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ABSTRACT

AN ANALYSIS OF THE PERCEPTIONS HELD
BY FACULTY AND STAFF, FOREIGN ALUMNI, AND
FOREIGN STUDENTS OF THE SERVICES AVAILABLE
TO FOREIGN STUDENTS AT ANDREWS UNIVERSITY

By

Andre van Niekerk

Purpose

The purpose of this study was: (a) to survey existing services available to foreign students on the Andrews University Campus in Berrien Springs, Michigan, (b) to analyze the perceptions held by faculty and staff, foreign alumni, and current foreign students of the services offered to foreign students, and (c) to propose possible strategies for:

1. further improvement of existing services
2. strengthening of weak areas
3. implementation of needed additions

Review of the Literature

The review of the literature revealed the scope and extent of problems faced by students from other countries who attend institutions of Education in the United States. Students bring with them various goals and the motives for their pursuance of an education outside of their own country often stand in contrast to the primary objective of their education. There is a distinct cultural shock which affects the students' ability to make their foreign study successful. At the

same time the individuals who touch their lives on a daily basis at the host institutions often do not have an empathetic understanding of these cultural differences. Institutions of higher learning have not typically addressed themselves to these differences and have, therefore, experienced distinct problems in dealing with the foreign student element on their campuses.

Design

The design of the study was descriptive and comparative and sought to measure and determine what the existing programs are at Andrews University for foreign students.

The total study sample for all respondents was $n = 268$. Individual group samples included: Faculty and Staff, $n = 85$; Foreign Alumni, $n = 64$; Current Foreign Students, $n = 119$. The respondents were mailed a questionnaire which required rating 239 items pertaining to the various services available to foreign students at Andrews University.

The data gathered on the 268 respondents were coded and then punched onto data-processing cards. The data were statistically analyzed by multivariate and contingency techniques suggested by the Office of Research Consultation, College of Education, Michigan State University. Computational analyses were performed on the CDC 6500 Computer System at Michigan State University.

Findings and Conclusions

The foreign student coming to the United States to pursue or further his education will need some specific programs in order to make his studies a success and subsequently meaningful for employment upon returning to his own culture. Andrews University must realize two things. First, they must realize that by accepting foreign students,

they must also accept the responsibility of assisting those students in meeting their educational goals. Secondly, they must realize that some of their existing services may meet specific foreign student needs and in certain instances, the institution has to design and implement other specific programs to meet such needs.

Andrews University with its implied responsibility of serving the world field of the Seventh Day Adventist Church is no exception to this phenomenon. In fact, it needs to address itself more closely to meeting foreign student needs because of the very nature of the denominational roots and dependence that it enjoys. The following were the major findings in light of the Research Questions:

Research Question #1. What are the existing services that are available to the foreign student at Andrews University?

It was found that the existing services included all of the phases covered in the questionnaire. It was also found that the services mentioned in the questionnaire were perceived by the three groups as being available to foreign students at Andrews University.

Research Question #2. What services ought to be available to foreign students at Andrews University?

In addition to the fact that all three groups perceived that all of the existing services should be available to foreign students at Andrews University, they identified seventeen additional areas where they perceived the university should have pertinent involvement.

Research Question #3. What differences exist in the three groups in their perceptions of what services are and ought to be available to foreign students at Andrews University?

There were forty-three out of the 239 questions where a significant, statistically measured, difference was observed. This led to the conclusion that the total program at Andrews University can be strengthened by an informing/educative process, resulting in a more harmonious perception of the programs by all three groups. Orientation of all three groups may achieve this goal.

Recommendations

The writer, after careful analysis of the data and written responses, enumerated twenty recommendations for the improvement of existing programs and/or the implementation of new strategies. These recommendations are thought to be of such a nature as to be easily and readily implemented into the existing framework of programs at Andrews University.

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FOREIGN STUDENTS OF THE SERVICES AVAILABLE
TO FOREIGN STUDENTS AT ANDREWS UNIVERSITY

By
Beard
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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration
and Higher Education

1975

DEDICATION

To my aunt. Dr. Jean W. Babcock

Dr. Jean saw potential where others failed to see it. She encouraged and lent support in tangible ways to make this educational endeavor possible. Her unselfish example of generous assistance to so many students will be a worthy goal to emulate. The researcher can only say: "Thank you, Dr. Jean!"

ACKNOWLEDGEMENTS

There are so many different individuals to whom I owe so very much in completing this educational venture. If by chance I have left some out by not mentioning them here, please rest assured that it is by no means planned this way.

I would like to thank the members of my committee. Dr. Howard Hickey, my chairman and friend, whose encouragement and critical evaluations have helped me to grow. I consider myself a richer person for having had the privilege to rub shoulders with him. Dr. Charles Blackman with his timely sense of humor, critical corrections, and genuine concerns, will continue to be an inspiration to me as to what a scholar should be like. Dr. Albert Levak spent many long hours helping me refine the final product and his display of genuine interest along with his encouragement has made an indelible impression on my life. Dr. Richard Featherstone has become an example to me of what it means to labor cheerfully and untiringly for students. These men, individually and collectively, fill a very special place in my heart and life.

My secretary, Lu Elmquest, deserves special recognition for her patience, encouragement, and help. Linda Carey, Patty Wilson, and Fran Fowler did a fine job of helping out at odd moments in the first draft of the typing process.

Bill Hoffman will always be remembered for his smart comments and for making our sharing of an office so much fun. Why didn't you stay in Japan Bill?

Ernie Adams is quite a fellow. I can fill the page, but he will understand if I just say: Thanks, friend!

Everyone can blame David Dean for getting me to Michigan State University in the first place. Dave, I thank you for lending a patient ear when some concerns weighed heavy on my heart.

To the rest of the Mott crew: Jackie, Elaine, Jan, Jerry, Rodger, and Debbie, thank you for enriching my life.

My parents gave up many personal things in order to afford an education for me. They laid a foundation without which this personal milestone would not have been possible. Mom and Dad, I love you very much and am proud of you both.

Mom and Dad McManaman--no person can take the place which each of you have filled in my life. You know what I mean.

How does one express thanks to the person around which one's life revolves. My wife, Linda, spent many, many agonizing hours typing the final draft of the dissertation. Her loving me, constantly, provided the spark that kept me going in the face of difficulties. I could lean on her when I needed strength and I could blow my stack to let off steam. She faithfully assisted me in seeing it through. I am sorry for the times when she had to do without certain things in order that my studies could be successfully completed. Linda, I love you, and will always love you.

Last and least, I have to thank my little German Schnauzer, Hans, for insisting at the most opportune times that I needed a break from my studies so that I could supervise him irrigating the neighbor's plants!

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CHAPTER I

THE PROBLEM

Introduction

The problem of cross-cultural contact on the student level is not new or unique to this day and age. Extensive student travel existed during the Greek civilization. The curiosity, intellectual desire, and urge for personal advancement of the young men on the one hand, coupled with the knowledge and personal charm of the teacher on the other, were strong motivating forces in drawing the students to the sides of the early Sophists in Athens. Socrates claims that many of these students were foreign: "The most of Protagoras's followers seemed to be foreigners; for these the Sophist brings with him from the various cities . . . charming them . . . with his voice, and they charmed, follow where the voice leads."¹

Later, as universities emerged in parts of the eastern Mediterranean world, after the death of Alexander the Great (323 B.C.), the University of Alexandria admitted many foreign students, and the Alexandrians sent large numbers of their own people abroad for study.²

Towards the end of the second century B.C., Romans traveling in the east frequently stopped at centers of learning in Greece for discussions with philosophers and rhetoricians. Soon wealthy young Romans considered

¹John W. Walden, The Universities of Ancient Greece (New York: Charles Scribner & Sons, 1909), pp. 16-17.

²Lloyd W. Daily, "Roman Study Abroad," American Journal of Philology, LXXXI (1950), p. 53.

it fashionable to study abroad. Because of this Rome became the cultural center during the Augustan Age, and learned men came to Rome from Africa, Spain, and the west in general. During this period the early Church Fathers of the Roman Catholic Church, which was the dominant religious force at the time in Europe, became hostile towards the literature and philosophy of the Greeks and Romans. Learning was not extinguished entirely, but it became mostly local in scope. As a result, there was not much student travel until the rise of the medieval universities. During the early middle ages, men moved about in a leisurely fashion from place to place in search of eminent masters.³

Later, as universities such as those at Salerno, Bologna, Paris, Montpellier, and Oxford arose, students as well as teachers traveled to and from many countries. Often these students and teachers attended different universities in a single sojourn abroad. Students did not flock to the universities motivated only by learning for learning's sake. Cieslak states that "then as now the spirit for adventure, the desire to see the world, the ambition for distinction and promotion entered into the motives of the average student."⁴

The Renaissance and the Reformation gave rise to new motives for student travel: mainly the search for humanistic studies, but also the desire for social polish. The "grand tour" was designed for young men who had already completed their formal education at home but wished to

³Ibid., p. 27.

⁴Edward Charnwood Cieslak, The Foreign Student in American Colleges (Detroit: Wayne University Press, 1955), p. 4.

smooth off their rough edges and acquire a veneer of cosmopolitanism.⁵

During the early nineteenth century a new nationalism pushed the German universities to higher standards and more exacting methods of scholarship and instruction. Many foreign students were attracted to them and the influx from America was especially great. The German universities had a distinct influence on similar institutions in the United States. Charles F. Thwing noted the following advantages of the German universities:

. . . first the advantage it has given the American youth matriculating in its classes; second, the influence which native Germans--doctors of their universities--have had as teachers in American Colleges; and third . . . the influence of German university methods, forces, and conditions, over the teaching given and over the methods and conditions prevailing in American institutions.⁶

It is estimated that during the nineteenth century more than ten thousand Americans studied at German universities.⁷ German universities gradually ceased to attract large numbers of foreign students as the twentieth century dawned. Because of America's rise in political and economic spheres, the European, and especially the German universities, lost their attraction to many students. Today the United States is drawing by far the largest number of foreign students from all nations. This is partly a result of the fact that its universities have become known as excellent institutions for higher learning and they are unsurpassed in technical facilities for research, especially in the sciences.

⁵Ibid., p. 5.

⁶Charles Franklin Thwing, The American and the German Universities: One Hundred Years of History (New York: The Macmillan Company, 1928), pp. 10-11.

⁷Ibid., p. 18.

Problems have been known to exist in students' study programs abroad as early as the periods of the Renaissance and Reformation. William Cowper satirizes these students to foreign countries in "The Progress of Error." He describes their meanderings over Europe in search of knowledge and how the student upon returning:

Proclaims by many a grace,
 By shrugs and strange contortions of the face,
 How much a dunce that has been sent to roam⁸
 Excels a dunce that has been kept at home.

It is the uncertainty of the new culture, the need for acceptance, and the quest after some kind of security that causes the stranger to emulate and imitate much of the lifestyles of the new host country. It is upon the student's return, as indicated by the above verse, that his old friends and acquaintances think his new manners and ways to be very strange.

The problem comes much closer home when attention is focussed on an incident reported to have taken place just after 1872 in the United States. Yung Wing was the first native Chinese to be graduated from an American university (1854) and upon his return to China he was instrumental in promoting a venture whereby 120 Chinese students, divided into four groups, were to be sent to the United States for their higher education. If the first and second installments proved a success, then the experiment was to be continued indefinitely. Chinese teachers were to accompany the students in order to assist the Chinese students in keeping abreast of developments in their own country. Their length of stay was

⁸R. S. Lambert, editor, Grand Tour: A Journey in the Tracks of the Age of Aristocracy (New York: E. P. Dutton and Company, Inc., 1937), pp. 12-13.

limited to fifteen years. In 1881, the plan was abandoned as a result of pressure on the government from certain elements in China. They described the program as being detrimental to their nation. An ethnocentric element becomes visible as the main objection; the students were accused of acting like Americans. They also perceived them as being less regimented in their studies, they were not as disciplined as they were before, and they were losing their love for their own country.

Cora Du Bois suggests that the foreign student of today is not at all exempt from the same problems that were evident in the sojourn abroad centuries ago.⁹ In fact, such factors as the two major world wars, the explosion of knowledge, and the efforts on the part of many private as well as public institutions toward more international understanding, have been instrumental in the tremendous increase of foreign students on American shores. Colleges and universities have become acutely aware of their presence, their individual needs, their peculiar needs, and their rich cultural heritage which can be shared to the benefit of the host nation.

The report of the Committee on the University and World Affairs (1960) addresses itself specifically to this point:

It is no longer possible for universities to regard their foreign students as no different from American students. Curricular offerings must often be redesigned to meet the distinctive needs of foreign students and the nations from which they come. At the same time, special efforts have to be made not to isolate the foreign students either in their course work or their extra curricular life.

⁹Cora Du Bois, Foreign Students and Higher Education in the United States (Washington D.C.: American Council on Education, 1956), p. 9.

In many cases the foreign student may also need English language training and special preparation in their chosen fields of study to benefit educationally from their experience in American universities and colleges. Improved methods and techniques are needed to select students who can benefit from an educational experience in this country; placement in the institutions and programs should take better account of the students' own and their countries' needs; and special efforts should be undertaken, going considerably beyond what is amplified by "hospitality" to give them an acceptable and satisfying place in student and community life.

A high priority should be given to such measures to improve the quality of the educational experience. At the same time, there is an immediate, pressing need to receive more foreign students, especially in the period just ahead, from those countries that are building up or adapting their own education systems for the needs of nationhood. Problems of quality and quantity require concurrent attention.¹⁰

Cieslak expresses this unique role of the university, as it pertains to foreign student affairs, in the following way:

Whatever the real or professed objectives of students, government, or private sponsoring agencies, the colleges and universities of the United States provide the primary vehicle through which the goals of all presumably are to be realized. This assumption of faith in institutions of higher learning includes the belief that those institutions are sufficiently flexible in administration and program offerings to meet the challenge.¹¹

Purpose of the Study

The broad purpose of the study is to determine how one institution of higher education has fulfilled the assumption just made by Cieslak, i.e., " . . . faith in institutions of higher learning includes the belief that those institutions are sufficiently flexible in administration and program offerings to meet the challenge."

¹⁰The University and World Affairs, A Committee Report (New York: The Ford Foundation, 1960), pp. 29-30.

¹¹Cieslak, op. cit., p. 23.

Further purposes of this study are: (a) to survey existing services available to the foreign student on the Andrews University campus in Berrien Springs, Michigan, (b) to analyze the perceptions held by foreign students, faculty, administration, and foreign alumni of the services offered to foreign students, and (c) propose possible strategies for: (i) further improvement of existing services, (ii) strengthening of weak areas, and (iii) implementation of needed additions.

Statement of Research Questions

The following research questions were used to determine the services that are and ought to be available to foreign students at Andrews University. They were also used to determine the extent to which the faculty, foreign alumni, and current foreign students perceive these services to be present at the University.

1. What are the existing services that are available to the foreign students at Andrews University?
2. What services ought to be available to foreign students at Andrews University?
3. What differences exist in the three groups in their perception of what services are and ought to be available to foreign students at Andrews University?

Significance of the Problem

Andrews University, situated in Berrien Springs in southwestern Michigan, has a student population of approximately 2,300 students in the undergraduate, graduate, and seminary divisions. Of this number roughly thirteen percent are in attendance from sixty-eight other countries.

While efforts are made by the administration to meet the varied needs of this unique portion of the student body, there exists a general feeling of concern amongst the students, the faculty, the administration, and the foreign student alumni, that the services currently available to the foreign students need improvement in many areas. There seems to be a need for a more "orchestrated" program that will involve the foreign student more fully. This involvement of the student will have to commence from the time when the student makes his first inquiry for possible attendance at the University, through his subsequent stay on the campus, his pre-return preparation, and his eventual return to his homeland.

It is reasonable to assume that the University will need guidelines for the continuous upgrading of these services. The purpose of this study is to survey and evaluate the perceptions held by the foreign students, faculty, administration, and foreign alumni, of the services that are available to the foreign student population at Andrews University. From this survey and evaluation, conclusions will be drawn and recommendations made for directions to be pursued by the University in order to meet as many of the identified needs of the foreign student as possible.

Definition of Terms

Culture: Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.

Cultural shock: The problems experienced in adjustment to a new country, culture, and environment.

Cultural shock absorbers: The strategies used to either avoid certain shock elements or to lessen their impact upon the individual.

Orientation program: A plan which, upon implementation, will inform the student about the University, the culture, his new physical surroundings, and programs of study. This plan covers several phases, which may include the following: (a) before arrival, (b) upon arrival, (c) during stay, and (d) upon return to home country.

Self esteem: The concept which a person holds of himself in relation to a specific situation or his environment.

Firmness of anchorage: The individual's clear sense of purpose and the personal ties and relationships he has with his homeland.

Cultural distance: The basic, easily observable differences between one culture and another.

Conference: An organizational unit of the Seventh-day Adventist Church comprising several districts.

Union: Several conferences geographically grouped together to facilitate organization and management.

Division: Geographical groupings of unions, that is North American Division, Central European Division, Middle East Division, etc.

General Conference: The controlling organizational body of the total Seventh-day Adventist denomination. It is located in Washington, D.C.

I-20 form: The form issued jointly by the host institution and the Department of Immigration giving the prospective foreign student permission to enter the United States and attend a specific institution.

Ethnocentrism: The tendency to regard as natural what is widespread or conventional in one's own society, the view that one's own group is the measure of man everywhere.

Perception: Acts of knowing, understanding, or forming ideas.

The perceptual view of human behavior holds that the behavior of an individual is the function of his ways of perceiving.

Assumptions and Delimitations of the Study

1. The study will be limited to Andrews University and its programs.
2. The amount of empirical research available about services offered to foreign students is limited. Therefore, the larger percentage of information relevant to the topic will have to come from the review of the literature of the presence of the foreign student on a United States campus in a wider context.
3. The size of the University will limit the number of individuals responding to the questionnaire.
4. It is not the purpose of this study to defend any programs at Andrews University. It will, however, take a critical look at whether the programs available at the University are meeting the students' needs adequately.
5. It was requested of the respondents to make every effort to be constructive in their written responses. This limited the amount of negative feedback. A recognizable fact here is that negative feedback can also be constructive criticism and will not be overlooked in the final conclusions.

Summary and Overview

It has been the intent in Chapter I to discuss the purpose of the study. An attempt was made to explain why a closer, more critical look at the services available to foreign students at Andrews University is deemed necessary. This chapter also defined terms which will be used throughout the study. It also recognizes certain limitations of this study.

Chapter II deals with a selection of the related literature. A major emphasis of this chapter is on the cultural shock which accompanies the student's study abroad. An attempt is made at defining cultural shock, its early detection, and strategies that can be implemented to either minimize or avoid the results of this shock. This chapter contains the rationale and review of foreign student services literature in an effort to point out essential characteristics, as well as the need for adequate orientation of the foreign student.

In Chapter III the research design is discussed. Included in this chapter will be the sample to be used in the study, techniques that will be used to gather data, and the instrument to be used.

Chapter IV deals with the analysis of the data.

Chapter V includes the conclusions, implications, and reflections drawn from the study, as well as the subsequent recommendations to the University.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself. It stems from the human capacity for curiosity and adventure. It reflects the ability of human beings to communicate with each other at varying levels and with varying sophistication across the barriers of social particularities.¹²

Emile Durkheim proposes that a small society contains a homogeneity of social individuals who are bound together by mechanical solidarity, a unity based on the strong unanimity of public opinion, mentality and morality.¹³ Ferdinand Tönnies holds a very similar point of view and he ascribes the term *Gemeinschaft* to this condition where the driving force behind human endeavor is basic or instinctive. *Gemeinschaft* is often translated as community.¹⁴

As the population of a group increases this basic or instinctive "community" feeling disappears and is replaced by increasing division of labor. This division of labor becomes a new social tie because it makes individuals depend upon each other's cooperation for survival.

¹²Du Bois, op. cit., p. 1.

¹³Emile Durkheim, "On the Division of Labor," Sociology--The Classic Statements, ed. Marcello Truzzi (New York: Random House, 1971), pp. 133-144.

¹⁴Ferdinand Tönnies, "On the Division of Labor," Sociology--The Classic Statements, ed. Marcello Truzzi (New York: Random House, 1971), pp. 145-154.

Durkheim called this organic solidarity,¹⁵ Tönnies' views concur with those held by Durkheim and he calls this latter grouping *Gesellschaft*, which is often translated as society.

By combining the two views we find that *Gemeinschaft* is mechanical and exemplified by the family or neighborhood, while *Gesellschaft* is organic and exemplified by the city or state. Family life is the general basis of life in the *Gemeinschaft*. It subsists in villages and in town life. The village community and the towns themselves can be considered as large families, the various clans and houses representing the elementary organisms of its body; guilds, corporations, and offices, the tissues and organs of the town. Here original kinship and inherited status remain essential or at least the most important condition of participating fully in common property and other rights.¹⁶

In *Gesellschaft* the difference between natives and strangers becomes irrelevant. Everyone is what he is; through his personal freedom, through his wealth and contracts. He is a servant only in so far as he has granted certain services to someone else; master in so far as he receives such services. In the city as well as in the capital, and especially in the metropolis, family life is becoming more nucleus centered. The more and larger their influence prevails, the more the residuals of family life acquire a purely accidental character. For there are only few who will confine their energies within such a narrow circle; all are attracted outside by business, interests, and pleasures, and thus are separated from one another. The *Gesellschaft* is not totally free from

¹⁵Durkheim, op. cit., p. 133.

¹⁶Tönnies, op. cit., pp. 151-152.

restraints for here convention takes to a large extent the place of the folkways, mores, and religion.¹⁷

Thus we find represented in today's foreign student population the complete spectrum of societal development. Students come from countries representing a continuum which includes both extremes--namely Gemeinschaft or family dominated social settings with its equivalent economic development as opposed to the Gesellschaft or highly industrialized cultures. The United States is a typical example of a highly industrialized society where the division of labor is markedly distinct and specialized. Examples of the other extreme may include countries such as Pakistan, Bangladesh, and Zaire.

These students, spanning such a wide spectrum of cultural milieus, bring with them a multitude of expectations, competencies, levels of understanding and perception, and educational preparation. They congregate on numerous campuses in the host country and on each campus they aim to find a meaningful exchange and development of their needs as these find focus in a new and frequently strange culture.

The educational systems which produced these students, and which also serve as carrier or perpetuators of their cultures, are different than that which is encountered in the United States of America. Here the emphasis is on preparation for filling a productive role in a highly technological, specialized society--a role often not only strange to the newcomer, but also alien and thus confusing to him as it points in a direction completely opposed to his cultural and personality development

¹⁷Ibid., pp. 152-153.

up to this point.

The confrontation of this alien and new situation to the student spans the confines of education. It touches on his everyday social contacts, dress, food, religion, and in fact, his total existence. This is the cultural shock which he experiences and which he has to cope with.

Inasmuch as each country's educational system, to some extent, reflects the needs of that society, we should recognize that the students arrive at the host institution as products of their society, culture, and educational system. It is then also reasonable to assume that many students coming from predominantly Gemeinschaft communities, where their varied needs are met mainly by the support systems of primary groups, such as the closer and extended family relationships, will often encounter difficulties in relating to the habits and practices in a Gesellschaft society where the extended family plays a less important role and where the nucleus family unit dominates.¹⁸ In this latter type of culture, various agencies outside of the family provide services, guidance, and input and the fact of the matter is that many foreign students don't know how to react to these agencies or services merely because they have no familiarity or previous experience of them. This is often the very pivot on which their personal cultural shock hinges.

This research does not try to discuss all of the educational systems of the world. Neither does it strive to lay bare what is being done on other university campuses to assist the foreign student in making

¹⁸Charles H. Cooley, "On Primary Groups," Sociology--The Classic Statements, ed. Marcello Truzzi (New York: Random House, 1971), pp. 278-284.

his stay as educationally meaningful as possible. It does, however, recognize the diverse presence of the foreign student with his differing educational background, and it endeavors to analyze the role of one specific educational institution, namely Andrews University, in its efforts to provide educational opportunities for the attending foreign student.

There has been widespread concern in recent years about "the problem of the foreign student." Each year more and more foreign students come to the United States to further their education. In 1930 there were 9,643 foreign students in the country.¹⁹ In 1970 there were 144,708 students from other countries receiving an education in the United States.²⁰ This tremendous increase of the foreign student population has made an impact on the majority of educational institutions in this country. Not only have the colleges and universities become aware of the needs and expectations that these students bring with them, but the communities surrounding these institutions are recognizing the individual needs which the students bring with them.

Contained in this foreign student population is "the increase of students from countries whose cultures differ markedly from our own."²¹ After World War II the United States government launched massive democratization and re-education programs in Austria, Germany, Korea, and Japan, that included study tours by nationals of those countries sent to

¹⁹Du Bois, op. cit., p. 3.

²⁰Open Doors (New York: Institute of International Education, 1971), p. 3.

²¹Du Bois, op. cit., p. 4.

the United States. At the same time underdeveloped nations sent many students to the United States, as the following quotation indicates:

Simultaneously, many of the technically underdeveloped nations launched programs of economic and social development that required trained personnel for whom educational facilities were not immediately available in the homelands. The pre-eminence of the United States in many technical and scientific fields, made this country an obvious place to secure such training.²²

Contributing to the above influx of foreign students into United States educational institutions is the ease of travel in the modern world and the attendant academic and personal interest in areas formerly considered inaccessible, but now pertinent as a result of certain political pursuits and interests.²³

As the foreign student population increases in the United States, the educational institutions:

. . . are faced with a readjustment and reappraisal of their goals and operational procedures not only in the light of present and future circumstances, but also in the light of our growing sophistication about the nature of individual and social processes.²⁴

It is significant to note that Du Bois makes a direct comparison between recent foreign student needs as compared to those identified by the 1925 study of Wheeler, King and Davidson, namely, *The Foreign Student in America*. From this comparison, she concludes that there is no major change in the identified needs of the earlier foreign students when compared with their modern-day counterparts. She states: "Personal

²²Ibid., p. 5.

²³Ibid., p. 6.

²⁴Ibid., p. 8.

needs and reactions of individual foreign students remain much the same."²⁵

Du Bois concludes by saying:

The marked development of interest in foreign student relations have broadened and sensitized Americans to the whole field of student exchange. It is clear that qualitative improvements in dealing with our foreign guests is the next task before us. To this task both basic and applied social sciences have a contribution to make.²⁶

It is with these qualitative improvements that the writer concerns himself for the purpose of this study. At this point it is expedient to note that while ninety-five percent of the foreign students usually encounter meaningful educational experiences in formal, as well as informal aspects, the remaining five percent cannot be overlooked. In the minds of many people one disappointed and embittered student draws much more attention than the many who find rewarding experiences from day to day.²⁷

It is naive to think that every student guest will encounter only constructive situations during his sojourn in this country. Nevertheless, it is only right for those who are concerned with exchange of students, to do all in their power to provide a flexible and constructive environment for these student guests.

Goals and Motives

In a free world quantitative increases are inevitably associated with diversification in interests. To put it another way:

²⁵Ibid., p. 9.

²⁶Ibid., p. 10.

²⁷Ibid., p. 2.

The more people who are involved in one activity, the greater is the likelihood that various goals and purposes will find expression as long as freedom is granted for their expression. The field of foreign study is not only inherently complex, it is also beset by special pleading, inadequate knowledge, hidden motives, and the vague, ²⁸ impractical, goals of both its proponents and antagonists.

This diversity in goals may lie in the range from the very personal, to that in academics, or economic improvement upon their return to their own cultures.

As the foreign student population increases there is a marked increase in diversity of goals.

. . . with the many strands that now appear in the fabric of cross-cultural education, it is not astonishing, ²⁹ that goals and motives should be varied and often conflicting.

Many of these goals which the foreign student brings with him are also highly interrelated and this adds to the confusion that often exists in identifying a clear purposes for coming to the United States.

The diversity of goals are found to be contained in six major areas:

1. Personal goals (including economic goals)
2. Home country goals
3. Home institution goals
4. Host country goals
5. Host institution goals
6. Sponsoring institution goals ³⁰

²⁸Ibid., p. 11.

²⁹Ibid., p. 11.

³⁰Ibid., pp. 12-15.

It is reasonable to assume that the major goal of the foreign student coming to this country should be educational in nature. While recognizing the fact that education should be the primary goal for the foreign student, we should accept education in its broadest sense: both formal and informal learning experiences. When the foreign student or his American educator (persons or institutions) inject goals that distract from the primary goal of education, the risk exists that the student will experience disappointment, frustration, and react in unpredictable ways. The following statement from Du Bois sums it up:

The expectations and motives of all partners in this enterprise must be appropriate to the instrument employed. If we are providing educational opportunities, we³¹ and our guests must expect education to be the primary goal.

If we cling to education as a worthy goal in itself, we and our foreign guests are less likely to experience disappointment and frustration and are less likely to react petulantly.

Factors in Pre-Arrival Attitudes

If one recognizes a period of study in the United States as only a fragment of the total ongoing life experience of an individual, which will have varying significance for each student, then it will be seen in its proper perspective. Each student brings with him his own life experiences, including familial, social and national conditionings and arrives in the new country with certain emotional needs and expectations.

In the review of the related literature, Du Bois lists five pre-arrival attitudes:

³¹Ibid., p. 17.

1. Self-Esteem
2. National Status and Self-Esteem
3. Firmness of Anchorage
4. Cultural Distance
5. International Relations³²

(1) Self-Esteem. It is assumed that the positive and constructive adjustment of a guest student requires that he have a healthy self-esteem and foreign experience should enhance it. A healthy self-esteem in a foreign guest may be manifested in a positive feeling toward the host country without surrendering the ability to appraise its strengths and weaknesses objectively. A student's goals and aspirations, both in terms of his sojourn abroad and in terms of his life ambitions at home, will be realistic if his self-esteem is healthy.

Foreign students are no exception when it comes to displaying defense mechanisms resulting from a poor self image or poor self-esteem. If their self-esteem is insufficiently resilient, they may react with depression and withdrawal. Or, they may indulge in "compensatory strivings" and often inappropriately redouble effort that in extreme cases may even resemble obsessional perseverance. Or, they may react with openly expressed hostility that involves the rejection of the host nation and a compensatory chauvinism. Another type of defensive reaction may be over-identification, as when students become more American than the Americans.³³

³²Ibid., pp. 39-54.

³³Ibid., p. 40.

It stands to reason that these reactions must be quickly recognized when they arise. Better yet, "In these days of 'preventive medicine' and 'mental health,' such reactions should be dealt with by wise counseling and by adjusting environmental factors."³⁴

Many factors are involved in affecting self-esteem:

One set of factors lies in the field of institutional education. The student's opportunities to study what he wants with whom he wants, can bulk large in enhancing his self-esteem. Similarly, his own linguistic, intellectual, and temperamental capabilities may be crucial in fulfilling his educational aspirations. Educational opportunities and capabilities may³⁵ in fact be more important factors than national status.

A healthy self-esteem not only stems from the acceptance and support a foreign student brings from family and friends at home, but it is also affected by the perception of teachers and friends in the United States who touch the lives of the foreign students on a daily basis. The academic achievement of the student is directly related to his self-concept or self-esteem.

Wilbur B. Brookover states as follows: "Our research indicates that other people's evaluations of any student, affect the student's conception of his academic ability and thus sets limits on his school achievement."³⁶

One other factor that will have marked influence on an individual's self-esteem is his "ability to develop a supportive interpersonal

³⁴Ibid., p. 40.

³⁵Ibid., pp. 40-41.

³⁶Wilbur B. Brookover, "Self Concept of Ability and School Achievement," Educational Research Series, No. 36 (East Lansing: Michigan State University, 1967), p. 147.

relationship early in his sojourn. This friendship may be with Americans or fellow-nationals, or fellow-foreign students; nor are teachers excluded from this relationship either.³⁷

(2) National Status and Self-Esteem. There are numerous ways in which nations are ranked with regard to their national status. It appears from research done about the subject that people do, consciously or sub-consciously, rank their own and other countries according to what may roughly be called their level of civilization. The relevant criteria are size and power, political maturity and efficiency, education and science, and material civilization in general.³⁸

Students coming from less advanced to more highly developed countries are looking for something better than they have at home. In the sense defined above, they are seeking the advantages to be gained in a country of higher status than their own, and they freely admit this. They will very likely admire the host country for the things in which it excels, without necessarily coming to regard other aspects of its culture as superior to their own. On the contrary, the contrast often makes them appreciate more profoundly the character of their home country and believe more firmly in the superiority of the values that animate its religious and social life.³⁹ This ethnocentric view is not uncommon in foreign students.

³⁷Richard D. Lambert (ed.), "America Through Foreign Eyes," The Annals of the American Academy of Political and Social Science, No. 295 (1954), p. 23.

³⁸Thomas Marshall, "The Strategy of International Exchange," Students as Links Between Cultures, ed. Ingrid Eide (Oslo: Unesco, and the International Peace Research Institute, 1970), p. 15.

³⁹Idid., p. 16.

They also feel hurt or slighted if their hosts accord them a lower national status than they attribute to themselves, especially when the hosts' judgment is based on a very incomplete and inaccurate picture of the facts. It is this loss of the status to which the student thinks he is entitled, rather than the bare fact of inequality of status, that is invidious. The inequality, if fairly assessed, can be readily accepted.⁴⁰

Richard Morris, who has studied the question of national status with special care, observes the following:

The thing that makes the Indian students unfavorable and the Scandinavian students favorable toward the United States is not the fact that they come from relatively developed or underdeveloped countries. It depends rather on the degree of coincidence between the national status accorded to them by themselves and by the Americans, and on the extent of perceived American knowledge (or ignorance) of their country.⁴¹

In general, most ideas about national status seem to be based on a highly selected series of traits, and most peoples' ideas about national status appear to be highly value-laden.⁴²

What the student conceives as the status of his nation, particularly in comparison to the host country, is usefully designated as felt national status. Reciprocally, what individuals in the host country conceive to be the status of the student's country is designated as accorded national status. If the foreign student's felt national status ranks considerably higher than the status accorded his country in the host

⁴⁰Ibid., p. 16.

⁴¹Richard Morris, The Two Way Mirror: National Status in Foreign Student's Adjustment (Minneapolis: The University of Minnesota Press, 1960), p. 85.

⁴²Du Bois, op. cit., pp. 41-42.

nation,⁴³ then the adjustment he makes may diminish his self-esteem.

Further, if a student has negroid physical characteristics he faces both real and imagined problems of race relations in the United States and he will arrive in the host country with apprehension and a degree of hostility. Probably relatively few foreign students have had personal experiences with the cruder varieties of racial discrimination. More suffer from difficulties of strangeness and communication than from difficulties created by active prejudice, and sensitive students may interpret social distance as racial discrimination.

(3) Firmness of Anchorage. This is a term for the student's clear sense of purpose and the personal ties and relationship he has with his homeland. Confusion about the direction and purpose of the homeland as a result of rapidly changing situations may weaken the student's feelings of affiliation. The student may also have had previous links to political, economic, and social institutions in his own country and this too will contribute to his degree of anchorage. If the time in another country is prolonged, the student may also find that he is being alienated from his previously held allegiances which until recently formed the basis of his being "accepted" in his own country.

The stability of national life and its relations to life chances and expectations cannot be overlooked. In a rapidly changing national life, there is the concomitant consideration that psychological stress may be greatest on just those segments of the population which are most likely to want to study abroad.⁴⁴

⁴³Ibid., p. 42.

⁴³Ibid., p. 52.

(4) Cultural Distance, Cultural distance is defined as the basic, easily observable differences between one culture and another. The cultural difference between the United States and Canada is quite minimal. It is larger between the United States and Italy, and larger yet between that of the United States and India.⁴⁵

It may be helpful if the foreign student has some prior experience with one or more other cultures before coming to the United States. There is a great deal to be learned in acceptance and tolerance and such prior experience will help in the gradual adjustment of the student.

There is also evidence that the opposite can be true. Being thrown into a completely different world may so shock the guest that he defensively reinforces the boundaries of his familiar world.

Some findings suggest that precisely those individuals who lack prior, direct exposure and experience with other cultures before their arrival in the United States, but who have had a relatively high prior but indirect contact with America, are inclined to react favorably to this country.⁴⁶

The important point to remember in this seemingly contradictory viewpoint is that contrasts in cultures are quite difficult to evaluate because each evaluation is colored by the individual's perceptions and life experiences. Each foreign student must be dealt with according to his personal needs and perceptions.

The most difficult thing here is to know what is meant by "understanding, appreciation and adjustment" of foreign cultures and students,

⁴⁵Ibid., p. 53.

⁴⁶Ibid., p. 53.

and how these qualities can be cultivated in an individual without disturbing the balance of his personality. We are, therefore, concerned with the individual and the way in which he becomes a cultural carrier. The culture that he is best equipped to transmit or carry is his own. Yet, it would seem that, generally speaking, the impact a foreign student makes on the host country is far weaker than the impact it makes on him. Marshall states it as follows:

It is this latter impact that enables him to carry culture in the opposite direction, by telling his friends at home about the people and things he has seen abroad. Is he really qualified to do this and how far must he himself be drawn into the foreign culture before he will be able to interpret it correctly to others?⁴⁷

In considering the question of acceptance of another culture or conformity to it, one must look at the constraints that prompt men to obey society's rules.

No one can function as a member of society without some knowledge of how men behave, of the motives which drive them, and of the prevailing customs and conventions. Or, as Chinoy says: "Such knowledge provides the substantial measure of predictability which enables men to live together without endless strife and difficulty."⁴⁸ However, such "common sense" knowledge can become an obstacle to scientific inquiry, for it often leads one to make questionable assumptions about human behavior and to interpret one's findings in conformity with one's opinions and preferences rather than with either facts or logic,

There is always the inherent danger of wanting to judge everyone

⁴⁷Marshall, op. cit., p. 20.

⁴⁸Ely Chinoy, Society: An Introduction to Sociology (New York: Random House, 1964), p. 5.

else by one's own standards. This is especially true when one contemplates the unique position of the foreign student with regards to such an ethnocentric approach. Of ethnocentrism, Chinoy says: "The tendency to regard as natural what is widespread or conventional in one's own society, the view that one's own group is the measure of man everywhere, constitutes a major obstacle to scientific objectivity,"⁴⁹

In looking at this process of the socialization of the foreign student to his new surroundings and culture, one must not forget the fact that the chief agency in this socialization process is usually the family or kinship group.⁵⁰ The foreign student is usually abruptly removed from this emotionally dependent, close group, and in his socializing process within the new culture obvious difficulties may be encountered which will make him "culturally distant." The measure through which non-familial agencies enforce conformity to their demands also contribute to the personality traits appropriate, or inappropriate to the roles people must play.

In summary, Chinoy's statement on the socialization process is appropriate:

. . . socialization encourages conformity in three different ways--by inculcating an awareness of custom and tradition, by instilling a self-regulating conscience that incorporates social values, and by sensitizing⁵¹ the individual to the judgments and expectations of others.

A person must often choose among several options, all of them socially acceptable; one's behavior is, in a sense, part of a continu-

⁴⁹Ibid., p. 5.

⁵⁰Ibid., p. 334.

⁵¹Ibid., p. 338.

ing drama in which one must balance tradition, personal standards, and social expectations against one another. Even when cultures change very markedly, new norms and patterns usually develop from combinations or modifications of those that have long been in vogue.

(5) International Relations. The previous four aspects dealt with the factors that operate within the framework of processes directly analyzable in people and their immediate social relations. However, the formal relationships between national governments may have dramatic symbolic influence on individual expectations and adjustments.⁵²

While such factors may operate significantly in the pre-arrival and sojourn sets of foreign students, perhaps more important is the effect which fluctuation in "popular images of nations" may have on post-return life changes.

Stages of Adjustment and Re-Adjustment

In general, cultural shock and forced adjustment are experienced by those who have lived for prolonged periods of time in foreign cultures. To adjust smoothly and without trauma to a new way of life is inherently a difficult task for it basically goes against the tide of one's life up to that point. The desirable duration of sojourn is dependent upon the type and length of training needed to achieve the student's educational goal, his primary group relations, his life chances, and his expectations upon return.

Du Bois cites an unpublished study done in 1952 and 1953 by

⁵²Ibid., p. 53.

Herbert Passin, a member of the Social Science Research Council's
Committee on Cross-Cultural Education:

The longer the residence of the foreign student in the United States, the more balanced was the attitude toward this country; the shorter⁵³ the stay, the more serious were adjustment difficulties here.

It is also true that if the sojourn is prolonged to the point where contacts are lost with the home country, serious re-adjustment difficulties may arise.⁵⁴

Another study of some 200 Norwegian Fulbright returnees indicates the following:

. . . very generally, adjustment seems to have been good amongst those who stayed in America less than six months, adjustment appears also to have been good amongst those who stayed for more than eighteen months, while those who left America after a stay from six to eighteen months seem to have been less well adjusted. The U-shaped⁵⁵ relationship between duration and adjustment proved in this study to be the effect of a genuine time process and⁵⁶ not an affect of time selection of persons differently adjusted.

It is no wonder then that missionaries in general say that what one needs is "adaptability, adaptability, adaptability." Adaptation is at best not an overnight experience, it has to be dealt with in a positively aware, learning situation.

⁵³Ibid., p. 89.

⁵⁴Ibid., p. 89.

⁵⁵For further clarification of the U-curve concept, consult the following source: John T. Gullahorn and Jeanne E. Gullahorn, "An Extension of the U-Curve Hypothesis," The Journal of Social Issues, XIX:3 (1962), pp. 33-47.

⁵⁶Sverre Lysgaard, "Adjustment in a Foreign Society: Norwegian Fulbright Grantees Visiting the United States" (preliminary draft of a paper prepared for a symposium on Personal Contact and Change in Inter-group Attitudes, International Congress of Psychology, Montreal, June 7-12, 1954), pp. 7-8.

When cultures meet, they meet in persons. Inevitably, shock occurs and it is a personal shock. These shocks are the jolts foreigners experience and find irritating and frustrating as they adjust away from the old to the new. The food is different and there is a completely new and often offensive smell to things.⁵⁷ The familiar things are absent and it is this presence of the unfamiliar that fills the uninitiated with fear and a feeling of impending danger. These are the jolts that come from the obvious and tangible cultural differences. They call for some physical and mental adjustment and are by far the easiest to adjust to.

Much more disconcerting are the invisible, intangible differences between the new culture and one's own. Such differences include those integral and essential values which have become the foundation of life and happiness. It takes time for the guest student to identify the causes of his depression or restlessness and obviously even more time to make the necessary adjustments. Apparently no one escapes these more subtle bombardments during the stages of adjustment and some become victims of serious emotional problems while others simply return home. Du Bois says that cultural shock accounts for at least forty-five percent of foreign students' to return to their homelands. A large portion of those remaining also find their work or productivity hampered by it.⁵⁸

⁵⁷Gottfried Oosterwal and Elton Wallace, Student Missionary Orientation Course (Washington D.C.: General Conference of Seventh-day Adventists, 1971), p. 41.

⁵⁸Du Bois, op. cit., p. 13.

But as ruthless as it is, cultural shock is a good teacher. It forces the individual to consider alternatives and it brings him to the point of critically examining his personal concepts and beliefs in light of the actions that are demanded by a given set of circumstances. In short, it teaches the individual that options for problem-solving exist and that varied paths will be followed by different persons in order to reach the same destination.

The Stages of Cultural Shock

Du Bois and Oosterwal have ascribed different names to the various stages of cultural shock. The following stages are labeled freely from both authors, but it must be mentioned that not all students, even from the same country, adapt at the same rate of change,

(1) The Spectator Stage--Honeymoon Phase, During this stage the student is still psychologically detached from the new experience. Things happen to him that are strange and new. Everything is exciting and exotic. But before long, the visitor finds himself at sea since he is not personally involved in the new scene. This period may last until the first task or the first role as a participant in the American scene is undertaken.

(2) The Adaptive Stage. This stage is characterized by active involvement in the problem of adjustment to the life of the host country. It is the time during which the individual becomes involved in modifying and imitating procedures or behaviors by deliberately participating in the network of values, customs, and habits prevalent in the host country, During this period cultural shock, however insignificant or subtle, is

felt acutely. The following may also occur:

There is some indication that if personal contacts with Americans are freely sought during the spectator phase, there may be some withdrawal to groups of fellow-national or to other foreign students during the adaptive stage.⁵⁹

It seems as if the student is looking for more security and familiarity, and therefore, less threatening relationships. We can also assume from this, if the student's sojourn is cut short during this phase of his adaptation, then his feelings of unresolved conflict will color his view of the host country. This stage is the most crucial period of cultural shock and the time when more attention should be given to the guest student.

(3) The Coming to Terms Stage. The coming to terms stage begins after the necessary adaptive patterns have been established and a new equilibrium secured. During this period the student may portray decisively positive or negative feelings about the host country. If the feelings are negative towards the host country, then severely critical thoughts will be verbally expressed.⁶⁰

Norman Kiell's study of the attitudes of Indian students towards the United States further expands this point:

But after spending some time here, an average of fifteen months, the students have opinions that indicate for the majority disillusionment and disappointment which colored their approval. Before arrival here, sixty-eight percent had markedly favorable opinions of the United States; after they had been here a short while, eighty-nine percent of them thought well of their host nation. But after living

⁵⁹ National Association of Foreign Student Advisors, (New York: 1971), p. 9.

⁶⁰ Du Bois, op. cit., p. 69.

here from four to forty months only twenty-two percent were still favorable towards the United States, and fifty-seven percent held decidedly unfavorable opinions. An additional twenty-one percent had mixed views, which means that the favorable impressions have dwindled from eighty-nine percent to twenty-two percent between the time the student had their first glimpse of this country and the time they were interviewed.⁶¹

The final deciding factors in attitude may be understood a little better if the following is taken into consideration:

A foreign visitor must, to some extent, conform to the norms of the host culture, but because the student's personality equilibrium stems from another culture, conformity to a new pattern may prove disturbing, often in deeply unconscious levels of his super-ego. The expressed difficulties may often be only superficial rationalizations of much deeper and often unconscious threats to the individual's equilibrium. He is forced more or less consciously to recognize and to re-weigh his original values, habits, and beliefs, behaviors and attitudes.⁶²

Zajonc goes further in stating the following:

The foreigner who experiences pressures to conform and cannot for some reason or another, is subject to frustration. He finds himself in the uniquely endowed role in the host society . . . for even if he rejects or criticizes .⁶³ he will seldom face punishment as a consequence.

It becomes quite clear that when the pressures to conform are bearing down on the person, he may or may not conform. Sometimes he may use his "foreign immunity" to hide from and circumvent the issue. It should be noted that the need to conform varies from one person to

⁶¹Norman Kiell, "Attitudes of Foreign Students," Journal of Higher Education XXII (1961), p. 189.

⁶²Du Bois, op. cit., pp. 70-71.

⁶³Robert B. Zajonc, "Aggressive Attitudes of the 'Stranger' as a Function of Conformity Pressures," Human Relations V (1952), p. 205.

another, as well as among national groups.

(4) The Predeparture Stage. This phase starts just before the individual leaves his host country. The student has, up to this point, always been aware of the fact that at some point in time he will have to face the decision of going home. But at this stage, it suddenly becomes a reality and he may look towards returning home with reluctance or expectation. He usually renews contacts with former colleagues, friends, and family members and also sees his host country and the sojourn period with a different perspective.

(5) The Re-Adjustment Stage. Upon his return to his home country the student will find that changes have taken place during his absence. This calls for additional adjustments. Cora Du Bois points out that this stage can be subdivided into the following three phases:

- (a) The greetings and comparisons phase
- (b) The adapting and redefining personal relations and life chances phase
- (c) The "coming to terms" with the home country phase:
 - i) Returning to national norms
 - ii) Acceptance of deviant or variant roles
 - iii) Assumptions of permanent ambivalence and re-evaluation
 - iv) Alienation⁶⁴

There are many things to which the returning student has to adjust. They may vary from the very personal to the economic, or even to

⁶⁴Ibid., p. 73.

the professional and academic. They may include some of the following, as cited by Du Bois:

1. Discrimination by own peers because of the non-national training received.
2. Discrimination due to the political, social, educational views held by the host country.
3. Status within family or peer circles may be altered because of further education.
4. Due to further education or career preparation he may be able to afford a standard of living that now sets him apart from the friends and relatives who were close to him before.
5. He may find that his allegiances have shifted during his sojourn abroad.⁶⁵

While the above by no means proposes to be a comprehensive list, it does open a window onto the very intricate and numerable adjustments that have to be considered.

It may be said that the student will benefit if he has prior knowledge of the stages of adjustment and re-adjustment that he will or may encounter. Whatever the case, let him remember that they are temporary; they will, in most cases, pass. However, some students will find adjustment impossible and may have to return earlier than planned.

⁶⁵Ibid., p. 194.

Cultural Shock Absorbers

Although at times unpleasant, cultural shock cannot be viewed in negative terms only. Cultural shock, if recognized and dealt with in an appropriate fashion may very well be a positive learning experience. A logical problem at this stage would be to ascertain how the negative elements of cultural shock can be minimized. It is quite evident, from a review of the related literature, that cultural shock cannot be totally prevented. However, much can be done to lessen or "cushion" the possible negative impact it can have. Oosterwal and Wallace have suggested that social "shock absorbers" be built into the foreign sojourn. They have suggested the following as possible "shock absorbers":

1. Knowledge. The individual should know some of the cultural differences that cause shock. The study of the other people's way of life should never cease.
2. Understanding. Learning about people and their way of life should go hand in hand with a study of their underlying values, making them understandable. It is understanding that absorbs the shock, not the mere knowledge.
3. Empathy. An understanding of the underlying principles leads to empathy that gets to the pith of persons and their behavior.
4. Appreciation. A concerted effort to really understand and appreciate the other culture.
5. Humility. The ability to realize that other cultures have developed a rationale for doing things in a certain manner.⁶⁶

⁶⁶Oosterwal and Wallace, op. cit., pp. 45-47.

The foreign student will find in most instances that his life style is influenced by the fact that the educational community where he plans to live will dictate a certain life style. Within this framework there are, however, several things that the individual may do in order to build in additional "shock absorbers." Oosterwal and Wallace suggested the following:

1. Something familiar. The person on a foreign sojourn should take something familiar with him. This can be in the form of a picture, a trinket, a gift from someone close, or something similar.
2. Books and records. Familiar books and records can aid tremendously in keeping the person in touch with something familiar during the crucial adjustment stages.
3. Hobbies. Helpful hobbies can be in music, gardening, art, writing, or anything else that holds the persons' interest. However, one should guard against a hobby becoming a passion.
4. Change of pace. It is easy to fall into the trap of keeping up a hectic pace or falling into a rut. In order to be productive, it is often necessary to slow down or to speed up. Sometimes it is also advisable to leave for a change of scenery for a while.
5. Circle of friends. Friends are extremely important to the foreign student for he can discuss and share with them his frustrations and concerns. It is so very easy to live with people and not know anything about them. A concerted effort must be made to share one's feelings.

6. Religious conviction. There are admittedly individuals who do not fall into this category. However, there have been vast numbers of foreign students who have found real strength in the practice of their religious beliefs.⁶⁷

A tempered enthusiasm for the exotic and the exciting when first entering a foreign culture is a good way of preventing harsh shock. For unless we know and understand, the very same strange practice admired above all may become the cause of the greatest shock.⁶⁸

General Orientation

From a review of the literature, it is apparent that a knowledge of cultural shock, the phases in which it is evidenced, and the subsequent application of some personal "shock absorbers", are extremely helpful in carrying the student through the initial depressing and discouraging times. While most of the preceding literature review has dealt with cultural shock and its personal application, it is necessary to focus onto some of the responsibilities which lie in the realm of the host institution and host country.

Cieslak defines this responsibility as orientation. He has the following to say:

When a student from abroad, especially from non-English speaking lands, come to study in the United States, he has immediate need for two types of orientation before undertaking an academic program: orientation to⁶⁹ life in America and orientation to the collegiate institution.

⁶⁷ Ibid., pp. 45-47.

⁶⁸ Ibid., p. 46.

⁶⁹ Cieslak, op. cit., p. 105.

It can be reasonably assumed that the prospective foreign student in the United States has received a sizable amount of information from the sponsoring institution, Americans currently in his country, literature, movies, fellow countrymen, and other sources. Yet, upon his arrival he finds himself a stranger in a strange land, usually bewildered and confused.⁷⁰ Every student, unless he is a seasoned world traveler, will need some advice and assistance at the port of entry. The student should be made aware of the port of entry requirements. Subsequently, he should also be made aware of the port of entry services that are provided without charge by the Committee on Friendly Relations among Foreign Students. This organization will send a member to meet and assist the foreign students upon arrival by sea, or air at New York, San Francisco, Los Angeles, New Orleans, Miami, Norfolk, Seattle, Boston, Philadelphia, or Detroit.

. . . it has always been the Committee's aim not only to give each student a feeling of security and welcome, but also to assure him that there is someone to whom he may turn with the problems encountered immediately upon arrival--problems naturally difficult for his educational institution, perhaps hundreds of miles away, to either foresee or solve.⁷¹

From Cieslak's study we also conclude that there was almost unanimous agreement among the respondents that aid received on arrival in this country was extremely helpful. He states as follows:

In the main, aid given was concentrated in travel information and in locating temporary lodging. But more important, perhaps than the material aid was the salutary effect on students, which helped them to feel welcome and secure. The empty feelings of

⁷⁰Ibid., p. 105.

⁷¹Port of Entry Services, a Service of the Committee on Friendly Relations among Foreign Students (New York: National Association of Foreign Student Advisers), p. 1.

being a stranger in a strange land--of being an outsider--was mitigated ⁷²by the presence and aid of a friendly and interested individual

The literature review also brought additional information to light concerning various persons and agencies which aid students at the point of debarkation, namely:

Church officials
 Institute of International Education officials
 Staff members of the United States Office of Education
 Representatives of the Experiment in International Living
 Young Men's Christian Association Secretary
 Traveller's Aid Society Representatives
 Scholarship Society of Columbia University
 Committee on Friendly Relations among Foreign Students
 United States Army officials
 Consuls of the different nations ⁷³
 School officials

The Committee on Friendly Relations among Foreign Students further urges that the respective educational institutions give the prospective student as detailed information as possible concerning:

1. The most advisable means of transportation from the port of entry to your institution.
2. How to get from the station nearest the campus to the campus itself, or to the designated place of residence.
3. Whom to see on arrival at the residence or on the campus, with the location of that persons' office, address, and telephone number. If the campus is large and the student is likely to arrive after office hours, the home telephone number of the person he should see on arrival should also be given.

⁷²Cieslak, op. cit., p. 106.

⁷³Ibid., p. 106.

4. If there is a time when it is inadvisable for the student to arrive, he should be asked to make his plans accordingly.⁷⁴

It is further recommended that when a foreign student reaches his final destination in the United States, some provision should be made to meet and greet him in order that his first hours on campus are not marked by confusion and uncertainty.⁷⁵

Because of their lack of proficiency in the English language many foreign students do not make a satisfactory adjustment to academic work; hence, an examination in English is an important step in the threshold orientation of these students.

Another major step in the orientation for foreign students involves both on-campus and off-campus life. This can be handled in regular orientation classes, as part of special English or speech courses, or by means of special bulletins and literature.⁷⁶

Summary

A review of the literature and research directly related to the adjustment of foreign students revealed significant insights into the conditions that are necessary and needed on host campuses if these students are to experience the utmost benefit from their study experiences. There were also some sections in certain publications that offered important considerations on various aspects of the students' cultural shock and subsequent adjustments.

⁷⁴Cieslak, op. cit., p. 106.

⁷⁵Ibid., p. 107.

⁷⁶Ibid., p. 111.

The writer's intent in this chapter was to review the general writings and attitudes which are pertinent to this particular investigation. The literature supported the view that the services offered to foreign students at the host institution are important in helping the student adjust to his new surroundings more quickly, less traumatically, and with more educational benefits during his stay. It also influences his subsequent return to and functioning in his own culture.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The procedures used in the design of this study include an identification and description of the population and sample, discussion of the development and field-testing of the instrument used, a description of the kinds of data collected, the sources of those data, and the methods for securing the data. Also, an explanation is given of the methods of analysis used.

Identification of the Population

The central purpose of the study is an evaluation of the services available to a foreign student attending Andrews University. The University consists of four schools: the College of Arts and Sciences, the College of Technology, the Seventh-day Adventist Theological Seminary, and the School of Graduate Studies. The campus of over a thousand acres provides a spacious setting for the development of a modern university. With the completion of the three-building science complex, there are now twenty-one instructional buildings. There are also three large residence halls and four apartment complexes. In addition, eleven industrial and plant service buildings house auxiliary enterprises. The total enrollment in all four schools is approximately 2,300 students.⁷⁷

⁷⁷ Sixty-eight countries are currently represented by the foreign student population of about 340. A breakdown of these countries follows in Chapter IV under Section 25.

The University's objectives find expression in its organized curricula and the various activities it sponsors, ranging from formal classroom instruction to the many informal involvements of campus life. All contribute in their own way toward realizing the desired objectives the University has identified as its own. All are facets of the complex environment that makes a university a place where change occurs.

Great ideals are always difficult to attain, but a university must point its students toward them. And although ideals may not always be realized, it is assumed that man is better for having made the effort to reach them. For further background as to the setting from which the population samples have been taken, the following quotation from the Andrews University Bulletin is helpful:

Andrews University is a Seventh-day Adventist institution of higher education. It was established to provide a high quality education in the arts and sciences and in vocational, pre-professional and professional education for the youth of the Adventist church. Others who wish to enroll, who meet the educational and character qualifications established by the Board of Trustees and the faculty, and who express willingness to cooperate with University policies and to adjust to and be comfortable within its religious, social and cultural atmosphere, may be admitted. Concomitant with these general objectives, the University is concerned with educating persons who will be loyal and useful citizens of their countries, who contribute to the welfare of their communities and who have special interest in giving of their talents and their service for the welfare of humanity.

Inasmuch as the University was established and is financed primarily by the members of the Seventh-day Adventist Church, among University goals high priority is given to maintaining a campus environment favorable for the spiritual, intellectual, social and physical development of students and to providing association for students with socially and religiously compatible young people who accept or are willing to abide by the moral and ethical standards of the church; to providing religious education to the students who enroll in the University and to encourage them to dedicate themselves to the service of God and humanity; and to preparing them for such service in the church. This religious education aims for the inculcation of the moral prin-

ciples and ethical behavior patterns of the Christian faith as understood by the Adventist Church; the attainment of an intellectual understanding of and commitment to the religious beliefs and standards and mission of Christianity and of the Seventh-day Adventist Church; and the development and maintenance of religious practices concomitant thereto.

Andrews University was established to serve as a center of higher learning in which a fellowship of Christian scholars, composed of teachers and students as companions in learning, engage in the joint pursuit, discovery, evaluation, organization and dissemination of knowledge, and the application of value judgment to human thought and behavior. It is the desire of the Board of Trustees to sustain at Andrews University a community of scholars possessing an inquisitive spirit that is not content merely to master the broad reaches of the known, but participates diligently in the exploration of the unknown, thereby widening man's knowledge of life and nature.

At Andrews University special emphasis is given to integrative education; that is, man and life are viewed as a whole. Human works, institutions, and history are viewed from the point of man's divine origin, nature, and destiny as embodied in the Christian heritage. Man's freedom, academic as well as personal, provides for the progressive pursuit and discovery of truth which existed first in the mind of God and which man has been enabled to discover by study, reflection, and research. While recognizing the validity of the Christian world view, the Andrews University scholar utilizes the systems of evidence of education and science in his search for truth.

Andrews University will further application of knowledge and truth in a manner that will nurture wisdom and help the student to live creatively and responsibly, achieving personal fulfillment in making a contribution as an active member of society and the church.

The University serves as a training and research center for the worldwide activities of the Seventh-day Adventist Church. It has as a primary concern the nurture and training of leaders for the church and its enterprises, and for the vocations and professions which by their nature are serviced.

The Board of Trustees plans that the University program shall encompass, as far as the growing resources and facilities will permit, the broad range of scholarly pursuits. It is, however, the purpose of the Board that the growth of the University shall be substantial and more steady than rapid. The Board is committed to provide the tools of learning such as libraries, laboratories, research facilities, housing, and

other means required to enable the faculty with the students to advance teaching, learning, and research in a climate of free inquiry.

Instruction and research at the University shall be directed toward these objectives. Each school may formulate its own objectives within the framework of these purposes.⁷⁸

The experiences of the foreign students are therefore naturally influenced by the university setting, the services rendered to them, and their association with fellow students, faculty, and other supporting personnel.

The study analyzes and investigates three groups. The first group consists of the faculty and their perceptions of the services available to foreign students at Andrews University. The attitude with which the faculty⁷⁹ approach the foreign student is, therefore, very important. It is further of value to know whether the faculty is aware of what is available to the foreign students in trying to meet their specific needs. Do they know where to send a student for academic help, personal counseling, financial assistance, or cultural adjustment questions? The implication is clear: if the faculty does not know the answers to most of these vital questions, there can be no follow-through or the meeting of foreign students' needs.

The second group, the foreign student alumni, are included in the population to give yet another assessment to the available services. This group has specific insights into what it has experienced while

⁷⁸ Andrews University, "Objectives and Goals," Andrews University Bulletin Vol. 63, No. 4 (1974-75), pp. 38-40.

⁷⁹ From this point on, the term faculty will be used to denote or include both teaching faculty and supporting staff of the University.

studying on the Andrews University campus. These former students have gone through the initial adjustment period, have successfully completed their term of stay, have obtained skills, have embarked upon careers, have matured in their outlook on life and education, and have all returned to their own countries and cultures. They, perhaps more than any other group, can give the most keen insights. They can identify weak points in their training, valuable services that helped them during their stay and upon return to their own countries, and suggestions for strengthening the total program of services to the benefit of the new and future foreign students.

The third group covers the current foreign students on the University campus and their current experiences with services rendered by the University.

Basis for Sample Selection

The three groups, identified as comprising the sample, were selected as follows:

(1) Faculty and Staff. A random sampling of the faculty and staff was made to obtain a sample size of 100 from a total of 420. A further check was made to insure that all departments, specifically those dealing directly with foreign student services, were adequately represented. One department was found to be under-represented, and two departments were over-represented. One person each was arbitrarily pulled from the latter two and two were arbitrarily added to the first which made for an even distribution.

(2) Foreign Alumni. The total list came to over 500 names.

Because of the fact that the sample had to be reached by overseas air-mail, the total was kept to seventy-five. Care was taken not to include two people from the same family, only a husband or a wife was selected when both had attended the institution. This provided more flexibility in having every country currently represented at the institution also represented in the foreign alumni sample.

(3) Current Foreign Students. There are currently 340 foreign students at Andrews University from which a sample of 140 was obtained. The sample was chosen in proportion to the number of students represented by each country.

Administration of the Questionnaire

The questionnaires were administered by mail during the period of January 12, 1974 through February 6, 1974. The seventy-five that were sent overseas were mailed by air to avoid any unnecessary delay in returns. After that, 140 were mailed out to the current foreign students. Finally, the 100 to the faculty were mailed via the campus mailing office at the University. April 30, 1974 was chosen as a final cut-off date for receiving responses.

The writer was given invaluable assistance from five offices at Andrews University. They are:

1. Registrar's Office. Every effort was made on their part to assist in the identification of the current foreign students. They also verified the current addresses of the students.

2. Alumni Office. This office supplied a current list of alumni along with their current overseas occupations and addresses.
3. Student Affairs Office. Visa information on current foreign students were furnished. They also assisted in further identification of the student's accommodations.
4. President's Office. The President wrote a cover letter (See Appendix A) to each person receiving the questionnaire. He made a strong appeal for students, alumni, and faculty to support the research being undertaken.
5. Mail Office. The faculty questionnaires were distributed via the campus mail. This office also did follow-up work on each questionnaire that was undelivered. They also made every effort to deliver the few questionnaires that were initially undelivered.

Each questionnaire contained a cover letter from the writer (See Appendix B) containing the instructions. This was also accompanied by a letter from the University's President. Upon completion, the respondents returned the questionnaire to the researcher in the addressed and stamped envelopes provided. Complete anonymity was maintained to insure frank and honest responses.

Extensive follow-up was done by the researcher to encourage the faculty at faculty meetings and the foreign students in assemblies to participate in the study. The breakdown of distribution and returns is as follows:

Table 3.1 Number and Percentage of Respondents Returning Completed Questionnaires.

Population Sample	Number of Questionnaires Distributed	Number of Questionnaires Returned	Percent Returned
1. Faculty and Staff	100	85	85
2. Foreign Alumni	75	64	85.3
3. Current Foreign Students	140	119	82.7
Total:	315	268	84.3

The high percentage of returns can be attributed to several factors. They are, amongst others, the urgency with which all the parties involved view the matter of providing adequate services for the foreign students, the urgent letter from the University President soliciting their support, as well as the constant follow-up by the researcher.

Instrumentation

The instrument used in this study to measure the perceptions held by the three population samples was developed by the researcher.

The basic ideas for the content of the instrument grew out of:

1. The review of the literature
2. A close knowledge of identified needs at Andrews University as expressed by faculty and students.
3. Interviews with eleven foreign student counselors on five other university campuses.
4. Expressed concerns by foreign student alumni.
5. An investigation by the researcher of the "process" all

foreign students have to go through in order to successfully complete their studies at Andrews University.

The data gathering questionnaire was designed to be as brief and concise as possible, yet yield the desired information concerning the many facets of the services available to the foreign student, as well as the respondent's perception of these services. An attempt was also made to devise the questionnaire in such a way as to elicit information with the least amount of effort, energy and time on the part of the respondent.

The initial instrument contained 300 question. By carefully field testing it in order to establish clarity, consistency, comprehensibility and appropriate length, 239 items were retained. (See Appendix C) The field testing of the instrument took place on the Michigan State University campus. Thirty foreign students from thirty different countries were selected by the writer after interviewing fifty-three possible candidates. These thirty were chosen primarily because they expressed a very keen interest in the project. The writer therefore concluded that since their interest level was high, they would tend to make a more positive effort to be constructive during their total involvement. The results of the initial returns were tabulated and analyzed. The questionnaires and results were then discussed with the respondents and upon these initial findings and recommendations, certain questions were changed, deleted or others added to the final instrument.

The instrument was designed to include all the "stages" a foreign student has to pass through to study in the United States. Altogether,

there were twenty-five sections to the questionnaire under the following six headings:

1. Pre-Arrival
 - a. General
 - b. Travel
 - c. Immigration and Visas
 - d. Orientation
2. Arrival
 - a. General
 - b. Orientation
3. Term of Stay
 - a. Registration
 - b. Evaluation of credits
 - c. Academic program
 - d. English language usage
 - e. Academic counseling —
 - f. Library facilities and services
 - g. Personal finances
 - h. Housing —
 - i. Employment —
 - j. Counseling services —
 - k. Immigration and visas
 - l. Health services —
 - m. Community services
 - n. Religious ministry —
 - o. International sponsors and advisers —
 - p. Campus Laboratory School
4. Pre-Return Orientation
5. Post-Return
6. Biographical Data

All the questions were addressed to all three groups of the population sample with one exception. Stage six was omitted from the faculty-staff group. Biographical data would have been meaningless for the study.

The instrument was designed for four types of responses to be given:

(1) A "Likert-Type" Response. Each section had several of these since it focused on the attitudes (perceptions) held by the respondents about that specific item. The alternative to responses were: (A) Strongly Agree, (B) Agree, (c) Neutral, (d) Disagree, and (E) Strongly Disagree.

(2) A "Yes" or "No" Response. This type of response solicits base information which is valuable in getting at the total picture of a given section.

(3) Filling in a Number. There were only five such questions and they dealt also with base information.

(4) A Written Response. Each of the sections, as well as the subsections, ended with such a question. In the field testing of the instrument, the students expressed very strong preference for including such a question from each area covered by the questionnaire. It gives flexibility. It also provides a unique "window" into the world of a foreign student at a given stage of his educational sojourn at the specific institution. Along with the guarantee of anonymity, the respondent could voice his opinion about aspects of the program under discussion. These questions were all phrased so as to leave no doubt in the mind of the respondent that constructive criticisms and comments were sought after. This was done to limit the respondent's remarks to the issues at hand.

Statistical Analysis

The statistical tests to be performed were closely aligned with the recognized size of the questionnaire. Two formats for statistical analysis were employed:

1. CISSR--Computer Institute for Social Science Research. A program used in the analysis of the data as described in a leaflet obtainable from the CISSR Laboratory in East Lansing, Michigan.

2. MSU STAT SYSTEM--Michigan State University Statistics System. A program used for further analysis of the data as described in a leaflet obtainable from the MSU STAT Laboratory in East Lansing, Michigan.

In all cases, the Alpha level was $p = .01$. The selection of the .01 level of confidence was a compromise arrived at after having taken into account the probability of either making a Type I or Type II error.⁸⁰

⁸⁰See the following reference for Type I and Type II errors:
G.V. Glass and J.C. Stanely, Statistical Methods in Education and Psychology (Englewood Cliffs: Prentice and Hall, Inc., 1970), pp. 279-288.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter contains the results of the statistical analysis of the data. Each section of the questionnaire was examined in the context of the applicable questions and the resulting answers. The study was designed for the purpose of identifying: (1) the existing services that are available to the foreign students at Andrews University, (2) the services that ought to be available to the foreign students at Andrews University, and (3) the differences that exist among the three groups in their perceptions of what services are available and what services ought to be available to the foreign students at Andrews University.

Some of the respondents did not answer every item. Even some of the biographical questions concerning the respondent were not answered.

In order to acquaint the reader with certain practices and facilities at Andrews University, each section of the responses contain a short descriptive introduction of some of the existing programs and practices.

Analysis of Data

The central research of this study is that the three populations would rate questions on a specially designed instrument to measure their perceptions of the services that are available to foreign students at Andrews University.

The results of the analysis are presented according to twenty-five main sections that make up the questionnaire. Each section contains

a restatement of the various questions pertaining to the specific phase being surveyed.

First the means are stated in graphic form in order to provide the reader with an immediate visual picture of the response to each question by the three different populations. For clarity, the graphical position of each of the three groups is indicated by a designated code (a), (b), and (c) in the following manner:

- (a) Group 1: faculty and staff
- (b) Group 2: foreign alumni
- (c) Group 3: current foreign students

Secondly, each section is also analyzed by looking at each question individually and commenting only about those questions where a significant level of difference is found between the perceptions of the group with $p = .01$.

Thirdly, those questions demanding a verbal response are discussed. An arbitrary decision was made by the writer as to which responses to include for further amplification within each section.

Table 4.1.

Section I. Pre-Arrival - General

	SA (Y	A N)	N	D	SD			
1. All foreign students should have some information about the history, economics, geography, politics, religions, and culture of the host country <u>before</u> they arrive.	1	^a	^b	^c	2	3	4	5
The responsibility for the informing process of the foreign student should rest on:								
2. the foreign student	1	^a	^b	^c	2			
3. the host educational institution	1	^a	^b	^c	2			
4. the host country	1	^a	^b	^c	2			
5. Andrews University provided adequate information on all phases pertaining to my stay in the United States <u>before</u> my departure for the United States.	1			^b	^c	^a	4	5
6. An orientation program before my arrival in the United States would have been helpful.	1	^a	^c	^b	2	3	4	5

Section 1: Pre-Arrival and General

Andrews University is currently following the practice of sending an information package to all students who have been accepted at the University as foreign students. This information deals with aspects of preparation for the proposed study abroad and also includes information about the University. It further contains specific information on Immigration and Naturalization rulings, the community, health policies, a list of advisors for foreign students, tips on buying food and other household items, and a letter of welcome from the President of the University.

Question 1. All foreign students should have some information about the host country and culture before they arrive.
Means: Group 1--1.46 Group 2--1.64 Group 3--1.80
Alpha = .011

No significant difference was measured.

From Table 4.1 it can be noted that the three groups were fairly well distributed. Although all three groups leaned definitely towards the opinion that the prospective foreign student should have adequate information about the host country before arrival, the current foreign students were not as strong in this conviction.

Question 2. The responsibility for the informing process rests on the foreign student.
Means: Group 1--1.08 Group 2--1.21 Group 3--1.31
Alpha = .001

A significant difference was measured.

Although the visual grouping in this question was very close, it must be remembered that it is a two-point scale. The greatest difference here was between the faculty who perceived that the responsibility

of the informing process lay with the foreign student, and the current foreign student who perceived this responsibility not as strongly.

Question 3. The responsibility for the informing process rests with the host institution.

Means: Group 1--1.13 Group 2--1.17 Group 3--1.20
Alpha = .833

No significant difference was measured.

The table again indicates that a small difference existed between the three groups. The faculty felt most strongly that the host institution should play a role in the informing process.

Question 4. The responsibility for the informing process rests with the host country.

Means: Group 1--1.50 Group 2--1.69 Group 3--1.53
Alpha = .183

No significant difference was measured.

It is of interest to note that while the current foreign students were the ones to hold the less strong opinions in the previous two questions, they were in the middle in this question. The faculty perceived that the host country should be responsible for the informing process, while the alumni fell in the middle.

Question 5. Andrews University provided adequate information before my arrival concerning my stay in the United States.

Means: Group 1--3.18 Group 2--2.80 Group 3--3.00
Alpha = .123

No significant difference was measured.

The current foreign students were neutral on this question. The alumni felt that the information provided by Andrews University was just better than adequate and the faculty perceived it as being just less than adequate.

Question 6. An orientation program before arrival would be helpful.

Means: Group 1--1.72 Group 2--2.37 Group 3--2.18

Alpha = .0005

A significant difference was measured.

The faculty perceived pre-arrival orientation as being of considerable importance. On the other hand, while the foreign alumni tended to agree that it might be helpful, they did not perceive that it would be of great importance. The current foreign students fell between these two groups. With reference to Question 5 it became apparent from the faculty responses that they were not well informed as to the content of the information packages being sent out to accepted foreign students.

Table 4.2.

Section 2. Pre-Arrival - Travel

	SA (Y	A N)	N	D	SD
7. A. U. provided <u>adequate</u> travel information prior to my departure.	1	2	3	4	5
			b c a		
8. This information assisted me in making preparation for my travels.	1	2	3	4	5
			a c b		
9. I experienced travel related difficultues due to lack of the necessary information from A. U.	1	2	3	4	5
			a c b		

Section 2: Pre-Arrival Travel

The current information from Andrews University being sent out to the accepted foreign students includes hints about making foreign travel easier for the traveler. It gives location of airports, rail terminals, and connecting bus lines. Included is a leaflet on travel hints from the Department of Immigration and Naturalization.

Question 7. Andrews University provided adequate travel information.

Means: Group 1--2.87 Group 2--2.80 Group 3--2.82
Alpha = .920

No significant difference was measured.

The three groups measured very closely as Table 4.2 indicates. They were in general agreement that Andrews University provided fairly adequate travel information.

Question 8. This information assisted me in making travel arrangements.

Means: Group 1--2.63 Group 2--2.82 Group 3--2.81
Alpha = .509

No significant difference was measured.

There was general agreement that the information from Andrews University did assist them in a small measure to make preparation for travel.

Question 9. I experienced travel related difficulties due to lack of information from Andrews University.

Means: Group 1--3.06 Group 2--3.72 Group 3--3.36
Alpha = .002

A significant difference was measured.

The faculty and the current foreign students seemed to feel quite neutral about this question. The foreign alumni felt that Andrews Univer-

sity was not fully responsible for some of the travel related difficulties which they experienced. This does not mean that there were no travel related problems because the written responses indicated that there were. The responses to this question merely indicated that the problems encountered were not perceived as being the fault of the University.

Question 10. Constructive recommendations for travel.

The written responses to this question were mostly in the form of suggestions, as requested by the researcher. What criticism there was, centered around the fact that the University did not provide adequate help in meeting the students upon arrival at the nearest airport or bus station. More than forty percent of the alumni and the current foreign students expressed the opinion that much of the anxiety and frustration of a trip into a new country could be tempered by a more involved effort on the part of the host institution to inform the student about arrival before they departed from their home countries. Twenty-three percent of the faculty responding to this question felt that the students should not put any responsibility on the University for their arrival.

Table 4.3.

Section 3. Pre-Arrival - Immigration and Visas

	SA (Y	A N)	N	D	SD
11. A. U. provided adequate Immigration and Visa information <u>prior</u> to my departure.	1	2	3	4	5
		a	c	b	
12. The information assisted me in making preparation for my entry into the United States.	1	2	3	4	5
		a	c	b	
13. I experienced Immigration and Visa related difficulties due to lack of the necessary information from A. U.	1	2	3	4	5
			a	c	b

Section 3: Pre-Arrival--Immigration and Visas

The University follows the guidelines set up by the Department of Immigration and Naturalization. This restricts the University to certain functions pertaining only to hosting the foreign student on its campus. The students are informed by the University of the proper maintenance of their passports and visas. Assistance is given in this area.

Question 11. Andrews University provided adequate information prior to departure.

Means: Group 1--2.40 Group 2--2.60 Group 3--2.51

Alpha = .624

No significant difference was measured.

The three groups displayed a very close similarity in their responses to this question. While their answers were closely aligned, they tended to be neutral in their feelings about the informing process.

Question 12. The information assisted in making plans for entry into the United States.

Means: Group 1--2.33 Group 2--2.50 Group 3--2.44

Alpha = .673

No significant difference was measured.

Again, the three groups were closely aligned in their perceptions of the information sent out by Andrews University. The current foreign students and foreign alumni agree that the information that reached them by mail was not vital in making their preparation for entry into the United States.

Question 13. Did you experience immigration and visa related difficulties due to the lack of information from Andrews University?
 Means: Group 1--3.28 Group 2--3.70 Group 3--3.50
 Alpha = .107

No significant difference was measured.

All three groups tended to disagree with the statement that any immigration and visa related difficulties encountered were caused by a lack of adequate information from Andrews University.

Question 14. Constructive recommendations for immigration and visa matters.

All three groups were in relative agreement over the fact that the University was quite helpful in this area. However, one facet did show up as needing improvement. Thirty-two percent of the foreign student alumni and twenty-four percent of the current foreign students expressed their opinions that the Student Affairs Office at Andrews University is too slow in issuing their I-20 Forms.⁸⁰ In a subsequent interview with the Assistant to the Vice-President in charge of student affairs at Andrews University, the researcher learned that the largest number of delays are caused by the Immigration and Naturalization Department in Detroit. It was admitted however, that the issuing process at Andrews University could be streamlined thus expediting the issuance of the I-20 Forms.

⁸⁰The I-20 Form is issued jointly by the host institution and the Department of Immigration giving the prospective foreign student permission to enter the United States and attend a specific institution.

Table 4.4.

Section 4. Pre-Arrival Orientation

	SA (Y	A N)	N	D	SD
15. I participated in an orientation program <u>prior</u> to my departure from my own country.	1	2			
The orientation covered the following areas:					
16. cultural differences	1	2			
17. educational differences	1	2			
18. educational expectations	1	2			
19. financial management	1	2			
20. cultural shock	1	2			
21. other <u>CREDIT (4 students)</u>	1	2			

Section 4: Pre-Arrival Orientation

There is no official or formal pre-arrival orientation organized or sponsored by the University. The package of brochures referred to in Section 1 is the only attempt at orienting the student before his arrival. The faculty group was deleted from this section as it pertained mainly to the actual experiences of the students, if any.

Question 15. Did the student participate in an orientation process prior to departure from his own country?

Means: Group 2--1.88 Group 3--1.89

Alpha = .289

No significant difference was measured.

Of the 183 respondents made up of foreign student alumni and current foreign students, only eleven participated in a pre-departure orientation. Seven of these students came from the Republic of South Africa, two from Australia and two from New Zealand. Upon further investigation by the researcher, it was found that all of the current foreign students who participated in such a process felt that they had benefitted from it; specifically by not putting their individual expectations too high concerning the host culture. Furthermore, they felt that their studies benefitted from this orientation because they did not have to spend valuable time worrying and wondering about certain procedures and habits in the host country; they had been alerted to these differences beforehand. They also felt that other Divisions within the Seventh-day Adventist Church should be encouraged to assist their foreign students in a similar manner.

Question 16. Did orientation cover cultural differences?

Means: Group 2--1.84 Group 3--1.78

Alpha = .266

No significant difference was measured.

Of the small percentage who did participate in such an orientation process, all of them indicated that cultural differences were included in the program.

Question 17. Did orientation cover educational differences?

Means: Group 2--1.76 Group 3--1.81

Alpha = .140

No significant difference was measured.

All the participants who received orientation indicated that educational differences were included.

Question 18. Did orientation cover educational expectations?

Means: Group 2--1.76 Group 3--1.73

Alpha = .568

No significant difference was measured.

Only the two students from Australia indicated that educational expectations were specifically discussed.

Question 19. Did orientation cover financial management?

Means: Group 2--1.79 Group 3--1.80

Alpha = .169

No significant difference was measured.

Eight of the eleven students who had received pre-departure orientation indicated that this aspect of their stay was discussed. The students from the Republic of South Africa indicated they had had the opportunity to correspond with fellow-nationals who were attending Andrews University. In this way, they could compare costs of living, as well as

possible ways of supplementing their incomes. The students indicated that although they had received information relating to this area, the responsibility of financial management ultimately fell upon themselves.

Question 20. Did orientation cover cultural shock?
Means: Group 2--1.91 Group 3--1.90
Alpha = .032

No significant difference was measured.

All of the participants indicated that cultural shock formed the basis of their orientation program. They also agreed on the fact that the information they had gained from this orientation, prior to their arrival, helped them to come to terms faster and less traumatically than they had expected.

Question 21. Other areas covered in orientation.

Four students indicated that they were briefed about the American monetary credit system. They were warned of the apparent ease of obtaining credit and subsequently of finding oneself in a position of commitment, a position that could hurt or detain one's return to his own country.

Three students indicated that they obtained names and addresses of individuals in their own countries to whom they could write in order to keep "in touch" with their own culture. These individuals continued to inform the students about changes and developments in their country, city, or job.

Question 22. Constructive recommendations for pre-arrival orientation.

Sixty-two percent of the foreign student alumni and fifty-five percent of the current foreign students indicated that such a program would

have been beneficial to them. It should be mentioned that the type of orientation program or method was not discussed, but it is reasonable to assume that certain countries with marked cultural differences may need more intensive, formal programs while other countries such as Canada may need less formal and intensive orientation programs.

Table 4.5.

Section 5. Arrival - General

	SA (Y	A N)	N	D	SD
23. I was met at my point of entry into the <u>U.S.</u> by an individual who assisted me in clearing customs and immigration.					
	1	2			
24. I had to initiate the contact with that individual before my departure from my homeland.					
	1	2			
25. The information received from A. U. informed me that I could be met at my point of arrival in the U. S. if I so choose.					
	1	2			
26. I was met upon my arrival at A. U. by an individual who assisted me in getting settled.					
	1	2			
27. I informed A. U. about my arrival date and time, prior to my departure from my home country.					
	1	2			
28. I was treated courteously by the individual who met my upon my arrival at A. U.					
	1	2	3	4	5
29. My housing was immediately available upon my arrival at A. U.					
	1	2			
30. My housing was satisfactory.					
	1	2	3	4	5
31. Upon arrival I was told where to report for further instructions about registration.					
	1	2			

Section 5: Arrival--General

Andrews University operates a program whereby new foreign students are met upon arrival at any of the local airports, train stations or bus terminals. The request for this service must be conveyed to the University by the student. If no word is received by the University, it will be assumed that the student has made his own arrangements for transportation.

Question 23. Student was met at point of arrival in United States by someone to assist in clearing customs and immigration.
Means: Group 1--1.80 Group 2--1.80 Group 3--1.80
Alpha = .989

No significant difference was measured.

The three groups showed a great similarity in their perceptions in this area. In subsequent spot-interviews by the researcher, it was determined that Andrews University provided information to the foreign students concerning the availability of such a service, but most students did not avail themselves of this service.

Question 24. Contact with this individual (refer to question #23 above) must be initiated by the foreign students.
Means: Group 1--1.47 Group 2--1.72 Group 3--1.62
Alpha = .024

No significant difference was measured.

The initiative to contact the organization, a branch of the National Association of Foreign Student Affairs, rests with the foreign student. It should be noted that although this information is sent to every foreign student by the Office of Student Affairs at Andrews University, the majority of the students indicated that the responsibility should not be theirs. As stated in Question 23, most of the students did not avail themselves of this service.

Question 25. Andrews University supplied me with information indicating that this service is available.

Means: Group 1--1.69 Group 2--1.81 Group 3--1.67

Alpha = .136

No significant difference was measured.

The perception of the faculty was slightly on the negative side. They thought the information from Andrews University should not include these data. Sixty-eight percent of the foreign alumni and forty-two percent of the current foreign students thought that this information had not been sent to them by Andrews University. Upon closer investigation, the writer found that this information had been sent to all the prospective foreign students during the past five years. This, then, is the reason the foreign alumni percentage was as high as it was. It did, however, also come to light that many of the current foreign students missed that information as a result of a lack of communication.

Question 26. Were you met upon arrival at Andrews University?

Means: Group 1--1.47 Group 2--1.62 Group 3--1.59

Alpha = .151

No significant difference was measured.

The faculty was divided almost down the line in perceiving whether someone met the foreign student upon his arrival on campus or not. Sixty-three percent of the foreign alumni indicated that they had not been met upon arrival, and fifty-nine percent of the current foreign students had not been met either. These percentages were high, especially when one considers that the University has a program to meet foreign students as they arrive. Before putting the blame on the University, it should be pointed out that the designated University personnel can meet students only when they have been informed by the students as to the date, time, and

place of arrival. The responses to Question 27 seem to resolve this issue.

Question 27. Did you inform Andrews University concerning your arrival?

Means: Group 1--1.34 Group 2--1.54 Group 3--1.55

Alpha = .012

No significant difference was measured.

The differences of perceptions by the faculty as opposed to the foreign alumni and current foreign students approached a significant difference. Sixty-six percent of the faculty thought that the students did indeed inform the University about their arrival, while in reality only forty-five percent of the alumni and forty-four percent of the current foreign students did notify the University. It should be taken into account that many of these students could have been met by friends and fellow-nationals, and, therefore, did not find it necessary to inform the University about their arrival. On the other hand, as indicated by the responses to Question 26, there was a very large percentage who were not met.

Question 28. Were you treated courteously by individuals who met you at Andrews University?

Means: Group 1--1.75 Group 2--2.08 Group 3--2.08

Alpha = .107

No significant difference was measured.

The faculty perceived that the students were treated with more courtesy than the foreign alumni and current foreign students thought they actually experienced. However, all three groups scored on the positive side with a combined total of twenty-three percent of foreign alumni and current foreign students indicating that they were not treated courteously.

Question 29. Was housing immediately available upon arrival?

Means: Group 1--1.30 Group 2--1.15 Group 3--1.30

Alpha = .058

No significant difference was measured.

The faculty perception and current foreign students' experiences were closely aligned in this item. Both groups scored sixty-nine percent in the Yes column. The foreign alumni, however, had eighty-four percent in the Yes column. This seems to indicate that a better job was done in the recent past as compared with the current foreign students' position. This state of affairs is also supported by the written responses in that the current foreign students were far more critical of the frequency with which housing problems occurred.

Question 30. Is housing satisfactory?

Means: Group 1--1.70 Group 2--1.55 Group 3--1.84

Alpha = .136

No significant difference was measured.

The general perception of all three groups fell strongly in the satisfactory category. Only a total of twelve percent indicated that their housing was not satisfactory. Almost all of these complaints centered around the noise factor in the married students' apartments

Question 31. Students were told upon arrival where to report for registration matters.

Means: Group 1--1.19 Group 2--1.36 Group 3--1.48

Alpha = .0005

A significant difference was measured.

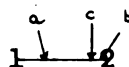
Eighty percent of the faculty perceived that this information was passed on to the students. Only fifty-one percent of the current foreign students and sixty-three percent of the foreign alumni indicated that it was.

From the written responses it is also apparent that the latter two groups felt that registration preparation could have been greatly enhanced if they had in fact received prior information about it.

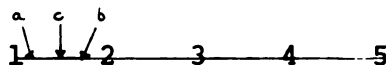
Table 4.6.

Section 6. Arrival Orientation

	SA (Y	A N)	N	D	SD
32. I was informed of an arrival orientation program that would be conducted by A. U. for all new foreign students.	1	2			



33. It is advisable that all foreign students participate in an orientation program upon their arrival at A. U.	1	2	3	4	5
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An orientation program should include the following:

34. Registration	1	2
35. Evaluation of Credits	1	2
36. Academic Program	1	2
37. English Language Proficiency	1	2
38. Academic Counseling	1	2
39. Library Facilities and Services	1	2
40. Personal Finances	1	2
41. Housing	1	2
42. Employment	1	2
43. Counseling Services	1	2
44. Immigration and Visas	1	2
45. Health Services	1	2
46. Community Services	1	2
47. Religious Ministry	1	2
48. International Sponsors and Advisors	1	2
49. Campus Laboratory Schools	1	2
50. Other _____	1	2

All 3 groups indicated 90% or above on these questions

Section 6: Arrival Orientation

There is no formal orientation for foreign students upon arrival at the University. Instead, a package of materials is given to the student, usually at registration, and some departments may have brochures telling the student more about their services or offerings.

Question 32. The student was informed of an arrival orientation to be conducted by the University.

Means: Group 1--1.45 Group 2--1.99 Group 3--1.96

Alpha = .006

A significant difference was measured.

The faculty indicated by fifty-four percent that they thought a formal arrival orientation program was in effect. The foreign alumni and current foreign students almost unanimously indicated that there was no such formal arrival orientation program for them.

Question 33. It is advisable that all arriving foreign students participate in an orientation program.

Means: Group 1--1.23 Group 2--1.76 Group 3--1.64

Alpha = .0005

A significant difference was measured.

Ninety-seven percent of the faculty perceived this orientation program as being a necessary part of the students' arrival. Eighty-six percent of the foreign alumni, and eighty-three percent of the current foreign students indicated that it was important to have such a program. The difference in perception for the need of a program is therefore not great between the three groups. The measurable difference really surfaces when one examines the number of individuals who did not think that it was needed. Here the current foreign students indicated by twelve percent that

it was not needed. None of the other two groups indicated that an arrival orientation exercise was not needed.

Questions 34 through 50. Should orientation include the following?

34. Registration
35. Evaluation of Credits
36. Academic Program
37. English Language Proficiency
38. Academic Counseling
39. Library Facilities and Services
40. Personal Finances
41. Housing
42. Employment
43. Counseling Services
44. Immigration and Visas
45. Health Services
46. Community Services
47. Religious Ministry
48. International Sponsors and Advisors
49. Campus Laboratory Schools
50. Other

These questions were collapsed, because all three groups indicated by at least ninety percent on every question that they perceived that these items should be included in an arrival orientation program.

Question 51. Constructive recommendations for arrival orientation.

In the written responses all three groups overwhelmingly indicated that they perceived a need for an arrival orientation. Forty-seven percent of the alumni indicated that they wished that they had had it. There were four current foreign students who indicated that it would not be a worthwhile activity. It may be speculated that these four students had not as yet experienced all that they were to encounter in a foreign culture and education. In retrospect, they may in future years share the insights of the foreign alumni who wished they had been better informed upon arrival.

It should also be pointed out that seventeen percent of the current foreign students indicated that while they felt that this orientation program would be of benefit to most individuals, the differences between the American and Canadian students' experiences were minimal.

Several alumni as well as current foreign students expressed concern over the apparent lack of involvement for their spouses. A few indicated that they learned about possible economic orientation efforts through a local women's guild after several months had elapsed. They expressed a specific need for English language instruction and coping with American food products as opposed to their own dietary habits.

Table 4.7.

Section 7. Registration

	SA (Y	A N)	N	D	SD
The Registration process was:					
52. well organized	1	2	3	4	5
53. easy to follow	1	2	3	4	5
54. quick to complete	1	2	3	4	5
55. I had information dealing with registration procedures in my possession before the scheduled opening of registration.	1	2			
56. This registration information was clear to understand.	1	2	3	4	5
57. I was treated courteously throughout the registration process.	1	2	3	4	5
58. I had to leave the registration process at least once in order to take care of other matters prerequisite to continuing registration.	1	2			
59. These interruptions could have been avoided.	1	2	3	4	5

Section 7: Term of Stay--Registration

The University operates a traditional registration in which the students are expected to report at a central starting point, at a certain time, according to the alphabetical sequence of the last name. Upon receiving registration materials, the students then proceed to the various stations to insure proper processing of each applicant.

Question 52. Registration process was well organized.
Means: Group 1--2.27 Group 2--1.93 Group 3--2.09
Alpha = .096

No significant difference was measured.

The faculty perceived this process to be less organized than the other two groups perceived it to be.

Question 53. Registration process was easy to follow.
Means: Group 1--2.94 Group 2--2.10 Group 3--2.50
Alpha = .0005

A significant difference was measured.

In this instance, it was the current foreign students who were neutral in their opinions. The faculty were the most critical in perceiving that the process was not easy to follow.

Question 54. Registration process was quick to complete.
Means: Group 1--3.65 Group 2--3.03 Group 3--3.36
Alpha = .012

No significant difference was measured.

All three groups were in relative agreement. They all tended towards the negative side.

Question 55. Information regarding registration was in students' possession before scheduled registration.

Means: Group 1--1.29 Group 2--1.47 Group 3--1.56

Alpha = .002

A significant difference was measured.

Seventy percent of the faculty perceived that the students did indeed receive information beforehand. In reality, only fifty-two percent of the alumni did, and only forty-three percent of the current foreign students received information beforehand.

Question 56. Registration information was clear.

Means: Group 1--2.70 Group 2--2.29 Group 3--2.41

Alpha = .052

No significant difference was measured.

Forty percent of the faculty perceived the registration information as being clear to the students. Fifty-six percent of the foreign alumni and fifty-seven percent of the current foreign students perceived the information as being clear. In this instance the information was clearer to the students than the faculty perceived it to be, however, no statistical significance was measured in their perceptions of the differences.

Question 57. I was treated courteously throughout the registration process.

Means: Group 1--2.22 Group 2--1.61 Group 3--2.16

Alpha = .0005

A significant difference was measured.

The foreign alumni perceived the registration staff as being more courteous than did current foreign students and faculty. In all fairness, it should be pointed out that all three groups fell generally on the positive side of the distribution. From the written responses it became quite

evident that both the foreign alumni and current foreign students were not really complaining about having been treated discourteously, they were offended by the extremely strong emphasis placed on money by the University's officials. (Question 61 elaborates more about this aspect).

Question 58. I had to leave the registration process to take care of other matters first.

Means: Group 1--1.28 Group 2--1.53 Group 3--1.54

Alpha = .001

A significant difference was measured.

The faculty perceived that the students had to leave the registration process more frequently than what actually took place. This aspect of registration did give room for concern as a result of the fact that forty-six percent of the alumni and forty-four percent of the current foreign students did in fact have to leave the process to take care of other matters first, before being allowed to continue with registration.

Question 59. These interruptions could have been avoided.

Means: Group 1--1.97 Group 2--2.29 Group 3--2.02

Alpha = .137

No significant difference was measured.

While there was no significant difference in the perceptions of the three groups, they did strongly agree about the fact that these interruptions could have been avoided.

Question 60. What part of the registration process was least acceptable to you?

Three areas of the registration process stood out as being the least acceptable to the foreign alumni and current foreign students. Forty-one percent of these students felt that the length of the total process was unjustifiably long. Twenty-three percent of this group per-

ceived the financial station of the process as being rude, unkind, and impersonal. Seventeen percent felt that the process treated them as numbers rather than human beings.

Question 61. Constructive recommendations for registration.

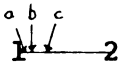
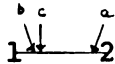
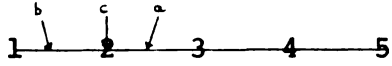
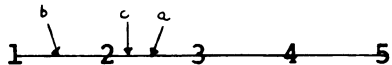
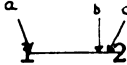
The alumni and current foreign students expressed deep and often bitter concern over the fact that when it came to finances, they felt ill-treated. They realized that they had to pay tuition and other expenses, but could not understand the "third degree" treatment from the financial office since some were sponsored by a Division⁸¹ and their finances were therefore secure.

Students also thought too many department members at the various stations did not know enough about foreign student needs. As one student put it: "The counselor had a 'take it or leave it' attitude." Another said: "At one station I discovered that I knew more about procedures and class requirements than the counselor did." There seemed to be a definite need for briefing of the registration counselors by someone who was familiar with the typical foreign student's needs. All three groups also complained quite strongly over the length of time it took to complete the registration process.

⁸¹Refer to the list of Definitions on page 9.

Table 4.8.

Section 8. Evaluation of Credits

	SA (Y	A N)	N	D	SD
62. I communicated with the Registrar's Office <u>prior</u> to my arrival, concerning evaluation of academic credits completed in my home country.					
63. The academic credits completed in my home country were accepted at face value by A. U.					
64. I am satisfied with the evaluation of my credits.					
65. The credits granted were in harmony with my expectations.					
66. I had to make up some academic deficiencies before I could start a program of studies at A. U.					

Section 8: Term of Stay--Evaluation of Credits

The University registrar's office evaluates foreign student transcripts and credits according to national guidelines accepted by all major colleges and universities. If additional information is needed in order to do justice to the evaluation, faculty members familiar with or preferably with prior experience in a specific country, are consulted.

Question 62. Did student communicate with registrar's office prior to arrival concerning credits?

Means: Group 1--1.10 Group 2--1.15 Group 3--1.30

Alpha = .003

A significant difference was measured.

The faculty perceived that more students communicated with the registrar's office prior to arrival than actually did. Seventy-six percent of the foreign alumni and current foreign students actually did communicate as opposed to the faculty perception that ninety percent did.

Question 63. Were credits obtained in home country accepted at face value at Andrews University?

Means: Group 1--1.79 Group 2--1.21 Group 3--1.31

Alpha = .0005

A significant difference was measured.

Only twenty percent of the faculty perceived these credits to be accepted at face value. In reality, seventy-eight percent of the foreign alumni and sixty-eight percent of the current foreign students had their credits accepted at face value.

Question 64. Are you satisfied with the evaluation of your credits?

Means: Group 1--2.36 Group 2--1.40 Group 3--2.00

Alpha = .0005

A significant difference was measured.

Again, the faculty perceived matters to be worse than they actually

were. Only sixty percent of the faculty thought that the students would be satisfied with their credit evaluation, while actually ninety-three percent of the foreign alumni, and seventy-three percent of the current foreign students were satisfied with the evaluation of their credits.

Question 65. Were the credits granted in harmony with your expectations?

Means: Group 1--2.56 Group 2--1.43 Group 3--2.10

Alpha = .0005

A significant difference was measured.

The distribution of the three groups was almost identical to that of the previous question. In this case, only forty-six percent of the faculty perceived the credit evaluation to be in harmony with student expectations. In reality eighty-one percent of the foreign alumni and seventy-one percent of the current foreign students found the evaluations to be in harmony with their expectations.

Question 66. Did you have to make up any academic deficiencies before enrolling in regular course work?

Means: Group 1--1.26 Group 2--1.82 Group 3--1.83

Alpha = .0005

A significant difference was measured.

Seventy-three percent of the faculty perceived that foreign students had to make up some academic deficiencies before continuing with their regular courses of study. In reality, only seventeen percent of the foreign alumni and eighteen percent of the current foreign students had to make up deficiencies. The students from certain African countries and the Middle East were mainly amongst those needing the additional work.

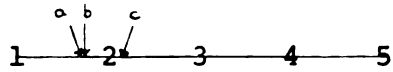
Question 67. Constructive recommendations for evaluation of credits.

Thirty-five percent of the students perceived that too large a number of the faculty knew nothing about the system of education in their country. They were given the distinct impression that their education was inferior to that given in the United States. When the researcher took a close look at the statistics of question 66, it was quite evident that far too many faculty members perceived that the student's previous education was lacking in one aspect or another. In reality, only a very small percentage, and then only those from certain countries, were required to make up academic deficiencies. One student summed it up for so many when she said: "I felt very distinctly that I was looked down upon by my academic advisor as well as the counselor at registration. As it turned out, I had more credits than was required by Andrews University for a degree in nursing and while the registrar accepted my credits, the department personnel never quite accepted me as having met their standards." This incident was only one of twenty-nine similar ones spanning different departments. This seems to point out a lack of communication between departments and the registrar's office. Another student said: "Even when I did realize that I was deficient in two areas of academic work, I deeply resented the way in which certain teachers in the department handled the case. They were rude and calloused."

Table 4.9.

Section 9. Academic Program

	SA (Y	A N)	N	D	SD
70. Generally speaking, I am satisfied with the total program.	1	2	3	4	5



Section 9: Term of Stay--Academic Program

Questions 68, 69, 71, 72, 73, 74.

The following areas of study represent both academic majors and minors. It was decided to collapse the two areas and to analyze the responses in terms of strengths and weaknesses only. The numbers following each academic area represented the foreign alumni and current foreign students enrolled in that area. Faculty and staff responses do not form part of Section 9.

1. School Administration (7)
 - a. Strengths - Teacher dedication
The comparative nature of some classes
 - b. Weaknesses - Weak in field work
Too many lectures
2. Library Science (2)
 - a. Strengths - No comment
 - b. Weaknesses - Not enough exposure to procedures
3. Doctor of Ministry (3)
 - a. Strengths - Some excellent faculty members
 - b. Weaknesses - Classes too large
No clear integration of philosophy evident
in the course content
4. Master of Divinity (18)
 - a. Strengths - Teachers
 - b. Weaknesses - Classes too large
System encourages "professional" students.
They need to be counseled out of school.
Some very lazy teachers.
Classes portray a stereo-type of ministry to
North America. A distinct lack of carryover
for overseas needs.
5. Chemistry (2)
 - a. Strengths - No comment
 - b. Weaknesses - No comment
6. Math (6)
 - a. Strengths - No comment
 - b. Weaknesses - No comment

7. Religion and Theology (27)
 - a. Strengths - The variety of teachers
 - b. Weaknesses - Poor pedagogic methods
Too little field experience
Too much busy work--not enough quality.
Too much personal teacher criticism and philosophy
8. Biology (7)
 - a. Strengths - Facilities are excellent
 - b. Weaknesses - Too much emphasis on competition and comparison with pre-med students
9. Secretarial Science (5)
 - a. Strengths - No comment
 - b. Weaknesses - Not enough practical experience
Lack of creativity
10. Education: General (8)
 - a. Strengths - The comparative nature of some courses
 - b. Weaknesses - Not enough courses in education curriculum that catch student in the middle. At least carry changes and some innovations through on a cyclic basis
11. Nursing (14)
 - a. Strengths - No comments
 - b. Weaknesses - Lack of comprehensiveness in one area
A distinct disinterest in students
Unorganized program
Instructors who sway the whole university schedule because they insist on teaching certain courses only during certain quarters. This becomes very expensive to students when they must come back for one course that could have been taken before.
12. Elementary Education (4)
 - a. Strengths - Some field work
 - b. Weaknesses - Some teachers are very lazy. They give you the impression that you are wasting their time.
13. Medical Technology (5)
 - a. Strengths - No comments
 - b. Weaknesses - Too many general requirements
Very science oriented
14. Physical Education (4)
 - a. Strengths - No comments
 - b. Weaknesses - No comments

15. History (6)
 - a. Strengths - No comments
 - b. Weaknesses - No comments
16. Psychology (6)
 - a. Strengths - Good experiments
Interesting teachers
 - b. Weaknesses - Not enough discussions in classes
17. Educational Psychology (4)
 - a. Strengths - No comments
 - b. Weaknesses - Lack of practical application
18. Home Economics (3)
 - a. Strengths - Good courses in nutrition
 - b. Weaknesses - Not enough classes and teachers in textiles
and related fields
Need more courses in Home Management
19. Reading Consultant (2)
 - a. Strengths - No comments
 - b. Weaknesses - Unreasonable expenditure of students'
time in some areas
20. Engineering (2)
 - a. Strengths - No comments
 - b. Weaknesses - Lack of equipment
Too few qualified teachers
21. Music (8)
 - a. Strengths - Equipment and instruments in some depart-
ments is excellent
A few good teachers
 - b. Weaknesses - Too many general requirements in the under-
graduate field
Student is "spread too thin"
Some teachers are "plastic"
22. Nutrition (3)
 - a. Strengths - No comments
 - b. Weaknesses - Lack of courses to make up an adequate
program.
23. Business Administration (11)
 - a. Strengths - No comments
 - b. Weaknesses - Too superficial in certain areas
24. Behavioral Science (4)
 - a. Strengths - No comments
 - b. Weaknesses - Too little practical experience.
Some classes are too "fun" oriented; they
become a joke.

25. English (8)
 - a. Strengths - Certain teachers know their subject area very well and are interested in the students.
 - b. Weaknesses - A survey course at the end of the program would be helpful.
Some teachers show a dislike for students.
Some areas are too narrow in their approach, that is, Shakespeare.
26. Secondary Education (2)
 - a. Strengths - Some practically applicable classes
 - b. Weaknesses - Laboratory school a very unpleasant place to practice teach. Students are unruly.
27. Agriculture (4)
 - a. Strengths - Dedicated teachers
Good equipment
 - b. Weaknesses - Lack of science
28. Interior Design (2)
 - a. Strengths - No comments
 - b. Weaknesses - Program still too new
Not enough practical application
29. Modern Languages (2)
 - a. Strengths - No comments
 - b. Weaknesses - No comments
30. Social Work (5)
 - a. Strengths - No comments
 - b. Weaknesses - Not enough practical application
31. Industrial Arts (4)
 - a. Strengths - No comments
 - b. Weaknesses - Lack of equipment in some areas
32. Pre-Medical (3)
 - a. Strengths - Excellent preparation in biology and related sciences
 - b. Weaknesses - No comments
33. Science (2)
 - a. Strengths - Excellent facilities
 - b. Weaknesses - No comments
34. Curriculum and Instruction (3)
 - a. Strengths - Good teachers
 - b. Weaknesses - Lack of practical application

Question 70. Were you generally satisfied with the total program?

Means: Group 1--1.80 Group 2--1.82 Group 3--2.16

Alpha = .009

A significant difference was measured.

The faculty and foreign alumni were in general agreement in perceiving and experiencing a satisfaction with the educational programs. The measurable difference occurred with the current foreign students where thirteen percent of them were neutral on the question, and thirteen percent felt dissatisfied. Question 75 further discusses this problem.

Question 75. Constructive recommendations for academic areas.

From the statistics pertaining to this section it seems quite evident that a concerted effort must be made throughout the University to add practical experiences for the students. Departments should also take a closer look at their respective methods of instruction so as to allow for the philosophical differences that a foreign student may bring with him on his sojourn abroad. From the data, it seems as if faculty may become aware of a need to change certain practices in dealing with the foreign students.

Questions 76 and 77.

An error in the numbering process occurred at this point. Numbers 76 and 77 do not exist. For the sake of keeping continuity with the original questionnaire in the analysis, the researcher arbitrarily decided to remain with the current numbering system.

Table 4.10.

Section 10. English Language Usage

	SA (Y	A N)	N	D	SD
78. I had to prove my proficiency in the use of the English language before I was accepted at A. U.					
79. I am aware of a special English program at A. U. which is available to foreign students who need to increase their proficiency in English.					
These English courses were:					
80. helpful					
81. thorough					
82. well planned					

Section 10: Term of Stay--English Usage

Each applicant whose native language is other than English must take as part of his application for admission, an English language achievement test such as the Michigan English Language Test or the TOEFL test prepared by the Educational Testing Service.

Students with an English deficiency only slightly below the minimum considered necessary to do university work successfully may be admitted with the provision that special instruction in English be undertaken to remedy this deficiency and with the further understanding that only a very limited program of coursework may be attempted. The progress of such students will be reviewed each quarter until all deficiencies have been removed and satisfactory progress is being made toward a degree program.⁸²

Question 78. Did you have to prove proficiency in English before acceptance at Andrews University?

Means: Group 1--1.40 Group 2--1.85 Group 3--1.74

Alpha = .0005

A significant difference was measured.

The faculty perceived that more students had to prove their proficiency in English than actually was the case. Eighty-five percent of the foreign alumni and seventy-four percent of the current foreign students did not have to prove their proficiency in English.

Question 79. Are you aware of remedial English programs offered to those foreign students who may need it at Andrews University?

Means: Group 1--1.15 Group 2--1.46 Group 3--1.32

Alpha = .0005

A significant difference was measured.

Eighty-four percent of the faculty perceived that the students knew about this remedial program. Only fifty-three percent of the foreign alumni, and sixty-seven percent of the current foreign students knew about it.

⁸² Andrews University Bulletin, op. cit., p. 57.

Question 80. Were these courses helpful?

Means: Group 1--1.93 Group 2--2.88 Group 3--2.82

Alpha = .0005

A significant difference was measured.

Eighty percent of the faculty perceived that these courses were helpful. Eleven percent of the foreign alumni and thirty-six percent of the current foreign students perceived these courses as being helpful.

Question 81. Were these courses thorough?

Means: Group 1--2.06 Group 2--3.00 Group 3--2.95

Alpha = .0005

A significant difference was measured.

The faculty perceived these courses as being thorough while both foreign alumni and current foreign students felt neutral about them.

Question 82. Were these courses well planned?

Means: Group 1--2.04 Group 2--3.00 Group 3--2.97

Alpha = .0005

A significant difference was measured.

The faculty perceived these courses as being well planned. The foreign alumni and current foreign students did not think that they met student needs adequately.

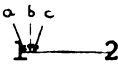
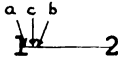
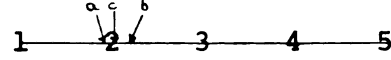
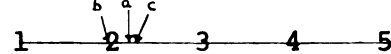
Question 83. Constructive recommendations for English language usage.

Among the written responses, there was emphasis upon the fact that many students experienced some problems regarding faculty/student relationships in this department. Eleven comments were made as to the indifferent way in which the student was treated when participating in this course. Three students expressed almost bitter feelings over the calloused and sarcastic disposition of the personnel. Four students

claimed that they were treated rudely. One exchange student claimed that he left Andrews University as a direct result of the treatment he had received from this department.

Table 4.11.

Section 11. Academic Counseling

	SA (Y	A N)	N	D	SD
84. Where do you feel you should go for academic help? <u>Academic Advisor</u>					
85. Where do you <u>actually</u> go for academic help? <u>Fellow Nationals</u>					
86. I was assigned to an academic advisor upon my enrollment at A. U.					
87. I have consulted with him/her on academic matters.					
88. I had to initiate the contacts with my advisor.					
89. My advisor is readily available.					

Section 11: Term of Stay--Academic Counseling

Academic counseling is available to all students. The foreign students are assigned to an academic advisor upon arrival and are also urged to avail themselves of the counseling center. A battery of modern psychometric instruments and comprehensive educational tests are available.

Question 84. Where do you feel you should go for academic help?

Fifty-four percent of the faculty perceived that the students should go to their assigned advisors for academic help. Forty-three percent of the foreign alumni and forty percent of the current foreign students concurred with the perception held by the faculty. There was relatively close agreement on this matter.

Question 85. Where do you actually go?

There was very little agreement on this matter. Sixty-three percent of the faculty perceived that the students did in fact go to their assigned academic advisers. In reality, only three percent of the foreign alumni, and eleven percent of the current foreign students went to these advisers. The sources which were actually consulted by them were as follows: (a) fellow nationals, 67%; (b) teachers within the department, 22%; and, (c) relatives and friends, 8%.

Question 86. Were you assigned to an adviser upon arrival?

Means: Group 1--1.08 Group 2--1.23 Group 3--1.29
Alpha = .003

A significant difference was measured.

Ninety-one percent of the faculty believed that the students were assigned to an academic adviser. In reality, only seventy-six percent of

the foreign alumni and seventy percent of the current foreign students claimed that they were assigned to an academic adviser.

Question 87. Did you consult with your adviser?
Means: Group 1--1.07 Group 2--1.20 Group 3--1.17
Alpha = .077

A significant difference was measured.

At least eighty percent of each group either perceived, or in reality experienced a meeting with the faculty advisers.

Question 88. Did you have to initiate the contact?
Means: Group 1--1.81 Group 2--2.08 Group 3--1.92
Alpha = .341

No significant difference was measured.

All three groups indicated by at least seventy-nine percent that the advisers initiated the contacts.

Question 89. Was your adviser readily available?
Means: Group 1--2.18 Group 2--1.88 Group 3--2.23
Alpha - .110

No significant difference was measured.

All three groups indicated by at least sixty-seven percent that the advisers were readily available. The foreign alumni were most positive. This may indicate that over time, people tend to forget some of the negative experiences they encountered.

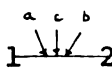
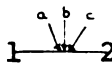
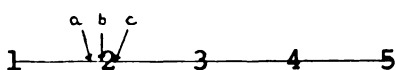
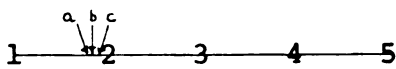
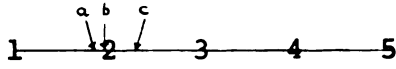
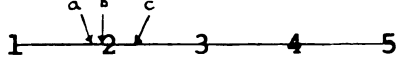
Question 90. Constructive recommendations for academic counseling.

Twenty-four students mentioned the fact that they felt more comfortable talking to fellow nationals or friends about their academic problems than to an academic counselor. Eight of the twenty-four admitted that it

probably was not the best procedure. They claimed that they did not use the advisers as much as they should have because they found more understanding from their fellow nationals and friends.

Table 4.12.

Section 12. Library Facilities and Services

	SA (Y	A N)	N	D	SD
91. I am aware of certain tours given of the library in order to acquaint me of its services.					
92. I have made use of such a tour.					
93. When used I find the library materials and services adequate in the preparation of my research and studies.					
94. I find the personnel courteous.					
95. I find the library hours convenient.					
96. I use the library facilities extensively for my studies.					

Section 12: Term of Stay--Library Facilities and Services

The James White Library, a modern structure planned to serve the needs of an expanding university, is designed to house a collection of approximately 300,000 volumes. Plans are under-way to add in the near future a major addition to the building which will double its capacity. Current holdings total 300,000 volumes and 32,064 microforms, plus many unbound journals, pamphlets, audio-media, photostats, and other types of library materials. Microcard and microfilm equipment afford access to valuable out-of-print books and materials. A subscription list of 2,632 periodicals covers all major fields of knowledge.

Within the University collection, the Seminary Library constitutes a separately identifiable collection of approximately 81,000 volumes and carries a subscription list of 650 periodicals.⁸³

At the beginning of each quarter the library offers tours to new students in order to acquaint them with the facility and services. The student must make the initial contact to be taken on the tour.

Question 91. Are you acquainted with library tours in order to familiarize students with services?

Means: Group 1--1.34 Group 2--1.54 Group 3--1.50

Alpha = .027

No significant difference was measured.

About fifty percent of each group indicated that they knew about such tours.

Question 92. Have you used such a tour?

Means: Group 1--1.48 Group 2--1.66 Group 3--1.71

Alpha = .006

A significant difference was measured.

Fifty-one percent of the faculty perceived that the students had used a tour to familiarize themselves with the library facilities and services. In reality, thirty-three percent of the foreign alumni, and

⁸³ Andrews University Bulletin, op. cit., p. 34.

twenty-eight percent of the current foreign students had used this service.

Question 93. Are library materials and services adequate for your studies and research?

Means: Group 1--1.72 Group 2--1.81 Group 3--2.02
Alpha = .056

No significant difference was measured.

All three groups perceived the library facilities and materials to be fairly adequate for their studies and research purposes.

Question 94. Are the personnel courteous?

Means: Group 1--1.61 Group 2--1.64 Group 3--1.80
Alpha = .102

No significant difference was measured.

The three groups were in perceptual agreement that the library personnel were courteous in performing their services.

Question 95. Are library hours convenient?

Means: Group 1--1.89 Group 2--1.70 Group 3--2.26
Alpha = .001

A significant difference was measured.

The foreign alumni found the hours most convenient with ninety percent of this group indicating their perceptions in this manner. Eighty-one percent of the faculty perceived the hours as convenient, with seventy-three percent of the current foreign students thinking the same. A larger number of current foreign students, therefore, feel that there could be more convenient hours.

Question 96. Do you use the library extensively for studies?

Means: Group 1--1.88 Group 2--1.64 Group 3--2.15
Alpha = .001

A significant difference was measured.

Ninety percent of the faculty perceived that the students availed themselves extensively of the library for study purposes. Seventy-nine percent of the foreign alumni, and sixty-nine percent of the current foreign students indicated that they actually did use the library extensively for study.

Question 97. Constructive recommendations for library facilities and services.

Most of the written responses centered around the inconvenient weekend hours of the library. Ninety-two percent of these suggestions came from married students living in university housing which seems to suggest that they felt the need to study away from the apartments, especially on Sunday mornings. Unfortunately, the library is closed during this time. They suggested a revision of the library hours.

Table 4.13.

Section 13. Personal Finances

	SA (Y	A N)	N	D	SD
98. Where do you feel you <u>should</u> go for personal help? <u>Financial Office</u>					
99. Where do you <u>actually</u> go for personal financial help? <u>Friends</u>					
My funds for support come from which of the following:					
100. personal					
101. SDA Conference					
102. SDA Union					
103. SDA Division					
104. SDA General Conference					
105. SDA Educational Institution					
106. Other <u>Family</u>					
107. I know of student loans that are available to foreign students at Andrews.					
108. I know of certain emergency funds that are available at Andrews University in case of a student having to return to his own country due to illness in the family or similar cause.					
I received assistance from an A.U. source on the following:					
109. Banking and Bank Loans					
110. Purchasing of Food and other household articles.					

Table 4.13., Continued

Section 13. Personal Finances (Continued)

		SA (Y	A N)	N	D	SD
111.	Budgeting	1	2			
112.	Purchasing and main- tenance of transpor- tation	1	2			
113.	Other	1	2			
114.	I found the University Financial Office service to be courteous.	1	2	3	4	5
115.	I know the Federal and State Income Tax require- ments.	1	2	3	4	5
116.	I know where to go for assistance with respect to Federal and State Income Tax requirements.	1	2	3	4	5

Section 13: Term of Stay--Personal Finances

There are very few financial resources available to the foreign student at Andrews University. If they are not sponsored by the church organization, they are usually responsible for their own finances. Personal finances will include the work which they may do on campus as part of the University work program. A few students may pick up some scholarships from their own countries or some money from generous individuals.

Question 98. Where do you feel you should go for financial help?

Fifty-four percent of the faculty indicated that they thought the students should go to the Financial Office for help. In reality, only two percent of the foreign alumni and thirteen percent of the current foreign students indicated that the Financial Office was their first choice.

Question 99. Where do you actually go?

Eight-four percent of the alumni indicated that they went to their friends first. Nine percent indicated that they went to their families second. The situation is slightly different with the current foreign students of whom thirty-nine percent indicated that they went to their friends first and twenty-three percent went to their families second.

Questions 100 through 106. Where does your financial support come from?⁸³

<u>Source</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Personal	67%	95%	93%
2. S.D.A. Conference	45	52	27
3. S.D.A. Union	41	43	20
4. S.D.A. Division	54	52	29
5. S.D.A. General Conference	27	26	13
6. S.D.A. Educational Institution	41	20	20
7. Other (scholarships, for example)	37	39	68

Question 107. Do you know of loans available at Andrews University to foreign students?

Means: Group 1--1.52 Group 2--1.56 Group 3--1.67
Alpha = .083.

No significant difference was measured.

All three groups were in close harmony with fifty-two percent of the faculty, fifty-six percent of the foreign alumni, and sixty-seven percent of the current foreign students stating that they did not know of such loans. Such loans were in fact not available.

Question 108. Do you know of emergency funds available to foreign students for travel in case of a family emergency?

Means: Group 1--1.69 Group 2--1.89 Group 3--1.93
Alpha = .0005

A significant difference was measured.

More faculty perceived that such funds were available than any of the other two groups. In reality, sixty-nine percent of the faculty

⁸³It should be recognized that many students receive financial support from more than one source which means that the percentage totals will exceed 100%.

perceived that such funds were available, while only twenty-one percent of the foreign alumni, and thirteen percent of the current foreign students perceived that there were no such funds available.

Questions 109 through 113. Did you receive any assistance from Andrews University in any of the following areas?

Questions 109 through 113 were collapsed because a significant difference was measured in each instance. The given percentages portray faculty perception or student experiences of having received assistance in these areas.

<u>Areas of Assistance</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Banking and Loans	34%	12%	11%
2. Purchasing of food	27	3	11
3. Budgeting	27	1	4
4. Purchasing of transport	25	4	1
5. Other (clothes, for example)	23	7	13

Question 114. Were personnel at Financial Office courteous?
Means: Group 1--2.33 Group 2--2.20 Group 3--2.92
Alpha = .005

A significant difference was measured.

The faculty and foreign alumni were close in their perceptions of this item. They scored sixty-one and sixty-six percent respectively on the positive side. The current foreign students perceived the Financial Office as less courteous and only fifty-six percent indicated that they were treated courteously.

Question 115. Do you know the Federal and State Income Tax requirements?

Means: Group 1--2.84 Group 2--2.50 Group 3--2.75
Alpha = .206

No significant difference was measured.

In all three instances about fifty percent of each group indicated that the students knew what the requirements were.

Question 116. Do you know where to go for assistance for Federal and State Income Tax requirements?

Means: Group 1--2.90 Group 2--2.68 Group 3--2.91
Alpha = .483

No significant difference was measured.

All three groups ranged between thirty-six and fifty-three percent in perceiving where to go for Income Tax requirements.

Question 117. Constructive recommendations for finances.

From the written responses it was apparent that there was some confusion amongst the students with reference to their personal finances. There was an evident realization that they were responsible for their economic welfare while attending the institution. At the same time, they felt strongly about the fact that the foreign students were at a distinct disadvantage when it came to available funds from the institution. There are emergencies that did occur, and the majority of the recommendations were directed towards implementation of more financial programs to benefit foreign students especially.

Twenty-five percent of the student population also mentioned the treatment they received when they approached the Financial Office with their problems. They perceived the treatment as often unkind and the personnel disinterested in their problems and concerns.

There also was an apparent overlap in the areas covered by Questions 100 through 106. This was due to the fact that many of the respondents did, in fact, receive their financial support from more than a single source.

Table 4.14

Section 14. Housing

	SA (Y	A N)	N	D	SD
118. Housing was assigned to my by the University housing office.	1				2
My permanent housing is:					
119. residence hall	1				2
120. university apartment	1				2
121. personal	1				2
122. other <u>FRIENDS</u>	1				2

Section 14: Term of Stay--Housing

The University operates three large residence halls as well as four apartment complexes. In addition to these facilities many married and older students find their own accommodations in the community. A Housing Office operates out of the Financial Office.

Question 118. Was housing assigned to you by the University Housing Office?

Means: Group 1--1.04 Group 2--1.18 Group 3--1.25
Alpha = .001

A significant difference was measured.

More faculty perceived that students had their housing assigned to them than was actually the case. Seventy-one percent of the faculty perceived this to be so, while only fifty-five percent of the foreign alumni and fifty-two percent of the current foreign students did, in fact, get their housing in that manner.

Questions 119 through 122. Where was your permanent housing?

Some students move from the residence halls to the apartments or other housing when they get married, go on with graduate work, or for some other reason. This accounts for the total of foreign alumni being more than the total foreign alumni in the sample.

Of those who responded to these questions, the following number lived in these respective accommodations:

<u>Residence</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Residence Halls	20	36
2. University Apartments	37	52
3. Personal Housing	12	18
4. Other Housing	4	8

Question 123. Constructive recommendations for housing.

There were only fourteen negative comments concerning the housing. All of these concerned the apartments. The majority of these comments centered around the noise factor of the older apartments. They specifically mentioned the echoing hallways and thought that carpeting might help these areas considerably.

Table 4.15.

Section 15. Employment

	SA (Y	A N)	N	D	SD
124. Where do you think you <u>should</u> go for employment related problems? <u>University</u> <u>Employment Office</u>					
125. Where do you <u>actually</u> go for employment related problems? <u>Sympathetic Faculty</u> <u>and Friends</u>					
126. My visa restricts me to the number of hours I may work.					
127. I work in some capacity for the university.					
128. I obtained this employment through the university student employment office.					
129. I was treated courteously at the employment office.					
130. I did not plan to work before I came to the U.S.					
131. My earnings from this employment is mainly for education related expenses.					

Section 15: Term of Stay--Employment

The University (an equal opportunity employer) operates a number of auxiliary enterprises where students may defray a substantial portion of their expenses through part-time employment. The College Wood Products, a manufacturer of furniture, employs approximately 240 students. The Bindery, food service, farm, laundry, plant service, press, and service center also employ a number of students. In addition there is need for readers and various office workers. All students who participate in the work education program are required to maintain a proper balance between their course and work loads. Students accepting campus employment are required to maintain their work program until the official close of the school year, which is graduation day. During the past year, students earned approximately \$1,000,000 toward their school expenses. Much of this was earned through the work study program.

Residence hall students may not secure off-campus employment without permission from the Manager, Personnel Credit, Student Finance and Vice President for Student Affairs.⁸⁴

The Employment Office on campus concerns itself with providing employment only for on-campus work assignments.

Question 124. Where do you think you should go for employment problems?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. University Employment Office	53%	30%	37%
2. Faculty	39	53	39
3. Friends	--	5	21

Question 125. Where did you actually go?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. University Employment Office	54%	5%	48%
2. Faculty	35	62	21
3. Friends	2	19	30

⁸⁴ Andrews University Bulletin, op. cit., pp. 48, 49.

There was not much difference among the individual groups in perception of where they should go and where they actually went. The difference in perception between the faculty and the other two groups in where the students should go and actually went is significant. Most of the faculty perceived that the students should go to the University Employment Office, but in reality the students went to sympathetic faculty members first with these concerns.

Question 126. Does your visa restrict you to the hours you may work?

Means: Group 1--1.08 Group 2--1.25 Group 3--1.36

Alpha = .0005

A significant difference was measured.

Eighty-eight percent of the faculty perceived that the students visas restricted them to the hours that they could work. Seventy-five percent of the foreign alumni and sixty-three percent of the current foreign students indicated that they were restricted.

Question 127. Did you work in some capacity for the University?

Means: Group 1--1.04 Group 2--1.31 Group 3--1.28

Alpha = .0005

A significant difference was measured.

Ninety-six percent of the faculty thought that the students worked for the University in some capacity. In reality, sixty-eight percent of the foreign alumni and seventy-one percent of the current foreign students worked for the University.

Question 128. Did you obtain this employment through the University Employment Office?

Means: Group 1--1.11 Group 2--1.45 Group 3--1.42

Alpha = .0005

A significant difference was measured.

Eighty-eight percent of the faculty perceived that this employment was obtained through the Student Employment Office. Only fifty-four percent of the alumni and fifty-seven percent of the current foreign students did go this route. This seemed to indicate that the students did not wait to be assigned to a job. They tended to go out to the different departments and vie for the jobs. Foreign students may work only on campus if they have entered the United States on an F-1 visa.

Question 129. Were you treated courteously at the Employment Office?

Means: Group 1--1.85 Group 2--2.56 Group 3--2.51

Alpha = .0005

A significant difference was measured.

The faculty perceived that the students were treated more courteously than they actually were. The statistics were seventy-six percent for faculty perception, fifty-four percent for foreign alumni, and fifty-two percent for current foreign students. These responses are further explained under Question 132.

Question 130. Did you plan to work before you came to the United States?

Means: Group 1--2.95 Group 2--3.19 Group 3--3.50

Alpha = .027

No significant difference was measured.

While there were no statistically significant differences between the responses of the three groups, it should be pointed out that the

majority of the students did not intend to work before they came to the United States. These responses are also discussed further under Question 132.

Question 131. Are your earnings from this work used mainly for educational expenses?

Means: Group 1--1.92 Group 2--2.08 Group 3--2.09

Alpha = .568

No significant difference was measured.

While there was no significant difference in the faculty perception of the reality, most of the foreign alumni and current foreign students indicated that the funds earned from this employment were indeed put into their educational expenses.

Question 132. Constructive recommendations for employment.

The first problem to which seventeen of the students responded was the avoidance of the Student Employment Office as a means of obtaining work. All of these respondents indicated that the best jobs were saved by the departments for either the children of faculty members or for the children of friends. They expressed resentment of this phenomenon and urged that the matter be investigated.

A second area of concern was the visa restrictions under which some of the students came to the institution. Many soon found that they could not make ends meet. Getting work was often out of the question because in most instances the wives and children could not accept employment. The Department of Immigration and Naturalization prevents this because they do not want United States citizens being displaced in the job market by aliens. This matter is further complicated by a recent decision

which restricts the foreign students severely in respect to obtaining summer employment. A great number of foreign students have depended upon this period to supplement their incomes. This matter poses a threat to prospective foreign students who would like to come to the United States for their education. It can also be further assumed that a potential danger could be precipitated in that these restrictions would allow only the students of means to come for their educational pursuits. This could mean a return to an elitist group who secures foreign educational experiences, something which the American educational system was originally designed to prevent. At this writing, the law is being further investigated, and many students and educators hope that it will be repealed.

The third area of concern stemmed from the perceptions which the students held concerning their dealings with the Student Employment Office. This relationship was already tainted by the belief of many students that they were being discriminated against because they perceived that the best jobs were being saved for the faculty's children and friends. Twenty-one students indicated that they were treated with disrespect at the Employment Office. Eleven stated that they were given the impression that they should "stop asking for hand-outs." Others felt that they were given the impression that they were imposing on the office workers' time.

The fourth area concerned the necessity that arose for the student to work in order to meet his financial demands. Eight comments were directed to the fact that the students felt the information from the University dealing with expenses for their studies and maintenance was not realistic enough. They suggested a re-working of this body of knowledge.

Table 4.16.

Section 16. Counseling Services

	SA (Y	A N)	N	D	SD
133. Where do you feel you <u>should</u> go for help with any personal problems? <u>Counseling Services</u>					
134. Where do you <u>actually</u> go for help with any personal problems? <u>Sympathetic Faculty and Friends.</u>					
135. I was assigned to a counselor upon my arrival at A. U.					
136. I have made use of the counseling services during my stay at A. U.					
137. I had to initiate the contacts with a counselor.					
138. A counselor is readily available.					

a b c
1 2

a c b
1 2 3 4 5

a b c
1 2 3 4 5

a b c
1 2 3 4 5

Section 16: Term of Stay--Counseling Services

Counseling and Testing Services in the area of personal, social, religious, educational and vocational concerns are available to all University students. Counseling is not simply getting a counselor to tell one what to do. Counseling can be considered an educational process in which the individual becomes the focus. Understanding more about oneself, sorting out one's feelings, learning new skills, assessing realities, exploring various alternative actions, and making one's own decisions are all part of counseling. The services of the Counseling Center are available without charge to all Andrews University students, faculty, staff, and members of their immediate families.

Question 133. Where do you feel you should go for personal problems?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Counseling Office	72%	54%	33%
2. Sympathetic Faculty	5	27	20
3. Friends	22	18	21
4. Family	2	11	9

Question 134. Where do you actually go?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Counseling Office	66%	21%	19%
2. Sympathetic Faculty	3	41	39
3. Friends	17	63	70
4. Family	2	17	24

In responding to where they should go the three groups were quite close in their perceptions. They listed first the counseling office. Secondly, they listed sympathetic faculty, thirdly, friends, and fourthly, family. When it came down to where they actually went, there was quite a

discrepancy in perception between the faculty and the other two groups. The faculty still maintained that the majority of the students went to the Counseling Office and a lesser number to sympathetic faculty and friends. In reality, only about twenty percent of the alumni and current students used the office for personal problems, while about forty percent of the alumni and current students went to sympathetic faculty. The greatest discrepancy lay in the numbers who went to friends. Only seventeen percent of the faculty perceived that they went to friends but in actuality, sixty-three percent of the alumni and seventy percent of the current foreign students consulted with their friends. It must be remembered that it is difficult for members of some cultures to admit to the fact that they even have personal problems or need help with these problems. It is much easier therefore, to discuss their problems with a fellow countryman or a friend.

Question 135. Were you assigned to a counselor?

Means: Group 1--1.36 Group 2--1.81 Group 3--1.86
Alpha = .0005

A significant difference was measured.

Sixty-four percent of the faculty perceived that the students were assigned to a counselor upon arrival. Only eighteen percent of the foreign alumni and thirteen percent of the current foreign students claimed that such an assignment was made.

Question 136. Have you made use of the Counseling Services?

Means: Group 1--2.17 Group 2--3.50 Group 3--3.33
Alpha = .0005

A significant difference was measured.

The faculty perceived this question on the positive side with a seventy-one percent figure. Only twenty-nine percent of the foreign alumni

and thirty-one percent of the current foreign students used the counseling services.

Question 137. Did you initiate the contact?
Means: Group 1--1.94 Group 2--2.58 Group 3--2.63
Alpha = .0005

A significant difference was measured.

The faculty perceived by an eighty-three percent figure that the students initiated the contacts. Only thirty-eight percent of the foreign alumni who availed themselves of these services did actually initiate the contact and only forty-nine percent of the current foreign students did the same.

Question 138. Is a counselor readily available?
Means: Group 1--2.20 Group 2--2.64 Group 3--2.76
Alpha = .001

A significant difference was measured.

Sixty-nine percent of the faculty indicated that they perceived a counselor was readily available. Thirty-nine percent of the foreign alumni thought the same, and thirty-four percent of the current foreign students concurred.

Question 139. Constructive recommendations for Counseling Services.

The major concern seemed to focus on the issue that of those twenty-seven students who commented about this question, nineteen felt that the counselors were not sympathetic with the types of problems they faced. They expressed concern in that they did sense a genuine willingness on the part of the counselors to help, but that there was a lack of familiarity with their home culture and, therefore, personal problems.

One student put it this way: "I felt they wanted to help me, but because they did not know how my people feel about certain matters, I went away frustrated and without any solutions. I told a friend about it, and soon some of us felt that going was a waste of time."

They also expressed concern that when some students had taken aptitude tests they were called in and merely handed the results. When they tried to probe the counselors for advice, they were told to make up their own minds. They realized that the ultimate decision was their own, but they wanted some direction, also.

Three students mentioned problems of confidentiality. These may have been isolated or misunderstood incidents as the foreign student often brings with him a unique sensitivity with regard to counseling.

Table 4.17.

Section 17. Immigration and Visas

	SA (Y	A N)	N	D	SD
140. Where do you feel you <u>should</u> have gone for help with Immigration and Visa related problems? <u>Student Affairs, Imm. + Nat. Service</u>					
141. Where do you <u>actually</u> go for help with Immigration and Visa related problems? <u>Same</u>					
I found the Student Affairs Office at A. U.:					
142. eager to assist me	1	2 ^a	3	4	5
143. courteous	1	2 ^a	3	4	5
144. efficient	1	2 ^a	3	4	5
145. organized	1	2 ^a	3	4	5
I found the Immigration and Naturalization department offices in Detroit:					
146. eager to assist me	1	2 ^a	3	4	5
147. courteous	1	2 ^a	3	4	5
148. efficient	1	2 ^a	3	4	5
149. organized	1	2 ^a	3	4	5

Section 17: Term of Stay--Immigration and Visas

The University, in authority granted by the United States government, issues permission to foreign students for study on campus. This authority is vested in the Office of the Vice President for Student Affairs and is executed under the rules and in compliance with the laws enforced by the Department of Immigration and Naturalization.

Question 140. Where do you feel you should go for immigration and visa problems?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Student Affairs Office	54%	5%	33%
2. Immigration and Naturalization Department	40	89	55

Question 141. Where do you actually go?

<u>Source of Help</u>	<u>Faculty</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Student Affairs Office	55%	20%	36%
2. Immigration and Naturalization Department	32	64	50

There is a statistically significant difference between the perceptions of the faculty, foreign alumni, and current foreign students in where the students should go, and where they actually went. There was a close correlation between where the students perceived they should have gone and where they actually went. The major difference lay in the fact that the faculty perceived them as using the Student Affairs Office more than they actually did.

Questions 142 through 145. Did you find the Student Affairs Office eager to assist, courteous, efficient and organized?

All three groups were in general harmony on the four preceding responses. Their responses fell in the neutral area.

Questions 146 through 149. Did you find the Immigration and Naturalization Department in Detroit eager to assist, courteous, efficient and organized?

There was no significant difference measured.

The three groups were all neutral in their responses.

Question 150. Constructive recommendations about immigration and visas.

There were two areas of recommendation that stood out from the written responses. The first dealt with the Student Affairs Office concerning the issuance of the I-20 Forms. The students perceived an inordinately long delay in the processing of these forms. Several mentioned that they had allowed for the time indicated, but still had to change their travel plans because the forms did not arrive on time. This may not have been the fault of the Student Affairs Office, but a delay from the Immigration and Naturalization Department.

The second area of concern focussed on the very discourteous treatment many of the students experienced at the offices of the Detroit Immigration and Naturalization Department,

Table 4.18.

Section 18. Health Services

	SA (Y	A N)	N	D	SD
151. Where do you feel you should go for any health related matters? <u>Health Center</u>					
152. Where do you actually go for any health related matters? <u>Same</u>					
I found the University Health Center and Staff:					
153. conveniently located	1	2	3	4	5
154. courteous	1	2	3	4	5
155. efficient	1	2	3	4	5
156. eager to assist	1	2	3	4	5
157. I am familiar with the insurance program covering me while I am a student at A. U.	1	2	3	4	5

Section 18: Term of Stay--Health Services

The Student Health Service is one phase of the medical services offered by the Andrews University Medical Center, located in the Campus Center. Physicians are available for consultation and examination during regular appointment hours, but they do not see patients without prior appointment except in emergency. If the problem is of a minor or questionable status, one of the R.N.'s who is available 24 hours a day may be able to assist the student.

New students must have a physical examination before arriving on campus. The necessary form is provided in the application material. A student must have this physical before he registers. The University will not provide this service, free of charge.

Residence hall students are entitled to physician's services as well as medications for routine minor illnesses at no extra cost.

Chronic illnesses existing before matriculation and requiring additional follow-up care will be billed as usual. Cases involving third-party liability such as accidents will also require additional billing.

Students taking 7 credit hours or more are covered, without additional charge, by health and accident insurance, which provides limited benefits for both hospitalization and office treatments.

Routine physical examinations, pre-marital, or pre-matriculation exams are not included in student health fees.

Infirmary charges are \$3 per day for residence hall students. All other students are on a fee-for-service basis. All services rendered outside the University health service are at a student's own expense.⁸⁵

Question 151. Where do you feel you should go for health related matters?

There was almost complete agreement on the part of all three groups that they should go to the Health Center on campus. The percentage in each group who made other choices was less than two percent, and therefore, their choices were not considered as having merit for inclusion here.

⁸⁵ Andrews University Bulletin, op. cit., pp. 47, 48.

Question 152. Where do you actually go?

All three groups perceived and stated with almost total agreement that they actually went to the Campus Health Center for any health related matters.

Questions 153 through 156. Did you find the Health Center conveniently located, courteous, efficient and eager to assist?

There was no difference in perceptions on Questions 153, 154 and 156. A difference in perception was measured on Question 155. The faculty and current foreign students perceived the Health Center as being less efficient than what the foreign alumni perceived it as being.

Question 157. Are you familiar with the University's insurance program covering you as a foreign student?

Means: Group 1--2.69 Group 2--2.12 Group 3--2.40

Alpha = .016

No significant difference was measured.


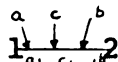
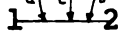
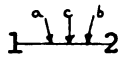
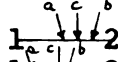
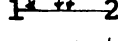
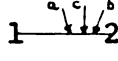
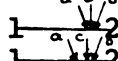

The faculty and the current foreign students seemed to perceive the student's familiarity with the insurance program very accurately. The foreign alumni seemed to be even more familiar with the requirements. This can be attributed to the fact that they understood it better in retrospect.

Question 158. Constructive recommendations for health services,

The overall perceptions concerning the Health Center seemed to be quite positive. There were only five comments rendered as suggestions for improvement in this area. The respondents felt that the efficiency of the Health Center needs to be re-studied. The written responses seemed to indicate that the current method of processing the patients was very slow. Some students indicated that they had waited up to two hours beyond their scheduled appointments before receiving medical attention.

Table 4.19.

Section 19. Community Services

	SA (Y	A N)	N	D	SD
159. I was given information upon my arrival at A. U. describing various services available in the community.	1				
This information included:					
160. map of vicinity	1				
161. list of banks	1				
162. food and other retail stores	1				
163. transportation centers and schedules of carriers	1				
164. church community services	1				
165. points of interest in Michigan and U.S.	1				
166. significant events and celebrations in Michigan and U.S.	1				
167. other <u>Foreign Visitors</u>	1				

Section 19: Term of Stay--Community Services

Various community services are rendered either by the University, or as extensions of the Seventh-day Adventist Church. The most active one is the Welfare Service. Any person in need of food, clothing, and other household articles may apply for assistance.

Other services provided for by the University community includes a post office, a barber shop, a beauty parlor, a grocery store, and a bookstore which carries a full line of school supplies and textbooks as well as a wide selection of paperbacks.

Question 159. Did you receive a list upon your arrival describing different community services available to you?

Means: Group 1--1.53 Group 2--1.65 Group 3--1.66

Alpha = .232

No significant difference was measured.

While there was no difference in the perceptions of the three groups, it should be noted that the majority of each group indicated that they did not receive such information. Fifty-three percent of the faculty perceived that the students did not receive such information, while sixty-five percent of the foreign alumni and sixty-six percent of the current foreign students actually did not receive such information.

Questions 160 through 167. The items in question are the following:

160: Map of vicinity?

161: List of banks?

162: Food and other retail stores?

163: Transportation centers and schedules of carriers?

164: Church community services?

165: Points of interest in Michigan and the United States"

166: Significant events and celebrations in Michigan and the United States?

167: Other?

On all of the Questions there was a significant difference measured between the perceptions which the faculty held concerning the items included,

as opposed to the reality which the foreign alumni and current foreign students experienced. In each case, the faculty indicated by an average percentage of seventy-six that these items were included. The foreign alumni averaged only seventeen percent and the current foreign students twenty-six percent.

Question 168. Constructive recommendations for community services.

From the written responses received, the writer gained the impression that there was a general awareness of available information dealing with community services. Eleven students indicated that they had learned the hard way as they made several mistakes in the choice and purchase of many items. Five expressed the feeling that they wished this information had been available to them when they first arrived. Six mentioned that they had received the information but wished they had used it properly.

Table 4.20.

Section 20. Religious Ministry

	SA (Y	A N)	N	D	SD
169. I have had a personal contact with a member of the pastoral staff since my arrival on campus	1	a c b ↓ ↓ ↓	2		
170. I had to initiate the contact.	1	a c b ↓ ↓ ↓	2	3	4 5
I was treated:					
171. sincerely	1	a c b ↓ ↓ ↓	2	3	4 5
172. courteously	1	a c b ↓ ↓ ↓	2	3	4 5
173. A member of the pastoral staff is readily available.	1	a b c ↓ ↓ ↓	2	3	4 5
174. I attend Pioneer Memorial Church.	1	b a c ↓ ↓ ↓	2		
175. I feel that the campus ministry (pastoral counseling, church services, and church activities) is designed to meet a student's spiritual needs.	1	a b c ↓ ↓ ↓	2	3	4 5

Section 20: Term of Stay--Religious Ministry

As a church-related college, Andrews University emphasizes personal religion and makes provision for its students to participate in activities which nurture spiritual growth. Two members of the pastoral staff from the campus church are involved in a specialized ministry of Campus Concern for students. This includes their availability for counseling, as well as their participation with students in an active program of religious activities. Their offices in the Student Center Building serve to coordinate these varied programs through Christian Youth Action (the student religious activities organization on campus), and to provide helpful materials and information to the student who is interested in spiritual⁸⁶ growth or involvement in some kind of religious activity.

Question 169. Did you have a personal contact with a member of the pastoral staff?

Means: Group 1--1.45 Group 2--1.67 Group 3--1.59
Alpha = .027

A significant difference was measured.

Fifty-five percent of the faculty perceived that the students had had personal contacts with the pastoral staff while attending Andrews University. In reality, only thirty-two percent of the foreign alumni and forty percent of the current foreign students indicated that they did have a personal visit with a member of the pastoral staff.

Question 170. Did you initiate the contact?

Means: Group 1--2.17 Group 2--2.48 Group 3--2.41
Alpha = .289

No significant difference was measured.

The statistics showed that the faculty perception and actual student experiences were in harmony with each other.

⁸⁶ Andrews University Bulletin, op. cit., p. 46.

Questions 171 and 172. Were you treated sincerely and courteously?

In both questions, a significant difference was measured between the perceptions of the faculty as opposed to the experiences of the foreign alumni and current foreign students. As in other questions, this difference does not automatically imply that the students were not treated sincerely or courteously. It does, however, indicate that the faculty perceived that a greater degree of courtesy and sincerity may have been present than actually experienced by the foreign alumni and current foreign students. The written responses as discussed in Question 176 sheds further light on this subject.

Question 173. Is a member of the pastoral staff readily available?

Means: Group 1--2.15 Group 2--2.32 Group 3--2.51
Alpha = .071

No significant difference was measured.

Sixty-six percent of the faculty perceived that a member of the pastoral staff was readily available. Forty-nine percent of the foreign alumni and fifty-one percent of the current foreign students perceived the same. However, in each instance, it must be noted that only eight percent of the faculty, two percent of the foreign alumni, and five percent of the current foreign students indicated that they thought a member of the pastoral staff was not readily available. The rest of the figures fell in the neutral column.

Question 174. Do you attend Pioneer Memorial Church?

Means: Group 1--1.08 Group 2--1.04 Group 3--1.13
Alpha = .177

No significant difference was measured.

Eighty-seven percent of the faculty perceived that the students

attended Pioneer Memorial Church. Eighty-nine percent of the foreign alumni, and ninety-one percent of the current foreign students indicated that they attended Pioneer Memorial Church.

Question 175. Is campus ministry designed to meet students needs?

Means: Group 1--2.14 Group 2--2.19 Group 3--2.33

Alpha = .354

No significant difference was measured.

All three groups indicated with a close statistical correlation that the campus ministry did meet most students needs. The reader should note however, that neither of the three groups was very strong in its perception that these needs were met. At least thirty percent in each group indicated their needs were not specifically met.

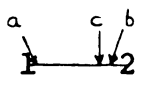
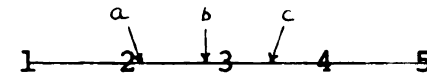
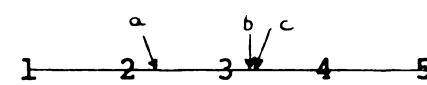
Question 176. Constructive recommendations for religious ministry.

Although the general feeling amongst the students was one of satisfaction concerning the religious ministry on campus, there was still a sizable number who felt that their needs were not being met. Recommendations along these lines came especially from the students in the residence halls. They indicated that more contacts with the pastoral staff would have been of encouragement to them. Several students also indicated that not all of the pastoral staff seemed to be "tuned in" to the individual spiritual needs of students from a foreign culture. A further area of concern seemed to be that the Church standards which are prevalent in the United States often appear to be more liberal to foreign students. This creates a conflict in their acceptance of certain practices here as well as a questioning of their previously held standards in their home churches.

This does not imply that the questioning process is all bad, for it is indeed a basis for spiritual growth. The problem is one of assisting the students in their interpretation and acceptance so that a complete disillusionment does not occur.

Table 4.21.

Section 21. International Sponsors and Advisors

	SA (Y	A N)	N	D	SD
177. I received a list of the International Sponsors and Advisors upon my arrival at A. U.					
178. We met <u>2</u> times.					
179. I find these meetings to be rewarding.					
180. The leadership of sponsors and advisors of these meetings is strong.					

Section 21: Term of Stay--International Sponsors and Advisors

There are thirteen International Clubs functioning on the campus. They are grouped geographically according to the World Divisions of the Seventh-day Adventist Church. The average times of meeting were related to an academic year. The sponsors for these groups are appointed by the University President according to expressed interest in the functions or knowledge of cultures represented in a geographic region.

Question 177. Did you receive a list of international sponsors and advisors upon arrival at Andrews University?

Means: Group 1--1.38 Group 2--1.85 Group 3--1.80

Alpha = .0005

A significant difference was measured.

Sixty-two percent of the faculty perceived that the students did receive this information. Only fourteen percent of the foreign alumni and nineteen percent of the current foreign students claimed that they received this information.

Question 178. How many times did you meet as a group?

The average number of times that a group met was two times. The range, however, was from that of some groups from a country not meeting at all, to those from another who met nine times a year. The groups who seemed to be the most active were the following:

1. The Middle East group
2. The Jamaican group
3. The Australian group
4. The Canadian group

Question 179. Did you find these meetings to be rewarding?

Means: Group 1--2.24 Group 2--2.78 Group 3--3.14

Alpha = .0005

A significant difference was measured.

The faculty perceived that the meetings were by and large rewarding to the foreign students. The difference in perception was because the students did not feel as positive about the gatherings as the faculty perceived them as being. At the same time, it must not be assumed that those who thought the meetings were not specifically rewarding perceived them entirely in a negative light. More than fifty percent of the foreign alumni and current foreign students indicated a neutral attitude towards the value of these meetings.

Question 180. Is the sponsor's leadership strong?

Means: Group 1--2.44 Group 2--3.26 Group 3--3.26

Alpha = .0005

A significant difference was measured.

The faculty perceived that the leadership of the sponsors was stronger than it was actually experienced by the foreign alumni and current foreign students.

A direct statistical correlation was found between the perceptions of each group as opposed to the number of times that the various groups met. The perception was that of strong leadership when activities were planned by the sponsors and poor leadership when no activities were undertaken.

Question 181. Constructive recommendations for advisors and sponsors.

Thirty-one respondents suggested that the communications between the University and the foreign students be improved with regards to who the sponsors were. Many students indicated that they did not know about

the existence of any sponsors until they found out from their fellow countrymen about them.

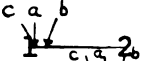
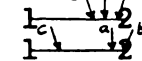

Further recommendations were also indicated for more active leadership from some of the sponsors. Two students mentioned that the assigned sponsor to their group had indicated his dislike for having the responsibility for the group.

Table 4.22.

Section 22. Campus Laboratory School

	SA (Y	A N)	N	D	SD
182. I have the following children in the laboratory schools:					
male <u>29</u> (number)					
183. female <u>34</u> (number)					
184. I have the following children in the public school system:					
male <u>13</u> (number)					
185. female <u>17</u> (number)					

If you have your children
in the public school instead
of the laboratory school,
please identify the reason
below:

186. financial	
187. personal	
188. curriculum offerings	
189. other <u>None</u>	1 2

Section 22: Term of Stay-- Campus Laboratory School

The Laboratory School is a coeducational day school located on the Andrews University campus. The Laboratory School has three divisions: Elementary (pre-school-6), Junior Academy (7-9), and Senior Academy (10-12). In addition to the education of the young people enrolled in the school, Andrews University Laboratory School serves as a demonstration school and a laboratory for educational innovation and research. The faculty and administration cooperate with the University Department of Education in coordinating a teacher training program.⁸⁷

As of this writing the annual fees for attending the Laboratory School are as follows:

Five-year program	\$ 240.00
Six-year old program	240.00
Grades 1-6	468.00
Grades 7-8	549.00
Grades 9-12	1062.00

The faculty and staff are not included in this section.

Questions 182 and 183. How many children do you have in the Laboratory School?

The respondents indicated that they had the following number of children in the Laboratory School

<u>Children</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Male	11	14
2. Female	14	20

Questions 184 and 185. How many children do you have in the Public Schools?

<u>Children</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Male	10	3
2. Female	10	7

⁸⁷ Andrews University Bulletin, op. cit., p. 36.

Questions 186 through 189. What are your reasons for not having your children in the Laboratory School?

<u>Reasons</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
1. Financial	75%	100%
2. Personal	--	--
3. Other	--	--

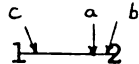
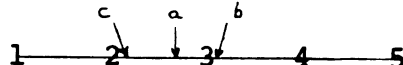
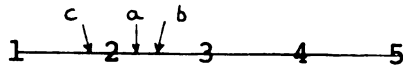
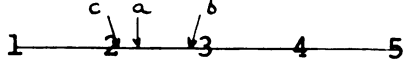
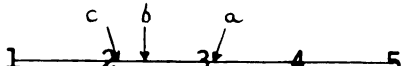
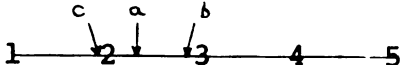
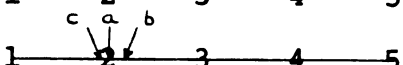
Question 190. Constructive recommendations for having children in campus Laboratory School.

The students were very realistic in their perception of this problem. Fourteen of the respondents indicated that having their children in the Laboratory School imposed an economic hardship on the family. They often found themselves in severe debt because their children were in the Laboratory School.

Suggestions were made for the University to look into the possibility of additional discounts for the children of foreign students who want to enroll in the Laboratory School. They also suggested that a special fund be set up for such students.

Table 4.23.

Section 23. Pre-Return Orientation

	SA (Y	A N)	N	D	SD
191. I want to participate in a pre-return orientation.					
					
A pre-return orientation should be of benefit to me:					
192. in adjustment to my own culture					
193. in preparation for a professional role in my country					
194. in handling changes in my culture that took place in my absence					
					
					
					
Such a pre-return orientation should include the following:					
195. cultural habits in my own country					
196. how to cope with adjustment upon my return					
197. assuming a professional role					
					
					
					

Section 23: Pre-Return Orientation

There is no organized pre-return orientation program at Andrews University for the foreign student returning to his own country.

Question 191. Do you want to participate in the pre-return orientation?

Means: Group 1--1.93 Group 2--2.00 Group 3--1.34

Alpha = .0005

A significant difference was measured.

Both the faculty and the foreign alumni perceived that the students did not want to participate in a pre-return orientation program. Sixty-six percent of the current foreign students indicated that they did want to participate in a pre-return orientation program.

Question 192. A pre-return orientation program would be of benefit in adjusting to my own culture.

Means: Group 1--2.73 Group 2--3.01 Group 3--2.21

Alpha = .0005

A significant difference was measured.

The faculty and foreign alumni perceptions were close in that they both leaned towards neutrality on this aspect. Sixty-seven percent of the current foreign students thought that a pre-return orientation program would benefit them in re-adjusting to their own culture.

Question 193. A pre-return orientation program would be of benefit in preparation for a professional role in my country

Means: Group 1--2.24 Group 2--2.34 Group 3--1.88

Alpha = .017

No significant difference was measured.

Although there was no significant difference in the perceptions of the three groups, at least sixty-three percent of each group thought that a pre-return orientation program would be helpful.

Question 194. A pre-return orientation will be of benefit in handling changes in my culture that took place during my absence.

Means: Group 1--2.43 Group 2--2.81 Group 3--2.01
Alpha = .0005

A significant difference was measured.

In this instance, the foreign alumni tended to be neutral on the issue. Fifty-three percent of the faculty thought it would be helpful, and sixty-four percent of the current foreign students thought it would be of benefit to them to have a pre-return orientation program dealing with changes in their culture during their absence.

Question 195. Such a pre-return orientation program should include cultural habits in my own country.

Means: Group 1--3.09 Group 2--2.48 Group 3--2.01
Alpha = .0005

A significant difference was measured.

The faculty was neutral on this question. Fifty-seven percent of the foreign alumni and seventy-three percent of the current foreign students felt that this item should be included in a pre-return orientation program.

Question 196. Such a pre-return orientation program should include how to cope with adjustment upon return.

Means: Group 1--2.30 Group 2--2.59 Group 3--1.98
Alpha = .004

A significant difference was measured.

All three groups were positive about the inclusion of this item in a pre-return orientation program. The faculty and foreign alumni were closest in their perception: sixty and fifty-six percent respectively. The current foreign students indicated by a seventy-four percent count that this item should be included.

Question 197. Such a pre-return orientation program should include how to assume a professional role upon return
Means: Group 1--2.00 Group 2--2.19 Group 3--1.78
Alpha = .049

No significant difference was measured.

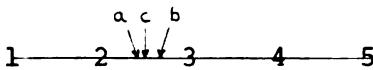
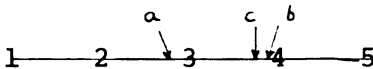
All three groups were in strong agreement that this item should be a part of a pre-return orientation program.

Question 198. Constructive recommendations for pre-return orientation program.

Several comments were made concerning the fact that a formal pre-return orientation program may not be necessary if the student kept in constant communication with his family, relatives and friends. Twenty-one current foreign students indicated that even though they kept in touch with persons in their own country, the changes that took place were so subtle and slow in evolution that a family member or friend could not transmit its possible effect to the foreign student. For this reason, they said they would like to see such a pre-return orientation program in effect at Andrews University. They cautioned that it should be led by someone who understands foreign student problems and is empathetic in his understanding.

Table 4.24.

Section 24. Post-Return

		SA (Y	A N)	N	D	SD	
At present I consider my studies at Andrews to be very valuable to me:							
199.	academically	1	2	3	4	5	} Every Group Scored Above 80% in Perception.
200.	professionally	1	2	3	4	5	
201.	socially	1	2	3	4	5	
202.	spiritually	1	2	3	4	5	
203.	other _____	1	2	3	4	5	
I will return to my own country because of:							
204.	my personal choice	1	2	} Every Group Scored Above 90% in Perception.			
205.	visa restrictions	1	2				
206.	financial sponsorship obligations	1	2				
207.	other _____	1	2				
208.	I will experience a certain measure of professional discrimination for having graduated from an American educational system.						
209.	I will experience a certain measure of family discrimination for having been exposed to an American way of life.						

Section 24: Post Return

Questions 199 through 203. At present, I consider my studies at Andrews University to be very valuable to me.

These questions were collapsed into a single response for two reasons. The first is because there was no significant difference in perceptions between the faculty and the other two groups. The second reason was that eighty percent of each group perceived that their studies at Andrews University were very valuable to them in the following ways:

- 199: Academically
- 200: Professionally
- 201: Socially
- 202: Spiritually
- 203: Other (Experience of cultural exchange was most frequently mentioned).

Questions 204 through 207. I will return to my own country because of:

These questions were also collapsed into a single response because there was no significant difference in the perceptions of the three groups. Furthermore, the respondents indicated that at least ninety-five percent of them were returning because of personal choice. At least forty percent were returning because of visa restrictions, thirty-seven because of financial sponsorship obligations and about nine percent due to personal reasons. Such high percentages in each of three out of the possible four categories indicated a large overlap in reasons for return. Some respondents cited more than one reason.

Question 208. Will you experience a certain measure of professional discrimination for having been graduated from an American educational system?

Means: Group 1--2.66 Group 2--2.85 Group 3--2.80

Alpha = .666

No significant difference was measured.

The faculty perceived that the students would experience more professional discrimination than was actually encountered by foreign alumni and anticipated by current foreign students.

Question 209. Will you experience a certain measure of family discrimination for having been exposed to an American way of life?

Means: Group 1--2.75 Group 2--3.87 Group 3--3.71

Alpha = .0005

A significant difference was measured.

The faculty perceived that the students would experience quite a measure of family discrimination. Forty percent of them indicated that they thought the students would encounter such problems. In reality, only twenty-three percent of the foreign alumni experienced such problems and only seventeen percent of the current foreign students anticipated such problems.

Question 210. Constructive recommendations for post-return.

The students did not have many comments on this question. The few who did respond focused on the point that if the education received at Andrews University did not indoctrinate, but rather educated towards giving the student skills to employ in his own country and environment, then this problem would be of minimal concern.

Mention was also made of the social habits the students may have established during his visit to the United States. Five students felt

that this may cuase more problems upon returning to their own culture than anything else.

Table 4.25.

Section 25. Biographical Data

		SA (Y	A N)	N	D	SD
211.	Are you male? <u>65</u> female? <u>117</u>					
214.	Are you married while attending A.U.?	^Y 63	^N 115			
215.	Did your family accompany you to A.U.?	^Y 61	^N 107			
216.	In what age bracket will you be upon graduation from A.U.?					
	18-25 <u>57</u>					
	26-30 <u>49</u>					
	31-35 <u>22</u>					
	36-40 <u>21</u>					
	40- <u>33</u>					
221.	Are you attending A.U. for:					
	Graduate School <u>72</u>					
	Undergraduate School <u>72</u>					
	Seminary <u>38</u>					
	Non-Degree Program <u>2</u>					
225.	What type of Visa was issued to you for study in the U.S.?					
	Student Visa <u>135</u>					
	Visitor Visa <u>9</u>					
	Other <u>38</u>					
	Is the High School, College or University where you were enrolled in your own country:					
228.	Accredited by a Ministry or Department of Education	^Y 113	^N 21			

Table 4.25., Continued

Section 25. Biographical Data (Continued)

	SA (Y	A N)	N	D	SD
229. Still in existence?	138	1			
230. An S.D.A Institution?	106	39			
231. Other religious affiliation?	14				
232. Conducted in the English language?	106	33			
233. What is your religious affiliation?					
S.D.A.	<u>171</u>				
Catholic	<u>1</u>				
Other	<u>8</u>				
236. Upon returning to your own country, will your employment be:					
Same position you left?	53				
Similar position than one you left?	25				
Different field than previous employment?	41				
A promoted position from one you left?	36				

Section 25: Biographical Data

The biographical information being sought in this section is to mainly give the researcher an idea of what the typical foreign student may be like when he arrives at Andrews University for his studies. The faculty was not required to complete this section.

Questions 211 and 214 through 239. Biographical data on foreign alumni and current foreign student respondents.

Sex:

Male	65
Female	117

Family:

Accompanied by family	61
Without family	2

Age:

18-25 years	57
26-30 years	49
31-35 years	22
36-40 years	21
40+ years	33

Academic Status:

Graduate school	72
Undergraduate school	72
Seminary	38
Non-degree	2

Type of Visa:

Student visa	135
Visitor visa	9
Other	38

Accreditation Status of
Previous School:

Accredited by the Ministry of Education	113
Still in existence	138
Seventh-day Adventist Institution	106
Other religious affilia- tion	14
Conducted in English	106

Religious Affiliation:

Seventh-day Adventist	171
Catholic	1
Other	8

Future Plans:

Returning to same position	53
Returning to similar position	25
Returning to different position	41
Returning to a promoted position	36

Questions 212 and 213. What is your country of birth and citizenship?

The correlation between Questions 212 and 213 was found to be so close that it was decided to treat them as one question. The following is a listing in order of frequency of the sixty countries that were represented at Andrews University in the sample of foreign alumni and current foreign students.

<u>Country</u>	<u>Foreign Alumni</u>	<u>Current Foreign Students</u>
Canada	18	19
South Africa	13	7
Jamaica	3	9
Trinidad	3	6
England	6	2
India	2	5
Mexico	2	4
West Germany	1	5
East Germany	1	1
Australia	1	4
Japan	2	3
Lebanon	2	2
Barbadas	1	3
West Indies	-	3
Ethiopia	1	2
Brazil	1	2
Malasia	1	2
Jordan	-	3
Rhodesia	-	3
Finland	1	2

<u>Country</u> <u>Country</u>	<u>Foreign</u> <u>Alumni</u>	<u>Current Foreign</u> <u>Students</u>
Pakistan	1	2
Netherlands	-	3
Nigeria	-	3
Phillipines	-	2
Zambia	-	2
Equador	-	2
China	-	2
Haiti	-	2
Indonesia	-	2
Puerto Rico	-	2
Zaire	-	2
Bermuda	-	2
U.S.S.R.	-	2
Denmark	1	1
Sweden	1	1
Honduras	-	1
Chile	-	1
Dominican Republic	-	1
St. Vincent Islands	-	1
Malawi	-	1
Yugoslavia	-	1
Spain	-	1
Bahamas	-	1
Nicaragua	-	1
Thailand	-	1
Venezuela	-	1
Kenya	1	-
Portugal	1	-
British Guyana	1	-
Iceland	1	-
Malagasi	1	-
Switzerland	1	-
Ceylon	1	-
Scotland	1	-
Ireland	1	-
Greece	1	-
Egypt	1	-

Summary

It was the intent of this chapter to analyze the data obtained from the returned questionnaires. Three population samples were included for analysis. They were:

1. Group 1: Faculty and Staff
2. Group 2: Foreign Alumni
3. Group 3: Current Foreign Students

The three population samples were given a questionnaire devised to cover the various stages a foreign student will have to go through in order to attend Andrews University. The instrument was divided into twenty-five sections and contained 239 items.

Using the Multivariate Analysis of Variance, and Analysis of Contingency, the data from the respondents (n = 268) was analyzed.

In light of the research questions, the following general conclusions were reached:

1. There were forty-three questions in which a significant difference was found among the perceptions held by the faculty, foreign alumni, and current foreign students. These forty-three questions were spread over all of the phases through which a foreign student must go in order to study in in the United States and at Andrews University.
2. The three groups were generally agreed that the current services available to foreign students at Andrews University should be maintained, as well as improved,
3. There was also general agreement that certain services should be added to the program at Andrews University.

This aspect of the study is further discussed in the Conclusions and Recommendations Section contained in Chapter Five.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter V will be devoted to a summary of the study followed by a discussion of the conclusions generated from the analysis of the data, and concluded with recommendations for follow-up and further research.

SUMMARY

Purpose of the Study

The basic purposes of this study were to to survey existing services available to the foreign students on the campus of Andrews University, to analyze the perceptions held by faculty, foreign alumni, and current foreign students of the services that are, and ought to be available to the foreign students, and to propose possible strategies for the further improvement of existing services, strengthening of weak areas, and the implementation of needed additions.

Review of the Literature

The review of the literature focused mainly on the topic of cultural shock. The writer concentrated on this topic mainly because he shares the viewpoint of authorities in the field of student exchange that cultural shock is something that must be recognized, that can be dealt with when recognized, and that having dealt with it, the student's experience in the host country is enhanced.

The review of the literature further showed that cultural shock, as experienced in various stages by different students, constitute an element of concern for any host institution in planning services and programs for the benefit of the foreign students. Numerous examples of cultural shock emerged in the study and many of the written responses from the students are direct expressions of, or reactions to, this phenomenon.

In a wider context, a couple of examples of cultural shock may serve to illustrate the dilemma which some students face when being temporarily transplanted from their primary group environments to that of an American university such as Andrews University.

Very recently a young man decided that he wanted to return home to his family in Central Africa after only three weeks on the Andrews University campus. In discussions with the registrar, a residence hall dean, and two teachers, he told each of these that he could not get used to the food, that the rooms in the residences were too small, the classes too difficult, and the people at the University too unfriendly. In a last attempt to help the student he was convinced to talk to someone on the faculty who was thought to have some specific insight into his possible adjustment problems. The meeting was arranged and from it emerged the clear understanding on the part of the faculty member that the student was really struggling with an identity crisis in that he could not personally accept or adjust to the fact that he was not treated with the degree of deference as he was used to receiving at home where his father was not only a very prominent industrialist, but also the central figure in family leadership. In the student's culture the prominent position of the father guaranteed prominence and esteem to the student wherever he

went in his country. It also guaranteed preferential treatment in schools and universities, the lack of which distressed the student in his new surroundings to the point where he wanted to return home. After he understood that the equal treatment he was receiving in this country was really one way of showing acceptance of him, he settled down to a program of studies to its successful completion.

A second example, and another dimension of observed cultural shock in action, can be found in the many written responses of the students which expressed the idea that the faculty and staff just do not understand the problems which many students face in new and strange settings. This is why they also do not use the counseling and other services intended for their utilization. Just as much as there is a discrepancy that exists in relation to the student's understanding of the function of many services available to them, so they in turn also perceive that the faculty and staff do not have an adequate understanding of their cultures, educational backgrounds, and lifestyles.

A further consideration on the part of those dealing daily with foreign students should be a distinct recognition of the fact that the foreign student should not be regarded as "coming from a common class." The fact that a student may be from a "foreign" country is most probably the only thing which is held in common. Each student is an individual and should be treated as such within the confines of coming from a specific country or world region.

The educational institution's handling of the student's process of adjustment is critical to a successful term of stay in the host country. It affects motivation, learning, and success in work upon subsequent return

to his own culture. The services provided by the host institution constitutes the environment in which the student will have to function. The more these services are designed and implemented to meet the specific needs of the foreign student, the quicker the student will adjust upon arrival and the quicker he will be able to get down to the main purpose of his sojourn, namely his studies.

Design of the Study.

The instrument for data gathering included the various phases which a foreign student will go through in order to complete a course of study at Andrews University. In broad terms these stages are:

1. Pre-Arrival
2. Arrival
3. Term of Stay
4. Pre-Return
5. Post Return

A demographic section was also included in order to gain general information that would shed light on the "typical" foreign student coming to Andrews University.

The instrument was field-tested in order to establish clarity, consistency, comprehensibility, and appropriate length.

The questionnaire was then administered by mail to a sample population of three groups. Group I made up of faculty and staff at Andrews University totaled 100 people of which eighty-five responded to the questionnaire. Group II was foreign alumni and totaled seventy-five people of whom sixty-four responded. Group III was current foreign stu-

dents and totaled 140 people with 119 of them responding to the questionnaire.

The collected data was coded and punched on data-processing cards. These cards were subsequently used in the statistical analysis of the data. The statistical analysis was computed on the CDC 6500 computer at Michigan State University.

Findings of the Study.

The foreign student coming to the United States to pursue or further his education will need some specific programs in order to make his studies a success and subsequently meaningful for employment upon returning to his own culture.

From the data analysis and written responses the writer found that Andrews University, who has foreign students in attendance, must recognize two things. First, they must realize that by accepting foreign students, they must also accept the responsibility of assisting those students in meeting their educational goals. Secondly, they must realize that some of their existing services may meet specific foreign student needs and in certain instances, the institution has to design and implement specific programs to meet such needs.

Andrews University, with its implied responsibility of serving the world field of the Seventh-day Adventist Church needs to address itself more closely to meeting foreign student needs because of the very nature of the denominational roots and dependence that it enjoys.

With the above in mind, and without reviewing the results in detail again, the following were the major findings of the study at Andrews University:

Research Question 1. What are the existing services that are available to the foreign student at Andrews University?

The existing services include all the phases covered in the questionnaire. (See Appendix C) It was found that the services mentioned in the questionnaire were perceived by the three groups as being available at Andrews University to the foreign students.

Research Question 2. What services ought to be available to foreign students at Andrews University?

There was general agreement amongst all three groups that all of the existing services ought to be available to the foreign students attending Andrews University. The following are services not now available which were identified as ones that ought to be available to all foreign students:

1. Identify personnel at some sister institutions in other countries to assist the student in preparation for studies abroad.
2. A statement from Andrews University concerning the University's limitations in help regarding visas and work assignments.
3. A program of orientation upon arrival.
4. A specific person or group, other than security police, to meet incoming students and help them to settle into accommodations.
5. An easier or less traumatic registration process, with more personal attention given to individual problems.
6. Restructure some courses to include practically applicable elements in overseas situations.

7. Provide more specific assistance in learning English.
8. Provide more organized academic assistance in areas of student's academic concentration.
9. Extend library hours.
10. Give assistance in budgeting for United States economy.
11. Establish scholarship funds for foreign students.
12. Attempt to correct or cut down on the noise factor of certain apartment buildings.
13. Have pastoral staff identify or recognize certain specific foreign student needs and deal with the problems.
14. Sponsor activities that give foreign students exposure over the whole year and not just during International Week.
15. Create scholarships or arrange discounts so that children of foreign students can afford to attend the Laboratory School.
16. Plan and conduct a pre-return orientation.
17. Establish an International Newsletter to keep in touch with foreign alumni.

Research Question 3. What differences exist in the three groups in their perceptions of what services are and ought to be available to foreign students at Andrews University?

There were forty-three out of the 239 questions where a significant, statistically measured difference was observed. With the exception of two out of these forty-three questions, all of them showed that the faculty had a higher perception or expectation of the programs than the foreign students did. In general, it was found that the foreign alumni and the current foreign students were very close in their individual per-

ceptions of each question. In only one case were the perceptions of the three groups somewhat negative.

CONCLUSIONS

Based on the analysis of the findings of the present investigation, the following conclusions are presented:

1. The existing services that are available to foreign students at Andrews University are not of as high a quality and as thorough as the faculty perceived them to be. Most of the services were perceived to be quite good by most of the foreign alumni, as well as by the current foreign students. From the written comments, as well as from the statistical data, it can be reasonably assumed that in most instances the quality of existing services needs to be improved. However, a big problem exists because many of the foreign alumni, as well as the current foreign students, did not express a very positive perception of the services because they did not know that many of the services were available or were in existence. In many cases where they did know of their existence, the students did not understand the procedures for procuring such services. It therefore becomes a problem of communication between the various University offices and departments.

2. The three groups made recommendations for the planning and implementation of various new services and programs. The researcher thinks that almost all of the recommendations are most realistic in nature and that they were suggested because a need was perceived by the students in each case. One must also recognize that often a new program may be established without going quite as far as some of the suggestions indicate. This can be done successfully only if the new service or program takes the

student's individual and group needs into account, as well as those of the University.

3. The differences in perceptions between faculty, foreign alumni, and current foreign students, constitute an element of weakness in the total University effort to serve their foreign students as well as possible. Unity, continuity, and total strength in any of the programs is never totally possible, but the highest attainment towards that ideal can be possible only if and when the faculty and students perceive the services as nearly equal as possible. In some cases, it seems to be that a very carefully orchestrated effort of communication on the part of the administration, in cooperation with all the departments, would remedy the differences that exist. In a few cases, this would not be enough as either the services themselves or certain faculty need to be changed. All faculty members must strive towards a more empathetic understanding of the foreign students' problems and needs.

4. Some departments on the University's campus must take a more pleasant and friendly stance in dealing with the students. A "reality" exists to the foreign students, a reality that gives the impression of not being welcome or wanted. This type of perception on the part of the foreign students is negative and can do nothing to enhance their experiences on the Andrews University campus.

RECOMMENDATIONS

As has been indicated before, cultural shock, which is an element present in varying degrees of intensity with every foreign student, can be eased by the careful planning of programs and services around the needs

of the foreign students. With this in mind, the researcher recommends the following:

1. That Andrews University make an institution-wide attempt to re-evaluate its present and future commitment towards meeting the foreign students' needs on the University's campus.

2. That Andrews University identify key individuals on the campuses of sister institutions around the world who could assist students coming from these institutions to make preparation for their sojourn abroad. It would seem fair to assume that key persons, preferably ones who have had previous educational experiences at Andrews University, could be informed from the Office of Student Affairs concerning requirements for academic pursuits, financial and work obligations. Such a centralized and experienced disbursement of knowledge about studies at the University will go a long way towards clearing up any possible misunderstandings or confusion over false expectations. This can all be done in addition to the regular communications already in operation with prospective foreign students.

3. That Andrews University re-work current information which is sent to the students prior to their arrival on the campus. There should be no room left for misunderstanding concerning the University's obligations towards the students. Neither should there be any possible misunderstandings on what the University can and cannot do for the students. A conservative statement would be safe and appropriate.

4. That Andrews University seriously consider the development and implementation of a program of orientation for most of its incoming foreign students. (The Canadian students may not need to take part in

areas dealing with cultural differences for instance). From the written responses, it was quite evident that the foreign students were in favor of such a service, if it is highly organized.

5. That Andrews University reorganize a group to meet the new foreign students at the nearest point of arrival. Many complaints were voiced about the discourteous reception they received. The possibility should be explored of organizing a rotating committee which could function out of the various foreign student-sponsored clubs or groups. Often friends can meet them, but even this needs to be coordinated. Prior arrangements should also be made that will ensure the new students and their families of a place to stay, with meals, if they need them, until the housing office can make the assignments. Too many cases were mentioned where students arrived on a Friday, for instance, only to find that there was a place to stay, if they were fortunate, but no food was available. This kind of first impression and image can taint all subsequent dealings with the institution.

6. That Andrews University look into the possibility of setting aside a special registration period for foreign students only. Registration at best is a harrowing experience for the initiated and experienced. To the unfamiliar and often language-hampered foreign student, the experience is most threatening. The comments gathered about this area seemed to indicate that the foreign students found themselves at a disadvantage when they had to compete with the regular students for the attention and time of the registration personnel. This is especially true when the students need to spend a little extra time with a department representative and find that the time cannot be afforded them because the line behind them is growing and growing.

7. That Andrews University establish joint faculty-student department councils to study the subject offerings. The largest percentage of complaints in this area centered around the lack of practical experiences offered in the curricula. The students also lamented that many subject areas did not take into consideration that the students will most likely return to their own countries and may not have all the equipment or resources available to them as they had at Andrews University. They would like to see some emphasis placed on how to transfer and apply some of the knowledge and practices to their own cultures and situations.

8. That Andrews University plan specific workshops to teach skills for the wives and families. The possibilities here are limited only by imagination. It may include things such as sewing, conversational English, infant care, and nutritional cooking.

9. That foreign students be assigned to advisers within the student's own field of study. In many instances the student never found out that he had an adviser. The communication of this information must be improved. Periodic checks need to be made to insure that no student is going without help if needed. It must be remembered that many cultures look upon the act of asking for help as admitting to a weakness or a defeat. Assistance should be structured in such a way as to make it easy for the student to find help when and where it is needed.

10. That Andrews University re-study the library hours, specifically to opening at least the reference section for study purposes on Sunday mornings. A large number of students indicated that neither the residence halls nor the apartments are conducive to study on Sunday mornings. Often this is one of the best times available for study and yet

it cannot be done in a noisy residence hall or apartments while children are yelling and playing outside.

11. That Andrews University make available early in the student's stay, preferably as part of his orientation, a concise seminar on budgeting, purchasing, and economizing in the United States. Students should especially be made aware of financial pitfalls in the easy-credit system of this country.

12. That Andrews University make every effort to start a scholarship fund for students who show deserving academic commitment or who through unforeseen circumstances find themselves in financial difficulty. Foreign students expressed their opinion of all the financial assistance available to the average American student, while they had little help. Many foreign students are sponsored, but those who have to make it on their own need further consideration.

13. That Andrews University look into the possibility of up-dating certain apartment areas to make them less noisy and more conducive to study.

14. That Andrews University encourage the pastoral staff to include a unique perspective in their campus ministry geared specifically to the needs of the foreign student population. Special concern was expressed in the area of the application of specific Christian principles upon their return to their own cultures. Occasional church services could be conducted with a specific foreign student concern in mind.

15. That Andrews University strive for a more constant exposure of their foreign student population to the regular students and to the community around the University. Several students resented being "paraded like a well-greased publicity stunt only during International Week, only

to find out when normality returned that they were just as invisible as before."

16. That Andrews University study the problem of self-supporting students who are not able to send their children to the Laboratory School. In many cases, the students attend Public School where they received excellent education, but where some of their unique needs were not met. It is also true that there were several students who could not send their children to the Laboratory School at all, as a result of lack of funds. It is indeed a sad commentary if the foreign student can personally find learning and education, but their children have to "starve" for a year or two amidst a wealth of unique and excellent educational possibilities.

17. That Andrews University study the possibility of conducting a pre-return orientation program for those students returning to their own cultures. The University enjoys a constant flow of informed and experienced people who, teamed with certain faculty members, could provide for excellent information to help the returning student re-adjust to his own culture.

18. That Andrews University encourage the establishment of a newsletter aimed specifically at current and former foreign students. This newsletter could serve the following purposes:

- a. Be a soundingboard for mutual concerns
- b. Provide for question and answer situations
- c. Establish and nurture financial contributions for some of the expressed causes
- d. Be a specific international outreach from Andrews University to its overseas field.

19. That Andrews University encourage a university-wide effort to evaluate the general communication of information to the foreign students. The large percentage of foreign alumni as well as the current

foreign students, who have no knowledge of certain available services or programs, seemed to indicate that the current processes of getting information to them is inadequate.

20. That Andrews University encourage and foster a general attitude of pride and sensitive awareness of their foreign student population. The students said that it is not enough to have an expressed policy that states they are welcome and an asset. Many service departments did not act out this general commitment.

The researcher would like to point out that the nature of drawing conclusions and making recommendations forces a focus of attention on the areas that may not be up to expectation and therefore need improvement or change. The impression must not be left with the reader that there was general dissatisfaction amongst the students with services and programs available to them at Andrews University. On the contrary. Numerous experiences and individuals were appreciated by the foreign students. The University must be commended for its general approach in making the foreign student a part of the total University program. This study strived towards analysis of what exists, what ought to exist, and how faculty and students perceived these programs. The results indicated that certain improvements and additions are needed.

Questions for Further Study

The researcher believes that the every day contact of student and teacher does not currently provide for the most optimum interchange of ideas and learning at Andrews University. Some students are benefiting much from the understanding which they bring with them to the host country and from the understanding which they find on the part of the teachers of their own cultures. Inasmuch as the need for student orientation is recognized when they come to the United States, so the researcher also suggests that:

1. Educators should become informed about the various cultures represented at the University. Further study could focus on strategies by which such a goal may be feasible, the scope it should encompass, and the overall responsibility which faculty would have in final guidance of students.
2. Total University policy should be restudied in order to make certain that every faculty and staff member is fully aware of the accepted and implied responsibility of Andrews University in accepting student guests from foreign countries.
3. The General Conference of Seventh-day Adventists should be given every assistance in trying to find ways by which the foreign student at any of the denominational institutions in America be given financial support beyond that which is currently available.
4. Other educational institutions of the Seventh-day Adventist Church in the United States should be encouraged to study the ways in which they handle the total process of accepting and

allowing foreign students to study on their campuses. Such sharing of information between institutions could help in a possible standardization of certain procedures, thus laying the groundwork for orientation to start sooner and more positively.

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APPENDICES

APPENDIX A

PRESIDENT'S COVER LETTER



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

President

January 21, 1974

To Whom it May Concern:

I will appreciate it if you will assist Mr. Andre van Niekerk by filling out the questionnaires and providing data that is necessary for his doctoral dissertation.

Mr. van Niekerk is on leave of absence from Andrews University. We are interested not only in his obtaining the material for an acceptable doctoral dissertation but Andrews University is very much interested in the information which his research will provide. We think it will be helpful to the University to have this information to help us better plan how to be of assistance to foreign students who enroll at Andrews University.

Anything you can do to assist Mr. van Niekerk will, therefore, be very much appreciated.

Sincerely yours,

Richard Hammill
President

r

APPENDIX B

RESEARCHER'S COVER LETTER

MICHIGAN STATE UNIVERSITY

MOTT INSTITUTE FOR COMMUNITY IMPROVEMENT
COLLEGE OF EDUCATION • ERICKSON HALL
March 4, 1974

EAST LANSING • MICHIGAN • 48824

Dear Colleagues, Foreign Students, and Foreign Student Alumni:

Enclosed you will find a questionnaire which was developed in cooperation with my doctoral committee. As stated in the cover letter from president Richard Hammill, we are not only anxious that suitable data be gathered for my dissertation, but that we may also gain valuable information for positive application in improving the services available to foreign students attending Andrews University.

As is often the case with a study of this nature, a limit had to be placed on the amount of ground that can be adequately covered. Therefore I had to delimit this questionnaire. The questions that do appear are the ones that were selected after a very careful field-testing procedure.

I am sure that you can appreciate the urgency with which I view this study. In dealing with a population sampling of over five hundred, many of them at international air-mail rates, the cost alone becomes staggering. Please help me to get a high percentage of return by filling out the form soon, and put it in the mail immediately? Thankyou very much.

Sincerely,

Andre

Andre B. van Niekerk
Director: Research
and Dissemination

INSTRUCTIONS

The questionnaire contains three types of responses:

1. Filling in a verbal response.
2. Responding to a 1. or 2. (YES or NO) OBSERVE THE ORDER.
3. Responding to a 1. 2. 3. 4. 5. (Stringly Agree, Agree, Neutral, Disagree, Strongly Disagree.) OBSERVE THE ORDER.

Please note the headings (stages) of the questionnaire and respond within those contexts.

Leave a question blank ONLY if it does not apply to your situation. Express an opinion in ALL other instances.

THANKYOU.

NOTE PRINTING ON BOTH SIDES OF PAGES

APPENDIX C

QUESTIONNAIRE

I. PRE-ARRIVALA. Pre-Arrival - General

1. All foreign students should have some information about the history, economics, geography, politics, religions, and culture of the host country before they arrive.

The responsibility for the informing process of the foreign student should rest on:

2. the foreign student
3. the host educational institution
4. the host country

5. Andrews University provided ~~adequate~~ information on all phases pertaining to my stay in the United States before my departure for the United States.

6. An orientation program before my arrival in the United States would have been helpful.

B. Pre-Arrival - Travel

7. A. U. provided adequate travel information prior to my departure.

8. This information assisted me in making preparation for my travels.

9. I experienced travel related difficulties due to lack of the necessary information from A. U.

10. With reference to travel only, what constructive recommendation do you have? _____

C. Pre-Arrival - Immigration and Visas

11. A. U. provided adequate Immigration and Visa information prior to my departure.

12. The information assisted me in making preparation for my entry into the United States.

13. I experienced Immigration and Visa related difficulties due to lack of the necessary information from A. U.

14. With reference to Immigration and Visa matters only, what constructive recommendations do you have? _____

D. Pre-Arrival Orientation

15. I participated in an orientation program prior to my departure from my own country.

The orientation covered the following areas:

16. cultural differences
17. educational differences
18. educational expectations
19. financial management
20. cultural shock
21. other _____

22. With reference to pre-arrival orientation only, what constructive recommendations do you have? _____

II. ARRIVALA. Arrival - General

23. I was met at my point of entry into the U. S. by an individual who assisted me in clearing customs and immigration.

24. I had to initiate the contact with that individual before my departure from my homeland.

25. The information received from A. U. informed me that I could be met at my point of arrival in the U. S. if I so choose.

26. I was met upon my arrival at A. U. by an individual who assisted me in getting settled.

27. I informed A. U. about my arrival date and time, prior to my departure from my home country.

28. I was treated courteously by the individual who met me upon my arrival at A. U.

SA A N D SD
(Y N)

SA A N D SD
(Y N)

1 2

1 2
1 2
1 2
1 2
1 2
1 2

1 2

1 2

1 2

1 2

1 2

1 2 3 4 5

	SA	A	N	D	SD
	(Y)	(N)			
29. My housing was immediately available upon my arrival at A. U.	1	2			
30. My housing was satisfactory	1	2	3	4	5
31. Upon arrival I was told where to report for further instructions about registration.	1	2			
B. Arrival Orientation					
32. I was informed of an arrival orientation program that would be conducted by A. U. for all new foreign students.	1	2			
33. It is advisable that all foreign students participate in an orientation program upon their arrival at A. U.	1	2			
An orientation program should include the following:					
34. Registration	1	2			
35. Evaluation of Credits	1	2			
36. Academic Program	1	2			
37. English Language Proficiency	1	2			
38. Academic Counseling	1	2			
39. Library Facilities and Services	1	2			
40. Personal Finances	1	2			
41. Housing	1	2			
42. Employment	1	2			
43. Counseling Services	1	2			
44. Immigration and Visas	1	2			
45. Health Services	1	2			
46. Community Services	1	2			
47. Religious Ministry	1	2			
48. International Sponsors and Advisors	1	2			
49. Campus Laboratory Schools	1	2			
50. Other	1	2			
51. With reference to Arrival Orientation only, what constructive recommendations do you have?					
II. TERM OF STAY					
A. Registration					
The Registration process was:					
52. well organized	1	2	3	4	5
53. easy to follow	1	2	3	4	5
54. quick to complete	1	2	3	4	5
B. Evaluation of Credits					
62. I communicated with the Registrar's Office prior to my arrival, concerning evaluation of academic credits completed in my home country.	1	2			
63. The academic credits completed in my home country were accepted at face value by A. U.	1	2			
64. I am satisfied with the evaluation of my credits.	1	2	3	4	5
65. The credits granted were in harmony with my expectations.	1	2	3	4	5
66. I had to make up some academic deficiencies before I could start a program of studies at A. U.	1	2			
67. With reference to Evaluation of Credits only, what constructive recommendations do you have?					
C. Registration					
35. I had information dealing with registration procedures in my possession before the scheduled opening of registration.	1	2			
36. This registration information was clear to understand.	1	2	3	4	5
37. I was treated courteously throughout the registration process.	1	2	3	4	5
58. I had to leave the registration process at least once in order to take care of other matters prerequisite to continuing registration	1	2			
59. These interruptions could have been avoided.	1	2	3	4	5
60. What part of the registration process, if any, was the least acceptable to you?					
61. With reference to Registration only, what constructive recommendations do you have?					

	SA	A	N	D	SD		SA	A	N	D	SD
	(Y						(Y				
	N)						N)				
<p>C. <u>Academic Program</u></p> <p>I was enrolled in the following program:</p>											
68.	major										
69.	minor										
70.	Generally speaking, I was satisfied with the total program.										
71.	The main <u>strength</u> of my <u>major</u> field was: _____										
72.	The main <u>weakness</u> of my <u>major</u> field was: _____										
73.	The main <u>strength</u> of my <u>minor</u> field was: _____										
74.	The main <u>weakness</u> of my <u>minor</u> field was: _____										
75.	With reference to Academic Program only, what constructive recommendations do you have? _____										
<p>D. <u>English Language Usage</u></p>											
76.	I had to prove my proficiency in the use of the English language before I was accepted at A. U.										
79.	I am aware of a special English program at A. U. which is available to foreign students who need to increase their proficiency in English.										
These English courses were:											
80.	helpful										
81.	thorough										
82.	well planned										
83.	With reference to English usage only, what constructive recommendations do you have? _____										
<p>E. <u>Academic Counseling</u></p>											
84.	Where do you feel you should have gone for academic help? _____										
85.	Where did you <u>actually</u> go for academic help? _____										
86.	I was assigned to an academic adviser upon my enrollment at A. U.										
87.	I have consulted with him/her on academic matters.										
88.	I had to initiate the contacts with my adviser.										
89.	My adviser was readily available.										
90.	With reference to Academic Counseling, what constructive recommendations do you have? _____										
<p>F. <u>Library Facilities and Services</u></p>											
91.	I am aware of certain tours given of the library in order to acquaint me of its services.										
92.	I have made use of such a tour.										
93.	When used I found the library materials and services adequate in the preparation of my research and studies.										
94.	I found the personnel courteous.										
95.	I found the library hours convenient.										
96.	I used the library facilities extensively for my studies.										
97.	With reference to library facilities and services only, what constructive recommendations do you have? _____										

G. Personal Finances		SA A M D SD (Y N)	H. Housing	SA A M D SD (Y N)
98.	Where do you feel you <u>should</u> have gone for personal help?		118. Housing was assigned to me by the University housing office.	1 2
99.	Where did you <u>actually</u> go for personal financial help?		My permanent housing was:	
			119. residence hall	1 2
			120. university apartment	1 2
			121. personal	1 2
			122. other	1 2
	My funds for support came from which of the following:		123. With reference to Housing only, what constructive recommendations do you have?	
100.	personal	1 2		
101.	SDA Conference	1 2		
102.	SDA Union	1 2		
103.	SDA Division	1 2		
104.	SDA General Conference	1 2		
105.	SDA Educational Institution	1 2		
106.	Other	1 2		
107.	I know of student loans that are available to foreign students at Andrews.	1 2	1. <u>Employment</u>	
108.	I know of certain emergency funds that are available to students at Andrews University in case of a student having to return to his own country due to illness in the family or similar cause.	1 2	124. Where do you think you <u>should</u> have gone for employment related problems?	
			125. Where did you actually go for employment related problems?	
	I received assistance from an A. U. source on the following:		126. My visa restricted me to the number of hours I may work.	1 2
109.	Banking and Bank Loans	1 2	127. I worked in some capacity for the university.	1 2
110.	Purchasing of Food and other household articles.	1 2	128. I obtained this employment through the university student employment office.	1 2
111.	Budgeting	1 2	129. I was treated courteously at the employment office.	1 2 3 4 5
112.	Purchasing and maintenance of Transportation	1 2	130. I did not plan to work before I came to the U. S.	1 2 3 4 5
113.	Other	1 2	131. My earnings from this employment was mainly for education related expenses.	1 2 3 4 5
114.	I found the University Financial Office service to be courteous.		132. With reference to employment only, what constructive recommendations do you have?	
115.	I know the Federal and State Income Tax requirements.			
116.	I know where to go for assistance with respect to Federal and State Income Tax requirements.			
117.	With reference to finances only, what constructive recommendations do you have?			

J. Counseling ServicesSA A N D SD
(Y N)

133. Where do you feel you should have gone for help with any personal problems? _____

134. Where did you actually go for help with any personal problem? _____

135. I was assigned to a counselor upon my arrival at A. U. _____

136. I have made use of the counseling services during my stay at A. U. _____

137. I had to initiate the contacts with a counselor. _____

138. A counselor was readily available. _____

139. With reference to Counseling Services only, what constructive recommendations do you have? _____

K. Immigration and Visas

140. Where do you feel you should have gone for help with Immigration and Visa related problems? _____

141. Where did you actually go for help with Immigration and Visa related problems? _____

I found the Student Affairs office at A. U.: _____

142. eager to assist me _____

143. courteous _____

144. efficient _____

145. organized _____

I found the Immigration and Naturalization Department offices in Detroit: _____

146. eager to assist me _____

SA A N D SD
(Y N)

147. courteous _____

148. efficient _____

149. organized _____

150. With reference to Immigration and Visas only, what constructive recommendations do you have? _____

L. Health Services

151. Where do you feel you should have gone for any health related matters? _____

152. Where did you actually go for any health related matters? _____

I found the University Health Center and Staff: _____

153. conveniently located _____

154. courteous _____

155. efficient _____

156. eager to assist _____

157. I was familiar with the insurance program covering me while I am a student at A. U. _____

158. With reference to the Health Service only, what constructive recommendations do you have? _____

M. Community Services

159. I was given information upon my arrival at A. U. describing various services available in the community. _____

This information included: _____

160. map of vicinity _____

161. list of banks _____

162. food and other retail stores _____

163. transportation centers and schedules of carriers _____

164. church community services _____

SA	A	N	D	SD
(Y	N)			

165. points of interest in Michigan and U. S.
166. significant events and celebrations in Michigan
and U. S.
167. other _____
168. With reference to Community Services only, what
constructive recommendations do you have? _____

M. Religious Ministry

169. I have had a personal contact with a member of the pastoral staff since my arrival on campus
170. I had to initiate the contact.

I was treated:

- | | | | | | | |
|------|---|---|---|---|---|---|
| 171. | sincerely | 1 | 2 | 3 | 4 | 5 |
| 172. | courteously | 1 | 2 | 3 | 4 | 5 |
| 173. | A member of the pastoral staff was readily available. | | | | | |
| 174. | I attended Pioneer Memorial Church. | | | | | |

175. I feel that the campus ministry (pastoral counseling, church services, and church activities) are designed to meet a student's spiritual needs.

1176. With reference to Religious Ministry only, what constructive recommendations do you have?

0. International Sponsors and Advisors

177. I received a list of the International Sponsors and Advisors upon my arrival at A. U.
178. We met _____ times.
179. I found these meetings to be rewarding.
180. The leadership of sponsors and advisors of these meetings was strong.
181. With reference to International Sponsors and Advisors only, what constructive recommendations do you have?

P. Campus Laboratory School

182. I had the following children in the laboratory schools:

- male _____ (number)
- female _____ (number)

184. I had the following children in the public school system:

- male _____ (number) _____
- female _____ (number) _____

If you had your children in the public school instead of the laboratory school, please identify the reason below:

- | | | |
|------|----------------------|---|
| 186. | financial | 1 |
| 187. | personal | 2 |
| 188. | curriculum offerings | 1 |
| 189. | other | 2 |

190. With reference to Campus Laboratory Schools only, what constructive recommendations do you have?

IV. FIN-ESTERN ORIENTATION

- | | | |
|--|---|---|
| 191. I participated in a pre-return orientation. | 1 | 2 |
| A pre-return orientation would have been of benefit to me: | | |
| 192. in adjustment to my own culture | 1 | 2 |
| 193. in preparation for a professional role in my country. | 2 | 3 |
| 194. in handling changes in my culture that took place in my absence | 1 | 2 |
| Such a pre-return orientation should include the following: | 3 | 4 |
| 195. cultural habits in my own country | 1 | 2 |
| 196. how to cope with adjustment upon my return | 1 | 2 |
| 197. assuming a professional role | 2 | 3 |
| 198. With reference to pre-return orientation only, what constructive recommendations do you have? | 3 | 4 |
| | 4 | 5 |

SA A N D SD
(Y N)V. POST-RETURNSA A N D SD
(Y N)

In retrospect I consider my studies at Andrews to have been very valuable to me:

199. academically 1 2 3 4 5
200. professionally 1 2 3 4 5
201. socially 1 2 3 4 5
202. spiritually 1 2 3 4 5
203. other 1 2 3 4 5

I returned to my own country because of

204. my personal choice 1 2
205. visa restrictions 1 2
206. financial sponsorship obligations 1 2
207. other 1 2

208. I experienced a certain measure of professional discrimination for having graduated from an American educational system.

209. I experienced a certain measure of family discrimination for having been exposed to an American way of life.

210. With reference to post-return only, what constructive recommendations do you have?

VI. BIOGRAPHICAL DATA

211. Are you male? _____

female? _____

212. What is your country of birth? _____

213. What is your country of citizenship? _____

214. Were you married when attending A. U.? _____

215. Did your family accompany you to A. U. _____

In what age bracket were you upon graduation from A.U.?

216. 18-25 _____
217. 26-30 _____
218. 31-35 _____
219. 36-40 _____
220. 40 + _____

Did you attend A. U. for

221. Graduate School _____
222. Undergraduate School _____
223. Seminary _____
224. Non-Degree Program _____

What type of Visa was issued to you for study in the U. S.?

225. Student Visa _____
226. Visitor Visa _____
227. Other _____

Is the High School, College, or University, where you were enrolled in your own country:

228. Accredited by a Ministry or Department of Education? 1 2
229. Still in existence? 1 2
230. An S.D.A. Institution? 1 2
231. Other religious affiliation? 1 2
232. Conducted in the English language? 1 2

What is your religious affiliation?

233. S.D.A. _____
234. Catholic _____
235. Other _____

Upon returning to your own country, is your employment:

236. Same position you left? 1 2
237. Similar position than one you left? 1 2
238. Different field than previous employment? 1 2
239. A promoted position from one you left? 1 2

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