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ATTITUDES OF INTERNATIONAL STUDENTS IN HIGHER
EDUCATION: IMPLICATIONS FOR EDUCATORS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Mustafa Cenk Erarslan



June 2004


ATTITUDES OF INTERNATIONAL STUDENTS IN HIGHER
EDUCATION: IMPLICATIONS FOR EDUCATORS

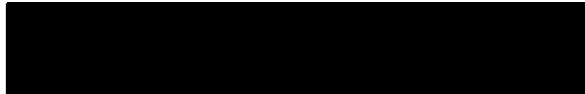
A Project
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ABSTRACT

International students are an important foundation of diversity and revenue for institution of higher education. However, in the last couple years, the number of international students enrolled in US universities has sharply decreased because of the impact of Sept 11, 2001 as well as economic problems in their home countries. Thus, retention of these students has become important for these institutions as state governments continue to cut their budgets. Further, the situation has forced institutions to be increasingly sensitive to the needs of the international students and their level of satisfaction with the education students receive. Hence, the purpose of this study was to determine international students' satisfaction with regards to the education, services and facilities at institution of higher education. Results showed that the most students are satisfied with the quality of the programs at their institution. Food Services, as well as Sports/Recreational Services appeared to be the most problematic area that generated a significant amount of dissatisfaction. Findings suggest that university administrators should invest in additional computers and printers for international student housing, as well as updated internet connections.

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CHAPTER ONE

BACKGROUND

Introduction

Over the past 40 years, the number of international students participating in the American system of higher education has increased substantially. In fact, between 1979 and 1980, 286,343 students from overseas enrolled in colleges and universities in the United States (Altbach, Kelly, & Lulat, 1985; Davis, 1998). Further, during the 1984-85 academic year, 342,113 international students were studying in the United States, with \$2.5 billion dollars being allocated to their education (Altbach, Kelly, & Lulat, 1985; Davis, 1998). More recently, statistics show that during the 1997-1998 academic year, 481,280 undergraduate and graduate international students, or 3.4 percent of the total higher education population, attended American colleges and universities (Davis, 1998). Currently, the number of international students coming to study in the United States has increased about 5 percent per year for the past five years (Newsom, 1998).

According to Schevitz (2003), international students not only provide an important perspective in the classrooms but are also big business. International

students pay full tuition at most private institutions while at public universities may pay four times more than the in-state students (Schevitz, 2003). Moreover, the Institute of International Education noted that during the 2001-02 school year, 582,996 international students were studying in the United States, spending more than \$12 billion on tuition and living expenses (Schevitz, 2003). Further, the U.S Department of Commerce states that higher education is the nation's fifth-largest service-sector export by generating more than \$12.8 billion into the U.S. economy and, for this particular study, \$1.9 billion into the California economy, the largest of any state (Moffatt, 2003). Additionally, foreign students play a major role in furthering ties with their country and the United States upon return to their country helping to establish business relationships between the two countries, (Hockstader, 2003).

However, after the terrorist attacks of Sept 11, 2001, new rules on the issuing of visas to foreigners discouraged thousands of people from coming to the United States (Hockstader, 2003). Almost all institutions felt the impact of Sept 11, 2001. American universities lost students and scholars and companies had problems with production delays. In addition, thousands of foreign

tourists and conventioners decided to take their travels and events to different countries (Hockstader, 2003). That along with the economic problems in foreign countries, such as Thailand and Indonesia, further impacted the number of international students coming to American universities.

One of the programs hardest hit among American universities by the decline has been English language programs. According to Franklin (Schevitz, 2003, p. 2), president of the American Association of Intensive English Programs, "The English language programs offered by colleges and universities have felt the biggest hit, losing about 30 percent of their enrollments in the past year, with further drops expected." Further, Franklin (Schevitz, 2003) notes that the impact goes beyond the number of students in English programs but affects ultimately the number of students that pursue degree programs. Most students who come to the United States to study English are also attracted by the many other facets that the country has to offer that ultimately affects their decision to return for their college degree (Schevitz, 2003).

Many colleges and universities throughout the nation have felt the impact of 9/11 and the restrictions

thereafter. For example, San Francisco State University had a 40 percent drop in foreign students in its English Language Center while the City College of San Francisco's Institute for International Students had 60 percent enrollment drop from about 175 in 2001 to 70 students (Schevitz, 2003). Lisa Erkskine, spokeswoman for UC Berkeley's English language program, stated that they experienced a 10 percent drop in enrollment after seven years of growth which also impacted the local economy (Schevitz, 2003).

Today, the future of international enrollment is still in doubt. According to Giegerich (2003), the number of foreign students attending U.S. colleges increased by less than 1 percent in 2002-03 which was the lowest increase in seven years. Out of the top 20 countries where most students come from, 13 of them experienced a decrease. Further, reports indicate a large decline in students from the Middle East as a result of hostilities in the area (Moffatt, 2003). Moreover, due to tougher immigration laws as a result of 9/11, international students are deciding not to travel to United States (Giegerich, 2003).

As well, instructors are concerned with the new visa rules that discourage international students from studying

in the United States. They feel that without international students the nature of American universities as a source of diversity, intellectual energy and tuition will be hindered (Hockstader, 2003). Moreover, international student advisers are concerned regarding future enrollments as students see the difficulties their friends are having getting into the United States. As a result, many students apply to universities in Canada, Australia and the United Kingdom (Schevitz, 2003). These situations discourage international enrollments in American universities and further the popularity of foreign institutions. Thus, these countries are now implementing new marketing strategies to take advantage of this situation to increase their market share of international students. Given the plight of American universities, and, especially those in California, regarding declining international student enrollments, it is imperative that research be conducted to determine attitudes of international students currently enrolled and identify the strategies that will reverse this trend.

Purpose

The purpose of the study was to determine the attitudes of the international students enrolled in an

American university. Understanding their attitudes will help educators to identify strategies and programs to enhance retention and rebuild international enrollments. Because of the dramatic decline in the number of the international students as a result of the terrorist attacks of Sept 11, 2001 and the following events thereafter, competition has become quite intense among American institutions of higher education. This is particularly true for Californian universities since they have long had the largest number of international students. Because of these reasons, it is critical to identify the expectations of the students and the factors that will improve program quality and services to increase satisfaction among international students. More specifically, the objectives are to:

1. Determine the programs in which the students are enrolled, and determine the level of satisfaction regarding their programs.
2. Determine the level of satisfaction with the quality of education provided by an American university's international program among international students.
3. Determine the level of satisfaction with services offered by an American university's

international program among international students.

4. Determine the level of satisfaction with the current facilities among international students enrolled in an American university international program.
5. Determine expectations among international students enrolled in an American university international program.
6. Determine strategies to improve international students experience in American universities, enhance retention and rebuild post 9/11 enrollments.

CHAPTER TWO

REVIEW OF THE LITERATURE

Information on international students and their needs, goals and problems are available in many books and articles. For many years, the subject of how best to teach to international students was one of the most debated issues among American educators ("International Students," 2000). In general, it was concluded that faculty members, academics, student administration, and researchers needed to learn more about these students needs to know how to improve the quality of education for all students (Zhao, Kuh, Carini, 2001). Particularly, Zhao, Kuh and Carini (2001) pointed to the need of increased understanding of students' financial difficulties, accommodations, cultural and language problems and their motivation for studying in the U.S.

A study by Open Doors in 2003 reported that there was an increase of less than one percent in international enrollment in U.S. colleges and universities during the 2002-03 academic year. This was the lowest enrollment increase since 1995/96 (Open Doors, 2003). Yet, prior to 9/11, the number of international students had increased by 74% (Open Doors, 2003). Factors such as political

events, economic conditions, training needs, and in-country education capacity, have contributed to decreases in international enrollments of students among colleges and universities in the U.S. in the past year or two (Open Doors, 2003). Because they are an important source of revenue, international students have begun to receive more attention for financially strapped educational institutions, and consequently more studies have been designed to determine the needs, goals, characteristics and problems of international student's.

In an extensive cross-national study by Klineberg and Hull (1979), the problems most frequently mentioned by international students were language of the host culture, lack of familiarity with programs of the host university, obtaining suitable housing, financial problems, adjusting to a different educational system, adapting to the social customs and norms of the host country, homesickness, and, for some, racial prejudice. However, findings from their study concluded that financial problems were paramount among this group of students.

Financial Difficulties

Klineberg and Hull (1979) found that, generally, international students around the world paid their own

tuition without being sponsored by their government or any other agencies. Only a small percentage of the students get support from universities or other agencies.

Furthermore, according to Altbach, Kelly and Lulat (1985), the majority of the international students relied on personal or family resources for their entire education.

Concurrently, the Institute of International Education [IIE] (2003) found that the main reason that prevents students from studying overseas is financial. In addition, according to the recent statistics from Open Doors, 68 percent of international students financed their education using personal and family funds (U.S.A., 2003). Only about 21 percent of international students received academic funding from a U.S. college or university (U.S.A., 2003).

Accommodations

According to Kinnel (1990), finding appropriate accommodations was another important issue for international students. Normally, international students live in university dormitories if provided; however, most institutions try to discourage students of the same nationality to live together to encourage cross cultural learning (Cieslak, 1917). Further, older and married

international students were likely to prefer off-campus housing or live with relatives, friends or fellow students studying in urban areas than in university dormitories (Cieslak, 1917).

In general, what determines international students' satisfaction or dissatisfaction with their accommodations was determined by the presence or absence of physical conveniences, such as a homelike atmosphere, friendly company, a chance to learn English, and low costs (Cieslak, 1917). According to Kinnel (1990) international students' needs for good accommodations is considered paramount to completing their degree. This is particularly important for them because their accommodations will serve as their "home away from home" during their studies (Kinnel, 1990).

Language Problems

English is not the first language for many international students, therefore, language problems are another major issue for them (Planning, 2001). They commonly feel uncomfortable with their verbal communication skills and understanding other people when they arrive on an U.S campus (Planning, 2001). Indeed, a lot of students have concerns regarding reading materials

that are required, causing them to feel at a disadvantage with their education (Planning, 2001). Moreover, students have difficulties making friends because of the language differences (Planning, 2001).

Cultural Problems

Getting used to the customs in America and campus life can be inconsistent with personal and cultural aspects of students from other countries (Furnham & Alibhai, 1985). Consequently, students feel segregated and lonely, which can ultimately result in depression (Dillard & Chisolm, 1983; Mori, 2000; Owie, 1982; Schram & Lauver, 1988). International students from countries with cultures that are similar to the host culture tend to adapt more easily compared to ones who come from very different cultural backgrounds (Gudykunst & Hammer, 1988; Olaniran, 1988). Finally, European and non-European students diverge in their adaptation and contentment to the college experience when studying in foreign countries (Sam, 2001; Schram & Lauver, 1988).

Fisher (1987) examined the reasons and correlates of homesickness (McNamara & Harris, 1997) and found that a number of distinctive factors contributed to homesickness

of international students. Some of these factors were that:

- they lived further away from their home country,
- the university they were attending was not their first choice,
- they were less satisfied with their current residence, and
- they were less satisfied with present friendships (Fisher, 1987).

However, Brewin (1989) sampled first-year English psychology students that were away from home for the first time to determine causes of homesickness and reactions and found that homesickness was experienced by students, but that didn't last long.

Motivations for Studying Abroad

According to Klineberg and Hull (1979), international students' primary purpose for obtaining an educational degree in another country, usually in a technical field, is to return back to their country to apply what they have learned. Furthermore, students who participate in Study Abroad programs want to achieve a variety of academic, professional or personal goals (Judd, 2003). Lakshmana

(1979) found that the reasons for international students pursuing an education abroad included:

- the low quality education in their home country,
- the absence of the suitable educational and training facilities in their home country,
- the lack of particular fields of study in their home country,
- the advanced educational facilities outside their home country,
- the reputation of a foreign education in their home country,
- the better employment and salary opportunities afterwards in their home country, and
- the discrimination against minority social and political groups in their home country.

International students planning to obtain a degree in the U.S. must enroll in programs that focus on English for Academic Purposes, English for Special Purposes (specialized vocabulary and content for specific fields such as business or banking), or short-term English courses. Depending on their English skills, students may register for courses in International Education Programs from 2 weeks to 1 year (Judd, 2003).

The literature illustrates that the services and the programs offered by institutions for international students play a major role in competing in this market. After the terrorist attacks of Sept 11, 2001, enrollments dropped greatly (Schevitz, 2003). Findings by Kinnell, (1990) strongly emphasized that 'the support services in the international student adviser's office must be sufficient to provide the services that international students need and desire.' In addition, institutions have to study, analyze and plan all the details of the international students program with sensitivity for the difficulties they'll encounter. One of the most effective ways to lower the costs of student recruitment is to improve student satisfaction on campus. According to Kinnell, (1990, p.39) "It is axiomatic that satisfied students are the college's best advertisers."

CHAPTER THREE

RESEARCH METHODOLOGY

Population and Sample

The population for the study consisted of international students enrolled in an institution of higher education. The sample was international students, who were enrolled in various levels of English courses at the Center. A self-administered questionnaire was distributed to approximately 100 international students that had registered for the international programs for the winter 2004 quarter.

Instrument

A self-administered questionnaire was developed to ascertain the objectives set forth. To determine the programs that the students enrolled in, the students were asked to choose the program that they are currently studying in. In addition, the researcher used the instrument designed by Christina Ballantyne (1998), to determine the level of satisfaction of the international students with the quality of education. The instrument includes 11 items that are measured on a five point Likert scale, ranging from 1 "strongly disagree" to 5 "strongly agree". The instrument was modified to make the language

easier for international students to understand the questions and increase the reliability of the instrument.

The second part of the questionnaire measured subjects' satisfaction level with UCR Extension services. Statements solicited attitudes regarding UCR Extension services, such as housing, orientation, food and computer services. The instrument developed by ACT, Inc. (1999) a modified Likert scale where 1 represented "very dissatisfied" and 5 represented "very satisfied".

To determine the level of satisfaction with the current institution facilities among international students an instrument developed by Christina Ballantyne (1998), and the University of Kentucky (1995) [<http://www.uky.edu/UGS/Init/final.pdf>] was used. The instrument used a modified Likert scale where 1 represented "very dissatisfied" and 5 represented "very satisfied". The statements included classroom facilities, bookstore, study areas and student lounge (Appendix A). The instrument had a Cronbach's coefficient alpha .97 for the set of importance scores and .98 for the set of satisfaction scores suggesting a high degree of reliability for the instrument. In addition, another instrument developed by Ballantyne (1998) was used to measure how satisfied the students are with the computer

CHAPTER FOUR

RESULTS

Demographics of Respondents

A total of 93 respondents completed the survey. Approximately 51 percent were males. Further, half (50.0%) were between the age of 25-34 and 57% held a Bachelor's Degree (Appendix C). The majority (65%) of respondents came from Asian countries, followed by Brazilians [12.6%]. (Appendix C). Finally, 9.6% of respondents reported annual incomes between \$50,000 to \$74,999, followed by 7.2% with reported incomes of \$75,000 and over (Appendix C).

Study Objectives

Objective 1

Results showed that approximately 67% of Intensive English Program students were satisfied with the quality of their program (Table 1). They also mentioned that they would recommend the Intensive English Program to their friends [67.7%] (Appendix B). Further, all respondents (100%) that were studying in the Teaching English to Speakers of Other Languages Program (TESOL) were satisfied with the quality of the program (Table 1). Finally, almost 67% of students that were studying University Preparation

Program (UPP) were also satisfied with the quality of the program (Table 1).

Table 1. Crosstabulation of Respondents' Satisfaction with the Program Enrolled

N = 92

Please circle the number of the program that you are currently studying in.	Overall, I am really satisfied with the quality of the program										Total	
	SD		D		N		A		SA			
	#	%	#	%	#	%	#	%	#	%	#	%
Intensive English Program	1	1.69	1	1.69	17	28.8	31	52.5	9	15.2	59	100
Academic Year Program	0	0	1	10.0	2	20.0	7	70.0	0	0	10	100
Improving Oral Fluency Program	0	0	0	0	0	0	1	50.0	1	50.0	2	100
University Preparation Program (UPP)	0	0	0	0	3	33.3	3	33.3	3	33.3	9	100
Teaching English to Speakers of Other Languages Program	0	0	0	0	0	0	6	85.7	1	14.2	7	100
Design-Your-Own-Program (DYO)	0	0	0	0	1	25	2	50.0	1	25.0	4	100
Global Business Management Program (GBM)	0	0	0	0	1	100	0	0	0	0	1	100

Objective 2

Regarding satisfaction with their education, 42% of the students neither agreed or disagreed with having more computer based learning (Table 2). In addition, almost 40% of the students said that the workload was very heavy for

them even though 47.3 % were neutral regarding this (Table 2).

Table 2. Summary of Education Satisfaction

N =9 3

	<u>SD</u>		<u>D</u>		<u>N</u>		<u>A</u>		<u>SA</u>	
	#	%	#	%	#	%	#	%	#	%
The instructors make their subjects interesting	0	0	0	0	24	26.1	50	54.3	18	19.6
The instructors explain things clearly	0	0	0	0	6	6.5	58	62.4	29	31.2
The instructors are generally helpful to students having difficulties	0	0	0	0	13	14.0	48	51.6	32	34.4
The quality of teaching in my program is generally good	0	0	0	0	13	14.0	51	54.8	29	31.2
The workload is very heavy	0	0	13	14.3	43	47.3	22	24.2	13	14.3
The course is very difficult	2	2.2	24	26.4	40	44.0	17	18.7	8	8.8
The course work is not challenging enough for me	6	6.5	29	31.5	35	38.0	18	19.6	4	4.3
I would like to have more computer based or online learning	8	8.7	16	17.4	38	41.3	23	25.0	7	7.6
The program is meeting my expectations	0	0	7	7.5	36	38.7	39	41.9	11	11.8
Overall, I am really satisfied with the quality of the program	1	1.1	2	2.2	24	25.8	51	54.8	15	16.1
I would recommend the program to my friends	0	0	5	5.4	23	24.7	47	50.5	18	19.4

Although 40% of the students were neutral to it, approximately 37% of the students were satisfied with housing services, (Table 3). Most respondents (57%) reported dissatisfaction with the Food Services (Table 3)

as well as with Sports/Recreational Services 47% (Table 3). In addition, while most of respondents (47.2%) were neither satisfied or dissatisfied with transportation services, 32.6% were dissatisfied or very dissatisfied with it (Table 3). Regarding parking services 30.4% of respondents were either dissatisfied or very dissatisfied (Table 3). Finally, regarding cultural activities most respondents (23.6%) were satisfied or very satisfied (Table 3).

Table 3. The Summary of Satisfaction with Education Services

N = 93

	<u>VD</u>		<u>D</u>		<u>N</u>		<u>S</u>		<u>VS</u>	
	#	%	#	%	#	%	#	%	#	%
Cultural Activities	8	8.9	18	20	39	43.3	19	21.1	6	6.7
Housing Services	5	5.7	16	18.2	35	39.8	22	25.0	10	11.4
Airport Transfer Services	8	9.3	14	16.3	36	41.9	17	19.8	11	12.8
Sports/Recreational Services	11	12.4	30	33.7	29	32.6	14	15.7	5	5.6
Immigration Services	5	5.6	17	18.9	44	48.9	18	20.0	6	6.7
Food Services	17	18.7	34	37.4	27	29.7	11	12.1	2	2.2
Program Orientation Services	2	2.2	18	19.8	42	46.2	23	25.3	6	6.6
Billing and fee payment procedures	4	4.3	19	20.4	36	38.7	25	26.9	9	9.7
Parking Services	10	11.2	17	19.1	41	46.1	15	16.9	6	6.7
Student Health Services	3	3.3	18	19.8	55	60.4	10	11.0	5	5.5
Transportation Services	5	5.6	24	27.0	42	47.2	12	13.5	6	6.7
College/University Counseling Services	4	4.4	12	13.2	44	48.4	21	23.1	10	11

Objective 3

The majority of the respondents were generally satisfied with most of the facilities at the university. The majority (57.6%) of respondents were satisfied with the Safety & Security services as well as the No smoking policy [65.4%] (Table 4). Finally, regarding study areas, 39% of respondents were dissatisfied with these facilities (Table 4).

Table 4. The Summary of Satisfaction with Facilities

N = 93

	<u>VD</u>		<u>D</u>		<u>N</u>		<u>S</u>		<u>VS</u>	
	#	%	#	%	#	%	#	%	#	%
Classroom Facilities	1	1.1	10	10.8	39	41.9	31	33.3	12	12.9
Class size relative to the type of course	3	3.2	1	1.1	34	36.6	37	39.8	18	19.4
Computer Labs	9	9.7	20	21.5	33	35.5	22	23.7	9	9.7
Study Areas	13	14.0	23	24.7	30	32.3	19	20.4	8	8.6
Bookstore	6	6.5	15	16.3	46	50.0	16	17.4	9	9.8
Safety and Security	1	1.1	5	5.4	33	35.9	36	39.1	17	18.5
Classrooms heating/cooling	2	2.2	6	6.5	33	35.5	35	37.6	17	18.3
Student Lounge	6	6.5	11	11.8	34	36.6	32	34.4	10	10.8
General appearance of Extension Building	3	3.3	6	6.6	41	45.1	32	35.2	9	9.9
Restrooms	3	3.2	7	7.5	33	35.5	30	32.3	20	21.5
Bicycle Racks	8	9.2	9	10.3	51	58.6	15	17.2	4	4.6
Availability of places to meet/socialize	4	4.3	14	15.2	46	50.0	24	26.1	4	4.3
No smoking policy	0	0	8	8.6	25	26.9	27	29.0	33	35.5

Regarding computer labs, 38.7% respondents were satisfied with the hours of the operation as well as the helpfulness (35.9%) and availability (33.7%) of support staff/technicians (Table 5). However, the majority (60.3%) were dissatisfied with the availability of printers as well as the availability of computers [41.9%] (Table 5).

Table 5. Summary of Statements Regarding Satisfaction with Computer Labs

N = 93

	<u>VD</u>		<u>D</u>		<u>N</u>		<u>S</u>		<u>VS</u>	
	#	%	#	%	#	%	#	%	#	%
Opening hours of computer rooms	10	10.8	21	22.6	26	28.0	28	30.1	8	8.6
Availability of computers	11	11.8	28	30.1	29	31.2	20	21.5	5	5.4
Reliability of computers	9	9.7	23	24.7	37	39.8	22	23.7	2	2.2
Ease of accessing of computer	5	5.4	19	20.4	37	39.8	26	28.0	6	6.5
'Up-to-dateness' of computers	7	7.5	13	14.0	41	44.1	26	28.0	6	6.5
'Up-to-dateness' of software	6	6.5	15	16.1	42	45.2	24	25.8	6	6.5
Training in the use of computers	6	6.6	19	20.9	41	45.1	21	23.1	4	4.4
Information about computing facilities	4	4.3	19	20.7	48	52.2	19	20.7	2	2.2
Helpfulness of support staff/technicians	3	3.3	17	18.5	39	42.4	28	30.4	5	5.4
Availability of support staff/technicians	3	3.3	19	20.7	39	42.4	26	28.3	5	5.4
Availability of printers	30	32.3	26	28.0	29	31.2	7	7.5	1	1.1
Reliability of printers	24	26.1	24	26.1	34	37.0	8	8.7	2	2.2

Regarding accommodations, the majority of respondents (35.5%) live in apartments followed by the Residence Center (IRC) [33.3%] (Table 6).

Table 6. Summary of Accommodations among Respondents

N = 93

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Residence Center-IRC (Extension Center)	31	33.3	33.3	33.3
International Village-IV	7	7.5	7.5	40.9
American Family Homestay	22	23.7	23.7	64.5
Apartment	33	35.5	35.5	100.0
Total	93	100.0	100.0	

As opposed to those staying in the International Village, students who stayed in the Residence Center were not satisfied with their room furnishings [41.9%] (Table 7). Almost 42% of students at IRC were not satisfied with the size of their room compared to students at IV who were satisfied with it [42.8%] (Table 7). Both IRC and IV students were satisfied with the residence staff and thought their dormitories were safe (Table 7 & 8). Regarding internet connections 40% of respondents at IRC were not satisfied; however, 66.6% of IV students were satisfied with it (Table 8). Approximately 45% of the IRC respondents were neither satisfied or dissatisfied with the living conditions in their dorms (Table 7) compared to 71.3% of IV respondents, who were satisfied with the living conditions in their dorms (Table 8).

Table 7. Summary of Respondents Attitudes Regarding the Residence Center-IRC

N = 31

	<u>SD</u>		<u>D</u>		<u>N</u>		<u>A</u>		<u>SA</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
I am satisfied with my roommate	1	3.2	3	9.6	12	38.7	8	25.8	7	22.5	31	100
The temperature of the hall/room is comfortable	0	0	7	22.5	13	41.9	7	22.5	4	12.9	31	100
I feel safe in the halls	0	0	2	6.4	4	12.9	18	58.0	7	22.5	31	100
The lounges and hallways are clean	0	0	0	0	13	41.9	11	35.4	7	22.5	31	100
I am satisfied with my room's furnishings	1	3.2	12	38.7	7	22.5	8	25.8	3	9.6	31	100
The size of my room is adequate	5	16.1	8	25.8	9	29.0	8	25.8	1	3.2	31	100
The residence staff is helpful	0	0	3	9.6	8	25.8	13	41.9	7	22.5	31	100
The residence staff is available	0	0	3	9.6	8	25.8	16	51.6	4	12.9	31	100
I am satisfied with the internet connection	8	26.6	4	13.3	11	36.6	5	16.6	2	6.4	30	100
I am satisfied with the living conditions	1	3.2	8	25.8	14	45.1	7	22.5	1	3.2	31	100

Table 8. Summary of Respondents Attitudes towards the International Village-IV

N = 7

	<u>SD</u>		<u>D</u>		<u>N</u>		<u>A</u>		<u>SA</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
I am satisfied with my roommate	0	0	1	14.2	2	28.5	3	42.8	1	14.2	7	100
The temperature of the hall/room is comfortable	0	0	0	0	2	28.5	4	57.1	1	14.2	7	100
I feel safe in the halls	0	0	0	0	3	42.8	3	42.8	1	14.2	7	100
The lounges and hallways are clean	0	0	0	0	5	71.4	1	14.2	1	14.2	7	100
I am satisfied with my room's furnishings	0	0	0	0	4	57.1	2	28.5	1	14.2	7	100
The size of my room is adequate	0	0	0	0	4	57.1	3	42.8	0	0	7	100
The residence staff is helpful	0	0	1	14.2	2	28.5	3	42.8	1	14.2	7	100
The residence staff is available	0	0	0	0	2	28.5	4	57.1	1	14.2	7	100
I am satisfied with the internet connection	0	0	1	16.6	1	16.6	3	50.0	1	16.6	6	100
I am satisfied with the living conditions	0	0	0	0	2	28.5	3	42.8	2	28.5	7	100

Regarding respondents satisfaction with Homestay, 85.7% were satisfied or very satisfied with the overall experience that the program provides (Table 9).

Table 9. Summary of Respondents Attitudes towards the Homestay Experience

N = 22

	<u>VD</u>		<u>D</u>		<u>N</u>		<u>S</u>		<u>VS</u>	
	#	%	#	%	#	%	#	%	#	%
The time they spend with you	0	0	2	9.5	4	19.0	9	42.9	6	28.6
The effort they spend to understand you	0	0	1	4.8	4	19.0	8	38.1	8	38.1
The encouragement for you to talk with them	0	0	1	4.8	4	19.0	10	47.6	6	28.6
The help family offer you	0	0	0	0	5	23.8	10	47.6	6	28.6
The amount of food they provide	0	0	1	4.8	3	14.3	8	38.1	9	42.9
The quality of the meals	0	0	0	0	7	33.3	9	42.9	5	23.8
The transportation provided to you	0	0	2	9.5	6	28.6	3	14.3	10	47.6
The cleanness of the house	0	0	1	4.8	4	19.0	5	23.8	11	52.4
The comfort of the house	0	0	0	0	3	14.3	10	47.6	8	38.1
The study environment you were given	0	0	2	9.5	3	14.3	8	38.1	8	38.1
Overall experience with the homestay family	0	0	0	0	3	14.3	10	47.6	8	38.1

Regarding open ended questions concerning suggestions for additional services, 14% of the respondents requested free access to the gym for the students, longer hours of operation for computer labs (11%) and more sports/social activities [14%] (Appendix D). In addition, some respondents (17%) complained about the price and the taste of food at on-campus facilities as well as Internet access

(Appendix D). Finally, students suggested having more study areas available to them [8.5%] (Appendix D).

Regarding areas for improvement, the majority of respondents (29.7%) indicated that the student lounge was noisy and recommended alternative study areas (Appendix D). Further, respondents suggested later closing hours for the computer labs and better internet connections [15.2%] (Appendix D). Students also desired improvements in the quality, taste, and the variety of the food offered at on-campus facilities (Appendix D). Finally respondents suggested adding microwave ovens and reducing parking and tuition fees (Appendix D).

Implications

This study developed and implemented of a survey intended to measure satisfaction of international students at institutions of higher education. As stated in the introduction, because of the impact of Sept 11, 2001 and the economic problems in foreign countries, English language programs has been one of the hardest hit among the American universities by the decline in international students (Schevitz, 2003). As a result, many students have applied to universities in Canada, Australia and the United Kingdom (Schevitz, 2003). All these events

emphasized the fact that the institutions of higher education must meet the demands of its consumers to compete for student enrollment. Universities are in continuous competition with other institutions (Froehlich, 1996) and, therefore, it is necessary for them to improve their services, facilities and the quality of the education to enhance the student experience. As well, increasing the enrollment retention rates is an absolute necessity for schools (Cleave, 1996). It is apparent from the results of this study of international students that there are several aspects of a student's experience that must be considered.

In general, findings from this survey indicated that most respondents are satisfied with the quality of the programs at their institution and would recommend the English Programs to their friends. In terms of service experience, Food Services as well as Sports/Recreational Services appeared to be the most problematic areas that generated a significant amount of dissatisfaction. Thus, university administrators should try to improve its Food Services. In addition, consideration should be given to provide free access to the on-campus gym or add an additional gym center. Parking services is another area for improvement. Although parking fees are regulated

through the main campus, it is wise for administration to look at some alternative solutions to curb the costs for international students.

Overall, students were satisfied with most of the facilities at the university. The majority of students were very satisfied with the safety and security services, as well as the no smoking policy. Exceptions were found regarding the need for additional study areas that the university may consider. Administrators should also invest in additional computers and printers for international student housing as well as update Internet connections throughout. It is also recommended that furnishing for international students housing should be re-evaluated with additional microwaves in designated areas.

Finally, because of the time difference between students' home countries and the U.S., hours of operation for computer labs or computer access should be extended.

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE

The following questionnaire has been prepared for the purpose of conducting a research about UC Riverside Extension programs, services and facilities. Please specify your opinion and experience regarding UC Riverside Extension programs, services and facilities. Your responses will be anonymous. Thank you for participating in this survey!

1. Please circle the number of the program that you are currently studying in.

1. Intensive English Program
2. Academic Year Program
3. English for International Business Program
4. Improving Oral Fluency Program
5. Conversation and American Culture Program
6. Exclusive Southern California Experience Program
7. University Preparation Program (UPP)
8. Teaching English to Speakers of Other Languages Program (TESOL)
9. Design-Your-Own Program (DYO)
10. Global Business Management Program (GBM)

2. Given below are some statements about the education at UCR Extension Center. Please mark your answers by circling the number that best describes the way you feel, whereby 1 stands for "Strongly Disagree", 2 stands for "Disagree", 3 stands for "Neutral", 4 stands for "Agree", and 5 stands for "Strongly Agree".

	<i>Strongly Disagree</i>				<i>Strongly Agree</i>
The instructors make their subjects interesting	1	2	3	4	5
The instructors explain things clearly	1	2	3	4	5
The instructors are generally helpful to students having difficulties	1	2	3	4	5
The quality of teaching in my program is generally good	1	2	3	4	5
The workload is very heavy	1	2	3	4	5
The course is very difficult	1	2	3	4	5
The course work is not challenging enough for me	1	2	3	4	5
I would like to have more computer based or online learning	1	2	3	4	5

	<i>Strongly Disagree</i>				<i>Strongly Agree</i>
The program is meeting my expectations	1	2	3	4	5
Overall, I am really satisfied with the quality of the program	1	2	3	4	5
I would recommend the program to my friends	1	2	3	4	5

3. Given below are some statements about the services at UCR Extension Center. Please mark your answers by circling the number that best describes the way you feel, whereby 1 stands for "Very Dissatisfied", 2 stands for "Dissatisfied", 3 stands for "Neutral", 4 stands for "Satisfied", and 5 stands for "Very Satisfied".

	<i>Very Dissatisfied</i>				<i>Very Satisfied</i>
Cultural Activities	1	2	3	4	5
Housing Services	1	2	3	4	5
Airport Transfer Services	1	2	3	4	5
Sports/Recreational Services	1	2	3	4	5
Immigration Services	1	2	3	4	5
Food Services	1	2	3	4	5
Program Orientation services	1	2	3	4	5
Billing and fee payment procedures	1	2	3	4	5
Parking Services	1	2	3	4	5
Student Health Services	1	2	3	4	5
Transportation Services	1	2	3	4	5
College/University Counseling Services	1	2	3	4	5

4. Given below are some statements about the facilities at UCR Extension. Please mark the answers by circling the number that best describes the way you feel, whereby 1 stands for "Very Dissatisfied", 2 stands for "Dissatisfied", 3 stands for "Neutral", 4 stands for "Satisfied", and 5 stands for "Very Satisfied".

	<i>Very Dissatisfied</i>				<i>Very Satisfied</i>
Classroom Facilities	1	2	3	4	5
Class size relative to the type of course	1	2	3	4	5
Computer Labs	1	2	3	4	5
Study Areas	1	2	3	4	5
Bookstore	1	2	3	4	5
Safety and Security	1	2	3	4	5
Classrooms					
Heating/cooling	1	2	3	4	5
Student Lounge	1	2	3	4	5
General appearance of	1	2	3	4	5

	<i>Very Dissatisfied</i>				<i>Very Satisfied</i>
Extension Building					
Restrooms	1	2	3	4	5
Bicycle Racks	1	2	3	4	5
Availability of places to meet/ socialize	1	2	3	4	5
No smoking policy	1	2	3	4	5

5. Given below are some statements about the computer labs at UCR Extension Center. Please mark your answers by circling the number that best describes the way you feel, whereby 1 stands for “Very Dissatisfied”, 2 stands for “Dissatisfied”, 3 stands for “Neutral”, 4 stands for “Satisfied”, and 5 stands for “Very Satisfied”.

	<i>Very Dissatisfied</i>				<i>Very Satisfied</i>
Opening hours of computer rooms	1	2	3	4	5
Availability of computers	1	2	3	4	5
Reliability of computers	1	2	3	4	5
Ease of accessing a computer	1	2	3	4	5
‘Up-to-dateness’ of computers	1	2	3	4	5
‘Up-to-dateness’ of software	1	2	3	4	5
Training in the use of computers	1	2	3	4	5
Information about computing facilities	1	2	3	4	5
Helpfulness of support staff/technicians	1	2	3	4	5
Availability of support staff/technicians	1	2	3	4	5
Availability of printers	1	2	3	4	5
Reliability of printers	1	2	3	4	5

6. Please circle the number of the accommodation type that you are currently living in.

1. Residence Center- IRC (Extension Center)
2. International Village - IV
3. American Family Homestay
4. Apartment

7. If you stay in IRC or IV please fill out this question otherwise skip to the next question.

Please mark your answers by circling the number that best describes the way you feel, whereby 1 stands for “Strongly Disagree”, 2 stands for “Disagree”, 3 stands for “Neutral”, 4 stands for “Agree”, and 5 stands for “Strongly Agree”.

	<i>Strongly Disagree</i>			<i>Strongly Agree</i>	
I am satisfied with my roommate.	1	2	3	4	5
The temperature of the hall/room is comfortable.	1	2	3	4	5
I feel safe in the halls.	1	2	3	4	5
The lounges and hallways are clean.	1	2	3	4	5
I am satisfied with my room’s furnishings.	1	2	3	4	5
The size of my room is adequate.	1	2	3	4	5
The residence staff is helpful.	1	2	3	4	5
The residence staff is available.	1	2	3	4	5
I am satisfied with the internet connection.	1	2	3	4	5
I am satisfied with the living conditions.	1	2	3	4	5

8. If you stay in a HOMESTAY please fill out this portion of the questionnaire otherwise skip to the next question.

Please mark your answers by circling the number that best describes the way you feel, whereby 1 stands for “Very Dissatisfied”, 2 stands for “Dissatisfied”, 3 stands for “Neutral”, 4 stands for “Satisfied”, and 5 stands for “Very Satisfied”.

	<i>Very Dissatisfied</i>			<i>Very Satisfied</i>	
The time they spend with you	1	2	3	4	5
The effort they spend to understand you	1	2	3	4	5
The encouragement for you to talk with them	1	2	3	4	5
The help family offer you	1	2	3	4	5
The amount of food they provide	1	2	3	4	5
The quality of the meals	1	2	3	4	5
The transportation provided to you	1	2	3	4	5
The cleanness of the house	1	2	3	4	5
The comfort of the house	1	2	3	4	5
The study environment you were given	1	2	3	4	5
Overall experience with the homestay family	1	2	3	4	5

9. Are there any additional services or improvements to the present services at the UCR Extension Center you would like to suggest?

10. What is the one thing that you think is most in need of improvement at UCR Extension Center?

11. Do you have any other comments or suggestions?

Please answer the following questions about yourself.

12. Circle the number that describes your sex:

1. Male 2. Female

13. Circle the number that best describes your age range:

1. Under 18 2. 18 - 24 3. 25 - 34 4. 35 - 44 5. Over 44

14. Circle the number that the highest education you achieve:

1. High School Graduate 2. Some College 3. Bachelor's Degree 4. Graduate Degree

15. What country are you from?

16. Circle the number that best describes your yearly family income?

1. Less than \$10,000 3. \$20,000 - \$29,999 5. \$40,000 - \$49,999 7. \$75,000 & Over
2. \$10,000 - \$19,999 4. \$30,000 - \$39,999 6. \$50,000 - \$74,999 8. Prefer not to answer

Thank you for your participation!

APPENDIX B
CROSS TABULATIONS

CROSS TABULATIONS

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Please circle the number of the program that you are currently studying in. * The program is meeting my expectations	92	98.9%	1	1.1%	93	100.0%
Please circle the number of the program that you are currently studying in. * Overall, I am really satisfied with the quality of the program	92	98.9%	1	1.1%	93	100.0%
Please circle the number of the program that you are currently studying in. * I would recommend the program to my friends	92	98.9%	1	1.1%	93	100.0%

Please circle the number of the program that you are currently studying in. * The program is meeting my expectations

Please circle the number of the program that you are currently studying in.	The program is meeting my expectations										Total	
	SD		D		N		A		SA			
	#	%	#	%	#	%	#	%	#	%	#	%
Intensive English Program	0	0	4	6.7	26	44	24	40.6	5	8.4	59	100
Academic Year Program	0	0	3	30	5	50	2	20	0	0	10	100
Improving Oral Fluency Program	0	0	0	0	0	0	1	50	1	50	2	100
University Preparation Program (UPP)	0	0	0	0	1	11.1	5	55.5	3	33.3	9	100
Teaching English to Speakers of Other Languages Program	0	0	0	0	0	0	5	71.4	2	28.5	7	100
Design-Your-Own-Program (DYO)	0	0	0	0	2	50	2	50	0	0	4	100
Global Business Management Program (GBM)	0	0	0	0	1	100	0	0	0	0	1	100

Please circle the number of the program that you are currently studying in. * I would recommend the program to my friends

Please circle the number of the program that you are currently studying in.	I would recommend the program to my friends										Total	
	SD		D		N		A		SA			
	#	%	#	%	#	%	#	%	#	%	#	%
Intensive English Program	0	0	3	5	16	27.1	32	54.2	8	13.5	59	100
Academic Year Program	0	0	2	20	4	40	3	30	1	10	10	100
Improving Oral Fluency Program	0	0	0	0	0	0	0	0	2	100	2	100
University Preparation Program (UPP)	0	0	0	0	1	11.1	4	44.4	4	44.4	9	100
Teaching English to Speakers of Other Languages Program	0	0	0	0	1	14.2	5	71.4	1	14.2	7	100
Design-Your-Own-Program (DYO)	0	0	0	0	0	0	2	50	2	50	4	100
Global Business Management Program (GBM)	0	0	0	0	1	100	0	0	0	0	1	100

APPENDIX C
FREQUENCIES AND FREQUENCY TABLES

FREQUENCIES & FREQUENCY TABLES

Frequencies

The number of the program that students are currently studying in.

N = 93

N	Valid	92
	Missing	1
Mean		2.74
Median		1.00
Mode		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intensive English Program	59	63.4	64.1	64.1
	Academic Year Program	10	10.8	10.9	75.0
	Improving Oral Fluency Program	2	2.2	2.2	77.2
	University Preparation Program (UPP)	9	9.7	9.8	87.0
	Teaching English to Speakers of Other Languages Program	7	7.5	7.6	94.6
	Design-Your-Own-Program (DYO)	4	4.3	4.3	98.9
	Global Business Management Program (GBM)	1	1.1	1.1	100.0
	Total	92	98.9	100.0	
Missing	System	1	1.1		
Total		93	100.0		

Frequencies

Sex of the Respondents

N = 93

N	Valid	90
	Missing	3
Mode		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	46	49.5	51.1	51.1
	Female	44	47.3	48.9	100.0
	Total	90	96.8	100.0	
Missing	System	3	3.2		
Total		93	100.0		

Age Range of the Respondents

N = 93

N	Valid	90
	Missing	3
Mean		2.50
Median		3.00
Mode		3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 18	2	2.2	2.2	2.2
	18-24	42	45.2	46.7	48.9
	25-34	45	48.4	50.0	98.9
	35-44	1	1.1	1.1	100.0
	Total	90	96.8	100.0	
Missing	System	3	3.2		
Total		93	100.0		

Education Level of the Respondents

N = 93

N	Valid	88
	Missing	5
Mean		2.76
Median		3.00
Mode		3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Graduate	9	9.7	10.2	10.2
	Some College	16	17.2	18.2	28.4
	Bachelor's Degree	50	53.8	56.8	85.2
	Graduate Degree	13	14.0	14.8	100.0
	Total	88	94.6	100.0	
Missing	System	5	5.4		
Total		93	100.0		

Country of Origin of the Respondents

N = 93

N	Valid	87
	Missing	6
Mean		3.36
Mode		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Korea	34	36.6	39.1	39.1
	Japan	14	15.1	16.1	55.2
	Taiwan	12	12.9	13.8	69.0
	Brazil	11	11.8	12.6	81.6
	Turkey	4	4.3	4.6	86.2
	Vietnam	2	2.2	2.3	88.5
	Thailand	2	2.2	2.3	90.8
	Peru	1	1.1	1.1	92.0
	Mexico	1	1.1	1.1	93.1
	Argentina	1	1.1	1.1	94.3
	Iran	1	1.1	1.1	95.4
	Soudia	1	1.1	1.1	96.6
	Arabia	1	1.1	1.1	97.7
	China	1	1.1	1.1	98.9
	Dominica	1	1.1	1.1	100.0
	Cambocia	1	1.1	1.1	
	Total	87	93.5	100.0	
Missing	System	6	6.5		
Total		93	100.0		

Yearly Family Income of the Respondents

N = 93

N	Valid	83
	Missing	10
Mean		7.06
Median		8.00
Mode		8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prefer not to answer	55	59.1	66.3	66.3
	\$75,000 & Over	6	6.5	7.2	73.5
	\$50,000-\$74,999	8	8.6	9.6	83.1
	\$40,000-\$49,999	5	5.4	6.0	89.2
	\$30,000-\$39,999	5	5.4	6.0	95.2
	\$20,000-\$29,999	3	3.2	3.6	98.8
	\$10,000-\$19,999	1	1.1	1.2	100.0
	Total	83	89.2	100.0	
Missing	System	10	10.8		
Total		93	100.0		

APPENDIX D
RESPONSES TO OPEN-ENDED QUESTIONS

Responses to Open-Ended Questions

Are there any additional services or improvements to the present services at the UCR Extension Center you would like to suggest?

Questionnaire # _____ Responses _____

Gym, swimming pool

6. The internet connection stability should be improved in the dorm
10. Closing hours of computer rooms is too early
12. Sports activity (pool)
13. Opening hours of computer rooms could be longer
21. We need a place where we can study besides student lounge
28. Using internet is not comfortable. Too slow...
36. Use the gym in campus
38. I hope the cost of pick-up & drop off services (airport) will be less than \$30
40. Why don't you service the wireless internet?
42. I hope more cheaper parking
45. Cafeteria is too small
54. Should be more extra activities and cheaper
57. Restroom is limited, computers are not enough
61. I want the cafeteria food has improve and taste
62. Take care of facilities
63. Free parking area
66. Hours of the cafeteria
67. Gym at the campus could be free for Extension students
68. The Gym Center should be affordable for the students
69. There are many problems in lab classroom "software"
70. Study room (We cannot study in student lounge)
71. GMAT and GRE courses should be provided at the UCR Ext. Center
72. I would like to suggest that the students need more activity
73. Fax service
74. Opening hours of computer lab (more)
76. Lack of Laundry machines and they make clothes dirty

77. First, they should have more recreational activities. Secondly, prices of food at the UCR-EX food court should be cheaper than those at this time.
79. I think the food in cafeteria is too expensive. Usually, if I eat meal in cafeteria, it costs me more than \$5. Thus, I would like to go out to eat.
84. More activities, extra class
85. The students could have more time to go lab. Lab should be open more hours.
88. Foods
89. Want to share IV's working out room and basketball court
90. Study room required
93. I suggest you guys should review every section of UCR extension to make necessary requirements.

What is the one thing that you think is most in need of improvement at UCR Extension Center?

Questionnaire # _____ Responses _____

2. Student Lounge is too noisy to study (and cold sometimes), need a place to study
5. Computer Lab
8. Too many Koreans and Japanese
10. Lack of study rooms
14. The price of textbooks should be cheaper
17. We need an area for study like a library, because the student lounge is too noisy to study & for doing homework.
22. Unex Cafe
23. Optional trips
25. Students need a place study, like "library"
26. The security in parking lots at night
28. The place where we can practice
34. Too much restriction in the computer room, I can't use my USB disk
35. I need more study areas like library. The student lounge is so noisy.
37. Internet (More than I can use Internet at time)
38. I really need the library or rooms where I can study.
40. Water purifier
45. More bathrooms
47. Change black boards. Classroom chairs are too small.
49. Expensive tuition. You have to lower the price of the tuition.
51. Computer system (LAN)
52. Study room
54. LAB
56. Better quality students
57. More quality teachers
58. It has to mix more country inside the classrooms. I suggest some students from Europe and Africa.
59. More teachers
60. More meeting native speaker

62. Need good cafeteria
67. Unex Cafe
68. Cafeteria food
71. Each student might be able to have a chance to get a job at UCR Extension Center. No priorities.
72. The tuition is too high, make student go to other facilities.
73. Open lab condition needs to be improve.
74. More variety of food
75. Open later at the computer lab (at midnight)
76. Conversation partner (cultural services)
77. A recreational center
78. Decrease the facilities services fee (tuition), so that more people can afford.
79. It is better to have studying rooms.
80. Please retrain your cafeteria staff, sometimes they are not polite and food is so expensive.
81. The dorms
85. Dorms
87. The appearance of the building and IRC rooms!
88. A lot of computers
89. Room to study being quiet (Lobby is little bit noisy).
90. Study room

Do you have any other comments or suggestions?

Questionnaire # _____ Responses _____

How about separating the meeting room from study room? (room for socializing or meeting)

Cafeteria's food is kind of expensive for students and kind of small.

10. The refrigerators are too small in triple room.
12. Microwaves (on the 5th floor) (IRC)
14. You should increase conversation program with native speaker.
17. Please change the smoking area which is located on the patio, because sometimes we need to open the window in order to get fresh air but we cannot. Please change or put more microwaves in the basement!
27. We need own libraries.
49. You need high quality teaching method and kind personality.
57. Teachers shouldn't behave to students like children.
59. More classrooms
63. The internet fee in dorm is too expensive. 25 dollars per person per month.
66. Everything needs improvement!
67. Wireless internet, improvement of computer labs, more sport activities.
69. Parking is very expensive.
71. It should be less expensive, especially text-books.
72. Tuition is so high.
74. Fee is very expensive.
77. Once again, I think the UCR-Ex should decrease the prices of food in their food court and parking permit's fees. Also, they should have more relaxed activities for students.
78. Some basic facilities like washing machine & internet; IRC residents have to pay while IV residents have it for free.
79. Glad to study here.
80. UCR better service more printers for student because many teachers give us an assignment that we have to type and print out.
93. The classes which are based on oral improvement of students can be taught more than other classes.

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