A STUDY OF FOREIGN FRESHMAN STUDENTS AT
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A research project submitted in partial satisfaction of the requirements for the degree of Master of Arts in
Education,
Educational Psychology,
Counseling and Guidance
by
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ABSTRACT

A STUDY OF FOREIGN FRESHMEN STUDENTS AT CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

by

Cornelia Travish

Master of Arts in Education, Educational Psychology, Counseling and Guidance

The flow of foreign students to California State University, Northridge is continuously increasing. In the past four years California State University, Northridge has enriched and expanded its foreign student programs. However, no attempt has yet been made to evaluate its effectiveness.

This pilot study was designed to examine the characteristics of the foreign freshmen students on the California State University, Northridge campus, to explore some of their perceptions of the university and its programs, and to provide information on the effectiveness of the foreign student orientation program.
Questionnaires were sent to sixty-five freshmen and returned by twenty-eight students who were freshmen students during 1977-78. Questions that were asked and are dealt with in this study concerned four broad areas: 1) students' personal data and background; 2) students' academic satisfaction; 3) students' social satisfaction; 4) students' participation and satisfaction with the orientation program and the advising system.

The study established that there was a positive correlation (in raw scores) between those students who experienced the orientation program and their degree of satisfaction with the university. I believe that an extended orientation program lasting one semester would reach a larger portion of the foreign student population, especially those students who need it most, and greater involvement of the Student Counseling Center with the foreign students who have great difficulties in their adjustment to the campus.
CHAPTER I
INTRODUCTION

Purpose of the Study

The flow of foreign students to the United States is continuously increasing. The rich resources and the highly developed technology of this country attract foreign students seeking higher education. California is a popular choice for these students due to the mild climate, the exotic reputation abroad, and the availability of varied institutions of learning. The relatively low fees charged by the California State Universities probably is a factor in attracting students to these institutions.

The foreign student of the '70s appears to be more knowledgeable and often more sophisticated than his counterpart of the '50s or '60s. Because of the changing nature of the foreign student, both in character and educational background, it would seem that the traditional orientation program may no longer be adequate.

In the past four years California State University, Northridge has enriched its foreign student program by adding special classes in English, History and Political Science; enlarging its advisory staff and expanding foreign student facilities such as housing, clubs and
extracurricular activities. However, no attempt has yet been made to evaluate the effectiveness of the program.

This study will attempt to identify the salient issues and problems which confront foreign students. It will examine the students' perceptions of the effectiveness of the orientation program, their academic satisfaction, their social adjustment, and the relationship between them.

Significance of the Study

The foreign students who attend our universities are powerful agents of cultural exchange. They expose the American students to different ways of thinking and behaving. They give our students an opportunity to compare their goals and values with those of their peers in other countries. When they return to their native lands, the foreign students bring with them the new ideas and values which they have absorbed during their sojourn here. This can be a strong force in bringing about growth, especially in newly developing countries. The direct human contact and confrontation which takes place between the students opens the doors to greater cross-cultural understanding.

The Foreign Student Exchange Program has become an extensive and significant part of United States foreign policy. It both reflects and advances our relationships
with other countries. Many nations are interested in our programs and wish to participate in them. They believe that this will lead to greater self-sufficiency and independence.

In the future, many of the foreign students may become leaders in their countries. The factual knowledge which they have gained as well as the feelings they have developed here will have great impact in their lands.

Because of the far-reaching effects of the Foreign Student Program, this study is of significance to all those who are involved in its development and implementation.

At the present time there is no single agency which organizes and coordinates the Foreign Student Programs. The research which has been done in this area has not been organized in a uniform manner. There is a dearth of reliable data in its field. Each university is responsible for the effectiveness of its program. This study will be of particular significance to California State University, Northridge because it will be the first assessment of the effectiveness of their Foreign Student Orientation Program.

**Focus of the Study**

This study examined the foreign freshmen students at California State University, Northridge. The study
had three major foci: (1) to study the effectiveness of the Foreign Student Orientation Program, including a description of the special services available to the foreign student at the university; (2) to survey the characteristics of the foreign freshmen students in California State University, Northridge; and (3) to discover their perceptions regarding academic and social satisfaction and the special programs and services available to them on the campus.

Description of California State University, Northridge and its Foreign Student Program

As stated before, one aim of this study was to describe the structure of the university and its offices and services that are available to the foreign students, including the orientation program. I attempted to establish:

- What is the structure of the university?
- What type of services and activities does this institution provide for its foreign students?
- What are the functions of the foreign student advisor?
- Are there special courses designed for the foreign student?
- What are they?
- When is the orientation program for foreign students held?
- How long?
- How many participate in the program?

The Students

The second focus of this study was to survey the characteristics of the foreign students who participated in this study. Answers to the following questions (which are included in the questionnaire) helped me to establish a student profile.

- How many?
- Where are they from?
- What are they studying?
- Their ages, sex, and marital status.
- Housing arrangement.
- How do they spend their free time?
- Do they participate in extracurricular activities?
- Do they use, and to what extent, the services provided by the university, such as the health center?
- Do the foreign students interact with Americans? to what extent?
Student's Perceptions Regarding Academic and Social Satisfaction

The third focus of this study was to examine the perceptions of the foreign freshmen students regarding academic satisfaction, social satisfaction, and satisfaction with the programs and services available to them. I was interested in the following:

- Are they satisfied with their courses?
- Are they satisfied with the availability of courses?
- Are the instructors helpful?
- Are they satisfied with their housing arrangement?
- Are they familiar with the campus?
- Is language a barrier? to what extent?
- How satisfied are they with the special courses for foreign students?
- Whom do they consult when faced with a personal problem?
- Is the foreign student advisor helpful?
- Are they invited to American homes?
- How much time do they spend with Americans?
- Are they satisfied with the way they spend their free time here?
- Could they register on their own after orientation?
- How effective is California State University, Northridge's orientation program compared with orientation programs on other campuses?
- Did their overall view of the university change after orientation? Is it more favorable now or is it less favorable?
CHAPTER II
REVIEW OF THE LITERATURE

There have been many studies of foreign students in the United States. These have been done under the auspices of different agencies, such as the State Department, or written by educators. The majority of these studies focus on the foreign students' attitudes, adjustments, academic performance and/or the relationship between them. Research has also been done to determine if the foreign students' programs were meeting the needs of the students. There have also been studies of the structure, administration and financing of these programs. Many of these studies include information about foreign students' orientation programs, but none of those available to me focused exclusively on the freshmen students' orientation program and adjustment. Additionally, many covered a variety of topics, and specific issues were not isolated by the researchers.

The review of the literature for this study involved research into those earlier studies which had dealt with orientation programs for foreign students, the characteristics of the foreign students and their perception of their experiences.

All of the studies which I read were done independ-
ently. There appears to be no systematically organized plan which researchers in this field have followed. Since there is no centralized body to supervise the studies, they tend to be repetitive; many of them focusing on the same areas and ignoring others.

I speculated that the California State University, Northridge Foreign Student Program and the nature of the foreign students' adjustment problems were similar to those found on other campuses. I reviewed the literature regarding such issues in order to become more familiar with the nature of the various programs, and to determine how California State University, Northridge compared with other campuses.

The literature regarding foreign student orientation programs included discussions of the adjustment problems and the needs of foreign students.

Kahne¹ and Walton² suggest that the foreign student should be viewed more as a student than as a foreigner. Kahne³ argues that foreign students must be understood in terms of the actual academic and social milieu of the particular college community rather than on sweeping psychological or social generalizations. Walton⁴ says that the foreign students' primary concerns while here are doing well in their studies and getting along with their professors. Kahne⁵ recommends that colleges aid
the foreign students in tailoring their own programs of orientation and offer them continued support. He describes the Foreign Student Orientation Program at Massachusetts Institute of Technology as being the result of a combined effort of the faculty, the staff, and the foreign students. The program includes special courses to aid foreign students to overcome such difficulties as understanding the instructors' jargon and comprehending the American newspaper. They also formed self-help groups in which they teach and support each other. The foreign students actively participate in the shaping and executing of programs, and most importantly, they pass on a tradition of self-direction and mutual help to newcomers.

The Committee on Foreign Students in American Colleges and Universities describes two types of orientations which universities and colleges should provide: the immediate and practical, and the long-range. The committee lists the various areas in which the foreign students need help in order to master the functioning of the American university system. This includes locating suitable housing, eating facilities and book stores. "They should be exposed, throughout their stay in this country, to American life in its broadest aspects to give them an understanding of this country's social and political institutions and the diversity within this nation."
Cassler\(^7\) and Walton\(^8\) indicate that not all foreign students, or student groups, need the same degree of orientation. Also, certain types of orientations have tended to affect some aspects of foreign students' perceptions, social relations, and performances in educational programs. Both imply that different groups of foreign students might need differing types of orientation programs.

Faul\(^9\) describes the well developed Foreign Students Orientation Program at Monterey Peninsula College. In this institution the foreign students are met by the foreign student advisor. Living accommodations, on campus or in approved housing off campus, are arranged by the foreign student advisor. In addition to a preliminary orientation, a special orientation class is conducted during the first nine weeks of the semester. This class meets three times a week and carries one unit of college credit. Faul noted that the International Program is meeting outstanding success, not only because of acceptance by the college community, but also because the institution is located in a very internationally minded community. Community relations are fostered by the Citizens International Student Committee, providing hospitality and cultural experiences for the foreign students. McFarlaine\(^10\) agrees that a three-day orientation program
for foreign students is better than nothing. However, he poses a question, "Why not a kind of Peace Corps Training program for foreign students?" Such a program might consist of 50% language; 25% cultural immersion in a new different society, which should include living with American families, field trips; and 25% devoted to seminars on American institutions ("bull sessions"), the real "gutty" kind dealing with the idiosyncrasies of the American way of life.

Kessler describes an ESL program that has been set up for foreign students. It also serves as part of the foreign students' orientation program. Selected problems in English are offered in the immersion program just prior to the opening of the fall semester. An attempt is made to provide students with opportunities to interact with American students. The program has been integrated into the regular school curriculum and the courses carry academic credit.

Research into the effectiveness and impact of orientation programs on students' performance and adjustment does not offer conclusive findings. Kimmel evaluated orientation sessions for AID participants. He found that the participants averaged a 10% gain in information in before-and-after tests. However, there was little change in the participants' attitudes and beliefs about
the United States. Guglielmo in his study of one hundred forty-six foreign students at the University of Arizona found that students' orientation and students' contact with United States families made no significant difference in the students' knowledge of civil regulations relating to immigration, income tax, automobile licensing requirements, housing and employment. Students living with other foreign students from the same country scored lowest, while students who had lived in several countries, who had jobs, and who had fathers in teaching or business scored highest.

Moran concludes that role playing and simulation exercises in orientation sessions make a difference.

Role play and simulation exercises were used in a new kind of orientation program at the University of Minnesota. The program consisted of a 20-hour simulation exercise over one weekend. Simulated problem solving with role playing was found to give participants feedback on the appropriateness of their solutions in this cultural context. Forty-three persons participated in the weekend program: Eighteen newly arrived foreign students, nine foreign students who had been in the United States at least one year, nine United States students, and seven persons from the community. Evaluation of the exercise, using a twenty-item questionnaire and the Michigan
International Student Problem Inventory, found the orientation to be successful.

Most researchers agree that well developed orientation programs can have value but that existing programs need improvement. For example, Gabriel, Rising and Longest all imply that foreign students might greatly benefit from a practical orientation program which focused upon informal aspects of American life.

Longest evaluated an eight-week summer orientation program for foreign graduates. It was found that foreign students do experience a period of adjustment that varies from one to two semesters. The results indicate that following orientation the students had: lower trans-cultural anxiety scores; significantly higher knowledge of the United States and its universities' requirements; significantly higher English-language test scores; and higher grades than a control group of students in the first semester of study in the United States. Rising suggests that foreign students be given more practical advice on the mechanics of living in the United States and that both the United States and foreign students be encouraged to understand cultural differences.

Lozada and Gabriel emphasize the need for more work-study programs and opportunities for immersion into American social and cultural life. Ruscoe Keshav
and Lozada, in three separate studies, found that the majority of the students were satisfied with their academic experience in the United States. However, they were not satisfied with informal aspects of college life. Pre-departure orientation and orientation programs in the United States were criticized.

Keshav, who studied one thousand four hundred and sixteen foreign students from India, notes that less than one-third attended any orientation program and half of these felt it helpful only in a very limited sense. He concludes that orientation and foreign students service programs are areas needing improvement.

Although certain difficulties are common to all foreign students, students from substantially different cultural backgrounds tend to have special types and intensities of academic problems. Students who have difficulties with English tend to have both academic and social adjustment problems.

In a self-constructed foreign students problem inventory, Sharma lists the following problems foreign students at the University of North Carolina found as most difficult: giving oral reports, participating in class discussions, taking notes in class, understanding lectures and preparing written reports. The most serious personal problems were homesickness, housing, insuffi-
cient funds, and appropriate companionship with the opposite sex.

Walton states that major factors accounting for poor performances include a combination of such variables as language deficiency, adjustment problems, personality, and adequacy of prior preparation. However, efforts to correlate some of these factors with performance have yielded diverse and inconclusive results.

Cussler indicates that length of stay and language competence tended to be major variables in adjustment. Interaction usually engendered positive feelings and lessened hostile stereotypes if the position of the foreign student implied high status or there was equality between the students due to being involved in a common task. "Cultural distance" and "Cross-cultural contradictory expectations" were factors predictive of difficulties in adjustment.

The student's perception of what status the United States environment accorded his or her own country affected both self-esteem and attitudes.

Kahne states that crises among international students are conceived of as coming from three places: language competence, differences in customs and values, and unfamiliarity with cultural cues.

Although a definite correlation exists between the
foreign student's mastery of the English language and his academic performance and social adjustment, a number of sources in the literature claim that prior competence in the English language should not be a decisive criterion for admission, but rather great emphasis is put on the availability of sufficient instruction in English for those who need it. Kaplana says that English language proficiency should not be made a college entrance requirement for foreign students. An institution should not, however, admit students with inadequate comprehension unless it is prepared to support an English-language training program.

Counseling and advising is an additional service which is of utmost importance to the foreign student. "Personal counseling of the foreign student is an important part of the university's responsibility." It is recommended that the academic adviser should work very closely with the foreign student throughout the student's educational career. Spaulding and Flack recommend that foreign students be encouraged to use these services. They further say that the foreign student advisor should be an expert in counseling techniques.

Summary

This review of the literature revealed that there is ample information available regarding foreign students
in the United States. Considerable information has been collected concerning virtually every phase of the foreign student's academic and social life.

Most of the studies were in agreement regarding foreign students' feelings about their experiences on American campuses. Generally speaking, the studies found that students approved of the academic situations and were critical of the social conditions. For example, there was virtually complete agreement that satisfaction with housing played an important part in the foreign student's overall adjustment to life in the United States.

Many studies indicate a wide gap between the foreign students and those who determine campus policy, as well as a gap between the agencies which recruit foreign students and the institutional administrators.

Previous researchers also state that each university should develop its own foreign students program, and in so doing utilize all the available talent including the students themselves.

In almost all studies reviewed there was agreement that orientation programs generally were not adequate and there was need for improvements. Recommendations for changes tended to be similar but there were no follow-up studies to review. This seemed to imply that recommendations have not been followed and most foreign
student orientation programs have remained unchanged.

I believe that this study is unique in that it measures only the reactions of freshmen foreign students. Perhaps my recommendations will lead to a restructuring of the initial phases of the orientation program at California State University, Northridge.
CHAPTER III

METHODOLOGY

Two different methods of securing data were employed in this study. Personal interviews and materials provided by California State University, Northridge were examined to determine the structure of the institution and its programs and services that are available for the foreign students. Questionnaires sent through the mail were utilized to secure data related to the students.

Data regarding California State University, Northridge were obtained by a review of the publications which were designed to publicize the institution. Additional information pertaining to the offices and programs especially designed for the foreign students was obtained by interviews with the Director of International Programs, the Foreign Students' Advisor, the President of the International Student Association, counselors and faculty.

I used this information in the design of the questionnaire which was administered to the students.

The population of the study encompasses foreign freshmen students currently studying at California State University, Northridge. In order to secure accurate lists of these students, I scheduled appointments with the Advisor of Foreign Students. According to the lists
given to me, there were sixty-eight foreign freshmen students enrolled in the university. I designed a forty-five-item questionnaire, which I hoped would establish a profile of the foreign freshmen students in California State University, Northridge. It would also examine the students' perceptions of the orientation program, their academic and social satisfaction, and the relationship between them.

**Pre-Test**

Prior to the final printing of the questionnaire, it was administered to a group of seventeen foreign students who were not freshmen. This was done in order to clarify the wording of the questionnaire, to gauge the sensitivity of the questions, and to discover if there were any pertinent issues which had not been covered in the data collection instrument. A letter explaining the nature of the study was enclosed with every questionnaire given to the pre-test group. I also met with a group of students who participated in the pre-test to discuss the questionnaire given to them.

The following questions were re-worded as a result of the feedback from the pre-test group:

Question No. 20: Would you please name your advisor
Final wording of Question No. 20:

Do you have an academic advisor (other than your foreign student advisor)?

( ) Yes  ( ) No

Question 21: My advisor's office is located at

Reworded 21: My academic advisor's office is located at

Question 22: When you are in need of advice or help regarding school matters, do you go

( ) to your advisor

( ) to a friend from your country

( ) other (specify) ________

Reworded 22: ( ) to your academic advisor [only this part was changed]

Question 34: How satisfied are you with the special courses for foreign students?

The following comment has been added to the above question: (Answer this question only if you answered Yes to No. 32 or No. 33.)

The questionnaires, each with an explanatory letter and a letter from the Foreign Students Advisor (see Appendix 2), were mailed on March 17, 1978 to the sixty-eight freshmen who are currently attending California State University, Northridge. The students were requested
to return the questionnaire as quickly as possible. Twenty-one questionnaires were returned within a week. I made telephone calls to a number of students urging them to return the questionnaire if they had not done so already. Two of the mailed questionnaires were returned stamped as "not deliverable as addressed, unable to forward." I was also informed by the Foreign Student Advisor that one of the students whose name was included in the list given to me was no longer attending the university. By April 7 a total of twenty-eight questionnaires were returned. Therefore, the findings of this study are based on the data collected from an available sample of twenty-eight foreign freshmen students in California State University, Northridge.

Limitation of the Study

This study is exploratory-descriptive. It describes only a small group of foreign freshmen students on one campus. It does not include all the foreign freshmen students on this campus. Neither does it include the many foreign freshmen students in other universities. Therefore, this sample, at best, could be only partially representative of the larger community of foreign freshmen students in the United States.

In addition, there were no controls over the situations under which the mailed questionnaires were completed.
The respondents may have answered the questions under distracting situations.

Due to the fact that this is a descriptive study with a limited sample, the significance of the findings will be in developing qualified knowledge and understanding to guide further more systematic and rigorously designed studies.
CHAPTER IV
ANALYSIS AND EVALUATION

Description of California State University, Northridge

California State University, Northridge is a member of the California State Universities and Colleges, one of the largest institutions of higher learning in California. It is located in the western section of San Fernando Valley section of Los Angeles, twenty-five miles from downtown. The university is surrounded by a middle-class residential area. It has an enrollment of over 25,000 students. California State University, Northridge, a liberal arts institution, also has substantial programs in technological and professional fields. Consequently, there are over four hundred foreign students enrolled at the university.

There is one Foreign Student Advisor who serves as a counselor for all international students after they have been formally admitted to the university. The advisor assists the students in choosing a pattern of courses for general education requirements, and in referring them to the appropriate department for academic advising in their major field of study. She assists them in complying with the laws and regulations of the
United States Immigration and Naturalization Service, and in securing housing. The Foreign Student Advisor also coordinates cultural and social events arranged by the office of Student Activities and International Programs. In addition to the activities of the International Student office, there are other organizations, clubs and associations on the campus which are available to the foreign student who desires additional involvement. There is also a monthly news letter published by the International Student office.

A special orientation program is provided at the beginning of each semester to assist international students in adjusting to the campus environment and to American customs.

There are special classes to assist the student in improving his English proficiency, as well as special classes in American History and Political Science.

California State University, Northridge has no financial aid for foreign students. The United States Immigration and Naturalization Department prohibits foreign students from working off campus.
Characteristics of the Foreign Freshmen Students and Their Perception Regarding Orientation Program, Academic Satisfaction and Social Adjustment

The nationalities of the students who participated in this study include sixteen countries. The distribution of nationalities is presented in Table I.

TABLE I
Distribution of Nationalities

<table>
<thead>
<tr>
<th>Countries</th>
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<tbody>
<tr>
<td>Iran</td>
<td>9</td>
</tr>
<tr>
<td>Canada</td>
<td>3</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>2</td>
</tr>
<tr>
<td>Lebanon</td>
<td>2</td>
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<tr>
<td>Bermuda</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
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<tr>
<td>Indonesia</td>
<td>1</td>
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<tr>
<td>Israel</td>
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<td>Japan</td>
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<td>Kenya</td>
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<td>Korea</td>
<td>1</td>
</tr>
<tr>
<td>Palestine</td>
<td>1</td>
</tr>
<tr>
<td>Peru</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
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<tr>
<td>West Germany</td>
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Total 28
As the table shows, the largest group of these students comes from Iran.

The distribution of the students according to age is shown in Table II.

TABLE II
Age Distribution of the Freshmen Students

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
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<tr>
<td>Under 20</td>
<td>8</td>
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<tr>
<td>20 to 25</td>
<td>14</td>
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<tr>
<td>26 to 30</td>
<td>3</td>
</tr>
<tr>
<td>Over 30</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
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</table>

Mean age: 22.5

The sex distribution of the participants is fifteen men and thirteen women. Three out of the twenty-eight students are married, while twenty-five are single.

Thirteen students have been in the United States one year or less. The remaining fifteen students have been in the United States between two and four years.

The social background of the students encompassed by this study indicates that 71.4% of the students lived most of their lives in large cities. Twenty-five percent
(25%) lived in small towns or villages. The remaining 3.6% lived most of their lives in a suburb.

Regarding foreign travel, 60.7% of the respondents indicated that they had stayed in another country for longer than one month. The remaining 39.3% said that they had not traveled to any foreign country before coming to the United States to study.

Thirty-five point seven percent (35.7%) of the students have a brother or sister currently studying in the United States. Sixty-four point three percent (64.3%) reported having no siblings in the United States.

TABLE III

Distribution of Responses of the Students Regarding Living Quarters

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied</th>
<th>Fairly Satisfied</th>
<th>Fairly Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dormitory</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Alone</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>With relatives</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>American family</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Share apartment</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>9</strong></td>
<td><strong>4</strong></td>
<td><strong>1</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
As Table III shows, 89% of the students live off campus. Eighty-two percent (82%) of the students expressed satisfaction with their housing arrangement. All the students living in a family environment stated that they were satisfied with their housing. Only 11% of the students in this group live in dormitories on the campus.

Due to the small sample size in this study, I combined the four categories of degrees of satisfaction (see Table III) into two categories: 1) satisfied and 2) dissatisfied.

Chi square = 4.548 with 4 degrees of freedom
Significance = 0.336. This indicates that there is no significant relationship between type of housing and satisfaction with housing arrangement at the .05 level of significance.

Participation in Orientation

Three of the twenty-eight students stated that they have participated in an orientation program, intended to help them with their stay in the United States, in their home country. The remaining twenty-five students said that they have not.

Out of the twenty-eight students, twenty indicated that they have participated in the orientation program for foreign students in California State University, Northridge. The remaining eight students indicated that
they have not. The majority of the students who participated in the orientation at California State University, Northridge said that they understood all or most of the information presented to them. Only one student indicated that he/she understood some of it. However, none of the students in the group said that they did not understand any of the material presented to them at the orientation. Eighty-nine percent (89%) of the students were able to register on their own. The remaining 11% indicated that they needed assistance.

### TABLE IV

Relationship Between Orientation and Students' Present View of the University Compared to Expectation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Orientation Yes</th>
<th>Orientation No</th>
<th>Raw Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less favorable now</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>More favorable now</td>
<td>17</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>

(Missing observations 2)

As shown in Table IV, 85% of the students who have attended orientation hold a more favorable overall view of the university at the present, compared to their expectations of the institution before they attended orientation. From the eight students who have not
participated in orientation (see Table IV) 50% stated that they hold a more favorable overall view of the university at the present. (Since these students did not participate in orientation, I believe that these students hold a more favorable overall view of the university, compared to their expectations at the time of their arrival.)

The students who participated also in orientation programs for foreign students on other campuses in the United States were asked to compare it with the orientation at California State University, Northridge (see Question No. 30, Appendix 1). Eight students stated that they have also participated in orientation programs for foreign students in other universities. Their responses are shown in Table V.

<table>
<thead>
<tr>
<th>TABLE V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of Responses of the Students Regarding the Effectiveness of Orientation Programs on Other Campuses Compared with Orientation Program at California State University, Northridge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUN much more effective</td>
<td>3</td>
</tr>
<tr>
<td>CSUN somewhat more effective</td>
<td>1</td>
</tr>
<tr>
<td>CSUN somewhat less effective</td>
<td>2</td>
</tr>
<tr>
<td>CSUN much less effective</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total                       | 8      |
TABLE VI
Academic Characteristics of the Students

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences, pure and applied</td>
<td>14</td>
</tr>
<tr>
<td>Humanities and Social Sciences, pure and applied</td>
<td>13</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

The distribution of the students' responses to these two broad categories probably indicates that the foreign students who are coming to the United States are seeking specialized training as well as a general education, with the first category being slightly larger.

A measure of academic satisfaction was derived by computing a composite score for each respondent. The total possible range of scores is from three, high academic satisfaction, to 12, low academic satisfaction. Seven was selected as the cutting point, since this point on the distribution of scores, differentiated between high and low academic satisfaction.
### TABLE VII

Distribution of the Students' Responses Regarding High and Low Academic Satisfaction

<table>
<thead>
<tr>
<th>Academic Satisfaction</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High academic satisfaction</td>
<td>24 students</td>
<td>86%</td>
</tr>
<tr>
<td>Low academic satisfaction</td>
<td>4 students</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

### TABLE VIII

Distribution of Responses of Students Regarding Academic Satisfaction

<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>General Academic Experience</th>
<th>Availability of Courses</th>
<th>Quality of Instruction</th>
<th>Individual Total Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied 1</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Fairly satisfied 2</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Fairly dissatisfied 3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Very dissatisfied 4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Mean = 5.786  
Median = 7.5

As shown in Table VIII, there seems to be a high degree of academic satisfaction. Over 85% of the students expressed high academic satisfaction. The remaining 14.2% expressed low academic satisfaction.
Sixteen students indicated that their instructors are always willing to help when asked, twelve students stated that their instructors are willing to help them sometimes (see Question No. 39, Appendix 1).

**Students' Responses Concerning Difficulty with English**

Thirteen students stated that they have no difficulty at all with English, eleven students said that they have very little difficulty in expressing themselves in English and in understanding it. Three students said that they have some difficulty, and one student reported having very much difficulty.

Seventeen students, out of the twenty-eight, are enrolled in an English class for foreign students. The remaining eleven students indicated that they are not.

Eleven of the twenty-eight students are also enrolled in the special classes, such as American History and Political Science, offered to foreign students at the university. The majority of the (15) students are satisfied with the special courses offered on campus. Two students stated that they are dissatisfied with the special courses.

Twelve students said that they would have liked a more intensive English language program during their first semester. Eleven students indicated that they
would not. The remaining five students did not respond.

**TABLE IX**

<table>
<thead>
<tr>
<th>Number of Visits</th>
<th>Number</th>
<th>Nature of Visit</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2</td>
<td>17</td>
<td>Financial</td>
<td>1</td>
</tr>
<tr>
<td>3 to 5</td>
<td>3</td>
<td>Academic</td>
<td>18</td>
</tr>
<tr>
<td>More than 5</td>
<td>4</td>
<td>Personal</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
<td><strong>24</strong></td>
<td></td>
</tr>
</tbody>
</table>

Over 75% of the students who visited the Foreign Student Advisor said that their meeting was beneficial. Seven percent (7%) of the students stated that it was not beneficial. The remaining 18% did not respond to this question.

On the question, "Do you have an academic advisor?" (see Question No. 20, Appendix 1), fifteen students answered "No" and thirteen answered "Yes." Regarding the students' responses as to whom will they go to when in need of advice regarding school matters (see Question No. 22, Appendix 1), twelve students said that they would go to their academic advisor, four students would go to a friend from their own country, and eleven students
would go to other sources. Some of the students who answered "other" specified their choices, among them are relatives, older siblings, the family they live with and write to their parents.

TABLE X

Distribution of Responses of the Students Regarding Satisfaction with the Advisory System

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>4</td>
</tr>
<tr>
<td>Fairly satisfied</td>
<td>18</td>
</tr>
<tr>
<td>Fairly dissatisfied</td>
<td>4</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>--</td>
</tr>
<tr>
<td>Missing responses</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

As shown in Table X, most of the students, 78.6%, are satisfied with the advisory system at the university. None of the students checked the "very dissatisfied" rating. Four students, 14.3%, stated that they are fairly dissatisfied with the advisory system.
TABLE XI

Distribution of Responses of the Students Concerning The Health Center

<table>
<thead>
<tr>
<th>Number of Visits</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>More than 5</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Over 50% of the students visited the health center between one and three times, 17.9% of the students stated that they have never visited the health center. The remaining 28.6% of the students visited the health center five or more times.

Seventy-one point four (71.4%) percent of the students indicated that they were satisfied with the services they received at the health center, 10.7% of the students said that they were dissatisfied. The remaining 17.3% of the students in the group have never visited the health center.
It is interesting to note that the number of responses at the two poles, as shown in Tables XII and XIII, are almost identical.

The students with the missing responses (see Table XII), made the following comment on their questionnaires, "I don't have any free time."

On Question 42 (see Appendix 1), twelve students stated that they have been invited to visit in homes of American students; sixteen students stated that they have not.
TABLE XIV

Distribution of Responses of the Students on Amount of Free Time They Spend With American Students

<table>
<thead>
<tr>
<th>Approximate Free Time</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 to 20%</td>
<td>9</td>
</tr>
<tr>
<td>20 to 30%</td>
<td>5</td>
</tr>
<tr>
<td>30 to 50%</td>
<td>2</td>
</tr>
<tr>
<td>More than 50%</td>
<td>7</td>
</tr>
<tr>
<td>Missing responses</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 28

Mean = 23%

The students with the missing responses commented on their questionnaire that they don't spend any of their free time with American students.

TABLE XV

Distribution of Responses of the Students Regarding Sources of Assistance with Personal Problems

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Student Advisor</td>
<td>5</td>
</tr>
<tr>
<td>Friend from own country</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Missing response</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 28
Several of the students who answered "Other" specified their choices of assistance with personal problems; among their choices are older siblings, relatives, write to parents, myself.

**Comments**

The comments offered by the students were varied and included such remarks as:

More information about registration procedures should be available before a student comes to California State University, Northridge.

It is hard for me to ask American students to explain what the teacher is saying.

Americans ask me, "What's wrong with your country that you came here to study?" They don't understand that college education is easier in the United States than in my country.

I believe that the students were pleased to be able to comment on the questionnaire. Many of them requested personal contact. During one of these contacts a student expressed the opinion that the reason why a foreign student has difficulty forming close relationships with Americans is the difference in social and moral values held by the foreign student.

It appears that there is a need for more personal contacts from school personnel as well as from other students.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This study has explored the characteristics of the foreign freshmen students at California State University, Northridge, their perceptions of the effectiveness of the orientation program, their academic and social satisfaction, and the relationships between them.

The foreign freshmen students at California State University, Northridge come from sixteen different countries, the largest number from Iran. Their average age is twenty-two and one-half. The majority were single. They were almost equally divided in fields of study between the Natural and the Social Sciences. The largest group were studying Engineering.

In raw scores there was a positive correlation between those students who experienced the orientation program and their degree of satisfaction with the university. Most students who attended the orientation program were able to register without assistance. The orientation program appears to be a contributing factor towards the students' more favorable view of the institution. However, the students who did not attend the orientation program also have a positive view of the university but to a somewhat lesser degree.
Those students who live in a family environment were satisfied with their living arrangements. Those students who live alone were the least satisfied. This indicates that the foreign student living away from home feels best in a family environment even though it is not his own.

Over 85% of those studied reported that they were satisfied with their academic experiences here.

Relatively few students expressed experiencing difficulty with the English language (however, it must be remembered that 18% of them come from English speaking countries). The majority are attending English classes for foreign students and many requested more intensive classes for helping them with the language. I found this somewhat contradictory and believe that this is an area that needs further clarification. One possible cause might be differences in the students' perceptions of the term "difficulty".

Most students were pleased with the special courses in History and Political Science which they attend.

Over half of the students stated that they did not have an academic advisor. Several students stated that they did not know whom to see regarding school problems.

Most of the students who saw the Foreign Student Advisor went to her office for academic advice (although
this is not one of her functions). The majority of the students who saw the Foreign Student Advisor (for all reasons) found the visits beneficial.

I believe that this is a confusing situation which should be remedied. Specific academic counseling is supposed to be handled by the students' academic advisors and not by the office of the Foreign Student Advisor.

Most students were satisfied with the way they spend their free time. There was an almost equal division between those students who socialized with Americans and those who did not. Those students who had larger numbers of American friends and who had received more invitations to American homes were those who come from English speaking countries. Even though many students indicated that they had American friends, over half of them stated that they have never been invited to an American home. Therefore, it appears that some of these friendships did not extend beyond the campus. It also might indicate a lack of community involvement with the foreign students.

This seems significant in terms of the social acceptance of the foreign students. The language barrier as well as the greater difference in social customs in English and non-English speaking countries may account for the dearth of relationships.
For help with personal problems, the majority of the students communicated with relatives and friends from their own country. Since these are freshmen students, many of whom are only recently separated from their native countries, this would be a predictable response.

I conclude that the existing orientation and foreign student advisory programs are basically effective. However, I believe that the orientation program could be expanded so that it reaches more students over a longer period of time. The roles of the Foreign Student Advisor and the academic advisors need more careful delineation.

In the area of social adjustment, there should be more effort to integrate the students from non-English speaking countries.

Although the study appears to establish that the majority of the students are satisfied with their experiences at California State University, Northridge, there is a small but significant number who feel differently. These students expressed great dissatisfaction in several of the areas studied. I believe that this group should receive additional attention from the Student Counseling Center since their discontent is so pervasive. These students may have brought with them a variety of personal problems which make their adjustment
to life on an American college campus very difficult.

The size of the sample population limits the value of the study. If it were larger, the findings could be more representative of the foreign freshmen students. Future research might focus on reaching a larger portion of the foreign student population and studying areas not covered by this project, such as financial issues and academic performance of the foreign students in California State University, Northridge. It would also be worthwhile to study the changes in the students' perceptions upon graduation from the university.
FOOTNOTES


3 Kahne, op. cit., p. 38.

4 Walton, op. cit., p. 47.

5 Kahne, op. cit., p. 39 and 40.


8 Walton, op. cit., p. 48.


11 Carolyn Kessler, Developing an ESL Program in a Small Two-Year College. (Revised version of a paper presented at the ATESL section of the annual conference of the NAFSA 26th. Albuquerque, New Mexico, May 1974.) 10 pp. Abstract, ED 139253, FL 008506.


18 Rhodelia Corazon Buenaventura Lozada, Foreign Students at Purdue University: A Study of Selected Personal and Academic Characteristics in Relation to Current Experiences and Future Expectations. (Ph.D. dissertation, Purdue University, 1970).

19 Gabriel, op. cit., p. 184.


21 Dev Sharma Keshav, "Indian Students in the United States." Exchange 4, No. 4:43-59 (spring 1969).
22 Lozada, op. cit.

23 Kyaw Win, A Study of Difficulties Indian and Japanese Students Encountered in Six Problem Areas at the University of Southern California, 1969-70. (Ph.D. dissertation, University of Southern California, 1971.)


25 Walton, op. cit.


27 Ibid., p. 24.

28 Ibid., p. 27.

29 Ibid., p. 29.

30 Kahne, op. cit., p. 38.

31 International Educational Interchange, op. cit., p. 31.

32 Robert B. Kaplan, "The Foreign Student and his English Language Training." (Address delivered at a meeting of the Southern California Chapter of the ELS Language Center, Los Angeles, California, November 1968.)

33 International Educational Interchange, op. cit., p. 32.

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Undergraduate and Graduate Catalog, 1977-78. California State University, Northridge, 18111 Nordhoff Street, Northridge, California 91324.


Kessler, Carolyn. "Developing an ESL Program in a Small Two-Year College." Revised version of a paper presented at the ATESL section of the annual conference of the National Association for Foreign Students Affairs, Albuquerque, New Mexico, May 1974.


Rising, Muriel Nixon and Barbara M. Copp. Adjustment Experiences of Non-Immigrant Foreign Students at the University of Rochester. Rochester University, New York, 1968.


APPENDIX 1

QUESTIONNAIRE

1. Country of origin ____________________________

2. Age _____ Sex _____

3. Marital status ( ) Married ( ) Single

4. Field of study ________________________________

5. How long in the U.S.A. _________________________

6. In how many countries, other than the United States and your own country, have you stayed for more than one month? Please name the countries and the duration of time.

_____________________________________________

_____________________________________________

_____________________________________________

7. Where have you lived most of your life?

( ) In a large city

( ) In a small town or village

( ) In a suburb

8. Do you have a brother or sister studying at the present time in the United States?

( ) Yes ( ) No

9. Did you go through any formal orientation program in your own country intended to help you for your stay in the U.S.?

( ) Yes ( ) No
10. Do you live
   ( ) In the dormitory
   ( ) Alone
   ( ) With relative
   ( ) With an American family
   ( ) Share an apartment with other students

11. Are you satisfied with your present housing arrangement?
   ( ) Very satisfied  ( ) Fairly dissatisfied
   ( ) Fairly satisfied  ( ) Very dissatisfied

12. Where did you hear about CSUN?
   ( ) School abroad  ( ) Friends
   ( ) Relatives  ( ) Other (specify)

13. Have you attended the International Students Orientation at CSUN?
   ( ) Yes  ( ) No

14. If the answer to the above question is Yes, how much of the information presented to you did you understand?
   ( ) All of it  ( ) Some of it
   ( ) Most of it  ( ) None of it

15. Did you ask questions during orientation?
   ( ) Yes  ( ) No

16. Were you able to register on your own?
   ( ) Yes  ( ) No
17. How many times did you go to see your foreign student advisor?

( ) Once or twice
( ) Three to five times
( ) More
( ) Never

18. Was the nature of your visit to the foreign student advisor

( ) Financial
( ) Academic
( ) Personal
( ) Other (specify) ____________________________

19. Was the meeting with your foreign student advisor beneficial?

( ) Very beneficial
( ) Fairly beneficial
( ) Not beneficial

20. Do you have an academic advisor (other than your foreign student advisor)?

( ) Yes ( ) No

21. My academic advisor's office is located at ____________________________

22. When you are in need of advice or help regarding school matters, do you go to

( ) Your academic advisor
( ) A friend from your country
( ) Other (specify) ____________________________
23. What sports events have you observed at the University?
   ( ) Football    ( ) Basketball
   ( ) Baseball    ( ) Soccer
   ( ) Other (specify) ______________________

24. Do you know where the theater is located on the campus?
   ( ) Yes    ( ) No

25. Have you attended a performance at the CSUN theater?
   Was it a
   ( ) Musical    ( ) Drama
   ( ) Concert    ( ) Other (specify) ____________

26. How many times have you visited the University's health center?
   ( ) 1 to 3 times    ( ) More than 5 times
   ( ) 5 times        ( ) Never

27. How satisfied were you with the service at the health center?
   ( ) Very satisfied    ( ) Fairly dissatisfied
   ( ) Fairly satisfied  ( ) Very dissatisfied

28. Are you satisfied with the advisory system at the University?
   ( ) Very satisfied    ( ) Fairly dissatisfied
   ( ) Fairly satisfied  ( ) Very dissatisfied
29. In general, how does your present overall view of the University compare with your expectations of this institution before your orientation program?

( ) Much less favorable now
( ) Somewhat less favorable now
( ) Somewhat more favorable now
( ) Much more favorable now

30. How does CSUN's orientation program compare with orientation programs in other colleges you have attended? (Only students who have attended other colleges or universities in the U.S. prior to CSUN should answer No. 30.)

( ) CSUN is much more effective
( ) CSUN is somewhat more effective
( ) CSUN is somewhat less effective
( ) CSUN is much less effective

31. In your studies and social contact, how much difficulty do you have in expressing yourself in English and in understanding it?

( ) Very much difficulty   ( ) Very little difficulty
( ) Some difficulty         ( ) No difficulty at all

32. Did you enroll in an English class for foreign students?

( ) Yes       ( ) No

33. Did you enroll in one of the special courses offered to foreign students, other than English?

( ) Yes       ( ) No

34. How satisfied are you with the special courses for foreign students? (Answer this question only if you answered Yes to No. 32 or No. 33.)

( ) Very satisfied    ( ) Fairly dissatisfied
( ) Fairly satisfied  ( ) Very dissatisfied
35. Would you have liked a more intensive English language program for foreign students during the first semester?
   ( ) Yes ( ) No

36. Academically, are you satisfied with your experiences here?
   ( ) Very satisfied ( ) Fairly dissatisfied
   ( ) Fairly satisfied ( ) Very dissatisfied

37. How satisfied are you with the availability of courses desired?
   ( ) Very satisfied ( ) Fairly dissatisfied
   ( ) Fairly satisfied ( ) Very dissatisfied

38. How satisfied are you with the quality of instruction?
   ( ) Very satisfied ( ) Fairly dissatisfied
   ( ) Fairly satisfied ( ) Very dissatisfied

39. Are your instructors willing to help you when you ask them for help?
   ( ) Sometimes ( ) Always ( ) Never

40. When you entered your classes at CSUN for the first time, did your instructors know that you are a foreign student?
   ( ) All of them knew
   ( ) Some of them knew
   ( ) None of the instructors knew

41. Since you arrived at CSUN, have you been satisfied with the way you have been able to spend your free time?
   ( ) Very satisfied ( ) Fairly dissatisfied
   ( ) Fairly satisfied ( ) Very dissatisfied
42. Have you been invited to visit in the homes of American students?
   ( ) Yes          ( ) No

43. How many of your close friends are Americans?
   ( ) One       ( ) Two       ( ) Three
   ( ) More than three ( ) None

44. Approximately how much of your free time is spent with American students?
   ( ) 10 to 20%  ( ) 30 to 50%
   ( ) 20 to 30%  ( ) More than 50%

45. If you were faced with a serious personal problem and needed assistance, would you prefer to go to
   ( ) Your Foreign Student Advisor
   ( ) A friend from your own country
   ( ) Other (specify) ________________________________

Comments: (Please feel free to comment on any issue you desire.)
March 6, 1978

Dear Student:

From time to time the Office of International Programs cooperate with professors and graduate students in compiling data on research work which is being done which often proves to be beneficial in learning "what the student thinks."

The enclosed questionnaire has been compiled by Ms. Cornelia Travish, graduate student and teacher in Educational Psychology, and your cooperation in completing the information requested is very much appreciated.

All participants are selected by class standing and not by name. Therefore, there is no need to sign your name or put your return address on the envelope.

Sincerely,

Barbara M. Roeb,
Foreign Student Advisor
International Program

BMR/ac
Dear Student,

I am a candidate for a Master's Degree in the School of Educational Psychology at CSUN. One aspect of this field which is particularly interesting to me is the adjustment of international students to an American campus. I am also concerned with this because I too was a foreign student and am familiar with some of the issues involved.

My Master's Thesis will focus on the first year foreign student's experiences at this University. There will be special emphasis on the orientation program for freshmen.

This is your opportunity to help foreign students at CSUN. Enclosed is a questionnaire which deals with a variety of issues which are important to all of you. Your cooperation in completing and returning it will be greatly appreciated. Please return your questionnaire to the secretary in the Foreign and Literature Department in Sierra Tower, Room 508, as soon as possible.

Your contribution is essential to the success of this study. All responses will be confidential, there is no need to sign your name. The results of this study will be available in the University Library.

Very truly yours,

Cornelia Travish