CHEN, SHUYUN. Services Offered for International Students Success: Content Analysis of Universities with Top CTE Programs. (Under the direction of Dr. Michelle E. Bartlett.)

Through browsing and collecting data from the official websites of six American universities who have the top Career and Technical Education (CTE) programs among the U.S., this qualitative research, with the method of content analysis, aimed to examine what information and services had been provided to their international students, and to find out how these resources could help the students adjust themselves to their new overseas life on and off campus and ultimately succeed in both academic and non-academic aspects. This research was directed by two major research questions: What resources are available on the university websites in the U.S. for international students? And, how do these resources aim to help international students? Conventional and Summative Content Analysis (Hsieh and Shannon, 2005) were used to organize and analyze the original data from each university, as well as the conclusive analysis based upon the major items that were identified during the data analysis. At the same time, the six elements of content analysis (Holsti, 1969; Berelson, 1952) – who, why, how, what, to whom, with what effect – were identified and used to guide the analyzing process.

There were three major findings. Firstly, there are several major services which are widely offered by the universities to their international students, covering the areas of immigration, orientation, language training, academic assistance and cross-cultural programs. Also, each of the universities provides its own additional information and services based on its specific needs or existing resources. Secondly, each university usually has a specific office or department that handles the responsibility of serving its international students. Due to the varying structures of management or website design, there are diverse ways for
international students to learn about those services. The more effort international students invest in exploring the information and resources which are available online or through other methods, the more efficiently they are able to find the assistance they need and transition smoothly into the unfamiliar culture and local life. Thirdly, through the lens of the theoretical framework of this research - Astin’s theory of student involvement (1999) - the findings indicated that all these services (“institutional influences”) played an important role in facilitating international students’ adjustment and professional work (“input”), and eventually helping them reach success (“output”). These three elements, in turn, affect each other significantly and have the potential to maintain or even boost a university’s effectiveness in serving the international students.

The three findings included in this content analysis research not only provided us with a general understanding of how to better serve the increasing number of international students studying in the American higher education system, but could also be implemented in the field of international human resources development as a reference to guide organizations employing internationals in understanding how to more effectively serve and assist this group.
Services Offered for International Students Success: Content Analysis of Universities with Top CTE Programs

by
Shuyun Chen

A thesis submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the Degree of Master of Science

Human Resource Development

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DEDICATION

To my parents and all the people who have been giving me great support and love for my whole journey of oversea graduate study.

To myself that have been holding on straight to the end of this journey.
BIOGRAPHY

Shuyun Chen (Joy) comes from Kunming, Yunnan, China, and now lives in Raleigh, NC. She had her undergraduate in Xi’an, Shannxi, China and obtained her bachelor’s degree in International Economics and Trade. Afterwards, she went back to her hometown and worked at Yunnan Education Center for International Exchange as a Program Officer for two years. In Fall 2012, Shuyun came to North Carolina State University and began her graduate study in College of Education, majoring in Human Resource Development.

Influenced by her personal experience from both her previous job and graduate study as an international student in the U.S., Shuyun has great interest in the field of international education. During the first two summers, Shuyun worked as an ESL tutor when she went back home. At NCSU, she has volunteered in the Office of International Services with the orientation program for international graduate students. Since the beginning of 2015, she has also served at Lynn Road Elementary School at Raleigh as a Volunteer Mentor, and works one-on-one with a Chinese student there.

Shuyun enjoys multicultural environment. She was born and grown up in Yunnan Province, where has the most ethnic nationalities in China, and now has made many international friends ever since came to the State. She would love to work with internationals in future.
ACKNOWLEDGMENTS

I would like to appreciate my parents and all the people who have been giving me great support and love for my whole journey of oversea graduate study. Without their invaluable assistant and encouragement, I would never be able to come to this point of my life.

I would like to acknowledge my Advisory Committee. Thanks to Dr. Michelle Bartlett for her great work to make the completion of this thesis possible. Thanks to Dr. James Bartlett and Dr. Brad Mehlenbacher for their insightful advice during the process of my writing. Also, special thanks to Dr. Mary Ann Danowitz for guiding me to the topic of this thesis as well as to the research field of international education.
# TABLE OF CONTENTS

**LIST OF TABLES** .................................................................................................................................................. vii  
**LIST OF FIGURES** ............................................................................................................................................... viii  
**CHAPTER 1: INTRODUCTION** .............................................................................................................................. 1  
  
  Background and Context ............................................................................................................................................ 1  
  
  Personal Experience as the Origin of the Study Research ...................................................................................... 1  
  
  International Students Become a Bigger and Bigger Group in the U.S. Today ................................................... 2  
  
  Current Multicultural Working Environment ..................................................................................................... 7  
  
  Problem Statement ................................................................................................................................................... 7  
  
  Purpose Statement .................................................................................................................................................. 8  
  
  Theoretical Framework ........................................................................................................................................ 9  
  
  Conceptual Framework ....................................................................................................................................... 11  
  
  Research Questions .............................................................................................................................................. 13  
  
  Universities of the Study .................................................................................................................................. 13  
  
  Definitions of Terms ............................................................................................................................................ 18  
  
  Limitations ............................................................................................................................................................. 19  
  
  Chapter Summary ................................................................................................................................................ 19  
  
**CHAPTER 2: LITERATURE REVIEW** ..................................................................................................................... 21  
  
  Introduction ......................................................................................................................................................... 21  
  
  International Students in American Universities ................................................................................................. 22  
  
  International Students Acculturation or Adjustment ........................................................................................... 26  
  
  Challenges of International Students .................................................................................................................. 31  
  
  Astin’s Student Involvement Theory .................................................................................................................... 35  
  
  Chapter Summary .................................................................................................................................................. 37  
  
**CHAPTER 3: METHODS** ....................................................................................................................................... 39  
  
  Overview and Justification of Methods ................................................................................................................ 39  
  
  Introduction of Content Analysis .......................................................................................................................... 39
How Content Analysis Will Be Applied to This Study ................................................................. 44
Data Sources ................................................................................................................................ 48
Data Collection ............................................................................................................................ 49
Data Analysis .................................................................................................................................. 50
Ethical Consideration .................................................................................................................... 51
Chapter Summary ......................................................................................................................... 51
CHAPTER 4: FINDINGS ......................................................................................................................... 52
Data Collection and Conventional Content Analysis ................................................................. 53
   Pennsylvania State University – University Park ................................................................. 54
   The Ohio State University ...................................................................................................... 60
   University of Georgia .............................................................................................................. 66
   Oklahoma State University .................................................................................................. 72
   University of Minnesota – Twin Cities .............................................................................. 78
   Virginia Tech .......................................................................................................................... 83
Summative Content Analysis ......................................................................................................... 89
General Findings ............................................................................................................................ 93
   Answers to the research questions ....................................................................................... 93
   Other general thoughts ......................................................................................................... 97
   Chapter Summary .................................................................................................................. 99
CHAPTER 5: CONCLUSION................................................................................................................... 100
Research Conclusion ..................................................................................................................... 100
Implication in Adult and Higher Education ............................................................................. 103
Implication in Human Resource Development ........................................................................ 104
Limitation and Future Research ................................................................................................. 107
REFERENCES ................................................................................................................................. 110
APPENDICES .................................................................................................................................. 117
Appendix A: IRB Review .............................................................................................................. 118
LIST OF TABLES

Table 1.1: 2015 U.S. News & World Report Technical/Vocational Education Rankings ..... 14
Table 3.1: Major Coding Differences Among Three Approaches to Content Analysis
  (Hsieh and Shannon, 2005) .......................................................................................... 41
Table 3.2: Application of Krippendorff’s (2004) introduction of methodology of
  content analysis in this study..................................................................................... 44
Table 3.3: Application six elements of content analysis from Holst (1969)
  and Berelson (1952) in this study ........................................................................... 45
Table 3.4: Application of seven steps (Kaid, 1989) of analytical process in this
  qualitative content analysis ...................................................................................... 47
Table 3.5: Data resource (the 6 universities and their official website addresses) ............ 49
Table 4.1: 2015 U.S. News & World Report Technical/Vocational Education Rankings ..... 53
Table 4.2: Data analysis of Pennsylvania State University – University Park
  (Pennsylvania State University, 2015) ..................................................................... 55
Table 4.3: Date analysis of Ohio State University (Ohio State University, 2015) .......... 62
Table 4.4: Data analysis of University of Georgia (University of Georgia, 2015) .......... 67
Table 4.5: Data analysis of Oklahoma State University
  (Oklahoma State University, 2015) ........................................................................ 73
Table 4.6: Data Analysis of University of Minnesota – Twin Cities
  (University of Minnesota, 2015) ............................................................................ 79
Table 4.7: Data analysis of Virginia Tech (Virginia Tech, 2015) ............................... 85
Table 4.8: Summative Content Analysis ...................................................................... 90
Table 5.1: Implication in Human Resource Development........................................... 105
LIST OF FIGURES

Figure 1.1: International Students Enrollment Trends (OpenDoors, 2014).............................. 3
Figure 1.2: International Student Constitute (OpenDoors, 2014)............................................. 4
Figure 1.3: Academic Level (OpenDoors, 2014)...................................................................... 4
Figure 1.4: Places of origin of international students (OpenDoors, 2014)............................... 5
Figure 1.5: Primary source of funding and economy contribution (OpenDoors, 2014)........... 6
Figure 1.6: Theoretical framework of Astin’s theory of student involvement ....................... 10
Figure 1.7: Conceptual Framework (Haughton and Romero, 2009)...................................... 12
CHAPTER 1: INTRODUCTION

Background and Context

Personal Experience as the Origin of the Study Research

The idea of this research study was originated from my personal experience as an international student studying and living in the United States. I came to North Carolina State University (NCSU), Raleigh, NC, in Fall 2012 and started my graduate study in Human Resources Development program.

Placing myself into a strangely foreign environment and using English as my second language in graduate study, how to adjust and adapt myself to everything surrounding me is one of the most important things to do. Many things like finding useful service information, dealing with acculturation, as well as many other things are the challenges in the process of my adaptation. However, I am not alone. “Clearly, enrolling large numbers of international students does not necessarily with a positive experience once they are admitted” (Lee & Rice, 2007, p. 405). Thousands and thousands of other international students who come to the U.S. for their study and research work have the same issue, especially at the beginning of their arrival.

There are numerous research work about international students in the U.S. have been done. In doing this particular research, I play two roles at the same time – an researcher who studied and analyzed the resources offered to international students, as well as an international student who has been experiencing the oversea study life here in the United States. It was my personal experience in NCSU in the past three years which triggered my interest in studying the population of international students. I have been experiencing what
they have in daily life, facing the similar difficulties or challenges they come across, or asking the same questions that they may have. I stand at a point where I could be able to feel and record what international students could seize or what they call for based upon my point of view as an international student.

On the other hand, those challenges international students face are motivations at the same time for learning to develop strategies and solve problems (Wu and etc., 2015). Using the first-hand resources which offered by my school has been helpful and important for me. The memory of starting my graduate study in NCSU and new life in Raleigh is still quite clear in my head. What information or resources could I find from the school websites? Or, who should I email to ask for help? When these needs came up, the first choice I could think of was our school website, where I could found out many of the answers conveniently on my own. As a researcher in this study, I will examine the six American universities’ official websites to see what services are offered to their international students. After all, international students’ “adjustment and adaption takes time and effort, and it needs a lot of support from aspects” (p. 8) and they usually find resources from their universities at the first place (Wu and etc., 2015). In the process of collecting the data, qualitative content analysis will be my tool to do the study. At the same time, my lens of being an international student myself will provide me a better view to study and understand the need of the population of international student.

**International Students Become a Bigger and Bigger Group in the U.S. Today**

Today, international student in the U.S. have been drawing more and more attentions in the American higher education field due to the large amount and increasing influence of
this population. According to the latest OpenDoors data of “A Quick Look at International Students in the U.S.” in 2014, in the year of 2013/14, the amount of international students studied at U.S. colleges and universities was 886,052. It can be recognized that international students have been becoming an important population in American higher education. The data from OpenDoors will be presented as figures showed below.

The OpenDoors data (2014) showed an increasing trend of the number of international students enrolled in the U.S. colleges and universities in the past decades. Since 1950s to current time, this number had grown by 8% over the prior year, from 34,000 to 886,000.
In the year of 2013/14, there were 22 million students in the U.S. higher education, and 4% of this total population was international students.

The OpenDoors data (2014) examined the international student population in four academic levels – undergraduate, graduate, non-degree, and optional practical training - in
American higher education. In the year of 2013/14, the amount of international students in undergraduate level was 42% and in graduate level was 37%, 9% of the population is in non-degree level, and the rest of the 12% was in optional practical training. Apparently, the majority of international students were at the undergraduate level. The total undergraduate and graduate student constituted almost 4/5 of the whole population.

![Figure 1.4: Places of origin of international students (OpenDoors, 2014)](image)

In the year of 2013/14, more than half of international students come from China, India and South Korea, taking 51% of the whole population. Among these three countries, Chinese student was the biggest population in all international students, constituted 31% of the total amount. India student, which had 12% of the population, was the second biggest population. The amount of South Korean students was the third biggest population, which
was 8% of whole international students. The other main countries from which international students came were Saudi Arabia, Taiwan, Canada, Japan, Mexico, Vietnam, and Brazil. 20% international students were from these places. The rest of 32% international students were from other places all over the world.

![Figure 1.5: Primary source of funding and economy contribution (OpenDoors, 2014)](image)

The international student population had an economic influence to the U.S. This is one of the reasons why this population in the American higher education has become an important group. According to the source of U.S. Department of Commerce, in 2013/14, international students contributed over 27 billion dollars to the U.S. economy. Personal and family funds were the major source of the international students’ funding, which was 65%. Another important funding source, which was 19%, was U.S. colleges or universities. 8% of
the international student had funding from foreign government or universities. The rest of the
8% international students had other sources to fund their studies and life in the U.S.

Current Multicultural Working Environment

After graduation, these international students will go into their different career fields
globally, becoming future international human resources. From a globalized perspective of
view, education could be an essential role in human resource development in an
internationalized environment. Otherwise, with the trend of globalization, human resource
development in future days will be more involved in an international level. Meanwhile, there
is increasing number of people are being exposed to second cultures (Tadmor, Tetlock, and
Peng, 2009). For example, more and more people will become global citizens and will be
seen as an important human resource in globalized development; the number of organizations
or corporations which will be take part in the global business will become bigger and bigger.

Problem Statement

Universities’ official websites are one of the most convenient platforms for their
students to find the resources and information they look for. When international students
newly arrive at their universities in the United States, they barely have any families or friends
in the new places or have little ideas about where to go for help. McClure (2007) indicated
that “adjustment for students was most difficult in the first 6-12 months of entry into the new
academic/cultural environment” (p. 216). The reasons behind mainly due to the students’
expectations of the new environment which have been influenced by their previous
experience in education and home country culture (McClure, 2007). “International students
from the various regions throughout the world differed with respect to their educational concerns” (Tidwell and Hanassab, 2007, p. 320). In this case, the universities’ official websites where may include the most comprehensive resources would be helpful for international students to directly and quickly find out what they personally need at school or even beyond the campus. As Wu and etc. (2015) indicated in their study that international students “have adopted resources that mainly are derived from the university” (p. 1) in order to deal with the challenges they face.

Then, what exact information that those university websites has offered to their international students? What services should they consider to provide in order to better assist their current and future international students? How well can those current websites help with their international students? Questions can be continued. However, the ultimate goal is finding out how the American universities could practically facilitate their international students through building the public information on school websites with their acculturation or adjustment in their new life abroad.

The content analysis of the official websites of American universities in this study would hopefully find the answers to those questions asked above.

**Purpose Statement**

As it was stated by Deadorff, de Wit, and etc. (2012) that international education could be seen as a global exchange. “International students are variously seen to offer revenues, research labor, international goodwill, and future human capital as citizens” (Marginson, 2012, p. 216). This study will use a content analysis to search six American
universities’ websites to find out what resources are offered to their international students and help the students to prepare and adjust their life in their American universities. After all, American colleges or universities can be seen as big organizations where there are a large number of internationals needed to be served. Therefore, the study on how American universities serve their international students can be used in international human resource development. The research result could provide a practical inference or implement to the study of human resource development.

**Theoretical Framework**

Alexander Austin’s theory of student development, which was firstly published in 1984 and labeled as the student involvement theory, described the importance of student involvement in college (Alexander Astin’s theory of involvement”, 2015; Astin, 1999). There are three elements composed the core of this theory: students’ input (i.e. their demographic, background, and previous experience), college environment (i.e. all the experience a student would have during college), and outcomes (i.e. students’ characteristics, knowledge, attitudes, beliefs, and values that they own after they graduated from colleges) (“Alexander Astin’s theory of involvement”, 2015). The component of the theory is showed in below as Figure 1.6.
Figure 1.6: Theoretical framework of Astin’s theory of student involvement

Along with the three basic components are the five assumptions that Astin (1999) presented: first, both physical and psychological energy are required to put into various objects; second, involvement is a continuous process in which the degree of involvement varies according to different person and the effort input; third, involvement can be measured in both quantitative and qualitative ways; fourth, the outcome of students’ learning or development in an educational program proportional depends on the amount of involvement on both quantitative and qualitative aspects; lastly, the efficacy of an educational program is directly influenced by student involvement. Furthermore, Astin (1999) argued that the last two propositions were the essential educational postulates which had practical meanings for practitioners in “designing more effective educational programs for students” (p. 519).

A student’s involvement in college is manifested through “the amount of physical and psychological energy that the student devotes to the academic experience” (Astin, 1999, p.
According to Astin’s (1999) definition about “involvement”, greatly involved students, for instance, should commit considerable effort to studying and spend plenty of time on campus where they could actively take part in student organizations and school events, or get more chances to interact with faculties and other peers. All in all, the more students get involved in college, the greater they could gain for their personal learning and development (Astin, 1999). The most significant perspective that offered by this Astin’s theory is that it stresses on the non-academic aspects which are as valuable as the academic part to students’ personal success through their college experience. Comparing with other traditional pedagogical approaches, this theory “directs attention away from subject matter and technique and toward the motivation and behavior of the student” (Astin, 1999, p. 529). Thus, Astin’s theory is practically useful for both researchers and college personnel in academically and non-academically ways.

**Conceptual Framework**

Adapted from Astin’s theory of student involvement, Haughton and Romero(2009) developed the framework, which will be used as the conceptual framework in this research study. Figure 1.7 showed this conceptual framework.
In the conceptual framework, students’ input refers to their personal background such as career choice, previous experience or knowledge, personal capabilities, and etc. Student outcomes represent the result that the students gained in their college time, including their academic achievement, persistence for school, or received knowledge and values. Institutional influence is also considered as college environment, which is all the experience a student would have in the college context, such as their interaction with instructors or instructional practices (“Alexander Astin’s theory of involvement”, 2015). These three components interact and influence with each other. Specifically, the services or programs which offered by colleges are important media that bridges the institutional influence and students outcomes. For the case of international student involvement, apparently, their outcomes of attending the oversea universities are influenced by the college environment.
through those specific services and programs that offered to their international students. In this research study, these services or programs will be examined through the analysis the universities’ official websites, and ultimately to see how these specific school services or programs would facilitate their international students to adjust or acculturate in their oversea life.

**Research Questions**

The following research questions and sub-questions will guide this study.

Research Question #1: What resources are available on the university websites in the U.S. for international students?

Sub-question 1a: What types of resources are found?

Sub-question 1b: How many resources are found?

Sub-question 1c: Where are those resources found on the website pages?

Research Question #2: How do these resources aim to help international students?

Sub-question 2a: Do the resources and information found on university websites match the previous research results and theories?

**Universities of the Study**

In this research study, the universities that were selected to be examined are six American universities who have the top graduate programs in technical/vocational education according to 2015 U.S. News & World Report rankings.
Table 1.1: 2015 U.S. News & World Report Technical/Vocational Education Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Pennsylvania State University – University Park</td>
</tr>
<tr>
<td></td>
<td>University Park, PA</td>
</tr>
<tr>
<td>#2</td>
<td>Ohio State University</td>
</tr>
<tr>
<td></td>
<td>Columbus, OH</td>
</tr>
<tr>
<td>#3</td>
<td>University of Georgia</td>
</tr>
<tr>
<td></td>
<td>Athens, GA</td>
</tr>
<tr>
<td>#4</td>
<td>Oklahoma State University</td>
</tr>
<tr>
<td></td>
<td>Stillwater, OK</td>
</tr>
<tr>
<td>#5 (Tie)</td>
<td>University of Minnesota – Twin Cities</td>
</tr>
<tr>
<td></td>
<td>Minneapolis, MN</td>
</tr>
<tr>
<td>#5 (Tie)</td>
<td>Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Blacksburg, VA</td>
</tr>
</tbody>
</table>

U.S. News & World Report has been providing education rankings since 1983. Their rankings and advice have serves as a valuable reference for 30 years and now have been recognized as one of the most popular and widely quoted education rankings in the U.S. (U.S. News & World Report, 2015). Here is the brief introduction of each of the selected 6 American universities.

1. *Pennsylvania State University – University Park*

   Founded in 1855, Penn State university, which has been labeled one of the "Public Ivies", has a stated threefold mission of teaching, research, and public service. Its instructional mission includes undergraduate, graduate, professional and continuing
education offered through resident instruction and online delivery. About 7,000 international undergraduate students currently attend Penn State University.

As it is introduced by Penn State, all the students are encouraged to gain the global perspective needed to become citizens of the world. The university is committed to providing students with an impressive array of opportunity to redefine boundaries by studying abroad, sharing cultures, and changing lives. International Student Advising (ISA) works with current international Penn State students and their dependents, providing guidance and help for students on maintaining their immigration status while studying.

2. Ohio State University

The Ohio State, originally known as the federal land-grant institution, established in 1870. More than 58,322 students enrolled in September of 2014. It offers 200 undergraduate majors and 250 master, doctoral and other professional degree programs. The university’s total research expenditure for 2013-2014 was $982.5 million. Innovative researches focus on such as cancer, infectious disease, advance material, renewable energy sources and sustainable drinking water.

The international student population currently at 6,039 and ranks 10th in the nation, due to successful enhancement programming provided called Global May abroad programs and as well as pre-departure orientations in China. Ohio State forged partnership in Shanghai, China and Mumbai, India, called Global Gateways to enable recruit international students and facilitate faculty research. Ohio State currently has over 500,000 living alumni all over the world including Nobel Prize, Pulitzer Prize, Olympic Games Gold Medalists, and Medal
of Honor recipients, ambassadors, as well as Fortune 500 CEOs and members of the Forbes 400 list of the world's wealthiest individuals.

3. University of Georgia

The University of Georgia, founded in 1785, is land-grant and sea grant research university. The university is ranked 20th overall among all public national universities in the current 2014 U.S. News & World Report rankings. It has among the nation's best research libraries. 35,197 students enrolled in fall, 2014. Academic offers 22 Baccalaureate, 35 master's, specialist in Education, Doctoral, and Profession degrees in law, pharmacy and veterinary medicine. The University of Georgia, ranks 5th nationally by short-term duration of study abroad. University offers more than 170 study abroad and exchange programs. The office of International Student, offers immigration advice and counseling to make sure all international students doesn't violate Verification of Lawful Presence (VLP).

4. Oklahoma State University

Oklahoma State University (OSU) is a land-grant, sun-grant, coeducational public research university located in Stillwater, Oklahoma. OSU was founded in 1890, and originally known as Oklahoma Agricultural and Mechanical College, it is the flagship institution of the Oklahoma State University System. Enrollment in 2014 was 23,459. OSU offers nearly 200 undergraduate and graduate degree majors through six colleges. With 109 countries represented, OSU is one of the best institutions to receive high quality education at an affordable cost. The International Students and Scholars Office (ISS) provides the service and immigration information for the international students and scholars. So far, there are three major International Programs at OSU, including China, Korea, and Malaysia Programs.
5. University of Minnesota - Twin Cities

University of Minnesota, which is a land grant and flagship university, established in 1851 in the Twin Cities. The second-largest institution of higher education in the Midwest by enrollment, the University offers 143 degree programs and 150 degree programs through the graduate school. The University has all three branches of the Reserve Officer Training Corps (ROTC). 32,300 undergraduate students study on the Twin Cities campus.

International Student and Scholar Services (ISSS) is dedicated to serving the University of Minnesota’s international community. Its primary mission is to assist international students and scholars in successfully accomplishing the goals that brought them to the University. In addition, ISSS supports the University’s internationalization efforts by helping departments bring new foreign nationals into the community; by providing intercultural training for students, staff, and faculty; by offering events that build links between the U.S. and international communities on campus; and by designing and implementing intensive short-term programs for students and scholars from around the world.

6. Virginia Tech

Virginia Polytechnic Institute and State University, popularly known as Virginia Tech, is a public land-grant university. The commonwealth's third-largest university and a leading research institution, Virginia Tech offers 225 undergraduate and graduate degree programs to some 31,000 students and manages a research portfolio of $454 million. Total enrollment on and off campus is 31,224.

Virginia Tech runs many international programs in different colleges across diverse academic fields, collaborating with other foreign countries or international institutions.
Cranwell International Center provides support services for VT international students as well as promotes intercultural exchange and enhances the experience of all university and community participants.

Definitions of Terms

International students

In this study, only the international students in American higher education system will be the aimed population.

Acculturation and adjustment

Bang and Montgomery (2013) concluded in their study:

Acculturation refers to an individual’s adjustment process and constitutes the outcome of the interactional dynamics between two or more cultural systems. Acculturation can be observed when individuals (tourists, sojourners, immigrants, and refugees) practice and/or identify with two or more different cultures and reveal behavior, value, and identity changes in response to a changing cultural context. (p. 344)

Additionally, based upon the degrees of voluntariness to the host country, acculturation can be divided into two dimensions – one is the maintenance of a person’s own cultural identity; the other one refers to the maintenance of a relationship with other groups (Bang and Montgomery, 2013).

Student inputs and outcomes

Students’ input refers to their personal background such as career choice, previous experience or knowledge, personal capabilities, and etc. Student outcomes represent the
result that the students gained in their college time, including their academic achievement, persistence for school, or received knowledge and values (“Alexander Astin’s theory of involvement”, 2015).

**Institutional influence**

Institutional influence is also considered as college environment, which is all the experience a student would have in the college context, such as their interaction with instructors or instructional practices (“Alexander Astin’s theory of involvement”, 2015).

**Limitations**

The study of the population of international students is a broad topic, and even there are a large amount of previous studies worked on the international students in the United States. In this research study, only the international students in American higher education system will be studied. The data resource would be limited, since the data will be only collected from the selected 6 American universities which are the members of University Council for Workforce and Human Resource Education. The selection of the universities was neither random nor according to any certain criterions.

**Chapter Summary**

The first chapter of this research thesis is the introduction of this study. First of all, the background of this study, the latest statistic report about the international students in the U.S., and the brief introduction of the data collection universities were included. Otherwise,
the theoretical framework and conceptual framework were presented. All in all, the chapter presented the general idea of this study as well as showed how this study was originated.
CHAPTER 2: LITERATURE REVIEW

Introduction

The statistics from OpenDoor (2014) showed that the number of international students in American universities and colleges has increased significantly in the past decades. This population has been a large part of the whole student body in the American higher education system (Ren & Hagedorn, 2012). Companying with the growth of this population is the arising of various issues about the international students from diverse backgrounds. Otherwise, Poyrazil (2002) pointed out that international students deserve to be studied in isolation because of their important contributions to American campuses, the specialized admissions requirements of American universities for international students, and the professional level of study in higher education system. Therefore, there are numerous researchers have drawn their attentions to this population.

In this chapter, the literatures related to international students in the U.S. as well as the past major studies about Astin’s theory were reviewed. The first part is the general view about international students in American universities. Then the scope was specifically focused on the issues that international students might have in their acculturation or adjustment here in the U.S., and followed with the third part in this chapter which talked about what challenges international students might face. The last chapter introduced Astin’s theory of students’ development and examined how this theory had been used in the previous researches.
International Students in American Universities

The international students in the U.S. have become an important population which has drawn more and more attentions inside and outside campuses. According to the statistic report from OpenDoor (2014), the total number of international students in the U.S. has grown 72% in 15 years, from 514,723 in 1999/2000 to 866,052 in 2013/14. International students contribute three times more to the U.S. economy then they did 15 years ago, up from $9 billion to $27 billion in tuition, room and board, books, travel and other costs.

International students, who come from different geographic background, as de Araujo (2011) concluded: “significantly contribute to the promotion of cultural diversity in the classroom and on campus, enriching the academic environment and adding educational value to it” (p. 2). Tidwell and Hanassab (2007) also stated in their research that “an extraordinary learning opportunity” (p. 322) was provided by the body of international students in American campuses, but unfortunately which was often neglected. Meanwhile, outside of campus, international students’ daily life in the U.S. also brings cultural diversity to the local community where they live in and influence the scope or ideas of local resident to see the world.

Nevertheless, this international student population still “has not completely been understood by higher education administrators and faculty” (Ren & Hagedorn, 2012, p. 135), and currently existing school services should meet this populations’ diverse needs (Ren & Hagedorn, 2012). Bang and Montgomery (2013) stated that “international students are seldom part of research that allows for subjective viewpoint to emerge” (p. 343) even though in the past the researches about this population were considered as topics in students affairs.
In Sherry et al.’s study (2010) international students in American universities were considered as a vulnerable student population due to the lack of effective social, cultural and economic support. They also noticed that if the educational institutions failed to meet the special needs of their international students, it might cause this population to feel disappointed, unfulfilled, and even exploited (Sherry et al.’s study, 2010).

Gladly, a numerous of researches have been studying the international students population in American universities or colleges in the past. Various aspects about this population were covered in these abundant studies, mainly including academic performance, counseling for international students, adjustment or acculturation, major issues faced inside and outside of campus, and so forth. In early times, many of those studies about international student in the U.S. more focused on what general issues that this population might have when they came to the U.S., and live and study here. Based on these researches, more and more following researchers explored this topic with a deeper and wider vision, and contributed plenty of studies addressing on more specific issues about this population. By viewing these literatures, we can have an overview about the population of international students who enrolled in American colleges and universities.

The major task for international students who came to the U.S. is performing well in their academy. Then what major factors would influence their academic performance? There are studies discussed about this. For example, Ren and Hagedorn (2012) used quantitative research examined the factors associated with international graduate students’ academic performance. They used the cumulative grade point average (GPA) as the measurement of academic performance and revealed that the factor “predicting masters and doctoral students’
academic performance were different” (Ren and Hagedorn, 2012, p. 140), and different original geographic regions, undergraduate academic performance, gender, length of study time, and etc. were the significant factors which influenced the students’ GPA. Li, Chen, and Duanmu (2010) also studied the determinants of international students’ academic performance. For all international students, their result showed that, “the perceive importance of learning success to family, English writing ability, and social communication with their compatriots are significant predictors” (Li et al, 2010, p. 389), and the first predictor negatively associated with academic achievement while the other two predictors positively affected. This research (Li et al, 2010) also brought up that academic cultural shock directly influenced the learning environment of an educational institution. On the other hand, Baumann and Hamin (2011) studied academic performance from another lens, which explained the academic performance by a nation’s culture, competitiveness and economic performance. The model they developed in this study explained that the critical driver of students’ academic performance was “the level of competitiveness, followed by economic power, and cultural values” (Baumann and Hamin, 2011, p. 192). This finding might be helpful for universities to recruit international students or better analyze the macro environment of the global student market. The specific lenses of this study expand the traditional paradigm of examining the students’ performance which only relied on personality traits (Baumann and Hamin, 2011).

Many of the previous studies about international students in American universities have been done in the counseling field, which concentrated on the issues that international students often have in their academic and daily life, as well as how to better facilitate or
assist this special population through professional counseling services on campus. Pedersen (1991) suggested that counseling played an important role in facilitating international students’ success. Tidwell and Hanassab (2007) stated some new challenges for professional counselor in helping international students in American higher education. In their study, the researchers not only focused on the psychological counseling but also examined the general counseling services on campus which included academic and personal counselling, career and vocational counselling, financial-aid counselling, and residential life counselling. In serving international students, school counselors should consider the differences in the following groups, undergraduate versus graduate, female versus male, and students majored in science-related fields versus students in the humanities, professional schools, or social sciences (Tidwell and Hanassab, 2007). In order to better serve their enrolled international students, Zhai (2002) recommended that universities or colleges should stress academic orientation, improve student counseling, strengthen language support, and help them to interact with American students. Roberts and Dunworth (2012) summed up in their study that universities needed to offer services, information, and a contextually appropriate environment in order to help their international students positively perceive their abroad educational experience, better adjust to the new surroundings, and facilitate their academic study.

In supporting the international student enrolled in American universities, many researches in counseling field found out that social support is another essential factor which would effectively help the international students in adjusting themselves to the new environment here in the U.S. For instance, Bang and Montgomery (2013) considered
friendships and social support and networking as part of the external issues in acculturation for international students. Sumer et al. (2008) pointed out that besides a counseling service, a social group for international students could be provided “as a buffer against depression and anxiety” (p. 435). They also noticed that a welcoming campus and community environment was important to international students’ mental health (Sumer et al., 2008). Yeh and Inose’s study (2003) found out that well social connection and social support could reduce the international students’ acculturative distress. Sherry et al. (2010) also said in their study that “students who are not provided with effective social, cultural or economic support may be vulnerable to exploitation or social exclusion” (p. 35). Hence, both social support and social connectedness play leading roles in international students’ success in their new environment (Sherry et al., 2010).

Besides what was concluded and presented above, many of those previous studies about international students in American universities specifically addressed on the issues emerged in international students’ acculturation and adjustment and found out what major challenges those students might face in their oversea life. The following part reviewed these studies and concluded what have been mainly studied.

**International Students Acculturation or Adjustment**

International students often experience hard time when they acculturate or adjust themselves into their American life (Lin & Scherz, 2014; Bang and Montgomery, 2013; Sherry et al., 2010). A plenty of literatures which study on international students address on the acculturation or adjustment issue that this population have been facing in the United
States. “When students from other countries come to the United States to study, social, cultural, and often academic adjustments are necessary to foster their successful integration into college and university life” (Bang and Montgomery, 2013, p. 343). Since the 1980s, researchers have been viewing student sojourners’ adjustment experience through a social lens, addressing on acculturation and acculturative-related stress, and exploring what strategies they used in dealing with those difficulties in transition (de Araujo, A. A., 2011).

In order to better understand the acculturation or adjustment happened to international students, we should first of all examine how these two concepts were defined. Bang and Montgomery (2013) concluded in their study:

Acculturation refers to an individual’s adjustment process and constitutes the outcome of the interactional dynamics between two or more cultural systems. Acculturation can be observed when individuals (tourists, sojourners, immigrants, and refugees) practice and/or identify with two or more different cultures and reveal behavior, value, and identity changes in response to a changing cultural context. (p. 344)

In the light of the definition above, it can be told that the cultural divergence or clash between the American culture and the home countries that international students encounter hinder their way of transiting smoothly in the United States. The cultural norm of the host country is not easy to accept and adapt for foreigners, especially for those new comers or short-term sojourners. In Sherry et al.’s research (2010), they identified one of the significant challenges for international student in American universities was adapting to new cultural norms. Understanding of the host culture is one of the important works that an international
student should do in their adjustment. Since international students from diverse backgrounds, when facing cultural and social discrepancies, it would be helpful with their adjustment if they could be aware of implicit social and cultural rules and skills (Bang and Montgomery, 2013). Due to the sense of cultural difference, those international students who come from the regions which have the similar cultures with Western or American culture would less experience acculturation problems. There was research found that “international students from Europe experienced less acculturative stress than their counterparts from Asia, Central/Latin America, and Africa” (Yeh, C., & Inose, M., 2003, p. 15).

Linguistic communication builds the foundation of learning and understanding different cultures. Most of the researchers identified that language proficiency is a basic and vital factor in acculturation and the success of adjustment. For the international students in the U.S., apparently, the success of adjustment could majorly be contingent on their English proficiency. Based on some of the previous studies, Bang and Montgomery (2013) presented one of the leading roles in the acculturation of international students – communicative competency - which is the skill and comfort using the language of the host country, since good sociolinguistic abilities could help one to understand cultural cues and references. Lacking of English proficiency could be the single greatest barrier that hinders the international students’ academic performance as well as their social engagement with other international or domestic students (Yeh and Inose, 2003; Andrade, 2006). Otherwise, Sumer et al. (2008) found that “self-rated English proficiency uniquely contributed to the variance in both depression and anxiety” (p. 429).

Speaking of depression and anxiety or other negative feelings that international
students experience in their adjustment, there are literatures talked about this sort of issue (Andrade, 2006; Sumer et al., 2008). Loneliness is common to international students when they newly arrive at the new environment. Almost everything surrounding is strange, and they barely have former social networks or familiar families and friends companying with them. Besides, such loneliness is also caused by the lack of familiar cultural and/or linguistic environments. It has been found that, still, the most preferred resources that international students seek for help is their family and friends (Zhai, 2002). However, it is not all the time that international students can get encouragement from their hometown. There would be adverse effect to the adjustment, such as high expectations from the family or friends in their home countries (Tidwell & Hanassab, 2007). The success of international students in the new environment is partially depended upon whether or not they well build their new friendship (Sherry et al., 2010). Trice (2004) reported that international students would benefit from interacting with American friends due to the comfortable function in adaptation to American culture, participation in campus activities, and socialization with other international students.

Nevertheless, only concerning those personal factors in acculturation, like language proficiency or ability of coping stresses, might run the risk of neglecting much larger environment issues, such as discrimination in the host places, cultural misunderstanding by other local American students or even faculties, inclusion in the local community, and so forth (Yoon and Portman, 2004; Andrade, 2006; Lee & Rice, 2007; Sherry et al., 2010). In many contexts, international students may encounter various difficulties, such as being ignored, verbal insults and confrontation, by peers, faculty, or people from local community (Lee & Rice, 2007). However, Trice (2004) presented a realistic point of view that language
and cultural barriers or discriminations were hard to remove, as well “it is a very difficult process for some international students to acquire social capital within the American culture” (p. 685). Hence, international students should seek the access to valuable institutional resources and chances in their process of acculturation and adjustment.

In helping international students to transit smoothly in their adjustment, the educational institutions can play an important role in facilitation (Andrade, 2006). “Institutions cannot simply admit foreign students and expect them to adjust to life in a new country and educational system without appropriate support and programming” (Andrade, 2006, p. 133). Campus, where is the place that international students spend most of their time, is an essential part of the local community for their daily life. Unfortunately, some American universities or colleges only expect the change on the international students who should take all the responsibility to “adapt” or “adjust” into the new environment (Lee and Rice, 2007). Sherry et al. (2010) also indicated that the receptiveness of the university community, which was often times ignored, was important to international students. If international students experience unwelcome on campus which should be the place they are most familiar with in the new place, their feeling of exclusion in local community might be enlarged. In another words, social support that an international student can get greatly influences the acculturation or adjustment (e.g. Zhai, 2002; Yeh and Inose, 2003; de Araujo, 2011). Sumer et al. (2008) examined the predictor of depression and anxiety among international students via a quantitative analysis, and found out that social support was a significant predictor. Universities or colleges can provide some services as part of the social support to their international students, such as counseling or social connection programs. These resources
could facilitate international students better understand the host culture as well as enhance their personal ability or strategies of coping with those adjustment or acculturation issues. These two aspects were identified as being essential for the internationals’ oversea success (Bang and Montgomery, 2013). Moreover, universities or colleges should consider the diverse need of services when offer those services, such as considering the differences on age, gender, educational level, original religions, and so forth (Andrade, 2006).

As a conclusion, in studying the issues of acculturation or adjustment of international students enrolled in American college and universities, de Araujo (2011) provided us a brief review by concluding them into six major findings: English language proficiency, social support, length of stay in the U.S., perceived discrimination or prejudice, establishing relationships with Americans, and homesickness. The purpose of this research study is to examine what information that the official websites of the selected 6 American universities offered to their international students to help with their acculturation and adjustment at the beginning and facilitate their academic performance and personal success in future. In the light of acculturation and adjustment issues that revealed by previous researches, it would be more accurate to address on those aspects discussed above when I examine those information on websites.

**Challenges of International Students**

All the acculturation and adjustment issues presented above can be considered as a significant part of challenges that international students in American universities encounter in their oversea life. “By 2025, almost 8 million students will be educated transnationally,
according to some estimates” (Rhodes & Ludeman, 2012, p. 233). The huge amount of this population has been bringing up the issues of their success in their cross-national study. Concerns for the achievement of these students are majorly located in three fields – social culture, and academic performance and adaptation (Ryan & Twibell, 2000). International students would encounter various challenges in their oversea life especially when they limited connection with their home countries. On American campuses, International students not only cope with those common challenges that all other American students have, but also face the unique obstacles which are created by cultural difference, language limitations, potential prejudice and discrimination, and so on (de Araujo, A. A., 2011). This means that international students typically have more issues than their American colleagues, which caused challenges for their academic performance (Pedersen, 1991). Pedersen (1991) found that, comparing with their American peers, international students might face problems including insufficient academic advisement, incomplete knowledge of the educational system, teaching methods, and collegial atmosphere. No matter what readiness that an international student might have to begin a new life in the U.S., there are still a range of problems may happened in his/her life, from cultural shock to anxiousness which was caused by their academic performance or career (Bang and Montgomery, 2013). Additionally, for international students who newly come to host countries, they may find what is available on campus would be different from the resources they have in their home countries (Rhodes & Ludeman, 2012).

In Lin and Scherz’s (2014) study, they concluded two major aspects of challenges that international students might encounter: cultural adjustment and linguistic proficiency.
These two major challenges were also addressed in many other studies. From the result of those researches, it could be found that these two aspects not only influenced each other, but also closely related to many other difficulties that international students may have, for instance, cultural shock, language and communication, accessing and building social networks in host country, racism, anxiety from academic and career pressure, and homesickness. These challenges are part of what Bang and Montgomery (2013) concluded based on some previous research literatures. Skill and comfort using the host country’s language, which were called communicative competency, is an important part in acculturation for international students (Bang and Montgomery, 2013). In Marginson and Sawir’s study (2011), they indicated that successful social integration with local people could also be a barrier for international students in the host countries. One of the reasons may be lacking of motivation for local people to engage with international students. However, they also found communicative proficiency and personal agency might positively influence cross-cultural efficacy. On the other hand, academic language using is crucial for a student studies in American higher education context, such as understand lectures, participating in classroom, academic reading and writing and so forth (Lin and Scherz, 2014). Struggling with academic language could add more pressure on international students when they handling with school work. On the contrary, fluent academic language would help students with their learning, thinking, and performance (Lin and Scherz, 2014).

In the research about international higher education done by Deardorff, Heyl, Wit, and etc. (2012) and Marginson (2012), international student security has been studied. This is an important aspect of challenges faced by international students. This population has
different lives compared with the students who are citizens, which means their experience “is mediated by non-citizen outsider status, the often-related fact of cultural difference, and often-associated problems of information asymmetry and communication difficulty” (Marginson, 2012, p. 207). There were several aspects had been concluded about international student security, including language proficiency and communications, finances and work, accommodation, health and ancillary welfare, personal safety, cross-cultural relations, and so forth (Marginson, 2012). These are challenges that international students may face both mentally and physically. With the restriction of student status in the U.S., international students have limited ways of getting their financial support. Many other studies also indicated that financial needs were recognized as one of the vulnerabilities for international students (Sherry, Thomas, & Chui, 2010; Nguyen, 2014; Yeh & Inose, 2003; Hsu, 2003). The adequacy and stability of accommodation affect the human security of international students. The limited housing resource often drives international students to find accommodation both on and off campus (Marginson, 2012). Loneliness, isolation, and homesick are common experience that most international students have. These challenges may be able to be conquered by the service of health, welfare and counseling. However, the fact is “on-campus medical services vary in access and quality, within nations as well as between them” (Marginson, 2012, p. 213). Many international students may encounter unpleasant and challenging cross-cultural issues, for instance, informal segregation, stereotyping, marginalization, and abuse may more often be experienced by those students who have difficulty in communicating (Marginson, 2012). International students should be aware of these challenges and find appropriate support when they are in these unfair and
threatening situations (Lee & Rice, 2007).

It was concluded that “international student security and student rights are interdependent” (Marginson, 2012, p. 208). By knowing these challenges, school administration, faculties or advisors would have ideas how to better serve their international students and ultimately help them to succeed. The school support is important for international students to deal with the challenges. International students bring their cultural and academic resources to the campus and local community in host country. In turn, the host institutions have responsibilities to serve and assist their international students to in many ways, including visa and immigration issues, student orientation, cross-cultural training, language skills, housing, lawful conduct, academic policies, and appropriate relationship with faculty staff, and other students (Rhodes and Ludeman, 2012). These services for international students may be, in some ways, different with what the resources providing for domestic students. Meanwhile, these resources or services may be also different with what international students used to have in their home countries. This way, it is important for host institutions to understand the uniqueness of serving the international students and offer them specialized assistant in an appropriate level (Rhodes and Ludeman, 2012).

**Astin’s Student Involvement Theory**

Alexander Austin’s theory of student development, which was firstly published in 1984 and labeled as the student involvement theory, described the importance of student involvement in college (“Alexander Astin’s theory of involvement”, 2015; Astin, 1999). There are three elements composed the core of this theory: students’ input (i.e. their
demographic, background, and previous experience), college environment (i.e. all the experience a student would have during college), and outcomes (i.e. students’ characteristics, knowledge, attitudes, beliefs, and values that they own after they graduated from colleges) (“Alexander Astin’s theory of involvement”, 2015). Along with the three basic components are the five assumptions that Astin (1999) presented: first, both physical and psychological energy are required to put into various objects; second, involvement is a continuous process in which the degree of involvement varies according to different person and the effort input; third, involvement can be measured in both quantitative and qualitative ways; fourth, the outcome of students’ learning or development in an educational program proportional depends on the amount of involvement on both quantitative and qualitative aspects; lastly, the efficacy of an educational program is directly influenced by student involvement.

Furthermore, Astin (1999) argued that the last two propositions were the essential educational postulates which had practical meanings for practitioners in “designing more effective educational programs for students” (p. 519).

A student’s involvement in college is manifested through “the amount of physical and psychological energy that the student devotes to the academic experience” (Astin, 1999, p. 518). According to Astin’s (1999) definition about “involvement”, greatly involved students, for instance, should commit considerable effort to studying and spend plenty of time on campus where they could actively take part in student organizations and school events, or get more chances to interact with faculties and other peers. All in all, the more students get involved in college, the greater they could gain for their personal learning and development (Astin, 1999). The most significant perspective that offered by this Astin’s theory is that it
stresses on the non-academic aspects which are as valuable as the academic part to students’ personal success through their college experience. Comparing with other traditional pedagogical approaches, this theory “directs attention away from subject matter and technique and toward the motivation and behavior of the student” (Astin, 1999, p. 529). Thus, Astin’s theory is practically useful for both researchers and college personnel in academically and non-academically ways.

Therefore, ever since the student involvement theory was presented, there have been numbers of researchers continued to study on this subject with the similar results as well as did their studies through Astin’s lens. Pike and Kuh (2005) identified seven types of institutions which engaged their students via various ways, and showed that students’ retention and academic performance had a positive correlation with their involvement in non-academic school activities such as campus events, student organizations, and leadership positions.

Otherwise, Astin’s theory of student involvement also has been applied in the following fields of study, including Student development (leadership), student retention, multicultural/multiracial/international students, and student engagement.

**Chapter Summary**

In the second chapter, plenty of previous researches in the field of international students in the United States were viewed. As well, the core theory used in this study – Astin’s theory of student involvement – was examined. By doing this, the specific challenges or issues about the current international students in the American higher education system
were identified, especially those problems in their acculturation or adjustment. All these results found in the literature review would be used to guide the data analysis in the later chapters.
CHAPTER 3: METHODS

In this chapter, an overview and justification of the qualitative content analysis for this study is going to be explained. Besides, the designing of how to collect and analyze the data in this study will be stated.

Overview and Justification of Methods

Introduction of Content Analysis

Content analysis is a research method which is widely used in both qualitative and quantitative studies. The purpose of content analysis is to use a set of procedures to make valid and trustworthy inferences from text (Weber, 1990), and “to provide knowledge and understanding of the phenomenon under study” (Downe-Wamboldt, 1992, p. 314). How inferential process works varies with the theoretical and substantive interests of the investigator (Weber, 1990). As the development of diverse media, the “text” which is analyzed in content analysis is no longer limited in written text now. Five types of text in content analysis are recognized: written text (books, papers, etc.); oral text (speech, theatre plays, etc.); iconic text (drawings, paintings, icons, etc.); audio-visual text (television programs, movies, videos, etc.); hypertexts (can be one or more of the texts above, on the internet). It has been said by Economic and Social Research Council that, content analysis is an element of media evaluation or media analysis in the circumstances of the increasingly use of content analysis as an important tool in the assessment if media profiles and the measurement of success in public relations programs since 1980s. In this research, the information which is delivered to international students through the websites of those 16
universities can be seen as a media resource for campus services. Content analysis will be used to analyze those various pieces of information.

Based on the discussion in literatures of using content analysis in research, qualitative content analysis will be majorly used in this study. Weber (1990) stated that what type of content analysis being chosen specifically by a researcher should depend on the problems being studied as well as the theoretical and substantive interests of the researcher. Content analysis has been regarded as a flexible method for analyzing text data (Cavanagh, 1997). As Weber (1990) pointed out that qualitative content analysis was not only about counting words but also examining language intensely in order to analyze and sort large amounts of text into a plenty of different categories that represent similar meanings. Either explicit communication or inferred communication can be represented by these categories. In this study, the information which is offered online to international students is textual content. Qualitative content analysis is a good method to use to analyze and classify the textual information into an efficient numbers of categories.

According to Weber (1990) there are four key aspects in the process of doing a content analysis: measurement, indication, representation, and interpretation. Measurement is “the assignment of numbers that stands for some aspect of the text” (p. 70), indication is “the inference by the investigator of some unmeasured quality or characteristic of the text from those numbers” (p. 70), representation is a series of techniques for describing the texts from syntactic, semantic, or pragmatic aspects, and interpretation is the process of translating the meaning in text into some other abstract theoretical or analytical language (Weber, 1990).
Hsieh and Shannon (2005) concluded that, in the current application of content analysis, there are three distinct approaches – conventional, directed, or summative – which are used to “interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm” (Hsieh and Shannon, 2005, p. 1277). In a content analysis study, how to choose which exact approach to use depended on “matching the specific research purpose and the state of science in the area of interest with the appropriate analysis techniques” (Hsieh and Shannon, 2005, p. 1286). Coding schemes, origins of codes, and threats to trustworthiness are three major differences among the approaches; and how initial codes are developed is the most important. Hsieh and Shannon (2005) compared and listed these major differences in coding process, showing as the table below.

Table 3.1:
Major Coding Differences Among Three Approaches to Content Analysis (Hsieh and Shannon, 2005)

<table>
<thead>
<tr>
<th>Type of Content Analysis</th>
<th>Study Starts With</th>
<th>Timing of Defining Codes or Keywords</th>
<th>Source of Codes or Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventional Content Analysis</td>
<td>Observation</td>
<td>Codes are defined during data analysis</td>
<td>Codes are derived from data</td>
</tr>
<tr>
<td>Directed Content Analysis</td>
<td>Theory</td>
<td>Codes are defined before and during data analysis</td>
<td>Codes are derived from theory or relevant research findings</td>
</tr>
<tr>
<td>Summative Content Analysis</td>
<td>Keywords</td>
<td>Keywords are identified before and during data analysis</td>
<td>Keywords are derived from interest of researchers or review of literature</td>
</tr>
</tbody>
</table>
Hsieh and Shannon (2005) presented more details to explain the content in the table showed above. In a conventional content analysis, codes are derived from data. The text expresses different themes or categories directly. With this approach, a richer understanding of a phenomenon is able to be gained by a researcher. With a directed content analysis approach, a theory or existing research findings can be used as guidance to initiated coding scheme in the beginning steps for analyzing the data. In this analysis process, codes can be defined before the data analysis or “additional codes are developed and the initial coding scheme is revised and refined” (Hsieh and Shannon, 2005, p. 1286). This way, a prior theory can be efficiently extended or refined by applying a directed approach. Other than using an existing theory as the guidance to create and develop codes, in a summative content analysis, researchers’ interest or reviews of prior relevant literatures can be also a resource from which some keywords are derived or identified before or during data analysis process. In using this summative approach, usually keywords or content are counted and compared in content analysis, and “followed by the interpretation of the underlying context” (Hsieh and Shannon, 2005, p. 1286).

No matter how those different approaches will be used in the study, coding process is the key aspects upon which the success of a content analysis depends. Weber (1990) stated that in a content analysis, how to categorize large quantities of text is the basic coding process. Through the data analysis, the text will directly express or be formed or translated into different patterns or themes which are named categories. Content analysis will be used by researchers to create or develop a coding scheme which includes the process and rules of systematic, logical, and scientific data analysis (Hsieh and Shannon, 2005).
In this study, three approaches may need to be used in the content analysis and the different types of coding will be applied. In the first step of examining the universities’ websites, some of data could be defined according to the direct information on the websites. Afterwards, according to Austin’s theory for students’ development, some codes will be defined before and during the data analysis; meanwhile, some keywords will be derived in data analysis process in order to identify those major aspects in which the universities offer information to their international students. The university websites can be seen as a platform where the communication happens between the school sources and their international students. Like what Weber (1990) said “communication is a central aspect of social interaction” (p. 10).

In analyzing a large amount of information in communication, content analysis is an effective method to use. Compared with other data-generating and analysis techniques, Weber (1990) concluded several advantage of using content analysis, including: “content analytic procedures operate directly on text or transcripts of human communication” (p. 10); both qualitative and quantitative operations would be used in the best content-analytic studies, which means “what are usually thought to be antithetical modes of analysis” (p. 10) are combined in content analysis methods; compared with other techniques such as interviews, “content analysis usually yields unobtrusive measures in which neither the sender nor the receiver of the message is aware that it is being analyzed” (p. 10).
How Content Analysis Will Be Applied to This Study

In reviewing the existing literatures of content analysis, there were several of studies introduced some fundamental works in doing content-analytical procedures, including basic questions to ask, essential elements to address, and classic steps to take in analytical process. To design this content analysis study, those three aspects should be considered and applied.

In the light of Klause Krippendorff’s introduction of methodology (2004), six questions must be addressed in every content analysis:

1. Which data are analyzed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analyzed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

Table 3.2:
Application of Krippendorff’s (2004) introduction of methodology of content analysis in this study

<table>
<thead>
<tr>
<th>Krippendorff’s (2004) Six Questions</th>
<th>Application in This Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which data are analyzed?</td>
<td>Information on the websites of 6 universities for serving their international students</td>
</tr>
<tr>
<td>How are they defined?</td>
<td>Analyzing the data which were collected from the 6 universities’ websites with conventional, directed, and summative approaches</td>
</tr>
<tr>
<td>What is the population from which they are drawn?</td>
<td>6 American universities’ official websites</td>
</tr>
</tbody>
</table>
In Holsti (1969) and Berelson’s (1952) studies about using content analysis in research, six elements in doing the content analysis can be concluded as “source (who), encoding process (why), channel (how), message (what), recipient (to whom), decoding process (with what effect)”. To analyze the data in my study, according to those six elements, questions which are needed to be addressed can be concluded as the table below:

Table 3.3:
Application six elements of content analysis from Holsti (1969) and Berelson (1952) in this study

<table>
<thead>
<tr>
<th>Element</th>
<th>Question</th>
<th>Data in this study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Who?</td>
<td>Information on the websites of 6 universities for serving their international students</td>
</tr>
<tr>
<td>Encoding Process</td>
<td>Why?</td>
<td>Why the information on the websites is necessary for helping their international students’ academic and daily life here in the U.S.?</td>
</tr>
</tbody>
</table>
Table 3.3 (Continued)

<table>
<thead>
<tr>
<th>Channel</th>
<th>How?</th>
<th>How those resources could serve the international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message</td>
<td>What?</td>
<td>What information or resources have been offered on the school official websites to their international students</td>
</tr>
<tr>
<td>Recipient</td>
<td>To whom?</td>
<td>The international students who currently study or work in those 6 universities</td>
</tr>
<tr>
<td>Decoding process</td>
<td>With what effect?</td>
<td>In what aspects that those resources on the websites can help their international students to adjusted their life in the U.S.</td>
</tr>
</tbody>
</table>

There was an analytical process of seven classis steps was introduced in Kaid’s study (1989), which was similarly used in all approaches to qualitative content analysis. These seven steps include formulating the research questions to be answered, selecting the sample to be analyzed, defining the categories to be applied, outlining the coding process and the coder training, implementing the coding process, determining trustworthiness, and analyzing the results of the coding process. In this study, the process of data analysis will follow the seven classic steps (Kaid’s, 1989). The detailed analytical steps in this study are showed as the “Application” below in Table 3.4.
Table 3.4:
Application of seven steps (Kaid, 1989) of analytical process in this qualitative content analysis

<table>
<thead>
<tr>
<th>Steps</th>
<th>Actions</th>
<th>Application</th>
</tr>
</thead>
</table>
| 1     | Formulating the research questions to be answered | Research questions in this content analysis study:  
1. What resources are available on the university websites in the U.S for international students?  
Sub-question(s):  
1a: What types of resources are found?  
1b: How many resources are found?  
1c: Where are those resources found on the website pages?  
2. How do these resources aim to help international students?  
Sub-question(s):  
2a: Do the resource and information found on university websites match the previous research results and theories? |
| 2     | Selecting the sample to be analyzed | Examining the information on the websites of 6 universities for serving their international students |
| 3     | Defining the categories to be applied | Defining what categories that the 6 universities offered information to their international students |
| 4     | Outlining the coding process and the coder training | Outlining the coding process with conventional, directed, and summative approaches in content analysis (Hsieh and Shannon, 2005);  
Coder training will be done via reading and learning relevant qualitative methods literatures as well as being trained by thesis research advisor |
Table 3.4 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>Implementing the coding process</th>
<th>Analyzing and organizing the websites data into an efficient number of coding schemes which are identified in Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Determining trustworthiness</td>
<td>Emailing the analyzed information to the relevant staff in the 6 universities to examine if all the information which are offered to their international students are included in this study or accurate and trustworthy</td>
</tr>
<tr>
<td>6</td>
<td>Analyzing the results of the coding process</td>
<td>Analyzing the results of the coding process in this study and inferring what major information should be offered by American universities to their international students; Analyzing the implication of the result in better serving international student in American higher education; Analyzing the implication of the result in international human resource development</td>
</tr>
</tbody>
</table>

As the three tables showed above, the whole process of content analysis in this study will be guided by Klause Krippendorff’s introduction of methodology (2004) and the six elements that Holsti (1969) and Berelson (1952) identified, and follow the seven steps that Kaid (1989) stated.

**Data Sources**

Data for this study will not be collected from human participants. With content analysis the researcher will analyze specific content to address the research questions. This specific study will use the US News & World Report website to locate the six American
universities that were ranked as the Top 5 universities which have the best graduate programs in technical/vocational education. The websites from a consensus sampling method of all six universities will be the data sources for this study.

The six universities and their official websites addresses are:

Table 3.5:
Data resource (the 6 universities and their official website addresses)

<table>
<thead>
<tr>
<th>University Name</th>
<th>University Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pennsylvania State University – University Park</td>
<td><a href="http://www.psu.edu/">http://www.psu.edu/</a></td>
</tr>
<tr>
<td>2 Ohio State University</td>
<td><a href="http://www.osu.edu/">http://www.osu.edu/</a></td>
</tr>
<tr>
<td>3 University of Georgia</td>
<td><a href="http://www.uga.edu/">http://www.uga.edu/</a></td>
</tr>
<tr>
<td>4 Oklahoma State University</td>
<td><a href="http://go.okstate.edu/">http://go.okstate.edu/</a></td>
</tr>
<tr>
<td>5 University of Minnesota – Twin Cities</td>
<td><a href="http://twin-cities.umn.edu/">http://twin-cities.umn.edu/</a></td>
</tr>
<tr>
<td>6 Virginia Tech</td>
<td><a href="https://www.vt.edu/">https://www.vt.edu/</a></td>
</tr>
</tbody>
</table>

Data Collection

According to Creswell (2013) the four main sources of data are interviews, observation, documents, and audiovisual materials. In this content analysis study, the 6 American universities’ online documents which are the public information on their official websites will be examined. The researchers will visit each of the official websites of the 6 universities, and specifically find out the public information about any services or programs which are available for their international students to use or participate in.
Data Analysis

Kaid (1989) presented us a process of seven classic steps in qualitative content analysis. Table 4 showed above concluded how these theoretical seven steps would be employed in this content analysis study. At the very beginning step in this study, two major research questions and 4 sub-questions were formulated. In the second step, the data will be collected from the 6 American universities’ websites. The third step to go is categorizing those services or programs that the universities offer to their international students. Fourthly, according to Hsieh and Shannon (2005), the coding process will be outlined with conventional, directed and summative approaches. In this step, the researcher also need to be trained to code through reading and learning relevant qualitative methods literatures as well we learning from the research advisor. In the fifth step, the data collected from the websites will be analyzed and organized into an efficient number of coding schemes which are identified in step 3. The sixth step is examining the trustworthy of the data by emailing of the analyzed information will be send to the relevant staff in the 6 universities. The last step is specifically analyze the data in three fields, which are: analyzing and discuss the results of the coding process in this study and inferring what major information should be offered by American universities to their international students; analyzing and discuss the implication of the result in better serving international student in American higher education; analyzing and discuss the implication of the result in international human resource development.
Ethical Consideration

Data for this study will not be collected from human participants. All the data collected from the official websites of the six American universities are public information. Based on what is needed to be studied, this study is not going to conduct research with human subjects as defined by the regulations that govern the use of human subjects. The researcher does not need IRB approval for the research activity.

Chapter Summary

This chapter detailed the research methods used to conduct this content analysis study. Specifically, the design, guiding research questions, data sources, data collection and data analysis were explained.
CHAPTER 4: FINDINGS

In this chapter, the data which had been collected from the six universities’ official websites will be analyzed and presented by using content analysis. The whole process of examining and analyzing the data online was led by the two major research questions: What resources are available on the university websites in the U.S. international students? And, how these resources aim to help international students? Through these data, the two questions as well as the four sub-questions were answered. From the official website of each university, abundant information and resources were provided and presented through the websites aiming to assist their international students to have a smooth starting and ultimately achieve their professional success with the facilitation from the university. The main part of those services, ranging from pre-arrival, visa preparation, orientation, language, to cultural adjustment programs, were systematically organized and provided on the websites. Through the view of the theoretical framework of this research – Astin’s theory of student involvement (1999), the findings indicated that all these services (“institutional influences”) played an important role in facilitating international students’ adjustment and professional work (“input”), and eventually helping them reach the succeed (“output”). All these three parts, in turn, affect each other and ultimately boost the development and maintenance of a university’s effective system of serving the international students.

Based on what had been collected from the six official websites, Conventional Content Analysis (Hsieh and Shannon, 2005) was primarily used to organize and analyze the data. After analyzing each of universities’ online information, according to the major items of those services, keywords were identified during the data analysis and Summative Content
Analysis (Hsieh and Shannon, 2005) was used for the conclusive analysis. At the same time, the six elements of content analysis (Holsti, 1969; Berelson, 1952) – who, why, how, what, to whom, with what effect – were identified and used for guiding the process of analyzing.

**Data Collection and Conventional Content Analysis**

In this research study, the universities that were selected to be examined are six American universities who have the top graduate programs in technical/vocational education according to 2015 U.S. News & World Report rankings.

Table 4.1:

<table>
<thead>
<tr>
<th>Rank</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pennsylvania State University – University Park</td>
</tr>
<tr>
<td></td>
<td>University Park, PA</td>
</tr>
<tr>
<td>#1</td>
<td>Ohio State University</td>
</tr>
<tr>
<td></td>
<td>Columbus, OH</td>
</tr>
<tr>
<td>#2</td>
<td>University of Georgia</td>
</tr>
<tr>
<td></td>
<td>Athens, GA</td>
</tr>
<tr>
<td>#3</td>
<td>Oklahoma State University</td>
</tr>
<tr>
<td></td>
<td>Stillwater, OK</td>
</tr>
<tr>
<td>#4</td>
<td>University of Minnesota – Twin Cities</td>
</tr>
<tr>
<td></td>
<td>Minneapolis, MN</td>
</tr>
<tr>
<td>#5 (Tie)</td>
<td>Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Blacksburg, VA</td>
</tr>
<tr>
<td>#5 (Tie)</td>
<td>University of Minnesota – Twin Cities</td>
</tr>
<tr>
<td></td>
<td>Minneapolis, MN</td>
</tr>
</tbody>
</table>
Pennsylvania State University – University Park

More than 7,000 Penn State international students are considered as a great contribution to the vibrant global community at this university. With a perspective of building a global university, Penn State is committed to providing students and scholars with opportunities to do research and study globally as well as welcoming international students and scholars from all over the world. On the homepage of Penn State official website, one of the main service tabs is called “Global”. Clicking into “Global” section, “International Students” tab will lead viewers into “International at Penn State”, where main services for international students can be found on the webpages of this section. Other than this path, there are also a few quick links on the Penn State website homepage and under “Global” section that bring viewers to the major webpages of international student service, such tabs are like “International Student Advising”, “International Students”, and so on.

As part of the Directorate of International Students & Scholars Advising (DISSA), International Students Advising (ISA) is the primary department at Penn State to advise and assist international students, their dependents, scholars, staff and faculty by providing guidance and service on maintaining their immigration status which studying and living at the university community. The contact information, office location, working schedule can be found on the main webpage. In this research, by searching on the website, I collected and examined those particular services that help international students. The services items were listed as what was showed on the webpage, and the analysis is presented as below.
Table 4.2:
Data analysis of Pennsylvania State University – University Park (Pennsylvania State University, 2015)

<table>
<thead>
<tr>
<th>Services Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>• Graduate</td>
<td>• Providing future international students with detailed information of applying to study in Penn State by listing application requirement/instruction or linking to specific webpages of admission in different department</td>
</tr>
<tr>
<td></td>
<td>• Intensive English Communication Program (IECP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Law</td>
<td>• Notifying international applicants what official documents would be sent if being admitted</td>
</tr>
<tr>
<td></td>
<td>• Medical School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Undergraduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EA International Exchange Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non-Degree Study</td>
<td></td>
</tr>
<tr>
<td>Pre-Arrival</td>
<td>Financial</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
</tbody>
</table>
| • Required official documents for obtaining visa: Providing information and knowledge about what/how to get different students visa (F-1/J-1), required financial approval, and how to attend with another different visa status (for dependents, family visiting, working)  
• Visa Application: Listing out detailed visa application steps, SEVIS requirement, and related fees and other instructions  
• Before traveling to Penn State: Collection of information/knowledge that help international students to finalize preparation for coming, including visa, orientation, academic advising, health insurance, immunization, research assistants, arrival and directions, financial, local information, etc.  
• Mandatory document Check-In: Instruction of two steps of check-in after arrival  
• Other: SEVIS data, Express Mail, Insurance Mandate | • For prospective students: financial guarantee requirement; financial aid information  
• For currently-enrolled students: resources of loan, grant, scholarship, or other financial help for international students | • Providing prospective international students with pre-arrival advising and services, including things like official documents, essential information/process, immigration related issues and regulation, etc.  
• Assisting admitted international students with preparing visa/mandatory certificates, traveling to Penn State, and finishing required check-in process before and after arrival  
• Providing other links to the related resources outside of Penn State  
• Helping international students, especially for graduate students, to find financial resource |
<table>
<thead>
<tr>
<th>Table 4.2 (Continued)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>Visa Status</strong></td>
</tr>
<tr>
<td>• Introduction of International Student Orientation (ISO)</td>
<td>• All information/requirement for F-1/J-1 visa international students to clarify students’ responsibility of maintenance of legal status</td>
</tr>
<tr>
<td>• Detailed information about the whole process of ISO</td>
<td>• Collection of links to all related resources about visa status in various situations, such as enrollment, extension, academic changing, travel, etc.</td>
</tr>
<tr>
<td>• Helpful links to related resources; contact information for needs in ISO</td>
<td>• Helping international students understand and be aware of the requirement and their responsibility of maintaining their legal visa status for coming and staying in the U.S.</td>
</tr>
<tr>
<td></td>
<td>• Providing visa related resources for international students to find information as their own need</td>
</tr>
<tr>
<td></td>
<td><strong>Employment</strong></td>
</tr>
<tr>
<td></td>
<td>• Information and restrictions for international students about on/off campus employment, internship or volunteers in various situations</td>
</tr>
<tr>
<td></td>
<td>• Employment related resources, such as social security, workshops, etc.</td>
</tr>
<tr>
<td></td>
<td>• Helping international students to clarify and understand the restriction on employment in the U.S. based on their legally working limitation</td>
</tr>
<tr>
<td>Topic</td>
<td>Information/Restrictions</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Driver’s License / State ID</td>
<td>Information/restriction of transportation in Pennsylvania&lt;br&gt;Instruction/resources about getting a Pennsylvania Driver’s license at local place</td>
</tr>
<tr>
<td>Taxes</td>
<td>Knowledge of different types taxes and purposes&lt;br&gt;Information of paying taxes and related sources</td>
</tr>
<tr>
<td>Forms</td>
<td>Collection of various types of forms that international students may need in academic/non-academic situations on/off campus</td>
</tr>
<tr>
<td>Campus Contact/Cont act Us</td>
<td>Collection of contact information of different campus or department</td>
</tr>
<tr>
<td>Dependents</td>
<td>Instruction for bringing dependents&lt;br&gt;Information for international students with dependents, including financial guarantee, health insurance, services for spouses, child care, etc.</td>
</tr>
<tr>
<td>Table 4.2 (Continued)</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td></td>
</tr>
<tr>
<td>• Traveling information for international students, such as visa, documents, pathways, etc.</td>
<td></td>
</tr>
<tr>
<td>• Providing convenient information or instruction for international students for traveling use</td>
<td></td>
</tr>
<tr>
<td><strong>Resources for Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>• A rough set of guidelines for faculty at Penn State to be aware of the implications of many activities getting involved with international students, including legal considerations, admissions and timetables, program and credit concerns, financial aid, employment, dependents, housing, personal support, etc.</td>
<td></td>
</tr>
<tr>
<td>• Providing guidance for faculty or any other people at Penn State to understand related restriction, requirement and issues when they serve international students</td>
<td></td>
</tr>
<tr>
<td><strong>Intensive English Communication Program (IECP)</strong></td>
<td></td>
</tr>
<tr>
<td>• IECP Courses: Specifically designed English courses for international students to prepare their English in academic/non-academic environment and learn strategies/skills for specific English tests</td>
<td></td>
</tr>
<tr>
<td>• Tutoring Center: Services for supporting long-term improvement in international students’ academic English proficiency</td>
<td></td>
</tr>
<tr>
<td>• Life in State College: Information about life in local community including housing, transportation, food, events, organizations, etc.</td>
<td></td>
</tr>
<tr>
<td>• Transition Partners: Partnering and engaging domestic students with international students in order to help international students to have a better transition to Penn State and to the U.S. as well as foster cultural exchange</td>
<td></td>
</tr>
<tr>
<td>• Other: IECP certification, contact information, related resources, etc.</td>
<td></td>
</tr>
<tr>
<td>• Providing instruction in academic English communication to help international students who are in need successfully participate in American institution of higher education</td>
<td></td>
</tr>
<tr>
<td>• Helping international students with cultural learning and exchange opportunities on/off campus by providing related cultural programs and information on local community events/organizations</td>
<td></td>
</tr>
</tbody>
</table>
Other than the general information on various services, as analyzed above, offered to international, there are also many activities that get both domestic and international fellows on Penn State involved to global environment on/off campus. The information of these activities can be found on the webpage of “Getting Involved Globally On Campus” under “Global Penn State” section. By visiting the website, different programs or resources can be found by international students, for instance, Foundation in Global Engagement, International Education Week, List of International Student Organization, Global Special Events & Awards, and so forth. Specifically, on the webpage of List of International Student Organization, internationals can find different association of their own country, and those links of the associations will lead students to each of the webpages where they can find information in English or their own language about the events, contacts, fellows or other things which are organized and created by their own fellows in the associations. Through all these cultural related programs or global associations, the university connects international students with local resources to help them have a better transition and cultural adjustment as well as enhances the cultural exchange in Penn State community.

The Ohio State University

The Office of International Affairs (OIA) helps facilitate the integration of international students and scholars into Ohio State’s world of knowledge. When international students and scholars first arrive at Ohio State, the OIA is one of their initial points of contact. With a warm welcome to the campus community, OIA will provide international
students and scholars support their transition and assist them comfortably adjust to their new life on campus and in Columbus, OH.

Through oia.osu.edu, students and scholars can find information about the types of visas needed for their stay in the U.S., links to academic programs, how to pay their tuition, housing options, an overview of the campus and life in Columbus, and much more. Immigration coordinators help with orientation sessions and conduct cultural, social, and educational programming. A representative from International Student and Scholar can meet with students one-on-one to answer questions about immigration, regulations, cultural differences, and financial matters. With the assistant of all these services, international students, scholars, and their dependents may have better chances to achieve their academic, personal and professional goals during their time at Ohio State.

Clicking into “International Students” on the homepage of OIA, I found the detailed information online about those services. On this “International Students” webpage, there were latest news about international student, upcoming events and deadlines, office schedules, and latest post on social media. Students also can check “staff dictionary” and make appointment for walk-in service first while finding out what specific issues need to consult. Additionally, when exploring the services online, I found that other than providing information on the webpages, some of the detailed instruction was organized systematically into guidebooks or handbooks (in Powerpoint or PDF) which could be found and downloaded via mobile devices. The services for international students were presented by different section tabs on the webpage of OIA – International Students. The collection and analysis of these services is showed as below.
Table 4.3:
Date analysis of Ohio State University (Ohio State University, 2015)

<table>
<thead>
<tr>
<th>Services Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
</table>
| Pre-Arrival and Orientation | • Visa Information: Providing links to U.S. Embassies and Consulates around the world; Listing out required documents and information/tips for getting a U.S. visa  
• SEVIS fee: Detailed information about SEVIS and SEVIS fee for F-1/J-1 visa students  
• Pre-Arrival Information & Immigration Check-In: Detailed information and instruction help prepare international students for arrival and check-in; New graduate student to-do list & Registration instructions  
• China Pre-departure Orientation: Schedule and location of a pre-departure orientation program in China for new Chinese students  
• Orientation: Orientation materials (e.g. cultural adaptation, academic resources and academic misconduct, international student handbook, student legal services, achieving success, tax information for foreign nationals, student wellness, etc.); local airport transportation; information about orientation leaders participation | • Providing visa information for international students for their preparation before departing from home country  
• Providing information and services for arrival and orientation that to help international students get to know the university, the local community, and the U.S.  
• Organizing different categories of information into handbook or guidance presentation for downloading online or via mobile devices |
<table>
<thead>
<tr>
<th>Immigration Information</th>
<th>• Maintaining status &amp; Change of status: Listing several important things that international students must do to maintain their visa status in the U.S., including the required course load, traveling outside the country, etc.; Providing detailed steps and instruction of how to change visa status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Immigration documents: Describing the three major immigration documents (I-94, I-20, DS-2019) that international students may hold</td>
</tr>
<tr>
<td></td>
<td>• Current Students, Vacation Term, Program Extension: Declaring related policy to international students about required registration credits, check-in process, and undergraduate/graduate program extension</td>
</tr>
<tr>
<td></td>
<td>• Employment &amp; Career services: Information about employment option under students’ visa status; Career service specifically for international students, including job searching tips, useful resources to find a job, etc.</td>
</tr>
<tr>
<td></td>
<td>• F-2 and J-2 dependents: Detailed information of how international students/scholars’ spouse and unmarried children to come to the U.S. for company</td>
</tr>
<tr>
<td></td>
<td>• Travel requirements, Change of address, and Schedule an appointment: Providing information of process or instruction about traveling outside of the U.S., changing the locally physical address, or scheduling an appointment with OIA for personal needs</td>
</tr>
<tr>
<td></td>
<td>• Concurrent enrollment &amp; Transferring In: Instruction for international students who need to concurrently enrolled or transfer to OSU</td>
</tr>
<tr>
<td></td>
<td>• This section is important for current enrolled international students for being of explaining and declaring the essential policy, regulation, and instruction to get and maintain a student or exchange scholars’ visa</td>
</tr>
<tr>
<td></td>
<td>• Providing assistant for the dependents of international students to get and maintain a visa.</td>
</tr>
<tr>
<td></td>
<td>• Providing assistant for international students with their employment under current visa status and future career after graduation</td>
</tr>
<tr>
<td>Forms and Handouts</td>
<td>Workshop and Events</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Collection of different types of forms and handouts which international students may need (e.g.: Financial Letter, Change of Status, Grant Application – International Students, International Leadership Scholarship, etc.)</td>
<td>Providing international students with a quick and direct links to find different forms and handouts using under various situations</td>
</tr>
<tr>
<td>Providing international students with a quick and direct links to find different forms and handouts using under various situations</td>
<td></td>
</tr>
<tr>
<td>Global Engagement: Introduction of diverse opportunities provided by Global Engagement at the OIA to encourage cross-cultural interaction and promote global awareness on campus (e.g.: American domestic trips, ice skating with students and scholars, global engagement film series, etc.); Student Leadership – opportunities to get current international students and domestic students to help upcoming or newly enrolled international students</td>
<td>Providing detailed information of many opportunities for international students to get involved and experience the diverse culture with domestic students together at OSU</td>
</tr>
<tr>
<td>English Conversation Program: Introducing the opportunities or participation within the program</td>
<td>Through participation in these cultural programs on campus or in local community, international students as well as American students can have opportunities to expand their worldviews, improve their intercultural communication skills, promote their global awareness, make new friends; meanwhile OSU would be better developed into an internationalized university.</td>
</tr>
<tr>
<td>Workshops: Introducing the information and participation of workshops for international students about their employment opportunity (CPT/OPT) and academic success</td>
<td>Providing internations students with variously useful local resources and services which could benefit for their local life</td>
</tr>
<tr>
<td>International Photography Competition, Taste of OSU, and Thanksgiving Dinner: Annual on-campus activities for both international and American students to take part in for cultural exchange through photography, international foods, or celebrating festivals.</td>
<td></td>
</tr>
<tr>
<td>Resource Fair: An opportunity for international students to meet with local vendors and campus departments who provide products and services that can benefit student at OSU</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.3 (Continued)

<table>
<thead>
<tr>
<th>Exchange Students</th>
<th>Application Instructions: Detailed instruction of applying the international exchange program at OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Requirement: Declaring the regulation for being an international exchange student, including the requirement of credits, fees, etc.</td>
</tr>
<tr>
<td></td>
<td>International Agreements</td>
</tr>
<tr>
<td>Legal &amp; Financial Resources</td>
<td>Legal and financial resources for international students, ranging from funding opportunities, Students Legal Services, taxes to Immigration Attorney.</td>
</tr>
<tr>
<td></td>
<td>Providing related information/regulation to the international students who take part in exchange programs with a F-1 visa</td>
</tr>
<tr>
<td></td>
<td>Providing international students with instruction or resources on legal services and financial related resources</td>
</tr>
</tbody>
</table>

### English as a Second Language Programs (ESL)

College of Education and Human Ecology at OSU provides ESL program which is the opportunity for international students and non-native speakers of English to take intensive English class as well as participating in activities to learn about American culture. This ESL program consists of three unique programs – American Language Program, ESL Composition Program, and Spoken English Program, as well as one special program.

These four programs help international students with their English using in different ways. American Language Program aims to help students develop English skills they need for university classroom and professional workplace as well as practical English for everyday situations. This program offered five levels from beginning to advances courses, which would assist international students to adjust to their new surroundings in both academic and social aspects. ESL Composition Program focuses on developing students’ writing skills for
successful performance in different level of writing tasks. The goal of Spoken English Program is improving spoken English fluency and pronunciation and providing practice instruction in various languages, intercultural and teaching skills. Special programs would collaborate with different colleges, department, reginal campuses, etc., to provide students with specific needs of English using. For example, the Summer Intensive Language Program is specifically provided for incoming international students.

University of Georgia

More than 2,600 international students from 125 different countries all over the world are enrolled at University of Georgia (UGA). The service for international students can majorly be found in two different sections on the official website of University of Georgia: Office of International Education, and International Student Life under the UGA Student Affairs. On the webpage of Office of International Education, “International Student Information” section mainly provides the policy or introduction of immigration-related issues for upcoming and currently enrolled international students as well as their dependents. International Student Life (ISL) is one of the departments of UGA Student Affairs, which takes charge of serving international students, running cultural exchange programs, and advising different of Student Organizations. The major information collected and analyzed from these two sections was showed as below.
Table 4.4:
Data analysis of University of Georgia (University of Georgia, 2015)

<table>
<thead>
<tr>
<th>Services Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective International Students</td>
<td>• Admission to UGA: Detailed application information for prospective international students at different higher education levels</td>
<td>• Providing guidance for prospective international students to apply or transfer to UGA.</td>
</tr>
<tr>
<td></td>
<td>• Intensive English Programs: Providing international students with intensive English courses at different levels (e.g.: Listening &amp; Speaking, Academic Vocabulary, IELTS/TOEFL/GRE Preparation, College 101, etc.) for both full-time and part-time study; Detailed information about application process, tuition &amp; fees, as well as conditional admission to the UGA graduate school.</td>
<td>• Providing information or resources for future international students to have a good start at UGA, such as language support, immigration services, and so forth.</td>
</tr>
<tr>
<td></td>
<td>• Transferring from another U.S. institution: Specific information and instruction for international students who need to be in the process of “Transfer-in” since there are immigration-issues should be aware of and taken care by students as well as both old schools and UGA.</td>
<td></td>
</tr>
</tbody>
</table>
| Newly Admitted International Students | • Student Visa Types & SEVIS: Different visa types for international students, scholars or their dependents and the related policy or requirement under different status of visa; SEVIS and related policy  
• Applying for visa & Entering the U.S.: Instruction for upcoming international students to get U.S. visa – providing direct links of immigration-related government websites, requirement for applying a visa, etc.; Specifically guiding for Canadian citizens to apply U.S. visa; Guidance for international students to enter the U.S., including what necessary documents are needed, what should be done after arriving, etc., and useful links to related government websites.  
• Changing of Status within the U.S.: Specific information and forms for current international students who need to change their immigration status  
• Verification of Lawful Presence (VLP Flag): Specific requirement for admitted international students to get a VLP Flag  
• Orientation and Check In at UGA: Instruction for new and transfer nonimmigrant international students to finish the mandatory check-in online; Links to International Student Orientation webpage where specific information was provided (within the section of International Student Life)  
• Transferring Students From a U.S. School: Providing Information Sheet and Application form  
• Pre-Arriving and Orientation Information: Reminders for upcoming international students; Information about pre-arrival and orientation (e.g. Driver’s License, SSN, Health System and Insurance, local area information, living expense, etc. | • By providing detailed guidance and instructions about immigration-related policies, visa obtaining, and pre-arrival guidance, upcoming international students can have a better idea to well prepare themselves to come to UGA.  
• Providing information or tips for international students who are to begin their new life at UGA to assist them to have a smooth start their new life.  
• Providing links of useful resources on campus or in local community to international students so that they can directly find helpful information through the university website to assist themselves when necessary. |
Table 4.4 (Continued)

| Currently Enrolled International Students | • Maintaining Legal Status: Declaring the requirement of maintaining immigration status for international students under different situations, including within the process of academic program, being graduating, extension, etc.; Collection of detailed information or related request forms on different issues which international students may encounter (e.g.: Change Degree Level or Major, Mental Health Awareness for International Students, etc.)

• Work and Employment Options: Declaring all types of employment authorization for international students holding different types of visa and related requirement for both students and employers

• Travel outside the U.S.: Explanation of immigration-related requirement or mandatory documents for international students to travel outside of the U.S. as well as reminders of “Automatic Revalidation” situations

• Amending or Extending Immigration Status: Information about amending or extending immigration status for international students or their dependents

• Transferring out to a different U.S. school: Transfer-out Process Information Sheet, and Immigration Transfer-out Application Form

• Program Completion and Graduation: Explaining the concepts of “graduation” and “completion of all degree requirement” for international students to prepare approaching the end of their program

• Losing Status and Reinstatement: Providing detailed instruction and related government resources for international students lose their legal status and need to reinstate

• Providing information or related resources for current international students to help with their visa status maintaining as well as well-being when being in UGA, such as local area information, health care insurance, and so forth.

• Assisting international students by not only providing the related requirement or information for being a legally enrolled students, but also explaining those policy behind, in order to make the students better understand the situation and plan ahead for their whole study time.

• Assisting international students with their visa issues under various situations, such as traveling outside the U.S., losing of maintenance their status, etc., by providing detailed instructions or related resources.
<table>
<thead>
<tr>
<th>International Student Life (ISL)</th>
<th>The department of ISL enhances international students’ on-campus non-academic experience by spending efforts on transition &amp; support, programming &amp; outreach, and leadership &amp; engagement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• International Student Orientation: Orientation schedule and registration fees; Information concerning immigration issues, taxes for non-residents, cross-cultural adjustment, housing assistance, course registration procedures, SSN, UGA payroll, and campus tour; Information about UGA and Athens (where UGA is located), including where to shop, eat, and have fun.</td>
<td>• The ISL Orientation is different with other orientation program on campus, but more focuses on assisting new international students to transit successfully to the UGA and the U.S. through delivering information about on/off campus life as well as having trained orientation leaders, who are current international and domestic students, to share their experiences and tips for living a great life in Athens, GA.</td>
</tr>
<tr>
<td>• Program &amp; Services: Diverse of cultural learning or exchange programs on/off campus, such as Coffee Hour, Ethnic Nights, Language Partner Program, Cultural Capacity Certificate Program, International Education Week, International Student Orientation, International Street Festival.</td>
<td>• Student Organizations: Approximately 20 international and multinational student organizations under advising of ISL, such as African Student Union, Chinese Language Society, Students for Latino Empowerment, World Ambassadors, Muslim Student Association, Hands on Haiti, Arab Cultural Association, etc., where most international students can find their own native association or cultural group; in turn, these organizations will help promote the multicultural exchange on campus and in local community.</td>
</tr>
<tr>
<td>• Contact ISL: Contact information of each staff of ISL; office address, contact information, and office hour of ISL.</td>
<td>• The department of ISL enhances international students’ on-campus non-academic experience by spending efforts on transition &amp; support, programming &amp; outreach, and leadership &amp; engagement.</td>
</tr>
</tbody>
</table>
Table 4.4 (Continued)

| International Student Ambassadors (ISAs) | • Aiming to help both potential and newly admitted international students with issues like application process, life in Athens and the U.S., pre-arrival concerns, and cultural adjustment | • The potential international applicants or newly admitted international students can find the introduction videos of the ISAs on the website, or contact them directly to ask general questions or visit the UGA campus with their lead. |

After browsing the UGA official website and collecting the data, I found that the information or resources offered online for international student was somehow scattered in different sections and was not collected together. This way it was not presented and could not be found within one section under the supervision of a single department. For example, the immigration-related information and service are in the section of Immigration Services under the Office of International Education; and Student Life Orientation and other non-academic or cultural adjustment-related resources are offered by International Student Life under the section of Office of UGA Student Affair. Though some of the mutual information in different places was connected by web links, students might need to spend extra efforts to explore the website and find the resources in different ways. Or, the best method to find the scattered information is inputting “international student” in the searching engine on UGA website, and the results would lead viewers directly finding the related information about international students.
Oklahoma State University

According to the International Student Statistics (OSU, 2015) from Oklahoma State University by 2015 summer, there were in total 1055 international students enrolled and 81 counties were represented. 95% of the international population held F-1 Student Visa. Indian and China are the two countries from which almost half of the international students came. In Oklahoma State University (OSU), service for their international students and scholars is provided and conducted by International Students & Scholars (ISS). When logged on to OSU official website, there were several ways to find the ISS web page where there was the main collection of information to assist international students. Visitors could find the link of ISS from the tag of “Future Students” – “Undergraduate International Students”; or from “Student Affairs” webpage, there was also a direct link to lead visitors to ISS under the tag of “Future Students” – “Academic Opportunities”. The easiest way of finding the ISS could be searching “international students” on the home page of OSU website, which there would be the direct link of ISS page in the results. As it is described by ISS (2015) of OSU on the webpage: “The Office of International Students and Scholars (ISS) is here to assist the university and its international community in the appropriate application of federal regulations that affect this constituency and to facilitate the education and personal development of international students and scholars and to assist with culture exchange and enrichment at Oklahoma State University and the Stillwater community”. ISS of OSU plays a role of bridging their internationals not only with the campus resources but also to the local community.
By visiting ISS webpage, some key items which lead to mainly helpful information could be found: Admission & Prearrival, Arrival & Orientation, Immigration, Employment, International Programs, Get Involved, Useful Links, ISS Services, and useful forms and FAQ for international students. Besides, the ISS contact information (including the main ISS staff contact information), operation hours, and some upcoming events date were directly posted on the webpage. According to those key items, the major services that OSU provides to their international students and scholars could be found and were represented clearly based upon the process that a student might need to follow when she/he came to OSU. Detailed information of services which was collected from the website is concluded as following.

Table 4.5:
Data analysis of Oklahoma State University (Oklahoma State University, 2015)

<table>
<thead>
<tr>
<th>Services Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
</table>
| Admission & Prearrival | • Applying to OSU: Detailed list of requirement for applying OSU  
• Pre-arrival Information: Detailed steps of how to get a visa and get to OSU; Detailed housing information on/off campus; how to transfer credits to OSU  
• Frequently asked questions and answers about admission and arrival | • Assisting future international students to prepare applications, transfer, visa or other documents  
• Directing future international students to get through the mandatory processes before arrival  
• Providing future international students other related information by collecting and organizing resources and answering frequent questions |
<table>
<thead>
<tr>
<th>Table 4.5 (Continued)</th>
<th>Arrival &amp; Orientation</th>
<th>Immigration</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Local transportation to OSU; Temporary housing after arrival</td>
<td>- Assisting and directing new international students to get through the mandatory procedures and important documents after arrival</td>
<td>- Providing detailed and comprehensive immigrant and visa information which is essential for international students, visiting scholars and their dependent</td>
<td>- Helping international students understand the requirements and issues if they would have a job or internship on/off campus in the U.S.</td>
</tr>
<tr>
<td>- Detailed orientation schedule, to-do list (including explanation and illustration of each item), and procedures</td>
<td>- Providing new international students necessary or important information for their on/off campus life by collecting and organizing existing resources</td>
<td>- Providing international students additional information for immigration issues by collecting and organizing existing resources and answering frequent questions</td>
<td>- Providing detailed explanations and procedures that students/scholars need to follow</td>
</tr>
<tr>
<td>- Required students’ insurance information: required medical insurance and other additional insurance for personal life in the U.S.</td>
<td>- Important dates and schedules of events</td>
<td>- General employment and tax information: Information about social security number; Detailed steps for international students who want to work on campus</td>
<td>- Employment for international students/scholars with different visa types</td>
</tr>
<tr>
<td>International Programs</td>
<td>Get Involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>China Programs: Programs and/or news which OSU collaborates with Chinese universities or academic institutions for students, faculties or scholars from both countries; Detailed information of getting a Chinese visa</td>
<td>Providing exchange or study opportunities for both OSU domestic students/faculties and international students/scholars from China, Korea and Malaysia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korea Programs: Programs which OSU collaborates with 5 Korean universities</td>
<td>Providing detailed information of cultural or academic programs which collaborating with Chinese, Korean and Malaysian universities or academic institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysia Programs: Programs/news which OSU collaborates with Malaysian universities or academic institutions for students, scholars or faculties from both countries</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Get Involved**

- International Student Organizations (iSo): Including introduction iSo, the latest/upcoming events and calendar, OSU news for international students, useful quick links relating to iSo, and etc.
- Cultural Connections: Providing a platform for cultural, social, and intellectual exchange between international students and local community
- Peer Advisor
- Student union activities board
- Cowboy Cousins: helping international students learn about the culture on campus by pairing them with domestic students
- International Event Video

- Helping international students to enrich their college life in OSU and the U.S. by learning American culture, meeting local residence, making friends, and participating cultural events
- Helping international students to develop their leadership skills by joining student organizations or working on campus
- Providing a platform and approach to reaching those existing resources for current or future international students
| Useful Links | \begin{itemize} \item On Campus Links: Local community transportation information, English language institute, Graduate Admission, Scholarship and Financial Aid information for international students, general information in OSU, Study Abroad Office, School of International Studies, etc. \item Off Campus Links: Information in local community (child care, driving learning, etc.), Travel Information, Immigration Information (e.g.: U.S. Embassies and Consulates, etc.), U.S. State Department sites, International News, and etc. \item News: Latest news about OSU community \item Forms: Forms for international students or scholars in immigrant, academic, orientation, financial, etc. \end{itemize} | \begin{itemize} \item Providing direct and quick links to those websites or resources for international students to find the important and useful information, forms and latest news \end{itemize} |

Based on the data that collected from the OSU official website, the information which is provided to their international students were categorized and organized in the Table above by using Conventional Content Analysis (Hsieh and Shannon, 2005). Since International Students & Scholars (ISS) mainly serves the OSU future and current international students/scholars, all the information and services that were found and collected were either from ISS webpage or from those webpages which were linked by ISS in its main webpages.
All the categories which were defined and coded above in the Table were derived from the data.

By analyzing the information above, it can be found that ISS provided various services for their future and current international students on/off campus to help them with preparation and adjustment for their life in the U.S. These services cover many fields which are closely related to international students’ life, including admission, orientation, immigration, employment, and cultural or academic programs, which create diverse of chances for the students to fully get involved in the local life and learn well about American culture.

**Language Programs**

English Language Institute (ELI) of OSU is the place where an international student could study English in an intensive setting. What had been discussed in literature review in Chapter 2 indicated that English proficiency was an essential factor for international students to study and live in the U.S. Therefore, for those international students who are weak in using English, it would be helpful that the school provides them language programs to improve their English specifically in academic field.

The ELI in OSU is an intensive English program designed to help either international students or any other persons with their own English needs. On their webpage, “About Our Programs” introduced their general information about attending the programs including English classes, Orientation & Cultural Programs, and related tests of English proficiency. Other things could be found included the introduction of their facilities, request information, costs, and faculty/staff in the program. Additionally, for the convenience of their
international students, ELI webpage also provided Spanish version of the webpage as well as other seven “ESL Portals” for people who speak other seven languages (Chinese, Japanese, Korean, Portuguese, Turkish, Vietnamese, and Arabic) to log into the ELI webpage where all the basic information was written in their language. Other important information, such as contact information, class schedule and so forth, also could be found on the ELI webpage.

**University of Minnesota – Twin Cities**

International Student and Scholar Services (ISSS) is dedicated to serving the University of Minnesota’s international community. There are approximately 5,500 international students and scholars from over 130 countries who are currently enrolled in University of Minnesota. The internationalization here at University of Minnesota is supported by ISSS through bring new foreign nationals into the community, offering intercultural training for students, staff, and faculty, and providing on campus opportunities to bridge the U.S. and international communities. The advisors/counselors of ISSS are trained to help international students or scholars with non-immigration visa issues, academic/personal/family matters, and cross-cultural adjustment. Meanwhile, across the campus, being aware of and understanding of the cross-cultural and international issues are enhanced by the ISSS programs and training. Also ISSS consults with university faculty and staff on problems related to international students and scholars in different department.

However, unlikely visiting other universities’ websites, when I browsing on the homepage of the website of University of Minnesota – Twin Cities, it was not easy finding the ISSS webpage or any other tabs linked to the information section for international
students. Then, I searched “international student” through the searching engine and found the “ISSS” showed up within one of the results. Thereby I logged into the webpage of ISSS where the information and services for international students and scholars were presented. Otherwise, as stated on the webpage, ISSS not only serves the international students on Twin Cities campus where the office is located, but also takes the responsibilities of assisting the international students, scholars, and faculties on other campuses of University of Minnesota.

The data of major services and information for international students and scholars were collected from the webpage of ISSS. The analysis is presented as below.

Table 4.6:
Data Analysis of University of Minnesota – Twin Cities (University of Minnesota, 2015)

<table>
<thead>
<tr>
<th>Services Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
</table>
| Information for Department  | • Information and resources that may be of particular help to departmental faculty and staff who currently host or would like to invite international faculty, researchers, and/or staff to the UMN.  
• Specific information for international faculty and staff about immigration issues, intercultural workshops, academic adviser resources, and other available resources on/off campus | • Various cultural programs or workshops are provided to international faculty and stuff for learning how to communicate with international students from different areas as well as advising academically. |
| Students & J-1 Scholars | • F-1 Students: Necessary documents; Information about policies or requirement for maintaining legal visa status (e.g.: program extension, SEVIS, visa overstay, etc.), employment and related documents, and visa issues on travel/return home/dependents.  
• J-1 Students/scholars: Declaring or explaining eligibility, requirement and inquiries of being an exchange student/scholar and their dependents (e.g.: Understanding Exchange Student Status, Violation of Status, etc.); Useful documents.  
• Prospective Students: International Student Ambassadors – online FAQ for perspective international students about life in UMN; Resources for general questions on studying in the U.S., housing, etc.  
• New Students: Pre-Arrival Information – confirming enrollment, visa, etc.; Arrival Information – transportation services for first time coming, mandatory things to do, and required New International Student Seminar; Optional Programs for new international students and their parents to learn more about, studying/life in the U.S. & UMN, and successful adaptation into the new environment; Additional Resources of pre-arrival, living in MN, family resource guide, etc.  
• Sponsored Students: Sponsored Student Program – advising and support services for the sponsored international students with general issues and liaison with the sponsors; Sponsor Links | • ISSS assists UMN international students on F-1 (student), J-1 (student and scholars) to maintain non-immigrant status in the U.S. by providing detailed information about immigrant-related policy, requirement, and documents under different circumstances.  
• Information which is provided by ISSS is elaborately categorized and presented under different sections, even includes some additional information or resources for some rare occasions. Internationals can find the information for immigrant issues directly from the website.  
• The required seminar for new international students, including intercultural activities, tips for academic success, advice from a current undergraduate student panel and discussion, and resources fair, helps them to get a better idea about the expectations and strategies for success in the UMN educational system.  
• Services for specific groups, such as sponsored international students, and international students’ parents or dependents, for their particular needs. |
<table>
<thead>
<tr>
<th>Support Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Services: Academic coaching for students on probation, collaboration with academic advisers, and variety of resources to improve academic progress.</td>
<td>• Variety workshops or resources available that provided by ISSS Career Services assist international students to gain success in academic field, as well as prepare and carry out a future career.</td>
</tr>
<tr>
<td>• Career Services: Workshops or resources for job searching, visa authorization and other related resources outside of UMN.</td>
<td>• ISSS counselors as well as other counseling resources on campus provide international students professional, safe, and confidential counseling, which will help the students to understand themselves and their difficult situations more clearly, and ultimately feel more comfortable and successful at the university.</td>
</tr>
<tr>
<td>• Counseling: Counselors at ISSS, examples of counseling issues, counseling resources on campus, academic services and resources, office schedule, and contact information</td>
<td>• The funding assistance from UMN – Twin Cities will help the international students who are experiencing financial hardship due to unforeseen circumstances with a very limited amount.</td>
</tr>
<tr>
<td>• International Student Funding: Information of financial assistance for international students, including general information, eligibility criteria, appeals process, types of funding, Global Excellence Scholarship, etc.</td>
<td>• International students can find conveniently those schedule, location and updates of those cultural or professional programs on/off campus.</td>
</tr>
<tr>
<td>• Taxes: Information about tax paying and return questions and issues</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISSS Event Calendar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calendar and schedule of ISSS Event and Events outside of ISSS</td>
<td>• Brief introduction of some of those events and the location</td>
</tr>
<tr>
<td>• Brief introduction of some of those events and the location</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.6 (Continued)

<table>
<thead>
<tr>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Programs: International Buddy Program, Global Gopher Week, International Student Ambassadors, iSuccess</td>
</tr>
<tr>
<td>Cultural/Social: Cross-Cultural Discussion Groups, Small World Coffee Hour, Students Crossing Borders, Summer Group</td>
</tr>
<tr>
<td>Leadership &amp; Professional: Cross-Cultural Leadership Retreat, Cultural Corps, Graduate Student Internships and Counseling Practicum, Match Program – Minnesota Ambassadors Taking College Home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A collection of various kinds of information on/off campus for international students, for example, travel information, U.S. Government Agencies, safety information, legal and translation services, English as a second language (ESL), living in MN, academic resources, and so on.</td>
</tr>
<tr>
<td>English Language Opportunities at UMN: Intensive English Language Instruction; Other English Language Support Services (Tutoring, Managerial Communications, ESL Resources in Twin Cities Community, etc.)</td>
</tr>
<tr>
<td>Through these diverse of programs on/off campus, international students and scholars, including the new comers, currently enrolled ones, and alumnus, would have numerous chances to learn and share American culture, academic success at UMN, local life, leadership building-up, available resources, making friends, and so on.</td>
</tr>
<tr>
<td>This webpage collected many different types of information and resources for international students to find easily with their different needs.</td>
</tr>
<tr>
<td>ESL resources not only provides international students with intensive English courses, but also offers many other supporting services including those resources in the local community, which assist internationals’ to improve their English in diverse ways at different levels.</td>
</tr>
</tbody>
</table>
The information and service offered by UMN for their international students and scholars are comprehensive and elaborated. As analyzed above in table about ISSS website, each part of information or service was particularly provided for specific group of international students or situations. On the homepage of ISSS, the Announcements list the most important things. Another impressive thing showed on the homepage is the section of “job search stories & tips from international alumni”. The experience of international alumni is a good and practical resource of information for new international comers. UMN spends effort in keeping in touch with international alumni and create opportunities to connect them with the new internationals.

Other than the information from the website of ISSS, on the homepage of UMN – Twin Cities, all students can find variety of information or resources in different sections. That way, international students should learn to find useful information by fully exploring those services and actively get involved in the local life, not only rely on the resource offered by ISSS.

**Virginia Tech**

From the website homepage of Virginia Tech, there was a direct link “International” under the tab of “ACADEMICS” could be found to lead to the webpage “International” where students could find all the international related services and programs that the university offers. These services and programs showed on the webpage are for both domestic and international students, scholars, and faculties. Domestic fellows could find information here of opportunities to take part in globally collaborating programs and researches or study
outside of the U.S. For international students, scholars or faculties, other than those global related chances, they also could look for those services and assistance which were help internationals specifically.

Here in this research, I would only focus on examining those services which aim to help international students to better adapt into their study and life in Virginia Tech. After went through the webpages of international services, I found that most of the resources and information for serving international students were compiled and could be found through the webpage of Cranwell International Center. Many of the information displayed on the homepage of “International” were in fact overlapped, which means various links of those items actually lead to the same website resource.

**Cranwell International Center**

The primary support service for Virginia Tech’s international community is provided by Cranwell International Center, in which international students, scholars, faculty, spouses, and visitors from 120 countries in all regions of the world can find their specific needs. Meanwhile, the center also aims to encourage interchange between the international guests and their American peers and people from local community, as well as foster a welcoming environment. As it was said on the Cranwell International Center webpage for new students, the Center was there to help the internationals make a smooth and pleasant transition, and encouraged them to “explore this website to find the answers to many of your questions regarding living in the United States and being a student at Virginia Tech” (Virginia Tech webpage, 2015).
On the home page of Cranwell International Center, contact information can be easily found, including hours of operation, office location, upcoming event calendar/agenda, and quick links to making appointment, social media webpages, campus map and so forth. On the left side of the homepage of the Center, main services that offered by the university were directed via 10 tabs. Below, it is the information which were collected and analyzed.

Table 4.7:
Data analysis of Virginia Tech (Virginia Tech, 2015)

<table>
<thead>
<tr>
<th>Service Item</th>
<th>What service/information provide to international students</th>
<th>How to help international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>For New Students</td>
<td>• Applying to Virginia Tech: directly linking undergraduate/graduate international students to the webpages where detailed application information were described; specifically linking to “international checklist” for application</td>
<td>• Clearly listing out the requirement for new international students via different checklists or process steps</td>
</tr>
<tr>
<td></td>
<td>• Obtaining F-1 or J-1 Visa: providing detailed information or tips about SEVIS, visa, and immigration; links to immigration-related U.S. government websites</td>
<td>• Providing variously detailed information for new international students to track down what to prepare, how/when to complete the required work, and where to find the related resource</td>
</tr>
<tr>
<td></td>
<td>• Pre-Arriving Information: required pre-arrival checklist; detailed information/requirement of traveling, health, housing, insurance, and finance before students arrive to campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Arrival and Orientation Information: detailed information/steps about orientation, local transportation and housing, including related schedules, expense or resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transfer Students: specifically offering information about how international students could finish their transferring process</td>
<td></td>
</tr>
</tbody>
</table>
| For Current Students | • University Department Advocacy: Recommendations to assist international students with issues that arise in new academic settings  
• U.S. Legal Services Advocacy: List of things or suggestions for international students to deal with legal issues  
• Immigration Regulations: Providing knowledge and mandatory requirement about immigration for different visa holders  
• On and Off Campus Employment: Information about international students’ options of Optional/Curricular Practice Training, on-campus employment, and J-1 academic training  
• Health and Accident Insurance  
• Driver’s license, State ID, Social Security, and Taxes  
• Inviting Family to the U.S.: guidelines for international students to invite their families to visit the U.S. or for commencement/graduation  
• Assisting international students to deal with issues in their academic environment by giving suggestions and encouraging them to ask staff at the Center  
• Providing basic legal knowledge to help international students with their safety and equal rights  
• Providing detailed knowledge and information in different aspects of life for international students living in the U.S. |
| For International Visitors | • Office of International Support Services: offering the primary support for international researchers, scholars, or J-1 Interns  
• Two major activities – English Conversation Groups; Cranwell Courier  
• Offering international visitors the information and resources of support services, including visa, immigrants, academic/cultural events, etc. |
Table 4.7 (Continued)

<table>
<thead>
<tr>
<th>For Volunteers</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information for local community members, Virginia Tech faculty/staff, and students who want to be volunteers to serve and help international students</td>
<td>• Providing resources and approaches for local volunteers to help and serve international students as a host</td>
</tr>
<tr>
<td>• Culture Adjustment: Listing some symptoms that appears in international students daily life in the host country, and important signs of students in distress</td>
<td>• Providing volunteers handy knowledge and guidance about how to better get along with and assist international students with cultural and new environment adjustment</td>
</tr>
<tr>
<td>• Providing resources and approaches for local volunteers to help and serve international students as a host</td>
<td>• Providing a guide and collecting different resources together on the website for domestic faculty, staff and other community members to help international students</td>
</tr>
<tr>
<td>• Culture Adjustment: Listing some symptoms that appears in international students daily life in the host country, and important signs of students in distress</td>
<td>• The guide introduces general situations about international students and issues that they may have in both academic/nonacademic environment, including cultural difference, cultural adjustment, physical/mental health, etc.</td>
</tr>
<tr>
<td>• Providing volunteers handy knowledge and guidance about how to better get along with and assist international students with cultural and new environment adjustment</td>
<td>• Providing a guide and collecting different resources together on the website for domestic faculty, staff and other community members to help international students</td>
</tr>
<tr>
<td>• The guide introduces general situations about international students and issues that they may have in both academic/nonacademic environment, including cultural difference, cultural adjustment, physical/mental health, etc.</td>
<td>• The guide introduces general situations about international students and issues that they may have in both academic/nonacademic environment, including cultural difference, cultural adjustment, physical/mental health, etc.</td>
</tr>
</tbody>
</table>
| Programs and Activities | • English Conversation Groups: Weekly informal conversation groups for anyone in the Virginia Tech community who wishes to improve their English and learn more about the local culture  
• Global Ambassador Programs: A program designed for current Virginia Tech students seeking to develop their global leadership skills  
• International Street Fair: An annual multicultural marketplace  
• International Week: An annual event for showing the international cultures | • All the programs schedule, location, introduction, requirement of participation, and related resources can be found on the website  
• Creating a stage in Virginia Tech community for international cultural exchange and learning |
| Life in the U.S. | • Collection of variously local resources about housing, transportation, travel, banking, cell phone, cultural adjustment, area attractions, shopping, and services for international spouses/family | • International students can easily and directly find a number of compiled resources to make their transition smoother |
| Cranwell International Center Leadership Team & Contact Us | • Contact information of each leader in Cranwell International Center  
• Direct online message platform to contact the Center | • Easily and directly for international students or anyone else to contact the primary international service system |

**University Libraries Information for International Students**

In Virginia Tech University Libraries webpage, there is a special section for undergraduate/graduate international students to find information and assistant. Other than the general services for all students, specifically, the libraries provide Language Resources and Dictionaries that international students may find useful.
• Language Resources: The libraries have lots of non-English language books and movies, plus resources for learning English and other languages. Also, some major international newspapers in print can be found in here.

• Dictionaries: Foreign language dictionaries online and in print are offered in the libraries. Print dictionaries of some most popular languages, such as Chinese, French, German, Spanish, Korean, etc., have direct links on the webpage from where people can directly find where they are in the libraries.

Others

Besides what had been listed above, Virginia Tech also provides some other resources to serve international population in their whole community, for instance, intensive English programs and international support services. Language and Culture Institute at Virginia Tech offers intensive English programs in which internationals can improve their English via classroom teaching and computer-based training. As well, they will have many opportunities to practice English and learn about the U.S. through extracurricular activities. For international non-students, the Office of International Support Services (ISS) primarily provides services in three distinct areas: visa services, overseeing the international agreement approval process, and oversight of the international honors society. On the website of ISS, all the detailed services and contact information are provided.

Summative Content Analysis

From the conventional content analysis (Hsieh and Shannon, 2005) of the data above, even though each university presented their online information in different ways on their
official websites, it had been found there were several major services which were widely offered to international students to help with their success on both academic and nonacademic aspects. Generally, these services cover the fields of immigration, orientation, language training, academic assistant and cross-cultural programs. With these identified key words, the data collected can be concluded as summative content analysis (Hsieh and Shannon, 2005), which just answered the two research questions – what main information or services that a university provides online to the international students and how these resources could help them. The analysis is showed as below.

Table 4.8:
Summative Content Analysis

<table>
<thead>
<tr>
<th>Services Item</th>
<th>How the services help international students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration</td>
<td>✓ The immigration services provide international students/scholars with the necessary documents and guidance of getting a visa before arrival as well as meet the immigration requirement to maintain the visa status in the United States.</td>
</tr>
<tr>
<td></td>
<td>✓ The immigration services are also for the dependents or families of students/scholars to get a visa to come to the U.S. for a visit or company.</td>
</tr>
<tr>
<td></td>
<td>✓ The immigration services assist international students/scholars with their status under various situations, including normally academic study, changing programs or academic levels, program extension, traveling outside of the U.S., employment on/off campus, and so forth.</td>
</tr>
<tr>
<td></td>
<td>✓ Other than visa status, the immigration service as well include other related information, such as SEVIS registration and fees, different U.S. visa types, etc.</td>
</tr>
<tr>
<td>Table 4.8 (Continued)</td>
<td></td>
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</tr>
<tr>
<td><strong>Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Orientation is the primary step for universities to introduce the new environment and available resources to their international students for them to have a smooth starting. Different types of orientation can be seen as an important bridge connects international students from all over the world with the American university that they attend academically and non-academically at the first step.</td>
<td></td>
</tr>
<tr>
<td>✓ Types of orientation: Orientation program, one-on-one personal service, handout or online resources, information fair, etc.</td>
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<tr>
<td>✓ Some universities provide pre-arrival orientation which may be held in oversea countries or areas where most international students come from.</td>
<td></td>
</tr>
<tr>
<td>✓ Universities also provide other services like airport picking-up, check-in, course registration guidance, housing, transportation, etc. at the very beginning of students’ arrival.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Training</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Most of universities provide international students intensive English course for practical using academically and non-academically. This type of language training aims to help those international students whose English does not meet the required level or who want to improve their English intensively for specific reasons or in certain aspects.</td>
<td></td>
</tr>
<tr>
<td>✓ Language training service often includes test-oriented tutoring which intends to teach the students strategies or skills besides the regularly intensive English study. Plus, those aiming tests often times are the worldwide or nationwide standard English tests, such as TOEFL, IELTS, etc.</td>
<td></td>
</tr>
<tr>
<td>✓ American cultural learning often times is part of those intensive English courses, which provides the international students chances to know more about American culture and society.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Assistant</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Specific academic resources provided to international students by universities or each department is an important part of assistant for their oversea study experience. For example, some libraries provide language translation platform; on-campus writing center provides professional guidance for academic writing; some universities provide tips for International students on how to work or get along with advisors or colleagues under American cultural background.</td>
<td></td>
</tr>
<tr>
<td>✓ Other than the on campus education, universities provide various kinds of domestic and global opportunities for study and research, encouraging internationals to expand their work beyond the local community and facilitate them to become global citizen.</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.8 (Continued)

| Cross-Cultural Programs | ✔ Diverse of opportunities of learning American culture on/off campus play an important role as assistant for cultural adjustment and adaptation for international students.  
Participating in those programs is an essential and efficient way of learning English and American culture and society, as well as making friends and exploring more local resources to help with self-adaptation.  
These cross-culture programs also provide the stage for cultural exchange in the whole local community. |
| Others | ✔ Other than the regular housing and transportation, universities often provides temporary housing and airport pickup services for international students when they first time come to the U.S.  
Universities provide some information about financial support or funding. When international students lose unexpected financial support, universities often times would provide help according to specific situations.  
Information about local community events or resources provided by universities will help international students get more chances to get involved into local life and have a successful cultural adjustment.  
Some universities specifically provide instructions for people who work or help with international students, such as what common issues the internationals may have and so forth. This would give those people better knowledge and sense in working with international students. |

As analyzed the data from the six American universities above with the method of summative content analysis (Hsieh and Shannon, 2005), generally there are five major aspects – immigration, orientation, language training, academic assistant and cross-cultural programs – in which universities provide information and services for their international students to help with starting a new life, cultural adjustment and adaptation, and academic and personal success. Additionally, besides these five main fields, different universities provide some other particular services or resources in different ways according to their specific resources or needs. Otherwise, not only the campuses play roles, but local
community is also a big part of serving and dealing with internationals. And in exchange, international students bring their diverse cultures from all over the world to the local community and color the local cultural environment.

Each of the services can influence international students’ life significantly, since these resources cover the most essential parts of what they may need as an international student studying and living in the United States. On the other hand, as international students, the more they explore those resources and take part in those programs or activities, the better and faster they could adjust and adapt themselves into the new oversea environment. Even though those services might not be able to take care of every detailed thing of the students’ life, international students can bridge the gap between themselves and the local community with those existing information and resources, and ultimately achieve their personal goal of studying abroad.

General Findings

Answers to the research questions

Based upon conventional content analysis and summative content analysis in the previous two sections, the research questions and sub-questions which were guided this study could be answered so far as a conclusion.

- What resources are available on the university websites in the U.S. for international students?
  - Sub-question 1a: What types of resources are found?
  - Sub-question 1b: How many resources are found?
Sub-question 1c: Where are those resources found on the website pages?

After examining the six American universities’ official websites, it had been found there were several major services which were widely offered to international students to help with their success on both academic and nonacademic aspects. These services cover the aspects of immigration, orientation, language training, academic assistant and cross-cultural programs. Besides these five basic fields, different universities provide some other particular services or resources in different ways according to their specific resources or needs.

Usually, each university has a specific office or department to take the responsibility of serving their international students. Most of the information or resources for international students can be found on the webpage of this office or department. However, different universities will have their own unique way of management and designing of their website. This way, I found that, on some websites, all the information of services and resources for international students had been collected together and presented in one main section, and could be directly found out; on other universities’ websites, those information was divided and placed in different sections with other general school resources together according to the themes of the services. After all, the easiest way of finding the information for international students I found was inputting “international student” in the searching engine on the website, and the results would lead the viewers to either the website of the office of international student service, or different webpages where international students’ related information was presented.

- How do these resources aim to help international students?
Sub-question 2a: Do the resource and information found on university websites match the previous research results and theories?

These services found on the websites covered the aspects of immigration, orientation, language training, academic assistant, and cross-cultural programs majorly. And there were some other particular services or resources besides the five basic fields according to the universities’ specific resources or needs. Immigration and orientation services provide necessary and important official documents, information and support to international students for them to smoothly arrive, accommodate, and stay. Language training and academic assistant facilitate international students with their study and research in American higher education system. Diverse of cross-culture programs bridge international students and their multiple cultures with American culture and local communities, through which internationals could have more chances to better adapt themselves into American life. Other additional services offer international students variety of existing resources for their personal life, financial concern, and so forth.

The data had been found and analyzed positively support the previous research. As it had been examined in literature review in Chapter 2, international students might have issues and challenges in several major aspects, such as language proficiency and communication, accommodation and adaptation, cross-cultural adjustment and relations, health and welfare, financial issues, and the like (Yeh & Inose, 2003; Sherry, Thomas, & Chui, 2010; de Araujo, A.A., 2011; Deardorff, Heyl, and etc., 2012; Bang and Montgomery, 2013; Nguyen, 2014; Lin and Scherz, 2014). From the analysis discussed and presented before, all these main issues might be solved by wisely using those resource provided by universities. As long as
international students would love to actively explore those resources on/off campus and participate in those activities, they could have a positive experience of oversea life and an ultimately personal success.

At this point, through the conceptual framework of this research which was built upon Astin’s theory of student involvement (1999), it could be found that each of the three elements - “institutional influence”, “student input” and “student outcomes” – affected on each other significantly. Those services and resources that universities provide to their international students will assist them to achieve academic and personal goal. Within this process, international students should input their effort to fully use the exterior resources and reach the final success. In turns, the students’ outcome or participation would influence the building or development of the universities in future. Along with the three basic components of Astin’s theory (1999), he also presented five other assumptions. Through the lens of these assumptions, there are a few inferences can be concluded based upon the analysis of the data in this research. First of all, the international students’ involvement with those resources and services is a continuous process in which the result of involvement varies according to different persons and the universities’ and students’ effort input on both physical-wise and psychological-wise. Therefore, secondly, the amount of involvement on both quantitative and qualitative aspects somehow influences the outcome of international students’ learning or development in their oversea education. Last, the effectiveness of those services and resources that offered to international students by their universities is directly reflected by the students’ involvement. Universities should encourage their international students to explore
and fully use the currently existing resources that offered by their universities to facilitate their development.

**Other general thoughts**

Other than the answers to the research questions and what had been discussed and concluded above, I also found a few more things during the whole process of collecting and analyzing the data from the six American universities’ official websites. Due to the different structure of management or style of the website designing, some of the information for international students can be easily found and organized well on the official website and under the supervision of one specific department of the university, but some of them was scattered in different sections and may be connected by numerous links. This way, the viewers might need extra effort to explore on the website to gather the information or find the resources through other methods. The easiest and most convenient way is using the searching engine and inputting “international student”. And the results would lead the viewers to find the diverse information about international students. I tried this way at every university official website when I collected data, and found that the results on different websites were presented diversely and reflected the difference on how these universities serve their international students. Some of the results would directly lead the viewers to the webpages that all the information for international students were provided, while some of the results were more like a collection of various resources and information for international students. Besides the existing information on the websites, all the universities provide specific contact information of related offices or staff, international students may also get assistant or resources for their own issues by calling, emailing, or stopping by those places on campus.
All in all, the more you browse and explore those resources, the more information and services you can find. Nevertheless, for more useful information or resources on campus and in local community, international students can explore and look up resources or services like any other domestic students do. The more effort the international students spend in exploring the available resources or information for themselves, the better and faster they are able to transit smoothly into the new culture and local life, and the more successful they would be ultimately. Moreover, in order to build their students into global citizen, some universities, like Virginia Tech, create many global chances for their students to assist and facilitate their professional study and research. Internationals students not only can focus their study on the American campus, but also can broaden their horizon at a global level, go beyond, and seize those chances to bring their intelligence to the global stage.

Universities not only needs to provide resources or platform to help international students, such as offering immigrant services, culture exchange programs and so on, but also should introduce knowledge about this population as well as some guidance about how to help them. These knowledge and guidance would let the people, who are willing to help international students, better learn about this population. This is an important part of the readiness for universities which will welcome a large amount of international students. For many reasons, the amount of international students who go to American higher education system has been increased continuously. More American universities have been working on developing themselves into a globalized institution. However, readiness is a key to the final success on the journey of internationalization. What does this mean to the educator or administrators in American higher education system? “A safe campus environment, mixed
cultural accommodation, and appropriate services are obvious steps (Deardorff, Heyl, and etc., 2012, p. 219)”. This is a summary answer to the question, as well as one of the conclusions of this research. What had been found by exploring the six American universities’ websites presented us a concept of what we have been doing and how we should build the foundation service for international students in American higher education system. However, there are still further more steps the universities can move forward to prepare themselves to welcome the expending internationals to their community.

**Chapter Summary**

This chapter presented the data collection and analysis of this research and concluded what had been found during the whole process. Based on the data collected from the six universities’ official websites, Conventional Content Analysis (Hsieh and Shannon, 2005) was primarily employed to organize and analyze the information of services or resources that the universities provided to their international students. Then, according to the major items of those services, keywords were identified during the data analysis and Summative Content Analysis (Hsieh and Shannon, 2005) was used for the conclusive analysis. At the same time, the six elements of content analysis (Holsti, 1969; Berelson, 1952) – who, why, how, what, to whom, with what effect – were identified and used for guiding the process of analyzing. At last, through the lens of Astin’s theoretical framework about students’ involvement, the general findings were summarized and represented by answering each of the original research questions of this study.
CHAPTER 5: CONCLUSION

Research Conclusion

Through browsing and collecting data from the official websites of six American universities who have the top Career and Technical Education (CTE) programs among the U.S., this qualitative research, with the method of content analysis, aimed to examine what information and services had been provided to their international students, and to find out how these resources could help the students adjust themselves to their new oversea life on and off campus and ultimately succeed in both academic and non-academic aspects. As an international student who has been in the U.S. for more than three years, I was originally driven to this study by my own oversea experience. This research was directed by two major research questions: What resources are available on the university websites in the U.S. for international students? And, how do these resources aim to help international students? Based upon the information collected from the six universities’ official websites, Conventional Content Analysis (Hsieh and Shannon, 2005) was primarily used to organize and analyze the data of each university. Afterwards, according to the major items of those services, keywords were identified during the data analysis and Summative Content Analysis (Hsieh and Shannon, 2005) was employed for the conclusive analysis. At the same time, the six elements of content analysis (Holsti, 1969; Berelson, 1952) – who, why, how, what, to whom, with what effect – were identified and used for guiding the process of analyzing the data. Lastly, through the lens of the conceptual framework - Astin’s theory of student involvement (1999), the main findings were summarized and represented by answering each of the original research questions of this study.
In summary, there are three major findings. Firstly, there are several major services which were widely offered to international students by the universities to help with their success on both academic and nonacademic aspects. These specific services for international students cover the aspects of immigration, orientation, language training, academic assistance and cross-cultural programs. Immigration and orientation services provide necessary and important official documents, information and support to international students for them to arrive smoothly and be accommodated. Language training and academic assistance facilitate international students with their study and research in American higher education system. Diverse cross-culture programs bridge international students and their multiple cultures with American culture and local communities, through which internationals could have more chances to better adapt themselves into American life. Besides these five basic fields, different universities provide some other particular services or resources in different ways according to their specific needs for the students’ personal life, financial concerns, involvement in local community, and so forth.

Secondly, each university usually has a specific office or department taking the responsibility of serving their international students. Due to the varying structure of management or website designing, some of the information for international students could be easily found and well organized on the official website under the supervision of one specific department of the university, but some of it was scattered in different sections and may be connected by numerous links. Besides the existing information on the websites, all the universities post specific contact information of related offices or staff. International students may also get assistance or services for their particular issues by calling, emailing, or
stopping by the offices on campus. All in all, the more effort the international students spend in exploring the available resources or information online or through other methods, the better and faster they are able to find the assistance and transition smoothly into the new culture and local life.

Thirdly, through the lens of the theoretical framework of this research - Astin’s theory of student involvement (1999) - the findings indicated that all these services (“institutional influences”) played an important role in facilitating international students’ adjustment and professional work (“input”), and eventually helping them reach success (“output”). These three parts, in turn, affect each other significantly and eventually boost the development and maintenance of a university’s effective system of serving the international students. International students’ involvement with those resources and services is a continuous process in which the result of involvement varies according to different persons and the universities’ and students’ effort both physically and psychologically. In another word, no matter what resources or services have been provided to internationals students, their self-motivation or strategies of fully using those resources significantly affect their final “outcome” after graduation. Therefore, the amount of involvement on both quantitative and qualitative aspects somehow influences the outcome of international students’ learning or development in their education abroad. The effectiveness of those services and resources that are offered to international students by their universities is directly reflected by the students’ involvement.

The three aspects of findings of this research provided us a general understanding about how to serve international students who study in American higher education system.
International students face many issues as other domestic students do on and off campus but they, “as aliens in the foreign country […] have a different and inferior status to local citizens” (Deardorff, Heyl, & etc., 2012, p. 217). Therefore, this population needs particular services to assist and facilitate with their oversea life and study, cultural adjustment, and adaptation, especially during the early time of their stay in the host country. This content analysis study can be seen as an examination and a summary of what universities have been doing in serving this increasing population.

**Implication in Adult and Higher Education**

As summarized above in the research conclusion, the results of this content analysis research can be useful in the field of international adult and higher education. What had been examined in this qualitative study is just a start. As an international student myself who has had more than three years’ experience of studying in the U.S., doing this research helped me gain a more comprehensive and deeper understanding about the needs of international student population in American higher education system.

What had been presented in this qualitative content analysis give us a better idea in readiness for future service for growing international students. When I was browsing the six universities’ websites, I found that every one of them was willing to develop into a global university, and welcoming more and more international students and scholars was one of the missions. Deardorff, Heyl, and etc. (2012) concluded that “international education is simultaneously local and institutional, national and global” (p. 218). The findings of this research can be used as a guidance of building up the basic foundation of services for
international students, such as immigration, orientation, language training, academic assistance and cross-cultural programs. At the same time, universities should understand that the readiness of being a globalized institution is a systematic work which cannot be accomplished in a few simple steps. Instead, it requires large amount of time and effort in variously detailed aspects. Every participant in international higher education should be aware of the individual readiness as well. For faculties, staff, or any ones who work with international students in universities, they should be provided instructions or resource on how to better teach, serve or communicate with international students.

On the other hand, international students must “be encouraged to use those programs and services to enhance their learning outcomes and subsequent chances for success during and after their university education” (Rhodes & Ludeman, 2012, p. 232). No matter what resources or services have been provided to international students, their self-motivation or strategies of fully using those resources significantly affect their involvement and final outcome. The amount of involvement on both quantitative and qualitative aspects somehow influences the outcome of international students’ learning or development in their education abroad. The more actively international students use those universities’ resources and services, the easier and more successful they can be in adaptation and adjustment in the host country.

**Implication in Human Resource Development**

What this qualitative content analysis research had been found and analyzed can be implemented practically in international human resource development field. For those
organizations which have internationals to serve, those aspects discussed before should be covered, for instance, immigration, special information or training for internationals, and language and cultural services. Basic immigrant support will guarantee internationals or their dependence legally stay and work at the host country at the first place. Special training or information offering may be an opportunity or a resource for internationals to meet their special needs in the domestic environment. Language and culture services not only refer to helping internationals to learn the local language and culture, but also include assisting them to adjust and adapt into the host organizational culture as well as creating a stage in the organizations for multiple language and cultural exchange.

Table 5.1:
Implication in Human Resource Development

<table>
<thead>
<tr>
<th>Services Item</th>
<th>How the sources help internationals in an organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration</td>
<td>✓ Providing necessary documents and guidance of getting a visa before arrival and meeting the immigration requirement to maintain the visa status of working in the United States.</td>
</tr>
<tr>
<td></td>
<td>✓ The immigration services are also for the dependents or families of international to get a visa to come to the U.S. for a visit or company.</td>
</tr>
<tr>
<td></td>
<td>✓ Others: immigration restrictions, expenses and fees, different U.S. visa types, etc.</td>
</tr>
<tr>
<td>Orientation &amp; Training</td>
<td>✓ Orientation or assistant for the new coming international employees to have a smooth starting in the organization as well as in the local community.</td>
</tr>
<tr>
<td></td>
<td>✓ Types of orientation &amp; training: orientation program, one-on-one personal service/training, handout or online resources</td>
</tr>
<tr>
<td></td>
<td>✓ Pre-arrival orientation: providing orientation or information for upcoming international employees about preparing to go to the oversea organization.</td>
</tr>
<tr>
<td></td>
<td>✓ Other services: check-in, housing, local transportation, etc. at the very beginning of international employees’ arrival</td>
</tr>
</tbody>
</table>
Today, with the pace of globalization, international human resource will become more and more popular and important. Like Tadmor and etc. (2009) said in their research that “people are being exposed to second cultures in growing numbers” (p.105). Learning and understanding how to better serve internationals could play a significant role in international human resource development. As discussed above, those specific services may facilitate internationals to have a smooth adaptation to domestic environment inside and outside an organization, and ultimately achieve their personal success and development.
Limitation and Future Research

This qualitative content analysis examined six American universities’ official websites, finding out what services they offered to their international students to help and facilitate with their adaptation, cultural adjustment, and ultimately academic and non-academic success. However, there are limitations in this research. Even though it was just six universities were examined and many fundamental services were similar with each other, still there were differences could be found in multiply detailed ways of how the universities set up their services and what exact information they provided to their international students. This way, the data from only six universities were not enough. On the side, these six universities were large and comprehensive ones in the U.S., which had a huge number of students and diverse of supporting services on campus and even in local community. If there could be more universities on different levels were examined, there might be more detailed information could be found from the result of content analysis. For example, some universities might have creative ways of serving their international students; or what have been lacked in the service would be exposed. Otherwise, the information of those services that universities provide to their international students could be delivered in many other ways rather than only posted on the websites. Or the international students could find diverse of resources through taking part those school programs. This way, there could be some part of the services for international students were missed out by only browsing the universities’ websites and analyzing the data which collected online. Lastly, even though the result of this content analysis showed us the online information about what had been provided by the universities, we did not know the efficiency or the real situation of running those services or
programs for their international students. For instance, there could be possibility that some of those services or resources posted online did not really work well or the international students might have troubles in participating in.

Therefore, future researches can explore and study more comprehensively and deeper on this topic, which can help us better understand how universities could improve in serving their growing international students as well as be in readiness for internationalization. Like what Lee and Rice (2007) stated in their research that “the experiences and satisfaction of international students already enrolled should be considered first if internationalization is truly the goal” (p. 405). On the other hand, examining the effectiveness of running those services for international students is another important job to do. The evaluation could help universities or practitioners have a better idea of what to add, change, or improve in serving international students. As an international student myself, I look forward more and more studies can address on the issues of international students or international education.

Otherwise, those universities, which make great effort in internationalization, like the ones selected in this research, are good references for those international organizations to learn how to serve their international employees as well as how to develop their human resources in the trending of globalization. More and more issues, such as cultural adjustment and adaptation, acculturation, bicultural or multicultural human resource, etc., are the challenges that those internationalized universities or organizations have been facing. These issues would definitely be worthy for the researchers or practitioners in international human resources development to study. Hope this content analysis study provided any specific ideas
or suggestions for future research on the population of internationals that study or work in the U.S. and overseas.
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APPENDICES
Appendix A: IRB Review

Bartlett - 6215 - IRB Protocol reviewed, does not qualify as human subjects research
1 message

Mon, Aug 24, 2015 at 1:41 PM

Dear SHUYUN CHEN:

IRB Protocol 6215

Title: Services Described on American Universities' Official Websites: A Qualitative Content Analysis

PI: Bartlett, Michelle E

Thank you for providing this information. Based on what you have submitted, you are not conducting research with human subjects as defined by the regulations that govern the use of human subjects. You do not need IRB approval for this activity.

Please let us know if you have any questions or if you would like to talk about this more.

Thank you,
The IRB Team