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AN INVESTIGATION INTO THE PERCEPTIONS OF INTERNATIONAL AND

OUT-OF-STATE STUDENTS ON THE UNIVERISTY OF MAINE CAMPUS

by

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A Thesis Submitted in Partial Fulfillment
of the Requirements for a Degree with Honors
(Psychology)

The Honors College

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ABSTRACT

The present study was designed to investigate in-state students' perceptions of

two out-groups on the University of Maine campus: out-of-state students and

international students and the experiences of international students. Two separate

surveys were administered online over two semesters: the first's goal was to

evaluate perceptions host students might have of their peers and if these peers

were perceived to be from distinct out-groups, while the second survey was an

exploratory survey allowing international students to describe their experiences

while studying at UMaine. Two hundred and fifty seven in-state students

responded to the first survey. Results from this survey showed in-state students

rated individuals from another state or country as members of distinct out-groups

with different beliefs and worldviews than both each other and individuals from

Maine. Participants also indicated they would experience anxiety, uncertainty, and

other negative emotions if interacting with either out-group. Seventeen

international students participated in a second, exploratory study. These student

responses contained several common themes: a lack of transportation off campus,

a desire to see more of the host culture, desire to befriend students from the

United States, and positive encounters with host students. The results of the study

may be connected: host students (those from Maine) may be hesitant to befriend

international and out-of-state students because they perceive them as being

different. Overall, the findings of this study suggest that the interactions between

these out-groups on the University of Maine campus warrants further study.

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Introduction

Universities in the United States are bastions of cultural diversity formed by the inclusion of students from a wide range of backgrounds, in which students from the surrounding areas study alongside peers from other states and foreign countries. The United States attracts a large number of international college students annually. In the 2012-13 academic year, a total of 819,644 international students studied at U.S. colleges and universities. This number of enrolled students is a 7% increase from the previous year's figure. International students currently make up about 4% of the population of US's higher education, with the majority enrolled at the undergraduate level (Institute of International Education, 2013). Similarly, many American students also choose to study away from their home state, with 13.7 of higher education students studying out-of-state in 2012 (Department of Education, 2012).

The University of Maine campus has approximately 300 international students enrolled for undergraduate classes and almost 200 enrolled in graduate courses (University of Maine Office of Institutional Research, 2013). A total of 2,189 out-of-state students were enrolled at the University of Maine in the Fall 2012 semester (University of Maine Office of Institutional Research, 2012). The university's Blue Sky Plan calls for promoting student success through various factors, one of which is cross-cultural enrichment (University of Maine Strategic Planning Leadership Team, 2013). Exposure to out-groups and unique populations helps decrease bias, and increase understanding among the host population (Dovidio et. al, 2008; Pettigrew & Tropp, 2008).

Institutions benefit from both the international student population and out-of-state student population, as they bring unique skills, knowledge, and worldviews to their host university (Lee & Rice, 2007). Universities also benefit from the tuition and financial revenue generated by accepting both of these student groups into their programs (Lee, Lee & Rice 2007). On average, college tuition is significantly higher for out-of-state students compared to their in-state counterparts (CollegeBoard Advocacy & Policy Center, 2014). It is no surprise, then, that increasing enrollment of both international and out-of-state students is a major goal for many colleges and universities, including the University of Maine (University of Maine Strategic Planning Leadership Team, 2013).

Both international and out-of-state students represent distinct out-groups on college campuses (Pettigrew, 1998). Out-groups consist of individuals who are identified as being distinctly different from another, separate group (Malloy, 2013). Out-groups are typically subjected to various forms of prejudices from a dominant in-group, even on university campuses (Pettigrew, 1998). On college campuses, out-of-state American students and international student out-groups have similar emotional distress and difficulty adjusting to their college experience (Hadeed, 2007).

Research shows international students report higher levels of perceived discrimination and prejudice than their American counterparts when studying abroad (Poyrazli & Lopez, 2007). The longer international students study abroad, the higher the levels of perceived discrimination (Dion, 2002). Individuals who experience discrimination may even strengthen their association with an existing

group identity (Schmitt, Spears, & Branscombe, 2003). Researching how specific out-groups recognize or perceive prejudice and discrimination towards themselves is crucial to understanding its influence (Dion, 2002).

Other research highlights other concerns, such as culture shock, academic expectations and changes in social and economic status as potential stressors for international students (Oropeza, Fitzgibbon, & Barón, 1991). "Prejudice" is commonly described as negative attitudes towards a particular group, while "discrimination" is characterized by behaviour and treatment towards another person or persons based on particular attributes or association with a specific out-group (Dion, 2002).

Research done by Charles-Toussaint & Crowson (2010) investigated if two attitudes held by American students could correlate to dislike of international students studying in the United States. Their research involved surveying American higher education students to determine if participant's scoring on the Right-Wing Authoritarian Scale (a measure of authoritarian aggression, authoritarian submission, and conventionalism; Altemeyer, 1996) and Social Dominance Orientation Scale (a measure of individual's society view in hierarchical terms and desire for a social group to dominate over others; Sidanius & Pratto, 1999) correlated with a negative perception of international students. Their results indicated found students who scored higher on the two measures also reported greater dislike of international students. This link between stronger right-wing authoritarian and social dominance beliefs and out-group prejudice may be connected to particular goals, such as seeking group conformity and the influence

of tradition. This may reinforce the concept of international students (and by extension out-of-state students) as an out-group that is fundamentally different than their host students (Charles-Toussaint & Crowson, 2010).

Social support is also an influencing factor in international student's distress (Yeh & Inose, 2003; Chavajay, 2013). Research indicates that international students find more social support among their international peers, family, and friends still in their home country than they do host students, staff and faculty (Chavajay, 2013). Host students and staff provide limited support, such as access to transportation and information. Social and emotional support for international students may come from the other international students studying with them, and their family and friends back home. These findings indicate that international students may perceive themselves as an out-group while studying abroad, and therefore not part of the university's local student in-group (Chavajay, 2013).

Brown & Holloway (2008) conducted a study focusing on international postgraduate students in the South of England. Their study used an ethnographic approach, with participant observation and interviews, to report a sample of international student's experiences early in their time abroad. Their study focused on international students within the first year of study. During the study, the students reported experiencing negative psychological phenomenon, such as anxiety, stress, loneliness and other negative moods. The study's participants reported positive experiences as well, such as feeling excited about their education and living in their host culture, but these experiences were

overwhelmingly overshadowed by anxiety, depressive symptoms, and uneasiness at interacting with the host population. Several participants reported events when they faced prejudice and discrimination, and the perception that they were different and dissimilar to their peers. Participants reported that their first year studying abroad was defined by being part of an out-group, and a lack of integration with the host environment (Brown & Holloway, 2008).

In summary, the literature suggests that international students and out-of-state American students are two significant out-groups on U.S. campuses. Being motivated by prior research, such as Brown & Holloway's (2008) findings, I wish to examine in-state host student perceptions of these two groups. The focus of this study is whether in-state students will report both out-of-state and international students as distinct and different out-groups. This research is also interested in the possibility that international students may face difficulty accessing various resources during their stay. The research by Chavajay (2013) suggests this may be an area of concern for further research.

Universities generate substantial revenue through the tuition of these two out-groups, and their satisfaction or dissatisfaction could have an effect on enrollment (and therefore campus finances). Student opinion acts as free advertisement for universities, especially with out-of-state and international student groups who return home and share their experiences with others. Therefore, studying in-state student perceptions of out-of-state and international students is a crucial element to understanding student interactions. Furthermore,

inquiring into the international student's experiences through self-report is a direct method to evaluate the group's satisfaction.

With these points in mind, two studies were conducted. The first study sought to evaluate in-state student's perceptions of out-of-state and international students both through a vignette about a student on campus, and through questions about in state, out-of-state, and international students. A second study asked international students to evaluate their communication with others, access to various resources, and any elements of perceived prejudice. For the first study, I hypothesized that in-state students would respond negatively towards a fictional peer described in a vignette if the fictional peer was labeled as out-of-state, or international-born (H_1). I also hypothesized that in-state students would negatively rate out-of-state and international students along several measures, including the Belief Similarity Scale, Group Anxiety Scale, Intergroup Understanding Scale, Intergroup Attitude Scale, and Trait Scale (described below) (H_2).

A second, independent study was also administered. This study was an exploratory investigation about how international students access resources on the University of Maine campus. The study gave international students the opportunity to report what resources they lack while studying at the University of Maine. Through these studies, I aim to increase current understanding of the host student population's perception of students outside of Maine, and to determine if these students evaluate the other students as distinct out-groups. I also aim to

explore possible deficiencies in international student's access to resources during their period of study at this university.

Study 1 Methods

The first of two studies was conducted at the end of the Fall 2013 semester and beginning of the Spring 2014 semester. This study consisted of a single online survey.

Participants

Participants included 411 students who were enrolled in psychology courses at the University of Maine. These students participated in the study through the university's SONA cloud-based participant pool. Participants' ages ranged from 18 to 46 ($M = 19.24$, $SD = 2.45$). Participants self-reported their geographic background as follows:

- From Maine (71% ($n = 257$))
- From another State within the United States (23% ($n = 85$))
- From another country other than the United States (6% ($n = 21$))

Participants who reported a background other than from Maine were excluded from analysis.

Procedure

Participants were connected to the survey through use of the University of Maine's SONA system. The survey itself was hosted online through the Qualtrics website. Once directed to Qualtrics, participants were randomly assigned to one of three versions of the study. Participants received one research credit for participating in this study through use of the SONA system. They were also

informed that participation was voluntary and they could leave the study at any time and still receive their research credit.

Measures

After completing the informed consent page, participants began the first section of the study. This section consisted of the First Impressions Vignette and Questions, and participants were randomly assigned to one of three conditions (described below). These conditions only applied to this first section.

After completing these questions, participants began the second section of the study, which consisted of the Belief Similarity Scale, Group Anxiety Scale, Intergroup Attitude Scale, Intergroup Understanding Scale, and Trait Scale. These measures were not part of the previous section's conditions.

First Impressions Vignette. Participants began by reading a short vignette about "Sam," a new student to the University of Maine (written for use in this study). The name "Sam" was chosen to be gender-neutral to balance potential gender effects. A description of Sam's interests and goals for college were described and did not differ across the three versions. In condition 1 (C1), Sam was from Maine, in condition 2 (C2), Sam was from another state within the United States, and in condition 3 (C3), Sam was an international student.

Participants were excluded based on their incorrect response to a question in the survey. After the vignette with the fictional character Sam, participants were asked to correctly identify the character's geographical background (which was either "from Maine," "Out-of-State," or "International," depending on condition). Seventy-nine percent of (in-state) individuals answered the question.

Of that 79%, Sam's geographical origin was correctly identified 86% of the time. Those who incorrectly identified Sam's geographical origin were removed from the analysis of the First Impressions Questions. This left N = 175 (n_{C1} = 71, n_{C2} = 55, n_{C3} = 49).

First Impressions Questions. After reading the short story, the participants were asked to judge various aspects of Sam's character, including overall impressions and individual characteristics. They then rated Sam in terms of how interested they would be to engage in various levels of social contact. The questions consisted of the following:

Socioeconomic Status of Sam's Family: We asked participants to indicate which income bracket they thought Sam's family was in when Sam was growing up. The options ranged on a 1 to 13 scale from $5,000 or less to $150,000 or more.

Overall Impression of Sam: We asked participants to rate their overall impression of Sam on a 1 (Very Negative) to 6 (Very Positive) Likert scale.

Positive Attribute Scale: A seven-item composite (α = .86) of positive attributes (kind, helpful, good, moral, warm, friendly, and happy) rated on a 0 (Not at all) to 6 (Very much) scale adapted from the PANAS (Watson & Clark, 1994).

Negative Attribute Scale: A seven-item composite (α = .90) of negative attributes (bad, cold, self-centered, selfish, arrogant, irritated, angry) rated on a 0 (Not at all) to 6 (Very much) scale adapted from the PANAS (Watson & Clark, 1994).

Intellectual Attribute Scale: A four-item composite ($\alpha = .82$) of intellectual attributes (intelligent, logical, competent, capable) rated on a 0 (Not at all) to 6 (Very much) scale adapted from the PANAS (Watson & Clark, 1994).

Contact with Sam: Participants were asked, on a 0 (Strongly Disagree) to 6 (Strongly Agree) scale, how much they would like to 1.) be at the same university as Sam, 2.) be in the same class as Sam, 3.) be in the same residence hall as Sam, 4.) have Sam as a friend, 5.) get to know Sam better, and 6.) hang out with and do an activity with Sam.

The following measures were separate from the previous vignette and questions. For the following questionnaires, participants were asked to evaluate three different groups of people: individuals who were from the same state as the participant (SS), individuals who were from another state in the United States (OS), and individuals who were from another country (OC). Each participant answered each question about the previous three groups of people.

Belief Similarity Scale: The Belief Similarity Scale (Stephan & Stephan, 1985) was designed to measure if participants rate their beliefs as inherently different than those from the specific out groups ($\alpha_{SS} = .86$, $\alpha_{OS} = .91$, $\alpha_{OC} = .93$). The scale consists of six questions, each using a ten-point Likert scale (0 = Strongly Disagree to 9 = Strongly Agree). The six items address the importance of education, family values, work ethic, moral values, hopes and aspirations, and basic values. An example question would be "The values of most people from [the same state as I, a different state than I, or from a different country than I] regarding work are very similar to my own," followed by the Likert scale.

Group Anxiety Scale: The Group Anxiety Scale (Stephan, Ageyev,

Coates-Shrider, Stephan, & Abalakina, 1994) is a six-item, ten-point Likert scale

(0 = Not at all to 9 = Extremely) focused on interactions with a member from a

specific out-group (α_{SS} = .84, α_{OS} = .82, α_{OC} = .81). The six items ask how

comfortable, uncertain, confident, awkward, anxious, and at ease around

individuals from specific groups. An example question would be "I would feel

comfortable," followed by the rating scale.

Intergroup Attitude Scale: The Intergroup Attitude Scale (Stephan,

Ybarra, Martinez, Schwarzwald, & Tur-kaspa, 1998) was designed to evaluate

participant's reported attitude towards specific out groups (α_{SS} = .96, α_{OS} = .96,

α_{OC} = .97). The scale is a five-item, ten-point Likert scale. Participants are asked

to evaluate their respect, liking, approval, warmth, and openness towards the out-

group for their condition. An example question would be, "My attitude toward

people from [the same state as I, a different state than I, or from another country

than I] is one of respect," followed by the Likert scale.

Intergroup Understanding Scale: The Intergroup Understanding Scale

(Esses, Haddock, & Zanna, 1993) was designed to measure participants

understanding of selected out group's worldview (α_{SS} = .87, α_{OS} = .79, α_{OC} = .81).

The measure is a five-item, ten-point Likert scale (0 = Strongly Disagree to 9 =

Strongly Agree). An example question would be "I believe that I have a good

understanding of how individuals from [the same state as I, a different state than I,

or another country than I] view the world," followed by the Likert scale.

Trait Scale: The Trait Scale asked participants to indicate what percentage of people from a specific out-group possessed particular traits (α_{SS} = .94, α_{OS} = .96, α_{OC} = .95). The Trait Scale was presented as a fix-item, ten-point Likert scale. The six items participants rated were: hard working, intelligent, friendly, honest, open, and sincere. The ten points which participants used to rate each item (0 = 0-10% to 9 = 91-100%) were the percentages of the out-group's population possessing each given trait.

Study 1 Results

The vignette questions were analyzed with between-subjects one-way ANOVAs (with each item by condition).

Socioeconomic Status of Sam's Family: Analysis revealed no significant difference in reported income bracket of Sam's family by condition, $F(2, 171)$ = .56, p = .57.

Overall Impression of Sam: Analysis revealed no significant difference in overall impression of Sam by condition, $F(2, 166)$ = .74, p = .48.

Positive Attribute Scale: Analysis revealed a marginal effect of positive attributes of Sam by condition, $F(2, 172)$ = 2.45, p = .09, η_p^2 = .03. Pairwise comparisons reveal that if Sam was from out-of-state, he/she was rated as having significantly lower positive attributes (M = 4.93, SE = .11) than if he/she was an international student (M = 5.27, SE = .12, p = .04) and marginally lower in positive attributes than if he/she was an in-state student (M = 5.19, SE = .10, p = .09). There was no difference in positive attributes between in-state and international student conditions (p = .58).

Negative Attribute Scale: Analysis revealed no difference in negative attributes of Sam by condition, $F(2, 174) = .30$, $p = .74$.

Intellectual Attribute Scale: Analysis revealed no difference in intellectual attributes of Sam by condition, $F(2, 174) = .74$, $p = .48$.

Contact with Sam: Analysis revealed no difference in any of the six questions about contact with Sam by condition (all Fs < .88, all ps > .42). Analysis on the second part of the survey consisted of within-subjects repeated measures one-way ANOVAs with each item by three geographical locations (in-state, out-of-state, international).

Gender Neutrality of Sam's Name: The name "Sam" was not an effective gender-neutral name, with 293 participants responding they thought Sam was male, and 73 indicating they thought Sam was female.

Belief Similarity Scale: As predicted, results indicate a significant main effect of belief similarity by geographical location, $F(2, 512) = 64.40$, $p < .001$, $\eta_p^2 = .20$. Pairwise comparisons reveal that participants thought those from the same state had significantly higher belief similarity ($M = 7.64$, $SE = .09$) than both those from another state ($M = 7.37$, $SE = .09$, $p < .001$) and those from another country ($M = 6.66$, $SE = .09$, $p < .001$). Also, belief similarity was rated significantly higher for those from another state compared to those from another country ($p < .001$).

Group Anxiety Scale: As predicted, results reveal a significant main effect of group anxiety by geographical location, $F(2, 510) = 145.94$, $p < .001$, $\eta_p^2 = .36$. Pairwise comparisons reveal that participants reported they would feel

significantly more comfortable with individuals from the same state ($M = 8.14$,

$SE = .10$) than with both those from another state ($M = 7.69$, $SE = .10$, $p < .001$)

and those from another country ($M = 6.77$, $SE = .10$, $p < .001$). Also, participants

rated feeling significantly more comfortable with those from another state

compared to those from another country ($p < .001$).

Intergroup Attitude Scale: As predicted, analyses reveal a significant

main effect of intergroup attitudes by geographical location, $F(2, 496) = 12.24$, p

$< .001$, $\eta_p^2 = .05$. Pairwise comparison showed that participants reported

significantly higher intergroup attitudes toward individuals from the same state

($M = 8.54$, $SE = .09$) compared to both individuals from another state ($M = 8.18$,

$SE = .10$, $p < .001$) and individuals from another country ($M = 8.15$, $SE = .10$, p

$< .001$). There was not a significant difference of ratings of intergroup attitudes of

those from another state and those from another country ($p = .69$).

Intergroup Understanding Scale: As hypothesized, analyses reveal a

significant main effect of intergroup understanding by geographical location, $F(2,$

$510) = 213.87$, $p < .001$, $\eta_p^2 = .46$. Pairwise comparisons reveal that participants

thought they had a significantly better understanding of how same-state peers

viewed the world ($M = 7.71$, $SE = .10$) compared to both those from another state

($M = 7.24$, $SE = .09$, $p < .001$) and those from another country ($M = 5.55$, SE

$= .11$). Also, intergroup understanding was significantly higher for students from

another state compared to students from another country ($p < .001$).

Trait Similarity Scale: As predicted, analyses reveal a significant main

effect of trait similarity by geographical location, $F(2, 508) = 31.33$, p $< .001$, η_p^2

= .11. Pairwise comparisons reveal that participants rated individuals from the same state as significantly more similar (M = 7.80, SE = .09) than both individuals from another state (M = 7.23, SE = .10, p < .001) and individuals from another country (M = 7.20, SE = .10, p < .001). There was no statistically significant difference between the same-state and out-of-state conditions (p = .41).

Study 2 Methods

A second study was conducted during the spring semester of 2014. This study consisted of a survey, which asked international students to answer questions about access and communication on campus and perceived prejudice.

Participants

The number of participants (n = 17) was too low to run analyses. Self-reported age of participants ranged from 19 to 24. The mean age was 21.79 (SD = 1.53). Eight respondents reported their gender as male (57%) and five respondents reported their gender as female (36%). One (1) respondent reported their gender as "Other." Nine (9) participants indicated they were part of a Study-Abroad program, and five (5) reported they were permanently enrolled at the university. Participants reported the following ethnicities: African/Black (7% (n = 1)), Asian (21% (n = 3)), Caucasian, Non-Hispanic (57% (n = 8)), and Hispanic/Latino (14% (n = 2)).

Procedure

Potential participants were identified with assistance from the University of Maine Multicultural Department. An email containing an appeal for participation was sent to potential participants. The email included a link to the study, which was hosted on the Qualtrics website. Once directed to Qualtrics, participants completed an informed consent, which instructed participants that no compensation could be given for completing the survey, and that participation was voluntary. A total of 155 emails were sent. From the emails, there were 27 responses. Ten responses were excluded from analysis for being incomplete, leaving a final sample size of 17.

Measures

Participants were asked to complete a set of Campus Access Questions, two perceived prejudice scales, Belief Similarity Scale, Group Anxiety Scale, Intergroup Attitude Scale, and Intergroup Understanding Scale.

Campus Access Likert Questions: Participants were first instructed to complete a set of Campus Access Questions (written for this survey). The questions consisted of five items, using a seven-point Likert scale (0 = Very Difficult to 6 = Very Easy), which asked students about their communication with faculty, students, their access to transport off campus, and any services (if any) they utilize when off-campus ($\alpha = .72$). An example question would be "How easy or difficult is it for you to communicate with your professors at the University of Maine," followed by the Likert scale.

Campus Access Short Answer Questions: Participants were asked three short answer questions about their stay at the University of Maine. The questions

asked if there was anything they missed out on because of lacking transportation or access, anything they felt was difficult for them to do, and what they enjoyed the most about studying at the University of Maine. These were meant to be brief examples of qualitative information collected from international students during their stay. An example question would be "Is there anything in particular that you would like to be able to do more often, but feel like you can't because you don't have access to it or cannot find transportation to it?"

Perceived Prejudice Scales (PPS): Participants then completed two measures concerning perceived prejudice (Operario & Fiske, 2001). The first scale asked participants to consider their experiences as a one of many international students on campus ($\alpha = .59$). The second scale asked participants to consider their experiences as an international student individually ($\alpha = .71$). An example question from the first scale would be: "Being an international student has very little to do with how I feel about myself" followed by the Likert scale. An example from the second scale would be "Stereotypes about international students have not affected me personally" followed by the Likert scale.

For the following measures, participants were asked to answer questions relating to a particular out-group. The out-group for each survey was individuals or people "from the United States."

Belief Similarity Scale (BSS): The Belief Similarity Scale (Stephan & Stephan, 1985) was designed to measure if participants rate their beliefs as inherently different than those from the specific out groups ($\alpha = .86$). The scale consists of six questions, each using a ten-point Likert scale (0 = Strongly

Disagree to 9 = Strongly Agree). The six items address the importance of education, family values, work ethic, moral values, hopes and aspirations, and basic values. An example question would be "Your attitudes regarding the importance of education is very similar to those of most people who are from the United States," followed by the Likert scale.

Group Anxiety Scale (GAS): The Group Anxiety Scale (Stephan, Ageyev, Coates-Shrider, Stephan, & Abalakina, 1994) is a six-item, ten-point Likert scale (0 = Not at all to 9 = Extremely) focused on interactions with a member from a specific out-group (α = .83). The six items ask how comfortable, uncertain, confident, awkward, anxious, and at ease around other people. An example question would be "I would feel:" then followed by the Likert scale rating comfort around other people.

Intergroup Attitude Scale (IAS): The Intergroup Attitude Scale (Stephan, Ybarra, Martinez, Schwarzwald, & Tur-kaspa, 1998) was designed to evaluate participant's reported attitude towards specific out groups (α = .90). The scale is a five-item, ten-point Likert scale. Participants are asked to evaluate their respect, liking, approval, warmth, and openness towards the out-group for their condition. An example question would be "My attitude toward people who are native to the United States is:" followed by a Likert scale rating level of respect.

Intergroup Understanding Scale (IUS): The Intergroup Understanding Scale (Esses, Haddock, & Zanna, 1993) was designed to measure participants understanding of selected out group's worldview (α = .91). The measure is a five-item, ten-point Likert scale (0 = Strongly Disagree to 9 = Strongly Agree). An

example question would be: "I believe that I have a good understanding of how individuals from the United States view the world" followed by the Likert scale.

Study 2 Results

Means and standard deviations were collected from the Campus Assess Likert Questions, both Perceived Prejudice Scales, Belief Similarity Scale, Group Anxiety Scale, Intergroup Attitude Scale, and Intergroup Understanding Scale.

Campus Access Likert Questions: ($M = 5.04$, $SD = 1.73$)

Perceived Prejudice Scale 1: ($M = 3.82$, $SD = 1.96$)

Perceived Prejudice Scale 2: ($M = 2.60$, $SD = 1.67$)

Belief Similarity Scale: ($M = 6.69$, $SD = 2.08$)

Group Anxiety Scale: ($M = 5.67$, $SD = 2.56$)

Intergroup Attitude Scale: ($M = 7.59$, $SD = 1.56$)

Intergroup Understanding Scale: ($M = 6.01$, $SD = 2.40$)

Responses collected from the Campus Access Short Answer Questions were examined for reoccurring themes. Seventeen participants answered at least one short answer in the Campus Access Questions, with twelve participants answering all three questions. Eight participants were male, five were female, and one participant identified their gender as "other." The responses aggregated into four major themes; lack of transport off campus, involvement with host students, welcoming host students, and supportive international services.

Lack of transportation off campus – Multiple participants responded to the first question "Is there anything in particular that you would like to be able to do more often, but feel like you can't because you don't have access to it or

cannot find transportation to it" with a concern for transport. Nine participants wrote responses referencing a desire to travel off campus and experience the surrounding area. Three participants directly referenced the nearby city of Bangor in their responses.

- "Visit Bangor or other towns bigger than Orono to do grocery shopping, visit theater plays and galleries, walk around downtown etc. It's sometimes really challenging to find time to take the bus to Hannaford in Old Town to get groceries."

- "Go off campus, to see the sea or going to another place."

- "Travel and explore off campus, public transport off campus is terrible."

- "I find the bus schedules to be unreasonable. They stop running too early. Hence as an international student, unless I want to take a cab, it makes commuting very stressful."

- "I am taking dairy cattle technology course, it is lab course that I need go to the farm to milk at least twice a week. I need to be there at 4 am and I don't have transportation to go and back, I am always asking for ride, but it is embarrassing. I think UMaine must provide this kind of transportation. It is not safe to go and back by walk depends on the time, it is too cold, dark and I can't see the trail. Also, if something happens, it is hard to ask for help."

- "Get into Bangor more easily, but that's as much to do with growing up in a country with good public transport than it is a criticism of the area."

Involvement with host students – Three participants answered the second question, "Is there anything else in particular that you find difficult because you are an international student," with a focus on host students. These participants wanted to be more active with host students.

- "Sometimes make friends from US."

- "Along with transport, being a bit more involved with the Americans."

- "Get involved in the local society."

Welcoming host students – Six participants answered the third question, "What do you most like about being an international student at UMaine" with a focus on host students. These responses all mentioned host students as being welcoming and friendly.

- "People are nice and help when notice that you are a international."

- "I can be friends with American and international students equally, there is no separation of the two."

- "Everyone is friendly."

- "The friendly population that is ready to accept you."

Supportive International Services – Three participants responded to the third question by referencing the university's international student services. These

students wrote that the University of Maine's services for international students were a positive factor in their stay.

- "I like the fact that the international student organization is very helpful and helps us through the experience."
- "The international service is really well organized and provide us a lot of resources."
- "Meeting people from around the world and participating in ISA [International Student Association] events."

Discussion

In this paper, I investigated if in-state students attending the University of Maine would rate a fictional peer negatively based solely on if the peer was described as being born in-state, out-of-state, or internationally (H_1). I also investigated if in-state students would rate out-of-state and international students more negatively on a series of questionnaires (Belief Similarity Scale, Group Anxiety Scale, etc.) compared to their own ratings of other in-state individuals (H_2). Lastly, I aimed to present a set of qualitative responses detailing any difficulties international students may have while studying at this university.

According to my results, in-state students answers to the First Impressions Vignette showed no significant difference across conditions. Results from the Socioeconomic Status of Sam's family, Overall Impressions, Negative Attribute Scale, Intellectual Attribute Scale, and Contact with Sam questions show no significant difference in responses across conditions. An effect was detected with

the Positive Attitude Scale, but its significance was marginal. These results disprove my first hypothesis (H_1).

The vignette's quality may come into question when interpreting these results. As it was written for this study, this vignette was not a verified method of describing a fictional peer. The description of Sam itself might not have been adequate to elicit a response from participants. Sam's goals and motivations could have been inadequate to influence any bias on the part of participants. Furthermore; there may not have been a response to elicit from participants. A bias against the fictional Sam might not have existed. It's possible that regardless of any out-group bias, participants did not feel that Sam would have been any less likely to achieve his or her goals.

The second section of the first study provided multiple significant effects. Each measure (Belief Similarity Scale, Group Anxiety Scale, Intergroup Attitude Scale, Intergroup Understanding Scale, and Trait Scale) displayed significant main effects. Further analyses of these effects suggest that in-state students rating individuals from other states and different countries as distinctly separate groups from themselves. According to participants, these two groups have different beliefs and worldviews than themselves. Also, participants feel significant anxiety around out-of-state and international individuals. According to the results of the Intergroup Attitude Scale, participants report less positive attitudes (such as warmth and openness) towards out-of-state and international students. It is important to note that the results show out-of-state and international individuals are not equally dissimilar. Participants reported people from another country as

being even more dissimilar to them than people from a different state on multiple measures. These findings support my second hypothesis (H_2), that in-state students will report out-of-state and international individuals as members of distinct out-groups.

The second survey produced multiple responses to the Campus Access Short Questions. The responses' common themes point to a trend referenced in research (Brown & Holloway, 2008; Chavajay, 2013). Participants reported a desire to make friends and be more involved with the local community, whether it was making friends who were from the United States, or experiencing more of the local area. When responding to the first question, "Is there anything in particular that you would like to be able to do more often, but feel like you can't because you don't have access to it or cannot find transportation to it," participants cited a lack of transportation off campus as inhibiting multiple aspects of their lives. Participants were restricted in their ability to interact with the local host environment off campus by a lack of reliable transport. Interestingly, participants reported interactions with host students as positive, when it occurred. Multiple participants cited their American peers as being nice, helpful, and friendly. One participant even described the interaction as, "The friendly population that is ready to accept you."

These responses may relate to the results from the previous study, which show in-state students perceiving international students as part of a fundamentally different out-group than their in-state peers. This status as an out-group does not imply that host students act discriminatory towards international students (as this

was not studied in Study 1), but may be a reason for a lack of interaction between the two groups. In-state students may be hesitant to approach or befriend students they perceive as part of the international student out-group. This may also explain why international students find more support from individuals from their home country—it would be interesting to see if this was also true for out-of-state students (that they received more social support from people from home).

Limitations

Both studies had a number of limitations, which must be addressed. The first study may have benefited from a different and/or more descriptive vignette about Sam. The name Sam did not appear to be gender-neutral, with the majority of respondents believing Sam to be male. Future research should consider using both a male and female vignette to avoid having to pick a gender-neutral name, or to do a pilot study first to find a gender-neutral name. Order effects could also have influenced participants' responses to the questionnaires in the second part of Study 1. Changing the order in which the questions were presented (counterbalancing) would have helped control for order effects. This was not done at the time because it would have overcomplicated an already complicated research design. Future studies using the same or similar design should consider using counterbalancing to account for any possible order effects.

Study 2 was limited by its small sample size. As Study 2 was only intended to be exploratory, the low sample size does not reduce the relevance of the participant's responses. Future studies researching the themes highlighted in these responses in extended detail may wish to increase their sample size by

running the study for a longer period of time. Another possible limitation stems from how Study 2's population was contacted. The Office of International Programs assisted by providing email address for international students. It is possible that international students who were experiencing difficulties acclimating to their stay at UMaine did not respond to the email appeal. Future research might consider using an interview method to avoid this possible effect.

Conclusion

While it would be extremely difficult to address all possible prejudices students on college campuses may hold, investigating prejudices held by host students is a crucial step to keeping campuses friendly. Fostering interaction between groups of students can help lessen the extent to which students see each other as members of in-groups or out-groups. International students who perceive themselves as part of a separate out-group, as Brown & Holloway (2008) and Chavajay (2013) reported, may experience a lack of social support, which ultimately affects their experiences studying abroad. This observation might also be applied to out-of-state students, who represent a significant out-group on U.S. college campuses, and would be a fruitful direction for future research.

Fostering cooperation and interaction among students of all backgrounds would assist in reducing prejudices and possible discrimination. The increased interaction would give international students the opportunities to interact and befriend host students, which is something students may want. These students may then be more likely to return to their homes and speak positively of their experiences, which only assists university recruitment. Again, this applies to the

out-of-state students as well, who could potentially go back to their home states pleased with their education and spread the word of their positive experiences to their peers. Overall, this research implies that the experiences of out-of-state and international students may be influenced by the perceptions of their in-state peers. Therefore, it is important to consider these topics for further research down the road.

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APPENDIX A

First Impressions Vignette and Questions

Directions: Please read the following description of "Sam", a new student recently arriving at the University of Maine. This description of Sam is meant to act as a first impression and will describe the student in various roles and activities that a new student at UMaine may participate in. Following this description, you will be asked to answer a few questions evaluating Sam based on your opinions from reading this.

Sam is a new student who has recently enrolled at the University of Maine. Sam is originally from [Maine/Out-of-State/Another Country], and this is Sam's first semester at UMaine. Sam does not know anyone on campus yet, but is looking forward to making friends both around the dormitory and the campus as a whole. Sam loves soccer and wants to join an intramural team to make friends and be physically active. Enticed by the large Greek Life community on campus, Sam is also thinking of joining a Greek group.

Sam has never been on the UMaine campus before moving on-campus, and will need to find the correct classrooms on time. Sam has two 8:00 AM classes and will need to wake up extra-early for them. This also means paying attention during the long and sometimes boring lectures. Also, one of Sam's classes will have a test soon and will need to study for it.

Other aspects of campus life are important to Sam as well. The university is always running events like movies and socials, and Sam wants to attend as many as possible. Going off-campus will be a priority for Sam as well, for events like hiking and camping. When hockey season starts, Sam would like to go to some games, but is also worried about fitting in with the fans. Sam will need to learn the right chants and dances to fit in.

Sam would like to participate in leadership opportunities on campus. Sam's RA suggests applying to be a Resident Assistant for the next year. Student Government has also caught Sam's eye, along with applying to work for The Maine Campus.

Lastly, Sam's most important goals for the first year at UMaine are to make long-standing friends and be in good academic standing.

Thank you for reading the previous description of "Sam", the new student at UMaine. Consider your thoughts of Sam, given the description of their background, interests, and goals. Please use these and form a first impression of Sam. Use this impression to rate your Sam on the dimensions below:

1: Overall impression of Sam is (circle a number below):

Very Negative 0-------1-------2-------3-------4-------5-------6 Very Positive

2. Now please rate Sam on each of the following characteristics using the scale below:

0-------1-------2-------3-------4-------5-------6
Not at all   Very Much

_____ Considerate	_____ Kind	_____ Intelligent
_____ Persuasive	_____ Bad	_____ Helpful
_____ Cold	_____ Compassionate	_____ Open Minded
_____ Self-centered	_____ Good	_____ Selfish
_____ Logical	_____ Arrogant	_____ Moral
_____ Warm	_____ Competent	_____ Friendly
_____ Capable	_____ Confident	_____ Happy
_____ Irritated	_____ Calm	_____ Angry
_____ Proud	_____ Satisfied	_____ Worried
_____ Nervous	_____ Comfortable	_____ Outgoing
_____ Diminutive	_____ Understanding	_____ Helpless

3. How do you feel *Sam* will perform when trying to complete the goal of making friends around the dorm?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

4. How do you feel *Sam* will perform when trying to complete the goal of making friends outside of the dorm?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

5. How do you feel *Sam* will perform when trying to complete the goal of joining an intramural team?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

6. How do you feel *Sam* will perform when trying to complete the goal of joining a Greek Life organization?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

7. How do you feel *Sam* will perform when trying to complete the goal of finding the correct classrooms on time?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

8. How do you feel *Sam* will perform when trying to complete the goal of waking up on time?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

9. How do you feel *Sam* will perform when trying to pay attention in class?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

10. How do you feel *Sam* will perform when trying to study for classes?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

11. How do you feel *Sam* will perform when trying to attend events on and off campus?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

12. How do you feel *Sam* will perform when trying to fit in at UMaine Hockey games (e.g.: learning the songs and dances that fans do)?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

13. How do you feel *Sam* will perform when trying to find a leadership position on campus?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

14. How do you feel *Sam* will perform when applying for a Resident Assistant (RA) position?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

15. Overall, how do you feel *Sam* will perform when trying to complete all of the goals?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

16. Overall, how would do you feel *you* would perform when attempting the same goals?

Poor 0-------1-------2-------3-------4-------5-------6 Excellent

Please use the rating scale below to rate each of the following items:
0--------1--------2-------3-------4-------5-------6
Strongly Disagree   Strongly Agree

Based on your impression of Sam, you would like to:
____ 1. Be at the same university as Sam
____ 2. Be in the same class as Sam
____ 3. Be in the same residence hall as Sam
____ 4. Have Sam as a friend
____ 5. Have Sam as a roommate
____ 6. Have a conversation with Sam
____ 7. Get to know Sam better
____ 8. Hang out and get something to eat with Sam
____ 9. Hang out and go do an activity with Sam
____ 10. Introduce Sam to my friends
____ 11. Stop and chat with Sam if we ran into each other on campus
____ 12. Not hear about Sam again
____ 13. Have the same childhood as Sam
____ 14. Be in the same class as Sam
____ 15. Have the same experiences when I was young as Sam must have
had

Please select (check the box) which income bracket you think Sam's
family was in when Sam was growing up:

- $5000 or less a year
- $10000
- $15000
- $20000
- $25000
- $30000
- $40000
- $50000
- $65000
- $80000
- $100000
- $125000
- $150000 or more a year

What gender do you believe Sam is? Select either choice:
   A.) Male   B.) Female

Where is Sam from?
   A.) Maine
   B.) Another state (within the United States)
   C.) Another country besides the United States

APPENDIX B

Group Similarity Questions

Part 2: Belief Similarity Scale
Instructions: Use the scale printed below each item to indicate your
agreement with each of the following statements.

1. (My attitudes) regarding the importance of education are very similar to
those of most people (from the same state/from another state within the US/from
another country).
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

2. The family values of most people (from the same state/from another
state within the US/from another country) are very similar to (my own).
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

3. The values of (from the same state/from another state within the
US/from another country) regarding work are very similar to (my own).
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

4. (My moral values) are very similar to those of most (from the same
state/from another state within the US/from another country).
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

5. (My hopes and aspirations) and those of most (from the same state/from
another state within the US/from another country) are quite similar.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

6. People (from the same state/from another state within the US/from
another country) and (I) share many of the same basic values.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

II. Group Anxiety Scale

For each of the items listed below, indicate how you would feel (when interacting with someone who grew up in the same state as you did / from a different state than you, but still within the United States / when interacting with someone who is from another country).

I would feel:

1.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
Comfortable   Comfortable

2.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Uncertain   Uncertain

3.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Confident   Confident

4.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Awkward   Awkward

5.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
Anxious   Anxious

6.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
At Ease   At Ease

III Intergroup Attitude Scale

For each of the items listed below, indicate what your attitudes are toward individuals (from the same state as you/from another state but still within the United States/born in another country).

My attitude toward people (from the same state/from a different state/from another country) is:

1. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Respect   Extreme
At All   Respect

2. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Liking   Extreme
At All   Liking

3. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Approval   Extreme
At All   Approval

4. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Warmth   Extreme
At All   Warmth

5. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Openness   Extreme
At All   Openness

IV Intergroup Understanding Scale

How well do you feel you understand people (from the same state/from a different state but still within the US/born in another country)?

1. I believe that I have a good understanding of how individuals (from the same state/from a different state/from a different country) view the world.
    0-----1-----2-----3-----4-----5-----6-----7-----8-----9
Strongly   Strongly
Disagree   Agree

2. I think I am able to see the world through the eyes of individuals (from the same state/from a different state/from a different country).
    0-----1-----2-----3-----4-----5-----6-----7-----8-----9
Strongly   Strongly
Disagree   Agree

3. I believe I understand what it is like to be an individual (from the same state/from a different state/from a different country) in the United States.
    0-----1-----2-----3-----4-----5-----6-----7-----8-----9
Strongly   Strongly
Disagree   Agree

4. I can easily put myself in the place of individuals (from the same state as me/from a different state as me/from a different country than me) when I want to understand their viewpoint.
    0-----1-----2-----3-----4-----5-----6-----7-----8-----9

Strongly   Strongly
Disagree   Agree

5. I don't understand the way people (from the same state/from a different state/from a different country) view the world.
              0-----1-----2-----3-----4-----5-----6-----7-----8-----9
Strongly   Strongly
Disagree   Agree

V Trait Scale
What percentages of people (from the same state as you/from a different state as you/from a different country) possess each of the following traits?
Use the following scale to indicate your answers.

          0   1   2   3   4   5   6   7
8   9
     0-10% 11-20% 21-30% 31-40% 41-50% 51-60% 61-70% 71-80%
81-90% 91-100%

_____1. Hard-working
_____2. Intelligent
_____3. Friendly
_____4. Honest
_____5. Open
_____6. Sincere

APPENDIX C

Campus Access and Short Answer Questions

Thank you for participating in this study. The first set of questions are a few questions about any resources you use on the University of Maine campus, as well as any resources you use off campus.

0----------1----------2----------3---------4----------5---------6
Very difficult for me   Very easy for me

Directions: Please rate each statement using the scale provided

_____How easy or difficult is it for you to communicate with your professors at the University of Maine?

_____How easy or difficult is it for you to communicate with other international students at UMaine.

_____How easy or difficult is it for you to communicate with students who are not international students at UMaine.

_____How easy or difficult is it for you to get the things you need (e.g. groceries, supplies).

_____How easy or difficult is it for you to travel off campus?

Short Answer
Directions: Please type your responses to these questions in the space below. They may be as long or short as you feel comfortable with.

Is there anything in particular that you would like to be able to do more often, but feel like you can't because you don't have access to it or cannot find transportation to it?
[Textbox for Answer]

Is there anything else in particular that you find difficult because you are an international student?
[Textbox for Answer]

What do you most like about being an international student at UMaine?
[Textbox for Answer]

APPENDIX D

Perceived Prejudice Scales

Directions: Rate the extent to which you agree or disagree with each of the following items using the scale provided.

0----------1----------2----------3---------4----------5---------6
Strongly Disagree
Strongly Agree

_____1. Being an international student has very little to do with how I feel about myself.

_____2. Being an international student is an important reflection of who I am.

_____3. Being an international student is unimportant to my sense of what kind of person I am.

_____4. In general, being an international student is important to my self-image.

_____5. I often regret that I am studying abroad at UMaine.

_____6. In general, I am glad to be studying abroad at UMaine.

_____7. Overall, I feel that studying abroad is worthwhile.

_____8. I feel good about studying abroad at UMaine.

_____9. The successes of others who are international students are my successes.

_____10. When someone criticizes others who are international students it feels like a personal insult.

_____11. Overall, being an international student is considered to be good by others.

_____12. Most people consider international students on average to be less friendly than students from the United States.

_____13. In general others respect international students as a group.

_____14. In general others think international students, as a group are unworthy.

_____15. International students on this campus are negatively affected by discrimination.

_____16. International students at this university will likely be targets of discrimination in the next year.

_____17. Discrimination will prevent me from reaching some of my goals.

_____18. I will likely be a target of discrimination in the next year.

Directions: Rate the extent to which you agree or disagree with each of the following items using the scale provided.

0----------1----------2----------3---------4----------5--------6
Strongly Disagree
Strongly Agree

_____1. Stereotypes about international students have not affected me personally.

_____2. I never worry that my behaviors will be viewed as stereotypical of international students.

_____3. When interacting with others, I feel they interpret all my behaviors in terms of my international background.

_____4. Being an international student does not influence how people act with me.

_____5. I almost never think about being an international student when I interact with people.

_____6. I feel like I am personally a victim on this campus because I am an international student.

_____7. I consider myself a person who is deprived of opportunities that are available to others because I am international student.

_____8. I feel that I am discriminated against because I am an international student.

_____9. In social situations, I feel that I don't fit in because I am an international student.

_____10. I feel that people have avoided me in social situations because I am international student.

_____11. I experience discrimination because I am an international student.

_____12. I personally have been a victim of discrimination because I am an international student.

_____13. I have overhead offensive comments aimed at me because I am an international student.

_____14. I have been treated unfairly by service people (e.g. waiters, bank tellers, security guards) because I am international student.

_____15. I have been treated unfairly by my employers because I am an international student.

Open-Ended Question
Have you ever been discriminated against because you were an international student while at UMaine?
-Yes
-No

If yes, please describe?
[Textbox for answer]

APPENDIX E

Group Similarity Questions (Study 2)

I. Belief Similarity Scale
Instructions: Use the scale printed below each item to indicate your agreement with each of the following statements.

1. Your attitudes regarding the importance of education is very similar to those of most people who are from the United States.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

2. The family values of most people from the United States are similar to your own.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

3. The values of people from the United States regarding work are very similar to your own.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

4. Your moral values are very similar to those of most people from the United States.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

5. Your hopes and aspirations and those of most people from the United States are quite similar.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

6. People from the United States share many of the same basic values as you do.
0------1------2------3------4------5------6------7------8------9
Strongly Disagree   Strongly Agree

II. Group Anxiety Scale
For each of the items listed below, indicate how you would feel when interacting with an individual who was born and raised in the United States.

I would feel:

1.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
Comfortable   Comfortable

2.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Uncertain   Uncertain

3.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Confident   Confident

4.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
  Awkward   Awkward

5.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
Anxious   Anxious

6.)   0------1------2------3------4------5------6------7------8------9
Not at all   Extremely
At Ease   At Ease

III Intergroup Attitude Scale
For each of the items listed below, indicate what your attitudes are toward individuals who are born and raised in the United States.

My attitude toward people who are native to the United States is:
1. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Respect   Extreme
At All   Respect

2. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Liking   Extreme
At All   Liking

3. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Approval   Extreme
At All   Approval

4. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Warmth   Extreme
At All   Warmth

5. 0-----1-----2-----3-----4-----5-----6-----7-----8-----9
No Openness   Extreme
At All   Openness

IV Intergroup Understanding Scale
How well do you feel you understand people born and raised in the United States?

1. I believe that I have a good understanding of how individuals from the United States view the world.
   0-----1-----2-----3-----4-----5-----6-----7-----8-----9
   Strongly   Strongly
   Disagree   Agree

2. I think I am able to see the world through the eyes of individuals from the United States.
   0-----1-----2-----3-----4-----5-----6-----7-----8-----9
   Strongly   Strongly
   Disagree   Agree

3. I believe I understand what it is like to be an individual from the United States.
   0-----1-----2-----3-----4-----5-----6-----7-----8-----9
   Strongly   Strongly
   Disagree   Agree

4. I can easily put myself in the place of individuals from the United States when I want to understand their viewpoint.
   0-----1-----2-----3-----4-----5-----6-----7-----8-----9
   Strongly   Strongly
   Disagree   Agree

5. I don't understand the way people from the United States view the world.
   0-----1-----2-----3-----4-----5-----6-----7-----8-----9
   Strongly   Strongly
   Disagree   Agree

APPENDIX F

Study 1 Informed Consent

Informed Consent
"Student Opinion Study"
Ryan Pickering, B.A. & Matthew Pinkham
University of Maine

Faculty sponsor Shannon McCoy, Ryan Pickering, B.A., and Matthew Pinkham of the University of Maine's Psychology Department are conducting a study examining student's opinions. We are examining how students' first impression of their peers using a brief vignette. Because you are 18 years or older, and enrolled in a Psychology course, you are invited to participate in this study. The study consists of one online survey, which should last approximately 30 minutes. You will receive one (1) research credit for Psychology for your participation.

What you will be asked to do:

1: The first half of the study will consist of a short story describing a possible student that one may encounter on campus. You will be asked to assess aspects of this possible peer based off the information given.

2: The second half of the study will consist of questionnaires assessing how you feel about your peer described earlier. You will also be asked to assess intergroup similarities or differences.

3: After you finish the study, you will be asked to complete a short demographic page. This will consist of age, academic major, and where you are from. This will not be associated with your name.

Risks

Participating in this study poses minimal risk. There is a risk that survey questions may make you uncomfortable. You may skip any questions you are not comfortable answering and may stop the study at any time.

Benefits

Participation in this study will benefit the study by providing necessary research data on student's perceptions of others. You will benefit from

participating in this study from the opportunity to learn about the research process and the experience of participating in a study.

Compensation

For participating in the study, you will be compensated one research credit.

Confidentiality

Data are anonymous and will be kept in a password-protected computer for 7 years in accordance with the American Psychological Association's guidelines. Data will then be deleted.

Voluntary

Your participation is voluntary, and if you choose to continue you may stop participation at any time (with no loss of credits). As stated above, you may skip any questions you do not wish to answer.

Contact Information

If you have any questions about this study, you can email Matthew Pinkham (matthew.pinkham@umit.maine.edu), Ryan Pickering (ryan.pickering@umit.maine.edu), or Faculty sponsor Shannon McCoy (shannon.mccoy@umit.maine.edu). If you have any questions about your rights as a research participant, please contact Gayle Jones, Assistant to the University of Maine's Protection of Human Subjects Review Board, at (207) 581-1498, or email at (gayle.jones@umit.maine.edu).

Consent

By clicking the "I Agree to Participate" button, you consent to the above information and will be forwarded to the study. You may print a copy of this page if you wish to keep it for future reference.

University of Maine Institutional Review Board Approved for Use Through 11/19/2014

[I agree to participate button]   [I do not agree to participate button]

APPENDIX G

Study 2 Informed Consent

Informed Consent
"International Student Experience Survey"
Ryan Pickering, B.A. & Matthew Pinkham
University of Maine

Faculty sponsor Shannon McCoy, Ryan Pickering, B.A., and Matthew Pinkham of the University of Maine's Psychology Department are conducting a study examining international student's perceptions while studying on the University of Maine campus. We are examining how international students perceive their interactions with others on campus, their perception of other international students, as well as access to services on and off campus. The study consists of one online survey, which should last approximately 30 minutes.

What you will be asked to do:

1: The first section of the study will consist of a few questions asking you about your access to various resources on and off campus. Three of these will be short answer, and your answers can be however long or short you feel comfortable with. An example question is "How easy or difficult is it for you to travel off campus?"

2: The second part of the study will consist of a few questions about how you perceive yourself as an international student, and how you feel others perceive you as an international student. An example question is "Being an international student is an important reflection of who I am".

3: The third part of the study will consist of questionnaires assessing how you perceive the other student groups on campus. This includes how similar you feel your beliefs are to other students, how anxious you are around other groups of students, and how much you understand or relate to other groups of students. An example question is "The values of people from the United States regarding work are very similar to your own" (then you would rate your answer).

4: After you finish the study, you will be asked to complete a short demographic page. This will consist of age, academic major, and ethnicity. This will not be associated with your name.

Risks

Participating in this study poses minimal risk. There is a risk that survey questions may make you uncomfortable. You may skip any questions you are not comfortable answering and may stop the study at any time. If you have any concerns after taking this survey, the Counseling Center is available for your assistance (207-581-1392).

Benefits

While there are no direct benefits to you from participating, we hope this research will provide data on international student's perceptions.

Compensation

There is no direct compensation for participating in this study.

Confidentiality

Demographic questions will be asked at the end of the survey. This information is meant to describe the sample in general, and not any individual. However, some of the information may be identifying. Because of this, you do not have to answer any demographic question you do not feel comfortable with. Data will be kept in a password-protected computer for 7 years in accordance with the American Psychological Association's guidelines. Data will then be deleted.

Voluntary

Your participation is voluntary, and if you choose to continue you may stop participation at any time. As stated above, you may skip any questions you do not wish to answer.

Contact Information

If you have any questions about this study, you can email Matthew Pinkham (matthew.pinkham@umit.maine.edu), Ryan Pickering (ryan.pickering@umit.maine.edu), or Faculty sponsor Shannon McCoy (shannon.mccoy@umit.maine.edu). If you have any questions about your rights as a research participant, please contact Gayle Jones, Assistant to the University of Maine's Protection of Human Subjects Review Board, at (207) 581-1498, or email at (gayle.jones@umit.maine.edu).

Consent

By clicking the "I Agree to Participate" button, you consent to the above information and will be forwarded to the study. You may print a copy of this page if you wish to keep it for future reference.

University of Maine Institutional Review Board Approved for Use Through 2/16/2015

[I agree to participate button]   [I do not agree to participate button]

AUTHOR'S BIOGRAPHY

Matthew Pinkham was born in Dover-Foxcroft, Maine on the 20th July 1992. He was raised in Sangerville, Maine and graduated from Piscataquis Community Secondary School in 2010. Matthew will graduate from the University of Maine with a major in Psychology, and a minor in Anthropology, with Honors. He was a member of Phi Sigma Pi: National Honor Fraternity, where he had served as Treasurer and Vice-President over the course of three years. Matthew also served on the Honors Council during the 2012-2013 academic year.

Upon graduating, Matthew plans on attending University of Maine Graduate School for a Masters degree in Social Work.