

Interview and Assessment:  
Practice of International Student Services  
in Higher Education

ISOMINE, Sei

March, 2015

Center for Language Education, Ritsumeikan Asia Pacific University

Jumonjibaru, Beppu, Oita, 874-8577 Japan

Phone: +81-977-78-1111

E-mail: [sisomine@apu.ac.jp](mailto:sisomine@apu.ac.jp)

**Abstract**

The purpose of this study is to explore what types of student services are useful in helping international students make a smooth transition to American college experience. Four members from an international student office at a particular four-year university in the U.S. were interviewed to discuss variables in student support services. The results were organized into four categories: (a) responsibilities of the international student office, (b) staffing, (c) student concerns and issues, and (d) orientation. The study concludes that this particular institution does indeed incorporate the notion of customer service and tries to maximize efficiency in providing adequate services. Its staff members are very positive of the current services provided for the international students, particularly in regards to its orientation programs. Considerations for further discussions and studies are provided at the end.

**Key words**

Student service, international student office, immigration, orientation, student support

## **1. Introduction**

### ***Increasing number of foreign scholars in the US***

Since the World War II, higher education institutions in the United States have experienced drastic increase in the population of international students. Of these students, some are from countries that have only recently come to exist or become acknowledged by the Americans (Althen, 1983). The Institute of International Education (IIE) conducted a survey; for the academic year 1954-55, it reported the number of international students as 34,232. By the academic year 1984-85, the number had increased to 338,894 (as cited in Smith et al., 1992). During the 2002 – 2003 academic year, the number reached 586,323, and 623,805 during 2007 - 2008, the majority of whom came from Asian countries. The number reached 886,052 as of during the 2013-2014 academic year (IIE, 2008, 2015).

Increased enrollments of international students have caused significant impact on American higher education institutions. Today's more numerous foreign students are making their strongest impressions in the daily life of the institutions they attend (Althen, 1983). They have led to rapid increases in the numbers of graduate teaching assistants and regular faculty members who are native speakers of languages other than English and who come from non-US cultural and educational traditions (Smith et al., 1992). University and college faculty and staff are asked to meet the needs that require understanding of diverse cultures (Coombs, 1985, Hoekje & Williams, 1992).

### ***Diversity on campus***

Foreign governments need trained people in order to improve their economic and social conditions, and they feel confident that the United States can provide more adequate training than can other countries (National Liaison Committee on Foreign Student Admissions, 1975). As a result, many bright and academically prepared young students from all over the world have come to seek educational opportunities in hundreds and thousands of American universities and colleges. Meanwhile, US universities and colleges seek diversified student populations in classrooms and residence halls based on the notion that the American student population likely benefits from increased opportunities to associate with foreign students, as much as the foreign students do by interacting with their American peers. When asked what efforts are required to encourage more internationalization on campus, international students and faculty first express the need to provide adequate and effective services that cater to the international population, and the need to use themselves as resources to bring about changes in the attitudes and awareness of the domestic US students (Smith et al., 1992).

### ***Dealing with multiculturalism***

However, simply increasing the number of international students enrolled into the program does not guarantee that each student's needs are met. Zao et al. (2005) believe that "a campus cannot simply recruit a critical mass of international students; it must also intentionally arrange its resources so that international and American students benefit in desired

ways from one another's presence” (p.225). Nowadays, almost all higher education institutions in the US have various types of institutional support for the operation of academic and cultural exchange activities. However, not all adequately have addressed the issues of concern to the international students, nor have they effectively promoted the diversity on campus. Therefore, the author argues that it is not the number of international students by which the degree of multiculturalism on campus is measured; it is the types and the quality of the services provided to assist international students and to enhance multiculturalism. The term multiculturalism, as defined by Talbot (1996), refers to as “a state of being in which an individual feels comfortable and communicates effectively with people from any culture, in any situation, because she or he has developed the necessary knowledge and skills to do so” (p.426).

## **2. Aim of the Study**

Some issues are raised from the student affairs point of view as to what types of services are effective in enhancing multiculturalism; what types of needs have to be met to make the college experience comfortable for international students; what kinds of issues will have to be addressed and in what ways; and, who has to be involved in developing multiculturalism. Practice of international student services involves variables usually not considered in the services for domestic students. Staff members in international student services now face heavier and more diverse demands for high levels of knowledge, sensitivity, judgment, tact, operational effectiveness for their incumbents, and it is linked to nearly all parts of the educational institution (Althen, 1983). Therefore, it is the author's intention in this article to explore the practice of international student services in a particular student affairs office. Examining the perceptions of the staff members of their services to international students helps to identify some of the issues that may impact the students as well as the university community.

## **3. Methods**

In order to accomplish the tasks of this project, an interview method was chosen. This was not designed as an empirical research. Hence, no hypotheses or research questions to be verified were generated. Four members from a particular student affairs office at a particular four-year university were selected for the interview. These four individuals were selected based on two rationales: 1) their relevant positions in providing services for international students; and 2) their involvement with various organizations within the university community in enhancing multiculturalism.

### **3.1. Backgrounds of Respondents**

The small group of professionals in the program has unique representations of diversity in academic disciplines, skills, nationality, professional responsibilities, and expertise (see Table 1). This is merely a reflection of diversity in today's higher education.

Name	Sex	Job title	Length of service at the university	Educational background	Previous experience
Respondent 1	Female	International Student Program Advisor	1 and 1/2 year	M.A. in TESOL	ESL instructor
Respondent 2	Male	Supervisor in International Admission Offices	3 years	M.A. in foreign language with emphasis in Spanish and TESOL	College admission counselor
Respondent 3	Male	Assistant Dean for International Students and Foreign Scholars	10 years	M. Divinity in church social work	International student coordinator
Respondent 4	Female	Coordinator of Immigration Services	8 years	J.D. from Romania / M.P.A.	Attorney, adjunct faculty of law

**Table 1. Respondents' backgrounds**

### **3.2. Institutional Characteristics**

The university at which all the interviewees are employed is a four-year research institution, funded by the state, with the enrollments of approximately twenty-nine thousands students. It is located in a small town in the north central area of West Virginia in the United States. The institution offers more than one-hundred and ninety degree programs for undergraduate, graduate, and doctoral students. It offers a residential atmosphere, and it attracts about forty-nine percent of its students from in-state. The students under the age of twenty-five represent ninety-one percent of the total student population.

The number of international students enrolled in regular degree-seeking programs is estimated as two thousand, plus over two hundred scholars that are assigned to various departments. Additionally, there are over a hundred students enrolled in the English as a Second Language (ESL) program. Most of its students come from countries such as India, China, Japan, and Korea. The Office of International Student Services is structured under the Office of International Students and Scholars and oversees most of international students who possess non-immigrant visas from other countries. It should be noted that there are also researchers and technicians of foreign status employed at the medical center of the university, although some of them do not fall under the student and scholar group that this particular international student services office looks after. Sometimes only the Coordinator of Immigration Services advises on certain immigration matters and concerns to these "special" students.

### **3.3. Interview Process**

Before the actual interviews were conducted, interview protocols were produced and developed to ensure that all respondents would be exposed to the same set of questions. The protocols were then reviewed under the Human Subject Policies of the institution and were approved. The interviews took place in one-one-one, in-person style, and the questions were verbally read from the protocols by the interviewer. The answers of the respondents were recorded with an audio recorder, with the permission given by each respondent prior to the interview.

There was not a significant variation in the interview procedures. With one or two interviewees, however, the sequence of questions had to be changed to carry the interview with continuity. For example, while answering to one question, the respondent would bring up another issue that was not directly related to the original question. The interview went on nonetheless, eventually leading to the topics originally included. This was not considered an obstacle in the procedures since most of the questions did not actually have to be answered in a certain order.

The average interview time was between forty minutes and one hour, though the interviewees were initially told that the process would take thirty to forty-five minutes. This extended time of interview was possibly due to the enthusiastic attitudes of the respondents; they were elaborate in answering each question, often supporting their opinions with actual examples from past experiences. Also, as stated above, answering one question sometimes opened up a whole array of related topics. All in all, the interview process went smoothly thanks in large part to all the respondents.

#### Interview questions

1. What are some of your primary responsibilities, both individually and as a unit?
2. How many students do you advise or maintain regular contact with?
3. Do you feel that you need more or less personnel in your office or unit to provide adequate service?
4. What do you think are the issues and concerns for the international students?
5. Do you feel that enforcing immigration laws is important in your job? How has it affected your job?
6. What programs or strategies do you feel have been effective in addressing your students' issues and concerns?
7. In your view, how effective is the current orientation for students?
8. How should orientation be scheduled? Should there be a follow-up, on-going orientation course?
9. Are there any other topics you would like to discuss?

### **4. Interview Results**

Interview questions were divided into four main categories. Consequently, the responses are summarized and clustered by categories, though they are not statistically analyzed or tested for their validity. The four categories are: 1) responsibilities of the International Students Office, 2) staffing, 3) concerns and issues, and 4) orientation programs.

#### **4.1. Responsibilities of the International Students Office**

Althen (1983) used a comparison of physicians and foreign student advisors (FSA) in the US in defining the responsibilities of FSA's. In response to the questions of to whom they are responsible and what they are responsible for doing, Althen argued that the physicians' job is simpler than that of FSA's in that while physicians are responsible for healing or at least comforting the sick or afflicted, the FSA's "...face a much greater array of complaints, problems, and issues, and their work gets the attention of an audience with sharply divergent views as to what FSA's should be doing" (p.8).

Each respondent was asked as to what their primary responsibilities were both individually and as a unit. The Assistant Dean of the program said:

*On top of advising students on different issues including immigration, academic and personal, and adjustment problems, one of my major responsibilities is to ensure that everybody gets the chance to maximize her ability to pursue goals. Each student should be free from any kind of barriers and be able to take advantage of what the institution has to offer.*

For the International Students Advisor, ensuring that students are assisted in any way they need is her primary task, which, in return, has merits for her as well. She said:

*By assisting them, I can learn much from them in return, which enriches my perspectives and broaden my knowledge.*

Furthermore, maximizing efficiency in caring for students was an issue raised from a few respondents. Ensuring everything is in compliance with the federal regulations is the Coordinator of Immigration Services' main concern in dealing with students, while finding qualified applicants from the pool is the main concern for the Admission Supervisor. Though not directly related to student issues, performing their job accurately and effectively is essential, especially in dealing with bureaucratic agencies such as United States Citizenship and Immigration Services (USCIS) and other foreign education institutions.

#### **4.2. Staffing**

The respondents discussed the balance between the amount of support they give and the number of assigned staff members. When asked how many students they actually advise or have regular interactions with and whether they felt they had sufficient personnel in their unit to provide adequate services, their assessment was split, with two respondents expressing dissatisfaction while the other two approval. The Immigration Coordinator expressed frustration with the current situation. On one occasion, she consulted over two-hundred and fifty clients

from all categories (e.g. undergraduate and graduate scholars, medical researchers, and lab technicians) in just three months. That resulted in having her clients wait as long as two weeks just to see her. This has led her to feel that an additional full-time personnel in her unit is definitely necessary, even a clerical support. From the Admission point of view, the number of current staff is appropriate to process approximately two-thousand and five hundred international applications per year. However, that is not enough, according to the Admission Supervisor, to perform additional tasks, such as international recruiting, that are essential in strengthening the program. He feels strongly that a mechanism to address the issue of international recruiting has to be put in place, and, to do so, the current staffing pattern requires revisions.

By contrast, the Student Advisor feels that her office is doing well in terms of meeting the client load thanks to the support from her staff. She has interactions with almost all the international students whether directly or indirectly, through such methods as e-mails, orientation programs, and other formal and informal encounters. Scheduling her vacation is not a problem, she says, since her office has a system in which somebody can always cover for someone else. Similarly, the Assistant Dean perceives his office a good proportion to the number of students they see. During the peak period – usually during the months of August, September, January, and February – his office spends as much as 400 to 600 people time. Although they have no luxury of having extra time, they can still handle these very labor-intensive periods of time.

#### **4.3. Concerns and Issues**

Blegen et al. (1950) pointed out five major categories in which international students may experience some problems while trying to get settled in at American colleges and universities. They were 1) housing, 2) financial problems, 3) health problems, 4) federal regulations, and 5) proficiency in the use of English. In her thesis work, Ntuen (1982) identified several problems related to the international students at this particular university where this interview project took place. According to her findings, the factors that affected the international students at the institution include problems associated with housing, finance, academic environment, ability to make friends, self-adjustment, food, transportation, and the ability to communicate. In the same study, Ntuen also found that the decision of a foreign student to continue studying at the university is linearly dependent on the student's ability to make friends, adjust, and adapt to financial strains.

When asked for their perceptions of what the concerns and issues might be for the international students they advise, the four respondents' answers included:

- academic progress
- adjustment to rural lifestyle
- application procedures for incoming students
- culture shock
- family matters in home country

- immigration issues
- school business concerns (e.g. course registrations)
- the size of the university (too big),
- transportation
- traveling arrangement

Some of these issues will be discussed in the following sections.

#### **4.3.1. Immigration concerns**

The four respondents discussed the issue of enforcing the immigration laws on the international students. The laws are implemented to ensure that all international students are in good status with the USCIS. Harsh sanctions can be imposed on those individuals who fall out of student status and overstay in the country by not meeting the requirements to remain as full-time students. Consensus among this particular office was that enforcing the laws has not affected their job performance to a large extent. The Assistant Dean of the program notes that although enforcing the laws is part of his office's responsibilities, it is merely a fraction of what they do and is not a crucial component. Admission Supervisor and his unit have not seen direct effects of immigration laws on their job performance. The Immigration Coordinator, by contrast, complained that:

*Since immigration laws change very rapidly and drastically, my office always has to try to stay on top of new changes. We also have to ensure that all our colleagues have the same interpretations, which is very difficult at some times.*

If students and scholars do not meet the requirements to maintain a full-time standing, they jeopardize their legal status in the country. One respondent believes that the most international students at this particular university are good law-abiding students, but that some need to pay closer attention to the rules and regulations. Utilizing newsletters and e-mails is a good way to keep them warned and on alert. Supervisor of International Admission argued that the impact of changing immigration laws was difficult to assess. He had heard the stories in China and India where numerous applicants for US student visas were denied and the number of such applicants is increasing day by day. Still, it is hard to tell whether tougher immigration laws are the direct cause.

Consequently, the notion of keeping the balance between enforcing the immigration rules and helping students develop was argued. Rosser et al. (2006) contends that tracking the students' status and reporting to Department of Homeland Security "has not only dramatically increased the workload...and increased the proportion of time spent on database management...of these advisors, but also changed their relationships with students" (p.526). While recognizing their responsibility to ensure that students are in full compliance with the federal regulations, the student affairs professionals interviewed also realized the importance of developing students from various



perspectives. Simply monitoring students' wrongdoings and reporting them would not aid them achieve what they came to the US for. One respondent believes that the staff is there to *facilitate* students, not *take care of* them. The staff seemed reluctant to be the in-house immigration police and felt that the educational aspect of the services has to be more recognized and emphasized.

#### **4.3.2. Adjustment issues**

In dealing with the students having adjustment issues such as culture shock, the interviewer asked the respondents what programs or strategies they felt had been particularly effective. First and foremost, orientation programs were the common answer to most of them, as well as various forms of follow-up programs, including orientation classes (the topic of orientation will be examined more closely later in the next section). In addition, publication materials, such as newsletters, seem effective in helping incoming students. Preparing information packets about the university life in America seems effective in preparing the students for certain anticipated misunderstandings due to the differences in culture and values. Furthermore, creating an e-mail list has proven useful for sending important announcements and keeping new students from alienation. One respondent also mentioned that community outreach, such as home stay programs and volunteering, is effective in helping the students cope with adjustment and alienation issues by giving them opportunities to get involved.

#### **4.4. Orientation Programs**

Orientation is one of the most significant events for incoming students, both international and domestic. It is usually considered one of the primary responsibilities of foreign student advisors, who need to devote significant energy to it, be ready to modify their approach if it seems warranted, and explain from time to time that no orientation program can anticipate and solve all problems (Althen, 1983). Blegen et al. (1950) defined four provisions of orientation programs. They are provisions of:

1. necessary study skills for foreign students handicapped by the lack
2. personal adjustment in a new and strange campus situation
3. certain information as a safeguard against future education maladjustment
4. social adjustment of the students in a new social environment

When asked to review their current orientation programs, all four respondents were very positive about what they offer. The current orientation for new international students consists of two-day intensive workshops. They are quite effective, one replied, for addressing some of the immediate concerns entering students may have, such as registration and housing, and for providing them with important information. One respondent referred to this as "teaching survival skills." Another respondent's perception of current programs is that they are as effective as they can be, considering the volume of information given within such a short time frame. The International Student Advisor worries that the orientation programs are only effective to those who arrive promptly on campus for the new

semester. If a student does not arrive without ample time to take care of immediate needs, such as housing and money exchange, the whole process of orientation is worthless to that particular student. Therefore, the Advisor argues, the importance of orientation should be further emphasized to prospective students prior to their arrival, so that they can make traveling arrangements to arrive on campus to allow adequate time to react to any unanticipated situations.

#### **4.4.1. Separate Orientation Programs**

All four respondents agreed that there should be a separate orientation program for new international students. The reason, which was obvious to all, is that international students have different issues from those of domestic students. Adjustment issues, for example, cannot be the same for someone from Ohio and for someone who just got off the airplane from Malaysia. International students should be made aware of customs with which US students are already familiar. Examples of this include knowledge of banking systems, obtaining a driver's license, making phone calls, and doing laundry, just to name a few. Additionally, international students have issues only pertinent to themselves; immigration matters do not concern students who are US citizens or permanent residents. Because of such differences, consensus in this particular office was that a separate orientation should take place.

However, the only drawback of having a separate orientation for international students, one respondent argued, is that international students may feel alienated from the rest of the new domestic students. To supplement information that may not be discussed in the international orientation, the international students are encouraged to attend two additional orientations; one for domestic students and the other for their major department. When asked how the orientation should be structured, the most common answer among the four respondents was that it should be structured for two to three days during the week before the classes start. This would allow the students to not be overloaded with information and have some time to reflect on any questions and issues raised during the orientation. Ideally, they argue, those two or three days should be scheduled before the departmental orientation and orientation for the domestic students. Consequently, all these separate orientation programs should be scheduled without any schedule conflicts so as to allow the students to attend as many sessions as they need. This particular university designs the current orientation program as such, and all four respondents seemed very pleased.

#### **4.4.2. Orientation Course**

The concept of follow-up orientation courses throughout the semester, whose aim is to ensure that students are making progress in both academic and non-academic aspects, was raised by all four respondents. Glass & Garrett (1995) concluded that completing an orientation course during the first term of enrollment promotes retention and improves GPA among first-year students. Similarly, Boudreau & Kromrey (1994) examined the relationship between the completion of a freshman orientation course and academic performance and found that participants in the orientation course performed better than nonparticipants on the measures of retention and academic performance. The orientation course currently offered at this institution is one of the ways to assist the students make progresses. This

continuing orientation also allows the staff to receive feedback from the students. While the conventional, short-term orientations only allow one-way communication from the administrators to the new students, which is probably the bare minimum of an orientation, a semester-long orientation course is a great opportunity for students to give inputs as to what they had expected to learn, what they actually learned, and what additional information they think would be helpful.

## **5. Discussions, Conclusions, and Considerations for Further Studies**

The four professional staff members at this four-year university are very student-centered minded. In their work ethics, they incorporate the notion of customer service and try to maximize the efficiency in providing adequate services. Due to the office's central location on campus and the way the school's organizational structure is set up, the Office of International Students and Scholars is in fact a central component of the Student Life, making its activities more visible and staff members more accessible to the students. Its staff members are very positive of current services provided for the international students, particularly with the orientation programs. They are still developing, implementing, evaluating, and revising the programs to accommodate the diverse needs of new students.

The quality of the services this office provides, in terms of the number of personnel, may need some improvement. Based on the number of the students they advise in a given month during the peak period (400 – 600 people time), and the application processing (over 2,500 per year), this author argues that the staffing is inadequate. An unexpected finding was that, excepting the Coordinator of Immigration Services, the respondents felt that the staff-to-students ratio was appropriate in providing adequate services. The Coordinator of Immigration Services is the only person in her unit, who also counsels scholars and researchers of the institution's branch campuses. That seems a little impractical and seems to add extra burdens on the Coordinator's already demanding job responsibilities, along with all the stress that come with them. International Admissions unit is looking into putting in place a mechanism to address international recruiting, something this particular university could definitely benefit from. However, if it were actually implemented, additional funding would be necessary to support more personnel as well as logistical needs.

The current services seem very effective in many aspects. However, different measures would be necessary to obtain accurate assessments of the services from the students' points of view. Therefore, it is suggested for further studies that empirical methods be used in order to determine the students' satisfaction with the services provided by the Office of International Students and Scholars. By the same token, examining the degree of satisfaction for the administrators is of significance. As Rosser et al. (2007) contend, examining the quality of worklife of international student and scholar advisors and their satisfaction level with their job is an underestimated and yet crucial area to professional development in student services.

Additionally, ongoing efforts to ensure the students' progress will continue to be crucial. As one of the respondents argued, follow-up orientation programs could be more elaborate, and the use of e-mail list could be implemented more effectively. Some programs have used web-based orientation tools to help students express their

concerns and share feelings during their first year at in a new environment (Murphy et al., 2002). However, Skinner (2008) found that virtual contact did not help students to openly express their thoughts and. The effect of using online tools for orientation purposes needs to be examined further.

In some cases, it would be helpful to take a proactive approach. As the Supervisor for Admissions indicated, providing a thorough, complete informational packet to prospective students in their own countries prior to departure should make significant improvements in student preparation. The packet would need to address major concerns, such as immigration laws and financial obligations in order for students to be better prepared. Examination of such published materials for the students may be suggested for future studies.

Also, the issue of tracking students' immigration status still needs further discussion. Using Student and Exchange Visitor Information System (SEVIS) has proven useful in tracking and reporting student status. However, Rosser et al. (2007) argue, it has had significant impact on the their morale, satisfaction, and their likelihood to leave their job . Thus, the staff members would still need to consider to what degree they would serve the role of immigration officers and what constitutes professional and ethical standards in their own capabilities. There seem to be a great deal of issues to be discussed before formulating concrete policies.

One issue that was not discussed thoroughly in the interviews is the that of budgeting and funding. The higher the degree of appreciation the international student program receives from the university, this author believes, the more likely that it receives more funding and thus the higher the chances of attracting qualified prospective students. In the process, collaborative efforts with other institutional organizations may enhance the appreciation of multiculturalism within the university community. The author suggests ascertaining how the university administration perceives the contribution of the international student program to the university at large. Does it value the international diversity on campus? To what extent does the institution benefit from it? Does it use the diversity on campus as a marketing and promotional tool? For future studies, an assessment of the program budget can be compared with the allocation of the university's budget as a whole, as well as comparative studies with other schools' international programs in terms of funding.

All in all, the author expects this particular school's program to continue its success and further advance the quality of its services to international student body and the community at large.

## References

- Althen, G. (1983). *Handbook of Foreign Student Advising*. Yarmouth, Maine: Intercultural Press.
- Blegen, T. C., Cheek, M. A., Dowling, L. R., Linto, C., Moore, F. G., Pierson, H. H., & Rosenlof, G. W. (1950). Counseling Foreign Students. In . (Reprinted from *American Council on Education Studies Series*, VI ed., Vol. XIV, 1950, Washington,, D.C: )
- Boudreau, C., & Kromrey, J. (1994). A longitudinal study of the retention and academic performance of participants in freshmen orientation course. *Journal of College Student Development*, 35(6), 444-449.

- Coombs, P. H. (1985). *The world crisis in education: the view from the eighties*. New York: Oxford University Press.
- Glass, J., & Garrett, M. (1995). STUDENT PARTICIPATION IN A COLLEGE ORIENTATION COURSE, RETENTION, AND GRADE POINT AVERAGE. *Community College Journal of Research and Practice*, 19(2), 117-132.
- Hoekje, B., & Williams, J. (1992). Communicative Competence and the Dilemma of International Teaching Assistant Education. *TESOL Quarterly*, 26(2), 243-269. Retrieved from <http://onlinelibrary.wiley.com/doi/10.2307/3587005/epdf>
- International Students On U.S. Campuses At All-Time High* [Press Release]. (2008, November 17). Retrieved from the Institute of International Education (IIE) website: <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2008/2008-11-17-International-Students-On-US-Campuses-At-All-Time-High>
- Murphy, C., Hawkes, L., & Law, J. (2002). How international students can benefit from a web-based college orientation. *New Directions for Higher Education*, 200(117), 37-44. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/he.45/epdf>
- National Liaison Committee on Foreign Student Admissions. (1975). *The Foreign undergraduate student: institutional priorities for action : a colloquium held at Wingspread, Racine, Wisconsin, June 20-21, 1974*. New York: College Entrance Examination Board.
- Ntuen, T. C. (1982). *A survey of motivational needs of foreign students in West Virginia University*. (Unpublished master's thesis). West Virginia University, West Virginia.
- Rosser, V. J., Hermsen, J. M., Mamiseishvili, K., & Wood, M. S. (2007). A national study examining the impact of SEVIS on international student and scholar advisors. *Higher Education*, 54(4), 525-542. [doi:10.1007/s10734-006-9015-7](https://doi.org/10.1007/s10734-006-9015-7)
- Skinner, B. (2010). Online Discussion - Can It Help International Students Ease Into British University Life? *Journal of Studies in International Education*, 14(4), 335-354.
- Smith, R.M., Byrd, P., Nelson, G.L., Barrett, R.P. (1992). Crossing Pedagogical Oceans: International Teaching Assistants in US. Undergraduate Education. *ASHE-ERIC Higher Education Report*, No. 8. Washington, D.C.: The George Washington University, School of Education and Human Development.
- Talbot, D. M. (1996). Multiculturalism. In . (Reprinted from *Student Services: A Handbook for the Profession*, 4th ed., pp. 423 - 446, June 2003, Jossey-Bass)
- Zhao, C.-M., Kuh, G., & Carini, R. (2005). A Comparison of International Student and American Student Engagement in Effective Educational Practices. *The Journal of Higher Education*, 209-231. Retrieved from <http://www.jstor.org/stable/3838723>