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**MASSEY UNIVERSITY STUDENT EXCHANGE
PROGRAMMES TO THE UNITED STATES OF
AMERICA: A DESCRIPTION**

**Mark Charles Ferguson
1993**

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MASSEY UNIVERSITY STUDENT EXCHANGE PROGRAMMES TO
THE UNITED STATES OF AMERICA: A DESCRIPTION

A thesis presented in partial fulfilment of requirements of
the degree of Master of Education at Massey University

MARK CHARLES FERGUSON

1993

ABSTRACT

The aim of this study was to describe the student exchange programmes between Massey University and the University of California (UC), California State University (CSU) and the University of Montana (UM), administered by the International Exchange Programmes Committee at Massey University, providing a qualitative description through a comprehensive characterization.

An evaluative model, a holistic-inductive and a naturalistic strategy and formative-action research design were adopted.

The following qualitative social science methods of inquiry were utilized; survey, interview, observation, participant observation, document and content analysis. Programme directors/co-ordinators and past exchange students, from the four participating institutions, were sent questionnaires. A number of informal interviews were held with; programme administrators, past and present exchange students, university staff and experts in the field. Access to some Massey University International Exchange Programmes Committee documents and letters of communication provided further data.

The literature search was extensive. United States of America based organizations involved with study abroad provided a wealth of information. To aid the documentation on the history of international exchange

programmes in New Zealand, questionnaires were sent to all New Zealand universities.

The study is presented in a format that will aid administrators in their decision making of the future. The literature review is comprehensive, summarizing relevant research in the field and the results describe the programme administration and exchange student experience in detail.

The exchange programmes can be described as 'organized to a medium extent' and are administered by a university appointed committee. The exchange programmes assist cultural exchange and enable selected students to gain first hand knowledge and understanding of other areas of the world while working for academic credit. Massey University students (who have come from primarily the agriculture/horticulture, business and social science faculties) have generally had most positive experiences. CSU send mainly agricultural students from San Luis Obispo. American students also had positive experiences. They highlighted the cultural benefits of such an experience, learning not only about the New Zealand way of life but also about their own culture in relation to others. Massey University students tended to emphasize the benefit the exchange experience would have on their future careers. Students suggest that the cross-crediting of academic credit, earned while on exchange, and the availability of information made available, to prospective and intending students, be reviewed in an effort to make the experience a more enjoyable one.

Evaluation procedures are not present within the organizational framework of the Massey University programmes. A comparative lack of interest on the part of Massey studentry is discussed with reference to awareness levels, recruitment procedures, future developments and resources currently available. Note that this discussion is not evaluative in nature, as it is not the purpose of this study to judge programme effectiveness but rather to provide the characterization from which an evaluation might begin.

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Vicki Warp of the International Programs Office at the University of Montana provoked my initial interest in the evaluation of study abroad programmes in order to gain the knowledge and insight that would be of benefit to the Massey University - University of Montana student exchange programme.

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Chapter 1

INTRODUCTION

"Study abroad, at its best, should lead to a sense of discovery - discovery of the world, discovery of one's own cultural roots, discovery of one's very self. By casting oneself into an alien setting, the emotions are jogged - indeed they are assaulted - by the obvious differences all around. One is forced to cope with all these differences in order to meet life's basic needs, and to cope requires knowledge, adaptive skills and let it be said, courage."
(Sommer, 1983)

OUTLINE

This chapter reports the purpose of this study. It states the research problem, its objectives and provides a description of the field setting.

1.1 BACKGROUND

Higher education institutions, as constituents of numerous societies today, play an increasingly prominent role. More tertiary organizations are being established, and students are enrolling into these schools of higher learning at an increasing rate (Leslie & Brinkman, 1988). In New Zealand the number of university students undertaking full-time internal study is rising steadily (Department of Statistics, NZ). Massey University has increased its

internal role by 250 students in 1993. Recently, two higher education campuses - International Pacific College in Palmerston North and Massey University's Albany campus on the North Shore of Auckland, have been established.

The function of higher education institutions is described by Burn et al. (1990):

"... higher education systems (in the diversified form in which they manifest themselves in the modern world) continue to exercise a crucial responsibility in training large proportions of those sections of society which enjoy high levels of decision-making and decision influencing power." (Burn et al., 1990)

In conjunction with such trends in higher education, concern for international affairs has, perhaps, never before been such a high priority (Allaway, 1985; Thomlison, 1991). Developments in politics, economics, technology and communications have allowed nations to become more interdependent than had previously been the case. This has generated a need for people of all nations to know and understand other cultures.

Study-Abroad is one such activity that has grown out of a need to internationalize the higher education curriculum (Hill, 1986). Proponents of such activities state that participants will return with a marked

increase in world-mindedness, open mindedness and significant changes in personal characteristics (Brislin, 1981; Hansel & Grove, 1986; Kauffman, 1983; Lowe, Askling & Bates, 1984).

Attitude change has also been examined in relation to overseas study programmes, with some contradictory results. The majority of the research however, does uphold the hypothesis that attitudes and perceptions change as a result of study programmes in other countries (Hansel, 1984; Neimeyer & Fukuyama, 1984; Stewart, 1976; Sharma & Jung, 1985; Sharma & Klasek, 1986; Steinkalk & Taft, 1979). The positive effects that result from studying abroad and the desire of young people to understand the world in which they live, have contributed to the growth of study abroad programmes (Zikopoulos, 1988).

International student exchange is one such educational opportunity enabling students to study abroad. There are a variety of such programmes operating. The type of student exchange programme that is researched in this study is distinctly different from the type where students go abroad entirely on their own initiative. These exchanges are organized, in that the institutions involved provide the framework which enables exchange to take place.

International student exchange programmes are educational programmes having goals and carrying out activities that either reflect those goals or will be part of a process in meeting those goals. In common with other

educational programmes, various measures can be implemented to determine programme effectiveness and to provide information that is needed for informed and rational decisions.

The credibility of study abroad programmes, and therefore their prominence within higher education institutions, relies on policy makers and administrators. The planning and implementation of these programmes will need to reflect educative purpose, working within the participating institutions missions and to higher education standards.

Evaluation research is one such social science method of inquiry that systematically analyses purposeful and organized programmes, attempting to improve their planning, monitoring, and efficiency. (Rossi & Freeman, 1982).

It is through study of relevant literature and personal experience as a Massey University exchange student to the University of Montana (1990/91) that this particular research problem evolved.

1.2 STATEMENT OF THE PROBLEM

The International Exchange Programmes Committee (IEPC) at Massey University - New Zealand, currently administers six international student exchange programmes. Three of these are reciprocal agreements with the

University of California, California State University and the University of Montana of the United States of America. These programmes are the subject of this study.

Two other student exchange programmes are operating between Massey University, Tezukayama Gakuin University and Kyoto Sangyo University of Japan. These programmes are primarily administered by a staff member in the Modern Languages Department at Massey University and differ from the USA exchanges in that there is a language requirement for participating students. Another programme has recently been established, with Wye College-England, for Agriculture department students. Their requirements make these agreements departmental, in contrast to a multi-departmental exchanges, as in the case of those to the American universities.

Since the exchange agreements have been in place at Massey University, the administrators have received numerous requests to exchange either more students in presently established programmes or to establish new exchange agreements. Recent requests to establish faculty exchanges in Agricultural and Horticultural Sciences have been received from Cornell University, Tokyo University, University of Guelph and the Royal Agriculture College. These requests have been declined.

Guidelines for tertiary reciprocation of exchange programmes were recently amended by the Minister of Education. A principal requirement, in order to

avoid exchange students paying foreign tuition fees, is that programmes keep an equal ratio of foreign and New Zealand students (averaged over three years).

The Dean of Agricultural and Horticultural Sciences has doubts, given the increasing costs of tertiary education in New Zealand and the small number of Massey University students who have historically participated in exchange programmes, that there will be sufficient numbers of exchange students from Massey University to match the numbers from abroad.

The Chairman of the IEPC at Massey University (Associate Professor Duncan Mackenzie) is of the view that;

"... given a strong 'push' at the Massey end a greater number of candidates will wish to study abroad. However, there are considerable administrative, academic counselling and organizational overheads that would arise from a more pro-active stance being pursued."

It is not the intention of the Dean of Agricultural and Horticultural Sciences to be negative in regards to student exchange programmes;

"... but before much work is undertaken to establish further programmes, I believe it makes sense to undertake a frank analysis of the situation."

It is thus the purpose of this study to endeavour to provide;

a qualitative description through a comprehensive characterization of the above programmes using an evaluative model, a holistic - inductive and naturalistic strategy and a formative-action research design, describing what is, rather than endeavouring to prescribe.

1.3 RESEARCH OBJECTIVES

This study describes the exchange programmes using appropriate social science methodology. Methods were selected to meet the specific nature and uniqueness of the particular programmes and the educational environment in which they operate.

The research objectives were to;

1. Examine the goals, functions, resources and achievements of the programmes
2. Draw conclusions about the programmes that may be of use to both policy makers and the IEPC at Massey University.

The following diagrams illustrate the structure of analysis based on Opper et al. (1990) and Burn et al. (1990) research design. These two models provided the structure from which data could be gathered.

Diagram 1

CHARACTERIZATION MODEL

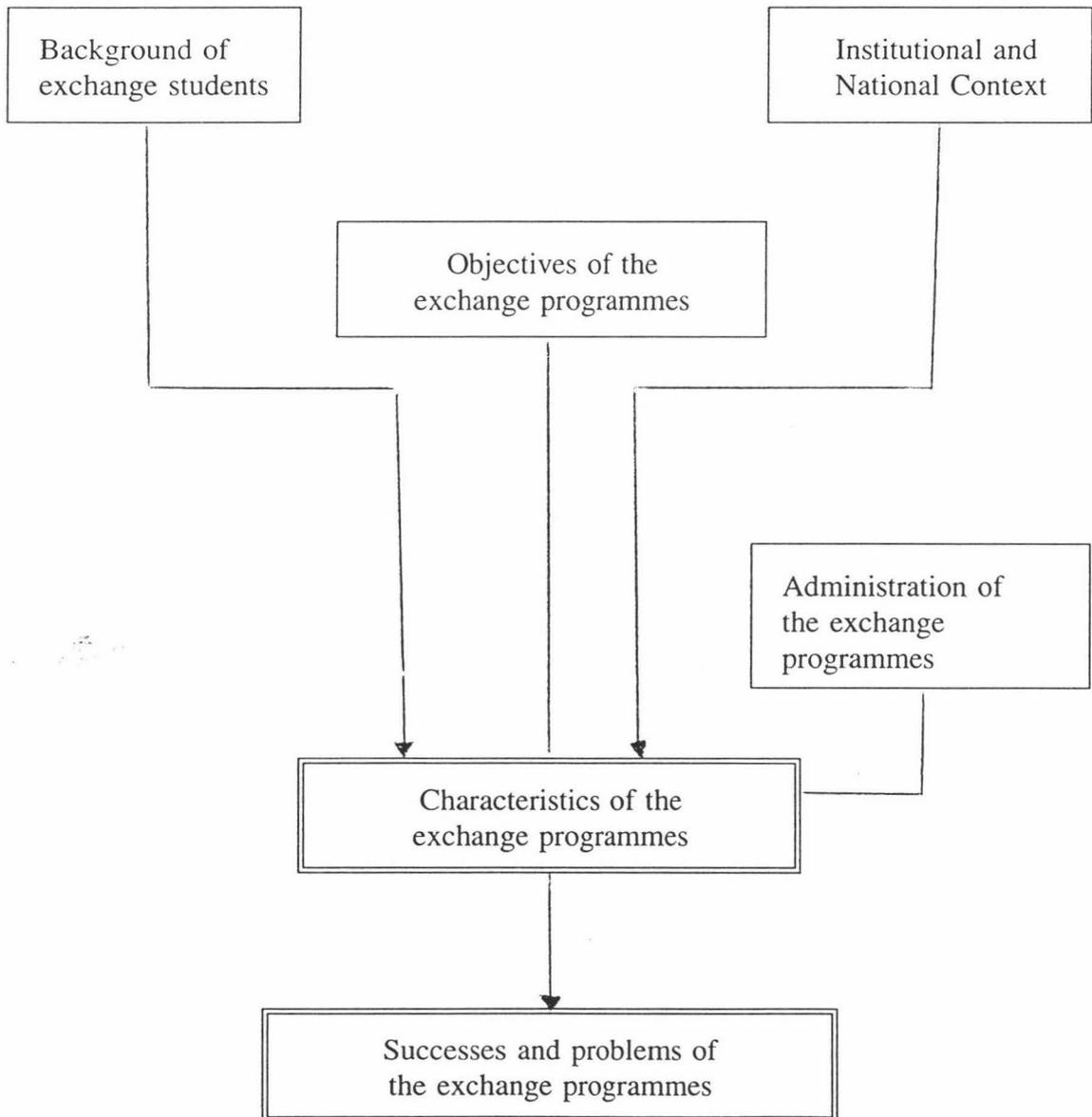
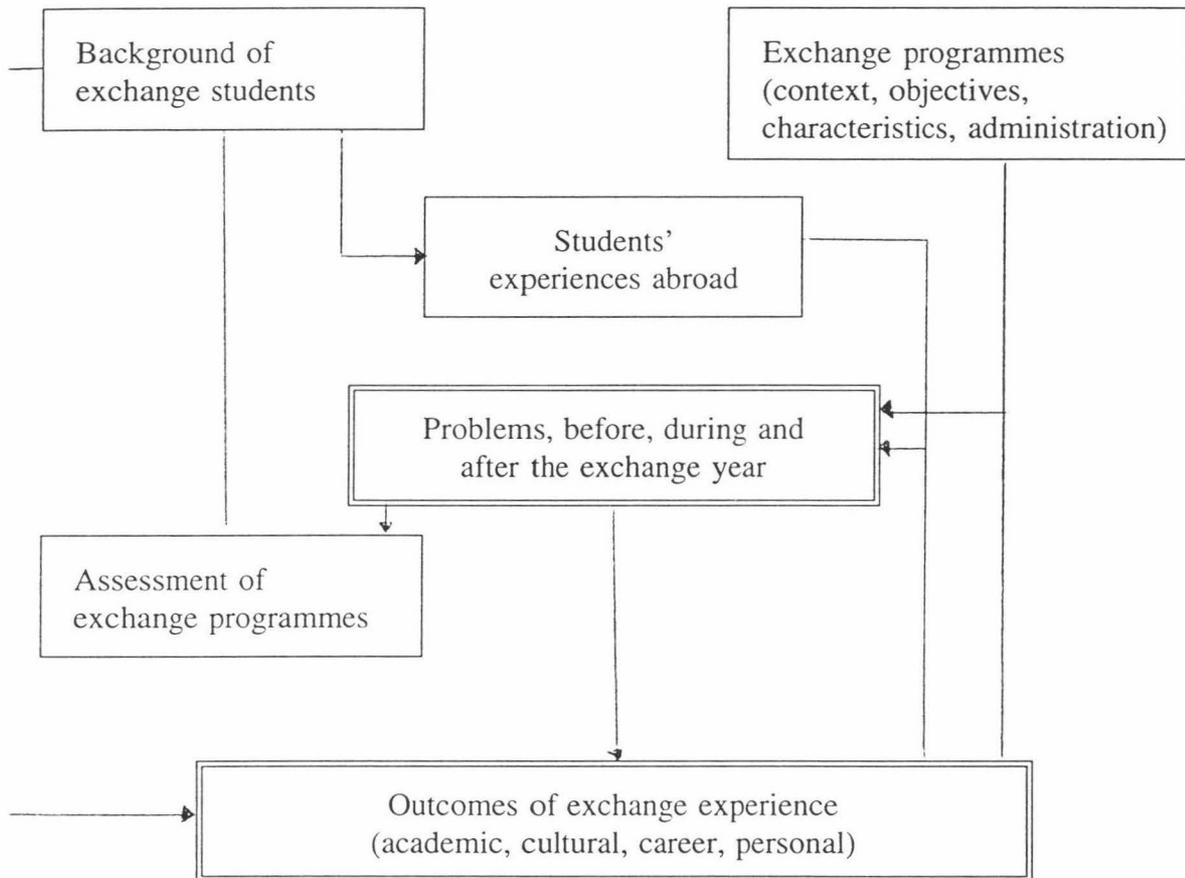


Diagram 2

STUDENT PARTICIPANT CHARACTERIZATION



1.4 FIELD SETTING

In this section the; history, structure and campus of Massey University is detailed describing the university environment in which the exchange programmes partly operate. The university is situated in Palmerston North, and the predominant characteristics of the city are reported.

The international student exchange programmes described in this study are unique to Massey University. These characteristics have been partly influenced by the environment from which they have evolved and from which operate.

1.41 International Student Exchange Office

The International Exchange Programmes Committee (IEPC) does not operate out of one room or location. Most administrative duties are carried out by Mrs Margaret Gilbert in addition to her other responsibilities. Her administrative title is 'Scholarship Officer' and her office is situated in the Registry building at Massey University.

The IEPC Chairman, Dr Duncan Mackenzie, is a faculty member of the Animal Science Department and has an office in the Agriculture/Horticulture Science building.

IEPC members, one from each faculty, also carry out a number of duties.

1.42 University History

Founded in 1927, Massey Agricultural College was named after the former Prime Minister of New Zealand, William Ferguson Massey (1856-1925), who dedicated much of his life to the promotion of agriculture. The college offered programmes leading to Bachelor and Master of Agriculture Science degrees, and students could also enrol in a variety of short courses in farm management and technology. Courses in horticulture were added after World War II.

From 84 students in the first year the college roll grew steadily to 500 in 1960. The following two decades saw a period of rapid change as Massey entered a major new phase in its development. The college was granted university status in 1963 and within two years it had grown into a six-faculty institution. In the late 60s and early 70s two further faculties were added. Today Massey University is the second largest university in the country with more than 8500 students studying on campus and a further 20,000 studying by correspondence.

A recent development is the establishment of a second campus, Albany, on Auckland's North Shore.

1.43 University Structure

The University Council is the governing body of the university. It is chaired by the Chancellor, who is also the ceremonial head of the university.

The Vice-Chancellor, as Chief Executive Officer, is accountable to the University Council (as governing body) and to the Academic Board, as the body responsible for academic affairs. He is supported, in these duties, by the University Registrar as the Chief Administration Officer. The Vice-Chancellor is also assisted by a number of Assistant Vice Chancellors, Assistants to the Vice-Chancellor and the Deans of the Faculties.

The Registrar is responsible for the functions and activities of the Registry, which comprises the central administrative structure of the university. Deputy Registrars and directors, each accountable to the Registrar, head various sections and offices in the Registry.

Heads of Departments, Research Centre directors, Unit Supervisors and the University Librarian are each accountable for the effective management of their respective functions and activities.

Each level of university management from the University Council downwards is advised by appropriate committees, reflecting the university commitment to collegial governance, and may be assisted from time to time

by working groups to carry out specific tasks on a project management basis.

1.44 The University Campus and City

The Massey University campus is situated five kilometres from the city centre of Palmerston North. The population of the city was 70,318 at the 1991 census. The ethnic mix of the city's population is unique compared to the New Zealand average. Maori form 10% of the city's population compared with the national figure of 12%, while the Pacific Island/Polynesian people form 1.7% against a national figure of 3.9%.

At 24% the 15-24 age group is a larger proportion than occurs in any other city. This reflects the prominence of tertiary education and research institutions in the city.

Research institutions include, the sections of various Crown Research Institutes including AgResearch, Landcare and Fruit and Crops, the New Zealand Dairy Research Institute, Leather and Shoe Research Institute, and Massey University. Tertiary establishments include the Manawatu Polytechnic, Palmerston North College of Education - Te Kupenga O Te Matauranga, International Pacific College and Massey University.

Massey University's 40 hectare campus is self-contained. In addition to lecture theatres, laboratories, library and computing services, there is a recreation centre, health service and creche. Hostel accommodation for over 1,000 people is also available. A commercial centre, containing a bookstore, banks, a chemist, a hairdresser, a coffee shop, a travel agent and computer shop also services the university.

Massey University Students' Association (MUSA), oversees many activities including an accommodation service, weekly newspaper and radio station. The campus is surrounded by a further 900 hectares of farmland. Parts of this are teaching farms run on a commercial basis; other areas are run for research purposes. In addition, the university administers two trust farms, one in the Waikato and one in the Wairarapa. The farm and research units total 5,280 hectares, making Massey University the largest land-administering university in Australasia.

1.5 Chapter Organization

Chapter two, reviews the relevant literature.

Chapter three, discusses the methodology adopted.

Chapter four, presents results from the data collected.

Chapter five, reviews and discusses the results presented in chapter four.

The study concludes with relevant; appendices, tables and bibliography.

Chapter 2

REVIEW OF THE LITERATURE

OUTLINE

There are six components to this literature review;

- 2.1 The nature and development of internationalization in higher education
- 2.2 A definition and description of international exchange programmes, their nature and purpose, and the types of student exchange agreements
- 2.3 The characteristics of international student exchange programmes in higher education that are currently operating in tertiary institutions within the United States of America, Europe and New Zealand
- 2.4 International student exchange programme assessment
- 2.5 The impact of study abroad on student participants
- 2.6 The identification of various styles of student exchange administration

The aim of this study is to provide a qualitative description of existing Massey University student exchange programmes to the USA, that may aid

the administrators, of these and other programmes, in the future. It is the purpose of the literature review to summarize existing knowledge about study abroad programmes bringing together an understanding of theory and practice in an attempt to provide a clear and usable text for programme administrators to refer to in the future.

"A review of the literature and existing studies is commonly part of the ground clearing and preparatory work undertaken in the initial stages of empirical research. But a comprehensive research review can become a research project yielding substantive information in its own right..." (Hakim, 1987)

2.1 HISTORICAL

A reflection on the historical nature of post World War II internationalism in tertiary education sketches the background from which current international student exchange activities have emerged.

2.11 Internationalization of Higher Education.

Historically, higher education has always had an international component. Lavroff (1985), in his address to the University of California Symposium on Educational Abroad, said that internationalization within higher education can trace its beginnings back to the ancient Greeks and Romans. Plato was

a teacher of education at a 'higher' level and he encouraged his students to explore the world with both mind and feet. The prominent universities of the middle ages, those at Oxford, Paris and Valencia were noted for what was called 'universalism'. The teachers travelled to various institutions and the students were encouraged and graded upon their itinerant style.

North American higher education has continually been associated with other nations for either financial support or leadership. Germany played an important role in the early days of higher education in North America (Kerr, 1985). Many students were sent there, mainly graduates, to further their thinking, and American universities adopted German research as almost their own, especially in scientific fields.

World War II was a turning point for internationalism in higher education. Internationalism was seen as an integral part of education. The development of international education went 'hand in hand' with the reconstruction of Europe and Japan. The Fulbright Program was initiated and was seen, by proponents, as important as the much needed economic reformation. This programme aimed to increase the international borrowing between the participating nations.

In the 1960's some developed nations (especially the USA), supplied technical assistance to developing nations of the world and their new universities. The sixties and the following decade saw increasing

internationalism. It was not only an era of increased foreign aid but also a time when multi-national companies became a more prominent feature and the relatively lower prices in air fares along with the media's power to reach a wider audience, resulted in increased travelling across national boundaries.

The Vietnam war stirred world interest in foreign affairs as perhaps no other war has. In many circles it produced an negative attitude towards international involvement. Such a public pose saw the support of international educational activities take a dramatic decline, similar to the 1500's - when it was due to the monarchs' attempts to control universities.

Reasons for the resurgence of study abroad activities for students in the 1970s and 1980's included an increased desire among American youth to understand a world and network of international relationships. Factors that supported such desire were the increasing strength of the US dollar, and the softening of US cultural attitudes towards foreign lands.

During the 1980's many countries viewed internationalism as imperative to their welfare and it was at this time the term 'global perspective' emerged as common usage. Paralleling this, foreign language enrolments increased and the number of foreign students enrolling at tertiary institutions around the world rose. International programmes of all kinds increased in popularity; teacher exchanges, student exchanges at the primary-secondary and tertiary levels were illustrations of the development of a global attitude. By 1989

two thirds of four-year colleges and universities and one-eighth of two year colleges were operating study abroad programmes (Lambert, 1989).

In a report on Pacific Rim countries, brought together through submissions from the California College, California State College and the University of California in response to Assembly Concurrent Resolution 82 (1986), scholars predicted that the twenty-first century will be known as the 'Pacific Century' due to a significant shift of trade, innovation and cultural influence to those nations that surround the Pacific. The report suggested that this shift must not go unnoticed and peoples of the world should improve their understanding of the region and develop long-term strategies to increase their effectiveness among Pacific Rim countries. Educational exchange of students was listed as one activity that could promote such understanding.

New channels of communication have recently evolved due to technological advances, such as; satellite communications, computer networks, interactive video and distance learning. It is these developments along with political and attitude changes toward internationalism in higher education, that have made this aspect of education more prevalent and achievable than it has been in the past.

2.12 Higher Education and International Exchange

Higher education institutions have included internationalism, as a constituency, through 'organized' study abroad programmes. 'Organized' means that arrangements are negotiated between the participating institutions. The type of internationalism concerning this study is the exchange of students under the guidance of programme administrators. This is not the only way in which students can study abroad - there are four others;

1. Enrolment in a programme sponsored by a home university (this may be sponsored in co-operation with a foreign university)
2. Enrolment in a special programme for international students at a foreign university
3. Direct enrolment in a foreign university as a degree candidate or as an occasional or special student
4. Enrolment in a programme sponsored by an organization other than a college or university

Student exchange programmes are not recent developments within higher education, they have been operating in the USA and Europe since the 1920's (Briggs & Burn, 1985). The next section describes their nature, purpose, and the various forms in which they operate.

2.2 WHAT IS INTERNATIONAL STUDENT EXCHANGE?

Programmes of international student exchange enable student participants to study in a foreign educational setting usually for a maximum period of an academic year. Arrangements are reciprocal in that, in 'exchange', the foreign institution sends a student for a similar period of time.

2.21 Nature and Purpose

"The exchange with the University of Montana aims primarily to assist cultural exchange and enable selected students to gain first hand knowledge and understanding of other areas of the world." (Massey University student exchange application form to the University of Montana, 1993)

The Massey University to University of Montana exchange focuses on cultural opportunities, where many other exchange programmes are more academically orientated. Whatever their specific nature, and purpose, all student exchange programmes are commonly rooted at heart (McElrath, 1985). The character and the quality of such experience abroad enables some small part of the world to become, real, complex, changing and personal.

2.22 Types of Student Exchanges

Burn et al. (1990) conducted the Study Abroad Evaluation Project (SAEP). It was co-ordinated by the European Institute of Education and Social Policy in Paris. This study analysed some leading examples of study abroad programmes in five countries. The results went beyond any previous research and is a valuable resource on the types of student exchanges that are currently operating at the tertiary level in Europe and the USA.

It is important to note that the type of student exchange programmes mentioned here are distinctly different from the type where students go abroad entirely on their own. The following are 'organized' exchanges where the institutions involved assume some sort of responsibility in preparing the environment in which the visiting student will become a part. There is a large range of overseas opportunities in which students can participate (study/travel tours, internships, practical training, etc...). This review focuses specifically on study abroad for academic credit.

Study abroad programmes can be categorized into the following levels of organization;

1. *High Degree of Organization*

This is based on the resources that go into administering the programme. These types of programmes are characterized by relatively higher costs to the institutions and/or students participating. The exception to the rule is that a programme may be highly organized yet the costs are low due to administrative staff volunteering their time. These people are usually faculty members or staff.

2. *Organized to a Medium Extent*

Usually programmes of this type carry out much of the organization for a student's sojourn. However, students are required to take some initiative in planning their time abroad.

3. *Open Structure*

Here financial costs are low to both participating institutions and students. Many of the administrative tasks, that would be completed by programme staff under an highly organized programme, are left to the student. Such categorization is useful but also problematic. Not all programmes, due to their differing characteristics, can be categorized so neatly. Exchange programmes can be highly organized in one aspect and not in others (Burn et al., 1985). The (SAEP) found that 83% of

programmes in their study, using the above criteria, were 'highly organized' to 'organized to a medium extent'.

Student exchange programmes differ not only in level of organization but also in purpose. A common difference in purpose is often a result of curriculum. The majority of student exchange programmes in the USA are operated as faculty exchanges, mostly in language and linguistic departments purposely for participants to experience and learn a specific language. A number of business programmes in the USA also operate student exchange programmes with foreign universities. In some instances a period of study abroad is a compulsory segment of course curriculum.

2.3 CURRENT CHARACTERISTICS OF INTERNATIONAL STUDENT EXCHANGE

The following section focuses on student exchange programmes reviewing current characteristics in, the USA, Europe and New Zealand.

2.31 United States of America and Europe

1985/86 statistics on study abroad in the USA were collated and presented in a Institute of International Education (IIE) report. This was the first time in which data were presented to portray the extent of study abroad activity in the USA. The response of 1,898 accredited USA institutions of higher

education, detailing characteristics and destinations of 48,483 student participants, was presented and a number of trends were identified.

At present the predominant direction of student mobility from the USA is to Third World countries. However in the past the largest outflows of students from the USA have been to Europe with countries such as the UK, France, Spain, and Italy accepting the highest numbers. In terms of fields of study, Liberal Arts and Foreign Languages dominate. The main duration of study is for one semester.

In the above study's explorations, it was found that study abroad programmes varied in their objectives with their goals falling into two categories; educational and practical. Administrative objectives that were predominant consisted of;

"...attraction of larger enrolments, recruitment of the very best students, responsiveness to the entrepreneurial drives of faculty, fulfilment of the consumer demands of students, provision of a break in a long and uninterrupted undergraduate experience, rendering graduates more marketable to employers and graduate schools, improving the institutional 'bottom line' by decreasing costs or increasing revenue, opening up inter-institutional linkages of diverse kinds, positive reactions to government initiatives in foreign affairs, and use of foreign experience as a technique of institutional renewal." (Zikopoulos, 1988)

2.32 New Zealand Universities

The history of international student exchange and the nature of those activities in New Zealand had not been collated and documented prior to this study. With support from the Ministry of Education, and the universities themselves, the following description has evolved.

In 1979 an amendment to the Education Act authorized tertiary institutions to charge fees to private foreign students. But students undertaking a course at a tertiary institution "... under a reciprocal exchange scheme approved by the Minister..." were not subject to the \$1500 fee charged to private foreign students. Subsequently student exchange programmes increased in number.

With the increasing number of student exchange programmes, organizations affiliated with the USA became interested in exchange activities. In November 1988, the Ministry of Foreign Affairs wrote to, the New Zealand Vice-Chancellors Committee requesting information "... on the relationships individual New Zealand universities have had (and still have, or may be planning) with universities in the United States." The Ministry's interest in the linkages that existed in the academic world between New Zealand and the United States regarding students, professionals and researchers, was initiated by their offices in the USA. They were interested in:

"... looking at ways in which that constituency can be tapped to contribute to their overall public affairs strategy and the importance of this to the Ministry's corporate goals in the United States. It has struck us that despite a good many years, for example, of Fulbright exchanges these have not resulted in much by the way of institutional linkages with academia in the United States. There may be good reasons for this. The question of funding, I imagine, may be one of them. But the potential seems to us to be there for the pursuit of academic links on a more co-ordinated basis than may have been the case in the past".

The Senior Administrative Assistant (Academic) and exchange programmes secretary at Massey University at the time, responded to this letter (it was passed on by the Vice-Chancellors Committee to each New Zealand university). In concluding her report she made suggestions for strengthening links with USA universities;

1. Increase the range of Student Exchange Schemes.
2. Make funding available to assist New Zealand student participation in the Exchange Schemes which are already established.
3. Provide travel assistance for general staff so that Student Exchange Programmes can be more fully developed.
4. Provide travel grants for academic staff to attend conferences in USA; provide research or cultural grants for specified priority areas."

In August 1992, the Assistant Vice Chancellor (Academic) at Massey University received a letter from the New Zealand-United States Education Foundation (NZUSEF) requesting information concerning,

"...any courses and programmes at American universities in the area of New Zealand Studies and the extent of exchanges between New Zealand and United States universities." The NZUSEF had primarily been concerned with the administration of Fulbright Scholarships in New Zealand but this request suggested they were becoming interested in other university linkages with the United States. Their report includes information on tertiary, and institutional study abroad agreements (Appendix A).

The manner in which universities have applied to establish an exchange with government approval has recently gone through change. Prior to July 1990 universities sent their proposals for reciprocal student exchange schemes to the University Grants Committee (UGC) for approval. UGC then referred proposals to the Ministry to obtain the Minister of Education's approval of schemes for the purposes of gaining exemptions from payment of the private foreign student fee. Prior to obtaining the Minister's approval proposals were sent to the New Zealand Immigration Service (NZIS) to ensure immigration requirements were met. From July 1990, when UGC was disestablished, to November 1992 universities sent their exchange proposals directly to the Ministry of Education who forwarded them to NZIS for checking prior to sending it to the Minister for approval to waive foreign student fees. As of

December 1992 tertiary institutions no longer have to seek Ministry of Education approval to establish institution to institution exchanges. Proposals should be sent to the NZIS and must meet the appropriate guidelines. (Appendix B)

During the course of this research the researcher wrote to the Minister of Education, Dr Lockwood Smith, requesting his view on student exchange programmes in New Zealand. He responded:

"... in recent years there has been an increasing number of New Zealand Secondary (Secondary) School and tertiary students seeking opportunities to study in other countries. Universities and polytechnics have entered into reciprocal student exchange agreements with tertiary institutions overseas in recognition of the importance and value of such exchanges and to cater for the interests of their students. As the Prime Minister, the Rt Hon J.B. Bolger noted in his speech on August 19 1992 to Massey University, education has a key role to play in the development of skills necessary in an increasingly interdependent global community."

The extent to which each university has developed student exchange programmes is documented below. This information was obtained through questionnaires the researcher sent by mail to New Zealand universities and the NZUSEF 1992 Report (Appendix A). Victoria, Lincoln and Otago universities did not reply to the questionnaire, therefore information on their

exchange activities is limited to information contained in the NZUSEF report.

2.321 *University of Auckland*

The University of Auckland has had five exchange programmes to; Hiroshima University (Japan), Sophia University (Japan), State University of New York, Thammasat University, East China Technical University of Water Resources and the University of California (UC). Responses to the questionnaire provided information only on the Californian exchange.

Co-operation between Auckland and UC was first discussed in 1986. A formal agreement was signed in 1987 and the first exchange of students, by both institutions, was in 1988. The Education Abroad Programme (EAP) at UC initiated the exchange as an attempt to broaden the academic and intellectual horizons of participating students.

Between 1988 and the 1992/93 academic year 11 students have been sent from Auckland and 12 UC students have been received. Up until 1992 all qualified NZ selectees participated on the exchange. In 1992, 15 applied, 5 were selected.

Two academic staff administer the exchange. They also advertise, advise and assist in student selection. In 1988 Brian Davis was appointed as the New

Zealand EAP co-ordinator. Until such time as EAP has sufficient numbers of students in New Zealand to justify a director of its own, Professor Davis acts as a co-ordinator for EAP students throughout New Zealand. His responsibilities are to; (1) facilitate the placement of EAP students and (2) co-ordinate the translation of New Zealand grades into Californian grades. Professor Davis receives an honorarium for his services.

2.322 *University of Waikato*

Student exchange programmes are recent arrivals to the University of Waikato. They have student exchange agreements with (year of establishment in brackets) University of California (1991), the University of Maine (1992), the University Francaise de Pacifique (1992), the International Christian University - Japan (1992) and Kansai Gaidai University - Japan (1992).

In the majority of cases the exchange programmes are the result of prior informal staff contact. Their objectives are to;

"Promote international friendship and understanding, stimulating cross-cultural study, activities and projects. To develop co-operative international relationships."

Two personnel administer the programmes. The Assistant Registrar is responsible for the co-ordination of policy and process and is also the Chairperson of the selection committee. The International Student Support Officer liaisons with students and implements the selection process.

The administrators have encountered two problems;

1. Policy considerations: ".. eg. is it possible for a Waikato student in his or her final year of undergraduate study to participate in the exchange? (for a Waikato degree, the major subjects should be studied at Waikato)."
2. Probable need for more financial support for the administration of the schemes.

An orientation programme does operate for all international students and exchange students are encouraged to attend.

The exchange programmes are promoted by the International Students Office, through their own publications and NEXUS (student newspaper).

Criteria for acceptance includes the following;

1. One previous year of university study
2. B average or better

3. Assessment of a student's reasons for wanting to enter the exchange scheme
4. Sufficient subsistence finance

The selection process involves;

1. Advertising
2. Information made available (calenders and brochures)
3. Answering enquiries
4. Receiving applications
5. Short-listing of applications
6. Interview of short-listed candidates by selection committee comprising; academic staff, student support staff, Registry and International Student Office staff.

Funding for the exchange programmes comes from the EFTS funding system. The total EFTS funding to the university is divided into separate allocations and distributed to the various cost centres.

Decisions regarding the cross-crediting of academic grades are made by the host department on the recommendation of the administrative officer responsible for credit assessment.

At present the exchange programmes are not evaluated:

"As these agreements are new to Waikato, we shall be evaluating them after a second year of operation. The committee on International Students will be involved in that evaluation."

As of June 1993, administrators were about to conduct a review to determine how many more exchange schemes they should operate beyond 1993.

2.323 *Victoria University of Wellington*

Victoria University of Wellington (VUW) has exchanged students with the University of California and Nihon Joshi University. In their agreement with the University of California, VUW students pay for accommodation and meals as if they were taking place at a Wellington hall of residence, and receive (in return) a room and meals allowance from the University of California. The allowance is based on the average cost (off campus) of room and meals.

2.324 *Canterbury University*

Canterbury University first engaged in international student exchange with the University of California in 1987. That exchange is still operating along with an exchange with Purdue University. Both exchange programmes were initiated by the American institution. In reply to the questionnaire the Registrar commented:

"As you can see by our reply we are not very far along the exchange road. The main reason has been the differences in the academic years between the northern and southern hemispheres. We do not have a semester system but a whole year programme."

2.325 *Lincoln University*

Lincoln has had exchange agreements with California State University (CSU), the University of California (UC), Colorado State University, and Oregon State University.

2.326 *University of Otago*

The University of Otago has operated exchanges with Iowa State University, Kansas State University, University of California (UC) and Wilfred Laurier University. Otago currently has an agreement with International Study Abroad, based at Butler University Indianapolis. In 1992 ten students came to Otago.

As at April 1993 Liaison Services staff were hopeful of reaching an agreement with the American Institute for Foreign Study (AIFS). The programmes offer either a year or a semester at a university abroad. The programmes are negotiated with the host university to ensure compatibility

of course requirements and a fair and smooth transition of credits back to the home institution.

A London based AIFS officer visited the university and the director of Liaison Services is hopeful an agreement can be signed in time for the second semester of next year (1994).

The director comments:

"There are problems of detail to be resolved, especially those relating to our plans to 'semesterize' our papers next year. It is also difficult to arrange accommodation for students who are here for less than a year." (Staff Newsletter, University of Otago, April 1993)

2.33 **Organizational Support**

There are a number of study abroad related organizations. Some are research and/or administrative organizations and others are information gathering institutions. The organizations listed here provide services for all types of educational exchange programmes.

In the United States of America;

1. The International Student Exchange Programme (ISEP) was established by the USA government to support the international exchange of students. It has been operating since the 1970s. ISEP is an administrative organization that co-ordinates many exchange programmes involving USA higher education institutions.

2. The National Association for Foreign Student Affairs (NAFSA) is a non-profit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its membership is nearly 4,500 representatives of post-secondary institutions, school systems, public and private educational agencies, professional associations and community organizations. Through publications, workshops, consultations, and conferences, the association serves as a source of professional training, a reference for standards of performance, and an advocate for the most effective operation of international educational exchange.

In 1989 NAFSA compiled a bibliography entitled; 'Study, Work, and Travel Abroad'. The bibliography consists of three major sections. The first is a list of key organizations and publishers that can furnish advisers with publication lists or free information on study/work/travel abroad. The second section identifies reference materials for study

abroad advisers and the third section lists reference materials to be included in a study/work/travel resource library.

NAFSA publishes a membership newsletter eight times annually. Each issue contains current information about developments in a number of fields including study abroad programming. The newsletter also provides commentary on major governmental actions, carries in depth examinations of issues and articles on practical applications of knowledge in the field and explores the latest developments in educational exchange.

3. The Council on International Educational Exchange (CIEE) is private, non-profit, membership organization - based in the United States of America with international offices, affiliations and representation throughout the world.

The Council was founded in 1947, by a small group of organizations active in the field of international education and student travel, to help re-establish student exchange after World War II. In its early years the Council chartered ocean liners for transatlantic student sailings, arranged group air travel and organized orientation programmes to prepare students and teachers for their educational experiences abroad. Over the years the Council's mandate broadened dramatically with the increasing number of its academic members whose interests spread beyond Europe, to Africa, Asia and Latin America.

Today the Council assumes important educational responsibilities and, develops, facilitates and administers programmes of international educational exchange throughout the world on behalf of both its national and international constituencies.

The CIEE along with other publications prints a monthly 'Campus Update'. This is a free publication that reports on developments in the field of international educational exchange along with programmes and events organized by the council. This publication is designed for advisors, administrators and educators.

In Europe;

1. The European Community Action Scheme for the Mobility of University Students (ERASMUS) is the most comprehensive of the European study abroad organizations. ERASMUS has been operating since the 1987/88 academic year superseding its predecessor, at EC level - the 'Joint Study Programme Scheme', which operated from 1976/77 - 1986/87.
2. During the 1970s the Integrated Study Abroad scheme was established. It was formed by the German Academic Exchange Service, with funding coming from the German Federal Ministry of Education and Science. Often the travelling costs of administrators are paid in an

effort to facilitate negotiating agreements. Programmes operating through this service are mainly to the USA and Western Europe.

3. The Swedish Government has been attempting to internationalize its education system at least as far back as the 1946 Commission on Education. A commission appointed in 1968 and an investigation by the Chancellor of Swedish universities in 1972 led to the establishment (1976), by parliament, of the 'Internationalization of Higher Education Fund'. The purpose of this scheme is to administer grants that will cover the initial costs for a number of study abroad activities in universities and colleges. The scheme is administered by the National Board of Universities and Colleges.

2.4 ASSESSMENT OF INTERNATIONAL STUDENT EXCHANGE PROGRAMMES

This section reviews some documented evaluations of student exchange programmes. In conclusion it focuses on a guide for the self-assessment of international educational exchange programmes that was developed by the National Association for Foreign Student Affairs (NAFSA).

2.41 **Evaluative Examples**

1. The International Programs Office at the University of Massachusetts, Amherst (USA), has monitored students responses to their study abroad experiences. Detailed questionnaires have routinely been sent to students near the end of their time abroad looking for responses on course work concerning the way it has effected them as a person. (Brewer, 1983)
2. Wright State University, Dayton Ohio (USA), has been administering international student exchange programmes since 1979. The programmes are evaluated annually by those students who participate in them and by those families who host the foreign students. Monthly orientation meetings are evaluated by participating advisers. The programme co-ordinator submits monthly and annual reports to the Assistant Vice President for Student Life and to the Vice-president for Student Affairs. (Nixon, 1989)
3. The University of California Education Abroad Programme, in evaluating their programmes, require all their student participants to respond to a comprehensive questionnaire after their study abroad experience (Appendix C).

The questionnaire cover letter states:

"Enclosed is a copy of the questionnaire which is one of the primary methods in which EAP is able to evaluate the quality of its programs from the student's point of view. Feedback from participants is vital and in order for information to be utilized for program assessment and improvement the supplied information must achieve a high level of reliability and validity. That requires a high response rate with these questionnaires."

Recognizing the need for improving study abroad programmes, the California Community Colleges Consortium for International Education was formed in 1984 comprising about 30 Colleges. Its purpose was to facilitate enrolment for study abroad across different campuses, establish high standards of rigor for study abroad programmes, seek to gain voluntary adherence to these standards throughout the state and provide workshops and materials in order to assure uniform level. In May 1986 the Board of Governors of the California Community Colleges asked for a report, on study abroad programmes within its colleges, to address these issues.

Through research into programme evaluation and the monitoring of study abroad programmes at institutions (like those mentioned above), NAFSA developed; 'A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Post Secondary Institutions' (NAFSA, 1983).

NAFSA were concerned that they, and their institutional members and colleagues, had not been active enough in the establishment of useful recognized standards or principles of effective practice for ways of improving the many aspects of international educational exchange. NAFSA believed they should develop a complete programme based on the experience and leadership of their organization and its members which:

"...thoroughly involves international educators with colleagues-faculty members and administrators - on their campuses or other settings in an effort to assess strengths and weaknesses of international education programs in light of appropriate recognized principles and to build consensus on steps needed to improve these programs and services on an on-going basis. The program must be useful to institutions as well as accountable to the public. It must be consistent with institutional planning and study efforts (not a paste-on of a "one-shot" effort) and where possible, it should be a part of regular accreditation of and other reviews." (NAFSA, 1983)

A NAFSA Task Force on Standards and Responsibilities, convened in early 1980. They wished to develop a programme that would be accountable over time, improvement orientated, acceptable to heads of institutions, compatible with existing relatively effective self-regulation methods, involve international educators more in the mainstream of their campus life which other associations and agencies would agree with, recognize and work with. After considering many alternatives the development of a programme of

self-regulation was found to best fit their criteria. The major elements in the self-regulation system are programmes of institutional and programmatic accreditation and voluntary adherence to codes of ethics, principles, or standards of good practice. A cornerstone of the system is self-study.

In the guide eleven purposes of self-study are identified, along with dimensions for effective self-analysis processes. General procedures for conducting the study are discussed, as are the design and organization of the study. A case study of a theoretical but 'typical' university in the USA is included along with further information on self-study.

The self-regulation system involves a self-assessment step. This step is usually known as self-study. Self-study is a process whereby the professionals of a programme examine their goals, functioning, resources and achievements of their programmes in order to assess the strengths and weaknesses of those programmes and to plan and implement appropriate changes, if needed. Harris and Holdaway (1983) proposed a similar style of assessment, believing reviews aimed at improvement of courses and activities are more successful when conducted under the authority of the university rather than an external agency. They describe the policies and procedures adopted in 1980 by the University of Alberta that allow for a continuous system of reviews of all academic and support units.

2.42 Self-Study

The following are specific purposes of the self-study process;

1. The self-study processes are intended to help institutions and programmes improve
2. Self-study processes should result in the further incorporation into the life of the institution or program of on-going, useful, institutional research and self-analysis
3. Self-study processes should precede and be the firm foundation for all planning efforts
4. Involvement in self-study processes is an effective orientation for recently hired and other staff members
5. Through effective self-study the gap that can exist between personal and organizational goals can be narrowed
6. Self-study can enhance institutional openness
7. Self-study is an important device for staff development

8. Self-study can stimulate the often long-neglected review of policies, practices, procedures and records
9. Self-study processes can yield very useful fund-raising ideas and the basic documents upon which such efforts can be based
10. Self-study provides the opportunity for thoroughly assessing the extent to which the institution or programme meets standards in the field
11. Self-study can provide useful written materials for any evaluation that takes place after the self-study period

The above 11 items are reasons for conducting a self-study. The following are what should characterize its implementation;

1. The process should be internally motivated and seen as a way to improve the programme
2. The top leadership must be committed to the process - they must communicate this formally and informally, to demonstrate that they believe the process can be useful
3. The design of the self-study must be appropriate to the circumstances of the institution

4. The process should contain an informed attempt to clarify goals and to assess achievement of the goals (to study outcomes) for the purposes of improvement
5. There should be representative, appropriate and useful participation by members of the various segments of the academic community
6. The process must be well led
7. The ability of the organization to function effectively should be studied and enhanced
8. Some improvement should occur both during and as a result of the process
9. A readable report, potentially useful to several audiences should result from the process
10. A better system of on-going institutional research, self-analysis and self-improvement should be a major product of the process

A design should be drafted in an attempt to achieve all or most of the ten desired attributes of self-study. The following questions should be answered;

1. What are the goals of the programme? Are they clear, appropriate and useful? Is there a consensus on and understanding of them?
2. Are the programmes and services consistent with the goals? Are they designed to achieve them? Do they seem to be working well? What are the problems? How can they be solved?
3. Are there resources (human, fiscal and physical) available to carry out the programmes and services? Will they continue to be available?
4. Are the goals being achieved? How can evidence systematically gathered about the extent of achievement be used to improve the institution?
5. Are there any standards or principles of good practices in the field being met? What is needed where they are not being met?

2.5 IMPACT OF STUDY ABROAD PROGRAMMES ON STUDENTS AND GRADUATES

Research within the topic of study abroad has empirically examined the impact study abroad has upon its student participants. A variety of social science methods have been adopted and the findings conclude in similar fashion.

The Study Abroad Evaluation Project (SAEP) is the most often referred to source in this section, and for many of the sections is the only referred source. It is the first, and only, comprehensive analysis on study abroad programmes in the USA and Europe, providing the latest information on study abroad developments and the impact upon their student participants. It should be noted that Teichler (1991), in 'Experiences of ERASMUS Students: Select Findings of the 1988-89 Survey, questioned 3,212 European students who spent a period of study in another member state of the European Community with the support of the ERASMUS programme. The questionnaire covered; the profile of the students and their experience, academic and administrative support by both home and host universities, accommodation and living costs, self-assessment of academic achievement, foreign language improvement and cultural awareness. Although useful in directing the researcher's thinking in this area Teichler's sample was European. It was decided that the experience received by those students would be fundamentally different from those received from the programmes under study in this research. The majority of students in the Teichler's study were required to learn a foreign language and in most cases were not travelling the same distances as those in the SAEP study.

The SAEP was co-ordinated by the European Institute of Education and Social Policy in Paris and was carried out by an international research team whose members were drawn from all five countries concerned (UK, France, Federal Republic of Germany, Sweden and the USA). It was innovative in

its research approach, embracing not only survey of the institutions running the programmes but also a before/after survey of students, and a survey of graduates designed to assess the impact of the study abroad on employment possibilities and career patterns.

As mentioned in Chapter One, the impact a study abroad experience has upon its participant has been documented, with differing conclusions. Thomlison's (1991) study was an attempt to address the need for more research into the relationship between intercultural contact and changes in participating students' attitude. He reported substantial changes in attitudes, specific knowledge levels, beliefs, values, behaviours, open-mindedness, personal growth and general appreciation of other cultures.

2.51 The Participants

Through the use of pre-departure questionnaires the SAEP received a background sketch on the participants, concluding that;

25.3% were enrolled in Business Studies, 11.4% in Law, 10.3% in Natural Sciences, 6.4% in Engineering and 5.2% in Foreign Languages. Over a third of the 449 students were recorded as participants in study abroad programmes which serve various fields. For these students, the major field of concentration could not be identified. Most of the American students fell within this category, not necessarily because they had gone abroad not

declaring a major, but because some of the concentrations the American students had chosen were not restricted to single fields of study (as is more commonly the case in European degree programmes). Zikopoulos (1988) found the largest group of students who went abroad (18.2%) majored in liberal arts while in the US followed closely by those studying foreign languages (16.7%).

2.511 Age and Gender of Participants

Most of the SAEP students were in their early twenties with 10% of the participants 25 years or older. The average age of study abroad participants corresponds with the age structure of the general student population in the respective countries. The majority of American, British and French students were 22 years old or younger and a substantial share of the German and Swedish students were older (in their mid-twenties).

On average there was almost an even split in the male/female ratio for the 1984/85 group of participants, although the actual percentages vary from one country to the next. A particularly high proportion of females was found in the American portion of the sample. Zikopoulos (1988) gender distribution of the study abroad participants found the female portion to be 63.8%, with the profile of foreign students studying in the USA almost exactly the opposite.

2.512 *Previous Connections Abroad*

The SAEP concluded that study abroad participants have had substantial international exposure through their families. A high proportion of their fathers, mothers, brothers and sisters lived abroad for extended periods of time. The proportion of students whose fathers and/or mothers lived abroad was higher amongst the French and the British. The degree of internationality, in terms of family members spending lengthy periods abroad, was above average in the families of students in Business Studies and Law.

The majority of students in the SAEP study had international experience prior to their study abroad experience. The French students were above average in the amount of time they had previously spent in other countries.

2.513 *Family and Social Background*

The SAEP captured the social backgrounds of the participants in terms of educational and occupational backgrounds of their parents. The percentage of participants' parents who completed higher education was highest for the American participants. This was not surprising given the larger overall share of the higher education-trained adult population in the USA compared to Europe. The editors, of the SAEP project, stated that the occupational status of the parents could not be compared directly across all five countries due

to the differing occupational categories. However, they calculated a general distinction between 'high status' or comparatively 'low status' occupations. By using these categories, 63.4% of fathers and 30.9% of the mothers of study abroad students were in 'highly qualified' and 'high-status' occupations. These figures were compared with available statistics on the social background of students in respective countries and it was noted that students whose fathers were in 'high-status' occupations were clearly more dominant among study abroad participants in some of the countries surveyed.

About 38% of all German students fathers were in 'high-status' occupations - the corresponding share among the study abroad participants was 53.2%. About 47% of all French students' fathers were classified as being in 'highly qualified' and 'prestige occupations', as compared to 71.7% among the study abroad participants (about 25% higher). No comparable data for the American students was available, however it was presumed that the percentage of study abroad participants' fathers in 'high-status' occupations was higher than among the university student population at large. The Swedish students provide a noteworthy contrast. Fifty-percent of fathers were in 'highly qualified occupations'. This was lower than the overall average of 68% among the entire group of 25-34 years olds in post-secondary studies in Sweden.

Programme directors provided further information that confirmed that conclusions drawn, through the analysis of the students responses, were not unique to this 1984/85 sample group. In the majority of French, German and American study abroad programmes, students tended to come from particular segments of society (higher social background as defined by financial and educational parameters) whereas this happened in fewer of the Swedish and British programmes.

2.514 Students Living Situation at Home

In examining the educational and occupational backgrounds of participants' parents the SAEP explored the link between participation in study abroad and the students general lifestyle.

It was found that the proportion of students who were living with a partner prior to their departure was low (6%) and the percentage of students with their own children was even lower (2.3%). The data also showed the participants to be clearly 'mobile'. For over half (54.4%) of these students, the distance between their parents residence and their home institution of higher education was more than 100km. Only 28.9% studied at an institution in the immediate vicinity (within a 50km radius) of their parents residence. British students (68.3%) were pursuing a higher education at a distance of more than 100km from their parents homes. The lowest share of the overall average being the Germans at 44.2%.

Nearly half (47.2%) of the students lived in apartments or houses prior to their study abroad and just over a third (39.1%) lived in university dormitories or halls of residence. Generally this did not contrast with the general student population in the respective countries.

In examining the participants' extra-curricular activities prior to departing abroad it was found that the American and Swedish students had invested less time in travelling, in comparison with students from the other countries.

Roughly a third of the study abroad participants had interrupted their educational careers for a significant length of time. The proportion of the Swedish and German groups which had spent a relatively long period in other activities was high, whereas the proportion was very low for the British, American and French students. There were eight alternatives the participants could have identified in answering this section of the SAEP questionnaire. The three most applicable were; the military service (which applied predominantly to German and Swedish males), employment (which the British and Swedish students had spent time in comparatively greater proportions) and vocational training, with a few exceptions found exclusively among the German students.

2.515 *Students Motivation for Studying Abroad*

In the SAEP project, students (immediately prior to going abroad) were asked about the weight they attached to potential benefits of the studies abroad (on a scale of 1 = 'very important' to 5 = 'not very important'). The desire to use or improve a foreign language and to live and make acquaintances from another country were seen as the major benefits. Other strong motivating factors were; the desire to enhance the understanding of the particular host country and the expectation that the experience would improve career prospects.

Academic motives, such as to improve marks or examination results, were secondary. Brewer (1983), in an analysis of students initial motivation for studying overseas, at the University of Massachusetts, Amherst, found that 84% of her sample considered general academic goals to be a primary reason for studying overseas. SAEP students attached least importance to what might be termed more 'casual' motives for going on a particular programme, for example - to join other friends who were going.

The SAEP study concluded that 'travelling around' was found to be most important for students from the UK, the USA and Sweden. Travel was also cited as a very popular motivating factor for those students at U of M, Amherst (Brewer, 1983).

It should be noticed, however, in examining these SAEP results, that the standardized questionnaires provided no opportunity for students to indicate how the various motives may have been interlinked. For example a student in looking to enhance foreign language competence, could be hoping to strengthen his or her career chances.

Brewer (1983) in her sample of 88 students who were planning to study in France, Great Britain, Germany and the People's Republic of China, discovered cost as a major consideration. Brewer also found that students who opted for a single semester of study were less committed to academic goals than those opting for a longer stay.

2.52 Students Experiences Abroad

The SAEP included a chapter on students experience abroad. The purpose was to describe what happened to students as they participated in the study abroad programmes, looking closely at their activities and impressions during the actual time spent in their host countries. The data were collected through a Post-Study Abroad questionnaire and the study abroad programme experience was presented from the students perspective describing their living and study conditions abroad, work placement (where relevant) and extent to which they managed to become integrated within the academic and surrounding communities in their respective host countries.

2.521 Pre-Sojourn Preparation

Programme directors that participated in the SAEP testified that students, before entering their host country, are prepared for their sojourn to a large degree by their peers. In 84% of the programmes, the group about to go abroad is put in contact with those who have just returned from the same programme. In 61% of the programmes, students at the partner institution abroad also have some input into the preparation of study abroad participants. About 54% of the SAEP programmes (in particular the French, British and American sending institutions) give students a quantity of printed material to familiarize them with the host country.

Over half of the programmes, within the SAEP sample, furnish an orientation. They are primarily utilized to study teaching methods to be encountered at the partner institution/s.

All practical arrangements including insurance coverage, visas and accommodation arrangements, are assisted by programme directors or other staff on the sending and/or receiving sides. It is common that American students can turn to a resident director sent from the home institution, or an appointed contact person at the host institution.

The SAEP found the arrangement of students living accommodation in the host community a standard feature of study abroad programme design,

although this does not mean that arrangements are imposed upon students. In about a third of the programmes, dormitory accommodation was encouraged, but in others, it was essentially a backup in the eventuality that the students were not able to find alternative accommodation. Forty-percent of the American programmes recommended, for the sake of greater cultural immersion, that their students seek other types of accommodation. The majority of the study abroad participants did live in dormitories especially the French and Swedish students. Often, the conditions of dormitory life abroad was different from such life at home institutions and some of the Europeans had difficulties in the USA. It was concluded that this may have been a function of the differences in age between the incoming students abroad and their American dorm-mates.

The second most prevalent type of accommodation of SAEP participants was an apartment or house. A fifth of the American students and a tenth of the German students were accommodated as boarders in private homes.

2.522 Immersion in the Culture Abroad

The majority of SAEP student participants were in the host country for an academic year. They were more often, than not, fully registered at both the host and home institutions. Regardless of their formal registration status, the majority of the students studied alongside their peers at the host institution in all lectures and other academic activities. The students primary source of

information about their host country came from extensive communication with host country natives.

The SAEP found a link between accommodation arrangements and the type of social contacts which most shaped study abroad participants experiences. Students housed in dormitories abroad felt their peers in the host country were important influences. By comparison, study abroad participants who lived in apartments tended, slightly less, to identify students in the host country as having been the most fundamental in shaping their sojourn experience. For these participants, the influence of host country students was felt to be about the same as that of other contacts outside the academic community. From the other results the SAEP concluded that it appears that students found their peers in the host country to leave a strong imprint upon their study abroad experience, if the study abroad participants are housed in dormitories. Contacts with others outside the higher education institution, to the extent that these persons could be central in moulding the overall experience of the sojourn, were more likely to result from accommodation in an apartment and even more so when students boarded in private homes.

The SAEP Post-Study Questionnaire listed eleven 'extra-curricular' activities. In responding, the students indicated they most often spent free time discussing and exchanging views with friends and going to parties. Almost as frequently they travelled, attended museums, concerts, theatre and the cinema. The American and Swedish participants travelled more than their

counterparts and the American students participation in sports was found to drop approximately the same amount as their museum and concert attendance increased while abroad.

2.523 The Academic Context

The central activity for a study abroad programme is academic study, as the term study abroad implies. The majority of students in the SAEP sample generally reported that the period abroad provided them with the chance to take courses which were different (in content) to those available at their home institution and to experience teaching methods that were not practised at home.

The British and Swedish students, in particular, reported that they had studied new topics abroad. The French and German students mentioned that they were exposed to different instructional and learning methods.

2.524 Comparison of Academic Learning Climate at Home and Host Institutions

The SAEP attempted to find out how the students perceived the setting abroad, in contrast to what they were accustomed to at home. Students were asked to rate the extent to which certain features were strongly, or not at all, emphasized at their host and home institutions. British institutions reportedly

emphasized written communication skills and active student initiative. However, those institutions were said to be 'relatively weak' in having students use foreign language publications and utilizing oral examinations as a form of student assessment. The French institutions were reported to stress teachers as the main source of information, lectures as a predominant form of instruction, and written essay examinations as a prevalent mode of assessing student performance. Overall the French institutions placed a relatively strong emphasis on grades. German institutions reportedly gave strong credence to students independent work, their use of the library and production of written papers as a basis for assessment of their learning. The USA was perceived as giving great weight to lecture classes, to instructor assigned texts and reading lists, regular class attendance and instructors regularly monitoring student achievement. Students, in the USA, were perceived to be preoccupied with working for good grades.

2.525 Work Placement

A number of programmes that were part of the SAEP sample included a work placement section. This applied in particular to British, French and German programmes promoted by the European Community through the Joint Study Programme scheme. One hundred and two students, out of the 439 students in the SAEP sample, answered a Work Placement Supplement questionnaire, of these, 92 were in Business Studies and the remaining 10 in Engineering, Natural Sciences and Foreign Languages.

For nearly all (94%) of the respondents, work placement was mandatory. Sixty-percent of respondents work placement was nine months or longer and no more than two months for almost a third of the students. Nearly half of the respondents had a 3-6 month phase of practical experience in the home country as well - most completing this before going abroad.

The location of suitable work placement was problematic for about half of the students. Students themselves were fairly involved in this search, though for half of the students the host institution was primarily responsible for making the arrangements. Half of the respondents said they had been able to choose among two or more possible placement sites.

The majority of students had not been hampered by financial difficulties during work placement. For 75% of the respondents, expenses incurred during the practical phase were covered by the employing organizations.

Sixteen-percent of the respondents reported regular contact with a supervisor from the employing organization. Two thirds of the SAEP respondents felt the work placement abroad had been more valuable than simply a period of studies in the host country. A third of the respondents rated the study and work placement abroad equally.

The SAEP students perceived a wide range of benefits from the work experience. The greatest benefits of work placement were said to be,

learning and practising the host country language, becoming acquainted with people of the host country outside the university environment and experiencing employer-employee relations. Three-quarters of the students reported the work placement abroad had influenced their plans for a future profession. The period abroad helped confirm and strengthen earlier decisions (34%), also contributing to replacing vague aims with concrete plans (19%) or correcting earlier plans (14%) about the type of career to pursue.

2.526 Returning Home

The SAEP students, upon their return home, mostly resumed studies at their home institution. For 11% of the participants, study abroad was the final segment in their degree programme. A third of the students said they would have liked to have stayed at the host institution to finish their degree.

2.527 Overall Assessment of the Study Abroad

Most of the SAEP students were satisfied with the support and counselling they received from the host university during their stay. However, a fifth of all respondents stipulated they were unsatisfied with the academic support and a fifth of the participants found the help with accommodation inadequate.

In all aspects of the study abroad experience only a minority of the student participants reported great difficulties. However there were a number of problems that were mentioned. Twenty-five percent of the students of the SAEP respondents stated they had serious problems with academic matters because of the differences between host and home institution teaching methods and patterns of learning.

Table 1

**Problems Faced by Students during Their Study Abroad
Period, by Home Country (percentage)***

Types of Problems	Home Country					Total
	UK	France	Germany	Sweden	US	
Too much contact with people from other countries**	37.7	33.3	23.0	16.6	33.3	28.6
Differences in teaching/learning methods (between home and host institutions)	37.9	16.3	22.4	5.3	25.9	23.4
Administrative matters	31.0	22.3	14.9	7.9	26.5	20.9
Readiness on part of teaching staff to meet and/or help foreign students	37.9	6.5	10.3	5.4	14.6	15.2
Guidance concerning academic program	20.7	6.8	5.3	13.2	26.1	15.0
Not enough time available for travel	11.9	21.7	25.5	10.5	3.6	15.0
Accommodation	15.5	17.3	18.2	7.9	7.9	13.6
Finding a place to concentrate on studies	15.5	-	19.4	2.6	8.8	12.1
Financial matters	21.4	24.3	11.6	5.2	8.7	12.9
Interaction among/with host country students	17.2	8.7	7.8	2.6	16.7	11.6
Difference in class or student project group size	34.8	4.5	2.1	-	6.6	10.0
Academic level of courses	19.3	-	7.8	5.4	-	8.6

Table 1 (continued)

**Problems Faced by Students during Their Study Abroad
Period, by Home Country (percentage)***

Types of Problems	Home Country					Total
	UK	France	Germany	Sweden	US	
Climate, food, health etc	5.2	10.8	5.2	2.6	14.4	8.5
Taking courses/examinations in a foreign language	16.3	6.7	5.3	-	8.7	7.3
Guidance concerning non-academic matters	10.5	4.5	4.0	8.1	9.8	7.0
Lifestyles of national in host country	5.2	6.5	3.9	-	10.1	6.0
Communication in a foreign language outside the classroom	4.0	2.2	8.6	-	2.7	4.8
Not enough contact with people from your own country	3.6	6.6	3.3	-	0.7	2.6

* Scores 1 or 2 on a scale from 1 = "very serious problems" to 5 = "no problems at all"

** The sequence of categories does not correspond to the questionnaire but rather to the rank order according to replies.

Twenty-one percent of the SAEP respondents experienced difficulties with what was categorized as administrative matters (the SAEP did not define these).

In concluding students experiences abroad, the SAEP stated:

"A rather serious postscript should be added. Students frequently complained that their home institutions too infrequently incorporated returnees' observations and reflections into the overall evaluation of the programmes and preparation of the new groups of students. Over a third of the respondents - and particular the Swedes - had made no report whatsoever at their home universities about their study abroad experiences. For those who did report back, the Germans did so mainly by sending small written assessments to their programme directors. The French reported back to their programme directors and contributed to preparation sessions of the next generation of participants. American students reported back mainly by answering questionnaires."

2.53 Academic Effects

The academic functions of study abroad programmes are the main factors used to gauge programme success. If programmes were weak in this area higher education institutions would, no doubt, hesitate to endorse them. The SAEP discovered the emphasis that the sending institutions have in terms of academic outcomes is different from the participating students, who are strongly drawn to the cross-cultural comparative experiences.

2.531 *Changes In Academic Abilities and Accomplishments*

SAEP students were found, upon their return, to have strengthened their skills in comparative analysis and increased their familiarity with research internationally in their field.

Swedish and British students were the most changed after their experience abroad. The small amount of change that was found by the American students, in comparison to other students, was found to be significant. The American and French students were also the only groups to perceive weakening of abilities over the study abroad period. Both perceived they were weaker in planning and following through, the French also in accepting criticism as a stimulus for further learning and the American students in resting from their studies.

All of the SAEP groups showed an increase in 'strength of capacity' to accept criticism as a stimulus for further learning and in ability to develop a personal point of view. The students (from sending institutions in Europe) all felt stronger after their foreign study in co-operating with others in academic work, applying theories to practical issues, knowledge of their respective subject areas, choosing tasks commensurate with their abilities, coping with ambiguity and understanding approaches from several disciplines.

2.532 *Changes in Views about Thinking and Learning Styles*

The SAEP found that the changes in students views about what was important for their intellectual development was more marked after study abroad than the change in their abilities.

The greatest number of significant changes in view were 'international comparative perspectives' and 'views and perspectives'. The greatest changes in view were mostly where students had been comparatively weaker before they went abroad; about the importance of research methodology, out-of-class communication between teachers and students, obtaining regular feedback from teachers, familiarity with different schools of thought, examining relationships between observations, hypothesis, facts, concepts and obtaining knowledge from different disciplines. The importance of 'developing one's point of view' was even more valued after their study abroad experience.

2.533 *Academic Progress Abroad Compared with Home*

Study abroad provides the opportunity for students to study within a foreign academic setting, requiring students to develop a different academic mentality and in many cases work more independently than they had at home. American SAEP students assessed their academic progress abroad most positively. The SAEP could not ascertain whether this was due to

either the Americans reacting more positively to the questions or whether they were indeed better prepared to gain the most academically from their sojourns.

2.54 Cultural Impacts

Study abroad provides opportunities to broaden ones understanding of not only the host country and others, but also the participants own country. It directly provides opportunities to acquire knowledge about the host culture and there is a common expectation that interest in getting to know other cultures will be quickened.

2.541 *Knowledge and Interest Regarding Other Countries*

Following the SAEP students sojourn, knowledge about all aspects of their host country's culture had increased substantially, particularly in aspects of higher education. A relatively low increase was reported with respect to the economic system and geography. A third of the American students reported no interest at all in issues related to the host country, or in international issues. This attitude was not observed in the European participants.

2.542 *Opinions on Culture*

The SAEP students were asked to state their opinions regarding various aspects of the country in which they spent their study period abroad, and

then about their home countries. The data showed no exceptionally positive nor very negative opinions about the host and home countries. The attitude towards the students home country on average became slightly more positive after study abroad than it had been before, but the difference was not statistically significant.

On an individual basis the SAEP noted that cultural life defined as; art, music and theatre etc... , as well as customs and traditions, was looked upon more favourably. Pre-departure differences in opinion about the host country faded away through and after the sojourn. American and French students, prior to their sojourn, assessed their prospective host countries more positively than their home countries whereas the British and Swedish students viewed their host countries more negatively. After their sojourn their opinions on their home country became slightly more positive. The German participants assessed their prospective host country more negatively in comparison with their home country after the study abroad experience. American students viewed cultural life, customs, traditions and foreign policies of the host countries more favourably than those at home. Notably, Thomlison (1991) identified a large increase in appreciation of other customs and cultures, knowledge and understanding of life in other countries, and appreciation of international students. This, however, was a comparatively smaller sample (174) of American students attending one overseas campus (University of Evansville, Harlaxton, England).

2.55 The Importance of Study Abroad for the Career

The SAEP asked three questions regarding the relationship between study abroad and a subsequent career.

1. To what extent would employment prospects be more favourable if part of the higher education was taken abroad? Are there any advantages in terms of access to interesting and professionally suitable jobs or high income?
2. Do participants in study abroad programmes later take assignments abroad in international organizations, or in areas where knowledge is required of foreign languages, the behaviours of other cultures, and scientific and other developments in other countries? In this same respect, what dimensions does study abroad offer, over and above an internationally oriented degree pursued in a single country?
3. Is study abroad profitable for a career even when it does not require participants to use a foreign language or systematically study the conditions of another country?

In conclusion two-thirds of the participants reported their study abroad had been helpful in finding their first job. Half of the European graduates reported that the organizations in which they were employed have business

connections with the study abroad host country and that they themselves use the language of the host country in oral and written communication in a professional context.

However, for graduates both in occupations which have a direct international dimension and those which have not:

"...emphasis is laid on other effects of study abroad upon personality, work style and social competencies which are more general importance professionally than on impacts attributed to job-related knowledge during study abroad: study abroad seems to promote the ability to adjust to unfamiliar situations, to deal with different kinds of people, to be prepared to take on new duties and new working conditions, to get to know previously unknown subject matters, to manage in unaccustomed circumstances and to learn from comparisons - attributes which are clearly important both professionally and socially and whose significance extends far beyond the specific framework of internationally orientated jobs."

2.6 ADMINISTRATION OF EXCHANGE PROGRAMMES

The way that study abroad programmes are administered depends on a variety of factors. The SAEP's purpose was to carry out a broad ranging and comparative review of study abroad programmes, encompassing a variety of

different structures in France, Germany, UK, Sweden and USA, providing a comprehensive analysis of programme administration.

2.61 **Characteristics of Programmes**

The SAEP found a diversity of structural characteristics, a finding not surprising, considering the large number of different programme aims.

They did not identify an ideal model but thought a more useful endeavour would be to identify the key choices facing organizers of programmes, in terms of the objectives that they set and the structures that they adopt, the relationship between objectives and organizational structures, and what sets of choices appear to be more or less successful.

2.62 **Institutional Context, Administration and Financing**

The institutional administration and financing of study abroad programmes varies. The level of support provided by the institutions also varies. The SAEP found no positive correlation between the level of institutional support and the university setting. For example, it could not be said that a large institution would be less or more willing to support a given study abroad programme.

Half of the SAEP programmes involved more than one university department. These multi-departmental programmes were managed by administrators, but it was found that only in the United States the administration of programmes is, for the most part, dealt with by persons for whom this is their main responsibility. Where teaching staff members are responsible for the programme, a reduction of teaching duties was provided in only half of the cases.

Within the SAEP sample there were differences in the length of time that programmes had been established. At the time of the survey, half of the programmes were still co-ordinated by the person who had taken the lead in establishing the programme.

Twenty-five percent of the programmes 'births' (the way they came into being) were described as accidental, resulting through chance meetings between academic staff. Fifty-percent appear to have been the product of systematic efforts on the part of the institutions to enhance their international orientation. A quarter of the programmes reported that the existence of a support scheme had provided a decisive impetus in developing their programme/s.

The analysis of financial aspects of the SAEP programmes was most difficult to accomplish. Comparisons in terms of visible costs such as; visits and meetings devoted to the organization and co-ordination of the

programmes and the production of information material were impossible to ascertain. The SAEP found it even more difficult to assess the full cost of programme-related operations. Difficulties were due to the difference in accounting procedures from institution to institution and the reluctance of certain programme directors to reveal the full cost of their programme/s. Comparison, in this aspect of programme analysis, was also problematic due to variations in student numbers, complexity of integration mechanisms, and intensity of home/host institution interaction. In conclusion SAEP stated that further in-depth research on a case-study basis, to explore this aspect of study abroad, is needed.

All of the programmes in the SAEP sample made systematic efforts to organize the learning and living conditions of the students during their stay abroad, as well as preparatory measures before the stay and arrangements for the students' subsequent reintegration.

It was found that most institutions attached great importance to the preparation for study abroad with foreign language instruction, individual counselling, orientation events, availability of written documents on studying abroad along with (in some cases) preparatory courses of an academic nature relating to subject matter to be studied abroad.

Almost all the SAEP programmes included individual counselling and support in study matters. The majority of American programmes assigned an

American lecturer to act as a tutor for the American students at the host institution. In terms of preparing accommodation for the participating students, places in student hall of residence were reserved by the host institution in about three quarters of the programmes.

In two thirds of the programmes, the host and home institutions collaborated in the specification of the study programme during the study abroad phase. However in the American programmes, this task remains the prerogative of the home institution, whereas in the case of the Swedish programmes, responsibility is left to the host institution.

In terms of academic credit most of the SAEP institutions provided a written assessment of the work done by individual students. With academic recognition, the award of credit was left to the home institution. With concern to the students return home and their reintegration, 46% of the SAEP programmes provided specific courses, individual counselling or other forms of assistance. These activities often related to academic content and questions of the recognition of study abroad, ie cross-crediting of courses.

2.621 *Orientation Programmes*

Prior to departure, orientation programmes generally aim to provide information on the host country, the host institutions and academic programmes, and cover issues of practical concern. Some programmes, such

as those run by the University of California, include an additional orientation that either takes place at the host university or, in the case of relatively small number of student participants in that country, at one centre within their host country before they disperse to their host institution. The latter is the case with the University of California Education Abroad Programme (EAP) to New Zealand. Students are also required, or advised, to attend the International Student Orientation at their host university.

Often, before and during pre-departure orientation programmes, students are given printed material that will help answer questions they may have.

2.622 *Re-integration of Participating Students*

Most SAEP students resumed studies at their home institution. For 11% of those students study abroad was a part of their programme. Around 95% of students continued with the same subject that they left home studying. A third of the students said they would have liked to remain, at their host institution, to complete their degree programme.

Few institutions in the SAEP sample provided re-integration measures. Most of the returnee students did not feel particularly disorientated. The exception to this pattern was the Swedish group. Academic recognition for studies completed at the host institution is one form of integration where a third of

the students did not receive full credit for their work abroad. It is unclear whether all of those students expected to gain full credit.

2.623 *Other Support Services*

A number of services are offered to study abroad participants. Travel arrangements offering the 'best' or most competitive rates, medical inoculations and visitations by EAP host country co-ordinators are examples.

The University of California EAP is a large operation and incorporates a number of services for participating students. Since it is, perhaps, the leading example of study abroad organizations in the world and that its programme to New Zealand has relevance to this particular study, it seems appropriate to look at how this organization and its programmes operate.

2.624 *University of California Education Abroad Programme*

The University of California (UC) offers an overseas study programme in co-operation with nearly 100 host universities and colleges in 32 countries throughout the world. More than 1,400 UC students, primarily undergraduates, experienced this programme in 1992/93. Participating students remain registered on their home campuses while studying abroad and receive full academic credit for their work. Over 600 international

students attended the University of California under the auspices of the EAP in 1992/93.

Full study programmes are available in Australia, Austria, Brazil, Canada, China, Costa Rica, Denmark, Ecuador, Egypt, France, Germany, Ghana, Hong Kong, Hungary, India, Indonesia, Ireland, Israel, Italy, Japan, Kenya, Korea, Mexico, New Zealand, Norway, Portugal, Spain, Sweden, Thailand, the United Kingdom and, for graduate students only, the Soviet States.

EAP also offers short-term and special-focus programmes. One semester options are available in China, Hungary, Indonesia, Korea, Thailand, and Russia. Intensive language programmes, that can be taken independently, are available in Denmark, Indonesia, Mexico, and Thailand. Study and Field Experience (SFE) programmes are offered in Mexico and Togo. One-quarter tropical biology and medical programmes are offered in Costa Rica, and a Global Security Studies programme is available in Japan.

Selection of UC graduates is subject to the following minimum qualifications, 3.0 cumulative grade-point average at the time of application and maintained through departure, junior standing by departure (not required for some of the short-term and special-focus programmes), support of the UCSB EAP Selection committee and completion of language course/s as required with a maintained overall grade-point average of 3.0. Normally, for full-year programmes, sophomores apply for admission to EAP for their

junior year - a limited number of students are accepted each year as seniors. EAP opportunities are also open to qualified graduate students who have completed at least one full year of graduate work and have departmental approval.

Prior language study is recommended but not required for full-year programmes in Denmark, Egypt, Hong Kong, Hungary, India, Indonesia, Israel, Kenya, Korea, Norway, Sweden, and Thailand. One to three years of university-level language preparation is required for the full-year programmes in Japan, and two years for the programmes in Austria, Brazil, China, China, Costa Rica, Ecuador, France, Germany, Italy, Mexico, Portugal, and Spain.

University of California professors serve as directors and associate directors at most Study Centers. With careful planning most EAP students make normal progress toward their UC degrees, however, acceptance of credits earned abroad toward major or graduation requirements depend upon UC departmental and campus criteria.

The cost of studying abroad, through EAP, is often comparable to the cost of studying at the Santa Barbara campus (UCSB). EAP participants are responsible for UC registration and educational fees, campus fees, room and board, books and personal expenses. In addition they pay for their round-trip transportation, orientation and intensive language programme (depending on

the Study Centre), vacation travel, and personal expenses. No overseas tuition is charged. Most UC financial aid including grants, scholarships, and loans, are available to EAP students.

As part of the students pre-departure orientation a handbook is given to the participating students to provide them with general information and advice about their participation in the EAP. It states in one of its opening pages that the handbook is designed as a general guide, but it is not considered the final word on what to expect of their experience.

The EAP handbook goes on to say that the best ways to prepare for a EAP experience is to learn as much as possible prior to departure about the Study Centre, country, and their role as an EAP participant. It also encourages the students to read in addition to their booklet and talk to people such as past EAP participants, EAP staff and faculty members. It concludes:

"As all contingencies cannot possibly be outlined for your prior departure, your time abroad will present wonderful opportunity for challenge as you encounter unique, new situations. The bottom line is that you yourself will have to take the lead in finding solutions to predicaments you may encounter once abroad."

The handbook is modified for each of the participating countries. See Appendix D for Contents of 'A Students Guide to EAP in New Zealand, Academic Year 1993'.

2.63 Considerations in Planning Programmes

The SAEP identified a number of basic choices confronting programme organizers, the answers to which determine the fundamental shape of a programme. These are;

1. What should the objectives be and in what order of priority? The possibilities are, academic/professional qualification, mastery of foreign language, acquisition of cultural knowledge and understanding and the development of personality.
2. What should be the extent and nature of curricular integration? To what extent should study abroad be understood as an integral component, of equal value, of the course of study at the home institution?
3. To what extent should the study abroad programme be organized? To what extent is study abroad 'structured throughout' by preparatory events, regulations on what to study abroad, institutional support with regard to organizational questions of the study abroad, help and

counselling in respect of cultural and social experiences and measures of re-integration, or to what extent should this be left to the students?

The options chosen in terms of programme organization are explained by what is thought to be their impact on the participating students. In various British and American programmes, fears are expressed about the timidity, isolation and insecurity of many participants should organizational support be inadequate. However some programme directors stress the opposite - a high degree of organization encourages passivity and reduces the chance of mastering difficult situations. There are also pragmatic considerations - a high degree of organization might prevent loss of time on practical matters such as housing during the study abroad.

4. Should the study abroad period be compulsory or voluntary for students on a particular course?
5. To what extent should an attempt be made to attain a 'symmetry' in the exchange? Only one programme in eight provides for the movement in one direction only, while most of the programmes investigated are based on the aim of co-operating as closely as possible in achieving exchange of a similar kind and providing mutual support and assistance.

2.64 Successes and Problems of Study Abroad Programmes

The following were found within the SAEP sample to be aspects that have a major influence upon the impact a study abroad experience has upon a participating student;

1. Financing the period of study abroad, in spite of existing measures of support, were indeed identified by the programme directors as the greatest problem to which students were exposed. This is both financing the study abroad period and the programme as such.

It was noted that financing both the students' sojourn and the programmes themselves was regarded as problematic only by the European programme directors.

2. Seventy-five percent of the programmes report that study abroad was, as a rule, fully credited at the home institution.
3. A prolongation of study in consequence of the study abroad period occurs only in one in seven programmes.
4. Serious problems in the organization of study abroad and in the co-operation between institutions are encountered only in a few cases.

2.65 **The Determining Factors in the Success and Failure of Study Abroad Programmes**

The SAEP conclude, in analyzing the correlation between the context and the organization of study abroad programmes and their successes and problems on the other, that;

1. Statements on objectives of programmes seem to be more than mere declarmations without consequence.
2. The institutional context and the basic administrative conditions of the study abroad programmes appear to exercise the least influence on their outcomes. This does exclude the possibility that in individual cases, various factors of this kind are significant, but analysis indicates that institutional context and organizational framework do not have effects which act in the same direction in all instances. This is an important finding clearly demonstrating the feasibility of establishing study abroad programmes in a wide variety of institutional and administrative settings.
3. The profile of the student participant plays a role in the results.

4. The design of the study abroad programmes proves to be significant factor in determining the 'successes' and 'problems' that are identified earlier.

To be able to accomplish programme objectives, Speir (1987) in his Introduction to a series of papers entitled; 'Hallmarks of Successful Programs in the Developing World', states that institutional policies which contribute to successful functioning are essential to any effective overseas programme.

These policies can be summarized as the following;

1. Build yourself a strong base

Before the time comes when individual campuses have enough students to efficiently manage their own programme, support should be found in a multi-institutional support system.

2. Know what you're getting into

Successfully functioning programmes are built through on-site visits, knowledge of local situations and time for relationships to develop and are started with individuals who were prepared to do endless frustrating detailed work. A high-level of pre-existing knowledge about the culture,

politics, economics and academic systems of the host country, continuously supplemented by additional exchanges and on-site visits is essential.

3. Build the strongest possible linkages with host universities

A successful programme is also based on co-operation and reciprocity.

4. Be prepared to be flexible

All successful programmes grew and develop. University relationships were modified, courses, student support systems and learning styles were altered.

5. Set your standards high and stick to them

The authors of these papers believe that careful student selection and intensive orientation are essential. This is perhaps more important for students being sent to the developing world where the culture and academic system would be considerably different from the USA.

6. Make it feasible for your students

There needs to be support and encouragement for students and their parents, as they apply for and participate in study abroad. They need to know that it will not cost them much more than a similar period at home, and that credits earned while abroad will apply to their home degrees.

7. Help participants learn the things that will be most important to them and the world

In study abroad programmes, students are going abroad for academic credit. The authors of these occasional papers believe programmes need to be designed to offer general education and personal learning. For example the authors talk about directed field studies, experimental learning, language learning, family stays, dormitory living, friendships, and values.

In conclusion to her introduction to these papers, Speirs states:

"Those of us seeking expanded opportunities for our students will find it helpful to consider our institutional needs and resources in such a context."

The circumstances of an institution and or programme must be thoroughly considered so that the most effective research process can be designed. Under the heading; Special Aspects of the Context for a Self-Study of International Education in the 'NAFSA Self-Study Guide', the uniqueness of programmes and their institutions is discussed. It is recognized that international education programmes are diverse. If such processes are to be effectively designed and conducted in such settings, factors such as political, economic and cultural values must also be accounted for.

Chapter 3

METHOD

OUTLINE

This chapter profiles the research strategy, design and data collection methodology.

3.1 RESEARCH STRATEGY

A strategy is a plan of action providing basic direction, permitting seemingly isolated activities to fit together - moving separate efforts toward a common integrated purpose. It provides the researcher with the guidance with which to select particular methodological practices for the specific research setting.

The research strategy was formed using the following;

1. Holistic View
2. Inductive Approach
3. Naturalistic Inquiry

3.11 Holistic View

The holistic view is an attempt to understand phenomena and situations as a whole - the totality and the unifying nature of particular settings. The

researcher attempts to understand the programmes as wholes. Such a view assumes that the whole is greater than the sum of its parts - Gestalt theory. The view also assumes that a description and an understanding of a programme's context is essential for understanding the programme.

3.12 Inductive Approach

This research strategy is partly inductive. It attempts to analyse the research situation without imposing pre-existing expectations on the data. This contrasts with the hypothetico - deductive approach of experimental design which requires the specification of main variables and the statement of a specific research hypothesis before data collection. The inductive approach allowed the participants in this study to govern the direction to which the researcher was led, inferring that an understanding of programme activities and outcomes emerge from the researcher's experience with the programmes.

"Theories about what is happening in a program are grounded in this program experience, rather than imposed on the program a priori based on hypothetico - deductive construction. (Patton, 1980).

Inductive inquiry is conducted in two ways;

1. Within programmes - inquiry begins with the individual experiences of programme participants
2. Outside of programmes - this approach looks for unique programme characteristics that make each programme a case within itself

Generalizations may later emerge as case data are analysed, but the initial focus is on fully understanding individual cases before combining or aggregating the data.

3.13 Naturalistic Inquiry

The strategy was also naturalistic in that the researcher did not attempt to manipulate the research environment. The setting naturally occurred and had no predetermined course established by or for the researcher. The purpose was to understand naturally occurring states, hence the development of research objectives rather than a research hypothesis. Willems and Raush (1969) define naturalistic inquiry as the investigation of phenomena within and in relation to their naturally occurring context. Naturalistic inquiry does not manipulate, it is discovery orientated, minimizing researcher manipulation of the study by setting no prior constraints on what the outcomes will be. The strategy influences the design which then enables the researcher to get close to the people and situations being studied - in order to understand the minutiae of programme life.

3.2 RESEARCH DESIGN

A design is a plan which dictates when, from where and from whom measurements will be gathered during the course of a research study (Hakim, 1987; Nachmias & Nachmias, 1981). Hakim (1987), adopts the analogy of an architect designing an initial blueprint. That design governs all subsequent work, from the type of materials that are used to the tradespeople who are employed. The researcher's task then is to create a research design that provides the most credible information (Nachmias & Nachmias, 1981). These findings must then be tied into a logical and consistent body of knowledge (Steers, 1977), so that useful generalizations can be made. Before the research design could be formulated the following were carried out;

1. Conceptualizing the research problem and defining the research objectives
2. The selection of an appropriate strategy

Once the strategy was constructed the research design was formulated. A formative - process programme evaluation was decided to be the most effective design for this study.

3.21 Programme Evaluation

Programme evaluation allowed the researcher to get as close as possible to the phenomenon under study. The programmes were analyzed using qualitative methods that attempted to understand the setting under study through direct personal contact and experience with the programmes.

3.211 *Formative Evaluation*

This type of evaluation characterizes the researcher as a helper and advisor to programme planners and administrators. The researcher was asked to identify areas where the programmes needed improvement, describe and monitor programme activities and analyse programme achievement. Formative evaluations are used in an effort to 'improve' programmes.

"...it can be particularly useful to collect detailed, descriptive information about programs where the purpose of evaluation is to improve the program operations and procedures." (Patton, 1980)

This study aimed to collect information that could be used in future decision-making. It did not attempt to judge the effectiveness of the programmes: that is summative evaluation. The purpose behind the collection of descriptive information was to describe what is and not what should be.

Formative evaluations often include a process evaluation strategy (Patton, 1980)

3.212 *Process Evaluation*

Process Evaluation focuses on the processes that are at work and how these processes produce a product.

The emphasis of the process is to;

- (a) Focus on how the programme is perceived by participants and staff.

The open-ended structure of some questions in both the survey and interview, enabled research participants to express the way that they perceived their experience.

- (b) Attempt to find out patterns and nuances that give the programme its character.

Document analysis, and a number of informal interviews conducted with numerous people aided the researcher in his attempt to document programme characteristics.

- (c) Inclusion of perceptions of the programme by people close to the programme itself.

Interviews conducted with programme administrators and committee members provided the structure to enable those people to express their perceptions.

Process evaluation makes extensive effort through qualitative methods to understand programmes.

3.3 METHODS OF DATA COLLECTION

With reference to the above research design, the following data collection methods were adopted.

Survey provided a base which guided the researcher in the interviewing process. Interviews, including telephone interviews, provided a large proportion of the data. Observation, participant observation and document analysis were also utilized. The methods of collection are described in detail, and the relevance of tri-angulation is discussed.

3.31 **Triangulation**

Triangulation was used in this study in relation to both data and method. Data-triangulation is the use of a variety of data sources and methodological triangulation is the use of multiple methods to study a single subject.

Denzin (1978) sees no single method adequately solving the research problem. Each method of inquiry reveals a different aspect of empirical reality therefore, "...multiple methods should be used in every investigation."

"Triangulation, through the use of different methods finds its main value in disconfirming the tenability of arguments that findings are artifacts of particular methods." (Smith, 1981)

The multi-method approach is an attempt to systematically explore the new avenues of research that methodology diversity affords (Brewer & Hunter, 1989). This approach will reflect a reality rather than an illustration of methodological error and if these methods are measuring the same phenomenon their individual findings will converge as errors are corrected. Follow-up interviews to some of the questionnaires in this study, interviews with administrators and document analysis are an illustration of methods measuring the same phenomenon.

3.33 Survey

Survey was employed as a data collection instrument. It was used with a variety of research participants, attempting to elicit feelings, beliefs, experiences and factual information. The following survey research instruments, mail questionnaire, personal questionnaire, the personal interview and telephone interview were utilized.

3.331 *Mail Questionnaire*

The mail questionnaire is regarded as an impersonal survey method (Nachmias & Nachmias, 1981). It is self-administered and is utilized for a number of reasons. In this study it was necessary to obtain information from a number of people who participated in the programmes as either exchange students or administrators. The questionnaire was most advantageous in terms of economy - relatively cheap compared with personal interviews or telephone (toll call) interviews. Another advantage of survey is that each respondent will receive the same set of questions phrased in exactly the same way. Questionnaires are thus supposed to yield more comparative data than do interviews. Although the use of survey for this study was most advantageous, it does have one disadvantage - each questionnaire that was not returned increased the likelihood of biased sampling. Questionnaires have to be taken at face value, however follow up interviews can ask

respondents to either clarify or develop their responses (Bell, 1987; Nachmias & Nachmias, 1981).

The following list the questionnaires utilized;

1. Massey Exchange Student Questionnaire

This survey was sent to all Massey University Students who participated in the programmes from 1986 to 1992 (Appendix E).

2. American Exchange Student Questionnaire

This survey was sent to US students who were exchange students at Massey from 1986 to 1992 (Appendix F).

3. Massey Programme Questionnaire

The Chairman of the International Exchange Programmes committee (IEPC) at Massey University completed this survey (Appendix G).

4. American Programme Questionnaire

The directors of international student exchange programmes at the three American universities were sent this questionnaire (Appendix H).

The above questionnaires were accompanied by a covering letter, outlining the purpose of the questionnaire and study.

A self addressed envelope accompanied the questionnaires. A Freepost permit number was acquired for the self-addressed envelopes within New Zealand and USA stamps were acquired to affix to self-addressed envelopes that accompanied questionnaires to USA.

In an attempt to document the history and nature of student exchange programmes in New Zealand universities, questionnaires were sent to; Auckland, Waikato, Victoria, Canterbury, Lincoln and Otago universities. The responses provided data that complemented that received from the New Zealand Universities Vice-Chancellors' Office and the Ministry of Education. It also provided an up to date account on university study-abroad in this country. This information is presented in the literature review.

Past Massey exchange students and New Zealand universities that did not respond to the first posting were sent a follow-up posting. This is accepted as the most effective method of increasing the response rate (Nachmias & Nachmias, 1981; Babbie, 1973; Hoinville et al., 1978). Due to limited funds this could not be repeated for the questionnaires being sent to the USA.

3.332 *Verbal Questionnaire*

A verbal questionnaire was conducted at the Palmerston North - Massey University campus to measure the level of student awareness of student exchange programmes. Do students know these programmes exist? If they do know, from what sources did they receive their information? Are certain sections of the student population more aware of the programmes than others? The aim was to have a sample that was a representative cross-section of students attending the Palmerston campus of Massey University in 1993.

A telephone survey, questioning academic faculty member awareness of student exchange programmes at Massey University was also conducted. Like the verbal questioning of students, this survey was designed to gain a sample that was representative of academic faculty members at Massey University - Palmerston North Campus in 1993.

3.333 *Interview*

"Go forth now. Go forth and question. Ask and listen. The world is just beginning to open up to you. Each person you question can take you into a new part of the world. For the person who is willing to ask and listen the world will always be new. The skilled questioner and attentive listener

knows how to enter into another's experience." From: Halcolm: Biography of a Master Evaluator, in (Patton, 1980).

The purpose of the interview is to gain an inner perspective of the person being interviewed. Not all the data required can be obtained through questionnaires and discovering the views of participants is crucial to assessing the impact of a programme (Parlett & Hamilton, 1972). The interview was often employed as follow-up to questionnaire responses but was also used when such a technique was the most appropriate approach in which to elicit certain data. Patton (1980) lists three basic approaches to the collection of qualitative data through open-ended interviews. Two of these approaches were adopted in this study.

1. Informal Conversational Interview

This type of interview relies entirely on the spontaneous generation of questions during natural interaction.

2. General Interview Guide Approach

This approach involves outlining a set of issues that are to be explored with each respondent before the interview begins. It serves as a basic checklist during the interview process to make sure that all relevant topics are covered. The approach assumes that there is information that

should be obtained from each person interviewed. Such flexibility, also enables the researcher to let the participants govern the direction in which discussion will take place.

The following interviews were administered;

1. A series of informal, conversational interviews with the Present Chairman and secretary of the IEPC at Massey University
2. A general interview with each of the IEPC members at Massey University
3. A general interview with the former secretary of exchange programmes at Massey University
4. General personal and telephone interviews were held with past Massey University exchange students as follow up to their questionnaire responses
5. An informal interview was held with the education officer of the Massey University Student Association (MUSA)

The telephone interview or telephone survey is a semi-personnel method of collecting information that has recently gained general acceptance as a

substitute for personal (or verbal) interviewing (Nachmias & Nachmias, 1981). Despite such advantages, and if possible, it should not be used as an alternative to personal interviewing. The telephone interviewing technique is employed in this study to follow up on questionnaires that were responded to by past Massey University exchange students.

3.34 **Observation**

If used correctly observation can be an effective method to collect data. It can also be problematic in nature by being selective, and research results are then distorted and not looked upon favourably as a valid and reliable method of scientific inquiry (Patton, 1980). Appropriate preparation holds the key to successful observation involving; learning how to write descriptively, practicing the recording of field notes, separating detail from trivia and the use of 'religious' methods to validate observations. Preparation also involves physical, intellectual and psychological dimensions and learning how to concentrate during the observation. From the appropriate training and preparation the observer;

"...is able to improve the accuracy, validity and reliability of observations."(Patton, 1980)

The researcher was adequately prepared, in all of the areas mentioned above, before the observations took place.

This study was descriptive in nature and observational data provided a description of certain parts that only this research instrument could provide. The researcher came to understand programme activities and their effects, through detailed descriptive information about what has occurred in the programmes, and how people involved in the programmes have reacted to what has occurred.

Naturalistic observations were taken in the field and the method of research took the researcher close to what the programmes were all about. The distinction between participant and onlooker observation is important to clarify. In participant observation the researcher shares as intimately as possible in the life and activities of the programme/s under study.

3.341 *Participant Observation*

McCall and Simmons (1969) define participant observation as:

"The field worker directly observes and also participates in the sense that he has durable social relations in the social system under investigation. He may or may not play an active part in events or he may interview participants in events which may be considered part of the process of observation."

The limitations to this type of observation is the non-standardized way in which the data is collected. The likelihood of bias was a major consideration

and the researcher adopted methods that aimed to remove as much bias as possible. The following participant observations were carried out;

1. Enrolment of American exchange students, February 1993
2. As part of documenting the experiences of University of California students in this country and the orientation programme that is held for those students each year, the researcher was a participant observer at the UC New Zealand Orientation in Auckland over the weekend February 12-14 1993.
3. Selection Interviews, July 1993. The researcher participated in the interviews as the ex-exchange student representative.

3.35 Document Analysis

Documentary information is integral to a comprehensive evaluation. It includes committee minutes, funding proposals, reports along with non-confidential information from the registrars office and general written communication (Parlett and Hamilton, 1972). Assembling such information can serve as a usual function to compiling an historical perspective of how programmes have been administered and conducted before the study began.

Documents can provide a wealth of information that survey, interview or observation cannot. This type of information can provide the researcher with data concerning things that may have taken place before the research began. Not only do programme documents provide valuable information because of what can be learned from them but they also provide a stimulus for generating questions that can only be pursued through direct observation and questioning. It also enables the researcher to get 'behind the scenes' and look at programme processes and how they came into being.

Access to IEPC documents were endorsed by the Chairman. The researcher and the administrators decided that access to past exchange students application forms and their accompanying referee reports would breach the ethics of confidentiality. Access to this information was not necessary to meet the research objectives.

As with all information which the researcher had access to during the research period, the confidentiality of information was respected. The extent to which the researcher included actual references to and quotations from programme records and documents in this final report was negotiated on the basis of which;

"... documents ought to be considered part of the public record of the program being studied and therefore able to be publicized without breach of confidentiality." (Patton, 1980).

3.4 Ethical Considerations

The base in which ethical considerations have been made came from a booklet produced by Massey University, entitled 'Code of Ethical Conduct for Research and Teaching involving Human Subjects'. Those considerations can be summarized as the following;

1. Taking a professional attitude in carrying out research, through researcher and methodological preparation
2. Making participants aware of the reasons behind the study
3. Meet the requirements of confidentiality where needed
4. To emphasis the voluntary nature of research participants
5. Attention to detail while recording and collecting data.

3.5 ADMINISTRATIVE DETAIL

Dixon et al. (1987) offer some suggestions for attending to detail in the research process. Keeping notes in a research journal is suggested as a way to record ideas and decisions made. This was helpful when writing up the research and answering questions people raised. Computer bibliography cards were used to keep a record on material that was consulted during the course of the research. A micro-cassette recorder accompanied the researcher at all times during the course of the project, and was utilized to record ideas and information.

3.6 QUALITATIVE ANALYSIS AND INTERPRETATION

The qualitative analysis and subsequent interpretation of that analysis came from relating the data collected to the research objectives. How the data were analysed and then presented through, content analysis, qualitative description, and inductive analysis is discussed in this section.

3.61 Content Analysis

Data that is obtained from records and documents can be systematically analyzed with the method of content analysis (Nachmias & Nachmias, 1981). The researcher takes the communications that people have engaged in and asks questions of these. Content-analysis involves two processes; the specification of the content characteristics to be measured and the application of rules that identify and record the characteristics as they appear in the material. Categories were developed in relation to the research purpose. Specification of the indicators that determine which recording units fall into each category was needed so that a systematic and objective analysis could be achieved. The categories employed to analyze the available written communication were;

1. SUBJECT MATTER: Who is the communication from and what is the communication about?
2. DIRECTION: How is the subject matter treated?

3.62 Qualitative Description

Patton (1980) states that evaluation reports based on qualitative methods will include a great deal of pure description of the programme and experiences of people in the programme. The objective of this study is to do just that. The purpose of the description is to inform the reader of the characteristics of these programmes. It describes; the environment in which the programmes are a part, the manner in which the programmes are administered and nature of the exchange student experience.

Chapter 4

RESULTS

OUTLINE

This chapter presents data that were gathered, comprising;

1. Responses from Massey University partner exchange institutions
2. Content analysis of Massey University International Exchange Programmes committee (IEPC) documents
3. Responses by past and present exchange students to questionnaires and interviews
4. Results from a survey of students at Massey University questioning their awareness of the American exchange programmes and the sources of their knowledge
5. Results from the faculty (academic) staff telephone survey questioning levels of awareness of the American exchange programmes.
6. Observations of IEPC activities including orientation programmes and selection interviews.

In a memorandum to the newly appointed sub-committee of the Academic committee on International Exchange Programmes - Massey University

(September 1988), the Chairman included a copy of the 'terms of references'. It encompassed;

1. Objectives of Exchange Programmes
2. Current Exchange Programmes
3. Administration
 - Application and Acceptance
 - Accommodation
 - Academic Counselling and Enrolment
 - Personal Counselling and Mentors
 - Supervision by Home University
 - Transfer of Results
 - Financial Support
4. Future of Exchange Programmes

The purpose of that report was to inform the committee members on exchange activities:

"... it may be useful for the members to have an outline of the background of the current exchange programmes and the administrative structure which has evolved to deal with them."

It is the purpose of this chapter to present the above features in a manner that will document the nature, development and present operation of the American student exchange programmes at Massey University.

4.1 INTRODUCTION

"Everything did not work out as planned, but many good things happened...as a result of the self-study activities." (NAFSA Self-Study Guide, 1983)

The above quote refers to a case-study that attempted to illustrate the use of self-study as the first step to evaluating study abroad programmes. In line with the strategy employed in this study, the process directed what is presented in this chapter. The three exchange programmes - University of California, California State (CSU) and University of Montana (UM) are outlined, followed by Massey University International Exchange Programmes committee (IEPC) administration details and the impact the programmes have had upon participating students.

4.2 PROGRAMMES

Selected Massey University students currently have the opportunity to study at 29 campuses in the USA. The three programmes; UC, CSU and UM offer a range of academic and cultural opportunities.

4.21 University of California

The University of California, has nine campuses offering undergraduate, graduate, and professional studies, (eight of those are part of the exchange system) forming the apex of the United States of America's largest higher education structure. Admission to the university's undergraduate campuses is very selective and uniform throughout the system. The campuses are;

1. UC/Berkely
2. UC/Davis
3. UC/Irvine
4. UC/Los Angeles
5. UC/Riverside
6. UC/San Diego
7. UC/Santa Barbara
8. UC/Santa Cruz

Co-operation between Massey University and UC was first discussed in 1986/87 and a formal agreement was negotiated and signed in 1988, and renewed in 1993 (Appendix I). Massey received the first UC student in 1988 and the first students from Massey (2) were sent for the 1990/91 academic year. UC initiated the exchange. The initiators wished to increase "educated process" and "mutual understanding" of students at the two institutions in general education.

"Primary objective was one-to-one exchange of students for full immersion at each others institution, to effect a level of internationalization into primarily undergraduate degree work, and enrich curricular offerings with courses at the foreign institutions. " (Sangster, Regional Director EAP)

There was no prior participation between the two partner institutions. Between 1990/91 and 1992/93 four Massey students participated. At writing, the 1993/94 USA academic year had not started and therefore the number of students who participated could not be determined.

For accommodation, UC sends Massey University an agreed sum of money out of which UC students Hostel accommodation and meals for the full year are paid. That allows Massey University to refund an appropriate sum if the student wishes to move out of the hostels after the first term. Students are currently required to start their accommodation in hostels and stay in there for a minimum of one term. This requirement reflects Government regulations requiring the host organization to guarantee accommodation. Hostel accommodation is easier to guarantee and organize, compared with flat accommodation. There is a similar arrangement for CSU students.

As previously outlined, in Chapter 2, UC has a large study abroad operation. Seven people in the EAP office (UC Santa Barbara) have direct responsibilities for the Massey University exchange programme;

Programme integrity and administration	(1)
Student preparation/orientation	(2)
Academic course-work and grade reporting	(1)
Financial oversight	(1)
Information/publications/recruitment	(1)
Reciprocity - placing Massey Students in the UC system	(1)

Rodney Sangster is presently a Regional director of EAP at Santa Barbara and is involved with the UC-Massey exchange. He administers programmes in six countries on four continents for over 500 students and has been working in this capacity for five years. Prior to taking up this position he was the director of the Study Abroad office at University of Indiana.

In response to question 18 and 19 in the questionnaire, concerning any problems administrators may be having with the programmes, UC found balancing the participation on both sides to be the biggest challenge.

"We need to watch the balance of participants carefully. Recruitment of Massey students to come to UC should be a focus of attention." (Sangster)

The administrative support of an exchange programme was described as "undoubtedly" beneficial;

"The fewer hassles students experience getting their lives and their course work in order, the more positive the experience. Orientation (at home and on site) is important. Having an office responsible for looking after their needs abroad is vital." (Sangster)

With regards to this particular programme Sangster believed "both sides" were doing quite well in administering the programme.

As mentioned above and in Chapter 2, UC EAP emphasize the importance of orientation programmes. Sangster felt that is most important for UC students to learn in advance, what to expect from the New Zealand system of education, so that their year will be a success academically.

"Students tend to listen better and remember what they are told on site, when they are in a position to actually experience it. Just hearing things from afar does not focus the mind very well. We still give extensive pre-departure orientations to be sure we have covered all aspects of the programme." (Sangster)

UC students are recruited through; print advertising, brochures, announcement and informational meetings on campus. Selected students are required to have a B (3.0) Grade Point Average (GPA), be of Junior standing (3rd year), have a clear academic purpose and be emotionally mature. The selection process involves students completing an EAP

application. Those short-listed have an interview with a faculty and staff committee. The committee then makes a selection decision based on the criteria presented above. The decision is then communicated to the EAP office.

EAP is funded through student fees and university general funds. A special faculty committee at the Santa Barbara campus make cross crediting decisions. All courses taken at Massey University are established as special UC courses and approved in the same manner as regular UC courses.

Since the establishment of the programme three Massey University students have participated, whereas 21 UC students have been on exchange to Massey University. Eleven of those students have been females. Students have been majoring mainly in the social sciences and humanities. See (Tables 2 a,b; 3 a,b).

4.22 California State University

California has the most completely developed state system of higher education in the USA. Along with the UC and CSU the system also consists of an extensive network of two-year colleges, which any high school graduate in the state may enter. The state university and colleges system of 20 campuses also accepts students who graduate in the top third of their high school class.

The following are institutions incorporated within the CSU system which Massey University exchange students can attend;

1. California Polytechnic State University/ San Luis Obispo
2. CSU/Chico
3. CSU/Dominguez Hills
4. CSU/Fresno
5. CSU/Fullerton
6. CSU/Hayward
7. Humboldt State University
8. CSU/Long Beach
9. CSU/Los Angeles
10. CSU/Northridge
11. CSU/Sacramento
12. CSU/ San Bernardino
13. San Diego State University
14. San Francisco State University
15. San Jose State University
16. Sonoma State University
17. CSU/Stanislaus
18. CSC/Bakersfield
19. California State Polytechnic University/Pomona
20. San Marcos State University

International Programs (IP) was established in 1963 and offers students, 20 campuses within the California State University and Colleges (CSUC) system, the opportunity to enrol concurrently at their home campuses in California and at a foreign university or special study programme centre for an academic year.

The primary objective of IP is to enable participants to gain first-hand knowledge and understanding of other peoples and cultures. Language study, as the key to intercultural communication, is an emphasis of programmes in non-English speaking countries.

IP, located in the office of the Chancellor, provides overall programme direction and assists participants in preparing for their year of study overseas.

Eligibility is limited to students who have upper division standing during their study abroad year and who have achieved a cumulative grade point average in all college work of 2.75 (3.0 for Denmark business program, Israel, New Zealand, Peru and the United Kingdom). Since more students apply than can be accepted, selection is on a competitive basis.

Co-operation between Massey University and CSU was first discussed in 1974 and the first host institution student was sent in 1975. The first Massey University student was sent in 1976. No formal agreement was written until

1992 (Appendix J). In 1981 CSU proposed sending more students to Massey University. In 1983 the proposal was accepted to be implemented in 1984.

Initiators of the programme initially placed emphasis on students with interest in agriculture. This programme is no longer an Agriculture Faculty exchange and students from all academic disciplines are encouraged to apply.

A total of 13 Massey University students have participated in the programmes since 1986 compared with 26 CSU students. Massey University students have been mainly studying in Business and Social Science fields. The majority of CSU students have been studying in agricultural related fields - mostly from San Luis Obispo.

Massey University students have been evenly balanced in terms of gender whereas the majority of CSU students have been female (16). The numbers and details of those that have participated since the programme's establishment could not be determined. See (Tables; 4 a, b, & 5)

CSU chose not to complete the questionnaire that was sent to them, therefore application and selection details are absent. Their reasoning is outlined in Appendix K.

4.23 University of Montana

The University of Montana is located in the western part of the state in the city of Missoula (a sister city of Palmerston North) - a cosmopolitan Rocky Mountain community of 70,000 people. It has a student population of over 11,000 with students enrolled for bachelor's degrees in 62 areas, master's degrees in 47, and doctoral degrees in 12. Most undergraduates are enrolled in the College of Arts and Sciences, but there are seven professional Schools; Business Administration, Education, Fine Arts, Forestry, Journalism, Law, and Pharmacy and Allied Health Sciences. Twenty percent of enrolments are from out-of-state-students and over 300 students are from foreign countries.

Co-operation between Massey University and UM was first discussed in 1982. A professor at the University of Montana who studied for his Ph.D. at Massey University wrote to the Dean of Geography in an attempt to establish both faculty and student exchanges. That communication was passed to the Vice-Chancellor. Records do not show when students were first exchanged. A formal agreement was negotiated and signed in 1988 and was renewed in 1991 and updated again in 1993 (Appendix L). The director of International Programs at UM, in communicating the approval of continuing the exchange wrote:

"The student-exchange program with Massey University is extremely important to the University of Montana. This has been a popular and academically rewarding program. It provides unique opportunities of interest to students from both universities."

Initiators of this programme placed emphasis on students with an interest in geography. Students from all academic disciplines are now encouraged to apply.

Three Massey University students have been exchanged to UM since 1987 (comprising four positions as one exchange student stayed on another year), whereas eight UM students have participated. Six of those students have been males. Numbers and details of participating students prior to 1987 could not be determined.

The Chairman of IEPC (Associate Professor Mackenzie) believed the aims of all three programmes were "basically the same"; to foster improved relations between countries and provide opportunities for the participating students to develop and also to provide a different viewpoint and cultural background. The opportunity for personal enrichment through making new friends is also mentioned as an aim of the programmes.

Students are expected to take the initiative. The whole exercise from the time of application to the time they return and have to negotiate cross-credits

requires them to take an active part in seeing that things get done. Although not deliberately planned Mackenzie sees that as "... probably a very useful experience."

4.3 MASSEY UNIVERSITY INTERNATIONAL STUDENT EXCHANGE ADMINISTRATION

This section encompasses the government and university regulations that guide exchange programme activities - that have enabled the three exchange programmes under study to develop and others to not develop. A description of the variety of resources utilized to make the programmes operational is provided. A discussion of the recruitment procedures adopted along with the application process is also presented. The selection process is documented along with a description of the orientation programmes. Written communications and various dialogue have also been collated and presented where applicable.

4.31 Regulations

In November 1982 Mackenzie, in response to an IP initiative, proposed to modify the CSU scheme, by increasing the number of students participating. At this time the Massey University-CSU agreement was an agricultural exchange programme and the only exchange programme to the USA at Massey University.

Mackenzie wrote:

"They (CSU) have suggested that Massey University take up to 15 Californian students each year and that in addition to current support CSU will pay \$US1500/student to Massey University. This payment recognises the imbalance in the number of Californian and New Zealand students involved at present and which will increase if Massey takes more Californian students under the past arrangement. The extra money would be spent at the discretion of Massey University to further the scheme, perhaps by providing grants to New Zealand students going to CSU."

The monies came from the 'CSU Exchange Fund'. The fund was established and replenished by special monies paid by CSU to Massey University in connection with the exchange of students between the two institutions. New Zealand tuition fees were paid by CSU for extra students, (those that theoretically were not exchanged). The funds were paid into a special account. Grants were made, by the university council, on the recommendation of the committee (the exchange committee composed of Massey academic staff members appointed by the Vice-Chancellor). The fund was used to assist Massey University exchange students at CSU and for purposes which will contribute to the success of the exchange programme. Grants were available for any student going to CSU of a sum up to NZ\$1,500 in any one year. Since 1990, when programmes were required to

be reciprocal, there has been no money coming from CSU. Therefore students to CSU no longer receive a grant.

In 1983 communications, between state officials in California and the New Zealand Government, took place regarding the proposal of sending 15 CSU students to Massey University. A member of the Board of Governors of the California State University contacted the Prime Minister (Robert Muldoon) asking why Massey had "gone cold" on its agreement to extend the scheme. The Prime Minister's Office contacted Massey University who replied:

"On the assumption that some of the difficulties we foresaw are overcome, or at least eased, we are happy to receive up to 15 students each year."

The Prime Minister mediated between the two parties and responded:

"He (Vice-Chancellor) has discussed the extension of the exchange with the Deans of Faculties and now confirms that they would be happy to receive up to 15 students each year."

In 1990 the exchange programmes came under scrutiny of university officials at Massey University. California was sending many more students than Massey was, and Massey interpreted this as not complying with 'exchange' regulations. A memorandum to the Chairman from the Registry, 25 October 1990 reads:

"As from now we will adhere strictly to the conditions of the Exchange Schemes - one to one. If overseas universities send more than we have there they will have to pay full overseas fees for the extras."

In the Chairman's report (1991) major issues are addressed with concern to new government regulations regarding increase of fees and the parental means testing for student allowances. Mackenzie was concerned that students would be very reluctant to do anything which might prolong their stay at university, especially for longer than three years; extra years will be expensive. He added that most exchange students who have gone on exchange in the past have supplemented their funds with a living away from home allowance of about \$4,500. Many, if not all, will be ineligible because their parents earn more than \$35,000.

"Most students will not be able to raise the necessary money. Unemployment continues to rise and it is becoming increasingly difficult for students to find work. Under the past system I estimate that a NZ student going on exchange would have needed to save or borrow approximately NZ\$8,000 to meet a total cost of \$NZ15,000. Under the new system they will need the full \$15,000 plus another \$2,000 to \$3,000 if they go in their fourth year. I believe there will be few students who will be able to do this but it may need a year or two before everyone is comfortable with the new order."

Academic merit for studies abroad, is awarded by the Deans/Faculty Board of the appropriate faculties on the advice of committee members and individual staff.

4.32 Resources

"With present numbers the resources are available and can be marshalled." This was Mackenzie's response concerning the present level of resources. The resources the committee relies upon, are outlined.

The secretary of the IEPC (Mrs Margaret Gilbert), completes most of the general administrative duties. Mrs Gilbert has been associated with the programmes since September 1990 when she took over from Mrs Barbara M. Coles, now a faculty administrator in the Social Sciences Faculty. Mrs Gilbert is also the Scholarship Officer at Massey University.

The committee consists of an academic member from each faculty. They pass on applications for academic approval in their faculties and act as a source of information for staff and students. The functions of the committee is as follows, as outlined by the Vice-Chancellor:

"Responsibilities to include selection of exchange students, co-ordinating academic advice to students from the foreign Universities and Massey University, settling foreign students into Massey University, routine

administration, advising Professorial Board on matters of policy, assessing additional exchanges, and other relevant issues which may from time to time arise."

At the recent 1993 annual meeting three of the committee were present, along with the chairman and secretary. The content analysis of written communications surfaced a number of apologies over the years from committee members for their absences at meetings.

The present committee is;

Associate Professor P. Hamer	Economics Department
Dr C.J. Veltman	Botany and Zoology Department
Associate Professor W.L. Edwards	Education Department
Mr M.J. Reeves	Food Technology Department
Professor A. Williams	Human Resource Management
Mr P.S Knight	Modern Languages Department
Professor R.E. Munford	Physiology Department
Dr K.L. Teo	Mathematics Department

Dr K.L Teo is the most recent appointment. In June 1991 the Vice-Chancellor approved the proposal to establish, "immediately", four new departments in the School of Mathematical and Information Systems. Dr Teo was appointed to sit on the IEPC.

Mr Martin Wrigley acts as an unofficial mentor/advisor, often showing students around campus, calling on them during the year, and advising them on any number of areas.

The chairman (Mackenzie) has been associated with the programmes since 1982 and had not been associated with the programmes in any manner prior to his appointment. He is an Associate Professor in the Animal Science Department and his role as Chairman is a part-time activity that does not provide remuneration. He currently spends, approximately, 3-4 hours a week on the programmes. Initially Mackenzie was co-ordinator of a committee that dealt with the CSU exchange. That committee used to report to the Professorial/Board. In 1988 Mackenzie was formally appointed by the Professorial Board as the first Chairperson for a term ending 31 December 1990 - subsequent appointments being for three year terms. His appointment will be reviewed at the end of this year (1993). Mackenzie now is required to report to the Academic Board.

In 1989 Mackenzie visited CSU Long Beach, Pomona, San Luis Obispo and UC Santa Barbara, Santa Cruz, Davis and Berkeley. He met with the heads of the various divisions at the university office of EAP along with the director and other university administrators concerned with the enrolment of UC students overseas. Recently (1993) he visited these officials again. In the 1993 'Chairman's Report' he said:

"This helped to establish personal contacts with the administration of the exchanges in California and also provided a very useful perception of Massey University's place in their program(mes). Visits were also made to San Francisco and Northridge. These visits will provide useful background for advising our students."

Mackenzie was granted duty leave, on both occasions, to undertake his visits to California and was paid a sum to cover expenses.

The secretary is remunerated for her position as Scholarship Officer and the university 'acknowledges' the input of the committee members. Some funds have been provided by UC and CSU. These funds are those left over from expenses incurred and are mainly used for helping Massey University students going to California. The administrative costs of the current exchange programmes are largely absorbed by people with other duties. Considerable time is spent by the secretary on routine administrative matters and by some of the academic staff, not on the committee, who act as academic advisors/mentors to the foreign exchange students. Since July 1988 Mackenzie has stated that any expansion in the numbers of students involved may require a more formal recognition of the 'voluntary' input.

4.33 Recruitment

The IEPC have employed a number of advertising strategies to inform students about the programmes available. Concern still lies in this area. It is believed that increasing students level of awareness of the programmes will lead to increased participation of Massey University students which will in turn resolve the problem the programmes have always had (low-level of Massey University student participation). In 1991 the Chairman believed a more vigorous publicity campaign will increase interest, "...if the programmes are to survive we will have to increase awareness about them."

A memorandum to Heads of All Departments from Mackenzie, 16 May 1991 reads:

"Many staff and students are unaware of the existence of this opportunity for our students to study at an overseas University and the purpose of this communication is to ask you to help increase the awareness of the Programmes by bringing them to the notice of staff and students.

A memorandum to the IEPC from Mackenzie, June 5 1990, reads:

"Many students are unaware of the opportunity available to them and I thought some effort should be made to publicize the programmes. I enclose some notices and I would be grateful if you could find homes for them in

your faculty. It may help, if you felt it was appropriate, to make announcements about the programmes in class."

In April this year (1993) Mackenzie called four past exchange students (including the researcher), who were studying at Massey University in 1993, to a meeting, to brainstorm for ideas that would help raise the student awareness of the American exchange programmes on campus. The following were suggested;

1. Articles in Chaff. It was decided the other three students would each write an article for the newspaper describing their experiences studying abroad
2. Two of the students were to create a poster. Stationary costs would be met
3. The director would attempt to get a MU reporter to do a story about the researcher's project to help raise faculty awareness.
4. The information desk was agreed upon as a effective way to raise awareness and answer questions students may have.

Suggestions 1 and 3 never eventuated. The information desk did go ahead and a poster was designed and drafted by a graphic artist.

The researcher decided to survey the present level of awareness of both students and academic faculty members. The researcher proposed that this

should take place prior to the implementation of the above suggestions. The results of the current level awareness on the Massey University campus, of both students and academic faculty follow.

The student survey attempted to obtain a sample that was a representative cross section of students attending the main campus of Massey University in 1993. A randomized sample was achieved by questioning students outside the Massey Library 12-1pm Tuesday the 20th of April till Thursday 22 April. It was assumed that the largest percentage of the student population was on campus, Tuesday to Thursday. The time was assumed to be one of greater 'traffic flow', with the least number of students in classes. Outside the library was chosen as a reasonable site to gather the sample. Student statistics were provided by the University Registrar. These statistics were used to illustrate the extent of the sample's representation.

Questionnaire Protocol;

Did you know that Massey have student exchange programmes to the USA?

If yes, from what source/s did you find this out? A number of sources were listed;

Friends, American Exchange Student/s, Massey Exchange Student/s, Chaff, Radio Massey, Enrolment Guide, Notice/s at Massey, Faculty Member/s, Staff Member/s and Other/s. Gender, Age, Faculty and Year of Study.

The internal student roll at Massey University (Palmerston North Campus) was 7971 at July 1993. The sample size was 420, 5.27% of the student population. Of those 420, 222 (53%) were female and 198 (47%) were male. Of the females questioned (61%) said they knew Massey University had exchange programmes to the USA compared with 108 males (54%). At July 1993 females comprised 45.8 % of the internal student population.

Table 8 lists the sample's female/male numbers and percentages compared with the Massey University population. These figures along with Table 9, 10 and 11 illustrate the sample's representation and comparability with the Massey University student population.

Table 12 and 13 list those that responded yes - with their faculty and year. These results should take into account the sample representation as listed in Tables 8-11. For both female and male students year 3s were the most aware, females 83.6% and males 68.9%. Year 5 and above were the least aware group, for both female and male, polling 40% female and 33.3% male. However the year 5 group, for both female and male, was relatively unrepresented (see Table 10 and 11).

By faculty, the female response; Business Studies (81.5%), Humanities (70%), Science (67.3%) and Social Science (64.2%) polled above the female average response. For the male population; Science (76.5%), Ag/Hort Science (73%), Social Science (70.6%), Business Studies (50.8%) and Technology (48.6%) polled above the average male response.

It was decided that the results for faculty and year response percentages would not offer a true indication of awareness. A more accurate female/male faculty year sample would be needed before such an accurate interpretation could be extracted.

Of the students who polled yes (243); 48% of them cited friends as their source of information followed by, Chaff (30%), notices (20%), Enrolment Guide (12%), American exchange students (10%) and ex-Massey University exchange students, posters, Radio Massey, faculty members, staff members, and faculty guide (social science).

These results were similar for both female and male and have been combined to give the above results. There were no differences in sources for either year group or faculty.

The Telephone Academic Faculty Member questionnaire aimed to acquire a sample that was representative of the academic staff at Massey University in 1993.

The sample was derived from the staff telephone directory. The questionnaire was taken over the week Monday 26 April to Friday 30 April. Academic members excluding graduate assistants numbered 769. The study proposed to question a tenth of the staff in proportion to numbers in each faculty. Seventy-seven staff members were questioned, providing a sample of 10%. Each member, counted in the 769, was given a number coded within his or her faculty. If a faculty member could not be reached by phone, over the questionnaire week, another faculty member was substituted and contacted (and so on) until the sample was complete.

Although 10% of academic staff were proportionally sampled, the sample size in some faculties was too small and therefore unrepresentative. Those faculty's where a comparatively larger sample was taken are more useful. Ag/Hort Sciences showed (100%) awareness, Social Science (78%), and Business Studies (67%). See Tables 14 and 15.

Prior to the 1993 initiatives, that resulted from the meeting mentioned above, students were recruited through advertising in the enrolment guide, MU weekly staff newsletter and Chaff (weekly student association newspaper). In May 1993 the programmes were advertised in the Massey Column of the Palmerston North newspaper the 'Evening Standard'. Notices explaining the programmes have also been 'scattered' throughout campus on notice boards. See Appendix M for 1993 notices. Information has been made available this year about application for undergraduate and graduate students at UC. A

Massey University student who is planning to attend UM this year (1993) has compiled an information sheet entitled 'Information for Exchange Students to the University of Montana'. See Appendix O.

Over the last two years (1992 and 1993) an information desk in the Student Centre has been operating, staffed mainly by Massey University students who have returned from exchange. This was proposed by the researcher as an attempt to raise the level awareness on campus and hopefully increase the number of applicants. Applications in 1992 (to be enrolled 1993 or 1993/4) rose dramatically compared with previous years. However 1993 applications (to be enrolled 1994 or 1994/95) were significantly low. See Tables 2, 4 and 6 (a).

American students on exchange at Massey University, along with Dr Duncan Mackenzie and Mrs Margaret Gilbert have also participated on the desk, both years. A board featured posters from some of the university campuses available for exchange. Information and application forms on each programme were made available. A number of exchange students (past and present) were available to answer questions.

UC-EAP do occasionally send posters, advertising the exchange programme. The last time they sent such material was February 1991. EAP have written they are willing to forward any additional posters. Each of the American campuses, send catalogues each year as part of the exchange agreement.

4.34 **Application Process**

Students who are currently enrolled for degree courses at Massey University and have completed at least one year of their courses are eligible to apply for all of the three programmes. This also includes Palmerston North College of Education students who have completed at least seven papers. Undergraduate and graduate students take approved courses at the host university which are credited towards their degree at Massey University. They are enrolled as non-degree students at the host institution and therefore their course work there cannot be forwarded to an American degree.

Applicants are asked to choose their intended courses and university carefully before applying. They are advised to consult the appropriate catalogues (which are available from the Massey University library and the IEPC secretary's office). It is also necessary for intending students to discuss, with their Massey University teachers and H.O.D., the suitability of courses for their degree requirements.

Massey University exchange students have the option of starting at all host institutions in either January or September. The American institutions work on semester (2 x 15 week terms) or quarter (3x10 week terms) systems, which in principle allows students to enter the university at the beginning of each semester (twice yearly) or quarter (thrice yearly). In practice Massey

University students have entered at the beginning of the academic year, in September. The advantages include the following;

1. The student is entering at the beginning of the year and they can fit into the regular orientation programmes
2. Some courses offered in the second semester have prerequisites that are only offered in the first semester
3. Some courses become fully booked (impacted) by enrolments during the first semester and are not available to students entering later
4. The student only needs support for the 30 weeks of the academic year and two short vacations whereas entering in January means the student has to be in the states for the full year
5. Most students need to work full-time for at least 6 months to earn sufficient money to participate in the exchange
6. It is easier to administer one application date
(Mackenzie)

The major disadvantage to the student, starting in September, is that by going to America for one year they miss two academic years at Massey University. For this reason Massey University students have generally completed their degrees in the USA and have not returned to Massey University.

Once choices of subjects have been made the student can fill out the Course Proposal and Massey Pre-selection form. Applications close usually on or around 12 June, the year before proposed exchange. Applicants are short-listed, if required, and those students are then interviewed a month later.

Students are asked in the application form to state the amount of finances they will have available for the exchange. The University of Montana require exchange students to present a verified bank statement showing at least US\$6350. The University of California requires a similar statement with the amount of funds required differing depending on the campus. Most campuses have two amounts one for undergraduates and another for graduates. Amounts are for nine months. If a student is starting in January they will need to meet costs for a 12 month period. The UC amounts (in US dollars) are as follows;

	Undergraduate	Graduate
UC Berkely	\$8,100	8,100
UC Davis	\$7,920	11,530
UC Irvine	\$9,263	8,242
UC Los Angeles	\$10,395	10,647
UC Riverside	\$9,200	9,340
UC San Diego	\$7,500	7,500
UC Santa Barbara	\$7,250	8,400
UC Santa Cruz	\$9,200	9,700

CSU do require a similar bank verification. The amounts they require for exchange students were not available.

Successful applicants are then required to fill out the enrolment form for the host American university. This form is forwarded to that university's International Programs (IP) office together with a list of courses the student wishes to take. IP forwards this information to the appropriate campus (UC and CSU) where the applications are formally approved or not. This can take CSU until February in the following year and often requires a phone call to obtain confirmation before enrolment commences at Massey University. With UC, Massey University notifies the EAP New Zealand co-ordinator residing at the University of Auckland, of how many applications have been received etc., generally keeping him in touch with how many students

Massey University may send. Formal acknowledgement of the feasibility or otherwise of course proposals is very rarely given. This means that despite the best of intentions by both staff and student at Massey University there is no guarantee that the student will be able to take the courses nominated and approved by Massey University.

The host university then looks over the full application and advises the Massey University IEPC on their decision. If accepted the student will receive a letter of acceptance from the office of International Programs at their host institution. If the student is declined, the student is notified by the IEPC at Massey University.

4.35 **Selection**

The academic criteria for the three programmes differ. A, B- (minus) average is required for intending UC students whereas a C average is required for those going to CSU and Montana. Other criteria include personality, maturity, realistic expectations and adequate finance. In addition, numbers are kept in balance with the numbers coming to Massey University.

The researcher was invited to sit on the selection committee in 1993 as the ex-student exchange representative. Ex-exchange student representation on the selection committee was initiated in 1993 and it is intended that it be

continued. This enabled the researcher to document the process as a participant observer. The following describes the process;

The 1993 interviews commenced at 2pm Wednesday July 28. The interview panel consisted of; Dr Mackenzie, Mrs Gilbert, Mr Reeves, Dr Hamer and the researcher. Each member of the interview panel had been forwarded a copy of each of the students applications. Applicants totalled six. Two applied for the University of California starting January 1994, four for California State University (two in January and two in September) and one, who had applied for CSU as well, for the University of Montana in September 1994. Each applicant was scheduled a 20 minute interview. One student failed to attend her interview.

Each of the interviewers assigned themselves an area of questioning such as;

1. How did you hear about the exchange?
2. Why have you chosen this particular campus?
3. Questioning financial backing outlined in the application
4. Extra-Curricular involvement

The researcher questioned the interviewees on their intentions to pursue course work other than their major. A number of other questions emerged as the interview progressed often pertaining to responses given in their application. After each interview the panel discussed the strength of the

applicant and suitability for exchange at their proposed campus. At the commencement of interviews, each applicant was again reviewed and a decision was made regarding their selection. In speaking with Mackenzie afterwards he said that students, in applying, select themselves. Usually students who can submit an application are generally motivated and have the necessary ability that is required to participate in the scheme.

In accepting American students, the IEPC sends on applications to the committee member in the appropriate faculty, for him/her to decide if it is acceptable, or in the case of two or more applications, which of the applicants would be most suitable.

4.36 **Orientation**

There is no organized pre-departure orientation for Massey University exchange students. Mackenzie believes that it would be too difficult to organize for the limited number of students going, especially as most students are working at different locations around the country and world prior to their exchange. It is hoped that by the time the students have left they have a better appreciation of what "...is in store for them."

With students coming to Massey University, UC students are met in Auckland by the New Zealand EAP co-ordinator and participate in an orientation programme, as outlined in Chapter 2. CSU and UM students do

not partake in a formal orientation. Mackenzie meets them as they arrive individually, settles them into their accommodation and has them over for a meal early on in their stay (usually in their first week). All students including those from UC are brought together for enrolment. Mackenzie then calls upon the students from "time to time" over the course of the academic year.

Students are expected to arrive in Palmerston North on the Thursday or Friday of the week prior to enrolment. On the Monday they are taken to the H.O.D. who accepted their application. Generally the students are specifically assigned an academic advisor. The IEPC members are available for academic advisement if need be. However, if the number of incoming students is large, Mackenzie organizes a mentor in the appropriate faculty, generally a junior member of staff. With smaller numbers of students Mackenzie believes that the committee members, the secretary and 'unofficial advisor/mentor' can handle any queries. Mackenzie holds a special enrolment for the students on the Wednesday of enrolment week.

4.37 Future Exchange Programmes

In September 1988 Mackenzie, in a memo to committee members, reflected upon the following - as issues that need to be considered carefully for future developments of exchange programmes at Massey University.

1. *Objectives* - experience for individual students, fostering relationships between countries, 'shop window' for attracting overseas students, and aid to underdeveloped countries.
2. *Countries* - English speaking versus other countries, Pacific rim countries vs Europe vs the Americas vs Africa vs the Middle East etc.
3. *Nature of the Exchanges* - Present exchanges based on cross crediting for undergraduate degrees, field work for the post graduate degrees, one year diplomas and short courses.
4. *Financial* - This must be viewed as a major constraint on any programme. Arrangements which assist our students may be possible for exchanges with some countries but for many countries the Massey student will be viewed as the affluent partner.
5. To qualify as an exchange there needs to be equivalency in the numbers participating from the two institutions.

Committee members were asked to comment on the pros and cons of current and future exchange programmes. The issues are still ones of consideration when reviewing exchange proposals.

The following proposals have been received;

In 1979 Oregon State University expressed interest in establishing a student exchange. After lengthy communication between the then Dean of Agricultural and Horticultural Sciences the exchange was not formalized and no students participated in an exchange. Just recently, July 1993, Mackenzie has received communication from a colleague at Oregon State expressing interest in setting up a 'multi-department' exchange.

In 1989 Pontificia Universidade Catolica de Parana of Brazil expressed interest in establishing exchanges. In 1982 the University of West Florida expressed similar interest. Mackenzie responded, thanking them for their interest:

"... but regret that I can not see any opportunity in the immediate future of establishing such a programme yet."

The feasibility and desirability of initiating exchanges with other universities was considered:

"The difficulty in obtaining reciprocity appears to be a major obstacle in identifying other universities with which Massey students could exchange, especially in countries of the Pacific rim."

The Psychology Department at Massey University has recently received a letter of intent from a university in Sweden to establish a departmental

student exchange. The proposal was addressed at the annual meeting of committee members in July 1993. Mackenzie would be happy to be associated with the programme if the majority of administrative tasks were to be carried out by the Psychology Department rather than the IEPC. He sees this as a possible way in which exchange programmes in the future will be established. Programmes will be departmental, with the department responsible for promoting and administering. The IEPC could then provide general support, with selection and government and university regulations.

Massey University has recently formalized an exchange agreement with Wye College in England. At present, only students studying towards a Horticultural degree are invited to apply. With time, eligibility will be broadened to include students in other degrees administered by the Agricultural and Horticultural Sciences Faculty.

Mackenzie in responding to the Massey Programme Questionnaire outlined the following problems:

1. *Cross-Crediting*

"The cross-crediting of US courses to Massey credits is a constant cause for concern. Students are probably not as well briefed as to what to expect as they could be, especially about organising their classes. The administration is satisfactory for the number of students participating at

present. Many more students would require greater input of administrators, probably in the Registry."

2. Level of Massey University Participation

As documented in this chapter the low levels of Massey University participation in all of the programmes have been an area of concern. Up until 1992 the programmes were in jeopardy because of this factor. This is of a less of a concern than has been in the past. However in setting up new programmes this is Mackenzie's major concern. Will Massey University be able to provide the numbers?

4.4 IMPACT ON STUDENT PARTICIPANTS

The documentation of the impact the programmes have upon their student participants is an essential part to a comprehensive characterisation. It enables the reader to partly understand the student experience - how the programmes actually work for whom the experience is designed. The following section, attempts to document the variety of responses that were gathered. The size of the samples did not lend themselves to quantitative analysis and therefore students are extensively quoted.

4.41 **Sample (The Participants)**

The Massey Exchange Student Questionnaire and American Student Exchange Questionnaire were sent out to Massey University and American students respectively, who participated in the three exchange programmes over the last five years. Those responses are documented here.

MASSEY UNIVERSITY STUDENTS

A total of 17 students were sent questionnaires and 11 were received back, a response rate of approximately 65%. Each of the students has been labelled using a code letter. The code letter will enable the reader to attribute statistics and comments to the context in which have derived.

Table 16

Massey Exchange Student Sample

	Code Letter	Gender	Overseas Campus	Major	Year
UC -	A	(F)	Santa Cruz	Regional Planning	1990/91
	B	(F)	Davis	Agric. Science	1990/91
	C	(M)	Davis	Landscape Architecture	1992
M = 1 F = 2 subtotal = 3					
CSU -	D	(M)	San Luis Obispo	Agric. Business	1987/88
	E	(F)	Fresno	Marketing	1988/89
	F	(F)	Chico	Accounting	1989/90
	G	(M)	San Francisco	Accountancy	1989/90
	H	(M)	Fullerton	Geography	1990/91
	I	(F)	Sacramento	Social Work	1990/91
	J	(M)	Fresno	Horticulture	1991/92
M = 4 F = 3 subtotal = 7					
U of M -		K (M)		Business Studies	1991/92 & 1992/93
subtotal = 1					
Total Sample = 11					

AMERICAN STUDENTS

From a sample of 50, 18 questionnaires were returned - a response rate of approximately 36%.

Table 17

American Exchange Student Sample

	Code	Gender	Home Institution	Major	Year
UC -	1	(F)	Santa Cruz	Environ Studies	1988
	2	(M)	San Diego	Psychology	1988
	3	(M)	Irvine	English	1989
	4	(F)	San Diego	Foreign Languages	1990
	5	(F)	Davis	Animal Science	1991
	6	(F)	Santa Barbara	Psychology	1991
	7	(F)	Santa Cruz	Plant Biology	1992
	8	(F)	Irvine	Psychology	1992
M = 2 F = 6 subtotal = 8					
CSU -	9	(M)	San Luis Obispo	Biology	1986
	10	(F)	San Luis Obispo	Agric.Science	1987
	11	(M)	San Luis Obispo	Hort. Science	1989
	12	(M)	San Luis Obispo	Biology/Vet Science	1990
	13	(F)	San Luis Obispo	Hort. Business	1990
	14	(F)	San Luis Obispo	Hort. Science	1990
	15	(F)	San Luis Obispo	Soil Science	1990
	16	(F)	San Luis Obispo	Geography	1990
M = 3 F = 5 subtotal = 8					
U of M -		17 (M)		Botany	1991
		18 (M)		Business Studies	1992
M = 2 F = 0 subtotal = 2					
Sample Total = 18					

4.42 Exchange Experience

The exchange experience has been categorized into the following;

1. Reasons for Participating
2. Application Procedure
3. Orientation Programmes
4. Finance and Accommodation
5. General Experience

Student responses are generalized but also extensively quoted. It is the belief of the researcher that the exchange experience is an individual one and that this research study should reflect that. It was decided that these responses should be part of the main body of research and not part of the appendices. No matter how lengthy, the responses serve justice to students experiences with the programmes and provide a true characterization of their participation.

4.421 *Reasons for Participating*

The following responses are those to question 7 in the student questionnaires (Appendix E & F). The American students generally participated for travel and cultural experiences where the Massey University students generally

emphasized enhanced career opportunities as the primary motivating factor for their participation.

AMERICAN STUDENTS

Student 2:

"My sister went somewhere so I wanted to go somewhere."

Student 3:

"The main reason is I always wanted to travel to a foreign country and live there. I saw a travel film on New Zealand and its beauty and the positive things I heard drew me to it. I also wanted to go to an English speaking country, as I'm terrible in foreign languages."

Student 4:

"I have always been fascinated with travel and saw the Education Abroad Program as a unique and wonderful opportunity to study and travel at the same time. I was also becoming very tired of my academic routine and knew a year away would be the perfect change I was looking for. I yearned for new experiences, a different culture, the beauty of New Zealand and new friends."

Student 5 :

"I love to travel, and there is no way to really become part of a country unless you live like the people there. I have always been interested in studying abroad, so when I saw a chance, I applied and went."

Student 7:

"I wanted to experience a different culture, meet new people, have adventures. I wanted a challenge. Life is very easy in California with no worries. I wanted life to be hard so I could learn more about myself and the world."

Student 10:

"To improve myself as a person by exposing myself to a different culture and new experiences"

Student 11:

"Looking for an international experience. Would separate my resume' from other Hort majors in the States. Looking for a great experience to broaden my knowledge in my field of study, which NZ is well respected for worldwide."

Student 13:

"I really had my heart on visiting New Zealand and this opportunity of going to Uni was perfect."

Student 15:

"I wanted to travel, but I wanted to do so in a way that I would come to know people and local customs. Due to pictures I had seen of New Zealand I had wanted to go there for about ten years!"

MASSEY UNIVERSITY STUDENTS

Student A:

"... because I felt it would give me an advantage in the job market and academic world, and partly because it was an adventure."

Student B:

"Opportunity to study abroad at a larger institution which had much to offer students studying Agriculture, to live in a foreign country and experience a different culture, to expand my horizons, knowledge and mature as a person. It was a challenge and an opportunity to travel and meet people."

Student C:

"For a speciality education in Landscape Architecture. Also to make employment contacts in this field."

Student E:

"An opportunity to travel and meet/experience a new culture, whilst finishing my degree at the same time."

Student G:

"Opportunity to live and study overseas. Better job prospects due to prestige of overseas study - C.V. sticks out from the others."

Student I:

"Overseas travel - and to experience a different way of life."

Student J:

"Opportunity to travel and experience living in another country. Also to discover agriculture and horticultural practices and issues in California."

4.422 *Application Procedure*

Four American students found parts of the application process confusing;

AMERICAN STUDENTS

Student 3:

"Trying to pick classes to attend at Massey and trying to determine what they were equivalent to in the U.S. were the hardest parts. Especially since our exchange program did not have an up-to-date listing of the classes Massey offered. Also, having to pick a return date to fly home a year in advance was hard to figure out."

Student 7:

"The financial situation was very confusing. My tuition is paid for by financial aid and loans, and it was very unclear to me how it was all going to work. It turns out I really didn't understand, because now I'm stuck with a \$3000 bill that I can't pay. Had I known this might happen before I left, I would never have gone on the program."

Student 11:

"I believe the only part of the application which may have been confusing was attempting to match course work at Massey which would be acceptable with Cal Poly."

Student 15:

"Trying to co-ordinate with my advisor (in U.S.) the anticipated courses I would take. One disadvantage was the difference between our quarter system and NZ year long courses. Also terminology, such as 'papers', was confusing."

MASSEY UNIVERSITY STUDENTS

Eight Massey University students found the application straight forward and generally not confusing. The others;

Student H:

"Generally confusing, especially getting familiar with the catalogue to choose classes and trying to estimate expenses for a year in California - where do you start."

Student I:

"Having to go and get signatures of approval for each course cross - credit from five or six different lectures was time consuming, confusing and frustrating."

Student K:

"In the interview I thought they asked irrelevant questions to the situation."

All of the six students interviewed found the administrative staff, both at home and at host institutions, most accommodating and willing to assist in any way they could;

Student A:

"Massey (especially the secretary and director) were very helpful."

Prior to submitting an application students had a range of questions. The American students most frequently asked questions concerning cross-crediting and the types of courses available. In order, questions varied from; costs, living arrangements, universities available to the selection process, sizes of cities and people to contact on their home campus.

The most frequently asked questions from Massey University students concerned how grades will be cross credited followed by how much the exchange will cost and the type of universities available. In order, the next most frequently asked questions concerned the selection process, people at Massey University who had previously been on exchange; bursary eligibility and minor administrative matters like ISIC cards and student discounts on air fares.

Once the students were accepted a new line of questions emerged, differing from those prior to application deadline. The American students most frequently asked questions concerning travel arrangements. The next most asked question concerned cross-crediting and what to expect of the host university to, financial support, courses, administrative details, location of home institution and climate. Massey University student questions were also varied including finance, courses, what to expect, what to do next and the transfer of student allowances.

Students used a variety of resources when looking for answers to their variety of questions. The American students most utilized resource was travel books, followed by ex-exchange students to New Zealand and the Massey University calendar respectively. New Zealand magazines, ex-Massey University exchange students, ex-Australian exchange students, the Atlas, cultural books and the American Automobile Association (AAA) were also resources students turned to. The Massey University students

predominantly used the catalogues that were held in the library and secretary's and director's offices. The next most utilized resource was shared between previous Massey University exchange students and American exchange students at Massey University. Other resources used were, Lincoln University, host institution, USA Embassy, students selected for exchange in same year, American students in New Zealand, visiting lecturers, Massey University staff and people who had known people who had been to their host institution.

4.423 *Orientation*

AMERICAN STUDENTS

Two American students said that there was no orientation programme. They were student 1 from UC Santa Cruz 1988 and student 17 from the University of Montana 1991. All but two of the students who said there was an orientation did not attend. Student 3 "... was given an informal orientation by the Head of the English Department, who showed me around the campus." Both students, did not elaborate on the reason for their non-attendance.

The UC students that attended orientation did so in Auckland with the New Zealand co-ordinator then attended the orientation programme at Massey University. Their comments on the UC orientation;

Student 4:

"We met in Auckland upon our arrival. All of us sizing up the others. We looked out over the city wondering what we had to look forward to. We savoured everything - the architecture, the clothes, the cars the trees and the accents. It was like a dream."

Student 6:

"In Auckland we saw the sights and spoke to people involved at the Uni and with the program on all aspects of the university. It was so-so helpful. More of a social gathering."

With regard to the Massey University orientation;

Student 2:

"It was good because it made us all feel that we had somewhere to turn to if we needed a support system."

Student 5:

"We discussed classes and previous students experience at Massey. They showed us the town so we could feel even more independent. It was very beneficial. Martin Wrigley and Duncan were FANTASTIC!!! "

Student 7:

"It was fun to meet people from so many different countries, and I felt welcomed."

Student 8:

"Our orientation involved talking about different services, tours of the city and campus. I didn't find it entirely beneficial, the social interaction was good but the information was geared toward non-English graduate students."

Student 11:

"I can not remember much about the orientation at this time. However, I remember how helpful Martin Wrigley and Duncan Mackenzie were in helping us become comfortable with our new surroundings."

Student 13:

"When we first arrived some professor showed us the campus then took me to my flat. He was very nice and helpful."

Student 14:

"It helped me feel more comfortable with a new campus and a new country. It also helped the exchange students get to know each other better."

Student 15:

"We were met at the airport and taken to our various accommodations which had been determined by our application preference. Then we were driven around the school and into town. Several days later one of the professors (Programme director) had a dinner for all the exchange students from America. It was an excellent opportunity to meet everyone on the program."

Student 16:

"We were picked up at the airport by Martin and had a look around, BBQ, and close contact with him and help on Massey course decisions from Duncan Mackenzie. They both made us feel very comfortable. Following that was the Massey Orientation (MUSA) which was wild."

MASSEY UNIVERSITY STUDENTS

All of the American universities provided an orientation which exchange students from Massey University were expected attend. All students attended the programmes except one who missed due to flight delay. This student (F) had a comparatively less positive experience than the other 10 students.

The orientations varied according to each campus;

The University of Montana orientation lasted two days. Student K found it useful "... to a certain extent, yet it was mainly for students with English as a second language."

Student C started his academic year half way through the American academic year. "I came into UCD at Winter break - half way through the year and there was only a minimal introduction available. We had dinner at the international house and were talked to about support services."

Student B who attended UC Davis 1990/91 gives a full description of the orientation that is held at the beginning of each academic year. "It involved comprehensive talks, lectures, slide shows and tours about everything a student could possibly want to know when starting in a new country and at a new university, ie... library tours, university tours, English as a second

language and services available. Also most evenings activities were arranged - dinners out, BBQ's etc..."

Student K at CSU Fresno in 1991/92 thought "... the orientation was very beneficial. It involved a short tour of the university and quite an extensive tour of the city where the university was located. There were also a few gatherings of the international students for social events." Student E had a similar experience at Fresno 1988/89.

Student H CSU Fullerton 1990/91 found the orientation of little benefit. "Yes I attended it and it was crap. It was pretty much made for non-English speaking students so it involved a day of being treated like an idiot. I got very little out of it but it was better than doing nothing for a day."

CSU San Luis Obispo has a 'Week of Welcome' that runs prior to the start of the first semester. Student K 1987/88 describes the week;

"New students were broken into groups of about 15 and assigned two 'Week of Welcome' (WOW) counsellors (second year plus students). Through the week there were various organised events for the groups designed to introduce the new students to San Luis Obispo and the university."

The orientation for EAP exchange students at UC Santa Cruz 1990/91 is of a different nature. An orientation of two hours takes place and then a series of interviews take place. Student A describes;

"We then met the staff of the EAP office in individual interviews over the first two weeks of term. The interviews were beneficial and the EAP staff invaluable the whole year."

Student G, CSU San Francisco 1989/90, found the orientation programme "... good to attend, as I got to know many other students who also knew no-one else at the school."

Student I, CSU Sacramento 1990/91, found the one day orientation "...beneficial but very large."

4.424 *Accommodation and Finance*

Massey University students were accommodated in dorms (mainly shared rooms) apartments and a fraternity house. Four students stayed the entire year in dorms. Two students spent time in both dorms and apartments. Four students spent their whole year in apartments and one student divided accommodation between dorm, apartment and a fraternity house.

The majority of the American students were housed firstly in hostels and then in flats. Most students (10) spent a term in hostel accommodation and then moved into a flat with other students for the remaining two terms. Six students were in the hostels all year and one student flatted from the outset.

Massey University students financed their time abroad with a variety of income resources. All of the students used their own personal savings. Three students parents provided finance, however in all three cases they were not the sole finance providers. Six students received a grant from the IEPC. Two students took out loans. Five students received student allowances. Two of the students had jobs on their host university campuses. The following illustrates the variety of combinations used to finance their time abroad.

Table 18

How Massey Exchange Students Were Financed

No. of students	Combinations
1	Loans, parental support and savings
1	Campus job, grant, savings & student allowance Savings
3	Parental support, grant, savings & student allowance
1	Savings, and student allowance
1	Campus job, grant, loan, savings & student allowance
1	Grant savings & student allowance
1	Grant and savings

The American students were financed with a number of combinations. Parents played an important role financing either in whole or part 12 students. Seven of the students were financed by their own savings and parents. The table below illustrates the combinations;

Table 19

How American Exchange Students Were Financed

No. of students	Combinations
2	Loans, parental support and savings
1	Grant, loan , parental support
2	Savings
1	Parents and loan
7	Savings & Parents
1	Parents
1	Grant and loan
2	Savings and loan

4.425 *General Experience*

AMERICAN STUDENTS

Of the 18 who responded to the questionnaire only one student did not "completely" enjoy his time abroad. Overall that student described it as "pretty good, but painful."

"When we first arrived at Massey we were put in hostels... Then we were told that the cafeteria didn't open for several weeks! There wasn't a stove, or sink to cook in either. We also didn't have transportation to the city to get food. We basically starved and ate foods that wouldn't spoil and didn't need to be cooked. Also people stole from me when the hostels were open to everyone. I had food stolen several times, and things like shampoo and toothpaste while I was in the shower. The hostel supervisor said "tough", and didn't do much because we were "rich Americans, who could afford it," Later on our mail was stolen from us and destroyed, presumably the thief was looking for money. It wasn't until the newspaper (campus) wrote an article about that the mail was delivered directly to the hostels."

The others concluded their questionnaires with positive comments;

Student 2:

"I had a great experience - New Zealand is now a second home to me. I miss it!!"

Student 4:

"Beautiful! Best thing I ever did. I'm still trying to top it."

Student 5:

"Fantastic. It was the best thing I've ever done in my whole life. I gained a sense of freedom, individuality, and most importantly, self-confidence. I'm not afraid to do anything!"

Student 6:

"Excellent. An opportunity that has deeply enriched, perhaps even changed, my life."

Student 8:

"Wonderful, its the best thing I've ever done."

Student 9:

"Very good experience. I felt like I grew a lot living in New Zealand on my own. By being sent to a foreign country where you didn't know anyone, you have a vast amount of opportunity to meet new people and grow personally. This was a truly positive experience."

Student 11:

"My experience as an exchange student was the most memorable and satisfying accomplishment of my academic study."

Student 12:

"My overall experience was probably one of the best years of my life. I feel I am a much better person now because of it. If the All Blacks can start winning again, maybe I will come back!"

Student 13:

"Brilliant. The most enjoyable time while attending college."

Student 14:

"I really enjoyed it and wouldn't trade it for anything. I now have close friendships in another country and those friends are very special to me."

Student 15:

"I had an excellent year in New Zealand! I met wonderful people (Kiwis whom I stay in touch with) and got to see most of the country. Meeting

other exchange students was also a great way of meeting people with similar interests."

Student 16:

"I made brilliant friends (and boyfriend) that have come to visit in the States, and I think I have a much broader world view."

The same student also added; "Tell people to try and not fall in love. It can be very painful."

Student 17:

"It was a once-in-a-life-time experience. I met some great people and had a good time."

MASSEY UNIVERSITY STUDENTS

All Massey University students had positive experiences. In response to the question; How would you describe your experience as an exchange student?;

Student A:

"... the best thing that I've ever done! I'm sure it will be one of the most wonderful years of my life..."

Student C:

"Awesome. Do it again in a second. The exchange process is not about academic success and barely about academic development. It is the process of advancing people with the initiative, is to succeed in often hostile environments- sink or swim."

"... this programme enforced the idea that with perseverance and determination what sometimes seems to be marginally attainable goal can actually be achieved."

Student D:

"It exceeded my expectations in all areas. It's a pity every student can't have the same experience."

Student F had general difficulties with the experience:

"Excellent - probably (the) most challenging and trying experience I've had. I learnt a lot and lived a lot. However I did have difficult times and life wasn't easy there. It certainly was easier in the year that I stayed on and travelled. I think the particular campus that I attended probably wasn't the most suitable choice. But as a result my experience was heightened."

Student G:

"I gained a lot of independence. I grew as a person, more able to accept people for who they are. I learned a lot about myself...It was one of the best periods of my life."

Student I:

"A positive experience that I would recommend."

Student J:

"I think it was a very worthwhile experience and I would highly recommend it."

Student K:

"Very positive, opened my mind up. Benefits will last a lifetime, also a lot of fun."

This particular student applied to stay on another year and was accepted as there were no applicants for that year.

4.43 Academic Effects

The students experienced an academic climate with which they were unfamiliar and they generally coped well.

AMERICAN STUDENTS

All but two of the American students were studying in their third year. The other two students were both from CSU San Luis Obispo (student 9 & 13).

Ten of the students returned to their home institution to continue their studies. Seven of the students did not return to further study at any institution. The majority of students (10) were not assigned an academic advisor in their department.

All but three of the American students said they received lower grades at Massey University. The other three said their grades were the same. All of the students cross-credited their grades back to their home institution.

MASSEY UNIVERSITY STUDENTS

From the sample of eleven, the majority (9) of Massey University students were studying in their third year, the other two were in their second year of study.

Six of the students did not return to full-time study at any institution. Five students returned to full-time study at Massey University.

The majority of the students were not assigned an academic advisor at their host university (7).

Their grades generally increased while abroad. Seven of the students said that they achieved better grades while on exchange while the others said their grades stayed about the same. For those students whose grades improved (7) six attended one of the CSU campuses. The other attended UC Davis. In terms of cross crediting, all of the students crossed their American earned credits back to Massey University. One of the students (K) who participated in a University of Montana exchange two years in succession

is, at the time of writing this study, still attending that institution. It is unclear whether that student will cross credits back to Massey University.

4.44 Cultural Effects

For many students the experience of living and studying abroad enabled them to develop a better understanding of not only their host culture, but also their own and other cultures.

AMERICAN STUDENTS

Student 1:

"I became a Kiwi and had a very hard time returning home. I adapted to the culture rather than just being a visitor. Being a student rather than just a tourist let me see the culture and be a part of it."

Student 3:

"I saw America from the outside as an onlooker. I realised how differently other people live."

Student 6:

"Mostly an objective look at the U.S. and my own life by seeing from a different perspective."

Student 8:

"Not only did I learn about New Zealand but also other countries through international students and I learned about how others see America."

Student 9:

"I see the USA and the world from different eyes now."

Student 12:

"The people of NZ are very nice, open and generous. All the characteristics of the NZ people have become a part of me. I am a more kind, generous and even better rugby player now."

Student 13:

"To experience day to day living from a different perspective of the world I feel is very important especially for us Americans. You can gain so much insight from this experience."

Student 14:

"I learned about my own country, seeing how the rest of the world views America and Americans."

Student 15:

"The most educational aspect of spending a year abroad was the reflections it caused me to make of my own country."

Student 16:

"I learned heaps about New Zealand. I think I have a much broader world view. I also have a better idea of how non-Americans feel about Americans."

Student 17:

"I learned to look at my own culture from a different point of view.

"MASSEY UNIVERSITY STUDENTS

Student F:

"The exchange gave me a sense of individuality and a greater empathy for other cultures. I realised what its like to live as a minority and to be considered different and strange."

Student G:

"The benefits of living in a culture far outweigh the things you learn while on a short holiday to an overseas country. You learn how real a real American 'ticks'."

Student H:

"Generally extended my horizons and understanding of their culture."

Student I:

"I learnt a lot about another culture."

4.45 Importance of Study Abroad for the Career

A number of students in answering the question regarding why they participated in exchange mentioned the experience as being beneficial in their future careers. Only one American student mentioned that the experience might be directly beneficial to his career in the future.

AMERICAN STUDENTS

Student 11:

"Would separate my resume from other Hort. majors in the states. Looking for a great experience to broaden my knowledge in my field of study.."

MASSEY UNIVERSITY STUDENTS

Student A:

"... partly because I felt it would give me an advantage in the job market and academic world."

Student B:

" Academically I grew and made contacts for my future career."

Student C:

" For speciality Education in Landscape Architecture. Also to make employment contacts in this field."

Student D:

" For a different perspective on Agricultural/Business."

Student G:

" Better job prospects due to prestige of overseas study - CV sticks out from others."

Student J:

"... to discover agricultural and horticultural practices and issues in California. The programme significantly improved my knowledge in horticulture and gave me a good overview of this industry and how it operates in California."

4.46 Participants Problems and Suggestions

The exchange students encountered a variety of problems while on exchange. These problems have been categorized into;

1. Before
2. During
3. After

The students were also asked to make suggestions that would make the experience a better one. Their suggestions are documented here.

4.461 *Student Problems*

AMERICAN STUDENTS

Of 18 students 11 students said that they had no problems at all. The other seven's comments follow;

Before

Student 1:

" We were the first group to go to New Zealand from the University of California system - we had a lot of misunderstandings about the health service, living arrangements, etc.. about the program while in New Zealand. Luckily most were worked out with long distance phone calls between Massey exchange co-ordinators and UC."

Student 4:

" Plane ticket was overpriced and didn't allow any stopover."

During

Student 3:

(see 4.425)

Student 7:

" Finances were a problem before, during and after. It didn't seem like there was adequate communication between universities and financial aid and me."

During the year, I tried to ask about my financial situation, and could never get a straight answer. Now I owe \$ 3,000 and I am very frustrated."

Student 15:

" Some of my financial aid checks were sent to me late by my university in the U.S. My program advisor (NZ) and the local bank which allows overdraft, were very accommodating."

After

Student 4:

" Cross - crediting courses once I returned was a pain."

Student 6:

" I am still experiencing difficulty with UCSB accepting my transfer units from Massey. It has hindered my graduation."

Student 8:

" Problems with my major and cross-crediting back to Irvine."

MASSEY UNIVERSITY STUDENTS

Of the eleven students three (E, D, and J) said that they encountered no problems.

Before

Student B to UC Davis 1990/91 was not sure where she was staying and where she was suppose to arrive - she had not been notified regarding either.

During

Student A had accommodation hassles at UC Santa Cruz 1990/91. The student arrived before students were allowed into the dorms and was not met at the airport.

Student G:

" Financially, waiting for my bursary from NZ was difficult as it only came two times in the year. At times I was very poor."

This student also had course difficulties:

" In between my departure from NZ, the study requirements for an accountancy degree were changed. No one informed me until I wrote to ask advice on the change of paper. I had to hurriedly get some new courses arranged. Then when I returned to NZ, (name disclosed a member of the Accountancy Department) had been replaced by (name disclosed) who told me that I'd still have to take one more paper extramurally. I argued strongly and after several letters, phone calls and support from (director of International Programmes)... at Massey I was given permission to graduate under the "old" system requiring less accounting papers. If I had not forced the issue I would have had to wait at least one year longer to graduate."

Student H at CSU Fullerton 1990/91 found the waiting for bursary a financial burden.

Student K had student allowance difficulties.

After

Student B, UC Davis 1990/91, was unable to enrol in courses she had intended to do as there was "... not enough room in the timetable." She reported a number of difficulties with her course at Massey University this year (1993) because of this.

Student C, UC Davis 1990/91, had not been given enough information about the hostels.

Student F, CSU Chico, had "... delay and hassle with cross-crediting."

Student H had problems cross crediting CSU Fullerton papers back to Massey University.

4.462 *Student Suggestions*

Ten American students offered suggestions that could make the exchange experience more worthwhile.

Student I:

" There were seven Americans (all from California) at Massey while I was there. They put all of them together in the same hostel. I got out, made some friends with Kiwis and left with a New Zealand accent. They all left with even stranger Californian accents because they spent all their time together. Spread the foreign students out - treat them as individuals rather than a group - let them experience the people and the culture."

Student 3:

" I think the Registrar's office needs to be more flexible and realize we can't always meet the same deadlines as the other students. I think the hostel supervisors need to be more sympathetic and better trained to handle exchange students. Also the problem of having no food the first week needs to be addressed."

Student 4:

" More explicit system of transferring courses/credits. I got off pretty good, actually. I know some students that had a miserable time getting credits upon returning to their UC school."

Student 6:

" The unit transfer between the universities needs to be ironed out."

Student 7:

" I don't think people should have to live in the hostels on campus if they know they don't want to."

Student 8:

" Give more class information and registration beforehand so people can consult with their advisors at home."

Student 9:

" Better food at the cafeteria."

Student 15:

" I think it would benefit both countries if there were more exchange students from NZ coming to America. Very few Kiwis I spoke with had even considered the possibility."

Student 16:

" Students need to be given a clearer picture of how the courses will cross-credit. That was very frustrating."

Student 17:

"Tell United States students not to, under any circumstances, take more than four half year papers and two full year papers. They should be travelling not studying.

MASSEY UNIVERSITY STUDENTS

Four of the students had no suggestions that could help improve the programmes.

Student B:

"More support from Massey University to the student once they have been accepted onto the exchange but before they leave. EAP exchange definitely needs to be promoted and publicized more at Massey."

Student C:

"I don't think it should be such a sink or swim exercise. Either you only choose people who are going to swim or you change the process so it becomes a lot more friendly to the novice traveller and then allow the people who might sink to have a go anyway."

The same student added:

" The exchange process is not about academic success and barely about academic development. It is a process of advancing people with the initiative. Is success in often hostile environments sink or swim? It's a game and if you only come out with less money and more of everything else then you've won."

Student D:

" More information prior to the exchange and use made of visiting lecturers and past exchange students. A database of past exchange students for current students to contact would be useful about the university and city and be put in touch with Americans for the same reason. I'm sure most past exchange students would be more than happy to assist."

Student F suggests that nothing else could be done to improve the programme:

" ... the experience depends on the individual. There are few things that could facilitate the enrolment but nothing that would change an exchange student's experience."

Student G:

" Perhaps, when arriving in a city for the first time it would have been great for someone to have met me. The first few days can be very lonely, especially in the big city."

Student H:

"There is nothing that administration can do to improve their experience. That is completely up to the individual. You have to meet all the people you can, go to as many places as you can afford and take every day for the unique opportunity that it is."

Student J:

" I felt a little insecure about my circumstances upon arrival in the U.S. The university I attended had a support system for new foreign arrivals but I was unaware of this. It could have been due to the fact that I neglected to read something before arrival. Knowledge of the support system would have initially given me a greater peace of mind."

4.763 *Satisfaction*

Students were questioned:

Did you feel you were adequately prepared for the exchange?

Were you satisfied with support you received from the host university?

In response to the first question the Massey University students (2) answered 'no', by doing so indicating they felt they were not as well prepared as they would have like to have been. Those students were student C to UC Davis 1992 and student E to CSU Fresno 1988/89. Student E wished she had had more advice on which campus to choose.

Three of the American students said they were not adequately prepared for the exchange. Students 16 and 15, both from CSU San Luis Obispo (1990), said they were not academically prepared. Student 3 was not financially prepared.

With regards to the second question, two Massey University students were not satisfied with the support they received from their host university. Student E, CSU Fresno 1988/89, said "... no support was received post orientation." Student F to CSU Chico 1989/90 did not elaborate further,

however this response can be put into context with reference to her other responses.

Of the American students only one student (3) was not satisfied with host university support.

4.47 1993 American Student Exchange Experience

At the time of writing there were five American exchange students attending Massey University (gender in brackets);

CSU Fresno	(F)
CSU Humboldt	(M)
UC San Diego	(M)
UC Davis	(M)
University of Montana	(M)

It was decided that they should not form part of the American student sample as at the time of questioning they had only completed half of their year at Massey University. However, their experience with the programmes was assumed to be of considerable value providing the most up to date information on the exchange experience at Massey University. Their experience with their exchange is briefly documented;

Student from CSU Fresno:

"Excellent so far, I've really enjoyed it and my lectures are far better than at FSU. I feel I have a better perspective of world concerns as far as my field of study. It's nice to get a different view. I have travelled quite a bit and even seen a lot. It has been really good so far."

However, she suggests that more information should be made available to students prior to their departure. She also found the length of time it took to process her application and the lack of ability of people at Fresno to answer her questions frustrating. At one stage, after acceptance, she rang the Head Office at CSU Long Beach and Massey University for answers to some of her questions.

Student from the University of Montana:

He said he was having a wonderful time here, enjoying the academic and cultural life immensely.

He was assigned an academic advisor prior to enrolment, by Mackenzie, and found him unhelpful and generally not concerned with the questions he raised. He asked a question regarding the overlap of two history papers and the advisor suggested he take one extramurally. When the student

approached the History Department about this he was strongly advised not to do it.

He asked whether he was completing the forms for course approval correctly. The advisor affirmed that he was. The student was to find out later that this was incorrect as he was required to obtain course controllers signatures for each paper.

The student is most pleased with the support from Mackenzie and Mrs Margaret Gilbert. Pre-departure, he would have appreciated more information about Massey University. He hasn't received any correspondence from 'International Program' UM, apart from exchange evaluation forms (Appendix N) and 1993/94 enrolment material, and would have liked more.

Student from UC San Diego:

The student is having an enjoyable year despite, being convicted of driving under the influence of alcohol, and the victim of numerous rumours circulating campus regarding his behaviour. He stayed in the hostels during term 1 and 2 and is flatting with New Zealanders in town. He has worked in a popular student drinking establishment over the course of this year and has relished the opportunity to meet people. He is finding the academic work more demanding in relation to UCSD but is maintaining his Grade Point Average (GPA).

Student from CSU Davis:

He has stayed in the hostels for the year. He travelled to Australia during the August holidays. He has had no problems with the exchange process. Despite having his backpack stolen at a backpackers hostel while travelling in New Zealand he has had a most positive exchange experience. He is predicting a slightly lower GPA this year.

Student from CSU Humboldt:

The student has stayed in the hostels over the course of his exchange. As an older student he found it difficult to adapt to first-year mentality, however he has persevered and is enjoying it more. He predicts similar grades to which he is accustomed at CSU.

Chapter 5

DISCUSSION OF RESULTS

OUTLINE

This chapter reviews and discusses the results presented in Chapter Four. Conclusions, in terms of the implications these findings may have for the future of International Student Programmes at Massey University, are presented.

5.1 PROGRAMME NATURE

The student exchange programmes to the United States of America at Massey University can be described by what Burn et al. (1990) defines as 'Organized to a Medium Extent'. An administrative structure does exist that carries out much of the organization for a students sojourn. However, the students are also required to take some initiative in planning their time abroad.

The programme purposes are uniform, in that they all aim to assist cultural exchange and enable selected students to gain first hand knowledge and understanding of other areas of the world while working for academic credit. While students are required to take a full-time course load at their host university, the exchange programmes are not solely academic in nature. The

academic prerequisites for the programmes are evidence of this. The UC programme however, does require a higher grade average than the CSU and UM programmes, thus limiting those who are eligible to apply in relation to the two other programmes. Note the differences in primary purpose for students studying abroad. Massey students emphasize the benefits the experience will have on their career compared to American students emphasizing cross-cultural objectives.

The programmes are 'multi-department' exchanges, as students from all academic disciplines are encouraged to apply. As permission needs to be obtained from the student's home department, before a student is accepted as an exchange student, some students find that department course requirements do not allow for them to study a year of their course elsewhere. For Massey University students these tend to be the Technology and Veterinary Science faculties. Although all three programmes are multi-department, CSU tends to send agriculture students.

5.2 PROGRAMME DEVELOPMENT

Massey University first engaged in international student exchange in 1974, with an informal agreement with California State University (CSU). Then it was administered by the Agriculture Department at Massey University to facilitate the exchange of agricultural students. Since 1974 Massey University has established a number of similar agreements with tertiary

institutions in the USA , England and Japan. The University of Montana (UM) exchange was initially with the Geography Department, later developing into a multi-department exchange. The University of California (UC) exchange has enabled students from all disciplines to apply since its establishment in 1988.

As well as the developments in the programme curriculum, considerable change has occurred in the manner in which the programmes have been administered. Prior to 1982 the CSU programme was administered by the Agriculture and Horticulture Faculty. In 1982 Mackenzie was appointed as Co-ordinator of the committee that oversaw the programme. Later Mackenzie was appointed as the Chairperson of the International Exchange Programmes committee (IEPC) which currently administers the three American programmes, two Japanese exchanges and a British departmental exchange. Both the CSU and UM programmes were established informally with no initial formal agreement. They both now have formal agreements (Appendix J & L).

Since 1974 (then only agriculture students could participate on a Massey University exchange - primarily one campus - San Luis Obispo) the university offers three exchange programmes to the USA with a choice of twenty-nine campuses.

Since 1986 twice as many students have participated in the CSU exchange and since 1988 eighteen more UC students have participated on exchange compared with Massey University students. However, due to government and subsequent university regulations, the exchange programmes are now operating one for one. The trend of Massey University student participation, since 1986, to CSU, 1987 to UM and 1990 to UC has not increased. Applications in 1992 did take a dramatic rise, in comparison to past years for all three programmes. However, applications in 1993 dropped dramatically.

5.3 PRESENT OPERATION

An International Exchange Programmes Committee (IEPC) administers the programmes. At present the administrative framework seems to be adequate, however an increase in the number of students or programmes will put considerable strain on the committee. Student participants who responded to the survey view the experience and the support networks very favourably, however, they do offer a number of suggestions that they feel could make the exchange experience a more enjoyable one.

At the time of writing it was not possible to determine the number of Massey University students participating, 1993/94. It is presumed, however, that there will be two to CSU, five to UC and two to UM. CSU are willing to exchange many more students where UC, (once the balance has been

achieved) would like to exchange three each year and UM, one each year. At present there has been no student accepted to attend UM, 1994/95.

The awareness survey of both students and faculty members showed that there was a positive correlation between faculty awareness and student awareness even though faculty members were not a major source of information about the programmes (Chapter Four, 4.33). Friends, Chaff and notices around campus polled relatively highly as information sources.

5.31 **Administrative Structure**

The administrative structure that currently organizes the three American programmes includes all but one aspect the literature views as important for a successful educational exchange programme, that being - evaluation. The orientation programmes, and counselling of both home and host students seem to be most effective and finances available seem to be adequate considering the volunteer nature of personnel. Considerations regarding the planning of study abroad programmes, mentioned in Chapter Two (2.63), the objectives, curriculum and level of programme organization have been consciously decided upon. Policies which contribute to successful functioning of programmes outlined in Chapter Two (2.65) are integral components of the American programmes. Co-operation is amicable between the institutions, the standards are kept from year to year (regarding student selection) and, with regards to student feasibility, students are helped

financially when funding is available. Note that some students would have liked more information about their host university (this will be discussed in the next section).

The SAEP found the lack of evaluation present in programme administration disturbing. Very few programmes were found to include evaluation measures via past participant feedback. The three American programmes at Massey University do not include evaluation. Students are not asked to complete evaluation questionnaires, unlike UM and UC students. However, in the last two years (1992/93) Mackenzie has consulted past Massey University exchange students on ways in which the programmes can be promoted on campus. If there is any feedback from students it comes in the form of informal conversation. In reading this study's Literature Review, Mackenzie did feel that the IEPC should adopt some of the practices outlined in the self-study section in Chapter Two (2.42). The question then must be asked, are the resources available to carry out such an evaluation? As mentioned earlier, Mackenzie believes the current structure is adequate for current services provided, however, if further responsibilities are taken on by the committee, further resources will be needed.

5.32 Student Feedback

Student responses concerning the programmes were generally positive. The problems that American students experienced varied depending on the

individual. However three of the eighteen American students and four of the eleven Massey University students surveyed, reported cross-crediting difficulties.

Students suggestions are varied (4.462) however they can be summarized as; American students suggesting the cross-crediting system needs to be addressed and Massey University students appreciating more information about the exchange experience in general and their host university.

5.4 IMPLICATIONS FOR THE FUTURE

The implications of this study are three-fold. Firstly they provide conclusions that may prove useful for the continuing administration of the American programmes and the administration of other programmes currently established at Massey University. Secondly, the study provides information from which decisions, concerning possible future exchange programmes at Massey University, could be made. Thirdly, it is a source from which other universities in New Zealand, interested in student exchange programmes, can refer to, as it not only discusses Massey University's exchange programmes to the USA but also reviews current literature in the field and discusses relevant issues.

This study concluded that evaluation, cross-crediting and providing further information for students are areas that need attention. However, where do the resources come from that are required to explore these concerns?

Possible solutions could be;

1. Committee Members take on more responsibilities

Whether this could be expected from them in terms of their responsibilities detailed in Chapter Four (4.32) is a question the researcher is unqualified to answer. Secondly, how accommodating would committee members be to take on further responsibilities? Few members are actively involved in the administration of the programmes at present.

2. A full or part-time position is created, that person being responsible for co-ordinating programme activities. Most exchange schemes, particularly in the USA, that outgrow volunteer input appoint a director, with secretarial support, to co-ordinate programme activities. The question then must be asked, where does the funding come from for such remuneration? The options could include;

- (a) Massey University

- (b) Charging Students an Administration Fee

(c) Outside Funding (Government or Private)

Option two is problematic because funding is probably limited to coming from the university itself. Funding option (b) would be unsuitable given the number of students participating. Secondly, could such expenditure be validated? Present demand from the studentry would suggest that these exchange programmes are not popular pursuits, and are certainly not increasing in demand.

Increasing the student level awareness of exchange programmes, currently 57.5% (see Chapter Four, 4.33), has in the past been seen as a step to increasing the level of participation. However similar recruitment techniques in 1992 and 93 have resulted in quite different application numbers. It does seem, as Mackenzie pointed out, that students that are interested in such opportunities tend to apply, therefore the general level awareness may not necessarily positively correlate with the number of applications. However there is a positive association between awareness levels of both faculty members, students and exchange participants.

It is interesting to note that this year (1993) the committee did not receive any applications, before the deadline, for the recently established Wye College - England exchange. Mackenzie, borrowed the services of a colleague to speak to students during lectures and subsequently, within 24 hours, 3 applications were received. This incident suggests that students may

need to be 'sold' the concept of student exchange. Perhaps this method of recruitment could be added to other procedures in the future. Chaff, notices and the enrolment guide are the major forms of information.

The information desk that has been running for the last two years (1992 & 1993) was an effort to increase the level of student awareness. Awareness percentages are unavailable prior to the 1992 information desk and therefore it cannot be proven that the desk did raise awareness. However the researcher, did 'man' the desk in both years and students who had not previously heard of exchange programmes heard so through the information desk, though the majority of students who received information from the desk had previously heard of the exchange programmes.

In terms of student awareness - males are less aware. This is however not reflected in gender differentiation in participant numbers, another factor indicating that perhaps level of awareness is not directly linked to participation numbers. Subject study of Massey University participants to UC does positively correlate with high levels of awareness in terms of faculty. Since 1987/88 students have come from the Business Studies, Social Science, and Agriculture/Horticulture faculties. The highest level of student awareness were shown in these faculties, polling over 50% for both male and female.

With increasing fees, increasing unemployment, student exchange (without financial assistance) may become a less attractive option. Massey University exchange students do have the option to start in January or September, and with Massey University going to a two term year next year, students do have the flexibility that will allow them not to interrupt their degree programme. However in the past, students have tended to work between the end of their university year and the beginning of their exchange year, in September. Most Massey University students tend to be financed partly through their own savings and without the period mentioned above to earn money most could not participate.

The student surveys did not include family and social background questions, therefore the social backgrounds of the participants can not be determined. It is presumed, that they would be similar to the SAEP participants (Chapter Two, 2.513), that being 63.4% of fathers and 30.9% of the mothers of study abroad students were in what they defined as 'highly qualified' and 'high-status' occupations. If the socio-economic backgrounds of Massey University students are to change in the future there may be a change in the number of applications received.

Students were not asked in the survey whether cost was major consideration in their decision to apply. However, it is assumed that this was. When participating at the student exchange information desk, many students were 'put off' by the \$NZ15,000 stated in the 'Study Abroad' Information Notice

(Appendix M). Due to USA government regulations exchange students are now asked to confirm their financial backing through providing bank statements. This may, in the future, lead to exchange students having to deposit their money in a host university banking account, which is now required of some foreign students attending UM. The figure of \$NZ15,000 is also lower than what UC now requires, with the current exchange rate approximately around the \$NZ1 = 55c UC prices depending on campus and enrolment status (undergraduate or graduate) are between \$NZ13,180 to \$NZ20,960 (See Chapter Four, 4.34). UM currently require around \$NZ11,545. CSU figures are assumed to similar to that of UC.

Note that grants are diminishing for Massey University students to CSU, and once these funds are depleted grants will no longer be available. There has never been a grant for Massey University students to UM. The IEPC are still able to provide grants to Massey University exchange students to UC. However this will differ from year to year depending on the monetary exchange rate.

Mackenzie, in the past, has turned down proposals from overseas institutions to establish student exchange activities with Massey University, primarily due to the lack of interest on the part of Massey University studentry, manifested in relatively low application numbers in comparison to partner institutions.

The IEPC is in the predicament of needing to initiate measures that would make the current programmes more effective, but unable to justify expenditure due to lack of interest in the programmes. It seems that, if appropriate, and acceptable to committee members, they themselves take on the responsibilities required.

An interesting development has recently emerged regarding the proposal by the Psychology Department to establish a student exchange agreement with a university in Sweden. The committee decided not to refuse the proposal, but suggested that the programme could go ahead on the conditions that the department itself deal with the routine administrative tasks, with the committee acting as a general support. Such an agreement could serve as precedent for the establishment of student exchange programmes at Massey University in the future. Such agreements would ease the strain on the volunteer personnel and limited financial resources available to the IEPC, requiring departments themselves to, promote the exchange programmes, counsel and advise host and home students and tend to the varying routine administrative duties characteristic of educational exchange programmes.

Introducing work placement opportunities for exchange students outlined in Chapter Two (2.525) is perhaps worth consideration as enhancing the cultural interaction, and possibly the 'attractiveness' of the exchange experience.

Possible solutions regarding the implementation of evaluation strategies, reducing cross crediting difficulties and providing more information for interested and accepted students could include;

1. Evaluation comes in many forms. Depending on what is required from an evaluation IEPC could adopt similar models to that of UC and UM. The UM model would require the least amount of time and effort to administer. Self- regulation systems outlined in Chapter Two offer other possibilities.
2. Cross-crediting is constantly a matter for concern for many study abroad programmes. UC have overcome such problems through the use of a formalized course acceptance process. The process is outlined in the academic checklist section of 'A Student's Guide to EAP in New Zealand'. It requires the student to carry out a list of procedures during the pre-departure, on-site and return phases of their sojourn. This does not drastically differ from what is currently required from Massey University exchange students however the Study Center director has a major role in assuring the UC students meet their academic goals. Often, once a student arrives on campus he/she finds out that one or more of their intended courses is unavailable.
3. The Pre-Departure Orientation Handbook; For Foreign Students and Scholars Planning to Study in the United States, is held in the reference

section of the Massey University library. The Handbook includes information on what a student will need to do. Including;

- A Pre-Departure Preparations
- B Travel to the United States
- C First Days at the University
- D Housing
- E Legal Rights and Responsibilities of Foreign Students in the U.S.
- F Academic Matters
- G Practical Information

This handbook has provided worthwhile information for Massey University students that have managed to find this resource. It answers many questions that students have about a study abroad experience in the USA. This guide could be adapted to suit the UC, CSU and UM programmes. However the researcher wonders whether providing such information fits with the philosophy of the exchange experience where students are required to take initiative in preparing for the experience abroad.

Mackenzie however asserts that the present philosophy has developed out of necessity due to the limited resources available rather than a conviction on the part of its administrators.

5.5 SUMMARY

The purpose of this study was to characterize the UC, CSU and UM exchange programmes as the first step to an effective and comprehensive evaluation. The social science methods of inquiry have enabled the research participant respondents and documentary data received, to govern the course and subsequent findings of this research. The student exchange experience was acknowledged as very much an individual one and the style of reporting in Chapter Four has attempted to reflect that.

The researcher hopes that this study makes administrators aware of the importance such 'ground clearing work' is to an assessment process. Not only do administrators need to be aware of what actually characterizes their programme/s but also what others are doing in the field. Often the answer to problems have been solved by others, and alternatives have been successfully implemented elsewhere.

Not only does this study provide a text of information which may be useful in future decision making but it will also provide other universities in New Zealand, that are already exchanging students (some in their formative years), with a body of information to refer to. The literature review provides information that is particularly relevant to the unique nature of exchange programmes in our country and the Massey University characterization

provides information on a well established and thought about administrative structure.

A final thought. Perhaps a single administrative organization, similar to EAP in California, could be established providing the framework from which universities in New Zealand can exchange students with tertiary institutions abroad. There are many benefits of such a system; not only would it eliminate the confusion that each university endures when establishing new programmes, but also it would also allow for a wider range of exchange possibilities unavailable to individual universities. A feasibility study would perhaps find that such a proposal would be both financially economical, in comparison to each university administering its own programmes, and effective in terms of the quality and quantity of exchange programmes it could produce.

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TERTIARY EXCHANGES AND INSTITUTIONAL AGREEMENTS

A(i) TERTIARY INSTITUTIONAL AGREEMENTS-UNIVERSITY

NZ INSTITUTION	OVERSEAS INSTITUTION	ANNUAL QUOTA
Lincoln College/ Massey University	California State University and Colleges	5
Lincoln College/ Massey University	California and Oregon State Universities	20
Lincoln College	Colorado State University	reciprocal
Lincoln College	University of California	reciprocal
Massey University	Daito-Bunka University	20
Massey University	Hokkai Gakuen University	reciprocal
Massey University	Kyoto Sangyo University	2
Massey University	University of California	10
Massey University	University of Montana	5
University of Auckland	East China Technical University of Water Resources	reciprocal
University of Auckland	Hiroshima University	2
University of Auckland	Sophia University	2
University of Auckland	State University of New York	1 or 2, not necessarily on regular basis
University of Auckland	Thammasat University	2
University of Auckland	University of California	4
University of Otago	Iowa State University	2
University of Otago	Kansas State Universities	reciprocal

NZ INSTITUTION	OVERSEAS INSTITUTION	ANNUAL QUOTA
University of Otago	University of California	1 for 1
University of Otago	Wilfred Laurier University	reciprocal
Victoria University of Wellington	Nihon Joshi University	1
Victoria University of Wellington	University of California	3
Waikato University	Centre de Rencontres et d'Echanges Internationaux du Pacifique (CREIPAC)	5-reviewed annually

A(ii) TERTIARY INSTITUTIONAL AGREEMENTS-POLYTECHNIC

NZ INSTITUTION	OVERSEAS INSTITUTION	ANNUAL QUOTA
Wellington Polytechnic	Rhode Island School of Design	1-2
Christchurch Polytechnic	Kyoto Sangyo University	1
Christchurch Polytechnic	Guangxi Teachers' College, China	Reciprocal

B. GENERAL TERTIARY EXCHANGE SCHEMES

Category	Number
Postgraduate Students from the Federal Republic of Germany	Unspecified but related to the 20-25 New Zealanders holding post-graduate scholarships at any one time
Japanese Ministry of Education (Monbusho) Scholarships	5-10
Students from France a. Those under the auspices of the France/ New Zealand Cultural Agreement b. Post-graduate students	Unspecified but related to about 10 New Zealanders studying at post-graduate level at any one time in France
Rotary Foundation Scholars (Under-graduates, Post-graduates, Teachers of Handicapped, Vocational Students, Journalism Students)	About 25 each year
Commonwealth Scholarship and Fellowship Programme Scholars (Post-graduate Students)	Reciprocal
Chinese students on National Scholarship arrangements (CHEP)	10

B GENERAL TERTIARY EXCHANGE SCHEMES

CATEGORY	NUMBER
Postgraduate Students from the Federal Republic of Germany	Unspecified but related to the 20-25 New Zealanders holding post-graduate scholarships at any one time
Japanese Ministry of Education (Monbusho) Scholarships	5-10
Students from France	Unspecified but related to about 10 New Zealanders studying at post-graduate level at any one time in France
a) Those under the auspices of the France/New Zealand Cultural Agreement	
b) Post-graduate students	
Rotary Foundation Scholars (Under-graduates, Post-graduates, Teachers of Handicapped, Vocational Students, Journalism Students)	About 25 each year
Commonwealth Scholarship and Fellowship Reciprocal Programme Scholars (Post-graduate Students)	About 15 each year
Chinese students on National Scholarship arrangements (CHEP)	10

28 October 1992

To Academic Registrars

Colleges of Education
Polytechnics
Universities

GUIDELINES FOR TERTIARY RECIPROCAL STUDENT EXCHANGE PROGRAMMES

1 Changes in legislation have made it necessary to review procedures for establishing new and monitoring existing tertiary student exchange programmes.

2 It has always been the intention of foreign student policy that exchange students on programmes approved by the Government be treated as if domestic students and be a charge to Vote: Education. However since the provision for approving tertiary exchanges, Section 20 of the Amendment Act 1989, was revoked from 1 January 1991 there is no legislation for the Minister of Education to exempt exchange students from payment of foreign student fees.

3 Changes to legislation have made it necessary to Gazette the Education (Domestic Students) Notice 1992 to ensure that exchange students are not required to pay foreign student fees. The effect of the notice, which was published in the 13 August NZ Gazette, is that foreign tertiary students in New Zealand on approved schemes are treated for enrolment, course and fees purposes as if they were domestic students. The Minister has also agreed that tertiary institutions can set up institution to institution exchanges without seeking approval from the Minister or the Ministry of Education.

Existing Institution to Institution, Government and Sponsored exchanges treated as if domestic students and a charge to Vote: Education.

4 There are a number of existing approved exchanges that are institution to institution (eg University of Otago/University of California) Government to Government (eg Fulbright, Monbusho) or sponsored by outside organisations (eg Rotary Foundation). Students on these exchanges should continue to be treated as if domestic students and a charge to Vote: Education. These students

should be included in the exchange category in the 30 April and 31 July statistical returns made to the Ministry of Education.

5 The Secretary of Education is responsible for maintaining a register of approved exchanges (refer Appendix 2). Please advise Alison Miles, Policy Division Ministry of Education, Box 1666, Wellington if you are aware of any corrections deletions or omissions to the list.

6 Procedures for establishing new reciprocal (refer to Appendix 1 for terms of reciprocity) institution to institution exchange programmes, new Government to Government exchanges and sponsored exchanges which are not directly between two institutions follow:

PROCEDURES FOR ESTABLISHING NEW RECIPROCAL INSTITUTION TO INSTITUTION EXCHANGES

1 It will no longer be necessary to obtain approval of exchange proposals from the Minister or the Ministry of Education for institution to institution reciprocal exchange programmes. However it will still be necessary for institutions to send proposals to the New Zealand Immigration Service for approval in order that incoming exchange students are issued with a student visa without paying the prescribed foreign student fees for the course. In the past this approval was sought by the Ministry.

2 Proposals sent to the Immigration Service should include clauses that cover the following:

Reciprocity

Sponsors (responsibilities for selection, contact point, accommodation, funds for maintenance of self and any dependents, provisions for curtailing the exchange if necessary)

Health and Character (Medical insurance recommended)

Travel arrangements and documents

Period of Exchange

Terms and conditions of employment if part of the exchange programme.

Please refer to Appendix 1 where terms and conditions for reciprocal exchange programmes are expanded.

3 Once your proposal has been approved by the Immigration Service a copy should be sent to Policy Division, Ministry of Education, Box 1666, Wellington as it has the responsibility for maintaining a register of existing and newly established schemes.

4 Institutions should include these students in the category for exchange students in the 30 April and 31 July statistical returns made to the Ministry.

**PROCEDURES FOR APPROVING NEW GOVERNMENT TO GOVERNMENT
AND SPONSORED EXCHANGES THAT ARE NOT DIRECTLY BETWEEN
TWO INSTITUTIONS**

1 Any government to government and sponsored exchange proposals instigated by Government or organisations outside tertiary institutions would not be introduced without consultation and co-operation from the institutions concerned.

2 Exchange proposals in these categories need Government (Minister of Education's) approval and meet the New Zealand Immigration requirements for exchanges (refer Appendix 1).

3 These proposals will be referred to the Ministry of Education who in turn will consult with the Immigration Service and relevant Government agencies as well as the institutions prior to seeking the Minister's approval.

4 Once approved institutions should include these students on their 30 April and 31 July statistical returns to the Ministry of Education in the category for exchange students.

APPENDIX 1

GENERAL REQUIREMENTS FOR EXCHANGE SCHEMES

Proposals for the establishment of exchange schemes may be approved where they meet the following requirements and conditions:

1. Reciprocity

Exchange schemes must be reciprocal in terms of:

- a) the number of foreign and New Zealand exchangees participating each year. (It is normally expected that over any three year period the total number of incoming exchangees will be approximately equal to the number of outgoing New Zealand participants);
- b) the granting of reciprocal permission, by the relevant immigration authorities, for New Zealand exchangees to visit other countries under similar terms and conditions for equivalent exchange periods.

2. Sponsors

Some person or organisation in New Zealand must agree to be the New Zealand sponsor for the exchange. Where the scheme is being organised from New Zealand, the scheme's proposers will usually be the New Zealand sponsors. Where the scheme is being initiated from outside New Zealand, the organisers must nominate a sponsor who will act on their behalf in New Zealand.

New Zealand sponsors must accept the following obligations, either as organisers, or on behalf of the organisers:

- a) they must assist in the selection of New Zealand participants, and agree to provide the New Zealand Immigration Service (and the Ministry of Education in the case of educational exchanges), once yearly, with details of the number of inbound foreign and outbound New Zealand exchangees who have participated in the scheme in the preceding 12 months;

- b) they must agree to be the contact point for any communication between the organisers, the participants and the New Zealand Immigration Service (and the Ministry of Education in the case of educational exchanges);
- c) they must guarantee that suitable accommodation will be arranged prior to the arrival of each inbound participant;
- d) they must undertake to be responsible for ensuring that inbound participants (and any accompanying dependants) are adequately maintained throughout the period of the exchange;
- e)
 - (i) if exchangees will all be undertaking employment, they must guarantee that suitable jobs will be arranged prior to the arrival of each inbound participant;
 - (ii) if exchangees will be attending schools or other education institutions, they must guarantee that suitable places in these institutions will be arranged prior to the arrival of each inbound participant.
- f) In the event that any participant's continued involvement in the scheme is no longer supported by the New Zealand sponsors they are expected to make arrangements for the person concerned to leave New Zealand - irrespective of whether he or she has completed the full term of exchange. Should the sponsors be unsuccessful in arranging the departure of any ex-participant they are required to notify the New Zealand Immigration Service immediately, who may then, at its discretion and having regard to all the circumstances, modify the conditions of, decline to extend, or take any steps necessary to withdraw that participant's permission to reside temporarily in New Zealand.

3. Health

Participants must be in good health. Where the period of exchange is to be longer than 24 months inbound participants may be required to complete New Zealand medical forms and have a health clearance before a visa will be issued.

4. Character

Participants must be of good character. Under the Immigration Act 1987, people are not eligible for a visa if they have been convicted and sentenced to imprisonment for certain specified periods, or if they have

been removed from New Zealand or deported from any country. Intending participants who have been convicted of any crime, apart from minor traffic offences, should check their eligibility to enter New Zealand by supplying full details to the nearest New Zealand Diplomatic Mission, or to the New Zealand Immigration Service, PO box 4130, Wellington, New Zealand.

5. **Medical Insurance**

Because temporary residents are not eligible to receive the full range of New Zealand Social Welfare benefits, inbound exchangees must obtain suitable medical and dental insurance cover for the full period of the proposed exchange prior to their departure for New Zealand.

6. **Travel Arrangements**

Return travel to the exchangees' countries of usual residence (or to some other country to which they have right of entry) must be guaranteed - either through the production of fully paid return tickets by each exchangee at the time of application for a visa, or by way of a written guarantee to the New Zealand Immigration Service from the New Zealand sponsors stating they will be responsible for ensuring that participants (and any dependants) will be in possession of outward bookings at the end of their stay in New Zealand, irrespective of whether they complete the full term of the exchange.

7. **Visas**

All incoming exchangees must apply for visas prior to departure for New Zealand. Applications may be made either to a New Zealand diplomatic or consular mission overseas, or by writing to the New Zealand Immigration Service in Wellington. (Lists of the addresses of New Zealand missions overseas may be obtained from the Ministry of External Relations and Trade, Private Bag, Wellington, New Zealand.)

8. **Travel Documents**

Exchangees must hold national passports issued by a government which is recognised by New Zealand. These must be valid for the full period of the intended exchange and for at least 3 months beyond the intended date of departure from New Zealand, and must confer right of re-entry to the holder's country of usual residence.

9. **Period of Exchange**

The usual maximum period of stay in New Zealand permitted for temporary visitors is 12 months. Special approval must be obtained from the New Zealand Immigration Service (and the Ministry of Education in the case of educational exchanges) for any schemes which envisage exchanges of more than 12 months.

10. Terms and Conditions of Employment Under Exchange Schemes

It should be noted that approval of a vocational or working holiday exchange scheme by the New Zealand Immigration Service does not exempt the organisers from the need to ensure, if necessary, that the proposed conditions of work for inbound participants are compatible with the minimum terms and conditions of employment provided for under New Zealand statutes and awards.

11. Conditions of Entry for Accompanying Spouses and/or Dependents

Normally any spouses or other family members who may be accompanying exchangees to New Zealand are expected to show that they can comply with the requirements for tourist visits to New Zealand, and are issued with visitors' visas. Participants' spouses are not prohibited from applying for work permits at the nearest Regional/Branch Office of the New Zealand Immigration Service after their arrival, but they should be made aware that work permits are usually only granted if there are no locally unemployed New Zealanders who could do the job which has been offered.

12. How to make a Proposal for Approval to Establish an Exchange Scheme with New Zealand

Any person or organisation wishing to make a formal proposal to the New Zealand Immigration Service for the establishment of an approved exchange scheme, should give details of the proposed scheme under each of the headings shown in the attached scheme profile. (Address for correspondence: General Manager's Office, New Zealand Immigration Service, PO Box 4130, Wellington.)

If the proposal appears to meet the requirements described in this leaflet, the Immigration Service will prepare a summary of the scheme, setting out various particulars, and the conditions under which the scheme must operate. Where appropriate, the Immigration Service may consult with other relevant departments or representative organisations before completing its assessment of the proposal. The New Zealand sponsor may then be asked to confirm the summary, or clarify any matters which are unclear, before a final decision will be made by the Immigration Service.

APPENDIX C

UNIVERSITY OF CALIFORNIA EDUCATION ABROAD PROGRAM
1990 / 1991 PAST PARTICIPANT QUESTIONNAIRE

EAP study site: _____

Please mark the appropriate space or complete the information requested:

I. BACKGROUND

Male _____ Female _____

Ethnic Group (mark those which apply):

- | | | | |
|----------------------------------|-------|----------------------------|-------|
| Prefer not to indicate | _____ | East Indian/Pakistani | _____ |
| American Indian/Alaskan Native | _____ | Japanese/Japanese-American | _____ |
| Black/African-American | _____ | Korean/Korean-American | _____ |
| Mexican/Mexican-American/Chicano | _____ | Pacific Islander | _____ |
| Latino/Other Spanish-American | _____ | Other Asian | _____ |
| Philippino/Filipino | _____ | White/Caucasian | _____ |
| Chinese/Chinese-American | _____ | Other | _____ |

UC campus: _____ Status 1990/91: Fr. _____ Soph. _____ Jr. _____ Sr. _____ Grad. _____

Your Major _____
At start of _____ 2nd Major or Minor _____
EAP _____

Are you in an honors program? _____ yes, departmental _____ yes, college _____ no

Prior to going on EAP, did you have any experience in a country outside the United States? _____ yes _____ no

If so, what kind?: _____ tourist travel (circle with: - parents / other adults / peers)
_____ high school study abroad
_____ living in another country (circle: - working / studying)

_____ other - please specify: _____

Comment on the impact previous foreign travel may have had on your EAP experience: _____

II. GENERAL EVALUATION

Please rate your overall EAP experience

/ _____ / _____ / _____ / _____ / _____ / _____ /
Very Poor Moderately Poor Acceptable Moderately Good Very Good Excellent

Q(1) What is your overall evaluation of the time you spent on EAP? Rank order your comments; 1 = most important to you, etc. _____

III. PREDEPARTURE ASSISTANCE

Please rate the overall PREDEPARTURE ASSISTANCE from all sources.

Very Poor	Moderately Poor	Acceptable	Moderately Good	Very Good	Excellent

Q(2a) Evaluate the ACADEMIC assistance you were given by the University of California prior to departure. What could have been done better? When? By whom? - major or college advisors; registrars; campus EAP office; financial aid; systemwide EAP office. What else would you like to have known about ACADEMIC issues before starting the program? (Example issues:- assistance choosing host courses; preapproval of courses for major credit; information about foreign course formats; expected work loads and academic requirements; grading procedures; examinations; library and book access; tutorials; projects; laboratories; registration and re-entry to UC; etc.) Rank order your comments; 1 = most important to you, etc.

Q(2o) Evaluate the CULTURAL, HOUSING, SOCIAL and TRAVEL assistance you were given by the University of California prior to departure. What could have been done better? When? By whom? - campus EAP office and staff, systemwide EAP office and staff, department office, travel agent, etc. What else would you like to have known about NON-ACADEMIC, CULTURAL, SOCIAL, OTHER, topics before starting the program? (Example issues:- best housing choices for your location; proximity of housing to host institution; places of special interest to visit; cultural differences and adjustment problems; referral to available handbooks and brochures; times during which you would be responsible for your own accommodation and luggage; availability of transport; dating practices; appropriate dress; options for social activities; health and medical issues; general cost of living and dollar exchange rates; etc.) Rank order your comments; 1 = most important to you, etc.

Please rate the overall accuracy and usefulness of the EAP informational handbooks, brochures and other publications.

Very Poor	Moderately Poor	Acceptable	Moderately Good	Very Good	Excellent

Q(3o) Elaborate on your rating above. Focus specifically on ACADEMIC information that was left out, or that was poorly or inadequately covered in the various publications. Comment specifically on the orientation handbooks. Rank order your evaluations; 1 - most important to you, etc.

Q(4a) Were there any ACADEMIC costs or budgetary items which the EAP estimate did not anticipate or incorrectly estimated? (Example items:- for books; laboratory fees; equipment; art supplies; etc.) Rank order your comments; 1 = most important to you, etc.

Q(4o) Were there any NON-ACADEMIC costs or budgetary items which the EAP estimate did not anticipate or incorrectly estimated? (Example items:- estimated airfares; not enough budgetary leeway to cover currency fluctuations; housing and household furnishings, bedding, etc.; transport; taxes; food; dining or residence hall fees; clothing; recreational activities; etc.) Rank order your comments; 1 = most important to you, etc.

IV. UPON ARRIVAL IN THE FOREIGN COUNTRY

Please rate the orientation you received after arrival in the host country.

/ _____ / _____ / _____ / _____ / _____ / _____ /
Very Poor Moderately Poor Acceptable Moderately Good Very Good Excellent

Q(5a) Please explain your rating above emphasizing ACADEMIC aspects which were included that were helpful. Include also in your comments aspects of the orientation that were not helpful or aspects that you feel were left out. (Example topics:- how to choose and register for courses; information on typical forms of instruction and faculty-student interaction; opportunities to meet host students and faculty; etc.) Rank order your evaluations; 1 = most important to you, etc.

Q(5o) Please explain your rating above emphasizing CULTURAL and SOCIAL aspects which were included. Focus on aspects that were helpful as well as those that were not helpful. Also focus on aspects that were left out and should have been addressed. (Example topics:- housing options and choices; tours and cultural events; clubs and societies on and off campus; transport arrangements; cultural adjustment with regard to dating practices, sexual harrassment in public settings, appropriate dress; political climate; local laws and locations to avoid; help securing housing; food and eating habits; etc.) Rank order your evaluations; 1 = most important to you, etc.

V. INTENSIVE LANGUAGE PROGRAMS

Q(6a) If you participated in an ILP (Intensive Language Program) usually held immediately preceding the regular academic year, please rate the following aspects:

	Poor		O.K.		Exint	N/A
Your placement in ILP at the proper level.	—	—	—	—	—	—
Cultural or orientation part of ILP.	—	—	—	—	—	—
Instructors.	—	—	—	—	—	—
Appropriateness of texts, other materials.	—	—	—	—	—	—
Conduciveness to improvement in grammar.	—	—	—	—	—	—
Conduciveness to improvement in conversation.	—	—	—	—	—	—
Conduciveness to improvement in writing.	—	—	—	—	—	—
Appropriateness of grades assigned.	—	—	—	—	—	—
Usefulness for participation in host-university classes.	—	—	—	—	—	—

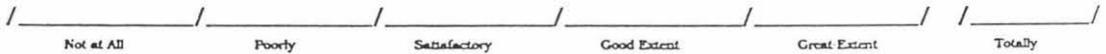
Please comment on your ratings given above emphasizing the ACADEMIC aspects of the experience. Rank order your evaluations; 1 = most important to you, etc.

VI. ACADEMIC ASPECTS OF THE EDUCATION ABROAD EXPERIENCE

The EAP brochures describe the programs and their objectives as follows:

EAP offers a rigorous UC education at the finest universities abroad. With some exceptions UC students take courses side by side with local students. While on EAP most students make normal progress toward UC graduation. EAP creates opportunities for UC students to integrate into the academic life of a foreign country while working in their major fields of study. The purpose of EAP is to promote regional familiarity and / or linguistic competencies developed through direct experience of a local culture.

Please rate the extent to which you felt integrated into the ACADEMIC life at your EAP host institution abroad.



Q(7a) Explain your rating above focusing on ACADEMIC issues. (Example concerns:- choices of classes at the appropriate level and in your major; quality of experiences that could not have been obtained at your UC campus (why?); ability to participate in tutorials, seminars, special projects, theater and art productions; contact with faculty, host student peers and tutors; work demands made upon you; etc.) Rank order your ratings; 1 = most important to you, etc.

Q(8a) Comment on the ACADEMIC environment of your host institution. (Example characteristics:- access to professors and tutors; size and quality of lectures and discussions; quality and size of your major department; laboratory, computer, art studio, theater and workshop provisions; examination system whether oral, written, at end of year, throughout course, essay, project, etc.; study habits and general approach of host students; level of host faculty preparedness for classes; etc.) Rank order your characteristics; 1 = most important to you, etc.

Q(9a) While on EAP, were you at an ACADEMIC disadvantage compared to other students? (Example considerations:- students from the host country who may have been together for 2 or 3 years and taken year long courses in their major; students who were older; other foreign students who had better foreign language skills or may have had a better idea of what to expect in terms of work load or grading standards or experience writing long essay type papers; other students on EAP from another UC campus with better preparation or prior foreign study experience; etc.) Do you think any of the above affected your performance? How? Please specify. Rank order your comments; 1 = most important to you, etc.

Q(10a) What was the BEST course in which you were enrolled? Please provide HOST UNIVERSITY course number and title plus short description and instructor name. With as much specificity and detail as possible characterize what attributes made this the best course. (Example attributes:- effort required; components of independence and initiative encouraged; effectiveness of instructor; value of texts and readings; relative emphasis on theory and practice, conceptual understanding and facts; interdisciplinary approaches; stimulation for developing your own thinking and perspective; challenge to you to develop your writing, speaking, acting, music, etc skills; academically most stimulating, thought provoking, enjoyable; etc.) Rank order your attributes; 1 = most important to you, etc.

COURSE #: _____ TITLE: _____ INSTRUCTOR: _____

COURSE DESCRIPTION: _____

What made this your best course? _____

Was this course typical or atypical of the majority of courses _____

Q(11a) What was the WORST course in which you were enrolled? Please provide HOST UNIVERSITY course number and title plus short description and instructor name. With as much specificity and detail as possible characterize the unsatisfactory elements of this course. (Example elements:- effort required; independence and initiative encouraged; interest and effectiveness of instructor and instructional method; value of texts and readings; relative emphasis on theory and practice, conceptual understanding and facts; interdisciplinary approaches; stimulation for developing your own thinking and perspective; challenge to you to develop your skills; academic waste of time; too far above or too far below your ability, etc.) Rank order your comments; 1 = most important to you, etc.

COURSE #: _____ TITLE: _____ INSTRUCTOR: _____

COURSE DESCRIPTION: _____

What made this your worst course? _____

Was this course typical or atypical of the majority of courses _____

VII FIELD EXPERIENCE, INDEPENDENT STUDY, INTERNSHIP.

If you participated in any form of FIELD EXPERIENCE, INDEPENDENT STUDY, or INTERNSHIP, rate the academic and experiential value of the experience.

/ _____ / _____ / _____ / _____ / _____ / _____ /
Very Poor Moderate Satisfactory Good Very Good Excellent

Q(12a) Describe the experience in which you participated and comment on your rating given above. (Example issues:- academic value of the experience; how the experiential component complemented your academic coursework; academic preparation required and provided by UC or host institution in order to benefit from the experience; quality and type of advising prior to and during the experience from, UC, host institution, study center staff and director; logistical support for the experience i.e. to what extent was the experience structured, initiated, organized, planned, scheduled, for you and to what extent did you organize it yourself? etc.) Rank order your comments; 1 - most important to you, etc.

VIII. SOCIAL / ACCOMMODATION / TRAVEL

Q(13a) Please comment on how you spent your vacation and free time. (Example topics:- availability or presence of clubs or sports activities on campus; arts and lectures arranged on campus or as student events; etc.) Rank order your comments; 1 = most important to you, etc.

Please rate the overall quality of your HOUSING and ACCOMMODATION situation while on EAP.

/ _____ / _____ / _____ / _____ / _____ / _____ /
Very Poor Moderate Satisfactory Good Very Good Excellent

Q(14a) Comment on your rating above describing any of the POSITIVE or NEGATIVE aspects of the choices you made or that were made for you. What advice would you pass on to future EAP students about accommodation? (Example issues:- unexpected costs; distance from host institution; travel problems to classes; quality of dormitories, roommates, food; friendliness of host students; etc.) Rank order your comments; 1 = most important to you, etc.

IX. STUDY CENTER

Please rate the overall quality, availability and accuracy of the ACADEMIC advising and help you received from the UC study center director and staff in the host country.

/ _____ / _____ / _____ / _____ / _____ / _____ /
Very Poor Moderate Satisfactory Good Very Good Excellent

Q(15a) Comment on your rating above.

X. FUTURE

Q(16a) What advice about ACADEMICS would you offer students on future EAP programs? Rank order your advice; 1 = most important to you, etc.

Q(16o) What advice about SOCIAL, CULTURAL issues would you offer students on future EAP programs? How would you suggest that they use vacation and free time? Rank order your advice; 1 = most important to you, etc.

Q(17a) If you were responsible for planning and implementing the program in which you participated, what ACADEMIC changes would you make? What would you like to see repeated, elaborated, or extended? What would you like to see removed or emphasized less? What would you have liked to have had an opportunity to do differently? What would you have liked to have done that you didn't get to do? Rank order your suggestions; 1 = most important to you, etc.

Q(18) Please add any other suggestions or comments that were not mentioned in your previous answers. If possible relate comments in this section to question numbers in the survey above. Rank order your suggestions; 1 = most important to you, etc.

APPENDIX D

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APPENDIX E**Massey Exchange Student Questionnaire**

The following questions are aiming to gain an insight into your experience as an exchange student.

Instructions: If you wish to make additional comments on any of the questions or on the issues in general, use the space provided at the end of the questionnaire.

Your responses to the questions are extremely important to this study. Your co-operation is greatly appreciated.

Name:

Contact Address:

Phone:

1. How did you come to hear and know about the exchange?

2. What major were you enrolled in while an exchange student?

3. What year of study were you?

4. For what degree/diploma were you studying for?

5. Had you previously been overseas?

6. Did you return to further study? If yes, to what institution?

7. For what reason(s) did you participate in the exchange?

14. Was there an orientation programme running for exchange students at the host university?
15. Did you attend the orientation? If yes, could you describe what it involved and how beneficial it was to you?
16. Were you assigned an academic supervisor? If yes, how beneficial was that?
17. How did your grades, while on exchange, compare to those received at your home institution?
18. Did you get your grades cross credited back into Massey (or any other New Zealand university) credits? If yes, what institution?
19. Did you work out what papers you needed to take to fulfil requirements at your home institution, before departure? If yes, with whom did you consult and how did you work it out?

25. Is there anything that needs to be given attention in an effort to make the exchange a more worthwhile experience?

Thank you for your time and effort, it is most appreciated.
I look forward to reading your responses.

APPENDIX F**American Exchange Student Questionnaire**

The following questions are aiming to gain an insight into your experience as an exchange student.

Instructions: If you wish to make additional comments on any of the questions or on the issues in general, use the space provided at the end of the questionnaire.

Your responses to the questions are extremely important to this study. Your co-operation is greatly appreciated.

Name:

C o n t a c t

Address:

Phone:

1. How did you come to hear and know about the exchange?

2. What major were you enrolled in while an exchange student?

3. What year of study were you?

4. For what degree/diploma were you studying for?

5. Had you previously been overseas?

6. Did you return to further study? If yes, to what institution?

7. For what reason(s) did you participate in the exchange?

14. Was there an orientation programme running for exchange students at the host university?

15. Did you attend the orientation? If yes, could you describe what it involved and how beneficial it was to you?

16. Were you assigned an academic supervisor? If yes, how beneficial was that?

17. How did your grades, while on exchange, compare to those received at your home institution?

18. Did you get your grades cross credited back into your home institution (or any other US university or college) credits? If yes, what institution?

19. Did you work out what papers you needed to take to fulfil requirements at your home institution, before departure? If yes, with whom did you consult and how did you work it out?

20. Did you feel you were adequately prepared for the exchange?
21. Were you satisfied with the support you received from the host university?
22. Did you face any problems with the exchange; before, during and after?
If yes, what were they?
23. How would you describe your experience as an exchange student?
24. In what ways, if any, did you benefit from the experience of participating in the exchange programme?

25. Is there anything that needs to be given attention in an effort to make the exchange a more worthwhile experience?

Thank you for your time and effort, it is most appreciated.
I look forward to reading your responses.

APPENDIX G

Massey Programme Questionnaire

The following questions are aiming to obtain information about the International Student Exchange Programmes between *Massey University* and the *University of California, California State* and the *University of Montana*.

Instructions: If you wish to make additional comments on any of the questions or on the issues in general, use the space provided at the end of the questionnaire.

Your response to the questions are extremely important to this study. Your co-operation is greatly appreciated.

1. In what year was co-operation first discussed with the partner institutions?

UC -

CSU -

U of M -

2. Is there are formal written Exchange agreement between Massey and the abovementioned institutions? If yes, in what year were they signed?

UC -

CSU -

U of M -

3. In what years were the first exchange students sent from the host institutions?

UC -

CSU -

U of M -

4. In what years were the first students sent from Massey?

UC -

CSU -

U of M

5. Which institution initiated the exchange between the two institutions?

UC -

CSU -

U of M

6. Did the initiator(s) of the programmes set out with any particular education or cross-cultural objectives in mind? If yes, what were they?

UC -

CSU -

U of M -

7. Was there any prior participation between Massey and the partner institutions? If yes, in what way?

UC -

CSU -

U of M

8. What are the aims of the Student Exchange Programme?

UC -

CSU -

U of M -

9. What do you see as the expected outcomes of the programmes?

UC -

CSU -

U of M -

10. What number of Massey students have participated in the programmes each year?

UC	1986/87	CSU	1986/87	U of M	1986/88
	1987/88		1987/88		1987/88
	1988/89		1988/89		1988/89
	1989/90		1989/90		1989/90
	1990/91		1990/91		1990/91
	1991/92		1991/92		1991/92

11. What have been the numbers of applications received to the number of students selected to participate, and then to the number of those that take up the exchange?

Participated	Applications	Selected
UC	1986/87	
	1987/88	
	1988/89	
	1989/90	
	1990/91	
	1991/92	
CSU	1986/87	
	1987/88	
	1988/89	
	1989/90	
	1990/91	
	1991/92	
U of M	1986/87	
	1987/88	
	1988/89	
	1989/90	
	1990/91	
	1991/92	

12. How many people are involved in the administration of the programmes at Massey University?

18. Are there any aspects of the programmes and/or administration of the programmes that you see need adjusting? If yes, what are they?

19. Would you like to send more students than you are currently sending?

UC -

CSU -

U of M -

20. Would you like to receive more students than you are currently receiving?

UC -

CSU -

U of M -

21. What benefits do you see in having such reciprocal exchange agreements with the partner institutions?

22. Do you think the manner in which the programmes are administered have an effect upon the participating students? If yes, in what way(s)?

23. What do you believe are the motivating factors behind a student wishing to participate on one of these exchange programmes?

24. Do the programmes incorporate an organised pre-departure orientation for Massey exchange students going abroad? If yes, what does it cover and what are the reasons for having it? If no, for what reasons?

UC -

CSU -

U of M -

25. Do the programmes incorporate an organised orientation for the host exchange students? If yes, for what reasons?

UC -

CSU -

U of M -

26. Is the host student given an advisor in his or her department? If yes, for what reasons?

27. Are all the appropriate resources available to carry out the programmes effectively? If no, what are the limiting factors involved?

28. How are students made aware that these programmes are available?
29. How many hours per week would you put into the administration of these programmes?
30. What are the criteria for acceptance to the programmes?

UC -

CSU -

U of M

Could you please attach exchange application forms and any other material that you feel would be beneficial to this study.

Thank you for your time and effort, it is most appreciated and I look forward to reading your responses.

APPENDIX H

American Programme Questionnaire

The following questions are aiming to obtain information about the International Student Exchange Programme between your institution and Massey University.

Instructions: If you wish to make additional comments on any of the questions or on the issues in general, use the space provided at the end of the questionnaire.

Your response to the questions are extremely important to this study. Your co-operation is greatly appreciated.

1. In what year was co-operation first discussed with Massey?
2. Is there a formal written Exchange agreement between your institution and Massey? If yes, in what year was it signed? -
3. In what year was the first exchange student(s) sent from Massey?
4. In what year were the first students sent by your institution to Massey?
5. Which institution initiated the exchange between the two institutions?
6. Did the initiator(s) of the programme set out with any particular education or cross-cultural objective(s) in mind? If yes, what were they?

7. Was there any prior participation between your institution and Massey?
If yes, in what way?

8. What are the aims of the Student Exchange Programme?

9. What do you see as the expected outcomes of the programme?

10. How many Massey students have participated in the programme each year?

1986

1987

1988

1989

1990

1991

1992

1993

11. What have been the number of applications received to the number of students selected to participate, and then to the number of those that take up the exchange?

	Applications	Selected	Participated
1986			
1987			
1988			
1989			
1990			
1991			
1992			
1993			

12. How many people are involved in the administration of the programme?

13. What are roles and responsibilities of these people?

14. What other student exchange agreements does your office administer?

15. Is the programme evaluated? If yes, how is it evaluated? If no, why is it not evaluated?

16. How long have you, in your present capacity, been associated with the International Student Exchange Office?

17. Had you previously been associated with the programme before taking on your present role as director? If yes, in what capacity?

18. What types of problems, if any, has your office and exchange students encountered with the programme?

19. Are there any aspects of the programme and/or administration that you see need adjusting? If yes, what are they?

20. Would you like to send more students than you are currently sending?
21. Would you like to receive more students than you are currently receiving?
22. What benefits do you see in having reciprocal exchange agreements?
23. Do you think the manner in which the programme is administered has an effect upon the participating students? If yes, in what way(s)?
24. What do you believe are the motivating factors behind a student wishing to participate in this exchange programme?

34. By whom, and by what basis, are decisions made regarding the cross-crediting of academic grades?

Could you please attach exchange application forms and any other material that you feel would be beneficial to this study.

Thank you for your time and effort, it is most appreciated.
I look forward to reading your responses.

AGREEMENT

THIS AGREEMENT is made and entered into as of the 1/11 day of October, 1987, by and between THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, a California corporation, hereinafter designated as "The Regents," and MASSEY UNIVERSITY, Palmerston North, New Zealand.

W I T N E S S E T H:

WHEREAS, the parties hereto believe that the educative process at their respective institutions would be enhanced and mutual understanding between their respective students would be increased by the establishment of a student exchange program between the University of California and Massey University, organized pursuant to the Education Abroad Program of the University of California,

NOW THEREFORE, the parties hereto hereinafter agree as follows:

1. During the 1988 academic year, and for each year during the term of this Agreement, not more than five (5) students enrolled at the University of California may be enrolled at Massey University through this exchange agreement, and not more than five (5) students enrolled at Massey University may similarly be enrolled at the University of California, commencing with the beginning term of each institution and lasting for one academic year. Said students shall have completed at least one (1) year of university work prior to such enrollment. Participating students will continue as candidates for degrees of their home institutions, and will not be candidates for degrees of the host institution.

2. Participating students in the exchange program will be elected by their home institution, the method of selection to be determined by each party hereto applying the following criteria in a

general way: (a) academic excellence as reflected by a "B" average or better, on the University of California scale, in previous university academic work; and (b) evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

3. Nomination of University of California students to Massey University will be accompanied by: (a) Education Abroad Program application forms; and (b) an official college transcript. Undergraduate students and students classified as graduate students shall be considered for selection according to Massey University's general principles of selection as appropriate and any special requirements applying to a particular course of study. It is understood that Massey University reserves the right to reject candidates, and in such case, the University of California may furnish additional applications for consideration.

4. Massey University students seeking admission to the University of California shall furnish: (a) a jointly-signed, special Education Abroad Program Application for Admission; (b) a regular University of California application; (c) results in the final year(s) at secondary school; and (d) an official University statement of performance. Undergraduate students and students classified as graduate students shall be qualified for admission pursuant to the regulations, standards and tests as established by The Regents. It is understood that The Regents reserve the right to reject such candidates, and in such case Massey University may submit additional applications for consideration.

5. The Regents shall appoint a member of the faculty of the University of California to serve as the representative of the University in its contacts with Massey University. He/she shall be the first point of contact for the host university in any emergency or any matter pertaining to student discipline. He/she shall cooperate as appropriate with the Registrar and members of the academic staff of Massey University in the academic advising of the University of California students and in the evaluation of the quality of their work.

The University of California agrees to provide appropriate advisory and other academic services to Massey University students enrolled at the University of California.

Each University of California and Massey University student in the exchange program shall pursue an academic program which is developed in consultation with his/her respective institution which is not in conflict with the regulations of the host university. Each student will take courses regularly offered at the host university, and will have all the rights and privileges enjoyed by other students on that campus. Students participating in the Program shall be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of the participants.

6. Both the University of California and Massey University agree to work together toward the integration of University of California students into New Zealand student life and the integration of Massey University students into American student life.

7. Massey University agrees to provide each University of California student with room equivalent to those provided in the Halls of Residence and meals or meal allowance, as appropriate, during the course of the regular academic year of Massey University.

In exchange for distribution of such room and meals or meal allowance hereinabove specified, The Regents agree to make available to Massey University a sum which represents the average cost of room and meals, off-campus, at the University of California during the regular academic year. The University of California shall specify the average cost in advance of each academic year during the term of this Agreement. Said funds shall be allocated in accordance with written instructions from Massey University.

8. The parties hereto agree that any fees assessed by the parties to this Agreement against students participating in the program encompassed by this Agreement shall not be greater than fees paid by such students to the institution in which they are

enrolled. Except as provided in Paragraph 9., neither party to this Agreement shall make any charge for instructional or application purposes by reason of this Agreement.

9. It is agreed that the University of California students shall be able to participate in any introductory or orientation courses or programs that may customarily be arranged for overseas students, or in field trips associated with specific courses. Any fees for such programs shall be paid directly by the student to Massey University and shall not exceed the amount normally charged for other overseas students taking part in such programs.

10. Students participating under the Agreement from the University of California shall be responsible for the cost of their travel from the University of California to Massey University, and return, and shall be fully responsible for all costs associated with their stay in New Zealand under the terms of this Agreement, with exception of the room and meals provision during the academic year hereinabove specified in Paragraph 7.

11. Students participating under the Agreement from Massey University shall be responsible for the cost of their travel from Massey University to the University of California, and return, and shall be fully responsible for all costs associated with their subsistence while in the United States under the terms of this Agreement.

12. Each student selected shall satisfy the home institution that he/she has adequate funds for transportation to and from the host institution and for subsistence during the period of enrollment at the host institution under the terms of this Agreement.

13. The University of California and Massey University will mutually pursue a program of faculty exchange in a number and period of time to be mutually agreed upon between the exchange faculty members and their home campuses and department. The qualifications and standards of faculty involved and details of the operation of the exchange shall be mutually agreed upon by the two universities.

14. It is understood that this Agreement shall commence on the First day of January, 1988, and shall continue thereafter for five (5) years, subject from time to time to revision or modification by mutual agreement. Either party hereto, by written notice to the other party no less than five (5) months prior to the end of any such year period may terminate this Agreement at the end of such current year period.

15. Notwithstanding the termination of this Agreement pursuant to Paragraph 14. hereof, it is agreed that any student, who at the date of termination has been accepted for the program and has commenced a course of study at the host institution, may complete that course of study under the terms of this Agreement.

16. It is understood that students entering the United States of America or New Zealand must satisfy the immigration/entry regulations of each country and that neither the University of California nor Massey University has authority in these matters. Both Universities will, however, assist entry by making information available and in other practical ways as requested.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hand the day and year first above written.

THE REGENTS OF THE
UNIVERSITY OF CALIFORNIA

MASSEY UNIVERSITY

By Patricia L. Rivette
ASSOCIATE SECRETARY

By J. A. H. [Signature]
VICE-CHANCELLOR

APPROVED AS TO FORM:

[Signature]
MILTON H. GORDON
CITY COUNSEL OF THE REGENTS
THE UNIVERSITY OF CALIFORNIA

By [Signature]
REGISTRAR

AN AGREEMENT FOR ACADEMIC COOPERATION

between

THE CALIFORNIA STATE UNIVERSITY
400 Golden Shore
Long Beach, California 90802-4275
United States of America

and

MASSEY UNIVERSITY
Private Bag 11222
Palmerston North
New Zealand

Preamble:

The California State University (CSU) and Massey University (MU), an autonomous institution of higher education recognised by the New Zealand Legislature, having affirmed their common commitment to international understanding and goodwill and in recognition of the benefits of a shared quest for knowledge, do hereby establish this Agreement for Academic Cooperation (Agreement).

General Provisions:

1. The agents with authority to enter into this Agreement are the Chancellor of The California State University and the Vice-Chancellor, Massey University, and their respective designated representatives.
2. CSU provides instruction with its own faculty, staff, and facilities located in the State of California; MU provides instruction with its own faculty, staff, and facilities located in Palmerston North, New Zealand.
3. Exchange programs established under this Agreement will operate on a reciprocal, no-cost basis. Fees normally charged to students by their home university will be paid by students directly to their home university. The CSU and MU will ensure that no additional fees or tuition costs are charged or collected for students participating in the exchange.
4. CSU and the MU will establish in mutual consultation the number of students to be exchanged as full-time, non-degree students under the provisions of this Agreement by October 1 of each year.
5. The duration of each student exchange shall be for not more than one academic year.

Participation of CSU Students in the Program at MU:

1. CSU will select and nominate students to enroll in instructional programs offered at MU. CSU will ensure that selected students meet appropriate selection criteria as determined by MU, established in separate correspondence. The nominated students shall be undergraduates who have completed at least two years of undergraduate study.
2. MU will select and admit qualified CSU students to courses and programs as full-time, non-degree students and will give them access to all benefits normally accorded to students enrolled at MU.
3. CSU students enrolled in MU instructional programs will be expected to abide by the academic and performance standards and rules of conduct of the University and Faculty in which they are enrolled.
4. The CSU affirms that its students have the necessary personal funding resources to meet fully their financial obligations as students of MU.
5. The CSU affirms that its students are adequately covered by health and accident insurance including the costs of emergency evacuation and repatriation.
6. CSU and individual CSU student participants shall be responsible for arranging transportation for their participation. MU shall assist CSU students to find appropriate housing and shall in other ways assist CSU students when requested.

Participation of MU Students in CSU Programs:

1. MU will select and nominate its students to participate in the exchange. MU will present completed CSU application materials to the CSU Office of International Programs not later than February 1 of each year for enrollment of MU students during the following fall term. The CSU will provide assistance in the placement of nominees. Nominees must meet all admission requirements as determined by the admission officers at the respective CSU campuses.
2. MU students participating in CSU programs under the terms of this Agreement will not be matriculated at a CSU campus, but shall have all the rights and privileges of matriculated students in the CSU. MU students shall be expected to abide by the academic and performance standards and rules of conduct of the University and Faculty in which they are enrolled.
3. MU affirms that its students have the necessary funding resources to meet the costs of participating in the exchange and that MU students are adequately covered by health, accident, and repatriation insurance which is valid in the United States.
4. MU and individual MU student participants shall be responsible for arranging transportation for their participation. The CSU shall assist MU students to find appropriate housing and shall in other ways assist MU students when requested.

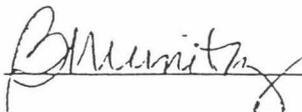
Duration, Termination, Modification, and Amendment of the Agreement:

This Agreement shall be in force for a period of five years from the date of its enactment, and shall be renewable by mutual consent at the end of that period for a second five year period. This Agreement may be terminated prior to that time on condition that notice of intent to terminate is provided by the initiating institution at least twelve months prior to termination. This Agreement may be amended or modified at any time by the mutual consent of the cooperating institutions.

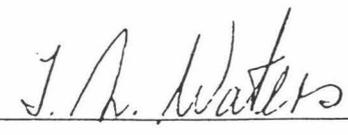
Witnessed on this 17th day of September 1992 at the city of Long Beach, California, U.S.A., and at the City of Palmerston North, New Zealand:

For The California State University

For Massey University



 Barry Munitz
 Chancellor



 T.N.M. Waters
 Vice-Chancellor

California State University System

Office of the Chancellor

memorandum

Mrs. Margaret Gilbert
Registry
Massey University
New Zealand

Date: April 29, 1993

Phone: (310) 985-2831

OIP #4

General:

1. Thank you for forwarding the questionnaire prepared by Mr. Mark C. Ferguson. Mr. Ferguson's questions are interesting, but would require a considerable effort on my part -- and on the part of my staff -- to answer. Some questions would involve writing an essay, while others would involve dragging out old records to find numbers. I am afraid that there is no way we can meet the May 7 deadline. I cannot foresee completing the questionnaire in the near future. Mr. Ferguson must understand that we are an understaffed working office which conducts programs in 16 countries in a system with 20 campuses and have affiliations with 37 foreign universities. There is barely time to think, much less to drop what we are doing to complete a graduate student's questionnaire regardless of how well conceived the questions themselves may be. I hope you can help him to understand. I am sending under separate cover a number of publications which he can research to discover many of the answers he seeks.

yb

APPENDIX L

EXCHANGE AGREEMENT BETWEEN
MASSEY UNIVERSITY
AND THE UNIVERSITY OF MONTANAA. Preamble

Recognizing the importance of mutual understanding and good will between the people of the United States of America and the people of New Zealand, the complementary academic interests of The University of Montana and Massey University, and the necessity for creating opportunities for our students and faculty to learn more about each other, we hereby agree to the following exchange program:

B. Student Exchange

1. Each institution will select one student to attend the other university on an annual basis. In selecting participants, attention will be given to the courses offered at the receiving university. When one institution is unable to send an exchange student in a particular year, it may send two students in a later year. This exchange will be kept in balance over time.
2. The normal length of the period of exchange is one school year. UM students attend Massey University from February through November. Massey students will arrive at UM in August and stay through May. Massey University should forward the names of its exchange student to UM by December 1. UM should forward the name of its exchange student to MU by May 1. The host university will then return letters of acceptance and forms for visa application as soon as possible.
3. Students who participate in this exchange program shall normally have completed two years of university study and have performed on an above-average level in their studies. They must be recommended by their own university not only for their academic achievements, but for their maturity, conduct, and motivation.
4. An exchange student selected under this program will pay tuition fees (for 14-18 semester credits per academic year at UM) at the home institution and register at the receiving university without any tuition payment.
5. An exchange student will, however, be expected to pay the receiving university for any overload credits and any special course fees, for assigned books and materials, for student health service

and supplemental insurance charges, and for the new-student orientation and student-activity fees.

6. The University of Montana will provide a suitable living accommodation in an on-campus dormitory where the Massey University exchange student will be expected to reside. Massey University will arrange a suitable accommodation on or near campus where the University of Montana exchange student will be expected to reside. Each exchange student will bear full responsibility for paying the standard charge for such living arrangements.
7. Both universities will designate a faculty academic advisor for each exchange student.
8. The Director/Coordinator of International Programs at The University of Montana and at Massey University will make a special effort to ensure that each exchange student has a positive and rewarding living and learning experience.
9. At the conclusion of the exchange program, these officials will be responsible for ensuring that their counterpart receives an official transcript of the academic work completed and grades earned by the exchange student in a timely fashion and will work to facilitate the transfer of credits.

C. Faculty Arrangements

In recognition of the fact that both universities have limited financial resources for the promotion of such a cooperative endeavor, members of both institutions, either individually or jointly, shall endeavor to obtain financial assistance from foundations and other appropriate funding agencies to defray expenses related to faculty and staff exchanges and collaboration. The exchange of faculty members may be arranged between the two institutions based upon a mutual determination of needs and opportunities. Specific arrangements for such faculty exchanges shall be negotiated by faculty members and appropriate administrators of both institutions and shall be guided by the principles of academic competence and reciprocity.

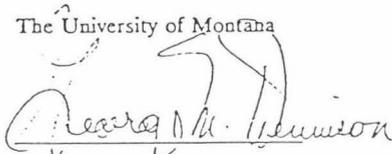
D. Implementation

In the implementation of this cooperative program, both institutions will work toward the resolution of unforeseen problems that may arise in the spirit of mutual benefit, parity, and goodwill.

This exchange program will be deemed to come into effect upon approval by the appropriate authorities of the respective universities and shall remain in force until such time as either institution gives notice of intent to terminate the program to the Head of the other institution. It is the intention of both universities to continue this agreement indefinitely. However, either university may terminate this agreement following mutual consultation among both universities and with at least 9 months advance notice.

Signatures:

The University of Montana



Dr. George M. Dennison
President

29 April 1993
(Date)

Massey University



Dr. T.N.M. Waters
Vice-Chancellor

29.4.93
(Date)

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APPENDIX M

STUDY ABROADCALIFORNIA STATE UNIVERSITY - 18 Campuses

Successful exchanges have been arranged with Fresno, San Luis Obispo, Sacramento, Fullerton, Pomona, Chico, San Diego, Humboldt and San Francisco.

UNIVERSITY OF MONTANA - One campus at MissoulaUNIVERSITY OF CALIFORNIA - 8 Campuses

Successful exchanges have been arranged with Irvine, Davis, San Diego, Santa Barbara, Berkeley. Students must have a B average grade, or better, to be eligible to apply.

ENROLMENT - Students remain enrolled at Massey University and pay tuition fees for the year they are on the exchange. Tuition fees are waived at the host university. Courses successfully completed are credited to a Massey University degree. It is not possible for these courses to be credited to an American degree.

COSTS - Students are responsible for their own costs, i.e. travel, accommodation, books, personal expenses, etc. Experience suggests students should work on a budget of at least \$NZ15,000. If eligible for a student allowance this will be paid while studying in the United States.

VISAS - Students must obtain a student visa for their study abroad. Work may be available on campus and students may work for up to 20 hours per week on a student visa. Pay is at student rates (\$US4.00 - 5.00 per hour), but is not taxed.

The academic year begins in September in the United States, but students may start in January (second semester) if they prefer. However it may not be possible to get into some courses in January if prerequisite courses are held in the first semester. Graduate students should plan on commencing in September only.

Catalogues are available in the Reference Section of the Library. Please consult these for course information. It is most important that you have your courses approved by your supervisor(s) before you leave.

There are five students on campus this year -

Tiffanie Simpson	(CSU - Fresno)	Bindaloe Rm 12
Michael Clary	(CSU - Humboldt)	City Court Rm A2.2
Jim Castiglione	(UC - San Diego)	City Court Rm A2.1
Matt Bullock	(UC - Davis)	City Court Rm A2.3
Bruce Butler	(Montana)	YFC Rm 19

Further information and application forms are available from:

Margaret Gilbert, Level 4, Registry Building.

APPLICATIONS CLOSE 11 JUNE 1993 FOR STUDY IN 1994

MASSEY UNIVERSITY EXCHANGE PROGRAMMES
STUDY IN CALIFORNIA OR MONTANA FOR A YEAR

Massey University participates in student exchange programmes with:

California State University
(18 campuses statewide)
Montana University
University of California
(8 campuses statewide)

Benefits

Experience of living and studying in U.S.A.
Approved courses are cross credited to your Massey degree
Tuition fees in the U.S.A. are waived
Retention of student allowances
Personal development
Limited financial assistance may be available

Requirements

Current enrolment for an approved degree at Massey University
Successful completion of at least one year
Proposal for an approved course of study in the U.S.A.
Financial resources to cover -
return travel to the U.S.A.
accommodation costs
costs of food, books, internal travel, etc.

Application

On an application form obtained from Mrs M.E. Gilbert, Level 4, Registry
Closing date, second Friday of second term
to study in the U.S.A. commencing January 1994 or September 1994

Further Information

Mrs M.E. Gilbert, Registry
American students on campus
University Catalogues (Calendars) held in the Library
Representatives on the Exchange Programmes Committee
A/Prof. D.D.S. Mackenzie, Animal Science Department
Dr C.J. Veltman, Ecology Department
A/Prof. P. Hamer, Economics Department
Dr W.L. Edwards, Education Department
Mr M.J. Reeves, Food Technology Department
Dr K.L. Teo, Mathematics Department
Prof. A. Williams, Human Resource Management Department
Mr P.S. Knight, East Asian Studies Department
Prof. R.E. Munford, Physiology and Anatomy Department

APPENDIX N

UNIVERSITY OF MONTANA EXCHANGE STUDENTS
OUTGOING
FINAL EVALUATION (OIP)

Name: _____ Today's date: _____

University attended: _____

Academic year of exchange: _____

Please circle your evaluation on each item and complete the open-ended section. Your frank assessment will be appreciated. Continue on reverse side or on a separate sheet of paper where necessary.

Adequacy of preparation before departure:

Exc 5---4---3---2---1 Poor Specify what was done well and list any improvements:

Assess the overall academic/professional utility of the exchange:

Exc 5---4---3---2---1 Poor Specify principal benefits and cite the most important considerations:

Assess the overall personal utility of the exchange:

Exc 5---4---3---2---1 Poor Specify principal benefits and cite the most important considerations:

Overall quality of instruction at exchange institution:

Exc 5---4---3---2---1 Poor If applicable, assess the language instruction and the level of language skill required. Specify what was done particularly well and/or poorly:

Quality of life and housing where you lived:

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

Specify what was done well and list any improvements (specifically address housing):

Overall assessment of the experience:

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

List the high points and the low points:

Please list below any suggestions you feel are important for a UM student to know prior to leaving on this exchange program:

Please list below any especially important information for a UM student to know while at the exchange university:

Briefly evaluate the courses you took at the exchange university.
What courses would you recommend for future exchange students?

Return to: Peter Koehn, Director, International Programs
Main Hall 022
University of Montana
Missoula, Montana 59812 U.S.A.

Cultural Orientation Questionnaire (Follow-up study)

Your Name: _____

Today's Date: _____

Your age: _____ Your sex Female Male

Country of exchange: _____

Exchange University: _____

(Leave Blank) Pre W Post W Post E

(1) What has been the single most challenging aspect of adjusting to life in the country of your exchange?

(2) How does the country of your exchange compare with the United States:

Technologically Less advanced Same More advanced

Educationally Less advanced Same More advanced

Materially Less advanced Same More advanced

Culturally Less advanced Same More advanced

(3) What has been the most valuable aspect of your experience in the country of your exchange?

(4) What has been the most negative aspect of your international exchange experience?

APPENDIX O

Information for Exchange Students to the University of Montana (Compiled by Louise Saunders, Exchange Student 1993)

VISAS

The visa you must apply for is a J1, not an F1. This is because the University of Montana is sponsoring you the fees that you would have paid them if you had been a regular student. Write to the nearest American Consulate and ask for application forms for a NON-IMMIGRANT VISA.

To apply for the visa you must follow this series of actions:

1. Send a statement of funds to the University of Montana (UM). In 1993 "sufficient funds" was US\$6350, so you must send a copy of a bank statement or a statement that you will have the funds available by the departure date. Send a copy, not the original, to the Office of Foreign Student Services.
2. The Office of Foreign Student Services will send you the Form IAP-66, which you must tick and sign in the appropriate places.
3. Finally, fill in the visa application forms and send them along with the Form IAP-66, the originals of your financial statements, passport, photo, statements of purpose, etc. to the US Consulate. You should have your visa within two weeks, but don't forget to include a stamped, self addressed envelope to send your passport back to you.

HOSTELS

At UM each hostel has a different focus, e.g. some are for athletes on scholarships or those heavily into sport, while others are smoke and substance free, single sex, etc. Soon after your admission is confirmed you should be sent a booklet with information on each hostel, the facilities available and a map. It includes the prices of room and board for single and double rooms, and shows what meal plans are available. A meal plan is similar to the meal tickets you get at Massey, except that you can choose the number of meals you want with different plans and each has a different cost.

Send your hostel application (found at the back of the booklet) as early as possible but the prepayment fee of US\$100 is not applicable to exchangeees. You pay for the hostels when you arrive, but the hostels do not open until the weekend before classes start (despite the fact that you are asked to be there at least a week to ten days before the hostels open!). Enquire at the Office of Foreign Student Services as they can provide temporary accommodation for foreign students arriving early as well as transport from the airport to the campus.

The week before classes is used to register (enrol), set up bank accounts, etc. It also provides valuable time to recover from jet lag and any altitude sickness, since Missoula is at 3200 ft.

Let the Office of Foreign Student Services know exactly when you will arrive in Missoula well in advance so they can organise the free transport and lodgings.

CLASSES

You will probably find that you have very little, if any, specific information about the classes you want to take. The best thing to do is write to the Faculty Head if you know who that is. Otherwise write to the Office of Foreign Student Services and ask them to forward it to the appropriate staff, or write to your academic adviser.

If you are a graduate student, make sure you do a lot of research and collect a lot of information about the situation relevant to your subject in New Zealand. (For example, copies of NZ laws, regulations, procedures.)

.../

The likelihood is that, at graduate level, you will be asked to give seminars and write many of your papers from the NZ perspective. The more information you take the better, because it is difficult to get what you need when you are in the States.

You will not have to pay tuition fees to UM provided your course is within about 18 credits per semester. If you exceed this, you will be required to pay a fee. Don't even attempt to compare Massey credits to UM credits until you know exactly how much time and work is involved in one of their papers compared to one of ours. If you are an undergraduate it won't matter because one year at UM is credited to one year at Massey. However, if you are a graduate make sure to determine (before you leave) how much the year at UM will be "worth", i.e. how much will be credited to your Massey degree. You should get this in writing from your Dean of the Faculty.

HEALTH SERVICES

Because you will be away from Massey for the year, you should not be required to pay either Students Association fees or Student Health fees. However, you will have to pay health service fees at UM (US\$87 per semester in 1993), as well as a couple of miscellaneous activity fees.

You should be sent a gold-coloured health form which must be completed and sent back as soon as possible, because you won't be enrolled without having returned it. They require details of the dates of various immunisations which can be obtained from your family doctor, school and Plunket records. Make sure you get an official stamp from a doctor so they can be sure the information is "certified", as we don't have the certificates of immunisation that they ask for.

You must also have a chest x-ray for tuberculosis regardless of whether you have had a BCG. (You can also have a TB test as an alternative.) The results should be sent with the form. You may also need to have a blood test to check the Rubella immunisation and English measles immunisation effectiveness. If the test proves that the immunisations are no longer effective, you will need to be re-immunised.

INSURANCE

Insurance is an absolute must in America, especially for medical coverage. Although UM have their own medical insurance scheme there are many things that it doesn't cover. You are better to get a New Zealand based travel insurance with a good medical cover.

If you intend to stay on, or travel following the academic year, you may have trouble finding an insurance that will cover you for longer than 12 months. Try Uni-Care Ltd for excellent cover up to two years with discount for students.

GENERAL

Once you have supplied most of the information required, you should be sent an information sheet containing your UM student ID number (which will also be your US Social Security number), dates to remember, etc.

You don't need to sit a GRE (Graduate Record Examination) as you are not enrolled as a regular student, but as a non-degree student.

If you have any further questions there are two offices to write to:

Office of International Programs	or	Office of Foreign Student Services
The University of Montana		Lodge 148, The University of Montana
Missoula, Montana 59812, USA		Missoula, Montana 59812, USA

TABLE 2 (A)

Massey Exchange Students to UC - Participation

	Applications	Selected	Participated
1990/91	2	2	2
1991/92	2	1	0
1992/93	2	2	1
1993/94	5	5	?
1994/95	2	2	?

TABLE 2 (B)

Massey Exchange Students to UC - Exchange Details

Gender	Host Campus	Major	Year
F	Santa Cruz	Regional Planning	1990/91
F	Davis	Agricultural Science	1990/91
M	Davis	Landscape Architecture	1992

TABLE 3 (A)

UC Exchange Students to Massey - Participation

	Participants	*
1988	5	
1989	4	
1990	4	
1991	4	
1992	2	
1993	3	

* UC failed to complete application and selection details

TABLE 3 (B)

UC Exchange Students to Massey - Exchange Details

Gender	Host Campus	Major	Year
F	Santa Cruz	Environmental Studies	1988
M	San Diego	psychology	1988
M	Santa Cruz	Psychology	1988
M	Riverside	Economics	1988
F	Irvine	Psychology	1988
M	Irvine	English	1989
M	Santa Barbara	Economics	1989
F	Berkeley	Zoology	1989
F	Santa Barbara	Sociology	1989
F	San Diego	Foreign Languages	1990
F	San Diego	Business Studies	1990
M	Irvine	Sociology	1990
M	San Diego	History	1990
F	Davis	Animal Science	1991
F	San Diego	Psychology	1991
F	Santa Barbara		1991*
M	Irvine	Sociology	1991*
F	Santa Cruz	Plant Biology	1992
F	Irvine	Psychology	1992
M	San Diego	History	1993
M	Davis	Animal Science	1993

* failed to complete year

TABLE 4 (A)

Massey Students to CSU - Participation

	Applications	Selected	Participated
1986/87	1	1	0
1987/88	3	3	3
1988/89	5	2	2
1989/90	?	3	3
1990/91	7	4	4
1991/92	6	3	1
1992/93	6	3	0
1993/94	6	5	?
1994/95	4	?	?

TABLE 4 (B)

Massey Students to CSU - Exchange Details

Gender	Host Campus	Major	Year
M	San Luis Obispo	Business Studies	1987/88
M	Fresno	Business Studies	1987/88
M	San Luis Obispo	Agricultural Business	1987/88
F	Fresno	Marketing	1988/89
M	San Diego	Marketing	1988/89
F	Chico	Accounting	1989/90
M	San Francisco	Accounting	1989/90
?	?	?	1989/90
M	Fullerton	Geography	1990/91
F	Sacramento	Social Work	1990/91
F	San Luis Obispo	Education	1990.91
F	Sacramento	Social Work	1990.91
M	Fresno	Horticulture	1991/92

TABLE 5

California State University Students to Massey - Exchange Details

Gender	Home Campus	Major	Year
F	Humbolt	Plant Science	1986
F	Pamona	Animal Science	1986
M	Fresno	Agricultural Science	1986
M	?	Agricultural Science	1986
M	San Luis Obispo	Biology	1986
F	San Luis Obispo	Animal Produce	1987
F	San Luis Obispo	Animal Science	1987
F	San Luis Obispo	Food Technology	1988
M	Fresno	Agricultural Economics	1988
F	San Luis Obispo	Marketing	1989
F	San Luis Obispo	Marketing	1989
F	San Luis Obispo	Horticultural Science	1989
M	San Luis Obispo	Horticultural Science	1989
F	Humbolt	Sociology	1990
M	San Luis Obispo	Agricultural Marketing	1990
M	San Luis Obispo	Agricultural Business	1990
M	San Luis Obispo	Agricultural Business	1990
M	San Luis Obispo	Biology/Vet Science	1990
F	San Luis Obispo	Horticultural Science	1990
F	San Luis Obispo	Horticultural Business	1990
F	San Luis Obispo	Soil Science	1990
F	San Luis obispo	Geography	1990
F	Humbolt	Zoology	1992
F	San Luis Obispo	Agriculture	1992
F	San Luis Obispo	Food Science	1992
F	Fresno	Biology	1993
M	Humbolt	Biology	1993

TABLE 6 (A)

Massey Students to the University of Montana - Participation

	Applications	Selected	Participated
1987/88	?	?	1
1988/89	?	?	0
1989/90	?	?	0
1990/91	1	1	1
1991/92	1	1	1
1992/93	1	1	1*
1993/94	3	3	?
1994/95	1	?	?**

* same student

** this student also applied for CSU for the same year

TABLE 6 (B)

Massey Students to the University of Montana - Exchange Details

Gender	Major	Year
M	?	1987/88
M	Education	1990/91
M	Business Studies	1991/92 & 92/93

TABLE 7

University of Montana Students to Massey - Exchange Details*

Gender	Major	Year
M	?	1987
M	English	1988
F	?	1988 **
M	?	1988 **
F	Sociology	1989
M	?	1991
M	Business Studies	1992
M	History	1993

* The University of Montana did not complete the questionnaire mailed to them.

** Student failed to complete the year at Massey University and returned to their home institution.

TABLE 8
Student Sample - Faculty

Faculty	Female (%)	*Massey (%)	Male (%)	*Massey (%)
Ag/Hort Science	25 (11.3)	7.5	37 (18.7)	15.3
School of Aviation	3 (1.4)	.3	2 (1)	2.2
Technology	16 (7.2)	6.7	35 (17.7)	16.8
Humanities	20 (9)	11.2	8 (4)	5
Science	49 (22)	15.1	27 (13.6)	15.4
Veterinary Science	9 (4)	7.4	11 (5.6)	4.4
Business Studies	27 (12.1)	20.2	57 (28.8)	25.2
Education	6 (2.8)	3.4	4 (2)	1.5
Total	222		198	

* Percentage of internal students enrolled 1993

TABLE 9
Student Sample - Faculty and Year

Year of study	Female					Male				
	1	2	3	4	5+	1	2	3	4	5+
FACULTY										
Ag/Hort Science	6	9	7	3	-	3	12	18	4	-
School of Aviation	1	2	-	-	-	1	1	-	-	-
Technology	-	6	6	4	-	5	11	17	2	-
Humanities	3	6	9	2	-	4	-	2	2	-
Science	6	27	13	3	-	4	7	4	10	2
Social Science	11	27	12	15	2	12	5	-	-	-
Veterinary Science	3	-	3	3	-	-	-	3	4	4
Business Studies	6	15	4	2	2	25	16	11	3	
Education	-	-	2	3	1	-	-	2	2	-
Totals	36	77	67	37	5	31	61	62	35	9
			222					198		

TABLE 10

Female Student Sample - Faculty and Year Percentages *

Year of Study	Female				
	1	2	3	4	5+
FACULTY					
Ag/Hort Science	16.7 (6.1)	11.8 (9.4)	10.4 (7.4)	8.1 (6.7)	- (8.0)
School of Aviation	12.8 (0.2)	2.6 (0.8)	- (0.1)	- (0)	- (0)
Technology	- (5.4)	7.8 (7.1)	9.0 (8.3)	10.8 (7.7)	- (6.0)
Humanities	8.3 (11.8)	7.8 (11.9)	13.4 (11.2)	5.4 (8.8)	- (11.6)
Sciences	16.7 (13.7)	35 (17.8)	19.4 (17.3)	8.1 (15.2)	- (12.4)
Social Science	30.5 (31.6)	35 (26.3)	17.9 (23.0)	40.6 (23.4)	40.0 (33.6)
Veterinary Science	8.3 (10.3)	- (5.5)	4.5 (5.7)	8.1 (6.9)	- (7.3)
Business Studies	16.7 (19.8)	- (20.5)	22.4 (26.2)	10.8 (19.1)	40.0 (15.9)
Education	- (1.1)	- (0.7)	3.0 (0.8)	8.1 (12.2)	20.0 (5.2)

* Massey University percentages for 1993 are shown in brackets

TABLE 11

Male Student Sample - Faculty and Year Percentages *

Year of Study	1	2	Male 3	4	5+
FACULTY					
Ag/Hort Sciences	97 (18.6)	19.7 (17.6)	29 (12.9)	11.4 (11.0)	- (13.9)
School of Aviation	3.2 (4.2)	1.6 (3.3)	- (1.3)	- (0.2)	- (0.8)
Technology	16.1 (16.4)	18.0 (19.7)	27.4 (17.8)	5.7 (20.3)	- (11.1)
Humanities	12.9 (4.7)	- (4.6)	3.2 (4.1)	5.7 (4.7)	- (6.5)
Science	12.9 (13.4)	11.5 (14.5)	6.5 (15.1)	28.7 (15.5)	22.2 (19.0)
Social Science	38.7 (14.9)	8.2 (12.6)	- (11.1)	- (12.7)	- (18.5)
Veterinary Science	- (4.6)	- (2.5)	4.9 (2.6)	11.4 (4.2)	44.5 (7.8)
Business Studies	6.5 (22.7)	41.0 (24.7)	25.8 (34.3)	31.4 (28.5)	33.3 (18.9)
Education	- (0.5)	- (0.5)	3.2 (0.8)	5.7 (2.9)	- (3.5)

* Massey University percentages for 1993 are shown in brackets

TABLE 12

Female Students Responding Yes - Faculty and Year *

Year of Study	Female					Totals
	1	2	3	4	5	
Ag/Hort Science	0	4	6	3	-	13 (52.0)
School of Aviation	0	0	-	-	-	0 (0)
Technology	-	2	3	2	-	7 (44.0)
Humanities	3	3	7	1	-	14 (70.0)
Science	3	16	12	2	-	33 (67.3)
Social Science	7	14	12	10	0	43 (64.2)
Veterinary Science	-	-	1	0	-	1 (11.1)
Business Studies	3	-	14	3	2	22 (81.5)
Education	-	-	1	1	0	2 (33.3)
Totals	16	39	56	22	2	= 135
Percentage of Year	44.4	50.6	83.6	59.5	40.0	

* Faculty Percentage (all years) in brackets

TABLE 13

Male Students Responding Yes - Faculty and Year *

Year of Study	Male					Totals (%)
	1	2	3	4	5+	
FACULTY						
Ag/Hort Science	2	8	16	1	-	27 (73.0)
School of Aviation	0	0	-	-	-	0 (0)
Technology	3	8	14	2	-	17 (48.6)
Humanities	1	-	1	0	-	2 (25.0)
Science	1	1	1	9	1	13 (76.5)
Social Science	9	3	-	-	-	12 (70.6)
Veterinary Science	-	-	0	0	0	0 (0)
Business Studies	0	6	10	11	2	29 (50.8)
Education	-	-	0	0	-	0 (0)
Totals	16	26	42	21	3	= 108
Percentage of Year	51.6	42.6	68.9	60.0	33.3	

* Faculty Percentage (all years) in brackets

TABLE 14
Academic Faculty Numbers and Sample Size

Faculty	Approx No. of Academic Staff	Sample
Ag/Hort Science	137	14
Technology	60	6
Humanities	69	7
Science	74	7
Social Science	180	18
Veterinary Science	71	7
Business Studies	146	15
Education	32	3
	—	—
	769	77

TABLE 15
Faculty Awareness Results

	Yes	No	Awareness (%)
Ag/Hort Science	14	0	100
Business Studies	10	5	67
Education	1	2	33
Humanities	4	3	57
Science	3	4	43
Social Science	14	4	78
Technology	6	0	100
Veterinary Science	5	2	71
	—	—	
	57 (74%)	20 (26%)	