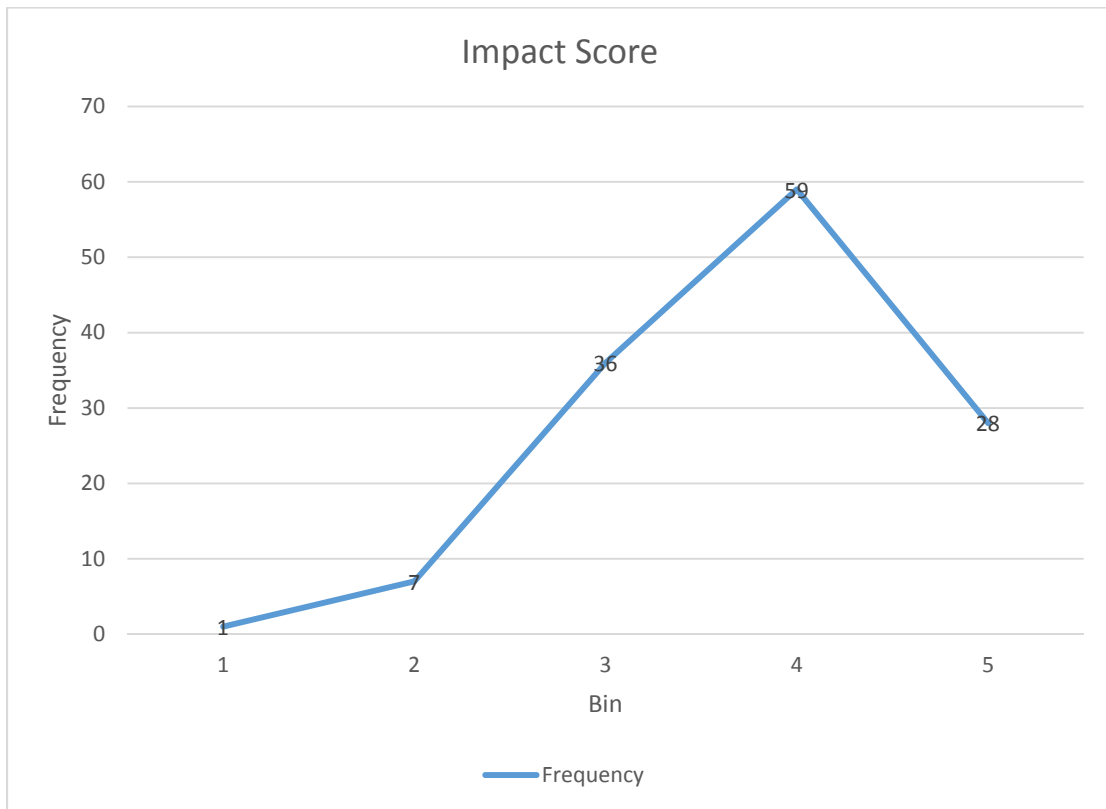


Figure 23: Impact of Statement 23.

Statement 24: Safer has useful links:

This question was about whether Safer has useful links or not. The results of the completed survey are 45.80% of students chose 4 (agree), 28.24% of students chose 5 (strongly agree), 24.43% chose 3 (neutral), 1.53% chose 2 (disagree), and none chose 1 (strongly disagree), as shown in figure 24 and table 47. Also, the standard deviation of this question survey is 0.77 and the mean and the mode are 4.01 and 4 respectively, as shown in table 48.

Table 47: Bin, Frequency, and Percentage for St. 24.

<i>Bin</i>	<i>Frequency</i>	<i>Percentage %</i>
1	0	0.00%
2	2	1.53%
3	32	24.43%
4	60	45.80%
5	37	28.24%

Table 48: Statistical Analysis of Statement 24.

<i>St. 24</i>	
Mean	4.007633588
Standard Error	0.067238267
Median	4
Mode	4
Standard Deviation	0.769577139
Sample Variance	0.592248972
Kurtosis	-0.7425522
Skewness	0.218747335
Range	3
Minimum	2
Maximum	5
Sum	525
Count	131
Confidence Level (95.0%)	0.13302287

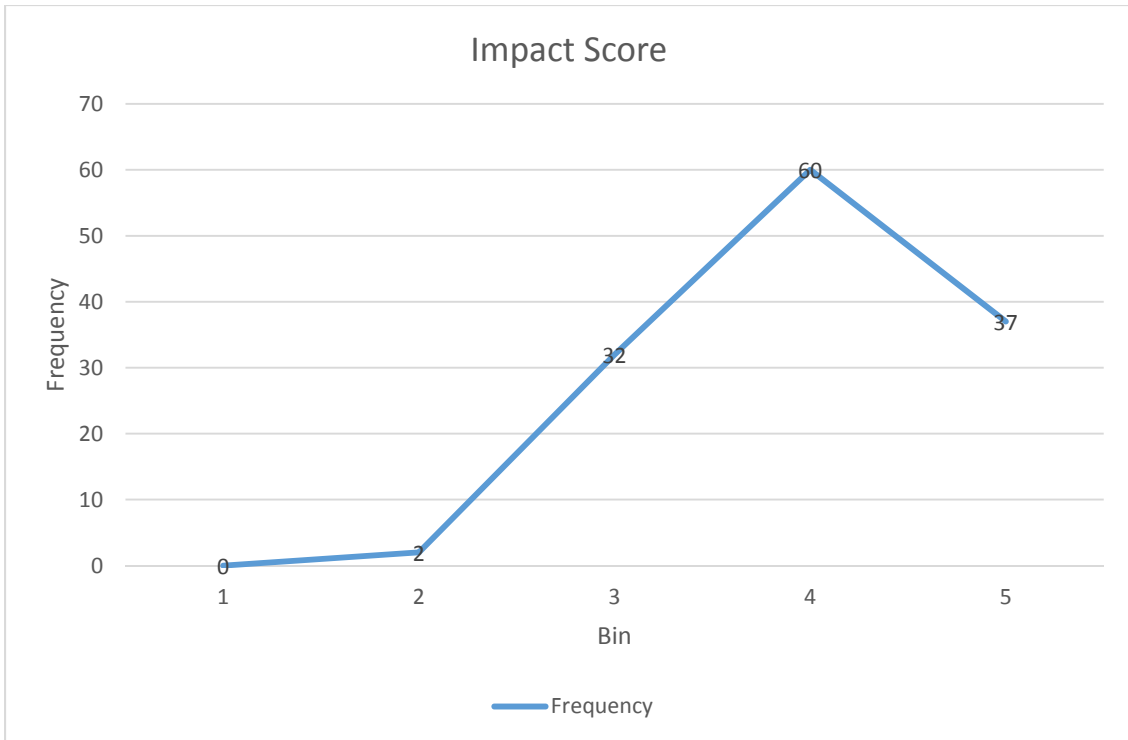


Figure 24: Impact of Statement 24.

CHAPTER FIVE

CONCLUSIONS

The purpose of this chapter is to present the general trends of the findings. Also, to ensure that the overall objective of examining the perceptions of Saudi Arabia's students studying in the US regarding Safer's usefulness, accessibility, and efficiency as a tool for enhancing SACM's quality service delivery is achieved. This chapter critically discusses the findings and identifies areas that are puzzling or unexpected and provide potential explanations. Each research question and response to the overall thesis was supported by a 95% confidence level in building confidence intervals regarding the means allowing inference toward the population using these sample distributions.

Results of the survey

The hypothesis and research questions are addressed separately in this section. This was done to ensure that all questions and issues identified at the onset of the research are answered thoroughly. All discussions are grounded on the analysis of the respondents' answers to the survey questions presented in the previous chapter.

Overall Hypothesis Conclusion

This study hypothesized the use of the Safer program in providing quality service delivery within SACM, which in turn benefits Saudi's students in the USA by making and facilitating their requests faster. This hypothesis was addressed by examining the students' ratings to statements 2, 7 and 19. The result showed that more than half

(about 58%) of the students agreed that using Safeer is better than using face-to-face transactions (Statement 2). Only a minority (less than 15%) of the students disagreed with the statement, which shows that the students' perceptions about Safeer are generally positive. The study also revealed that a higher proportion (63%) of the students surveyed are interested in using Safeer for general purposes; less than 10% expressed no interest in using the electronic system, while the rest gave a neutral answer (Statement 7). The majority (72%) of the students are pleased with Safeer services provided by SACM and only three (2.3%) said that they are not pleased with the system (Statement 19).

It is apparent from these results that a higher percentage of the students surveyed confirmed the hypothesis that the Safeer program provides quality service delivery within SACM, which in turn benefits Saudi's students in the USA by making and facilitating their requests faster. This illustrates that SACM succeeded in helping Saudi students in the US by making their services more convenient and accessible to their users. As mentioned earlier, Safeer has become the students' key connection between the Saudi Kingdom and the USA.

The wide acceptance of Safeer could be attributed to the fascination with and preference of today's students to online services. Students today rely on the internet, online services, and applications for all their needs. This makes online systems such as Safeer not only convenient but a necessary tool for reaching out and providing quality services for students. Safeer enables the delivery of such services to be conducted in a medium that is familiar and preferable to the users, while making the work of SACM staff easier. As Agus, Barker, and Kandampully (2007) demonstrated in their study,

accessibility and responsiveness have significant relation with service performance, service quality dimensions and customer satisfaction.

Another interesting trend that emerged from the results is the relatively high portion (25% or higher) of students who opted for the neutral rating in the three statements examined. One possible explanation for this result is that these students have not yet experienced using Safeer, thus they are not familiar with the service and its benefits. It is also possible that these students do not fully appreciate the benefits of the system, probably due to inexperience with the face-to-face procedure. As mentioned by Dosen & Skare (2004), the service should be well understood by the users in order to be effective. They might know what Safeer does, but they do not really understand how different the process is from the old system. Simply put, the students might not have any idea how much improvement Safeer have brought to the service delivery system of SACM.

The subsequent sections address the four research questions explored in this paper. For a more generalized interpretation of the result trends, strongly agree and agree responses were combined to represent positive or agree responses and strongly disagree and disagree responses were combined to represent negative or disagree responses.

Is the Safeer software interface easy to use?

The first research question explores whether the Safeer software interface is easy to use or not. The respondents' ratings to statements 3, 8, 17, 20, and 21 were considered to address this issue. The majority (81.68%) of the students surveyed answered that Safeer is easy to use (Statement 3). Only two (1.53%) students disagreed with the

statement. The same trend was observed with regards to ease of registration (Statement 8), wherein ratings were predominantly positive (72.52%). However, a slightly higher percentage (7.63%) of the users admitted that the registration process is not that easy.

In terms of ease of browsing and managing their profile accounts in Safeer (Statement 17), ratings of the majority (75.57%) of the students converged toward the positive end of the rating spectrum. This result shows that most of the respondents consider the task easy. Only a little more than half (54.19%) of the students consider uploading files easy (Statement 20); the rest answered disagree (13.74%) and neutral (32%). The respondents' perception of the Safeer webpage's loading capability (Statement 21) varied. Almost half (43.51%) gave a neutral answer, about one quarter (26.35%) answered that the Safeer webpage uploads slowly, while the rest of the students (30.53%) disagreed.

These responses suggest that the majority of the students believe that using Safeer software interface is easy. There seems to be a general consensus that registration, browsing, and uploading in the Safeer website is easy. However, they have different perceptions regarding the loading capability of the system. One possible explanation for this difference in opinion is the fact that loading speed could be affected by other factors, such as strength of the connection and the speed of the computer or laptop used. This means that Safeer might load fast in some computers and in some locations but not in others. Another possible explanation is that students have different perceptions of loading speed. What might seem slow to some students may be perceived as fast by others.

This could also be attributed to internal problems of the system. As mentioned earlier, Safeer is dependent on technology and online computer systems that rely on

interactive government portals. The limitations of this system coupled with the volume of users could result in loading problems, delays in response time, and other technical challenges.

How responsive are Safeer personnel to Saudi students' request?

The second research question explored the responsiveness of Safeer personnel to Saudi students' request. Almost half (43.51%) of the students gave a neutral answer when asked about their perceptions about the quickness by which queries and complaints through Safeer are resolved (Statement 6). A high percentage of the students (39.69%) answered that queries and complaints are resolved quickly, but the remaining students (16.8%) disagreed. The high percentage of neutral rating could be attributed to lack of experience about this type of service. The students may not have enough experience to compare the service with other similar services and determine whether it was fast or slow.

When asked whether using Safeer makes communicating with SACM easy (Statement 14), the majority (68.7%) of the respondents agreed and only a small percentage (7.63%) answered otherwise. The remaining students (23.66%) gave a neutral answer. In terms of providing timely feedback (Statement 15), ratings of the majority (60.31%) of the respondents converged towards the positive end of the spectrum. About one third (33.59%) of the respondents gave a neutral answer and only eight respondents (6.11%) gave a negative rating.

Ratings to the statement "Using Safeer saves time," is predominantly (83.21%) agreeable, while 14 students (10.69%) answered neutral and eight students (6.11%)

disagreed. The respondents were also asked whether they believe that using Safeer provides timely communication with SACM or not (Statement 18). Based on the analysis, most of the students (67.93%) agreed, seven (5.34%) students disagreed and the rest (26.72%) neither agreed nor disagreed.

Except for a few negative responses, the general trend for the students ratings suggest that using Safeer is perceived to have made the SACM personnel more responsive in addressing the students' needs and resolving issues. This is consistent with the purpose of Safeer, which is to use the latest technology to help students apply for schools and scholarships, request certificates, follow up their applications and other services. As it eliminated the need for physical presence, students are no longer required to travel to the nearest embassy or consulate. They can submit their requests anytime and anywhere, which makes it convenient and time-efficient.

What is the impact of Safeer to SACM in serving the student community from Saudi Arabia?

The impact of Safeer to SACM in serving the student community from Saudi Arabia was examined by analyzing the students' ratings to statements 1, 4, 10, 13, and 22. The first statement considered for this section (Statement 1) emphasized the importance of having the option to finish their requests online through Safeer and not needing to go to SACM's offices physically. While more than three fourths (76.33%) of the students agreed, some (19.08%) gave a neutral answer and six (4.58%) respondents even disputed the claim. Though the negative responses are marginal, it is still surprising that not all the students gave an agreeable rating to this statement. The Safeer interface

was built to avoid physical transactions and make the service more convenient and accessible to students. The fact that some respondents hinted the need to still go to the SACM offices personally to finish their requests suggests that Safeer is still unable to address all their needs and may still need some improvements. It is also possible that some students answered negatively because they prefer the face-to-face interaction to the online transaction.

Students were also asked to rate whether Safeer covers the most important services or not (Statement 4). The result show that most (70.99%) respondents agreed with the statement. About one fourth of the respondents gave a neutral answer while three (2.29%) disagreed. This is consistent with the previous analysis that Safeer still needs some improvement. There might still be services and issues that need to be conducted directly at SACM's offices. When asked about their ability to resolve issues without Safeer's assistance, it is noteworthy that the majority (64.12%) of the students gave a negative answer. About one third (31.3%) gave a neutral answer and only six (4.58%) students agreed that they don't need Safeer's assistance. The respondents were also asked whether Safeer covers the most important services. Results showed that responses were predominantly (70.99%) positive, with only three (2.29%) respondents giving a negative response.

Regarding Safeer as the best method to solve their problems (Statement 13), the respondents' answers varied. The number of respondents who gave a positive and neutral rating were almost the same (39.51 % and 38.17% respectively), while the rest (12.21%) disagreed with the statement. This result is somewhat confusing as it contradicts the purpose of Safeer. This perception could be an indicator that there are still services that

the students need that are not being offered by Safeer or by SACM for that matter. The students were also asked if they agree that the information in Safeer is useful. Most of the respondents (75.57%) agreed and only a few students (6.87%) disagreed with the statement. This implies that despite the disagreements about the loading speed of the webpage and Safeer's relevance in solving the students' problems, most of the students find the information provided in the webpage to be useful.

How can Safeer improve its service to SACM while serving the student community for a better quality?

This research also explored how Safeer can improve its service to SACM while serving the student community for a better quality. This research question was addressed by examining the respondents' answers to statements 5, 9, 11, 12, 23, and 24. In terms of the ease of submitting requests within Safeer, the majority (68.7%) of the students agreed that it is easy to submit requests in the webpage (Statement 5). One fourth (25.19%) gave a neutral answer while seven (5.34%) students disagreed with the statement. The neutral answers could indicate inability to gauge Safeer's service quality due to lack of experience using the webpage. The negative ratings, on the other hand, could be attributed to lack of exposure to the webpage and similar services. These students might be new to the system and have not familiarized themselves with the interface and various services.

In terms of security of personal data, majority (70.23%) of the students believe that their personal information is secure with Safeer (Statement 9). Only three students (2.29%) displayed some concern about the security of their data. More than half (53.43%)

of the students perceive the information in the Safeer webpage to be up-to-date but fourteen (10.68%) students stated otherwise (Statement 11). When asked whether they have confidence using Safeer's e-services, the ratings were predominantly positive (Statement 12), with only seven (5.34%) students giving a negative rating.

For the procedures for queries and complaints (Statement 23), most (66.41%) of the students agreed that they are easily found in the webpage. The fact that only eight (6.10%) students disagreed with this statement suggest that this is not a big issue. Almost three fourths (74.04%) of the respondents agreed that there are useful links available at the Safeer webpage. Only two respondents contradicted this answer and the rest gave a neutral rating.

Overall, these ratings show that the students find it easy to use Safeer, they find the procedures to be accessible, and find useful links for their reference. There does not seem to be large concerns regarding security and confidence in using Safeer's services for most students. However, some of the students seem to have issues regarding these aspects of the service and some students are unsure. This indicates that there is still room for improvement and that SACM could implement some changes to inspire more confidence among their users. Welp, Urgell and Aibar (2007) noted that it is crucial to realize the strengths and weaknesses of any system to ensure its success. As the targeted users, the students might present views that could be used by SACM to further improve the quality of their services and expand their offerings in order to better address the needs of Saudi students studying in the US.

Summary of the research

This study examined the impact of using Safeer in improving quality service delivery of SACM to Saudi students in the USA. The thesis of the study maintained the use of the Safeer program provides quality service delivery within SACM, which in turn benefits Saudi students in the USA by making and facilitating their requests faster. In addition, this study aimed to address the following research questions:

- i) Is the Safeer software interface easy to use?
- ii) How responsive are Safeer personal to Saudi students' requests?
- iii) What is the impact of Safeer to SACM in serving the student community from Saudi Arabia?
- iv) How can Safeer improve its service to SACM while serving the student community for a better quality?

The main purpose of this research was to examine the efficiency of Safeer and ensure that the system is able to perform its function as the bridge between different institutions and Saudi students studying in the US who require assistance in processing their academic requirements. This study assessed whether the introduction and implementation of Safeer has led to the improvement of SACM's service quality and accessibility, identified areas in need of further development and develop recommendations that would help improve the system and benefit Saudi students further.

The sample consisted of 131 Saudi students from Bowling Green, KY. The study employed a self-administered survey to gather relevant data. Respondents were asked to rate 24 statements using the five scale points which are: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5. The result confirmed the hypothesis

that the use of the Safeer program provides quality service delivery within SACM, which in turn benefits Saudi's students in the USA by making and facilitating their requests faster.

Overall, the findings show that the students found the Safeer software interface easy to use. The students were convinced that it is easy to register to the system, browse and manage profile and upload materials. One issue that emerged is the slow uploading capability of the web page. This problem can be attributed to differences in computers and internet connections used and technical limitations of the system as well as personal biases of the respondents.

The respondents also perceive Safeer personnel to be more responsive to Saudi students' request through the system. This was demonstrated by the perception of the quick resolution of queries and complaints, ease of communicating with SACM personnel, timely feedback and timely response from the SACM personnel.

The overall impact of Safeer to SACM in serving the student community from Saudi Arabia is generally positive. The option of finishing their requests online through Safeer and not needing to go to SACM's offices physically was regarded as favorable development. They also believe that Safeer covers the most important services and provide useful services to students. The respondents also find it easy to send requests to Safeer and noted that the procedures for using the webpage are easy to find and follow. Another important feature of the webpage is the useful links for their reference. In terms of security of personal data and confidence in using Safeer's services, most students expressed no concern. Though most students believe Safeer's current service quality and

responsiveness to be favorable, some students demonstrated some concerns about the loading speed, ease of use, security and other issues.

Conclusion

This study demonstrated that using Safeer has made SACM's service more accessible and convenient for Saudi students in the US. Safeer enabled SACM to provide quality service to students without the trouble of going to the SACM offices to transact. Safeer enabled students to send requests for services anytime and anywhere. This hastened the process and improved the responsiveness of SACM personnel.

The positive ratings suggest that most of the students surveyed are familiar with Safeer and have used it at one point or another. This indicates that SACM was able to achieve its purpose of helping Saudi students in the US adjust and accomplish their student and scholarship applications and meet their student requirements at the least cost possible.

Although the majority of the ratings were positive, it is interesting to note that some students have negative perceptions about Safeer and some students are undecided. The implication of these findings is that these students may not be that familiar with the system and its benefits to them. This could indicate a need for information dissemination and orientation of Saudi students. Another implication of this finding is that the students surveyed have not experienced using the webpage, which made it difficult for them to provide an answer. This again indicates the need to encourage students to use the system and take advantage of SACM's offerings.

This study also found that Safeer users have different perceptions regarding the ease of use of the system, its security, responsiveness, and overall relevance. This could be attributed to their different experiences with the system and with similar services, level of technological exposure and the quality of computer and internet connection employed. These differences should be considered by SACM in implementing changes and developing new programs and/or services.

Safeer not only made SACM's services more accessible to students, it also provided a more current and technologically relevant option for the users. It is apparent from these results that the majority of the students surveyed were able to appreciate its benefits and took advantage of its services. However, the result also demonstrated that there is a need for SACM to reach more students and make them realize its potential as a bridge between the Saudi Kingdom and the USA and between the technological and geographical divide of their home country and their new home.

Recommendations for future work

Based on the results, the following directions of future work are recommended in order to have a more in depth understanding of Safeer's services and solidify more concrete programs that would resolve the issues and further improve SACM's service quality and efficiency.

The first possible topic is to ask students to expound on their ratings and discover what makes Safeer easy or difficult to use, what could be done to improve its services, what other services could be added, how to encourage more students to use the system, and others. These aspects were not tackled fully in the current study due to limitations of

the instrument and approach used. This study could be done using an interview or a focus group methodology.

Another limitation of the current study that needs further exploration is to classify the respondents into frequent users and non-users and compare their perceptions about the system's service quality and efficiency. This would also enable SACM to determine whether the issues raised by the students are caused by their inexperience or lack of exposure to the system or it is a recurring problem to frequent users that needs to be resolved.

One of the assumptions of this research was that the findings gears toward improving the effectiveness of Safeer and SACM. This could be accomplished by giving a copy of this thesis to SACM. This would serve as the researcher's contribution to an institution that bridges culture, geography and technology while providing quality service to Saudi Students from all over the US.

APPENDICES

APPENDIX A

THE SURVEY

HAS SAFEER IMPROVED SACM'S WORK AND HELPED SAUDI STUDENTS IN THE USA RESOLVE THEIR NEEDS QUICKLY?

- Please mark the best choice for you regarding the following statements:

No.	Statements					
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	Because of Safeer, I don't have to go to SACM's offices to finish my requests					
2	Using Safeer is better than face to face					
3	Safeer is easy to use					
4	Safeer covers the most important services					
5	It is easy to submit my requests within Safeer					
6	Queries or complaints through Safeer are resolved quickly					
7	I am interested in using Safeer for general purposes					
8	Registration for Safeer is easy					
9	Within Safeer, I feel that my personal data are secure					
10	I can resolve all my needs without using Safeer					
11	Safeer's information is up-to-date					
12	I have confidence using Safeer's e-services					
13	Safeer is the best method to solve my problems					
14	Using Safeer makes communicating with SACM easy					
15	Safeer provides timely feedback					
16	Using Safeer saves time					
17	Browsing and managing my profile account is easy through Safeer					
18	Using Safeer provides timely communication with SACM					
19	I am pleased with Safeer services provided by SACM					
20	Within Safeer, uploading files is easy					
21	The Safeer web page loads slowly					
22	Information in Safeer is useful					
23	Procedures for queries and complaints are easily found within Safeer					
24	Safeer has useful links					

APPENDIX B

THE DATA

Statement s	Samples							
	1	2	3	4	5	6	7	8
St. 1	4	4	4	5	5	5	5	5
St. 2	3	3	3	4	5	5	5	5
St. 3	4	4	4	3	5	5	4	4
St. 4	4	5	3	4	4	5	5	5
St. 5	4	4	4	4	5	5	5	5
St. 6	3	3	2	4	3	3	3	2
St. 7	3	4	2	4	5	5	5	4
St. 8	5	2	4	4	4	4	4	2
St. 9	5	4	4	4	4	5	5	2
St. 10	1	4	2	1	2	1	2	2
St. 11	2	3	3	5	3	4	4	2
St. 12	4	4	4	5	4	5	5	3
St. 13	3	3	3	3	3	3	3	3
St. 14	4	5	5	4	5	5	5	3
St. 15	3	4	3	4	5	3	4	3
St. 16	4	4	4	3	5	5	5	3
St. 17	4	5	4	4	5	5	5	4
St. 18	3	3	3	5	4	5	5	4
St. 19	4	3	3	4	4	5	5	4
St. 20	2	4	4	2	3	5	4	2
St. 21	2	4	3	4	5	3	3	3
St. 22	4	4	4	4	4	4	5	3
St. 23	4	4	4	3	3	3	3	2
St. 24	5	5	3	3	4	4	5	4

Statements	Samples							
	9	10	11	12	13	14	15	16
St. 1	5	3	5	4	4	4	3	4
St. 2	5	3	5	5	2	3	2	3
St. 3	5	4	5	5	5	4	4	5
St. 4	5	4	5	5	4	4	3	4
St. 5	5	4	4	5	4	4	3	5
St. 6	4	4	2	2	3	2	3	3
St. 7	4	4	4	4	4	3	3	5
St. 8	2	4	4	5	4	4	4	4
St. 9	5	4	3	5	4	4	3	5
St. 10	1	3	1	2	2	1	3	2
St. 11	4	3	2	4	3	3	3	5
St. 12	5	3	4	4	4	4	3	4
St. 13	4	3	2	4	4	4	3	3
St. 14	5	3	5	4	4	4	3	4
St. 15	4	3	4	2	3	3	3	5
St. 16	5	3	5	4	4	4	3	5
St. 17	4	3	4	5	4	4	4	4
St. 18	4	3	5	4	4	3	4	3
St. 19	4	4	5	4	4	4	3	4
St. 20	2	3	5	4	3	4	3	4
St. 21	2	3	2	2	3	3	4	3
St. 22	5	4	4	4	4	2	4	5
St. 23	5	4	3	4	4	2	3	4
St. 24	5	4	5	4	4	2	3	3

Statements	Samples							
	17	18	19	20	21	22	23	24
St. 1	5	4	5	4	5	3	4	4
St. 2	3	5	3	3	3	2	3	2
St. 3	4	4	5	5	5	3	5	4
St. 4	4	3	3	4	3	2	5	4
St. 5	4	4	3	4	4	3	5	3
St. 6	3	3	4	3	4	2	4	3
St. 7	4	4	3	4	4	3	3	4
St. 8	4	5	4	4	5	4	3	3
St. 9	4	5	3	3	4	3	4	4
St. 10	2	1	3	2	2	3	3	3
St. 11	4	5	2	3	3	3	3	4
St. 12	4	5	2	4	2	3	4	4
St. 13	4	5	2	5	2	3	5	4
St. 14	3	5	2	5	4	4	3	4
St. 15	3	4	4	4	2	3	4	4
St. 16	3	4	5	2	4	4	4	4
St. 17	4	4	5	4	4	3	4	3
St. 18	4	5	5	3	5	3	4	5
St. 19	4	4	5	4	3	3	3	3
St. 20	4	3	5	4	5	3	3	4
St. 21	3	4	5	5	3	3	4	3
St. 22	2	4	5	5	4	3	4	4
St. 23	2	4	3	4	4	3	3	4
St. 24	4	4	4	4	4	3	4	4

Statements	Samples							
	25	26	27	28	29	30	31	32
St. 1	3	5	4	4	3	5	2	3
St. 2	4	5	4	3	5	4	5	5
St. 3	5	5	5	4	4	3	4	4
St. 4	5	4	4	4	5	4	5	5
St. 5	4	3	4	4	4	3	5	5
St. 6	3	4	4	3	5	3	4	4
St. 7	5	5	4	3	2	2	4	4
St. 8	3	5	4	3	2	4	4	4
St. 9	5	4	4	3	3	3	3	4
St. 10	2	1	2	1	3	2	1	1
St. 11	3	5	4	5	3	4	3	3
St. 12	3	4	2	4	4	3	4	4
St. 13	4	5	3	4	4	4	5	5
St. 14	4	5	4	2	1	4	5	5
St. 15	3	3	4	5	4	4	4	4
St. 16	5	5	5	5	4	4	3	3
St. 17	5	5	4	4	4	4	4	4
St. 18	2	5	4	4	4	4	4	4
St. 19	3	5	5	5	4	3	5	5
St. 20	5	4	2	4	3	2	3	3
St. 21	2	4	5	2	3	4	4	4
St. 22	4	5	5	5	3	4	4	4
St. 23	4	5	5	5	4	4	5	5
St. 24	5	4	5	5	4	3	3	3

Statements	Samples							
	33	34	35	36	37	38	39	40
St. 1	4	4	4	2	1	5	4	4
St. 2	4	3	2	4	4	4	2	4
St. 3	4	4	2	4	4	4	3	5
St. 4	3	5	3	3	3	5	4	5
St. 5	4	3	1	4	4	5	4	5
St. 6	3	3	3	2	2	4	2	3
St. 7	4	3	3	4	3	4	4	4
St. 8	5	4	5	4	3	5	4	5
St. 9	4	3	3	4	3	5	3	5
St. 10	1	2	1	3	2	3	3	2
St. 11	4	4	2	4	3	4	3	5
St. 12	4	4	3	4	3	4	4	4
St. 13	4	4	2	3	3	5	4	4
St. 14	4	4	2	4	4	5	4	3
St. 15	3	4	3	3	3	4	4	5
St. 16	4	4	4	4	4	5	4	5
St. 17	4	5	1	4	4	5	4	4
St. 18	4	4	2	4	3	4	4	4
St. 19	3	3	3	3	2	4	4	5
St. 20	4	4	2	3	3	3	4	3
St. 21	2	3	4	3	4	4	3	4
St. 22	4	5	5	3	3	4	4	5
St. 23	4	4	3	4	3	5	4	4
St. 24	4	4	5	3	4	3	4	5

Statements	Samples							
	41	42	43	44	45	46	47	48
St. 1	4	4	4	4	3	4	4	4
St. 2	4	4	4	4	2	8	5	2
St. 3	5	4	5	4	4	8	5	3
St. 4	5	4	5	4	4	8	5	5
St. 5	5	3	5	3	2	8	5	5
St. 6	5	3	3	3	3	3	3	3
St. 7	4	3	4	3	2	4	4	3
St. 8	5	3	5	3	4	5	4	5
St. 9	5	3	4	3	2	4	4	5
St. 10	1	3	2	3	2	2	2	1
St. 11	5	3	5	3	4	5	5	5
St. 12	5	3	5	3	4	5	5	5
St. 13	5	3	3	3	2	3	3	3
St. 14	5	2	3	2	3	3	3	3
St. 15	5	2	5	2	4	4	4	5
St. 16	5	5	5	5	3	5	5	5
St. 17	5	5	5	5	4	5	5	5
St. 18	5	3	4	3	3	4	4	5
St. 19	5	3	4	3	4	4	4	3
St. 20	5	2	3	2	2	3	3	4
St. 21	1	2	2	2	2	2	2	2
St. 22	5	2	4	2	4	4	4	5
St. 23	5	3	3	3	3	3	3	5
St. 24	5	3	4	3	4	3	3	5

Statements	Samples							
	49	50	51	52	53	54	55	56
St. 1	5	5	4	4	5	5	3	5
St. 2	4	3	5	3	4	5	2	4
St. 3	4	5	5	5	5	4	3	5
St. 4	4	4	4	3	4	3	3	3
St. 5	3	4	4	4	3	4	2	5
St. 6	3	4	4	4	4	4	3	3
St. 7	4	4	3	4	5	4	3	4
St. 8	5	4	5	3	3	3	4	5
St. 9	5	5	3	4	5	3	3	5
St. 10	1	2	2	3	2	2	2	3
St. 11	4	4	4	3	3	4	4	5
St. 12	4	4	4	5	3	3	3	5
St. 13	4	4	4	3	4	4	2	4
St. 14	4	4	5	4	5	5	3	5
St. 15	4	4	4	4	4	3	2	4
St. 16	5	4	5	5	5	5	1	4
St. 17	4	4	4	3	5	3	3	5
St. 18	4	5	4	5	5	4	2	4
St. 19	5	4	4	4	4	3	4	4
St. 20	4	2	5	4	2	4	3	5
St. 21	3	3	5	4	1	2	1	3
St. 22	3	5	4	4	5	5	3	2
St. 23	4	3	4	3	4	3	3	4
St. 24	4	4	5	5	4	5	3	4

Statements	Samples							
	57	58	59	60	61	62	63	64
St. 1	5	5	4	4	4	3	3	4
St. 2	3	5	4	4	5	4	4	3
St. 3	5	5	5	4	4	4	4	4
St. 4	4	5	4	4	4	4	3	3
St. 5	5	3	4	4	4	3	3	3
St. 6	2	3	4	3	3	4	4	4
St. 7	3	5	5	3	3	4	4	3
St. 8	5	5	2	3	3	3	3	4
St. 9	4	5	3	3	4	4	4	3
St. 10	2	3	2	1	2	3	3	2
St. 11	3	2	3	3	3	2	2	4
St. 12	4	4	4	4	4	3	3	4
St. 13	3	3	3	3	3	4	3	4
St. 14	5	3	5	4	4	4	4	4
St. 15	2	3	3	4	4	4	4	4
St. 16	4	4	5	4	4	4	4	4
St. 17	5	3	4	4	4	4	4	3
St. 18	5	3	3	4	4	4	4	4
St. 19	5	4	2	4	4	4	4	4
St. 20	4	3	2	4	4	4	3	4
St. 21	2	3	2	3	3	3	3	3
St. 22	4	2	4	5	5	3	4	3
St. 23	3	4	4	4	4	4	4	3
St. 24	4	3	4	5	5	4	3	4

Statements	Samples							
	65	66	67	68	69	70	71	72
St. 1	4	4	4	4	5	5	5	5
St. 2	1	2	2	3	5	5	4	5
St. 3	4	2	4	4	5	5	4	4
St. 4	3	3	5	3	5	5	5	3
St. 5	5	1	4	4	5	5	4	3
St. 6	3	3	3	2	3	1	4	1
St. 7	4	3	4	2	2	4	4	4
St. 8	4	5	2	4	5	4	4	5
St. 9	4	3	4	4	5	5	4	5
St. 10	2	1	2	1	3	2	3	2
St. 11	4	2	4	3	4	4	4	4
St. 12	4	3	4	4	4	4	4	4
St. 13	4	2	3	3	4	3	4	3
St. 14	4	2	4	5	5	5	4	5
St. 15	4	3	3	3	5	3	4	4
St. 16	5	4	5	4	5	5	4	5
St. 17	4	1	4	4	5	5	4	4
St. 18	3	2	4	3	5	4	4	4
St. 19	5	3	5	3	5	4	4	4
St. 20	5	2	3	4	3	1	4	3
St. 21	1	1	3	3	3	3	2	2
St. 22	4	3	4	4	4	3	4	4
St. 23	5	3	4	4	5	4	1	4
St. 24	3	5	5	3	5	4	4	4

Statements	Samples							
	73	74	75	76	77	78	79	80
St. 1	5	4	5	5	3	2	5	5
St. 2	5	3	3	3	4	3	5	2
St. 3	5	5	4	4	3	3	4	4
St. 4	4	4	5	2	3	4	3	5
St. 5	5	3	5	5	3	4	4	4
St. 6	2	2	4	5	2	2	3	4
St. 7	4	3	5	4	2	3	4	5
St. 8	5	4	5	3	3	4	3	5
St. 9	5	4	4	4	4	4	4	4
St. 10	2	2	3	3	3	3	1	2
St. 11	4	4	3	1	4	3	4	5
St. 12	4	4	4	3	4	3	4	2
St. 13	3	3	4	4	3	1	4	4
St. 14	4	4	5	5	3	3	4	5
St. 15	4	3	5	3	4	3	5	4
St. 16	5	4	5	5	2	3	5	4
St. 17	5	4	5	5	3	3	5	4
St. 18	4	4	5	4	4	2	5	5
St. 19	4	4	4	5	4	3	4	5
St. 20	4	3	4	4	4	4	5	4
St. 21	2	3	4	2	2	2	2	4
St. 22	3	4	5	5	3	4	3	4
St. 23	4	4	4	4	2	4	3	4
St. 24	4	4	5	3	5	4	4	4

Statements	Samples							
	81	82	83	84	85	86	87	88
St. 1	2	5	3	5	4	2	5	3
St. 2	3	2	4	5	4	2	4	3
St. 3	3	4	3	5	4	4	4	4
St. 4	4	5	4	5	4	4	4	3
St. 5	4	4	3	4	4	4	4	3
St. 6	2	4	3	4	5	4	4	3
St. 7	3	2	2	5	5	3	5	4
St. 8	4	2	3	5	4	4	4	2
St. 9	4	4	4	5	5	4	5	3
St. 10	3	2	3	3	3	4	1	4
St. 11	3	5	3	3	5	4	5	2
St. 12	3	2	4	5	4	4	5	1
St. 13	1	4	3	5	4	2	4	2
St. 14	3	5	3	5	4	3	4	2
St. 15	3	4	4	4	4	5	5	2
St. 16	3	4	2	5	4	4	5	2
St. 17	3	4	3	5	4	3	5	3
St. 18	2	5	4	4	5	3	5	3
St. 19	3	5	4	5	4	3	5	3
St. 20	4	4	4	3	4	4	5	3
St. 21	2	3	2	3	2	3	3	3
St. 22	4	4	3	5	4	3	5	4
St. 23	4	4	2	5	4	3	5	3
St. 24	4	4	3	5	4	3	5	3

Statements	Samples							
	89	90	91	92	93	94	95	96
St. 1	4	4	4	3	4	3	2	5
St. 2	5	3	4	3	5	4	2	4
St. 3	5	4	4	3	5	5	3	4
St. 4	5	4	4	4	5	3	4	5
St. 5	5	5	4	3	4	5	3	5
St. 6	4	3	3	4	4	4	2	4
St. 7	5	4	3	5	4	5	2	4
St. 8	5	3	4	5	5	5	4	4
St. 9	5	2	4	4	4	5	4	5
St. 10	1	2	2	3	2	5	3	3
St. 11	5	4	3	4	3	2	2	5
St. 12	5	3	4	4	4	5	3	5
St. 13	5	4	2	3	4	4	2	5
St. 14	5	3	4	4	4	5	3	5
St. 15	4	3	4	5	3	4	4	4
St. 16	5	4	4	4	4	5	4	5
St. 17	5	5	4	3	5	5	3	3
St. 18	5	5	4	3	5	5	2	3
St. 19	5	5	4	4	5	5	3	3
St. 20	3	3	3	5	4	4	3	4
St. 21	3	3	3	3	3	3	3	4
St. 22	5	3	3	4	4	5	5	5
St. 23	5	4	4	3	4	5	4	5
St. 24	5	4	3	4	4	4	5	5

Statements	Samples							
	97	98	99	100	101	102	103	104
St. 1	3	4	4	4	5	3	4	4
St. 2	4	4	3	4	3	2	1	3
St. 3	4	4	4	5	4	3	4	4
St. 4	5	4	4	5	4	3	2	3
St. 5	5	4	4	5	5	4	1	4
St. 6	3	3	4	3	3	4	2	3
St. 7	4	4	3	5	4	4	3	3
St. 8	4	4	4	3	4	5	2	3
St. 9	4	4	4	5	5	3	4	3
St. 10	3	4	3	1	3	3	2	2
St. 11	3	4	4	4	4	4	3	3
St. 12	4	4	4	4	4	3	4	4
St. 13	4	4	3	4	4	3	4	3
St. 14	4	4	4	5	4	4	2	3
St. 15	4	4	3	4	3	3	2	4
St. 16	5	4	4	4	5	4	1	4
St. 17	5	4	4	4	4	4	4	3
St. 18	4	4	4	4	3	3	3	3
St. 19	4	3	3	4	4	4	4	3
St. 20	4	3	3	4	3	5	4	4
St. 21	4	3	3	3	4	4	3	4
St. 22	4	3	4	3	4	5	1	3
St. 23	4	4	4	4	3	5	2	3
St. 24	4	5	3	5	4	5	4	4

Statements	Samples							
	105	106	107	108	109	110	111	112
St. 1	3	3	4	3	5	5	5	3
St. 2	3	4	4	4	4	4	4	4
St. 3	4	4	5	4	4	5	3	4
St. 4	5	4	5	4	5	5	3	5
St. 5	2	3	5	3	5	4	4	3
St. 6	3	3	3	4	5	4	3	3
St. 7	3	4	4	4	5	4	5	3
St. 8	4	4	4	2	5	5	5	4
St. 9	5	4	4	4	3	5	3	3
St. 10	2	3	2	2	2	2	3	3
St. 11	4	5	3	3	4	4	4	4
St. 12	4	5	4	3	4	4	4	4
St. 13	3	4	4	4	4	4	4	4
St. 14	4	3	3	4	4	5	4	4
St. 15	5	4	4	3	4	3	4	4
St. 16	5	4	5	4	5	4	5	4
St. 17	4	3	4	3	5	5	5	5
St. 18	3	4	3	3	5	4	5	4
St. 19	4	4	4	4	5	5	5	4
St. 20	5	3	2	4	5	3	5	5
St. 21	2	4	2	4	3	2	3	3
St. 22	5	4	4	2	5	3	5	4
St. 23	3	5	2	4	5	4	5	5
St. 24	4	4	3	3	5	4	4	5

Statements	Samples							
	113	114	115	116	117	118	119	120
St. 1	4	3	4	4	5	4	3	3
St. 2	4	3	3	3	5	4	3	3
St. 3	3	4	4	4	5	4	3	4
St. 4	3	4	3	3	5	4	3	3
St. 5	4	4	3	3	4	4	3	2
St. 6	3	3	3	3	5	5	4	3
St. 7	3	4	3	3	5	4	4	4
St. 8	3	4	4	4	5	5	4	4
St. 9	3	3	3	3	4	5	3	4
St. 10	4	3	2	2	1	2	2	2
St. 11	2	3	3	3	4	5	3	3
St. 12	4	3	4	4	5	5	3	3
St. 13	4	3	3	3	4	5	3	3
St. 14	4	3	3	3	4	5	3	3
St. 15	3	3	3	3	5	5	4	4
St. 16	4	4	3	3	5	4	4	4
St. 17	3	5	3	3	5	4	4	3
St. 18	4	5	3	3	5	5	5	3
St. 19	4	4	3	3	5	5	5	3
St. 20	4	3	4	4	5	5	5	3
St. 21	4	4	2	3	1	2	3	4
St. 22	3	4	4	4	4	5	4	4
St. 23	4	5	3	3	5	5	5	3
St. 24	4	4	3	3	5	5	5	3

Statements	Samples							
	121	122	123	124	125	126	127	128
St. 1	5	5	5	4	5	5	3	3
St. 2	5	4	5	4	3	5	2	5
St. 3	5	4	3	3	4	4	3	3
St. 4	5	5	4	3	4	4	4	3
St. 5	5	5	5	4	3	4	3	3
St. 6	5	4	4	2	4	3	2	4
St. 7	4	5	3	3	4	3	4	4
St. 8	5	5	3	3	4	3	4	4
St. 9	4	5	4	4	4	3	5	3
St. 10	1	3	2	2	1	2	3	2
St. 11	5	4	5	3	3	3	4	3
St. 12	5	4	5	2	4	4	4	3
St. 13	5	3	4	3	4	4	2	3
St. 14	5	4	3	3	2	3	4	4
St. 15	4	3	3	3	4	4	3	3
St. 16	5	4	4	3	5	3	2	4
St. 17	5	4	4	3	3	3	4	3
St. 18	5	4	5	3	4	3	3	3
St. 19	4	4	5	3	4	4	2	4
St. 20	5	4	3	3	3	2	2	3
St. 21	2	3	4	3	5	3	2	3
St. 22	5	4	4	2	4	4	4	4
St. 23	5	4	5	3	4	4	4	3
St. 24	4	4	5	2	3	4	4	4

Statements	Samples							
	129	130	131	132	133	134	135	136
St. 1	4	5	5	-	-	-	-	-
St. 2	5	2	2	-	-	-	-	-
St. 3	5	5	3	-	-	-	-	-
St. 4	4	3	4	-	-	-	-	-
St. 5	4	3	3	-	-	-	-	-
St. 6	5	4	2	-	-	-	-	-
St. 7	3	3	4	-	-	-	-	-
St. 8	5	3	4	-	-	-	-	-
St. 9	3	4	5	-	--	-	-	-
St. 10	2	2	3	-	-	-	-	-
St. 11	4	4	4	-	-	-	-	-
St. 12	4	4	4	-	-	-	-	-
St. 13	1	3	2	-	-	-	-	-
St. 14	5	5	4	-	-	-	-	-
St. 15	4	5	3	-	-	-	-	-
St. 16	5	4	2	-	-	-	-	-
St. 17	4	2	3	-	-	-	-	-
St. 18	4	3	4	-	-	-	-	-
St. 19	4	4	3	-	-	-	-	-
St. 20	5	3	2	-	-	-	-	-
St. 21	3	3	4	-	-	-	-	-
St. 22	5	4	4	-	-	-	-	-
St. 23	5	4	4	-	-	-	-	-
St. 24	4	5	3	-	-	-	-	-

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