ABSTRACT

            The International Center (IC) of a Southern postsecondary
institution has three major programs: Education Abroad, Training and
Development, and International Students and scholars services. The IC
Strategic Plan states that the program for international students needs to
provide a wider variety of programs and services for international students
and scholars. The IC is willing to improve the services for international
students through the implementation of a Needs Assessment (NA). The purpose
of the NA was to survey international students regarding the services
provided by the Center and whether those services fit their needs or not. The
NA will give the institution a useful feedback from their customers.
Completed surveys were returned by 23 international students (38% response
rate). Overall, students agreed that they had received substantial support
from the IC for their most important needs. It appears that they are not as
interested in increasing the number of variety of services provided by the IC
but in improving the quality of these services. One appendix contains the
survey, and the other presents student responses. (Contains 10 references.)
(SLD)

Running Head: NEEDS ASSESSMENT

ED 470 029

Needs Assessment in a Higher Education Environment: International Student Programs

Maria D. Munoz

Marco A. Munoz

University of Louisville

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Abstract

The International Center (IC) of a Southern post-secondary institution has three major programs: Education Abroad, Training and Development, and International Students and scholars services. The IC' Strategic Plan states that the program for international students needs to provide a wider variety of programs and services for international students and scholars. The IC is willing to improve the services for international students through the implementation of a Needs Assessment (NA). The purpose of this NA was to survey international students regarding the services provided by the Center and whether those services fit their needs or not. The NA will give the institution a useful feedback from their customers for improving this important aspect of their institutional mission. This paper contributes to the extant literature on higher educational services for international students.

Keywords: Foreign Students; Higher Education; Needs Assessment; Program Evaluation; International Education; Student Needs; Second Language Learning; Exchange Programs.

Needs Assessment in a Higher Education Environment: International Student Programs

International students have been a major focus of attention in higher educational institutions in the last decades. Currently, little evaluation research exists. The first step in this study was to review extant research on this topic. Howard and Keele (1991) studied international students in a US graduate business program. International students felt some sense of abandonment by the higher education institution and the university promoted a research study on international students' needs, concerns, and problems in general and specifically at the college of business. Based on the results of this research, the International Student Orientation Program, a mandatory 2-week, international student orientation seminar/workshop for all first-year international students, was developed to help meet these identified needs. Surveys of the students at the end of the seminar/workshop and the faculty members during the first year of implementation provided the following results: (1) the international students are integrating more effectively with other students; (2) they are interacting in classroom settings and are bridging classroom cultural differences; (3) rankings of international students are higher than in previous years; (4) they possess stronger feelings of security because of the support systems in place; (5) they show a greater success of job placement for both summer internships and full-time jobs; and (6) they are developing more positive relationships and are experiencing an overall more positive experience at the school.

Selvadurai (1991) studied the adequacy of selected services to international students in an urban technical college. The researcher evaluated the adequacy of

academic and personal services to international students at the New York City

Technical College of the City University of New York. Questionnaire responses of 137

students highlight academic needs for all 15 categories examined and inadequacies in

all but 2 of 17 personal service areas.

Arubayi (1980) identified problems experienced by Nigerian students enrolled in

Kansas State Universities. The identification of problems experienced by Nigerian

students in American universities could result in improvement of programs to meet the

needs of these students. Undergraduate and graduate Nigerian students (N=213)

enrolled in Kansas state universities in 1979 completed a modified version of the

Michigan International Student Problem Inventory. Students reported problems in seven

subscales: most problems were reported in financial aid followed by social-personal,

academic records, student activities, living-dining, orientation services, and placement.

No problems were reported in admission and selection, English language, health

services, or religious services. Several recommendations, based on the findings, are

made for both the American and Nigerian governments.

Sandhu and Asrabadi (1991) conducted another study related to international

students. There is a general consensus that international students are a high-risk group

who have a far greater number of psychological problems than their counterpart U.S.

students. International students experience a number of problems due to the massive

adjustments they are required to make abruptly in their social and academic lives. A

review of the literature relating to the psychological problems of international students

suggests a variety of difficulties ranging from loneliness, homesickness, and irritability

to severe depression, confusion, and disorientation. This study examined the

psychological needs of international college students and university students as related

to acculturative stress. International students (N=128) completed the Acculturative

Stress Scale for International Students. The results indicated that the students were

psychologically at-risk on several dimensions, with the analysis revealing factors

labeled perceived deprivation/alienation, loneliness/homesickness, hate, fear, stress

due to change, and guilt. The findings have implications for college and university

counselors.

Eid and Jordan-Domschot (1989) conducted another investigation concerned

with international students in higher education. The purpose of the research project was

to assess the needs, satisfaction, and concerns of international students attending

Eastern Oregon State College. The international student population consisted of

students from Micronesia, Netherlands, Somalia, Saudi Arabia, Jordan, Iran, Japan,

Thailand, Zimbabwe, Belgium, Canada, Nigeria, China, Bangladesh, Kenya, Hong

Kong, West Germany, Nepal, India, Singapore, Pakistan, Turkey, Malaysia, and

Palestine. A total of 85 international students completed the survey, with 29 from

Micronesia and 56 from other countries. The 46-item survey collected information

concerning needs in seven categories: information, academics, community

involvement, interpersonal relationships, English skills, student support, and food and

housing. Among the findings were: international students were generally satisfied with

their academic advisors, interaction with professors, and understanding of course

requirements and the grading system; they wanted to develop more meaningful

interaction with community members and groups; they were satisfied with their

interpersonal relationships with United U.S. students; language ability was related to

academic success; students wanted more opportunities to improve their ability to speak English; and the lack of work opportunities on campus was seen as a major problem.

Finally, Deressa and Beavers (1988) conducted a need assessment of international students. Academic and non-academic needs of 70 international students in a college of home economics at a large midwestern university were studied through an inventory developed for the study. Findings highlight the different needs of various groups, but the need for English language proficiency was particularly apparent.

Evaluation Method and Analysis Strategy

The first step in the analysis was to analyze the performance gap. The IC serves around 600 international students. The NA focused on the current services provided to international students, such as admission information, immigration advising, orientations for new arrivals, personal counseling, housing assistance, contact family program, and social activities.

The second step was to conduct a performance diagnosis. According to the Strategic Plan, the international student and scholars program requires to ensure quality of all international students programs and services (Strategic Plan, 1998, strategy I-IC-1b). This NA was developed to have a feedback from international students regarding the services provided by IC. The NA was developed by a team composed by the Associate Director, the International Student Coordinator, and the researchers.

The instrument to gather data was a questionnaire. The questionnaire was developed specifically for this NA and pilot tested before applied. From a total of 60 questionnaires (10 percent of the population), 23 international students returned the

questionnaire; this means 38.3 percent response rate. The questionnaire listed all the services provided to international students.

These services were grouped in nine categories. Participants were asked to rate these services provided by IC using a Likert-type scale and had the opportunity to give suggestions and comments regarding their experience with the services provided by the IC (Appendix A). Data from these open-ended questions were classified under nine categories (Appendix B). Demographic data were collected to be able to describe the profile for the sample and analyze variables among subgroups.

Organizational records were analyzed, namely strategic plan and their annual report of activities for 1997-1998. The information collected from these sources helped to determine the desired situation for the International Students Program. Likewise, it was useful to define priorities for further action.

Data were analyzed using Statistical Package for Social Sciences (SPSS). The researchers used descriptive statistics, namely frequencies, mean scores and standard deviations. Data have been analyzed considering the following criteria. First, it identified those services rated by international students with high level of need (mean score above 3). These data were checked up with the appropriate level of satisfaction. Second, it examined those services rated with lower level of satisfaction (mean score under 3). These services were compared with the pertinent level of need. The objective was to determine those discrepancies of performance that can become opportunities of improvement for the IC.

Evaluation Findings

International Students Profile

Participants were 60 percent male and 40 percent female. The marital status for

participants was 59.1 percent single and 40.9 percent married. The academic level of

most international students was graduate (76.2 percent), the rest of them were

undergraduate. Participants were between 22 and 24 years old (40 percent); another 20

percent of participants were between 25 and 27 years old. This means that 60 percent

of participants are in the age group between 22 and 27 years old. The region of their

home country was Asia (47.6 percent), Europe (23.8 percent), Latin America (14.3

percent), Africa (9.5 percent), and Middle East (4.8 percent). Most of the International

students have lived in the United States two to three years (31.8 percent), and more

than four years (27.3 percent). Finally, 68.2 percent of participants do not have any

immediate family in Louisville.

Services Provided by Level of Need and Level of Satisfaction

International students rated the services according to the level of need and level

of satisfaction. A mean score above 3 shows that there is a significant need, and that

the need has been satisfied. Table 1 summarizes higher mean scores on level of need

and its level of satisfaction for the services provided by the IC. Data is listed by

descending order for mean scores on level of need.

Table 1

<u>Services Provided by Level of Need and Level of Satisfaction</u>

Services Provided	Mean Scores and Standard Deviation	
	Level of Need	Level of Satisfaction
Health and safety advice	3.96 (1.26)	3.36 (1.22)
Other university services: legal, tutoring, scholarships, and academic advising	3.96 (1.33)	2.95 (1.10)
Immigration advising before arrival	3.87 (1.63)	3.00 (0.97)
Banking information	3.83 (1.37)	3.42 (1.07)
Registration process	3.83 (1.37)	3.38 (1.12)
Immigration advising during stay	3.77 (1.07)	3.62 (1.16)
Immigration advising upon arrival	3.73 (1.55)	3.37 (0.83)
Social security number	3.70 (1.66)	3.50 (1.15)
Orientation package	3.65 (1.43)	3.90 (0.89)
Admission information	3.62 (1.63)	3.69 (0.87)
Biannual newsletter	3.52 (0.87)	3.86 (0.91)
Campus information	3.52 (1.53)	3.83 (0.92)
Library information	3.43 (1.47)	3.74 (0.93)
Housing assistance off campus	3.26 (1.89)	2.63 (1.15)
Cultural adaptation	3.18 (1.47)	3.35 (1.17)
International students association	3.14 (1.42)	3.50 (0.97)
Personal counseling	3.09 (1.51)	2.75 (1.29)

Overall, the IC is meeting the higher levels of needs for these international students in a satisfactory level (above average). Also, the IC is addressing those needs that are more essential for these international students. There are only three cases were the need has not been satisfied with higher level, namely other university services (2.95 mean score), housing assistance off campus (2.63 mean score), and personal counseling (2.75 mean score).

Other university services were rated with high level of need. Actually, 73 percent of participants consider these other services as significant or very high level of need; but 45 percent of participants defined their level of satisfaction on other university services as neutral. However, 25 percent considered their satisfaction on other services as mostly satisfied. Therefore, most of them are somehow satisfied.

Both housing assistance off campus and personal counseling services have been rated with a significant level of importance (3.29 and 3.09, respectively), but international students seemed to be in some way dissatisfied with these services. On one hand, 37.5 percent of participants considered their level of satisfaction of housing assistance off campus as neutral, and 43.8 percent below average. On the other hand, participants considered the level of satisfaction on personal counseling as neutral (31.3 percent) and below average (43.8 percent). Therefore, these services have a performance discrepancy that could be improved by the IC.

There are seven services rated with highest level of need, namely health and safety advice; other university services; banking information; immigration advising before arrival, upon arrival, and during stay; and registration process. They are not exactly the ones with highest levels of satisfaction. The highest levels of satisfaction are

related to orientation package (3.90), international banquet (3.88), biannual newsletter (3.86), campus information (3.83), library information (3.74), annual welcome picnic (3.73), monthly tea (3.69), admission information (3.69), immigration advising during stay (3.62), and contact family (3.57).

At this point, the researchers will describe information regarding those services that international students rated with lower scores of satisfaction (mean scores below 3 in Likert scale). These services are housing assistance off campus (2.63), airport pick up (2.64), grocery shopping (2.67), personal counseling (2.75), and other university services (2.95). From these services, two of them (airport pick up, and grocery shopping), do not have mean scores above 3 as level of need.

The following information indicated differences among groups for some of the services rated with higher level of need. In the case of health and safety advice, significant differences were found regarding gender and time living in the United States. While 100 percent of men considered this service from some need to very high need, only 62,5 percent of women manifested the same opinion. Besides, 100 percent of participants with three to less than four years living in United States considered health and safety advice as not a need, while the other groups rated this service from some need to very high need. For other university services no significant need was found among groups.

For the service of immigration advising before arrival, it was found a significant difference concerning academic level, 40 percent of undergraduate defined this service as not a need, while only 17.6 percent of graduate students considered as not a need.

Also, 100 percent of participants with three to less than four years in United States, and 100 percent of participants from Africa rated this service as not a need.

The level of need of immigration advising upon arrival showed differences among age groups. All participants with 19 to 21 years considered this service as not a need. Half of women considered immigration advising upon arrival as not a need or very little need. Likewise, participants from Africa rated this service as not a need.

The services of immigration advising during stay manifest significant difference among age groups. It was rated as not a need by all participants with 19 to 21 years old, while none from other age groups did. The service of banking information showed no significant differences among groups. In the case of the need of service on registration process significant difference was found regarding the region of home country, 100 percent of participants from Africa considered as not a need.

Establishing Priorities

In correspondence with the IC's mission and strategic plan, it is essential to improve the quality of all international students programs and services. More specifically, the institutional mission mentions the importance of supporting international students through immigration services, and in the adaptation process to the University and life in the United States. The strategic plan defines as expected measurable outcomes to increase numbers of international students; to enhance mechanisms for retention, including the newsletter and contact families; to increase coordination with students' faculty advisors; to foster links between American students and international students; to improve general orientation workshops for incoming students; and to give appropriate legal advising for international students (Strategic Plan, Goal I-IC-1, 1998).

Considering the aforementioned information as guidelines for better performance as well as the feedback from the international students obtained on this study, it can be proposed some priorities and interventions to improve the quality of the international students program. For more details about students' suggestions and comments, refer to appendix B.

Overall, international students have received a substantial support from IC in their most important needs. For example, international students clearly stated in their comments how they thank IC for being so helpful. One international student wrote: "So far, they had been so cooperative, very helpful, I thank them very much". Likewise, most of the services rated by international students with higher level of need are being satisfied.

According to international students' suggestions, it can be concluded that they would expect not to increase the number or variety of services provided from IC, but to improve the quality of them. For example, a significant number of suggestions and comments can be classified as asking for a "one-on-one relationship." Under this category are grouped all those suggestions related to personal help, specific cases, and the desire of experiencing the IC as one student stated "home-away-from-home". In conformity with total quality management principles, IC could meet this expectation by reminding their staff members to try to delight all international students every time they ask for any service. There are several ways to do it, and there is one that can be done without any cost, to smile at everybody even though the staff members might be tired or with problems.

Another challenging area of improvement is communication. Students said that they had no idea about the existence of some of the services listed in the questionnaire. Therefore, it would be appropriate to check on the information procedures and materials. For example, it can be developed a one-page list of the services that IC can provide to international students. This list could be mailed before arrival or during the first week upon arrival to newly admitted international students.

In different ways, international students suggested to establish clear priorities on services. Even though the sample is small, the results can be considered as guidelines about international students experiences and preferences. They have rated some of the services as more important than others, namely health and safety advice, other university services, immigration advising, banking information, and registration process. Therefore this information can help to establish priorities on which services need more attention and resources (personnel, time, and money). For example, for health and safety advice, IC can develop tables with relevant information regarding health insurance, banking information, and registration process.

Finally, some students mentioned that some training for IC personnel would be necessary, specifically on the area of immigration issues. Other students only suggested to "improve knowledge on what they are doing." These suggestions can become the opportunity to plan a training process to develop and increase the knowledge and expertise of IC' staff.

According with Witkin and Altschuld (1995), to develop a more comprehensive action plan, it would be helpful to combine the results from this NA with an NA on service providers (Level 2), and resources (Level 3). Since this NA focused on service

receivers (international students), further analysis on IC' organizational processes and resources would be appropriate.

<u>Conclusion, Limitations, and Future Research</u>

The NA process was completed satisfactorily. The NA team should deal with time constraints, different schedules, and job responsibilities to meet the deadlines. However, the efforts made will help improve one of the IC' programs. One important weakness in this process is the low rate response. However, this experience is both one simple and important step on improving customers satisfaction.

Any future NA processes that might be developed can obtain a better response rate by applying some procedures. For example, define follow up procedures such as mailing postcards to remind students to answer the survey. It can also be sent a incentive, like a dollar for answering the survey. Another strategy might be to look for the best time during the year to send out the survey. For example, the end of September might better than the beginning of November.

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APPENDICES

APPENDIX A: INTERNATIONAL STUDENTS' SERVICES

A. Services Provided

Instructions: Please use the following scales to rate the statements written in the first column. These statements correspond to different services that the International Center provides to international students. The second column refers to each statement as a need and the third column refers to how this need was satisfied. Circle the number **that BEST describes your experience**.

For example: Look at the table below. If you had a **significant need** for admission information (see service provided in the first column), you would circle number four in the second column (see level of need for the service). If you were **mostly satisfied** with that particular service, you would circle number four in the third column (see level of satisfaction with the service). The choice 0=Not applicable means that you have not received that service or that you have not participated in that type of activity.

Services provided	Level of need for the service 1= Not a need 2= Very little need 3= Some need 4= Significant need 5= Very high need	Level of satisfaction with the service 0= Not Applicable N/A 1= Completely dissatisfied 2= Mostly dissatisfied 3= Neutral 4= Mostly satisfied 5= Completely satisfied
A.1. Admission Information	1 2 3 4 5	0 1 2 3 4 5

Now, please circle the number **that BEST describes your experience**.

Services provided	Level of need for the service 1= Not a need 2= Very little need 3= Some need 4= Significant need 5= Very high need	Level of satisfaction with the service 0= Not Applicable, N/A 1= Completely dissatisfied 2= Mostly dissatisfied 3= Neutral 4= Mostly satisfied 5= Completely satisfied
A.1. Admission Information	1 2 3 4 5	0 1 2 3 4 5
A.2. Immigration Advising		
A.2.1. Before arriving	1 2 3 4 5	0 1 2 3 4 5
A.2.2. Upon arrival	1 2 3 4 5	0 1 2 3 4 5
A.2.3. During your stay	1 2 3 4 5	0 1 2 3 4 5
A.3. Logistical Services		
A.3.1. Airport pick up	1 2 3 4 5	0 1 2 3 4 5
A.3.2. Grocery shopping	1 2 3 4 5	0 1 2 3 4 5
A.3.3. Housing assistance off campus	1 2 3 4 5	0 1 2 3 4 5
A.4. Orientation Upon Arrival		
A.4.1. Orientation package	1 2 3 4 5	0 1 2 3 4 5
A.4.2. Registration process	1 2 3 4 5	0 1 2 3 4 5
A.4.3. Social Security Number	1 2 3 4 5	0 1 2 3 4 5
A.4.4. Library information	1 2 3 4 5	0 1 2 3 4 5
A.4.5. Campus information	1 2 3 4 5	0 1 2 3 4 5
A.4.6. Housing information on campus	1 2 3 4 5	0 1 2 3 4 5
A.4.7. Banking information	1 2 3 4 5	0 1 2 3 4 5
A.4.8. Health and safety advice	1 2 3 4 5	0 1 2 3 4 5
A.4.9. Cultural adaptation	1 2 3 4 5	0 1 2 3 4 5
A.4.10.Other university services (legal, tutoring, scholarships, academic advising)	1 2 3 4 5	0 1 2 3 4 5

Services provided	Level of need for the service 1= Not a need 2= Very little need 3= Some need 4= Significant need 5= Very high need					Level of satisfaction with the service 0= Not Applicable, N/A 1= Completely dissatisfied 2= Mostly dissatisfied 3= Neutral 4= Mostly satisfied 5= Completely satisfied					
A.5. Personal Counseling	1	2	3	4	5	0	1	2	3	4	5
A.6. Contact Family	1	2	3	4	5	0	1	2	3	4	5
A.7. Biannual Newsletter	1	2	3	4	5	0	1	2	3	4	5
A.8. Social Activities											
A.8.1. Annual welcome picnic	1	2	3	4	5	0	1	2	3	4	5
A.8.2. Monthly tea meeting	1	2	3	4	5	0	1	2	3	4	5
A.8.3. International Banquet	1	2	3	4	5	0	1	2	3	4	5
A.8.4. International students' Association	1	2	3	4	5	0	1	2	3	4	5
A.9. Other Activities											
A.9.1. Holiday parties (Christmas, Halloween)	1	2	3	4	5	0	1	2	3	4	5
A.9.2 Recreational activities (football games, cook outs)	1	2	3	4	5	0	1	2	3	4	5

B. Suggestions

In this section, we would like to have some suggestions from you about how we can improve the current services provided. You can also suggest new activities that can help us to provide better service to international students. Please write three suggestions starting with the most important.

B.1. _____

B.2. _____

B.3. _____

C. Demographic Data

Instructions: Please read each question and check with an "X" in the space provided the answer that best describes you.

C. 1. What is your academic level?

    1. Undergraduate: _____   2. Graduate: _____

C. 2. What is your age group?

1. Under 18 years _____	4. 25-27 years _____	7. 34-36 years _____
2. 19-21 years _____	5. 28-30 years _____	8. 37-39 years _____
3. 22-24 years _____	6. 31-33 years _____	9. Over 40 years ____

C. 3. What is your gender?
    1. Male: _____   2. Female: _____

C.4. What is your marital status?

    1. Single ___   2. Married ____   3. Divorced ____   4. Widowed ____   5. Other ____

C.5. How long have you resided in the United States?

    1. Less than one year ____   4. From 3 to less than 4 years ____

    2. From 1 to less than 2 years ____   5. More than 4 years ____

    3. From 2 to less than 3 years ____

C.6. Do you have any immediate family in Louisville?

    1. Yes _____   2. No _____

C.7. What is the region of your home country?

    1. Africa _____   4. Asia _____   7. North America _____

    2. Latin America _____ 5. Europe _____

    3. Middle East _____   6. Oceania _____

D. Additional Comments
Instructions: In this section, feel free to make any comment related to international student services.

_____

_____

_____

_____

_____

Thank you for your time and cooperation.

APPENDIX B: Classification Of Suggestions And Comments From Questionnaires

Open-ended Section on Suggestions Grouped by Themes

One-on-one relationship
- For new arrival students, each ethnic should have a representative to work with the international center
- Provide personal help with off campus housing, registration process
- Have interpreter for non English speaking students
- Have someone come to assign SSN as is the case in bigger schools
- I would have really appreciated if I could have found some affordable medical insurance plan. I felt nobody could help me and understand my needs
- Actually work for the students

Improve communication
- I didn't know of services such as grocery shopping and airport rides which are really necessary. May be letting the students know about this would help
- Since I am at the Health Science Center, it is difficult to correspond with the Center due to transportation
- Better information on class registration and scholarships should be provided by personal counseling
- Helping with information of on-campus job for those without financial aid

Establish clear priorities on services
- Provide orientation on most vital issues (housing, banking, transportation) for newcomers
- Put together a list of most common problems newcomers have to deal with and have a few people who can actually help to solve them, especially at the beginning of the academic year
- Integrate services or one-stop desk for housing, admission, etc.
- There should be a clear purpose and direction to help students

Training IC personnel
- People working in the IC should receive training to be able to help with immigration problems
- Improving knowledge on what they are doing, e.g., I found so many cases that I got wrong information such as forms, any regulations
- I would have really appreciated if I could have found some affordable medical insurance plan. I felt nobody could help me and understand my needs

Contact families
- I feel left alone since I came here, maybe try to improve or push some families or Americans to be close to us (me)
- Arrange to have them stay with a contact family at least for two weeks and help them get on/off campus housing

Recreational activities
- More recreational activities for cultural adaptation
- Increasing some free activities instead of international tea, e.g., some very good movie(s)

Change attitudes
♦ I think that the people who work in the international center are not always willing to help or listen. Sometimes they are not very polite and not understanding
♦ International students are complete strangers here. There should be more spirited effort to help them in all areas, tell they are used to the life here (sic)

Others
♦ Bring offers for discounted overseas telephone calls, and air tickets
♦ Help us improve our language and also our family through free weekend English classes similar to ESL
♦ Arrange for volunteers to pick-up international students at airport

TOTAL OF 25 SUGGESTIONS

<u>Open-ended Section on Comments grouped by themes</u>

One-on-one relationship
- In the early period of living, 0-3 months, everything seems to be confusing. I felt more attached to the IESL program than the international center. I think the IESL and the Center should work very closely
- The center should not allow the students to be taken advantage of
- The orientation caters to students who arrive in fall, but there are students who are on a TA who are required to attend courses in the summer (preceding that fall of regular enrollment). So there should be some special orientation keeping us in mind
- International center should be a home away from home

Congratulations
- The international center has done a good job for international students
- So far they had been so cooperative, very helpful, I thank them very much
- The tax workshop was extremely helpful-thanks

Improve communication
- I personally didn't see the international center as a place of much help. A lot of it just because I didn't know about it. My career obligations did not allow me to socialize as much as I would have wanted to, so I felt always foreign to the international center. The only time when I tried to look for help (about medical insurance) I did not get it according to my true needs. I hope you can take in consideration my experience for future generations
- I have a friend who was waiting for his change of visa more than two months. Is this normal?

Training
- Usually give wrong information about the information, e.g., how to apply practical training (a year ago I got answer of "no"). They don't know until some of my friend had to go to the immigration office and they gave the procedure how to apply. (However, after some positions and person changed, lately, I think it seems better than ever)

Change Attitudes
- Need to give more cooperative assistance

Contact family
- One more point is contact family is good for foreign student. However, sometimes the same age between student and contact family person is not quite as we expected to be.

TOTAL OF 12 COMMENTS

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