

# **SMSU ENTRY STRATEGY TO JAPANESE MARKET**

—focused on MBA students—

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SMSU (Southwest Missouri State University, USA) is a member of the university's annual international student recruitment mission, composed of about twenty American universities. The mission has visited countries in South America and South East Asia. At present more than 25,000 Japanese students are studying in the United States. Is Japan a good market for SMSU? This research paper aims at answering this question and finding the best way to promote SMSU in the market, focusing on MBA students.

## **1. SOME INFORMATION ABOUT JAPAN**

Japan is an island country with a population of 125 million, about a half that of the U.S. The land is very small, almost one twenty-fifth of that of the U.S. In addition, the whole country is so mountainous that less than a fifth of it is level enough to permit agriculture or economic exploitation other than forests and mining or hydroelectric power. The climate of Japan resembles that of the east coast of North America more than that of Europe, largely as a result of the similar relationship among land masses, oceans, and prevailing winds. (Ref. 5)

People are kind and courteous, though rather modest and conservative, with a

predisposition to group-oriented behavior. Most of the people believe in Buddhism. Freedom of religion is guaranteed by the constitution. Christianity occupies only a small portion of the people. Today, people's faith in Buddhism appears to be somewhat declining, but it is still the dominant religion in Japan. Japanese is the only language spoken. People live on rice, the production of which is geographically and climatically most suitable to the country. So Japanese culture traditionally was originated in Buddhism and agriculture and closely associated with rice production. (Ref. 12)

The people are very industrious and a learning-loving nation. In Japan, primary and secondary school (first to ninth grade in the U.S. systems) are compulsory. High school,

college, and university form a higher education system, and many of universities have graduate programs (a master's and doctor's degree). Japan is well-known to the world for its high level of education as shown by Higher Education Enrollment Ratios (Appendix A). It would not be at all unreasonable to conclude that Japan has the best-educated population of any country in the world. (Ref. 7)

The school system in Japan consists of primary schools (6 years), secondary schools (3 years), high schools (3 years), junior colleges (2 years), and universities (4 years). In addition to these, there are colleges of technology (5 years) to provide secondary school graduates with higher education. (Ref. 10)

As to English education, all Japanese people begin learning English when they enter a secondary school at the age of twelve. They continue learning it until they finally accomplish an entire school education. So all of Japanese people usually learn English at least three years and nine years at the most when they take a higher education. Many of them, especially young people, like America as well as English language. There are a lot of English schools across the country to satisfy the needs of these people. Most of them enjoy good business.

Japan's economy had been completely destroyed by World War II, but has dramatically recovered in these fifty years on the strength of government, good labor-management relations, and above all industrious people. Japan's GDP constituted approximately 18 per cent of total global GDP

in 1992. So far as GDP is concerned, Japan ranks second to the U.S. and ahead of other OECD countries. (Ref. 4)

However, since the collapse of the bubble economy in 1990, Japan has been in a deep recession. A huge amount of bad loans that almost all of the financial institutions have suffered due to the breakdown of the bubble economy keeps banks and securities firms from actively engaging in business. This inactivity in the financial industry has been dragging Japan's economy into unexpectedly prolonged doldrums.

## II. FORMULATION OF MARKETING STRATEGY

### A. Target Market

#### 1. Market

This section identifies the market consisting of people who have interest, income, access, and qualifications for studying at universities in the United States. In other words, focus is on "qualified available market". The definitions of various types of market described here are based on Philip Kotler, "Marketing Management", 1994, 245–247. (Ref. 8)

First, let's look at the "potential market" as the set of consumers who profess a sufficient level of interest in a defined market offer. According to the annual report of the Ministry of Education, Japan, 1998, the enrollment of higher schools: high schools, two-year colleges, four-year universities are 4,371,000; 446,000; and 2,633,000 respectively. In addition, the enrollment of colleges of

technology and special training colleges, both combined, amount to 845,000. All in all, the potential market for SMSU is estimated at 8 million people. (Ref. 3)

Secondly, it is important to take the “available market” into consideration, which is defined as the set of consumers who have interest, income, and access to a particular market offer. Empirical data or information directly supporting this issue is unavailable. However, it is quite rational to assume that people in the previous market (the potential market) are eligible for this market, too. They are all financially dependent on their parents and nothing would prevent them from going abroad, if they had a will. Higher Education Enrollment Ratios of Japan are almost at the same level of those of the U.S. and Western European countries, as seen in the previous chapter.

It is necessary to identify “qualified available market”. Here, one particularly crucial issue comes in: qualifications. Qualifications are especially important, because they directly affect a matter of success or failure in studying overseas. Three qualifications: (1) good command of English language, (2) adaptability to life in America, and (3) ability to learn at the level of master’s degree programs, must be carefully looked into. If anyone of these qualifications is below the required level, the candidates should postpone the decision-making and make further efforts to upgrade these qualifications to the required level. SMSU needs to conduct careful screening of the applicants at this stage.

The “served market or target market” is

the part of the qualified available market the company decides to pursue. SMSU has two different types of markets here. One is a market consisting of students who study abroad on their parents’ expenses. The other is composed of those people who come to the U.S. to get a MBA degree on their companies’ expenses: students sent by companies. Thirty Japanese students, including four graduate students, are studying at SMSU, Fall, 1997. They form the “penetrated market”: the set of consumers who have already bought the product (Appendix D5).

## 2. Market Segmentation

As mentioned before, Japan’s market is quite big. However, segmentation needs careful attention. The segmentation should be made in relation to promotional activities. Three approaches are recommendable: a geographical segmentation, an undifferentiated marketing, and a segmentation based on financial supporters.

A geographically segmented marketing approach corresponds to such promotional activities as “direct marketing” or “personal selling.” SMSU participates in an annual international student recruitment campaign trip. In Japan, this campaign needs focusing on geographically selected districts or areas, because Japan has many big cities across the country.

An undifferentiated marketing approach on the other hand, is most suitable for such promotion as “advertising” and “publicity”. Two major journals with a country-wide circulation, targeted especially at those people

who intend to study abroad are published in Japan (Ref. 1, 9). They are useful media for promotion.

A segmentation based on financial supporters is necessary because there are two types of students studying abroad: students who are company-employees and usually 100% financially supported by their companies, and students whose school expenses entirely rely on their parents. An important thing in this segmentation is that companies greatly influence the selection of universities for employee-students, while students relying on parents' expenses choose a university at their own discretion.

### 3. Market Targeting

(1) Geographically segmented marketing.

The initial campaign trip should be made to one of the following cities: Tokyo, Osaka, or Nagoya. These are the three largest cities in Japan, and therefore, the effectiveness of the campaign is most likely to be highest.

(2) Undifferentiated marketing. The qualified available markets spread all over the country. It is necessary to make SMSU exposed to people across Japan as much as possible, through mass media like the aforesaid publications.

### 4. Market Positioning

What tools for competitive differentiation should SMSU offer to Japanese market? To this question, the Survey Report Analysis of Japanese big companies in Japan for MBA students and that of the current Japanese

students at SMSU provide some meaningful answers. (Appendix C1-4, D1-5)

(1) Curriculums/programs: the most important factor for all students (MBA and other graduate and undergraduate students). Japanese companies stress the importance of high quality of curriculums, while students now studying at SMSU want a variety of curriculums/programs. (2) Overall low cost: the need for this factor is strongest among the current Japanese students.

In consideration of the above, SMSU needs to design a set of meaningful differences to distinguish its offer from competitors' offers to position itself distinctly in the minds of potential students in the Japanese market.

## B. Marketing Strategy

### 1. Product

Since SMSU's product is "service", the product is considered to be composed of four factors: quantity, quality, tangibles, and intangibles. From the survey reports above, these factors should be like the following.

1) Quantity. Japanese companies place a high value on curriculums/programs in their selection of universities. SMSU needs to offer a wide variety of courses for the MBA programs, such as Financial Management, Financial Analysis, Marketing, International Business, etc. (Appendix C4)

2) Quality. The school needs to offer programs of such a high quality as to be able to attract students, especially from Japanese companies.

3) Tangibles. These are facilities such as a library, computer labs, parking lots, shuttle

busses, cafeterias, dorms, etc. Availability of these facilities is important.

4) Intangibles. Intangibles are composed of ancillary services: providing safe and comfortable residence life, international students' care, medical services, mentor system, doctor' office hours, campus workers' good performance, etc. Here, the level of utility becomes a focal point.

Philip Kotler says, in relation to service product, "Customers will use technical and functional criteria to judge the quality of services. To succeed, service marketers must create competitive differentiation, offer high service quality, and find ways to increase service productivity" (Ref. 8).

## 2. Price

SMSU has low-cost advantage over the other state as well as private universities. (Appendix B) This is one of the greatest attractions for foreign students, as the survey responses from Japanese students indicate. (Appendix D3)

## 3. Promotion

SMSU is less familiar to Japanese people. Of the 290 universities in the U.S. where Japanese students are studying, SMSU ranks at 140<sup>th</sup> in terms of number. (Ref. 1) Promotional activities, therefore, must correspond to this fact. SMSU now has 30 Japanese students (Fall, 1997), while the number of universities having more than 100 Japanese students (the largest ones count more than 400) amounts to over twenty. (Ref. 1) How to promote SMSU in Japan is an imminent

issue as well as the main theme of this paper. Various promotional activities are available. This issue is discussed in detail in the next chapter.

## 4. Placement

Here, an issue of transferability of "credit" or "acceptability of transcript" from Japanese universities to SMSU is worth paying attention to. For example, easy transfer of credit, if possible, will be effective in encouraging Japanese students to apply for admission to SMSU. Further, if credits given by SMSU were transferable to Japanese universities, it would be far more effective in attracting Japanese students to SMSU.

# III. HOW TO PROMOTE SMSU IN JAPAN

Various promotional activities are conceivable and available, but the most important thing at the initial stage of this campaign is how to produce maximum outputs with minimum inputs. With this in mind, I would like to suggest several promotional activities.

## A. Basic Activities

1. Establishing a good relationship with intermediaries in Japan

(1) Various intermediaries exist in Japan, aiming at providing information on studying abroad to people intending to enter a university overseas. They publish journals, guide-books, catalogs, etc. The survey report shows that these media serve as a leading source of

information for Japanese students now studying at SMSU. (Appendix D2) Two publishers, their names and addresses given below, are especially influential. In addition to a countrywide circulation, they also act as an intermediary for overseas travel agencies, and, therefore, have a wide connection with various travel agents run by Japanese in foreign countries. This is one of the reasons that these publishers enjoy high popularity of their journals among people in Japan.

[Publishers' name and address]

1. ICS Kokusai Bunka Kyouiku Center, 6-5-1 Nishi-Shinju-ku, Tokyo, 163-0013, Japan
2. ALC Press, Inc. 2-54-12 Eifuku, Suginami-ku, Tokyo, 168, Japan.

(2) Promoting communication with Japanese travel agents in the U.S. Japanese travel agents in the U.S. serve mainly Japanese businessmen and students in the U.S. These people frequently travel between Japan and the U.S. on holidays or vacations. They are most likely to use Japanese travel agents. They are good customers of these travel agents, who are desperately seeking information about these businessmen and students for their business expansion and, therefore, considered to have connections with the aforesaid intermediaries in Japan: sources of information about the penetrated market.

(3) How to access these publishers and travel agents. The publishers conduct a research intermittently to renew data and add further information. They send questionnaires to universities in foreign countries. It is essential for SMSU to answer these

questionnaires and send them back to the researchers in order to have SMSU's information listed in their journals. Japanese students at SMSU should inform the travel agent of being a student of SMSU when they get an air-ticket, so that the travel agent can get in touch with SMSU when necessary, for example, at the time it sends promotional stuff like a brochure or catalogs to universities.

(4) Another important thing to keep a good relationship with publishers in Japan is that SMSU sends its catalog or information, whenever renewed, to them on "advice" or "information only" basis, with a cover letter in Japanese. The writer of the Japanese letter should be at least a graduate student or above the level, because Japanese firms are very particular about business letters, just as U.S. companies are.

## 2. Making the most of international student recruitment fairs.

SMSU participates in University's annual international student recruitment trip. While the use of intermediaries is "pull strategy," this is undoubtedly "push strategy" of promotion. The fairs provide an ideal occasion for "personal selling", and this is the only means available for SMSU to get in touch with students in Japan at present. Success of the fairs depends on how to conduct them in an ideal way.

For this objective, the following steps are important: 1) Find a good, reliable intermediary. Examples are mass media (newspapers or journal publishers, TVs, etc.), travel agents, universities, Chamber of

Commerce and Industry, English schools and so on. 2) Find an ideal location. Regions, cities, and places to set up the fair must be carefully considered in terms of accessibility and suitability for individual interviews as well as group meetings. 3) Follow-up and feedback. Follow-up and feedback constitute an important part of the fairs to make them succeed. SMSU should hand visitors questionnaires together with an application form for admission, with a message to send the stuff to SMSU by airmail afterward. This process will contribute to making the visitors feel familiar with SMSU. Besides, SMSU can get information about what Japanese students want and need. 4) Who organizes the fairs in Japan also plays a crucial role in bringing the fairs to success. SMSU should collect data and information from Japanese students before leaving for Japan or have a contact with alumni in Japan.

## B. Promotion, especially for MBA students

### 1. Offering what is most important or needed for MBA students.

Approaching those people who intend to enter a university in the U.S. for a MBA degree needs understanding what they think most important in choosing a business school. The survey report analysis of the largest Japanese companies answers this question. It shows that the largest number of the responses is of the opinion that curriculums/programs are the most important factor for the choice of a business school. (Appendix C4)

SMSU marketers must emphasize, among

other things, the curriculums/programs that SMSU can provide and stress the meaningful differences that enable SMSU to distinguish itself from competitors. At the same time, SMSU has to make a continuous effort to design its curriculums/programs so that it occupies a distinct and valued place in the target people's minds.

### 2. Japanese smaller companies need MBAs

Japan is always at the top of international trading in the world except for the U.S. Going international needs Human Resources: highly educated, well trained personnel, especially in the field of overseas business. The progress of Japan's internationalization necessitates not only large companies but also smaller ones to hire experts capable of handling overseas businesses.

However, these smaller firms are usually far behind larger companies in the development of human resources, particularly those who have expertise in international business. In the near future, these smaller companies are most likely to send their promising young employees to business schools overseas. Large companies have been sending their young people to universities in the U.S. and other countries to have them get a MBA degree. The survey report analysis of the Largest Japanese companies (Appendix C1) shows that 85% of the respondents have sent their selected employees to business schools in the U.S.

### 3. Two types of MBA students

As described in Chapter II, there are two

different types of MBA students from Japan to business schools in the U.S.: students on parents' expenses (hereafter called Type P) and students sent by companies (hereafter called Type C). SMSU marketers need to understand the characteristics of these students and cultivate the best method for attracting each of these different types of students.

#### 4. What is the best way to attract them?

For Type P students, overall costs on studying abroad plays a crucial role in their selection of a business school. For Type C students, on the other hand, curriculums/programs are the most important factor, as mentioned earlier. Publicity is useful for both types of students. In addition, approaches to English schools or preparatory schools for TOEFL or GMAT are also meaningful. Chambers of Commerce and Industry in cities and prefectures across Japan can be used as a source of information about companies engaging in foreign businesses, or sometimes companies thinking of sending their people to universities in the U.S., if good luck favors SMSU marketers. Universities specializing in business education or having a Department of Business Administration are also the target to access, but unlike universities in the U.S., sending pamphlets or brochures to other universities is a rather rare practice and uncustomary in Japan. Organization of SMSU alumni in Japan, though only a few at present, is a good way to get information and assistance in the recruiting campaign in Japan.

### C. My insightful suggestion based on a long-term vision

#### 1. Exchange program with Japanese universities

SMSU has exchange programs with universities in other countries than Japan. Establishing an exchange program with a Japanese university is one of the good ways for stable and continuous recruitment of Japanese students on a long-term basis. As mentioned in the previous chapter, universities offering a Business Administration Program are a very good source of student recruitment. Exchange programs that facilitate student and faculty exchange will not only further enhance the effectiveness of the recruitment, but also provide a good opportunity for the participants of the Program to learn Japanese culture, thus contributing to a better relationship between the two countries.

#### 2. Sister City Agreement

The City of Springfield has already established a Sister City Agreement with a Japanese city. This city is located far from the central part of Japan, so both the population and the number of universities there are quite limited. As a market for MBA students, the city is considered to lack the necessary qualifications. However, high school students from the sister city periodically come to Springfield on the student-exchange program, studying at various high schools in the city. They will be potential candidates for MBA students of SMSU. Having communication with those students is meaningful in that the communication may facilitate making them



induced to become SMSU students in the future.

### 3. SMSU English major should teach English in Japan.

One of the surest ways to access and secure Japanese students with potentiality of studying at universities in the U.S. is for SMSU to come to Japan and teach English. Joint venture or licensing, whatever the entry strategy might be, opening an English school or class with SMSU English major as teaching staff is most effective in finding and selecting students eligible for studying at SMSU. Staying in Japan on a short tenure, like working one semester in shift for example, also offers SMSU students a good opportunity for putting their knowledge and skills in practice and exposing themselves to Japanese culture.

### 4. Making the most of University's International student recruitment trip.

Courtesy calls on various organizations or institutions in the cities where the meetings are held are important for enhancing SMSU's awareness: mass media, universities, Chambers of Commerce and Industry, local government, etc. A visit to Japan by a party of more than twenty of American universities will be a sensational event to most of Japanese: no less significant event than that of Commodore Perry when he came to Japan, directing a fleet of black ships in 1853. Acceptance of application for entrance admission at the meeting place may have an astonishing effect on students.

## IV. BUSINESS SCHOOL IN THE U.S. AND JAPAN

Japan was absolutely devastated at the time of its military defeat, rose again and achieved a high rate of growth and the world's second largest GNP (Ref. 11, Appendix E). According to the "FORTUNE" (Ref. 6), the number of Japanese companies listed in its "The 500 World Largest Corporations" amounts to 126 companies. It accounts for 25.2% and ranks second, following that of the U.S. corporations, which numbers 162 companies and equals to 32.4%.

One of the significant features of these big Japanese companies is that many of them have established the basis for production and sales activities in the U.S. market. Why do so many Japanese companies come to the U.S.? There are two reasons. One is that the U.S. provides a good market for Japanese companies. The other is that for the U.S. companies, it is in their own market that they can convince themselves of their leadership of the industry or of the world, but for Japanese companies, it is not in their domestic market but in the U.S. market that they can confirm their product as being universally attractive and innovative. For most Japanese companies, going international means going to the U.S. Success or failure in the U.S. market has a great impact on their strategic decision-making in the future.

Most of the Japanese companies in the U.S. are run by Japanese nationals. Top management and those who have expertise in a particular field are especially sent by the head office in Japan. They are expatriates. Success or failure in

foreign markets entirely depends on these expatriates. Management in a foreign country needs in-depth knowledge of the business practices prevailing in that country. But no less important is to understand and get used to its culture, because culture dominates employees, the society, and the country.

Therefore, as internationalization of Japanese economy advances, the demand for personnel with not only a good command of English language, but also with advanced management skills and ability to adapt to foreign environment is increasing in many of Japanese companies, particularly in those firms that engage in international trade. This trend exactly corresponds to the survey result of Japanese largest companies, which shows that 85% of them have sent selected promising young employees to attend universities in the U.S. (Appendix C1).

At present, more than 25,000 Japanese students (undergraduate and graduate included) are studying at about 290 universities in the U.S. (Ref. 2). While in Japan, publication of books, journals, and catalogs designed especially for studying abroad have dramatically increased. A few years ago the number of such publications was only a few. Nowadays, it numbers more than 20. More and more young Japanese people are coming to the U.S. to enter a university. More and more Japanese companies are sending their selected, promising young employees to universities in the U.S. to have them get a MBA degree or other Master's degrees. Japan is certainly a good market for U.S. universities.

## **APPENDIX**

- A. Higher Education Enrollment Ratios (International Comparison)
- B. Comparison of Tuition, Universities in the U.S.
- C. Survey Report Analysis: Japanese Largest Companies
- D. Survey Analysis of Japanese Students at SMSU

## Appendix A

## **Higher Education Enrollment Ratios** (International Comparison)

<u>Country</u>	<u>Enrollment Ratio</u>
Japan (1994)	35.6
United States (1992)	49.6 [85.8]
United Kingdom (1992)	36.5 [52.7]
France (1993)	47.9
Germany (1992)	45.1

NOTE: Figures in brackets include part-time students.

DATA: An Outline of the Higher Education System, Ministry of Education, Japan

## Appendix B

**Comparison of Tuition, Universities in the U.S.**

<u>University</u>	<u>Annual Tuition for non residents</u>
SMSU	\$5,558
Stanford University	23,100.
Harvard University	23,840.
University of Pennsylvania (Warton)	24,956.
Massachusetts Institute of Technology	23,900.
Columbia University	23,830.
Carnegie Mellon University	22,200.
University of Texas-Austin	11,664
The Ohio State University	13,191
University of California-Los Angeles	19,431
Indiana University-Bloomington	15,613
University of Rochester (Simon) (NY)	21,420
University of Missouri, Columbia	11,429
University of Nebraska at Omaha	5,578
University of Central Oklahoma	5,016
California State University, Los Angels	9,152

DATA: Best Graduate Schools (MBA Program), 1997, U.S. News & World Report. and RYUGAKU Journal, Winter, 1998.

## Appendix C1

**SURVEY REPORT ANALYSIS**

Japanese largest companies

(February 28, 1998)

Do you send your employees to Business School in the U.S ?

	Yes.	No.	Total
No. of Companies	17	3	20
%	85.0	15.0	100.0

## NOTE

Questionnaires were sent to 118 firms, and 20 of them cooperated in this survey.

**1. If “Yes”, please fill in the Following:**

1) Approximately when did you begin the program?

Years:	1990s,	1980s,	1970s,	1960s or before,	no Answer	Total
Number of Companies	3	4	6	2	2	17
%	17.6	23.5	35.3	11.8	11.8	100.0

## Appendix C2

2) The number of persons from your company now studying for a MBA program

<u>No. of persons from the companies</u>	<u>No. of companies sending the persons</u>
18	1
17	1
16	1
9	1
6	1
5	3
3	1
<u>2</u>	<u>5</u>

3) What percentage of MBA students from your company attends schools in the U.S?

<u>Percentage</u>	<u>No. of Companies</u>	<u>%</u>
100	12	70.6
90	1	5.9
80	2	11.7
70	1	5.9
60	1	5.9
<u>Total</u>	<u>17</u>	<u>100.0</u>

## Appendix C3

- 4) To which two U.S. universities are you presently sending a large number of students from your firm?

<u>Name of University</u>	<u>No. of students attending</u>
University of Pennsylvania (Wharton)	10
Carnegie Mellon University	7
Massachusetts Institute of Technology (Sloan)	6
Washington University	5
University of Michigan	4
Harvard University	4
University of Texas (Austin)	3
University of California, Los Angeles	2
George Washington University	1
University of Chicago	1
Boston University	1
William Mary University	1



## Appendix C4

## 2. What degree does your company determine either the country or school that a MBA student attends?

<u>Questions</u>	<u>No. of companies</u>	<u>%</u>
1) Firm does not influence the country and/or the school.	6	35.3
2) Firm suggests the country and/or the school	9	52.9
3) Firm selects not only the country but also the school	1	5.9
4) Firm suggest the country (U.S.) but not the school	1	5.9
Total	17	100.0

## 3. What Factors do you think important in choosing Business School?

<u>Factors</u>	<u>No. of companies</u>
1) Curriculum/programs #	13
2) Ranking	6
3) Reputation	3
4) Students' abilities	2
5) Potentiality of establishing friendly relationship with the school	2
6) Quality of professors	2
7) Excellency in Financial Management	1
8) Excellency in International Business	1
9) Establishment of Human Network/relationship	1

# Financial Management, Financial Analysis, Marketing, International Business, etc.

## Appendix D1

## SURVEY ANALYSIS OF JAPANESE STUDENTS AT SMSU

(February 28, 1998)

### 1. STATUS

<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
13	3	16

### 2. MAJOR

<u>Undergraduate</u>		<u>Graduate</u>	
<u>Area</u>	<u>Students</u>	<u>Area</u>	<u>Students</u>
Wildlife Conservation	2	Defense Strategy Studies	1
Hospitality & Restaurant Administration	2	MBA	1
Sports medicine & Athletic Training	2	Communication & Mass Media	<u>1</u>
ELI	1		3
BFA in Art	1		
Mass Media (broadcast, journalism)	1		
Anthropology	1		
Communications	1		
Geography (travel planning)	1		
Undecided	<u>1</u>		
	13		

## Appendix D2

**3. How did you know about SMSU?**

## Undergraduates

<u>Sources</u>	<u>Students</u>
1. Acquaintance	2
2. Directory, Guide Books, Catalogs, (Peterson's Foreign College and Universities)	8
3. Journals	1
4. The respondent was a high school graduate in Springfield	1
5. The respondent is a graduate of a high school in the U.S.	1
	<u>13</u>

## Graduates

<u>Source</u>	<u>Students</u>
1. Recommendation of the professor of the former university in the U.S.	1
2. The respondent was a teacher of Japanese language at a high school in Springfield	1
3. Catalog	1
	<u>3</u>

## Appendix D3

**4. Why did you choose SMSU (respondents gave multiple answers)**

<u>Reasons</u>	<u>Undergraduates</u>	<u>Graduates</u>
1) Major	6	2
2) Low-costs	6	1
3) Few Japanese students	3	
4) School size	2	1
5) Safety (crime rate)	1	
6) State University	1	
7) Relatives in Springfield	1	
8) The most friendly school	1	
9) ISS's warm, courteous responses and services	1	
10) Scholarship program	1	
11) Location	1	

(ISS is International Students Services Office at SMSU)

**5. Are you satisfied with your choice?**

<u>Answer</u>	<u>Undergraduates</u>	<u>Graduates</u>
Yes.	11	3
No.	2	0
Undecided	1	0

## Appendix D4

**6. If “No”, why?**

## Reasons

- |  |   |
|--|---|
| 1. People in Springfield are not open-minded                             | 2 |
| 2. Springfield is little attractive, short of amusements, rather boring. | 1 |
| 3. Library is unsatisfactory   | 1 |
| 4. Office-workers are slow in action.                                    | 1 |

**7. What do you want more about SMSU?**

## Undergraduates

I. Library

- 1) More data and information countrywide and worldwide.
- 2) Difficult to find books, takes much time and efforts.
- 3) To be open 24 hours, 7 days.
- 4) Better equipped, organized.
- 5) More computers
- 6) More books

2. Computer lab

- 1) 24 hours, 7 days open.
- 2) More computers.

3. Meal service plan

- 1) Japanese food.
- 2) “Bears Den” needs more seats, more food variety.

4. Curriculum

- 1) Better Art Department (equipment, teachers, programs outside class)
- 2) More programs

## Appendix D5

5. Parking lots6. Scholarship

Scholarship for international students should be available with Japanese students.

7. Master's degree

- 1) Anthropology
- 2) Sports medicine

8. Others

- 1) Japanese newspapers or magazines.
- 2) Hammond Student Center had ~~better be open~~ on holidays.
- 3) Lower tuition

## Graduates

1. Lower tuition
2. Ph.D.program (Communication & Mass media)
3. More books in the library.

## [NOTE]

30 Japanese students are currently studying at SMSU (undergraduate 26, graduate 4), Fall, 1997.

20 students cooperated in this survey.

## Appendix E

**REPORTED ECONOMIC SIZE, 1993**

(GNP, foreign exchange rate basis)

	GNP per Capita \$	Population (million)	GNP	
			billion \$	% share of world
United States	24,740	257.8	6,378	26.2
Japan	31,490	124.5	3,921	16.1
China	490	1,178.4	577	2.4
South Korea	7,660	44.1	338	1.4
Taiwan	9,952	21.0	209	0.9
Hong kong	18,060	5.8	105	0.4
Singapore	19,850	2.8	56	0.2
Indonesia	740	187.2	139	0.6
Malaysia	3,140	19.0	60	0.2
Thailand	2,110	58.1	123	0.5
Philippines	850	64.8	55	0.2
Other high-income countries	19,645	427.1	8,391	34.5
All other countries	926	3,807.9	3,526.5	14.5
World total	4,420	5,501.5	24,317	100.0

SOURCES: World Bank, World Development Report, 1995 pp 162–63

Taiwan figures : Industry of Free China, December 1995, pp 92, 196, 202.

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