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KAJORN SIN, SAM NAO

A STUDY OF FOREIGN GRADUATE STUDENTS: THEIR AWARENESS
OF, UTILIZATION OF, AND ATTITUDE TOWARD SELECTED STUDENT
PERSONNEL SERVICES AND OTHER SERVICES AVAILABLE TO THEM
AT MICHIGAN STATE UNIVERSITY

Michigan State University

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STATE UNIVERSITY

By

Samnao Kajornsinn

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for the degree of

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ABSTRACT

A STUDY OF FOREIGN GRADUATE STUDENTS: THEIR AWARENESS
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STUDENT PERSONNEL SERVICES AND OTHER SERVICES
AVAILABLE TO THEM AT MICHIGAN
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Purpose of the Study

The purpose of this study was: (a) to survey the existing services available to the foreign student at Michigan State University; (b) to evaluate the awareness of, utilization of, and attitude toward selected Student Personnel and other services available to foreign graduate students on campus; and (c) to propose possible strategies to facilitate the foreign student's utilization of these services and the improvement of these services.

Population and Sample

The population used in this study was the foreign graduate students enrolled at Michigan State University during winter term, 1978. The sample from this population consisted of one hundred new students and one hundred

students who had attended Michigan State University more than two terms. The questionnaire was used to collect the research data.

Data Analysis

Two-way analysis of variance was used to determine the differences in the awareness of the services of the two groups of students, and chi-square (test of homogeneity) was employed to measure the level of utilization and the attitude toward the services available to the foreign students on campus.

Findings

The following were the major findings in light of the Research Questions:

Research Question 1:

What are the existing services that are available to (a) only foreign students, (b) both American students and foreign students?

The existing services that are available to only foreign students are: Foreign Student Office, English Language Center, and Community Volunteer for International Programs. Michigan State University provides extensive services (see Appendix C) in facilitating the academic progress and personal development for all students.

Research Question 2:

What are the foreign graduate students' awareness of, utilization of, and attitude toward the existing services available to them on campus?

In general, the foreign graduate students did not know much about the existing services. It takes about two terms for the foreign students to be aware of the existing services on campus. The foreign students did not know much about Off-Campus Housing Services, Counseling Services, Volunteer Programs, and Placement Services even though they had been on campus more than two terms. The foreign students did not widely use many of the services available to all students on campus. But they often used the following services: Foreign Student Office, Community Volunteer for International Programs, Admissions and Scholarships, Department of Public Safety, Intramural Services, and Olin Health Center. The foreign graduate students were quite satisfied with the services available to them on campus.

Research Question 3:

What differences exist among: (a) the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78) and those who have been in attendance at Michigan State University more than two terms (before fall '77); (b) the foreign graduate students who originally came from Asian, African, Middle Eastern, Latin American, and Western-oriented countries in their awareness of, utilization of, and attitude toward the existing services available on campus.

It was found that in most cases the foreign graduate students who had been in attendance at Michigan State University more than two terms knew and used the services more than the new students. For both groups of foreign graduate students, new and longer term, who came from the different geographical regions, there were no differences in awareness of, utilization of, and attitude toward the services. It reveals that, in most cases, the time span of the foreign students living on campus, not geographical regions, is the important factor in the foreign students' awareness of and utilization of the services available at Michigan State University.

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CHAPTER I

THE PROBLEM

Introduction

Since World War II, American institutions of higher education have been increasingly involved in international education. Many American colleges and universities have developed linkages with other institutions of higher education, governments, business groups, and organizations abroad. Much of this increase has been the result of the development of programs of technical cooperation sponsored by the United States government, by foundations, and by nontechnical cooperation such as cultural and academic relationships between American colleges and universities and sister institutions abroad.¹

As a result of these relationships, American colleges and universities are known as world famous institutions of higher education. Many institutions of higher learning in the United States have accepted foreign students, and the number of students from abroad has increased steadily. "Understandably, most United States institutions

tend to view the programming of foreign students as their contribution both to the advancement of less developed countries and to United States foreign policy."²

American institutions of higher education provide many services which are organized for and function to serve students. These are known generally as "Student Personnel Services" or "Student Affairs" programs. The services include: admission, orientation, housing, records and student reports, counseling and testing, health, financial aids, employment, discipline, and student activities.

Since foreign students have much different backgrounds from American students, "most educational institutions, however, recognize that foreign students do have problems and concerns that are different--some in kind, some in degree--from those of American students."³ In most cases, some helpful services have been added in normal Student Personnel Services.

Additional services for foreign students include: immigration assistance, community contacts, special orientation and English language programs. To facilitate foreign student utilization of all of these services and to insure the satisfaction of all institutional responsibilities, most colleges and universities have appointed a Foreign Student Adviser.⁴

The foreign student adviser might be a quarter-time, half-time, or full-time position which depends on the number of foreign students enrolled in that institution. "In large institutions the Office of Foreign

Student Advisor may consist of a number of individuals, including a psychologist and an expert on immigration laws and policies."⁵

The role of the foreign student adviser is a key one. As a coordinator of the foreign students' needs, he or she may be responsible for many aspects of the foreign student and his family adjustment problems. Higbee points out five important functions for which the Foreign Student Advisers have full responsibility: Information and Correspondence, Immigration Service Liaison, Personal Counseling, Community Contacts, and Social Activities.⁶ Benson⁷ added a new dimension of the Foreign Student Adviser's role which includes working with foreign student sponsors and foreign student families.

Statement of the Problem

Michigan State University is made up of a heterogeneous student body which includes a substantial foreign student enrollment. Of the approximately 44,000 students enrolled in the fall term, 1977, nearly 1,300 were in attendance from eighty-six other countries. Approximately 1,000 of these were enrolled as graduate students.

Like most large American universities in the United States, Michigan State University provides extensive services in facilitating the academic progress and personal development to all students through its Student Affairs Office. This office is administered under the

direction of the Vice President for Student Affairs, his staff, and other offices on campus. In addition, the Foreign Student Office is responsible for a wide range of activities and functions to serve foreign students, including an orientation to the campus, its programs, and services.

Since organized student services programs typically do not exist on university campuses in most foreign countries, many foreign students are not aware of the nature or extent of them when they enroll at American universities. And since Michigan State University is a large and complicated university, it is possible that many of its foreign students are not aware of some of the services on campus which are useful to them. A survey study of currently enrolled graduate foreign students to evaluate the level of awareness of, extent of utilization of, and attitude toward the services available at Michigan State University can reveal this fact. From this survey, conclusions will be drawn and recommendations made for improving the existing services to meet the identified needs of the foreign students.

Purpose of the Study

The general purpose of the study, then, is concerned with attempting to determine how foreign students view the services which are provided to enhance their educational and personal experiences--both those which

are provided for all students and those which are provided primarily for foreign students. Since the majority of foreign students are at the graduate level, the investigation of this problem is limited to that level. The broad general purpose is divided into three more specific purposes:

1. To survey existing services available to the foreign student on the Michigan State University campus at East Lansing, Michigan
2. To evaluate the awareness of, utilization of, and attitudes toward the services available to foreign graduate students on campus
3. To propose possible strategies to: (a) facilitate foreign students' utilization of the services and (b) improve the existing services

General Research Questions

The three purposes of the study which were stated previously can be translated into three primary research questions which become the focus of the study. They are:

Research Question 1:

What are the existing services that are available to (a) only foreign students, (b) both American students and foreign students?

Research Question 2:

What are the foreign graduate students' awareness of, utilization of, and attitude toward the existing services available to them on campus?

Research Question 3:

What differences exist among: (a) the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78) and those who have been in attendance at Michigan State University more than two terms (before fall '77); (b) the foreign graduate students who originally came from Asian, African, Middle Eastern, Latin American, and Western-oriented countries in their awareness of, utilization of, and attitude toward the existing services available on campus.

Definition of Terms

Foreign student.--Any student who is enrolled in a United States institution of higher education but who is not a permanent resident nor a citizen of the United States.

Foreign student adviser.--A faculty or staff member of a United States institution of higher learning who has been appointed half-time or full-time responsibility to fulfill the institution's legal responsibilities to the Immigration and Naturalization Services and general responsibilities by coordinating special services offered to foreign students and their families.

Certificate of Eligibility (I-20).--The form issued by the host institution of higher education and submitted to the United States Consulate or Embassy abroad

by the student certifying the student's eligibility to enter the United States to undertake a course of studies.

Student Personnel Services.--A group of services exclusive of classroom teaching provided for college and university students in facilitating their academic progress and personal development. These services include: Admissions, Orientation, Housing, Health Services, Counseling, Financial Aids, Student Activities, Student Discipline, and Placement Services.

Orientation program.--The process of making the student aware of factors in the college and university environment such as the culture, rules, the physical surroundings, and educational offerings for the purpose of facilitating student adaptation.

Sojourn.--The period of time that a foreign student remains in the host country.

Culture.--Culture is the whole complex of a society which includes ideas, customs, skills, arts, languages, beliefs, etc., created by man as a member of society.

Cultural shock.--Adjustment problems experienced by a person who enters a new society.

Limitations of the Study

There are certain limitations in this study:

1. This study is limited geographically to the Michigan State University campus, East Lansing, Michigan.
2. The subjects for this study are limited to a sample of foreign graduate students currently enrolled at Michigan State University during the winter term of 1978. The participation in this study is voluntary and solely depends upon one's interest and one's willingness to answer the survey instrument.
3. A further limitation is that the instrument used, developed by the investigator, is limited by its length and the number of questions that the subjects are likely to answer. With this limitation, the selected services researched in this study include: Admissions Office, Housing Services (at University Apartments, Owen Graduate Center, and Off-campus), Foreign Student Office, Community Volunteer of International Program (CVIP), English Language Center, Department of Public Safety, Counseling Center, Intramural Programs, Olin Health Center, Volunteer Programs, Legal Services, and Placement Services.
4. Any kind of research about services that American colleges and universities offered to foreign students is limited. Therefore, the review of the literature of this study will be presented

about the foreign student on American higher education in a wider context.

Overview of the Study

Chapter I begins with an introduction to the study which includes some background of international education in the United States. First is a statement of the problem, followed by the purposes of the study. This chapter also includes general research questions, the limitations of the study, and the definition of terms which will be used throughout the study.

In Chapter II, literature related to the topic is reviewed. This chapter covers some historical background of study abroad, adjustment problems of foreign students, and the foreign student problems as related to some student personnel services.

The design and methodology of the study are discussed in Chapter III. Included in this chapter will be the population and sample, instrumentation, data collection, and data analysis procedures.

An analysis of the results of the survey is presented in Chapter IV. The results of each researched service are discussed and ANOVA tables and chi-square tables are included in this chapter.

Chapter V includes the summary, conclusions, and recommendations to the researched services.

CHAPTER I--NOTES

¹The International Programs of American Universities (East Lansing: Institute of Research on Overseas Programs, 1958), p. iii.

²Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges (East Lansing: Institute of Research on Overseas Programs, 1969), p. xii.

³August G. Benson, "Foreign Students in United States Higher Education" (unpublished paper, Michigan State University, 1964), p. 19.

⁴Ibid.

⁵Otto Klineberg, International Educational Exchange (Mouton: Mouton and Ecole des Hautes Etudes en Sciences Sociales, 1976), p. 204.

⁶Higbee, p. 15.

⁷Benson.

CHAPTER II

REVIEW OF THE LITERATURE

Some Historical Background

The history of study abroad is as old as the history of the university itself. During the Greek civilization, a great number of students traveled. The intellectual curiosity and desire for personal advancement of young men, on the one hand, and personal charm of the teachers, on the other, were strong forces in attracting students to come to Athens. Socrates claims that many of these students were foreigners: "The most of Protagoras's followers seemed to be foreigners; for these the sophist brings with him from the various cities through which he passes, charming them, like Orpheus, with his voice, and they charmed, follow where the voice leads."¹ In the fourth century B.C., the young men of all lands attended both the philosophical schools and the schools of rhetoric. The aliens who had gained competence as merchants or as bankers sent their sons to study in Athens. Capes explained that "strangers flocked thither from many countries."²

Later in 332 B.C., Alexander the Great founded the University of Alexandria which was considered as the first and greatest of the new centers of learning that sprang up in Macedonian times.³ The Alexandrians admitted many foreigners and sent no small number of their own people abroad for study.⁴ University studies were also available in such cities as Perganum, Antioch, Pella, Cos, Rhodes, Tarsus, Soli Nicacea, and Nicomadia.⁵

Toward the end of the second century B.C., Romans traveling in the East for other purposes paused and visited centers of Greek learning to discuss philosophy and rhetoric with the learned men of the day. The opening up of the East made it possible for young Romans to sojourn in Greece and Asia for the purpose of serious study. The places most frequented were Athens, Rhodes, and the cities of Asia which were also popular for rhetorical studies. In the last days of the Roman Republic, study abroad became accepted for young Romans of wealth, ambition, or promise.⁶

During the Augustan age, Rome itself became a cultural center. "In the early Empire learned men were more and more attracted from the east to Rome just as studious and literary young men were attracted from Africa, Spain, and the west in general."⁷

The Roman Empire in its long struggle with Christianity, especially the early Church Fathers, was

hostile to the literature and philosophy of Greeks and Romans. This was one of the main factors which resulted in its gradual decline and ultimate fall in the fifth century. Other factors such as the inroads of Teutonic and Hunnish tribes were also important. As a result, there were very few students traveling until the early part of the Middle Ages.⁸

Later, many universities such as Salerno, Bologna, Paris, Montpellier, and Oxford arose. Students and teachers traveled to and from many countries. Haskins states that:

This student class is singularly mobile and singularly international. . . . Bologna has its English archdeacons and German civilians, Paris its clerks from Sweden and Hungary, as well as from England, Germany, and Italy. Even the cathedral schools drew from beyond the Alps and across the narrow seas. Moreover the same student might attend more than one university. . . . The international student, the studium generale, is the natural accompaniment of the international language and the international culture of the twelfth century.⁹

The academic history of Europe during the fourteenth and sixteenth centuries reveals that students traveled as much as they did in the twelfth and thirteenth centuries. Students from many nations did not flock to the universities motivated solely by learning or knowledge but also in the spirit of adventure, a desire to see the world, and the ambition for distinction and promotion.¹⁰

The Renaissance and the Reformation gave rise to a new motive for student travel: mainly the search for

humanistic studies, first in Italy and then in Germany. The desire for social polish led young men to study abroad during the middle of the eighteenth century. The "grand tour" was designed for young men who had already completed their formal education at home but wished to smooth off their rough edges and acquire a veneer of cosmopolitanism.¹¹

In the early nineteenth century, the universities and technological schools of Germany, impelled by a new nationalism, evolved unique standards of instruction and possessed to a marked degree the flexibility of curriculum and attracted a great many foreign students, especially from America. Charles F. Thwing described the influence which the German universities had upon the institutions in the United States:

. . . first, the advantages it has given to American youth matriculating in its classes; second, the influence which native German 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.¹²

In 1899, a report pointed out that the foreign student enrollment in a typical academic year was approximately six thousand foreign students residing in Germany. Of this number, 22 percent were American. It is estimated that during the nineteenth century more than ten thousand Americans enrolled in German universities.¹³

In the twentieth century German universities gradually ceased to attract foreign students; hence, they turned to the institutions in the United States. This is because, first, many German universities were closed to foreign students during World War II.¹⁴ "Second, every country in the world began to look to the United States as a center not only for the study of education but also for advanced study in other fields."¹⁵ And, third, the United States government and some large private foundations are generous supporters of cross-cultural education and grant thousands of scholarships to students from many countries to study in the United States. The number of students from abroad in American institutions of higher learning rose from "4,865 in 1911-12"¹⁶ to "235,000 in 1978."¹⁷

Adjustment Problems of Foreign Students

There has been widespread concern for many years about the problems of the foreign student. The influx of foreign students is marked by "the increase of students from countries whose culture differs markedly from our own."¹⁸ These foreign students have many adjustment problems when they arrive in the United States, and these problems include "an academic background different in content and method of instruction, a new language, unfamiliar social customs, traditions,"¹⁹ loneliness and financial problems.

Watson and Lippitt, in their book Learning Cross Cultures, 1955: A Study of Germans Visiting America, stated that:

The first problem for the stranger in a foreign land is to find some satisfactory way of relating to the people around him. Because he is a stranger many activities and behaviors which were automatic at home suddenly become sources of difficulty. He must speak a foreign tongue. The non-verbal language of gestures, facial expressions and forms of speech is perhaps even more difficult to learn. There are no books, no guide-posts, except trial and error. This process takes time, but it is just as important as learning the formal language of the host country. Verbal and non-verbal language go on simultaneously, and are closely interdependent. If a foreigner is not sure how his behavior will be received, he will restrict his own behavior, since the safest thing is to do nothing. Thus he cuts down on his opportunities to get "feed back" from others--that is, to find out how they react to him and to learn from their reactions what actions are successful.²⁰

In several studies concerning the foreign students' adjustment problems, the results showed that loneliness, homesickness, and emotional problems were among some of the greatest problems. In some cases these problems were related to their academic achievement. Generally, students from non-Western countries had more trouble in forming personal relationships with the hosts than those from Western countries.²¹

Rising and Copp explored the adjustment experiences of the foreign students on the University of Rochester campus in 1968 and found that students from non-Western and less developed countries had many adjustment problems. The researchers summarized four areas of

adjustment problems that included: (1) adjustment to academic area--problems with English language, with academic work; (2) adjustment to American culture--people, politics, religion, social life; (3) adjustment to living at the University of Rochester--use of facilities, difficulties with food and accommodations; (4) adjustment across cultures--perceptions of Americans' attitudes to other countries and conflicts with other foreign students.²²

Porter conducted his research on the Michigan State University campus by developing "Michigan International Student Problem Inventory" in 1962 and found that the foreign students had many problems.²³

In order to identify the adjustment problems experienced by international students, several researchers have used Porter's instrument to conduct research on many campuses. For example, Brender, 1972, explored the problems of international students enrolled in public community colleges in Florida and found that foreign students--male, female, new students, and those who have lived on campus more than twelve months--had problems in connection with financial aid, the English language, and admissions.²⁴ Ursua, 1969, found that the major problems cited by students in his study included difficulty in securing good academic advice, financial difficulties, insufficient orientation, and lack of social and personal guidance.²⁵

Day, 1968, believed that problems experienced by international students changed according to how many months the students had been in the United States and whether they were graduate or undergraduate students.²⁶

Concerning the time span during sojourn, Du Bois and others assigned to the Social Science Research Council Studies have described the adjustment process which has been broken down into four phases.

1. The Spectator Phase. During this stage, the student is characterized by psychological detachment from the new experience. Things happen to the student which he notes as "expected," "strange," or "novel"; while the student's experience may be "interesting," "exciting," "confusing," or even "humiliating." The student is protected from serious distress or major influence since he is not yet personally involved in the new scene. This phase may last until the first task or the first role as a participant in the American scene is undertaken. During the spectator phase the stresses of adjustment are assumed to exist primarily in the more superficial aspects of the personality. Nervous fatigue may result from the frustrations involved in neither fully understanding nor being able to express oneself in an unfamiliar language or from efforts to catch the cues essential to courteous behavior in a strange society.²⁷

2. The Adaptive Phase. This is the period during which the student first begins to participate in American culture. The student is actively involved in the problem of adjusting to the culture of the host country. Adjustive stresses become prominent and the student tries out his repertory of adjustive strategies and tactics. During this period the adjustment stresses, whether minor or major in intensity, are felt most acutely. This suggests that if a sojourn is cut short during the adaptive phase, negative reactions are likely to color the recall of the host country because the sojourn has been cut off during precisely the period of unresolved conflict when the so-called "culture shock" may be most acute.²⁸

Coelho, 1955, states that "because of these reasons, foreign students probably require more than a year to be sensitized to the various aspects of the host culture outside the academic milieu";²⁹ while Niekerk suggests that more attention be paid to the guest student during this crucial period.³⁰

3. The Coming-to-Terms Phase. This stage sets in when the adaptive issues raised for the individual during the preceding phase are brought into an equilibrium. During this period, according to Du Bois, the student may be characterized by either marked positive or negative attitudes or by objective judgments of the

host country. If his attitude toward the host country is negative, then overt criticism and verbal aggressiveness may be freely expressed.

4. The Predeparture Phase. This phase starts shortly before the individual leaves the host country. The importance of returning home gains a new ascendancy in the awareness of the student. He may look toward home with expectancy, and he may attempt to prepare the way by contacts with friends and former colleagues at his homeland. During this phase the student may see the host country and the sojourn period with a somewhat altered perspective.³¹

Lysgaard, in 1923, interviewed two hundred Norwegians who had returned to Norway after a stay in the United States. He described the adjustment of the foreign students as a "process over time seems to follow a U-shaped curve: adjustment is felt to be easy and successful to begin with; then follows a 'crisis' in which one feels less well adjusted, somewhat lonely and unhappy; finally one begins to feel better adjusted again, becoming more integrated into the foreign community."³²

After Lysgaard proposed the U-curve hypothesis, several studies were conducted and found it inconclusive since it does not operate in all situations. Among the recent studies are those by Becker, 1968, who found that

the U-curve hypothesis may be valid for the students from developed countries; but it operated in reverse for students from underdeveloped or semi-developed countries. Students from these countries arrived with greater anxieties and exhibited hostile attitudes toward the United States in the early and later part of their visits but developed more favorable attitudes toward the host country in the middle periods of their sojourn.³³

But Becker's finding should not be applied to students from developing countries who want to see the United States as a well-developed country where they can learn new knowledge and technology in order to help their own countries. The finding may be valid in the cases of those who came from countries that have negative attitudes toward the United States.

In the extended interviews conducted with 110 graduate and undergraduate foreign students at Berkeley's international house, Heath found that the U-curve hypothesis proved to be valid in his study.³⁴ But Selby and Woods reported an adjustment pattern of non-Europeans as an angular V-curve. They found that the students showed a sharply dropping morale during the early months and a more gradually rising morale in later months of a one-year stay.³⁵

It will be seen from the above discussion that foreign students have adjustment problems during their

sojourn in some degree. The adjustment problems of international students are associated often with many complex factors; and adjustment would vary with each individual--male, female, graduate, undergraduate, single, married, sponsored, and unsponsored.

Foreign Student Problems as Related to Student Personnel Services

One of the most obvious phenomena from the preceding review of literature pertaining to international students in the United States is that international students do have adjustment problems, some in kind and some in degree. This part of the review of the literature will discuss the problems of foreign students related to student personnel services available in the literature.

Admissions

The problems of foreign students begin, in many instances, as soon as the students decide to study abroad. First, the student needs all necessary information about the particular institution of higher education in the United States, such as: the educational system--quarter, semester; educational expenses; the school environment--climate, size, location; and the type of training desired by the student.

In most cases, the international students do not have enough information before they fill out the application forms. Often foreign students must transfer

to another school because the educational expenses are too high or the type of training desired by the student is not adequate.

Another major problem confronting most foreign students is the evaluation of academic credentials by the institutions of higher learning in the United States.

Beebe, in discussing the problem of international students' admission and evaluation, says:

Thus the students are constantly annoyed to discover that each time their credentials are weighed, the total is different. In their shopping around among schools in the city and the nation, they become cynical concerning the mysterious arts of evaluation and incline to personalize the whole experience. (University X is either more desperate for students or likes me better, in any case it gives me more credit than University Y.)³⁶

Attempts have been made to solve this problem by various organizations. In early 1979 the National Association for Foreign Student Affairs administered "A Free Credentials Evaluation Service for Academic Institutions."

Orientation

After the student has been admitted to the college, he prepares for his arrival. At this point, the student needs a large amount of information concerning his sojourn. Thus, an effective pre-departure orientation program might help him to eliminate many pre-arrival and arrival problems.

Danckwortt lists some problems which have arisen during the student's arrival:

1. Disappointment in idealized expectations
2. Differences in food and language
3. Gaps in students' academic knowledge
4. High cost of living and many unrealized extras
5. Nostalgia and loneliness
6. Feeling of constantly being watched on account of one's color or dress
7. Uncertainty of rules of behavior
8. Unsuccessful attempts to find lodging³⁷

Several writers have mentioned that once the classes began, international students were subjected to problems because of insufficient information regarding: (1) kinds of examinations, (2) objective examinations, (3) different ways of organizing the class, (4) frequency of examinations, and (5) competitive grading systems.

Therefore, pre-departure orientation is one of the most effective ways to help foreign students cope with these adjustment problems. This kind of orientation has been organized by the American University Alumni Association in Bangkok for Thai students who are leaving for further education in the United States. Bridgers and Hall conducted research for the National Association for Foreign Student Affairs and found that U.S. government-sponsored students generally received adequate pre-departure orientation; but students sponsored by foundations, private agencies, or foreign governments may or may not receive adequate pre-departure orientation

depending on the degree of concern for the grantee's needs and the resources available; privately sponsored may receive none at all.³⁸ Spaulding and Flack suggested that the pre-departure orientation for foreign students should be a concern of sponsors as well as universities and colleges.³⁹

On arrival, campus orientation is the most widely used by many large universities that have a high foreign student enrollment. Moran et al. found that role-playing and simulation in orientation programs at the University of Minnesota were successfully helping students in coping with the adjustment problems.⁴⁰

Shepard conducted his survey on thirty-eight universities and colleges in the southern United States and found that many of these colleges had no orientation programs for foreign students. Forty percent of the foreign students said that they felt unwelcome, lonely, and isolated. They complained of inadequate pre-departure information and inadequate on-campus orientation.⁴¹

Many scholars in education agree that orientation programs for foreign students are necessary, but some of them feel that certain types of orientation tend to affect some but not others. DETRI evaluated orientation sessions for AID participants and found that these participants showed a gain of 10 percent in correct answers to factual questions about the United States in the

before and after questionnaire, but beliefs about the United States changed very little.⁴²

Improved orientation procedures are necessary and suggested in many studies. Orientation should be an on-going program, if possible, beginning prior to departure from the home country and extending throughout the sojourn. Interviewing upon arrival is helpful in making the student feel appreciated as an individual. The program should be flexible, according to the particular campus environment. It should consider both cultural aspects (American culture and how to live in the United States) and academic aspects (how to register for courses, how to take tests, how to use the library, etc.). Finally, the terminal orientation immediately before returning home is also necessary in helping students to re-enter their home culture.

Housing and Food Services

Most American colleges and universities have housing facilities which are available to foreign students, but many of these students still have housing problems. Several writers mention a number of housing problems confronting many international students which include:

1. No housing available at the time the students arrived on campus

2. Too noisy
3. Lack of privacy
4. High rent
5. Thievery
6. Roommate or neighbor problems
7. Landlord problems
8. Distances to college from residence
9. Loneliness
10. Childish environment
11. Transportation

Porter conducted a research study and found that one of the acute problems of foreign students at several of Michigan's small campuses was finding suitable housing during the frequent vacation periods.⁴³

Coan surveyed the housing of foreign students at the University of Kansas in 1966 and found that off-campus housing was inferior in quality; many students were unhappy with their roommates, which may reflect the University's on-campus policy of not permitting foreign students to live with co-nationals.⁴⁴ In 1969, Coan repeated his study on the same campus and found that most foreign students prefer to live at the international houses, international food, and U.S. roommates.⁴⁵

DuBois discussed various kinds of housing problems confronting international students.⁴⁶ Without assistance, the students from abroad can hardly be

expected to find suitable housing. Cieslak suggested that the foreign student should have appropriate housing which is conducive to the student's academic goals.⁴⁷

Related to the housing problem is the food service problem. The foreign students' food service problems which are reported in the literature are:

1. Tastelessness of American food
2. Lack of variety
3. Too costly
4. Inability to adjust to American food

There has not been a great deal of literature concerning the student food services, but this problem is a good reason cited by international students to justify their needs for apartments or off-campus housing.

Health Services

Some of the factors that affect the physical and mental health of international students are: adjustments to the new physical environment, a new culture, a new diet, and new sleeping and working habits; the shortage of dollars; the difficulty of maintaining proper academic and immigration status; national emergencies; and worry about the family back home.

The health problems of foreign students reported in the literature are:

1. Poor eyesight
2. Recurrent headaches
3. Hard of hearing
4. Bad knee or leg
5. Nervousness
6. Mental health
7. Poor health in general

Blegen and others state that:

The problems posed in the past by foreign students suffering from physical and mental ailments make imperative a thorough medical examination of each student. The incidence of tuberculosis in students from the Eastern Hemisphere has prompted the United States Government to require chest x-rays of all students now entering the country, since the immigration law leaves no alternative except deportation of students suffering from contagious diseases.⁴⁸

Beebe suggested that health insurance should be emphasized and made available to foreign students, and more precise advice should be given on general medical problems.⁴⁹ Because of the rapid increase of medical expenses in the United States, American colleges and universities require health and accident insurance for their foreign students.

Counseling Services

Many educators consider counseling as an overall process in most American institutions of higher learning. Counseling is important and necessary to many foreign students, as can be noted from the adjustment problems

of foreign students discussed earlier. Foreign students' problems, as related to counseling services, range from a feeling of personal inadequacy to the frustrating challenge of a cross-cultural marriage. Porter listed the following problems:

1. Personal relationship with students
2. Personal relationship with faculty
3. Withdrawal from American culture setting
4. Behavioral alienation from home country
5. Personal inconvenience and embarrassment
6. Feeling basically inferior
7. Hearing remarks about personal traits of home people
8. Low social position in America
9. Parental ties at home
10. Accepting American value system threatens home identification
11. Cultural background
12. Race issue
13. Having to shift educational goals
14. Having to shift life goals
15. Accepting Americans as equals
16. Speaking before service clubs and groups
17. Discrimination because of color
18. Discrimination when traveling
19. Escape from home country
20. Cities of the United States being a certain shock
21. Americans touchy and insincere in their invitation to accept criticism
22. American friendliness being superficial
23. Seeing and hearing anti-Semitism
24. Playing role of student, tourist and unofficial ambassador
25. The classroom not seeing the world view
26. American professors being ignorant of the rudiments of foreign culture
27. American lack of respect for aged
28. American pretense as to knowledge about home country
29. Study abroad too short
30. Hearing remarks about division of home country
31. Hearing remarks about social structure of home country
32. Hearing remarks about inhumane and unenlightened home country
33. Hearing critical remarks that home country is undemocratic

34. Americans claiming home country doesn't live up to its moral principles
35. Remarks about population increase of home country
36. Assessing country's world status
37. Changes in international relations
38. Changes in home government
39. Home country political system
40. Conflict with home country ideology
41. Chivalry
42. Losing identity with people at home
43. Understanding American jokes and humor
44. Parental control
45. Low national status
46. International marriage
47. Different sexual roles⁵⁰

Counseling, especially personal and social, is a unique service that deals with some of the foreign students' problems. Unfortunately, this service is not widely used by international students. Beebe found that most foreign students in Greater New York did not know where to go for counseling and consequently relied very often on one another or on a specific professor who happened to be accessible.⁵¹

Niekerk conducted a survey study at Andrews University, Michigan, and found that most foreign students knew about the counseling services available to them on campus; but they went to their friends or the sympathetic faculty for help with their personal problems.⁵²

Counseling services for foreign students are regarded as a special instance of cross-cultural communication that requires the examination of culture-bound communication associated with the process of counseling. It demands additional skills not normally

found in general counseling. Coelho-Oudegeest believes that the factors the counselor must consider in cross-cultural counseling include: language skills, cross-cultural attitudes of the foreign student, a personality of the counselor--openmindedness, and the counseling relationship.⁵³

Lindquist found that the mental health of foreign students is often difficult to evaluate in counseling situations because of the unawareness of culturally related behavior. He also found that the lack of training and the lack of other available qualified personnel are among the significant factors that prohibit the psychologically related treatment of foreign students.⁵⁴ The counseling center should hold regular or frequent meetings of mental health personnel for discussion or training in cultural understanding as applied to the counseling or therapy process.

Financial Status

There are many factors that affect the financial status of many foreign students. Blegen, in his book Counseling Foreign Students, states that:

Among the causes of financial embarrassment . . . are (1) the dollar shortage and the consequent limitation by foreign governments of dollar purchases by students or their representatives; (2) incomplete and misleading budget information in college and university catalogues and bulletins; (3) national emergencies and catastrophies; (4) inflation of foreign currencies; (5) inflation of the dollar; (6) family emergencies affecting

the source of the student's funds; and (7) personal emergencies such as illness, unexpected travel needs, and delay in authorization of foreign exchange.⁵⁵

The increasing rate of inflation in the United States in recent years has meant that the foreign student's money is used faster and does not go as far. Many of the international students need employment. Beebe mentioned two kinds of jobs that were needed by foreign students in New York City. One group simply needs to piece out inadequate finances and will work at anything that can fit into demanding academic schedules. The other group is more interested in employment relating to their field of study or specialized training brought with them from their home country.⁵⁶ The nonimmigrant student can work on campus but must request permission to accept part-time employment off campus from Immigration Services because of economic necessity due to unforeseen circumstances that arise after entering the United States.⁵⁷

Placement Services

The problems of foreign students concerning Placement Services are important and cannot be overlooked. Placement of the foreign student upon his graduation is not just helping the student to get a job. The problem of the "student drain" was a controversial issue during the past decade. It was estimated that between 10-90 percent of foreign students did not return to their home

country.⁵⁸ And this problem was destructive to the development of the native countries.

In August 1974, NAFSA's Home Country Employment Registry was initiated to facilitate the employment of U.S. trained students in their home countries. This service is contributing to the better utilization of students as resources in their home countries by helping them to make their availability known to various employers.⁵⁹

At the time the student returns home, he might be confronted with unexpected readjustment problems. Useem and Useem note that the quality of the experiences abroad undoubtedly affect a foreign student's post return adjustment problems.⁶⁰

In order to help the foreign student adjust to his home culture after his graduation, Benson suggests expanding the Home Country Employment Registry role by including the re-entry/transition workshops at the end of the student's sojourn. This will assist the student to re-enter his society and to return to a job that will utilize the skills and knowledge he has acquired during his study period in the United States.⁶¹

CHAPTER II--NOTES

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CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

Design of Study

The study was designed to determine the differences among:

1. The foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78; in this study refer to Group 1, or new students) and those foreign graduate students who have been in attendance at Michigan State University more than two terms (before Fall '77; in this study refer to Group 2, or old students) and
2. The foreign graduate students who originally came from Asian, African, Middle Eastern, Latin American, and Western-oriented countries in their awareness of, utilization of, and attitude toward the existing services available on campus.

A further purpose of the study was to find possible strategies to: (a) improve the existing services and (b) facilitate foreign graduate students' utilization of the services.

The Population and Sample

The total population of foreign students at Michigan State University for the winter term, 1978, as recorded by the Registrar's office, was 1,269; 998 were graduate students. An attempt was made to divide the graduate foreign students into two groups to represent (1) the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78; total number 268) and (2) those foreign graduate students who have been in attendance at Michigan State University more than two terms (before fall '77; total number 730).

Within each group, a stratified random sampling of the foreign graduate students was made to obtain a sample size of one hundred. The stratified random sampling technique was applied to insure that five geographical regions (Middle East, Africa, Asia, Latin America, and Western-oriented) were equally represented. The sample sizes of two hundred students represented approximately 20 percent of the total population.

Instrumentation

The instrument for this study was constructed primarily by the researcher and was designed to evaluate the foreign graduate students' awareness of, utilization of, and attitude toward the services available at

Michigan State University. The basic ideas for constructing this instrument grew out of:

1. Interviews with the directors in charge of the twelve researched services
2. The review of the literature
3. Interviews with some foreign students
4. The comments of some guidance committee members
5. The researcher's own perception of the problems

The questionnaire was designed to be as brief and concise as possible yet yield the desired information concerning the many facets of the fourteen researched services as outlined in Chapter I. An attempt was made to devise the questionnaire in such a way that all the questions could be completed with the least amount of time, effort, and energy.

There are two kinds of questions in this instrument:

1. Closed-end questions were designed to evaluate the students' awareness of, utilization of, and attitude toward the services available on campus. A circle "A," "B," or "C" response was designed to measure awareness, while a mark of X in the appropriate space was designed to measure utilization and attitude.

2. Opened-end questions were designed to obtain some suggestions from foreign graduate students that would improve each service. This written response could be a way of seeking constructive criticism and comments from the students who are the consumers of these services.

The initial instrument contained 114 questions. By carefully pre-testing it in order to determine the clarity, consistency, comprehensibility, and appropriate length, 94 questions were retained (see Appendix C). The pretest of the instrument took place at Spartan Village. Fifteen foreign graduate students from two groups and five geographical regions (as mentioned in Chapter I) were selected by the writer to participate in this pretest. This pretest enabled the researcher to reconstruct the questionnaire; thus, some questions were changed, eliminated, or others added to the final instrument.

Data Collection

The questionnaires were sent to the 190 foreign graduate students during the period of February 20, 1978, through March 1, 1978. After all the questionnaires were sent to the 190 students, the writer made an initial contact by telephone with 10 students to ask for an interview. These interviews were very useful in gaining some facts that might not be obtained by the questionnaire.

The writer was given invaluable assistance by the Foreign Student Office in the identification of the current foreign students, including their addresses. They also helped to advertise this study in their "News and Notes Foreign Students-Foreign Scholars" newsletter to encourage the foreign students to participate, and this resulted in a high percentage of returned questionnaires (see Tables 1 and 2).

Data Analysis Methodology

The main purpose of the survey was to determine the differences between the two groups of students and among those who came from five regions of the world in the awareness of, utilization of, and attitude toward the selected services available on campus.

Two-way analysis of variance was used to determine the differences in the awareness of the services of the two groups of students and of those who came from five regions. Chi squares (test of homogeneity) were employed to determine the level of utilization of and the attitude toward the services of the two groups of students and of those who came from five regions. The two-way analysis of variance was considered significant at 0.01 level and chi-square at 0.001 level.

The raw data were coded and punched on IBM cards. Data analyses were performed by using the CDC 3600 computer at the Michigan State University Computer Center.

TABLE 1.--Number of Questionnaires Sent to the Students,
Including Ten Interviewees

Geographical Regions	Group 1	Group 2
	First and Second Term Students	Students Enrolled at MSU More Than Two Terms
1. Asia	20	20
2. Africa	20	20
3. Middle East	20	20
4. Latin America	20	20
5. Western-oriented	<u>20</u>	<u>20</u>
Total	100	100

TABLE 2.--Number of Respondents Returning Questionnaires,
Including Ten Interviewees

Geographical Regions	Group 1	Group 2
	First and Second Term Students	Students Enrolled at MSU More Than Two Terms
1. Asia	20	17
2. Africa	14	13
3. Middle East	11	10
4. Latin America	14	12
5. Western-oriented	<u>20</u>	<u>14</u>
Total	79	66

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the results of the statistical analysis of the data. The study was designed for the purpose of identifying: (1) the services that are available to the foreign students at Michigan State University; (2) the differences that exist between the two groups in their awareness of, utilization of, and attitudes toward the services available at Michigan State University; and (3) the differences that exist among the students who came from the five regions in their awareness of, utilization of, and attitudes toward the services available at Michigan State University.

In order to acquaint the reader with the researched services at Michigan State University, each service of the responses contains a short descriptive introduction of the functions and practices.

Analysis of Data

The central research of this study is that the two groups of students sampled would respond to questions

on a specially designed instrument to measure their awareness of, utilization of, and attitudes toward the services available at Michigan State University.

The results of the analysis are presented according to fourteen researched services that make up the questionnaire.

First, the frequency of responses in each question of the two groups is presented in table form.

Second, those suggested questions which demand a verbal response are discussed. The suggested responses have been classified in order to obtain clear suggestions for each service.

Third, each researched service is also analyzed by carefully looking at each question twice. The first time is the comparison between Group 1 (first- and second-term students) and Group 2 (those who have been enrolled at MSU more than two terms). The second is the comparison among the five regions (Asia, Africa, Middle East, Latin America, and Western-oriented).

Office of Admissions and Scholarships

The Functions

The Office of Admissions and Scholarships provides some necessary information about Michigan State University such as location, climate, size of the school,

admission policies, costs, English proficiency, etc., to the prospective foreign students when they request application forms. After receiving a request for application from the prospective student, the office then sends the application form to the student. When the office has received the required credentials from the student, the student's file is prepared and sent to the particular college. After the Committee on Admissions has accepted the student, the office then sends an I-20 form and a Certificate of Admission to the student. The Office of Admissions and Scholarships suggests that all applicants submit their applications one year in advance and not later than ninety days in advance of the expected term of enrollment.

The Researched Results

Awareness. Generally, the foreign graduate students were aware of the services provided by the Office of Admissions and Scholarships. About ninety-seven students, or 66.89 percent, were aware of the office and knew how it functioned. Thirty-six students, or 26.82 percent, were aware of it but did not know much about it; and fourteen students, or 9.65 percent, did not know about the office at all. From the interviews with the students, the researcher found that some foreign graduate students who are sponsored by the Agency of International Development (AID) do not know

much about the Office of Admissions and Scholarships because AID arranged their admission.

There was statistically no difference in the awareness of the Office of Admissions and Scholarships between new students (Group 1) and old students (Group 2) or among those who came from different geographical regions of the world (see Table 3 and Table 4).

TABLE 3.--ANOVA of Awareness of the Office of Admissions and Scholarships

Source	df	MS	F	Significance of F
Group	1	.162	.707	.402
Region	4	.078	.340	.850
Interaction	4	.105	.455	.768
Error	135	.229		

Utilization. Forty-three students, or 29.66 percent, have used the services provided by the Office of Admissions and Scholarships one to three times; seven students, or 4.83 percent, have used them four to six times; and six students, or 4.14 percent, have used them more than six times.

There was statistically a difference for the utilization of this office between new students and those who have been on campus more than two terms, or among students who came from different geographical regions. The students who have been on campus more than two terms have used the services more than the new students and

TABLE 4.--Means of the Awareness of the Office of Admissions and Scholarships

Regions	Group 1	Group 2
Asia	$\bar{X} = 2.650$ S.D. = .397 N = 20	$\bar{X} = 2.549$ S.D. = .485 N = 17
Africa	$\bar{X} = 2.589$ S.D. = .493 N = 14	$\bar{X} = 2.595$ S.D. = .417 N = 13
Middle East	$\bar{X} = 2.500$ S.D. = .503 N = 11	$\bar{X} = 2.454$ S.D. = .543 N = 10
Latin America	$\bar{X} = 2.641$ S.D. = .568 N = 14	$\bar{X} = 2.384$ S.D. = .558 N = 12
Western-oriented	$\bar{X} = 2.561$ S.D. = .431 N = 20	$\bar{X} = 2.622$ S.D. = .451 N = 14

Group 1 = New students

Group 2 = Students who have been on campus more than two terms

those who came from Western-oriented countries have used the services less than those who came from other geographical regions (see Table 5).

Attitude. There were forty-two students, or 36.84 percent, who have used the services at the Office of Admissions and Scholarships who were very satisfied; forty-eight students, or 42.11 percent, were somewhat satisfied; and twenty-six students, or 16.55 percent, were not satisfied.

There was statistically no difference in attitude toward the Office of Admissions and Scholarships between new students and those who have been on campus more than two terms or among those who came from different geographical regions of the world (see Table 6).

TABLE 5.--Chi-square of Utilization of the Office of Admissions and Scholarships (OAS)

Source	df	χ^2	Nominal Significant Level
Group	3	20.428	.0001*
Region	12	37.635	.0002*

*Significant at .001

Suggestions. Twenty-five students suggested that the Office of Admissions and Scholarships should work at a faster pace. Twelve of these twenty-five students did not agree with the Office of Admissions

and Scholarships that foreign students should apply one year in advance of the term of expected enrollment at Michigan State University. Five students expressed their opinions that the Office of Admissions and Scholarships should have better criteria to evaluate academic credits completed in overseas schools. Four students would like the Office of Admissions and Scholarships to provide more information concerning part-time job opportunities while the students are studying at Michigan State University.

TABLE 6.--Chi-square of Attitude toward the Office of Admissions and Scholarships (OAS)

Source	df	χ^2	Nominal Significant Level
Group	2	1.294	.523
Region	16	5.604	.691

Housing Services

At Michigan State University, student housing is an integral part of the educational program. Student housing units are more than merely places in which students eat and sleep; they also provide an educational environment that encourages opportunities for learning and meets the basic educational and developmental needs of individuals.¹

TABLE 7.--Summary of Frequency of Responses of Admissions Office and Scholarships

Questions	Group 1			Group 2			Total			Total			
<u>Awareness</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
1. The Admissions Office provides necessary information about MSU such as location, size, climate, and educational expenses, etc., to foreign students for his/her admission	49	21	5	41	24	5	90	45	10	145			
2. The Admissions Office contacts the prospective student upon a request about requirements for admission .	44	23	8	35	23	11	80	46	19	145			
3. The Admissions Office sends the admitted student the Certificate of Admission and the I-20 form . .	63	5	8	55	10	5	117	15	13	145			
<u>Utilization and Attitude</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>
4. I have contacted the Admissions Office for my friends or my relatives who want to attend MSU .	58	16	1	0	31	27	6	6	89	45	7	6	145
5. My experience with the Admissions Office has been	14	12	23	25	15	12	25	17	29	24	48	42	143

University Apartments Office

The Functions

Michigan State University owns and operates 2,284 one- and two-bedroom furnished apartments on campus to meet the needs of its students.

Furnishings for each apartment are complete, except for items such as drapes and lamps, and include venetian blinds, lounge chairs, a lounge convertible to a bed desk, dinette table and chairs, bedroom furniture, refrigerator, and stove.²

These apartments are located at Cherry Lane, University Village, and Spartan Village. At the University Apartments many attempts are made to encourage satisfactory intra-family and inter-family relations on the theory that these sessions too are all-important in the social systems.³ Community Aides living within the villages are available to provide the University Apartment residents with information on community events, activities, and services and to help the residents organize some neighborhood activities.

The Researched Results

Awareness. One hundred and forty-one students, or 97.92 percent of the sample, are aware of the University Apartments available to married students; and 115 students, or 79.31 percent, are aware of the apartments also available to single students. The primary

objective of the University Apartments is to provide housing for married students, but the University Apartments at one time were called "Married Housing." During 1975 and 1976, there were needs for single students who wanted to live in isolated and quiet places like Married Housing rather than living in the residence halls on campus. At the same time, there were not enough married students to fill the apartments within the three villages. Therefore, the Married Housing Department changed the policy to accommodate a wide variety of students, and the name of "Married Housing" was changed to "University Apartments."

In 1976 the Community Aide Program was established to serve as a channel of communication within the University Apartments. Since the Community Aide Program is only one year old, its services are not well known to the student population. There are only forty-seven students, or 32.4 percent, who understand the Community Aide functions and fifty students, or 34.48 percent, are just aware of the Community Aide Programs but do not know much about its functions. Most of the students who are aware of the Community Aide Program are those who live in the University Apartments.

There is no statistical difference in the awareness of the services provided by the University Apartments Office among new students (first- and second-term students)

and students who have enrolled at Michigan State University more than two terms or students who came from various geographical regions of the world (see Tables 8 and 9).

TABLE 8.--ANOVA of Awareness of the University Apartments (UA)

Source	df	MS	F	Significance of F
Group	1	1.443	6.079	.014
Region	4	.550	2.320	.060
Interaction	4	.356	1.500	.205
Error	135	.237		

Utilization. University Apartments accommodates foreign graduate students more than any housing facility. There are seventy-six students, or 52.41 percent, of the sample who live in the University Apartments.

Attitude. The researcher intended to determine the attitudes of the foreign graduate students toward the Community Aide Program. The question regarding attitude toward the University Apartments is strictly aimed toward the Community Aide Programs; but from the interviews with ten students, the researcher found that the attitudes of the foreign graduate students were not only toward the Community Aide Program but the University Apartment office as a whole. As one student said:

I am not satisfied with the University Apartment because during summer term 1977 I received a

TABLE 9.--Means of the Awareness of the University Apartments (UA)

Regions	Group 1	Group 2
Asia	$\bar{X} = 2.017$ S.D. = .556 N = 20	$\bar{X} = 2.510$ S.D. = .487 N = 17
Africa	$\bar{X} = 2.205$ S.D. = .586 N = 14	$\bar{X} = 2.452$ S.D. = .532 N = 13
Middle East	$\bar{X} = 2.333$ S.D. = .521 N = 11	$\bar{X} = 2.363$ S.D. = .458 N = 10
Latin America	$\bar{X} = 2.641$ S.D. = .318 N = 14	$\bar{X} = 2.590$ S.D. = .412 N = 12
Western-oriented	$\bar{X} = 2.263$ S.D. = .409 N = 20	$\bar{X} = 2.378$ S.D. = .517 N = 14

note from the University Apartments Office telling me that they wanted my apartment to be furnished. They asked me to move to another part of the village. They promised to provide transportation for my moving. I packed my belongings but they didn't show up. I had to use my small car to move my belongings. They charged me for both my new apartment and my previous one for two days.

From seventy-three students, or 50.34 percent of the sample, who answered this question, eighteen students, or 12.41 percent, were satisfied with the University Apartments Office; forty-four students, or 30.34 percent, were somewhat satisfied; and eleven students, or 7.59 percent, were not satisfied with the services offered by the University Apartments Office.

Statistically, there is no difference in the attitudes of foreign graduate students toward the services provided by the University Apartments Office between the new students (first- and second-term students) and those students who have been enrolled at Michigan State University for more than two terms; and there is no difference in attitudes among students who came from different geographical regions of the world (see Table 10).

TABLE 10.--Chi-square of Attitude toward the University Apartments (UA)

Source	df	χ^2	Nominal Significant Level
Group	2	2.514	.284
Region	8	13.035	.110

Suggestions. Six students have expressed that the University Apartments Office has assigned more American students than foreign students to live in Cherry Lane Apartments. Geographically, Cherry Lane Apartments are located on campus but University Village and Spartan Village are not. Most students like to live at Cherry Lane Apartments because they are near their classes. But the apartments there never seem to be available. Foreigners feel that the University Apartments Office favors American students when they ask for Cherry Lane. Statistically, during the fall of 1977 there were 396 foreign student families, or about 17 percent, living in the University Apartments. Of this number, 78 foreign student families were assigned to Cherry Lane Apartments. This number was not 17 percent of the total Cherry Lane Apartments; it was 27 percent. So, from this statistic,⁴ it is apparent that proportionally the University Apartments Office assigned more foreign students to Cherry Lane Apartments than American students.

Five students suggested that some furniture such as beds and couches should be renewed. Three students would like the maintenance staff to do a quicker job, and three students said that "the University should build more apartments in order to meet the needs of the increasing number of married students."

TABLE 11.--Summary of Frequency of Responses to University Apartments

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
7.	MSU has apartments available for married students	58	15	2	62	6	1	120	21	3	144			
8.	MSU has apartments available for single students	36	20	19	39	20	11	75	40	30	145			
9.	Community Aides provide the University Apartment residents with information on community activities, services, and help residents organize some neighborhood activities	20	22	32	26	28	16	47	50	48	145			
<u>Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
10.	My experience with the Community Aides has been.	29	5	28	8	42	5	16	10	71	11	44	18	144

Owen Graduate Center

The Functions

Owen Hall, the Graduate Residence Center, offers the graduate student a mature atmosphere conducive to advanced study and exchange of ideas. Two seven-story wings, each housing approximately five hundred students, make up the living areas. Students are housed by areas which are designated as men, women, or coeducational. These wings are joined by a single-story structure containing the main lounge, lobby, administrative offices, and dining areas where the residents may gather for their social activities, study, or to meet their friends for meals.⁵

Owen Hall also provides a cafeteria and grill designed to meet the individual tests and varied schedules of graduate students. Some recreational facilities such as game room and piano room are available to the residents. The advisory staff is on duty twenty-four hours for emergencies, problem solving, and advising.

The Researched Results

Awareness. There are 134 students, or 92.41 percent of the sample, who are aware of the Owen Graduate Center. Of this number, only 87 students, or 60 percent, know about the advisory staff at Owen Hall. Since the advisory staff is provided only to the Owen Hall

residents, the students who know much about these services are the students who were living or who used to live at Owen Hall.

Statistically, there was no difference in the awareness of the services provided by the Owen Graduate Center among the new students (first- and second-term students), students who have enrolled at Michigan State University for more than two terms, and those who came from different geographical regions in the world (see Tables 12 and 13).

TABLE 12.--ANOVA of Awareness of the Owen Graduate Center (OGC)

Source	df	MS	F	Significance of F
Group	1	1.915	4.540	.034
Region	4	.706	1.674	.159
Interaction	4	.355	.843	.500
Error	135	.421		

Utilization. During the winter term 1978, Owen Graduate Center accommodated 897 students. Of this number, 201 were international students and 39 students participated in this study.

Attitude. Like those of the University Apartments, the residents at Owen Graduate Center do not understand the difference between the roles of the management staff and the advisory staff. Even though

TABLE 13.--Means of the Awareness of the Owen Graduate Center (OGC)

Regions	Group 1	Group 2
Asia	$\bar{X} = 2.250$ S.D. = .618 N = 20	$\bar{X} = 2.617$ S.D. = .573 N = 17
Africa	$\bar{X} = 2.515$ S.D. = .362 N = 14	$\bar{X} = 2.464$ S.D. = .771 N = 13
Middle East	$\bar{X} = 2.100$ S.D. = .810 N = 11	$\bar{X} = 2.500$ S.D. = .632 N = 10
Latin America	$\bar{X} = 2.038$ S.D. = .593 N = 14	$\bar{X} = 2.192$ S.D. = .596 N = 12
Western-oriented	$\bar{X} = 2.105$ S.D. = .859 N = 20	$\bar{X} = 2.433$ S.D. = .495 N = 14

a question was specifically asked about the advisory staff, two students who were upset about food services responded in a negative way to this question.

There was statistically no difference among the new students, old students, and the students who came from different geographical regions (see Table 14).

TABLE 14.--Chi-square of Attitude toward the Owen Graduate Center (OGC)

Source	df	χ^2	Nominal Significant Level
Group	2	.777	.678
Region	8	3.865	.869

Suggestions. Fourteen students thought the food was very expensive and they did not like it at all. Three of these fourteen students said that "their food is terrible and very expensive." Ten students would like Owen Hall to provide more international food.

Five students suggested that the advisory staff should have a more personal relationship with the residents. And two students would like to have more social and educational events.

TABLE 15.--Summary of Frequency of Response to Owen Graduate Center

Questions	Group 1			Group 2			Total			Total			
<u>Awareness</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
12. MSU provided a residence hall (Owen Hall) for graduate students	54	14	6	61	5	4	115	19	10	144			
13. Owen Hall provides advisory staff on duty 24 hours for emergencies, problem solving, advising, etc., for the residents	21	22	30	32	12	26	53	34	56	143			
<u>Attitude</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>Total</u>			
14. My experiences with Owen Hall advisory staff have been	46	3	15	10	36	6	15	12	82	9	30	22	143

Off-Campus Housing

The Functions

The Off-Campus Housing Office assists students in securing off-campus apartments and rooms by means of up-to-date listings of these facilities. The office also provides advising services to off-campus students for problems involving roommates, contracts, and landlords.

The Researched Results

Awareness. Off-Campus Housing was one of the services that was not well known among the foreign students. Twenty-four students, or 16.55 percent, knew how the Off-Campus Housing Office functions; forty-nine students, or 33.49 percent, were aware of it but did not know much about it; and seventy-one students, or 48.96 percent, knew nothing about it. The advising services provided by the office were not well known at all; ninety-seven students, or 66.9 percent, did not know about these services.

There was statistically no difference in the awareness of the services provided by the Off-Campus Housing Office between new students and old students, and among those who came from different geographical regions (see Tables 16 and 17).

Utilization. There were twenty-six students, or 17.93 percent of the sample, living off campus during

TABLE 16.--Means of the Awareness of Off-Campus Housing (OCH)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.475$ S.D. = .678 N = 20	$\bar{X} = 1.647$ S.D. = .765 N = 17
Africa	$\bar{X} = 1.423$ S.D. = .640 N = 14	$\bar{X} = 1.500$ S.D. = .759 N = 13
Middle East	$\bar{X} = 1.550$ S.D. = .497 N = 11	$\bar{X} = 1.500$ S.D. = .632 N = 10
Latin America	$\bar{X} = 1.538$ S.D. = .518 N = 14	$\bar{X} = 1.346$ S.D. = .473 N = 12
Western-oriented	$\bar{X} = 1.552$ S.D. = .574 N = 20	$\bar{X} = 1.666$ S.D. = .672 N = 14

winter term 1978. Of this number, twenty students, or 13.79 percent, have used the services at the Off-Campus Housing Office.

TABLE 17.--ANOVA of Awareness of Off-Campus Housing (OCH)

Source	df	MS	F	Significance of F
Group	1	.067	.116	.733
Region	4	.134	.330	.857
Interaction	4	.152	.373	.827
Error	135	.407		

Statistically, there was no difference between new students and old students and among those who came from different geographical regions of the world (see Table 18).

TABLE 18.--Chi-square of Utilization of Off-Campus Housing (OCH)

Source	df	χ^2	Nominal Significant Level
Group	2	3.675	.159
Region	8	7.971	.436

Attitude. Seven students, or 31.87 percent of the students who have used the services at the Off-Campus Housing Office, felt that their experiences with this office had been very satisfactory; nine students, or 40.90 percent, felt their experiences had been somewhat satisfactory; and six students, or 27.27 percent, felt their experiences had been usually unsatisfactory.

Statistically, there was no difference in the attitude toward the Off-Campus Housing Office between new students and old students and among those who came from different geographical regions of the world (see Table 19).

TABLE 19.--Chi-square of Attitude toward Off-Campus Housing (OCH)

Source	df	χ^2	Nominal Significant Level
Group	2	2.273	.320
Region	8	9.522	.300

Suggestions. There were only nine students who responded to this question. All of them suggested that the Off-Campus Housing Office should improve communications in order to let foreign students know about its services.

Foreign Student Office

The Functions

The Foreign Student Office is the main resource, representative, liaison, and support agency for foreign students at Michigan State University, the United States Government, and society at large. The major functions of the office include, but are not limited to: providing orientation programs on arrival to make new students feel welcome and to assist them in entering the academic

TABLE 20.--Summary of Frequency of Response to Off-Campus Housing

Questions	Group 1			Group 2			Total			Total			
<u>Awareness</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
16. The Off-Campus Housing Office provides off-campus housing information such as locations, rental costs, of apartments and houses . .	10	30	34	14	19	37	24	49	71	144			
17. The Off-Campus Housing Office provides advising services such as roommate problems, contracts, landlords, etc., to students who live off campus	3	22	49	7	15	48	10	37	97	144			
<u>Utilization and Attitude</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>Total</u>			
18. I have used the services at Off-Campus Housing Office	67	7	-	-	56	13	-	-	123	20	-	-	144
19. My experiences with the Off-Campus Housing Office have been	67	1	4	1	54	5	5	6	121	6	9	7	143

mainstream with the least amount of difficulty; providing counseling and advising services for a wide variety of needs; providing financial advice concerning loans, part-time jobs, scholarships, assistantships, etc.; serving a liaison function with the Immigration Office to assist students and faculty in fulfilling their legal (alien) responsibilities; working with nationality club groups to assist them in interpreting their culture and society to the campus and community; working with community groups to provide enrichment opportunities for the students and the community; working with sponsors to ensure that their students achieve the sponsor's and student's goals; providing a variety of miscellaneous services; and working with academic advisors, departments, and colleges to support the academic objectives and programs of the students.⁶

The Researched Results

Awareness. Some services such as orientation programs for new students, counseling and advising, and immigration services were well known among foreign graduate students; about 90 percent of the sample knew about these services. But the other functions of the Foreign Student Office need some improvement in communication. Forty-one students, or 28.21 percent, did not know about financial advice concerning loans, part-time jobs, scholarships, assistantships, etc. Thirty-two

students, or 22.07 percent, did not know about foreign student advisors working with the nationality club groups; and thirty-nine students, or 26.9 percent, did not know the function of the office to coordinate efforts to solve emergency situations involving foreign students.

There was statistically no difference in the awareness of the services provided by the Foreign Student Office between new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Tables 21 and 22).

TABLE 21.--ANOVA of Awareness of the Foreign Student Office (FSO)

Source	df	MS	F	Significance of F
Group	1	.058	.289	.591
Region	4	.341	1.696	.154
Interaction	4	.203	1.009	.405
Error	135	.201		

Utilization. As the main resource for international students, the Foreign Student Office is the most widely used by foreign graduate students. One hundred and thirty-eight students, or 95.17 percent, have used the services. Of this number, fifty-two students, or 35.86 percent, have used the services more than six times; thirty-five students, or 24.14 percent, have used the services four to six times; and fifty-one

TABLE 22.--Means of the Awareness of the Foreign Student Office (FSO)

Regions	Group 1	Group 2
Asia	$\bar{X} = 2.133$ S.D. = .467 N = 20	$\bar{X} = 2.411$ S.D. = .412 N = 17
Africa	$\bar{X} = 2.538$ S.D. = .472 N = 14	$\bar{X} = 2.440$ S.D. = .522 N = 13
Middle East	$\bar{X} = 2.166$ S.D. = .392 N = 11	$\bar{X} = 2.181$ S.D. = .404 N = 10
Latin America	$\bar{X} = 2.346$ S.D. = .307 N = 14	$\bar{X} = 2.230$ S.D. = .603 N = 12
Western-oriented	$\bar{X} = 2.333$ S.D. = .451 N = 20	$\bar{X} = 2.355$ S.D. = .366 N = 14

students, or 35.17 percent, have used the services one to three times. Seven students, or 4.7 percent, have never used the services.

Statistically, there was no difference in the utilization of the services among students who came from different geographical regions, but students who have been on campus more than two terms have used the services more than the new students (see Table 23).

TABLE 23.--Chi-square of Utilization of the Foreign Student Office (FSO)

Source	df	χ^2	Nominal Significant Level
Group	3	23.960	.000*
Region	12	9.539	.656

*Significant at .001

Attitude. Eighty-four students, or 59.57 percent, were satisfied with the services; forty-nine students, or 34.75 percent, were somewhat satisfied; and eight students, or 5.67 percent, were not satisfied with the services they received from the Foreign Student Office.

Statistically, there was no difference in attitude toward the Foreign Student Office between new students and those who have been on campus more than two terms or students who came from different geographical regions (see Table 24).

TABLE 24.--Chi-square of Attitude toward the Foreign Student Office

Source	df	χ^2	Nominal Significant Level
Group	2	3.852	.145
Region	8	17.205	.028

Suggestions. In the written responses, ten students indicated that the Foreign Student Office has performed an excellent job. Five students would like this office to have a more personal approach to foreign students, and four students suggested that the Foreign Student Office should provide more information about its functions. Two students recommended that the office should help foreign students apply for a social security number. One student expressed his opinion by saying that it "looks like it is a branch of the Immigration Office." But the Foreign Student Office has one person who helps students fulfill their immigration laws and policies and has nothing to do with immigration law enforcement.

Community Volunteer for International Programs (CVIP)

The Functions

The Community Volunteer for International Programs (CVIP) is a volunteer group that gives freely of their time from the Greater Lansing area. It offers special services and activities to foreign students and

TABLE 25.--Summary of Frequency of Responses to the Foreign Student Office

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
21.	Providing orientation programs for new foreign students	55	19	1	49	18	3	104	37	4	145			
22.	Providing counseling and advising services	43	27	5	35	30	5	78	57	10	145			
23.	Providing financial advice concerning loans, part-time jobs, scholarships, assistantships, etc.	17	35	22	19	32	19	36	67	41	144			
24.	Serving a liaison function with the Immigration Office to assist students to fulfill their legal (alien) responsibilities	45	28	2	46	18	6	91	46	8	145			
25.	Working with the nationality club groups	27	28	20	29	29	12	56	57	32	145			
26.	Coordinating efforts to solve emergency situations involving foreign students	20	33	22	25	28	17	45	61	39	145			
<u>Utilization and Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>
27.	I have contacted the Foreign Student Office	4	36	22	12	3	15	13	39	7	51	35	52	145
28.	My experiences with the Foreign Student Office have been	0	6	21	47	1	2	28	37	-	8	49	84	141

visitors from other lands, including wives and families. The services include: providing transportation to those foreigners who are in need; providing low-cost winter clothing, bedding, and household items through the Lending Center; offering monthly coffees for wives of foreign students; providing English conversation groups to improve communication skills for foreign wives; providing Host Family Programs for visiting American families; offering a limited number of scholarships for student wives who are in need; and providing Speakers Bureau for foreigners to meet and talk with local groups.

The Researched Results

Awareness. From the students' responses, the awareness of the Community Volunteer for International Programs can be divided into two groups. The first group was not well known among the foreign students. These were Transportation Services and Scholarship for Student Wives. About eighteen students, or 9.31 percent, were aware of the functions of these two services; forty-four students, or 30.30 percent, were aware of them but did not know much about them; and eighty-eight students, or 60.39 percent, did not know about these two services.

The foreign graduate students knew more about the second group. These are the Lending Center, Coffees for Foreign Wives, and the Host Family Programs. Fifty-two students, or 35.86 percent, were aware of the

services and knew how they functioned; fifty-three students, or 36.55 percent, were aware of the services but did not know much about them; and forty students, or 27.59 percent, did not know about these services.

Statistically, there was no difference in the awareness of the Community Volunteer for International Programs between new students and those who have been on campus more than two terms or students who came from different geographical regions (see Tables 26 and 27).

TABLE 26.--ANOVA of Awareness of the Community Volunteer for International Programs (CVIP)

Source	df	MS	F	Significance of F
Group	1	1.305	4.414	.037
Region	4	.165	.558	.693
Interaction	4	.615	2.080	.086
Error	135	.295		

Utilization. Seventy-five students, or 51.72 percent, have used the services at the Community Volunteer for International Programs. Of this number, sixty-five students, or 44.83 percent, have used the services one to three times; seven students, or 4.83 percent, have used the services four to six times; and three students, or 2.07 percent, have used the services more than six times.

Statistically, there was no difference in the utilization of the services at the CVIP between new

TABLE 27.--Means of the Awareness of Community Volunteer
for International Programs (CVIP)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.690$ S.D. = .574 N = 20	$\bar{X} = 2.176$ S.D. = .696 N = 17
Africa	$\bar{X} = 1.815$ S.D. = .486 N = 14	$\bar{X} = 1.714$ S.D. = .678 N = 13
Middle East	$\bar{X} = 1.740$ S.D. = .422 N = 11	$\bar{X} = 1.890$ S.D. = .516 N = 10
Latin America	$\bar{X} = 2.015$ S.D. = .310 N = 14	$\bar{X} = 1.876$ S.D. = .550 N = 12
Western-oriented	$\bar{X} = 1.705$ S.D. = .504 N = 20	$\bar{X} = 2.106$ S.D. = .494 N = 14

students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 28).

TABLE 28.--Chi-square of Utilization of the Community Volunteer for International Programs (CVIP)

Source	df	χ^2	Nominal Significant Level
Group	3	2.379	.497
Region	12	6.437	.892

Attitude. Of seventy-five students who have used the services, thirty-six students, or 48 percent, were satisfied with the services; thirty-six students, or 48 percent, were somewhat satisfied; and only three students, or 4 percent, were not satisfied with the services.

Statistically, there was no difference in attitude toward the Community Volunteer for International Programs between new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 29).

TABLE 29.--Chi-square of Attitude toward Community Volunteer for International Programs

Source	df	χ^2	Nominal Significant Level
Group	2	1.004	.605
Region	8	8.719	.366

TABLE 30.--Summary of Frequency of Responses to the Community Volunteer for International Programs

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
30.	CVIP provides low-cost clothing and household items for foreign students at the Lending Center	26	26	23	38	20	12	64	46	35	145			
31.	CVIP hosts monthly coffees for foreign students' wives	14	34	27	26	22	22	40	56	49	145			
32.	CVIP provides Host Family Programs for foreign students	23	35	17	29	22	19	52	57	36	145			
33.	CVIP provides Transportation Services for foreign students	6	18	51	9	15	46	15	33	97	145			
34.	CVIP provides scholarships each term for wives of foreign students	4	33	38	17	22	31	21	55	69	145			
<u>Utilization and Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
35.	I have used the services provided by CVIP.	39	33	2	1	31	32	5	2	70	65	7	3	145
36.	My experiences with CVIP have been .	40	2	15	18	30	1	21	18	70	3	36	36	145

Suggestions. From the written responses received, eleven students indicated that CVIP has done a good job to help foreign students. Ten students expressed the feeling that CVIP should have more information about its services. Three students did not know how CVIP relates to the Foreign Student Office.

The English Language Center

The Functions

The English Language Center at Michigan State University is one of the largest of its kind in the United States. Thousands of students from throughout the world have attended the English Language Center since it opened in 1961.

The aim of the English Language Center is to develop the students' skills of spoken and written English so that they may successfully start degree work in an American institution of higher learning. The program consists of a modified oral-aural approach, with classes emphasizing listening, speaking, reading, and writing. English proficiency must be demonstrated by foreign students when they arrive at Michigan State University. On the basis of the demonstrated performance, students are either recommended for full-time academic work or for the appropriate level of intensive English study in the English Language Center. For most students, classes meet five hours a day, five days a week, for the

ten-week term. Part-time English instruction is also available for students with more advanced proficiency, usually five to ten hours a week.⁷

The Researched Results

Awareness. Generally, the foreign graduate students were aware of the services provided by the English Language Center. One hundred and four students, or 71.72 percent of the sample, were aware of the English Language Center and knew how it functions; thirty students, or 20.69 percent, were aware of it but did not know much about it; and nine students, or 6.21 percent, did not know about it.

There was interaction effect between groups and regions. As can be seen from Figure 1, new students who came from Asia and Africa knew more about the English Language Center than those who have been on campus more than two terms who came from the same regions. But, the students who have been on campus more than two terms knew more about the English Language Center than new students for those who came from Middle East, Latin America, and Western-oriented countries. Therefore, one cannot draw a conclusion that there was a statistical difference among students who came from different geographical regions, even though the result showed that there were statistically significant differences. Since there was the interaction effect, the region's effect was confounded by that

TABLE 31.--ANOVA of Awareness of the English Language Center (ELC)

Source	df	MS	F	Significance of F
Group	1	1.798	4.887	.028
Region	4	1.407	3.825	.005*
Interaction	4	1.697	4.613	.001*
Error	135	.367		

*Significant at .01

TABLE 32.--Means of the Awareness of the English Language Center (ELC)

Regions	Group 1	Group 2
Asia	$\bar{X} = 2.850$ S.D. = .366 N = 20	$\bar{X} = 2.764$ S.D. = .562 N = 17
Africa	$\bar{X} = 2.769$ S.D. = .438 N = 14	$\bar{X} = 2.642$ S.D. = .633 N = 13
Middle East	$\bar{X} = 1.700$ S.D. = 1.059 N = 11	$\bar{X} = 2.909$ S.D. = .301 N = 10
Latin America	$\bar{X} = 2.692$ S.D. = .630 N = 14	$\bar{X} = 2.923$ S.D. = .277 N = 12
Western-oriented	$\bar{X} = 2.315$ S.D. = .671 N = 20	$\bar{X} = 2.533$ S.D. = .833 N = 14

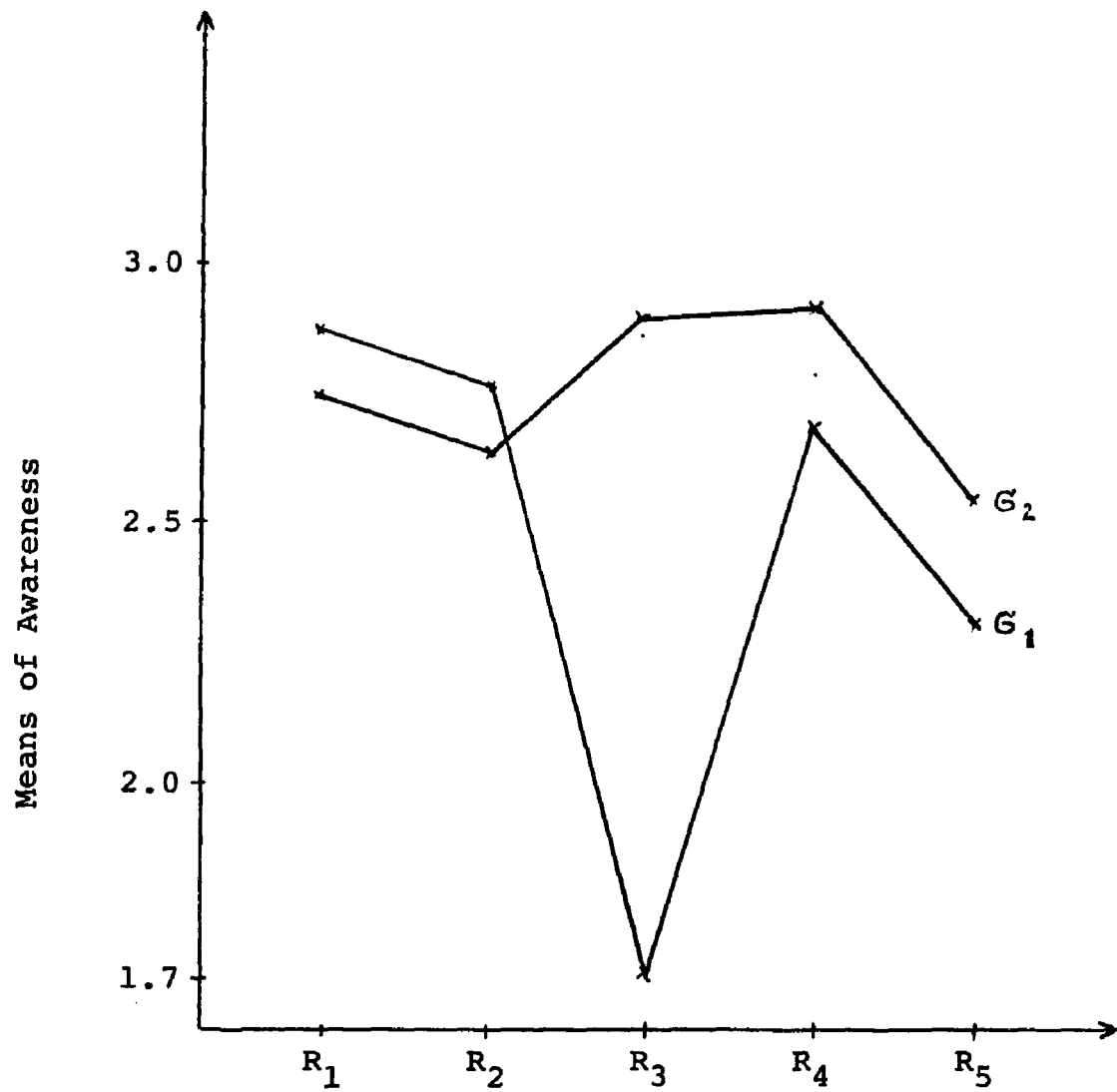


Fig. 1. The Foreign Graduate Students' Awareness of the English Language Center.

interaction effect. By the same reasoning, we cannot draw conclusions about group effects either.

Utilization. Fifty-one students, or 35.17 percent of the sample, have studied English at the ELC. Of this number, forty-three students, or 29.66 percent, have studied English at the ELC one to two terms; seven students, or 4.83 percent, have studied English at the ELC three terms; and one student, or .69 percent, has studied English at the ELC more than three terms.

Statistically, there was no difference in the utilization of the ELC between new students and those who have been on campus more than two terms. But there was a statistical difference among students who came from different geographical regions. African students and those who came from Western-oriented countries have studied at the ELC less than students who came from other regions (see Tables 33 and 34).

Attitude. Sixteen students, or 27.59 percent of those who have studied English at the ELC, were very satisfied with the ELC; twenty-nine students, or 29.50 percent, were somewhat satisfied with the ELC; and thirteen students, or 22.41 percent, were not satisfied with the ELC. The complaints centered around the quality of the instructors and high tuition.

TABLE 33.--Utilization of the English Language Center

Regions	Number of Terms Studied at ELC			
	1-2	3	4 and More	Total
Asia	18	1	0	19
Africa	3	1	0	4
Middle East	12	3	1	16
Latin America	8	2	0	10
Western-oriented	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total	43	7	1	51

TABLE 34.--Chi-square of Utilization of the English Language Center

Source	df	χ^2	Nominal Significant Level
Group	3	5.961	.113
Region	12	44.982	.000*

*Significant at .001

Statistically, there was no difference in the attitude toward the ELC between new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 35).

TABLE 35.--Chi-square of Attitude toward the English Language Center

Source	df	χ^2	Nominal Significant Level
Group	2	4.376	.112
Region	8	10.470	.233

Suggestions. Fifteen students suggested that the English Language Center should improve the quality of its teaching staff; five students would like the ELC to reduce the tuition per credit; and four students would like to have more speaking than grammar.

Department of Public Safety (DPS)

The Functions

As the name implies, the Department of Public Safety provides various kinds of services for the safety of the campus community. The Department of Public Safety

TABLE 36.--Summary of Frequency of Responses to the English Language Center

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
38.	The English Language Center provides English training and testing for foreign students	47	22	4	57	8	5	104	30	9	143			
<u>Utilization and Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
39.	I have studied English at the English Language Center for . . .	53	21	1	0	41	22	6	1	94	43	7	1	145
40.	My experience at the English Language Center has been	48	5	11	11	39	8	18	5	87	13	24	16	145

consists of two main functions--protective functions and safety functions. The protective function is the police services which includes: community services, criminal activity services, and the traffic services. The safety function is provided by the safety specialists and technicians. These services include: occupational safety, fire safety, environmental health safety, and radiation safety.

The Researched Results

Awareness. Of the services provided by the Department of Public Safety, the foreign graduate students knew more about the Vehicle Office. One hundred and twenty-nine students, or 89.86 percent of the sample, knew that the University requires all students who live on campus or in the University Apartments to register their vehicles. For the police services and the emergency services, eighty-six students, or 59.31 percent, knew their functions; thirty-eight students, or 26.21 percent, were aware of the services but did not know much about them; and twenty-two students, or 14.83 percent, did not know about the services. The safety services such as pest control, radiation safety, etc., were not well known among the foreign graduate students. Twenty-six students, or 17.93 percent, knew its functions; fifty-three students, or 36.55 percent, were aware of

it but did not know much about it; and sixty-four students, or 44.16 percent, did not know about it.

Statistically, there was no difference in the awareness of the DPS among students who came from different geographical regions, but the students who have been on campus more than two terms knew more about the DPS than the new students (see Tables 37 and 38).

TABLE 37.--ANOVA of Awareness of the Department of Public Safety (DPS)

Source	df	MS	F	Significance of F
Group	1	3.191	12.973	.0004*
Region	4	.349	1.419	.230
Interaction	4	.224	.912	.458
Error	135	.246		

*Significant at .01

Utilization. Eighty-one students, or 55.86 percent of the sample, have used the services at the Department of Public Safety. Of this number, sixty-seven students, or 46.21 percent, have used the services one to three times; ten students, or 6.9 percent, have used the services four to six times; and four students, or 2.76 percent, have used the services more than six times.

There was statistically no difference in the utilization of the DPS among the students who came from different geographical regions, but those who have been

TABLE 38.--Means of the Awareness of the Department of Public Safety (DPS)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.950$ S.D. = .448 N = 20	$\bar{X} = 2.426$ S.D. = .505 N = 17
Africa	$\bar{X} = 2.250$ S.D. = .510 N = 14	$\bar{X} = 2.321$ S.D. = .569 N = 13
Middle East	$\bar{X} = 2.075$ S.D. = .472 N = 11	$\bar{X} = 2.545$ S.D. = .458 N = 10
Latin America	$\bar{X} = 2.384$ S.D. = .555 N = 14	$\bar{X} = 2.576$ S.D. = .387 N = 12
Western-oriented	$\bar{X} = 2.197$ S.D. = .543 N = 20	$\bar{X} = 2.433$ S.D. = .486 N = 14

on campus more than two terms have used the services more than the new students (see Tables 39 and 40).

TABLE 39.--Chi-square of Utilization of the Department of Public Safety (DPS)

Source	df	χ^2	Nominal Significant Level
Group	3	22.226	.0001*
Region	12	15.778	.201

*Significant at .001

TABLE 40.--Utilization of the Department of Public Safety (DPS)

Group	Number of Times Services Used at DPS			
	1-3	4-6	More than 6	Total
1	27	2	0	29
2	<u>40</u>	<u>8</u>	<u>4</u>	<u>52</u>
Total	67	10	4	81

Attitude. Thirty-five students, or 43.21 percent of those who have used the services at the Department of Public Safety, were very satisfied with the services; thirty-seven students, or 45.68 percent, were somewhat satisfied with the services; and nine students, or 11.11 percent, were not satisfied with the services.

Statistically, there was no difference in the attitude toward the Department of Public Safety between the new students and those who have been on campus more

than two terms or among students who came from different geographical regions (see Table 41).

TABLE 41.--Chi-square of Attitude toward the Department of Public Safety (DPS)

Source	df	χ^2	Nominal Significant Level
Group	2	2.302	.316
Region	8	5.656	.685

Suggestions. Ten students would like to have more information about the Department of Public Safety available to the foreign students; five students suggested bike patrols on campus at night.

MSU Counseling Center

The Functions

The Counseling Center provides routine services at no charge to all regularly enrolled Michigan State University students. Those carrying fewer than seven credits are not eligible for regular counseling but may consult a counselor regarding courses of assistance with their concerns.

Professional counseling and psychological services are offered to assist with both immediate concerns and long-range plans. Such concerns range from career and life-planning decisions to interpersonal and more severe emotional problems. Assistance is provided individually or in group settings.⁸

TABLE 42.--Summary of Frequency of Responses to the Department of Public Safety

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
42.	The Department of Public Safety is the police service on campus that you can call any time	34	31	10	49	17	4	83	48	14	145			
43.	The emergency services such as fires, serious accidents or sickness and criminal activities are provided on campus by dialing "1-2-3" on any University phone	38	16	21	51	110	8	89	27	29	145			
44.	The Department of Public Safety provides safety services such as pest control, radiation safety, etc., for the campus community	8	30	35	18	23	29	26	53	64	143			
45.	The University requires all students who live on campus or in the University Apartments to register their vehicles	48	17	9	56	8	6	104	25	15	144			
<u>Utilization and Attitudes</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>
46.	I have contacted the Department of Public Safety.	46	27	2	0	18	40	8	4	64	67	10	4	144
47.	My experience with the Department of Public Safety has been.	43	5	11	14	18	4	26	21	61	9	37	35	142

The Researched Results

Awareness. Counseling is new to many foreign students. Sixty-three students, or 43.45 percent of the sample, did not know about counseling; thirty-nine students, or 26.9 percent, knew very little about it; and forty-two students, or 28.97 percent, knew what it was. Seventy-four students, or 51.03 percent, did not know about the MSU Counseling Center; fifty students, or 34.48 percent, were aware of it but did not know much about it; and twenty students, or 13.79 percent, were aware of it and knew how it functions.

Statistically, there was no difference in the awareness of the MSU Counseling Center between the new students and those who have been on campus more than two terms or among those who came from different geographical regions (see Tables 43 and 44).

TABLE 43.--ANOVA of Awareness of the Counseling Center (CC)

Source	df	MS	F	Significance of F
Group	1	2.780	5.294	.022
Region	4	.320	.609	.656
Interaction	4	.349	.665	.618
Error	135	.525		

Utilization. Among the sample, 122 students, or 84.14 percent, had never consulted a counselor in their countries before coming to Michigan State University, and

TABLE 44.--Means of the Awareness of the Counseling Center (CC)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.400$ S.D. = .620 N = 20	$\bar{X} = 1.941$ S.D. = .767 N = 17
Africa	$\bar{X} = 1.692$ S.D. = .630 N = 14	$\bar{X} = 1.714$ S.D. = .825 N = 13
Middle East	$\bar{X} = 1.500$ S.D. = .707 N = 11	$\bar{X} = 1.545$ S.D. = .687 N = 10
Latin America	$\bar{X} = 1.307$ S.D. = .630 N = 14	$\bar{X} = 1.615$ S.D. = .869 N = 12
Western-oriented	$\bar{X} = 1.526$ S.D. = .696 N = 20	$\bar{X} = 1.866$ S.D. = .743 N = 14

only 23 students, or 15.86 percent, had consulted a counselor. In case they need counseling while they live on campus, 83 students, or 57.24 percent, said that they would go to see a counselor at the MSU Counseling Center; 57 students, or 39.31 percent, would not go; and 5 students did not know whether they would go or not. Among those who would not go to see a counselor at the MSU Counseling Center, 4 students, or 2.76 percent of the sample, said that "the counselor was not a member of their families"; 19 students, or 13.10 percent, did not think that the counselor would understand their cultures; and 33 students, or 22.76 percent, would consult the counselors at their embassies or some other place.

Attitude. There were only six students, or 4.14 percent of the sample, who consulted counselors at the MSU Counseling Center. Of this number, four students were very satisfied with the services and two students were somewhat satisfied with the Counseling Center.

Suggestions. Since the MSU Counseling Center was not well known among the foreign students, only six students have used the services. Fifteen students suggested that the CC should have more information about the services for foreign students.

TABLE 45.--Summary of Frequency of Responses to the Counseling Center

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
49.	Counseling is a process whereby people can get help with their personal problems	20	21	33	22	18	30	42	39	63	144			
50.	The MSU Counseling Center provides counseling services for students . .	6	25	43	14	25	31	20	50	74	144			
<u>Utilization and Attitude</u>		<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>		<u>Total</u>			
51.	I have consulted a counselor in my own country before coming here	11	64		12	58		23	122		145			
52.	If I need counseling while I live here, I would go to consult a counselor at the Counseling Center	41	33		42	24		83	57		140			
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
53.	If your answer in 52 is "no," please check reasons why you might not: . .	4	0	9	19	0	0	10	14	4	0	19	33	56
54.	My experience with the Counseling Center has been	70	0	1	2	67	0	1	2	137	0	2	4	143

Intramural Sports and Recreative Services (ISRS)

The Functions

At Michigan State University, the philosophy of Intramural Programs is that all students should be able to experience the values of sports activities in competitive and informal recreational settings. To provide these opportunities for students of all levels of sports abilities to intermingle with people of all races and backgrounds, and to enjoy themselves as individuals through recreational activities, extensive services and facilities are provided under the Intramural Programs. All students are encouraged to become acquainted with these services. Michigan State University believes that the individuals who participate in enjoyable sports activities during their college life will receive experiences helpful to their development of a healthful life.

The Researched Results

Awareness. The awareness of the Intramural Programs among the foreign graduate students was only on the surface. Sixty-nine students, or 47.59 percent of the sample, were aware of general facilities that were available for the student and knew how they functioned; forty-six students, or 31.72 percent, were aware of the services but did not know much about them; and twenty-nine students, or 20 percent, did not know about the

services. Some services such as sports club programs, competing sports for individuals and teams, spouse ID, and reservations for intramural facilities by telephone were not well known among foreign students. About forty-five students, or 31.02 percent of the sample, were aware of the services and knew how they function; about forty-three students, or 29.66 percent, were aware of the services but did not know much about them; and about fifty-eight students, or 40 percent, did not know about the services.

Students who have been on campus more than two terms knew more about the Intramural Programs than the new students, and students who came from Western-oriented countries knew more about this service than those who came from other geographical regions (see Tables 46 and 47).

TABLE 46.--ANOVA of Awareness of the Intramural Sports and Recreative Services (ISRS)

Source	df	MS	F	Significance of F
Group	1	4.928	13.156	.0004*
Region	4	1.463	3.907	.004*
Interaction	4	.430	1.149	.336
Error	135	.374		

*Significant at .01

TABLE 47.--Means of the Awareness of the Intramural Sports and Recreative Services (ISRS)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.610$ S.D. = .496 N = 20	$\bar{X} = 2.305$ S.D. = .548 N = 17
Africa	$\bar{X} = 1.630$ S.D. = .604 N = 14	$\bar{X} = 1.714$ S.D. = .601 N = 13
Middle East	$\bar{X} = 1.800$ S.D. = .800 N = 11	$\bar{X} = 2.072$ S.D. = .640 N = 10
Latin America	$\bar{X} = 1.815$ S.D. = .427 N = 14	$\bar{X} = 2.307$ S.D. = .686 N = 12
Western-oriented	$\bar{X} = 2.126$ S.D. = .721 N = 20	$\bar{X} = 2.413$ S.D. = .592 N = 14

Utilization. Intramural Sports and Recreative Services have not been used extensively by the foreign graduate students. Only seventy-three students, or 50.34 percent of the sample, have used the services. Of this number, twenty-three students, or 15.86 percent, have used the services one to three times; nine students, or 6.21 percent, have used the services four to six times; and forty-one students, or 28.28 percent, have used the services more than six times.

Statistically, there was no difference in the utilization of the Intramural Programs among students who came from different geographical regions, but students who have been on campus more than two terms have used the services more than the new students (see Tables 48 and 49).

TABLE 48.--Chi-square of Utilization of the Intramural Sports and Recreative Services (ISRS)

Source	df	χ^2	Nominal Significant Level
Group	3	16.787	.0008*
Region	12	30.041	.002

*Significant at .001

Attitudes. Thirty-six students, or 49.32 percent of seventy-three students who have used the services at the Intramural Sports and Recreative Services, were satisfied with the services; thirty-three students,

or 45.21 percent, were somewhat satisfied; and four students were usually unsatisfied.

TABLE 49.--Utilization of the Intramural Sports and Recreative Services (ISRS)

Group	Number of Times Services Used at ISRS			
	1-3	4-6	More than 6	Total
1	10	4	12	26
2	<u>13</u>	<u>5</u>	<u>29</u>	<u>47</u>
Total	23	9	41	73

Statistically, there was no difference in attitudes toward the Intramural Sports and Recreative Services between new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 50).

TABLE 50.--Chi-square of Attitude toward the Intramural Sports and Recreative Services (ISRS)

Source	df	χ^2	Nominal Significant Level
Group	2	.460	.794
Region	8	12.439	.132

Suggestions. There were two suggestions to the Intramural Sports and Recreative Services. First, ten students suggested that the facilities should be available to students during the term breaks. Secondly, nine students would like to have the information about the services available to them at the orientation.

TABLE 51.--Summary of Frequency of Responses of the Intramural Sports and Recreative Services

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
56.	Intramural Programs provides various kinds of services for students to use facilities at the Men's IM Building, Women's IM Building, and Jenison Field House	25	32	18	44	14	11	29	46	69	145			
57.	Individual students as well as teams can apply to compete in various kinds of sports such as swimming, tennis, etc.	18	31	26	32	18	20	50	49	46	145			
58.	Sport Club Programs such as bowling, karate, etc., are available to students regardless of their skill . .	14	28	33	26	24	20	40	52	53	145			
59.	The student's spouse can use intramural facilities by purchasing a spouse ID	17	17	41	24	22	24	41	39	65	145			
60.	Reservations can be made by telephone for using the IM facilities	14	18	43	33	12	25	47	30	68	145			
<u>Utilization and Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
61.	I have used the intramural facilities	49	10	4	12	23	13	5	29	72	23	9	41	145
62.	My experiences with the Intramural Programs have been.	48	2	11	13	23	2	22	23	71	4	33	36	144

Olin Health CenterThe Functions

Michigan State University provides health services to its students at the Olin Memorial Health Center. All students registered at the University for seven or more credits are eligible to take advantage of the services provided. Students holding appointments as graduate assistants who are enrolled for less than seven credits are also eligible. The Center has facilities for students in need of medical, acute surgical, physical, and dental care. Students needing medical attention may report to the Center for consultation and treatment.

Consultation during daily office hours is provided without charge, but calls after office hours and on Saturday or Sunday are subject to normal fees. Hospital care is provided at a charge of \$45 and up per day for those students ill enough to require medical supervision and care. All medications, medical supplies, and x-ray services are provided at a discount to students.⁹

The Researched Results

Awareness. Generally, the foreign graduate students knew the main function such as medical and surgical care at Olin Health Center. Ninety-six students, or 66.21 percent of the sample, were aware of the services and knew how they function; thirty-eight students, or 26.21 percent, were aware of them but did not know much

about them; and ten students, or 6.9 percent, did not know about the services. Foreign graduate students knew less about emergency services provided during the weekends and evenings and appointments by telephone than they did about the main functions of the Center. Seventy-six students, or 52.41 percent, were aware of these services and knew how they function; forty students, or 27.59 percent, were aware of the services but did not know much about them; and twenty-eight students, or 19.31 percent, did not know about the services. Dental services were not well known among the foreign graduate students. Thirty-one students, or 21.38 percent, were aware of the services and knew how they function; forty-two students, or 28.97 percent, were aware of the services but did not know much about them; and seventy-two students, or 49.66 percent, did not know about the services.

Statistically, there was no difference in the awareness of the Olin Health Center among the students who came from different geographical regions, but students who have been on campus more than two terms knew more about the services provided by Olin Health Center than the new students (see Tables 52 and 53).

Utilization. There were ninety-six students, or 66.21 percent of the sample, who have used the services at Olin Health Center. Of this number,

fifty-seven students, or 39.31 percent, have used the services one to two times; twenty students, or 13.79 percent, have used the services four to six times; and nineteen students, or 13.10 percent, have used the services more than six times.

TABLE 52.--ANOVA of Awareness of the Olin Health Center (OHC)

Source	df	MS	F	Significance of F
Group	1	6.828	27.722	.00001*
Region	4	.292	1.187	.319
Interaction	4	.308	1.250	.292
Error	135	.246		

*Significant at .01

Statistically, there was no difference in the utilization of the Olin Health Center among the foreign graduate students who came from different geographical regions, but those who have been on campus more than two terms have used the services at the Olin Health Center more than the new students (see Tables 54 and 55).

Attitude. Twenty-five students, or 26.32 percent of ninety-six students who have used the services at Olin Health Center, were very satisfied with the services; fifty-three students, or 55.79 percent, were somewhat satisfied with the services; and seventeen students, or 17.89 percent, were usually not satisfied.

TABLE 53.--Means of the Awareness of the Olin Health Center (OHC)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.925$ S.D. = .519 N = 20	$\bar{X} = 2.617$ S.D. = .476 N = 17
Africa	$\bar{X} = 1.846$ S.D. = .582 N = 14	$\bar{X} = 2.303$ S.D. = .451 N = 13
Middle East	$\bar{X} = 2.225$ S.D. = .463 N = 11	$\bar{X} = 2.386$ S.D. = .540 N = 10
Latin America	$\bar{X} = 2.230$ S.D. = .450 N = 14	$\bar{X} = 2.480$ S.D. = .426 N = 12
Western-oriented	$\bar{X} = 2.025$ S.D. = .552 N = 20	$\bar{X} = 2.483$ S.D. = .447 N = 14

TABLE 54.--Chi-square of Utilization of the Olin Health Center (OHC)

Source	df	²	Nominal Significant Level
Group	3	44.282	.000*
Region	12	8.622	.734

* Significant at .001

TABLE 55.--Utilization of the Olin Health Center (OHC)

Group	Number of Times Services Used at OHC			
	1-3	4-6	More than 6	Total
1	24	6	2	32
2	<u>33</u>	<u>14</u>	<u>17</u>	<u>64</u>
Total	57	20	19	96

Statistically, there was no difference in the attitude toward the services provided by Olin Health Center between the new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 56).

TABLE 56.--Chi-square of the Attitude toward the Olin Health Center (OHC)

Source	df	χ^2	Nominal Significant Level
Group	2	.281	.868
Region	8	20.155	.009

Suggestions. On the suggested responses, the negative criticisms centered on the quality of the services. Twelve students would like the Olin Health Center to improve the qualifications of its physicians. Eight students suggested that the Olin staff should be more personal. Six students would like to have more information about the Olin Health Center available to the foreign students upon their arrival at Michigan State University, and three students suggested that the Health Center should have more specialists for the campus community.

TABLE 57.--Summary of Frequency of Responses of the Olin Health Center

Questions		Group 1			Group 2			Total			Total			
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
64.	Olin Health Center provides health services for students	37	30	7	59	8	3	96	38	10	144			
65.	Dental services are available at the Health Center	9	28	38	22	14	34	31	42	72	145			
66.	The Health Center is also open during the week-end and evenings for emergency cases	24	29	21	49	12	9	73	41	30	144			
67.	Appointments may be made by telephone during week days	27	27	20	52	12	6	79	39	26	144			
<u>Utilization and Attitude</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
68.	I have used the Health Center services	43	24	6	2	6	33	14	17	49	57	20	19	145
69.	My experience at the Olin Health Center has been	42	5	19	8	7	12	34	17	49	17	53	26	144

Volunteer Programs

The Functions

The Office of Volunteer Programs is committed to providing meaningful and relevant educational experiences for students which allow for the utilization of skills and experience and which furnish an opportunity for career exploration, personal growth, and learning. Placements are available in more than fifty programs in health, corrections, special education, consumerism, education, recreation, government, and aging. Transportation, orientation, training, and staff assistance are available for student volunteers.

Along with providing quality experiences for students, the Office of Volunteer Programs also provides free income tax services, and English conversation to foreign students at Michigan State University.¹⁰

The Researched Results

Awareness. Volunteer Programs was one of the offices that was not well known among the foreign students. About sixteen students, or 11.26 percent of the sample, were aware of the services provided by the Office of Volunteer Programs and knew how they function; thirty-four students, or 23.48 percent, were aware of the services but did not know much about them; and ninety-four students, or 65.29 percent, did not know about the services at all.

Statistically, there was no difference in the awareness of the Volunteer Programs among the students who came from different geographical regions, but those who have been on campus more than two terms knew more about the services provided by the Office of Volunteer Programs than the new students (see Tables 58 and 59).

TABLE 58.--ANOVA of Awareness of the Volunteer Programs (VP)

Source	df	MS	F	Significance of F
Group	1	5.529	18.548	.00003*
Region	4	.297	.997	.411
Interaction	4	.096	.322	.862
Error	135	.298		

*Significant at .01

Utilization. There were eight students, or 5.52 percent of the sample, who have worked as volunteers at the Volunteer Programs. Seventeen students, or 11.72 percent, have used the services at the Office of Volunteer Programs one to three times.

Statistically, there was no difference in the utilization of the services provided by the Office of Volunteer Programs between the new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 60).

TABLE 59.--Means of the Awareness of the Volunteer Programs (VP)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.350$ S.D. = .396 N = 20	$\bar{X} = 1.745$ S.D. = .661 N = 17
Africa	$\bar{X} = 1.128$ S.D. = .289 N = 14	$\bar{X} = 1.666$ S.D. = .739 N = 13
Middle East	$\bar{X} = 1.233$ S.D. = .274 N = 11	$\bar{X} = 1.757$ S.D. = .700 N = 10
Latin America	$\bar{X} = 1.153$ S.D. = .375 N = 14	$\bar{X} = 1.461$ S.D. = .687 N = 12
Western-oriented	$\bar{X} = 1.385$ S.D. = .419 N = 20	$\bar{X} = 1.666$ S.D. = .654 N = 14

TABLE 60.--Chi-square of Utilization of the Volunteer Programs (VP)

Source	df	χ^2	Nominal Significant Level
Group	1	4.140	.041
Region	4	8.085	.088

Attitude. Six students, or 35.29 percent of seventeen students who have used the services, were very satisfied with the services provided by the Office of Volunteer Programs; seven students, or 41.18 percent, were somewhat satisfied with the services; and four students, or 23.53 percent, were usually unsatisfied with the services.

Statistically, there was no difference in the attitude toward the services provided by the Office of Volunteer Programs between the new students and those who have been on campus more than two terms or among students who came from different geographical regions (see Table 61).

TABLE 61.--Chi-square of Attitude toward the Volunteer Programs (VP)

Source	df	χ^2	Nominal Significant Level
Group	2	2.664	.263
Region	8	7.985	.434

Suggestions. Twelve students gave their suggestions that more information about the Office of Volunteer Programs should be available to the foreign students.

Legal Services (LS)

The Functions

The Legal Services program was established under the auspices of the Associated Students at Michigan State University. The program was designed primarily for undergraduate students. Each undergraduate student pays 50 cents tax per term to run the program. The services include: legal advising, working with and, in some cases, representing the students. Undergraduate students can use the services free of charge. The services are also available to graduate students at \$3.50 per visit.

The Researched Results

Awareness. Most of the foreign graduate students were not aware of the Legal Services. Only twelve students, or 8.28 percent of the sample, were aware of the services and knew how they function; thirty-eight students, or 26.21 percent, were aware of the services but did not know much about them; and ninety-two students, or 63.45 percent, did not know about the services at all.

There was statistically no difference in the awareness of the Legal Services among the students who

TABLE 62.--Summary of Frequency of Responses of the Volunteer Programs

Questions		Group 1			Group 2			Total			Total
<u>Awareness</u>		<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	
71.	The Volunteer Programs provides volunteer opportunities for students' experience, growth, and learning . .	1	19	55	12	15	43	13	34	98	145
72.	The Volunteer Programs provides free income-tax services for students and low-income people	1	12	62	16	15	39	17	27	101	145
73.	The Volunteer Programs in conjunction with the English Language Center provide student volunteers to help foreign students with English conversation	4	18	53	15	23	32	19	41	85	145
<u>Utilization and Attitude</u>		<u>Yes</u>		<u>No</u>	<u>Yes</u>		<u>No</u>	<u>Yes</u>		<u>No</u>	<u>Total</u>
74.	I have worked as a volunteer at the Volunteer Programs	3		71	5		65	8		136	144
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>
75.	I have used the services at the Volunteer Programs	71	5	0	0	57	12	0	0	128	144
76.	My experience at the Volunteer Programs has been	72	1	0	2	56	3	7	4	128	145

came from different geographical regions, but those who have been on campus more than two terms knew more about the Legal Services than the new students (see Tables 63 and 64).

TABLE 63.--ANOVA of Awareness of the Legal Services (LS)

Source	df	MS	F	Significance of F
Group	1	4.375	10.100	.0018*
Region	4	.843	1.946	.106
Interaction	4	.849	1.962	.103
Error	135	.433		

*Significant at .01

Utilization. Since the Legal Services were not well known among the foreign graduate students, there were only two students, or 1.38 percent of the sample, who had used the services.

Attitude. As mentioned earlier, there were only two foreign graduate students who used the services and both of them were very satisfied with the Legal Services.

Suggestions. Sixteen students have given the same suggestion that the information about the Legal Services should be available to the foreign students. However, the writer has learned from attorney Kenneth J. Smith (while writing this chapter) that since March 1978

TABLE 64.--Means of the Awareness of the Legal Services
(LS)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.400$ S.D. = .753 N = 20	$\bar{X} = 1.470$ S.D. = .624 N = 17
Africa	$\bar{X} = 1.230$ S.D. = .438 N = 14	$\bar{X} = 1.357$ S.D. = .633 N = 13
Middle East	$\bar{X} = 1.000$ S.D. = .471 N = 11	$\bar{X} = 1.636$ S.D. = .809 N = 10
Latin America	$\bar{X} = 1.230$ S.D. = .599 N = 14	$\bar{X} = 1.461$ S.D. = .776 N = 12
Western-oriented	$\bar{X} = 1.315$ S.D. = .582 N = 20	$\bar{X} = 2.133$ S.D. = .743 N = 14

the Associated Students at Michigan State University has limited the Legal Services to serve only undergraduate students.

Placement Services (PS)

The Functions

Placement Services provides assistance to students in many ways. The services include career counseling and assistance in planning job campaigns, campus interviews with employers, summer jobs and part-time employment both on and off campus, lists of current job openings in Michigan and nationwide, workshops on writing resumés, salary data, and reports on the job market. These services are also provided to alumni who are seeking job relocations.¹¹

The Researched Results

Awareness. Twenty-eight students, or 19.3 percent of the sample, were aware of some services such as hints on resumé writing, interviewing, job campaigns, and information on job vacancies and knew how they function; sixty students, or 41.38 percent, were aware of these services but did not know much about them; and fifty-seven students, or 39.31 percent, did not know about the services at all. Information about part-time and summer jobs was not well known among foreign graduate students. There was only one student, or 0.69 percent,

TABLE 65.--Summary of Frequency of Responses of the Legal Services

Questions	Group 1			Group 2			Total			Total			
<u>Awareness</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
78. ASMSU provides legal services for students; the services include: legal advising, working with, and in some cases, representing the student. The fee is \$3.50 per visit for graduate students	2	14	57	10	24	35	12	38	92	142			
<u>Utilization and Attitude</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>Total</u>			
79. I have used the Legal Services . . .	74	1	0	0	69	1	0	0	143	2	0	0	145
80. My experiences with the Legal Services have been	74	0	0	1	68	0	0	0	142	0	0	2	144

who was aware of the services and knew how they function; eighty-three students, or 57.24 percent, were aware of them but did not know much about them; and sixty-one students, or 42.07 percent, did not know about the services at all.

Statistically, there was no difference in the awareness of the Placement Services among the students who came from different geographical regions, but those who have been on campus more than two terms knew more about the Placement Services than the new students (see Tables 66 and 67).

TABLE 66.--ANOVA of Awareness of the Placement Services (PS)

Source	df	MS	F	Significance of F
Group	1	3.274	9.319	.0027*
Region	4	1.119	3.187	.015
Interaction	4	.444	1.265	.286
Error	135	.351		

*Significant at .01

Utilization. There were not many foreign graduate students who have used the services at the Placement Services. Twenty-four students, or 16.55 percent of the sample, have used the services one to three times; one student, or 0.69 percent, has used the services four to six times; and three students, or 2.07 percent, have used the services more than six times.

TABLE 67.--Means of the Awareness of the Placement Services (PS)

Regions	Group 1	Group 2
Asia	$\bar{X} = 1.412$ S.D. = .539 N = 20	$\bar{X} = 2.014$ S.D. = .752 N = 17
Africa	$\bar{X} = 1.557$ S.D. = .469 N = 14	$\bar{X} = 1.875$ S.D. = .698 N = 13
Middle East	$\bar{X} = 1.250$ S.D. = .333 N = 11	$\bar{X} = 1.750$ S.D. = .602 N = 10
Latin America	$\bar{X} = 1.500$ S.D. = .367 N = 14	$\bar{X} = 1.538$ S.D. = .619 N = 12
Western-oriented	$\bar{X} = 1.921$ S.D. = .717 N = 20	$\bar{X} = 2.033$ S.D. = .516 N = 14

Statistically, there was no difference in the utilization of the Placement Services between the new students and those who have been on campus more than two terms or among the students who came from different geographical regions (see Table 68).

TABLE 68.--Chi-square of Utilization of the Placement Services (PS)

Source	df	2	Nominal Significant Level
Group	3	10.569	.014
Region	12	16.153	.183

Attitude. There were twenty-nine foreign graduate students who have used the Placement Services. Of this number, twelve students, or 41.38 percent of those who have used the services, were very satisfied with the services; thirteen students, or 44.83 percent, were somewhat satisfied with the services; and four students, or 13.79 percent, were usually not satisfied with the services.

Statistically, there was no difference in the attitude toward the Placement Services between the new students and those who have been on campus more than two terms or the students who came from different geographical regions (see Table 69).

TABLE 69.--Chi-square of Attitude toward Placement Services

Source	df	χ^2	Nominal Significant Level
Group	2	.344	.841
Region	8	10.663	.221

Suggestions. Eighteen students have given their suggestions that the information about the Placement Services should be available to the foreign student.

TABLE 70.--Summary of Frequency of Responses of the Placement Services

Questions	Group 1			Group 2			Total			Total			
<u>Awareness</u>													
MSU provides placement services for students. The services include:	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>				
82. Providing hints on resume writing, interviewing, and job campaigns . .	9	29	37	18	26	26	27	55	63	145			
83. Providing information about vacancies in the United States as well as overseas.	11	30	34	18	34	18	29	64	52	145			
84. Assisting in needs such as advice, ideas and negotiating salary offers	4	16	55	12	21	37	16	37	92	145			
85. Providing information about part-time and summer jobs	10	25	40	20	24	26	30	49	66	145			
<u>Utilization and Attitude</u>													
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>Total</u>				
86. I have used the services at the Placement Services	68	6	0	1	48	18	1	2	116	24	1	3	144
87. My experience with the Placement Services has been	67	1	3	4	49	3	10	8	116	4	13	12	145

TABLE 71.--Means of Awareness, Utilization, and Attitudes of the
Researched Services

Services	Awareness	Utilization	Attitudes
Office of Admissions and Scholarships (OAS)	2.56	1.51	3.16
University Apartments (UA)	2.36	-	3.09
Owen Graduate Center (OGC)	2.33	-	3.21
Off-Campus Housing (OCH)	1.52	-	3.05
Foreign Student Office (FSO)	2.31	2.91	3.54
Community Volunteer (CVIP)	1.87	1.60	3.44
English Language Center (ELC)	2.62	1.41	3.05
Department of Public Safety (DPS)	2.30	1.68	3.32
Counseling Center (CC)	1.61	1.01	3.67
Intramural Programs (ISRS)	1.98	2.13	3.43
Olin Health Center (OHC)	2.24	2.06	3.08
Volunteer Programs (VP)	1.46	1.10	3.12
Legal Services (LS)	1.43	1.00	4.00
Placement Services (PS)	1.70	1.23	3.41

Awareness Scales

- 1 = don't know about the service
- 2 = aware of it but don't know much about it
- 3 = aware of it and know how it functions

Utilization Scales

- 1 = never used
- 2 = used 1-3 times
- 3 = used 4-6 times
- 4 = used more than 6 times

Attitude Scales

- 2 = usually unsatisfactory, 3 = somewhat satisfactory
- 4 = very satisfactory

TABLE 72.--Composition of the Basic Data from the Sample

	R ₁	R ₂	R ₃	R ₄	R ₅	Total
Male	24	26	19	21	30	120
Female	13	1	2	5	4	25
20-24 Years	7	1	3	5	7	23
25-29 Years	21	12	10	12	12	67
30-34 Years	5	12	5	7	10	39
35 and Above	4	2	3	2	5	16
Single	22	13	5	4	17	61
Married	15	14	16	21	17	84
Group 1	20	13	10	13	19	75
Group 2	17	14	11	12	15	70
Total	37	27	21	25	34	145

R₁ = Asia

R₂ = Africa

R₃ = Middle East

R₄ = Latin America

R₅ = Western-oriented

Group 1 = First- and second-term students

Group 2 = Students who have enrolled at MSU more than two terms

CHAPTER IV--NOTES

¹Michigan State University, University Apartments Brochure (East Lansing: Michigan State University, 1977), p. 3.

²Michigan State University, Graduate Study (East Lansing: Michigan State University, 1977-78), p. 72.

³Michigan State University, University Apartments Brochure, p. 3.

⁴Michigan State University, University Apartments Office.

⁵Michigan State University, Graduate Study, p. 73.

⁶Michigan State University, "The Foreign Student and Foreign Faculty" (a report to the President, 1978).

⁷Michigan State University, English Language Center Brochure (East Lansing: Michigan State University, 1978).

⁸Michigan State University, Counseling Center Brochure (East Lansing: Michigan State University, 1977).

⁹Michigan State University, Health Center Brochure (East Lansing: Michigan State University, 1977).

¹⁰Michigan State University, Volunteer Programs Brochure (East Lansing: Michigan State University, 1977).

¹¹Michigan State University, Placement Services Brochure (East Lansing: Michigan State University, 1977).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter V contains a summary of the study, a discussion of the conclusions of the results from the analysis of the data, and recommendations for the researched services and for further research.

Summary

Purpose of the Study

The purposes of this study were to survey the existing services available to the foreign students on the Michigan State University campus at East Lansing; to evaluate the awareness of, utilization of, and attitudes toward the services available to foreign graduate students on campus; to propose possible strategies to facilitate foreign graduate students' utilization of the services; and to improve the services.

Design and Methodology of the Study

The instrument used to collect the data in this study was designed by the researcher to evaluate the

foreign graduate students' awareness of, utilization of, and attitude toward the selected services available to the foreign students at Michigan State University.

The questionnaire was administered by mail to a sample population of two groups. Group 1 was made up of the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78). Group 2 was the foreign graduate students who have attended Michigan State University more than two terms (before fall '77). Ten students (five from each group) were interviewed by the researcher to gain some facts that might not be obtained by the questionnaire.

Two-way analyses of variance and chi-squares were the statistical techniques used to analyze the data. The statistical analysis was computed on the CDC 6500 computer at Michigan State University.

Findings of the Study

From the data analysis, written responses, and the interviews, the researcher found that some specific services that Michigan State University provides its foreign students are essential to make his studies successful and meaningful. The following are the discussions of the testing of each research question which are the major findings of this study:

Research Question 1:

What are the existing services that are available to (a) only foreign students, (b) both American students and foreign students?

The existing services that are available to only foreign students are: Foreign Student Office, English Language Center, and Community Volunteer for International Programs. Michigan State University provides extensive services (see Appendix C) in facilitating the academic progress and personal development of all students.

Research Question 2:

What are the foreign graduate students' awareness of, utilization of, and attitudes toward the existing services available to them on campus?

The awareness of the existing services among the foreign graduate students is not good enough. Admissions and Scholarships and the English Language Center are well known, but foreign students do not know much about Off-Campus Housing, the Counseling Center, Volunteer Programs, Legal Services, and Placement Services (see Figure 2).

The Foreign Student Office is primarily designed for and widely used among the foreign students. The students also used Admissions and Scholarships, Community Volunteer for International Programs, Department of Public Safety, Intramural Sports and Recreative Services, and Olin Health Center. The international

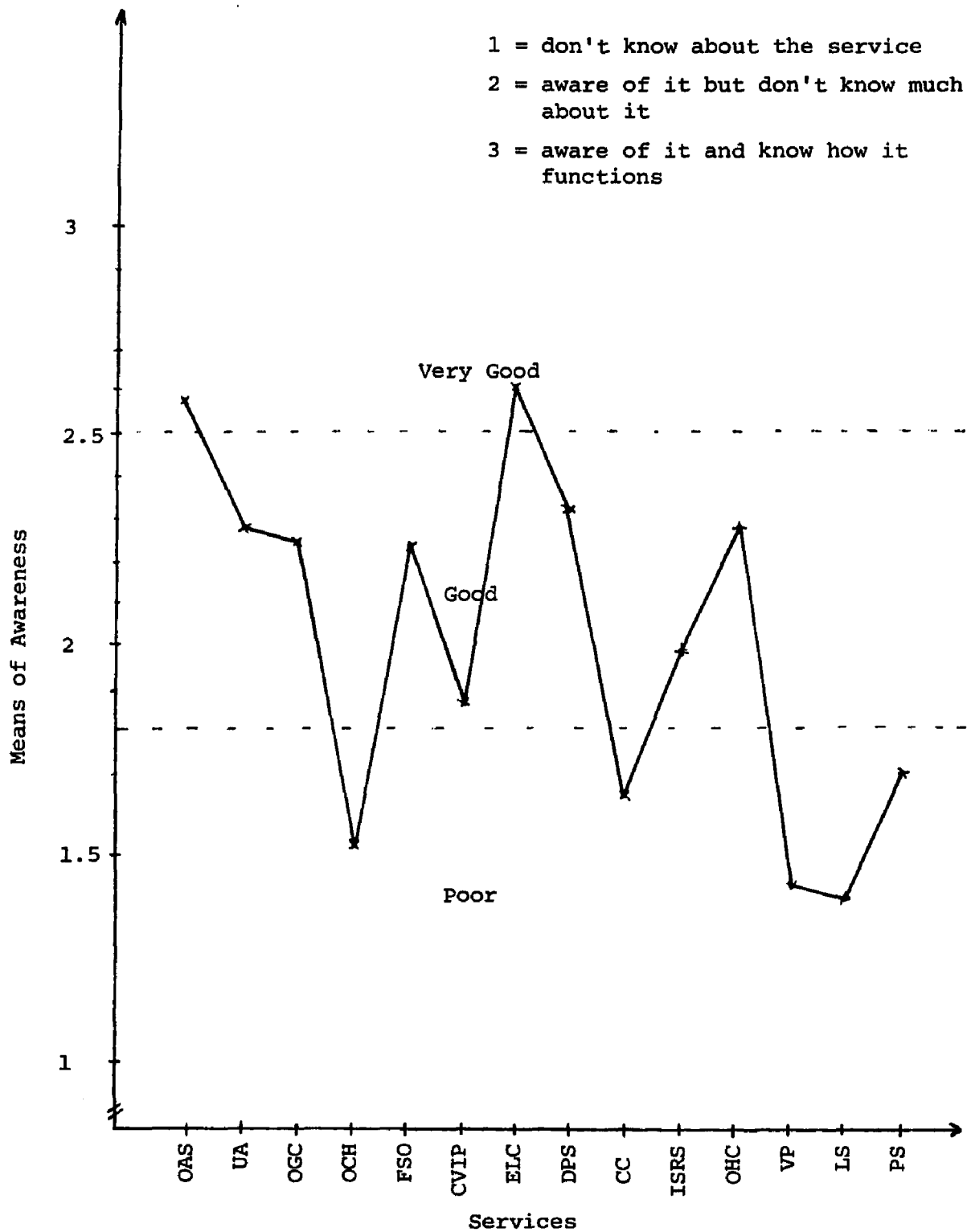


Fig. 2. The Foreign Graduate Students' Awareness of the Research Services.

students did not widely use Counseling Services, Volunteer Programs, Legal Services, and Placement Services (see Figure 3).

Generally, the foreign graduate students were quite satisfied with the researched services available to them on campus. The students were very satisfied with the services they received from the Foreign Student Office and the Counseling Center (see Figure 4).

Research Question 3:

What differences exist among: (a) the foreign graduate students who have been enrolled at Michigan State University for two terms (fall '77 and winter '78) and those who have been in attendance at Michigan State University more than two terms (before fall '77); (b) the foreign graduate students who originally came from Asian, African, Middle Eastern, Latin American, and Western-oriented countries in their awareness of, utilization of, and attitude toward the existing services available to them on campus.

Awareness. In six of the fourteen researched services (Department of Public Safety, Intramural Services, Olin Health Center, Volunteer Programs, Legal Services, and Placement Services), a significant, statistically measured difference was observed. All of them showed that the foreign graduate students who have been enrolled at Michigan State University more than two terms knew about these services more than the new students. Geographically, the students who came from

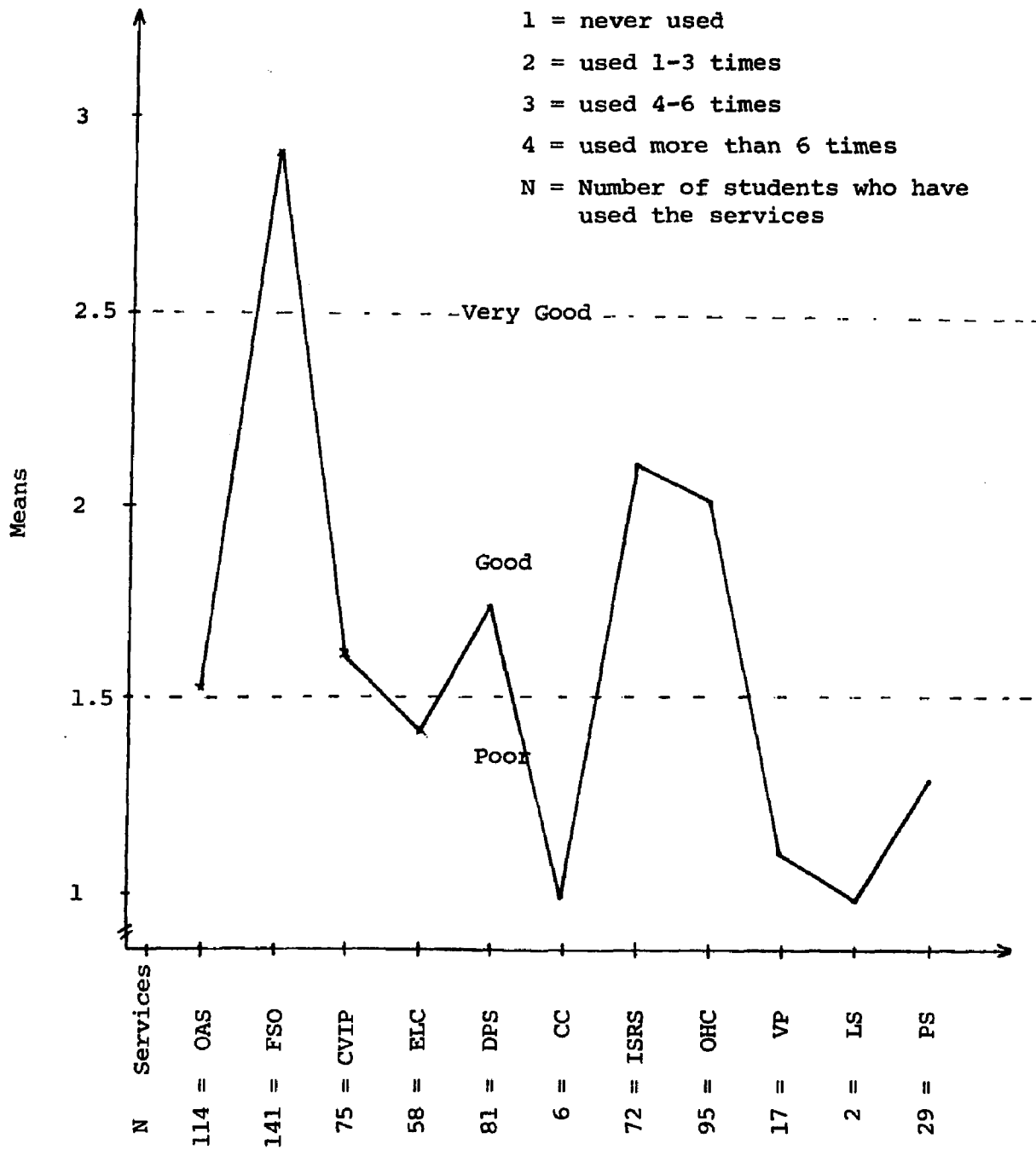


Fig. 3. The Foreign Graduate Students' Utilization of the Research Services.

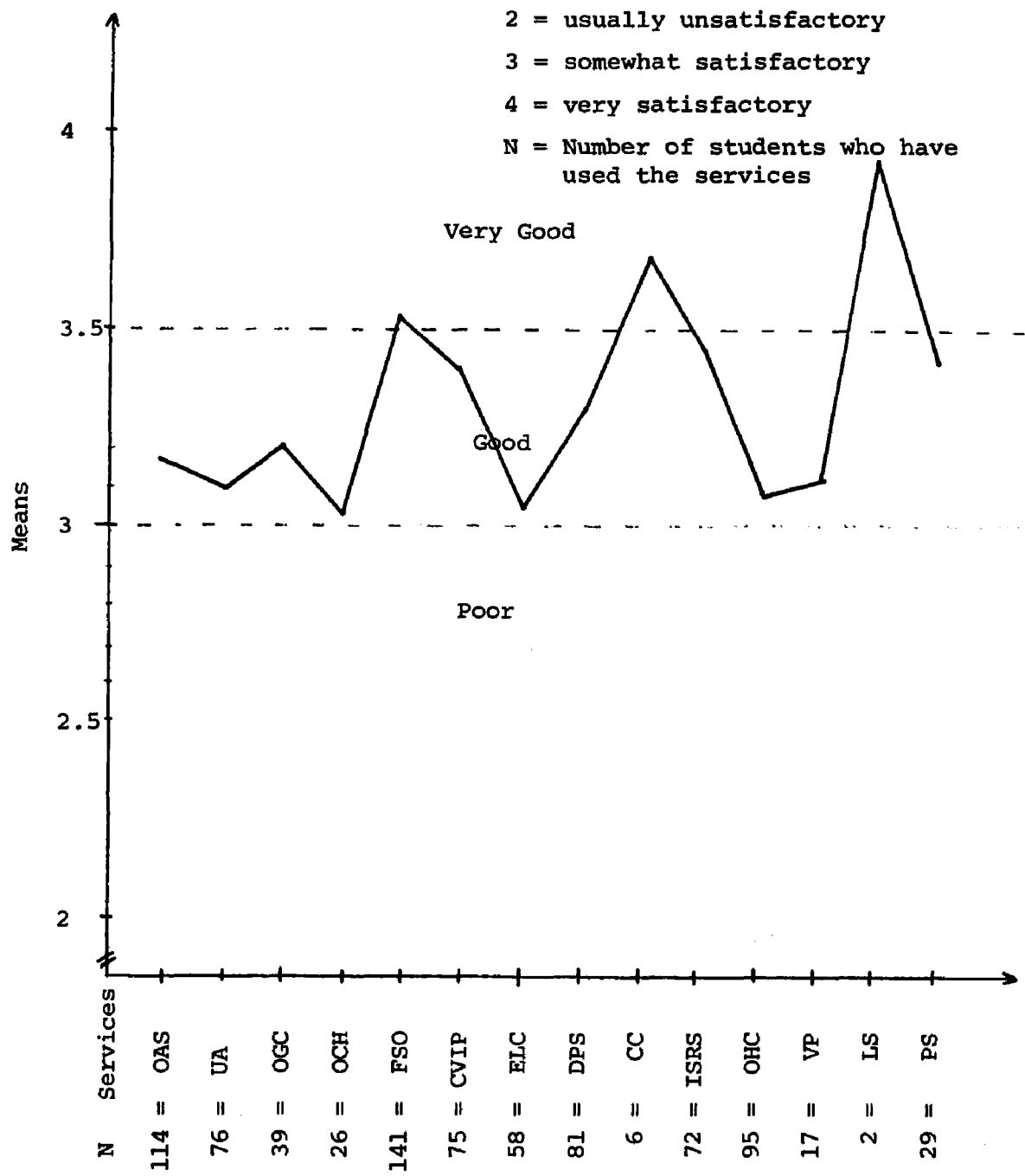


Fig. 4. The Foreign Graduate Students' Attitude toward the Research Services.

Western-oriented countries knew more about the Intramural Services than those who came from other parts of the world.

Utilization. The foreign graduate students who have been on campus more than two terms used Admissions Services, Foreign Student Office, Department of Public Safety, Intramural Services, and Olin Health Center more than the new students. The students who came from Western-oriented countries have used Admissions Services less than those who came from other regions. The African students and those who came from the Western-oriented countries used the English Language Center less than the students who came from other regions.

Attitude. There was statistically no difference in the attitude toward all the researched services between the new students and those who have been enrolled at Michigan State University more than two terms and among the students who came from different geographical regions.

Conclusions

Based on the analysis of data, the interviews, and the suggestions from the students, the following conclusions are presented:

1. Michigan State University provides extensive services in facilitating the academic progress and personal development of its students. The foreign student is eligible to use the services provided by the University. However, most foreign students did not know that many of the services were available or were in existence. In most cases, it takes about two terms for the foreign students to be aware of the existence of the services. Some services, such as Off-Campus Housing and Counseling Services, were not well known among the foreign graduate students. Even those who have been on campus more than two terms still did not know about these two services.
2. Utilization of the services depended on how much the foreign students knew about the services and how each service was necessary to them. For instance, the students knew about the English Language Center quite well, but not many students had used the service because their proficiency in English was good enough. On the other hand, the students also knew about the Foreign Student Office quite well, and almost all of them had used the services provided by that office because the services are necessary to them. Some services such as Counseling Services, Volunteer

Programs, Legal Services, and Placement Services, which were not well known among foreign students, were rarely used by them.

3. All the researched services were useful to foreign students and, in many cases, they were satisfied with the services they had used. However, the University's personnel in some departments should be realistic and more friendly in dealing with the foreign students. Being a foreigner made it easy to feel that he was not welcomed or wanted. The negative attitude of the foreign students was an obstacle to their chances to use the services on campus which were designed for their academic progress and personal development.

Recommendations

Based on the findings of the study, the suggestions offered by the foreign graduate students, and the adjustment problems of the foreign students, the following recommendations are presented to the researched services with the hope that they will be useful, in some degree, in planning programs for the foreign student.

1. The Office of Admissions and Scholarships should adopt a procedure to process the foreign applications in a more expedient manner. Any

additional requirement for admission or initial inquiries from the prospective student should be sent promptly.

2. The University Apartment Office should inform the foreign student about the Community Aide Program when he is assigned the apartment so that he has someone to help him if needed.
3. The Owen Graduate Center should provide more variety of international foods with a reasonable price. The complaints in this service center around the food service.
4. The Off-Campus Housing Office should improve the channels of communication with the foreign student population. Off-campus housing is very necessary to the foreign student when on-campus housing is not available at the time he arrives.
5. Despite the appreciation on the part of the foreign students, the Community Volunteers for International Programs should improve the communication to make the students better informed about some of the services such as the Transportation Services and Scholarships for Student Wives. This Office should work closely with the Community Aide Program and the advisory staff at Owen Graduate Center to ensure the maximum utilization of the Services.

6. The English Language Center should reconsider the quality of its teaching staff and the tuition rate. An attempt should also be made to convince the foreign students who are in need of English training that good command of the language is very important to their academic achievement. Many foreign students felt that they were forced to take English courses at the Center.
7. The Counseling Center should have some booklets available to the foreign student at the time he arrives. The booklet should include some information such as: What is counseling? Where can the student get counseling services? The Counseling Center should appoint some counselors who would like to learn more about various cultures and to work with the foreign students. It is clear from this study that counseling can help foreign students cope with their adjustment problems.
8. The Intramural Sports and Recreative Services should improve the communication with the foreign students. Some facilities should be available for the students who remain on campus during the term break.

9. The Olin Health Center should improve its services. The negative criticisms center around the impersonal relationship of some of its staff with the patients.
10. The Volunteer Programs and the Placement Services should improve the communication with the foreign students.
11. The Foreign Student Office should be certain that foreign students know about its functions, especially financial advice concerning loans, part-time jobs, scholarships, assistantships, etc. One way to improve the communication with the foreign students is to meet with the presidents of the nationality clubs regularly (monthly or quarterly). This two-way communication will help the foreign student advisors understand the foreign students and their needs.
12. Michigan State University should start alumni associations in the countries that have many Michigan State University alumni. These associations can work as a channel of communication between the University and the alumni as an information center about the University for the prospective students and as a place for pre-departure orientation for new students.

13. Those who are in charge of making policy for the University should make every effort to encourage all staff members in the various services on campus to be aware of the responsibility of the University when accepting international students from eighty-six countries.
14. The Foreign Student Office should use the results of this study for the orientation of new foreign students.

Future Research

A review of the literature and the results of this study reveal the need of further studies. The future research should include:

1. Colleges and universities that have large numbers of foreign students enrolled should conduct the same type of study in order to improve the existing services.
2. Michigan State University should evaluate its services periodically to insure that the foreign students have utilized the services.
3. Michigan State University should study the adjustment problems of its foreign students in order to design the services to help them.

APPENDICES

APPENDIX A

RESEARCHER'S COVER LETTER

APPENDIX A

RESEARCHER'S COVER LETTER

Dear friend:

I am writing to you as a fellow foreign student who is interested in the welfares of foreign students. Presently I am involved in a research project to study foreign graduate students about their awareness of, utilization of, and attitude toward the services available to them at Michigan State University.

This study is limited to foreign graduate students at Michigan State University. You are one of the persons selected at random to represent this group therefore your response is very important to complete this study. The questionnaire is designed so that the questions can be answered quickly and should take about 15 minutes to complete.

The results of this questionnaire will be incorporated into a doctoral dissertation and will be made available through Michigan State University. The recommendations will be sent to the offices included in the study to propose possible strategies to improve the services and to facilitate foreign graduate students' utilization of the services.

Enclosed is a self-addressed envelope to return the questionnaire. Your prompt and candid reply will be appreciated. Your responses will be kept confidential and your name will not appear in any part of the study.

Thank you for your cooperation.

Sincerely,


Samnue Kajornsin
Ph.D. candidate


Walter F. Johnson
Professor
Committee Chairman & Advisor

APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

INSTRUCTIONS

The questionnaire contains three types of responses:

1. AWARENESS: circle "A", "B" or "C" at the end of each statement.
 - A. If you are aware of it and know how it functions circle letter "A"
 - B. If you are aware of it but don't know much about it circle letter "B"
 - C. If you don't know about it circle letter "C"

Example: MSU provides assistantships to graduate students.
A ☒ B ☐ C
2. UTILIZATION AND ATTITUDE: mark X in the space () which is before the appropriate response.
3. SUGGESTIONS: fill a verbal response in the space provided.

ADMISSIONS OFFICE

AWARENESS

1. The Admissions Office provides necessary information about MSU such as location, size, climate, and educational expenses etc. to foreign students for his/her admission. A B C
2. The Admissions Office contacts the prospective student upon a request about requirements for admission. A B C
3. The Admissions Office sends the admitted student the Certificate of Admission and the I-20 form. A B C

UTILIZATION AND ATTITUDE

4. I have contacted the Admissions Office for my friends or my relatives who want to attend MSU.
() never () 1-3 times
() 4-6 times () more than 6 times
5. My experience with the Admissions Office has been
() very satisfactory () somewhat satisfactory
() usually unsatisfactory () not applicable. I have never used the services.
6. What suggestions do you have to give to the Admissions Office which would enable it to offer improved services.

HOUSING SERVICES (University Apartments):

AWARENESS

7. MSU has apartments available for married students. ... A B C
8. MSU has apartments available for single students. A B C
9. Community Aides provide the University Apartment residents with information on community activities, services, and help the residents organize some neighborhood activities. A B C

ATTITUDE:

10. My experiences with the Community Aides have been
 () very satisfactory () somewhat satisfactory
 () usually unsatisfactory () not applicable. I
 have never lived in
 a University Apartment
11. What suggestions do you have to give to the University
 Apartments Office which would enable it to offer
 improved services. _____

HOUSING SERVICES (Owen Graduate Center)AWARENESS

12. MSU provides a residence hall (Owen Hall) for graduate
 students. A B C
13. Owen Hall provides an advisory staff on duty 24 hours
 for emergencies, problem solving, advising etc. for
 the residents. A B C

ATTITUDE

14. My experiences with Owen Hall advisory staff have been
 () very satisfactory () somewhat satisfac-
 tory
 () usually unsatisfactory () not applicable. I
 have never lived in
 Owen Hall.
15. What suggestions do you have to give to the Owen Hall
 staff which would enable them to offer improved
 services. _____

HOUSING SERVICES (Off- Campus)AWARENESS

16. The Off-Campus Housing Office provides off-campus
 housing information such as locations, rental costs,
 of apartments and houses. A B C
17. The Off-Campus Housing Office provides advising
 services such as roommate problems, contracts,
 landlords etc. to students who live off-campus. A B C

UTILIZATION AND ATTITUDE

18. I have used the services at Off-Campus Housing Office
 () never () 1-3 times
 () 4-6 times () more than 6 times
19. My experiences with the Off-Campus Housing Office have
 been
 () very satisfactory () somewhat satisfac-
 tory
 () usually unsatisfactory () not applicable. I
 have never lived
 off-Campus.
20. What suggestions do you have to give to the Off-Campus
 Housing Office which would enable it to offer improved
 services. _____

FOREIGN STUDENT OFFICE

AWARENESS: The following statements include some of the major functions of the Foreign Student Office.

21. Providing orientation programs for new foreign students. A B C
22. Providing counseling and advising services. A B C
23. Providing financial advice concerning loans, part-time jobs, scholarships, assistantships etc. A B C
24. Serving a liaison function with the Immigration Office to assist students to fulfill their legal (alien) responsibilities. A B C
25. Working with the nationality club groups. A B C
26. Coordinating efforts to solve emergency situations involving foreign students. A B C

UTILIZATION AND ATTITUDE

27. I have contacted the Foreign Student Office
☐ never ☐ 1-3 times
☐ 4-6 times ☐ more than 6 times
 28. My experiences with the Foreign Student Office have been
☐ very satisfactory ☐ somewhat satisfactory
☐ usually unsatisfactory
 29. What suggestions do you have to give to the Foreign Student Office which would enable it to offer improved services. _____
-

COMMUNITY VOLUNTEER FOR INTERNATIONAL PROGRAMS (CVIP)AWARENESS

30. CVIP organizes low cost clothing and household items for foreign students at the Lending Center. A B C
31. CVIP hosts monthly coffees for foreign students' wives. A B C
32. CVIP provides Host Family Programs for foreign students. A B C
33. CVIP provides Transportation Services for foreign students. A B C
34. CVIP provides a limited number of scholarships each term for wives of foreign students. A B C

UTILIZATION AND ATTITUDE

35. I have used the services provided by CVIP
☐ never ☐ 1-3 times
☐ 4-6 times ☐ more than 6 times
 36. My experiences with CVIP have been
☐ very satisfactory ☐ somewhat satisfactory
☐ usually unsatisfactory ☐ not applicable. I have never used CVIP's services.
 37. What suggestions do you have to give to CVIP which would enable it to offer improved services. _____
-

AWARENESS

- | | A | B | C |
|-----|---|---|---|
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| 2 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 |
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| 97 | 1 | 1 | 1 |
| 98 | 1 | 1 | 1 |
| 99 | 1 | 1 | 1 |
| 100 | 1 | 1 | 1 |

5

- { } 1-2 terms
{ } more than 3 terms

AWARENESS

- A B C**

- () 1-3 times
() more than 6 times

AWARENESS

- | A | B | C |
|---|---|---|
|---|---|---|

50. The MSU Counseling Center provides counseling services for students. A B C

UTILIZATION AND ATTITUDE

51. I have consulted a counselor in my own country before coming here.
() yes () no
52. If I need counseling while I live here, I would go to consult a counselor at the Counseling Center.
() yes () no
53. If your answer in 52 is "no", please check reasons why you might not:
() The counselor was not a member of my family
() The counselor was not of the same race as mine
() I don't think the counselor would understand my culture.
() Other reason (Specify)
54. My experience with the Counseling Center has been
() very satisfactory () somewhat satisfactory
() usually unsatisfactory () not applicable. I have never used the counseling services.
55. What suggestions do you have to give to the Counseling Center which would enable it to offer improved services to foreign students. _____

INTRAMURAL PROGRAMS

AWARENESS

56. Intramural Programs provide various kinds of services for students to use facilities at the Men's IM Building, Women's IM Building and Jenison Field House. A B C
57. Individual students as well as teams can apply to compete in various kinds of sports such as swimming, tennis etc. A B C
58. Sport Club Programs such as bowling, karate etc. are available to students regardless of their skill. A B C
59. The student's spouse can use intramural facilities by purchasing a spouse ID. A B C
60. Reservations can be made by telephone for using the intramural facilities. A B C

UTILIZATION AND ATTITUDE

61. I have used the intramural facilities
() never () 1-3 times
() 4-6 times () more than 6 times
62. My experiences with the Intramural Programs have been
() very satisfactory () somewhat satisfactory
() usually unsatisfactory () not applicable. I have never used the facilities.
63. What suggestions do you have to give to the Intramural Programs which would enable it to offer improved services. _____

OLIN HEALTH CENTER

AWARENESS

64. Olin Health Center provides health services for students

- who are in need of medical, surgical or psychiatric care A B C
65. Dental services are available at the Health Center. .. A B C
66. The Health Center is also open during the week-end and evenings for emergency cases. A B C
67. Appointments may be made by telephone during weekdays. A B C

UTILIZATION AND ATTITUDE

68. I have used the Health Center services
 () never () 1-3 times
 () 3-6 times () more than 6 times
69. My experience at the Olin Health Center has been
 () very satisfactory () somewhat satisfactory
 () usually unsatisfactory () not applicable. I
 have never used the services.
70. What suggestions do you have to give to the Olin Health Center which would enable it to offer improved services.

VOLUNTEER PROGRAMS (at the Student Services Building)

AWARENESS

71. The Volunteer Programs provide volunteer opportunities for students' experience, growth, and learning. A B C
72. The Volunteer Programs provide free income-tax services for students and low-income people. A B C
73. The Volunteer Programs in conjunction with the English Language Center provide student volunteer to help foreign students with English conversation. A B C

UTILIZATION AND ATTITUDE

74. I have worked as a volunteer at the Volunteer Programs
 () yes () no
75. I have used the services at the Volunteer Programs
 () never () 1-3 times
 () 3-6 times () more than 6 times
76. My experience at the Volunteer Programs has been
 () very satisfactory () somewhat satisfactory
 () usually unsatisfactory () not applicable. I
 have never used the services.
77. What suggestions do you have to give to the Volunteer Programs which would enable it to offer improved services.

LEGAL SERVICES

AWARENESS

78. ASMSU provides legal services for students, the services include: legal advising, working with, and in some cases, representing the student. The fee is \$3.50 per visit for graduate students. A B C

UTILIZATION AND ATTITUDE

79. I have used the Legal Services
 () never () 1-3 times
 () 4-6 times () more than 6 times

80. My experiences with the Legal Services have been
☐ very satisfactory ☐ somewhat satisfactory
☐ usually unsatisfactory ☐ not applicable. I
 have never used the services.
81. What suggestions do you have to give to the Legal
 Services which would enable it to offer improved
 services _____
-

PLACEMENT SERVICES

AWARENESS: MSU provides placement services for students.
 The services include:

82. Providing hints on resume writing, interviewing and job
 campaigns. A B C
83. Providing information about job vacancies in the United
 States as well as overseas. A B C
84. Assisting in needs such as advice, ideas and negotiat-
 ing salary offers. A B C
85. Providing information about part-time and summer jobs. A B C

UTILIZATION AND ATTITUDE

86. I have used the services at the Placement Services
☐ never ☐ 1-3 times
☐ 4-6 times ☐ more than 6 times
87. My experience with the Placement Services has been
☐ very satisfactory ☐ somewhat satisfactory
☐ usually unsatisfactory ☐ not applicable. I
 have never used the services.
88. What suggestions do you have to give to the Placement
 Services which would enable it to offer improved
 services _____
-

BASIC DATA

89. Sex
☐ male ☐ female
90. Age
☐ 20-24 years ☐ 25-29 years
☐ 30-34 years ☐ 35 years & above
91. Marital status
☐ single ☐ married
92. At present I am living
☐ in Owen Hall ☐ Off-campus
☐ in University Apartments ☐ Other
93. My country is in
☐ Asia ☐ Africa
☐ Middle East ☐ Latin America
☐ Europe, Canada, Australia, New Zealand or the
 West Indies.
94. Number of terms enrolled at MSU.
☐ 1-2 terms ☐ more than 2 terms

APPENDIX C

THE EXISTING SERVICES AVAILABLE TO THE
FOREIGN STUDENT ON THE MICHIGAN
STATE UNIVERSITY CAMPUS

APPENDIX C

THE EXISTING SERVICES AVAILABLE TO THE FOREIGN STUDENT ON THE MICHIGAN STATE UNIVERSITY CAMPUS

Academic Services

1. Academic Advisors: Each student is assigned a faculty member or an advising center for academic advice and planning.
2. Assistant Deans - Academic Student Affairs Offices: Each college, through its dean or assistant dean, maintains an office in charge of academic affairs such as enrollment, changes of major program, and withdrawal and readmission procedures of students in the college.
3. Career Resource Center: 6 Student Services Building, provides the vast amount of career/educational materials currently available to assist students in preparing a life-planning program compatible with their abilities, interests, and temperament.
4. English Language Center: Located in the Center for International Programs, the English Language Center provides testing and teaching English as a second language.
5. Instructional Resources Center (I.R.C.): 133 Erickson Hall. This center provides needed equipment, services, and books in education.

6. Learning Resources Center: 204 Bessey Hall. This center provides audio-visual programs and resources for University College courses and improvement programs in reading, writing, study skills, and test-taking skills.
7. Libraries: Michigan State University provides the University main library and other libraries in the following areas located all over the campus: Agricultural Economics, Animal Industries, Art, Audio, Business, Chemistry, Continuing Education, Engineering, Geology, Mathematics, Medicine, Music, Physics, Urban Policy and Planning, and Veterinary.
8. Office of Admissions and Scholarships: 250 Administration Building. Provides information about Michigan State University policies and procedures in admissions.
9. Office of Research Consultant: 215 Erickson Hall. Provides research consultants to students who engage in research projects.
10. Ombudsman's Office: 101 Linton Hall. Students may appeal for redress of grievances involving faculty and administration.
11. Registrar's Office: 150 Administration Building. Provides copies of transcripts and registration policies, drops and adds, and late registration.
12. Testing Services: 207 Student Services Building. Offers complete testing services--aptitude tests, interest inventories, or other tests.

Nonacademic Services

1. Alcohol Education Office: 302 Student Services Building: Offers referral services for alcohol problems, resource information on alcohol and clearinghouse for various types of training as well as program and presentation suggestions.

2. Community Volunteer for International Programs:
109 B Center for International Programs. An organization of volunteers from the Greater Lansing community provides the services that include:
 - 2.1. The Host Family Program offers friendship with American family to students.
 - 2.2. The Hostess Committee arranges for monthly coffees for foreign wives and provides coffee for orientation programs and the welcome party for new students.
 - 2.3. The Lending Center: 802 Cherry Lane. Provides warm coats, household equipment, baby furniture.
 - 2.4. The Scholarship Program for wives provides a few small grants each term for wives of foreign students.
 - 2.5. Speaker's Bureau arranges for foreign students to fulfill requests from area schools and organizations.
 - 2.6. The Transportation Committee provides volunteer cars for arriving students and for emergency transportation needs.
3. Counseling Center provides assistance to students coping with their social, personal, and emotional problems. The Counseling Center offices are located at 207 Student Services Building, 224 Brody, B111 D W. Fee, S 36 Wonders Hall, and 351 Olin Health Center.
4. Department of Public Safety provides two functions:
 - 4.1. The police functions include: community services, criminal activity services, and traffic services.
 - 4.2. The safety functions provided by safety specialists are occupational safety, fire safety, environmental health safety, and radiation safety.

5. Family Life Referral Clinic: B 101 West Fee Hall.
Provides services for married students, faculty, and people in the communities who have a need for psycho-emotional assistance.
6. Financial Aids
 - 6.1. Assistantships are available to foreign graduate students in some departments.
 - 6.2. MSU Credit Union provides many services such as loans, saving, and auto insurance to students employed by the University.
 - 6.3. The Office of Financial Aids administers ASMSU Loan Program and COGS Loan Program for foreign students who have been approved by the Foreign Student Office.
 - 6.4. Student Aid Grants from MSU Funds are available to help foreign graduate students pay in-state tuition.
7. Foreign Student Office: 109 Center for International Programs. This is the main resource, representative, liaison, and support agency for foreign students to Michigan State University and the United States government. The services provided by the Foreign Student Office include: orientation programs for new foreign students, counseling and advising services for a wide variety of needs; financial advice concerning loans, part-time jobs, scholarships, assistantships, etc.; serving a liaison function with the Immigration Office; working with the nationality club groups, community groups, sponsors, academic advisors, departments and colleges.
8. Health Services
 - 8.1. Clinical Center provides medical services to the students and families.
 - 8.2. Olin Health Center provides medical and dental services to the students.

9. Housing Services
 - 9.1. Cooperative Living Units: 311 B Student Services Building. Provides a list of all cooperative housing around the campus.
 - 9.2. Off-Campus Housing Office: 101 Student Services Building. Provides lists of apartments, houses, rooms, and religious living units.
 - 9.3. Residence Halls: W 190 Holmes Hall. Provides on-campus extensive residence halls system such as co-ed floors, quiet floors, and limited visitation floors.
 - 9.4. University Apartments: 1205 S. Harrison. Provides apartments for married students, single parent families, and single undergraduate students.
10. Judicial Programs Office: 155 Student Services Building. Provides information regarding student rights and responsibilities under the Academic Freedom Report as well as information regarding the purposes, jurisdiction, and operation of MSU's judicial system.
11. Legal Services: 325 Student Services Building. Provides free legal services to undergraduate students.
12. Placement Services: 113 Student Services Building. Provides assistance to graduating students seeking jobs and helps students find part-time and summer jobs.
13. Recreation and Entertainment
 - 13.1. All-University Programming: The ASMSU Programming Board programs a wide range of areas encompassing travel, concerts, speakers, audio-visual, special projects, Union Building activities, and theater.
 - 13.2. Art: Kresge Art Center, the home of the Art Department, offers special shows from time to time.

- 13.3. Drama: The Department of Theatre sponsors a wide variety of dramatic productions.
- 13.4. Ice skating is available at Demonstration Hall.
- 13.5. Intercollegiate sports events are available at the following places: football at Spartan Stadium, basketball at Jenison Field House, ice hockey at Munn Ice Arena, the athletic ticket office is located at Jenison Field House.
- 13.6. Intramural Programs provides sport facilities and equipment for students at Men's IM and Women's IM.
- 13.7. Lecture-Concert Series Office is located in the auditorium. The Series offers prominent national and international cultural events, including symphony orchestras, dance groups, and World Travel Films.
- 13.8. Movies: 101 Student Services Building has information about existing film groups which offer movie programs on campus throughout the year.
- 13.9. Music: MSU Music Department provides an opportunity for students to hear and participate in a variety of music groups, including Mixed Chorus, the State Singers and the University Chorale, the Men's Glee Club, the Women's Glee Club, the Marching Band, and the Jazz Laboratory Band.
- 13.10. Museum: MSU Museum offers special showings throughout the year.
- 13.11. Planetarium: Abrams Planetarium offers a variety of programs throughout the year.
- 13.12. Union Building is a cultural, social, recreational, and service center in the campus community.

14. Speech and Audiology Clinic: 101 Audiology and Speech Sciences Clinic provides services to administer speech and hearing tests and therapy to any person who suspects a difficulty in communication.
15. Student Government: Student governing bodies at MSU consist of local living unit governing groups, major governing groups, the Associated Students of Michigan State University (ASMSU), and the Council of Graduate Students (COGS).
16. Volunteer Programs: 26 Student Services Building. Provides students with the opportunity for adding an experimental dimension to the course work, exploring potential careers, and increasing skills and knowledge in their field of interest. The Office of Volunteer Programs also provides free income tax services and English conversation groups to foreign students.

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