

What do international students studying in the USA tell us about their identity, academics, attitudes and beliefs?

Julie E. Yonker & Megan S. McNamara



Calvin Students



Demographics of Calvin Students

3,918 students enrolled


- Diverse student body:
 - 47 U.S. states (52% from Michigan)
 - 575 U.S. students of color (14.7% of student body)
 - 61 countries (10.6% of student body is non-North American)
 - 5 Canadian provinces
 - 55% women



AHANA

- Acronym to describe someone of African, Hispanic, Asian or Native American descent

3,918 students enrolled

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 - 5 Canadian provinces
 - 55% women
- 

Background – Importance of diversity in higher education

- Students at diverse institutions have outcomes of:
 - Workplace: ability to work with diverse individuals and viewpoints
 - Students: greater self-efficacy for change & moral development in the area of social justice

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ASHE PRESIDENTIAL ADDRESS

Linking Diversity with the Educational and Civic Missions of Higher Education

Sylvia Hurtado

"The greatest challenge facing Americans is to accept and take pride in defining ourselves as a multiracial democracy." —President Bill Clinton's Initiative on Race, 1998

In this address, I will lay out the practical, theoretical, and empirical rationale for linking diversity with the central educational and civic mission of higher education. While these links may be obvious to some, oftentimes diversity and race issues are conspicuously absent from discussions about learning and civic education. In fact, the diversity initiatives and civic initiatives inhabit distinct physical, social, and administrative spaces. Much of the empirical work that links diversity and learning and democratic outcomes emerged from the developing area of research, now termed "the educational benefits of diversity" because of its role in the University of Michigan affirmative action cases. I address the aims of this research and critics who have claimed we have abandoned research on inequality or social justice issues for the sake of legal arguments. Transcending the affirmative action debate,

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Background - Cultural understanding

- Students' experience with diversity impacts learning and democracy outcomes in a positive way

*Diversity and Higher Education:
Theory and Impact
on Educational Outcomes*



PATRICIA GURIN
ERIC L. DEY
SYLVIA HURTADO
GERALD GURIN

Educators in U.S. higher education have long argued that affirmative action policies are justified because they ensure the creation of the racially and ethnically diverse student bodies essential to providing the best possible educational environment for students, white and minority alike. Yet until recently these arguments have lacked empirical evidence and a strong theoretical rationale to support the link between diversity and educational outcomes. As Jonathan Alger, former counsel for the American Association of University Professors, argues: "The unfinished homework in the affirmative action debate concerns the development of an articulated vision — supported by a strong evidentiary basis — of the educational benefits of racial diversity in higher education" (1998, p. 74). This suggests not only that educators must clarify the conceptual link between diversity and learning in educational practice, but also that educational researchers play a key role in providing evidence on whether diversity contributes to achieving the central goals of higher education. The purpose of this article is both to provide a theory of how diversity can be linked to educational outcomes in higher education and to test this theory using national data and data from students at the University of Michigan — an institution that has faced affirmative action legal challenges.

In the 1978 case *Regents of the University of California v. Bakke*, U.S. Supreme Court Justice Lewis Powell wrote the pivotal opinion, arguing that the "atmosphere of 'speculation, experiment and creation' — so essential to the quality of higher education — is widely believed to be promoted by a diverse student body. . . . It is not too much to say that the nation's future depends upon leaders trained through wide exposure to the ideas and mores of students as diverse as this Nation of many peoples"

Background - Self-understanding elements

- Students from more diverse institutions (liberal arts and doctoral institutions) reported larger gains in understanding of self and others

JE Paul D. Umbach
George D. Kuh

Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness

Compelling arguments are coming from all quarters that diversity-related experiences benefit individual students, institutions, and society at large. Administrators (Bok, 1982; Rudenstine, 1996) and scholars (Astone & Nunez-Wormack, 1990; Duster, 1993; Gurin, 1999; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Milem & Hakuta, 2000; Rudenstine, 1996; Tierney, 1993) are on record as endorsing the positive educational effects of diversity on campus. So far, the evidence seems to suggest that diversity enhances the educational experiences of all students. However, we are only beginning to understand the relationship between diversity and student experiences while in college.

Gurin (1999) argued that a diverse student body creates a unique learning environment that leads to increased probability that students will interact with peers from different backgrounds. Hurtado et al. (1999) and others (Duster, 1993; Sleeter & Grant, 1994) suggested that diverse peers in the learning environment could improve intergroup relations and mutual understanding by challenging students to refine their thinking and by enriching the dialogue between students. Students who interact with people of races other than their own learn about some of the realities of the multicultural world in which they will eventually be living and working (Astone & Nunez-Wormack, 1990; Tierney, 1993). These interactions, in turn, explain in part why students who report more

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Research Questions

- Are International, AHANA and White students similar on self understanding at the beginning of college?
- Are there differences between International, AHANA and White students on self-evaluative measures related to identity understanding during college?
- Could participation in campus programs have an influence on self-evaluative and achievement outcomes among the three matched groups?

Research Design and Questions

- **Quasi-experimental**
 - An empirical study used to understand causal impact of variables that cannot be randomly assigned
 - E.g. independent variables that are innate characteristic of the participants

- 3 Matched Groups –
International, AHANA, White

Matching Procedure

Matched pairs design between the three groups of students based on **gender, GPA, age and major.**

1. Sorted international, AHANA and white students separately by gender.
2. Within each gender category, sorted students by GPA from highest to lowest.
3. If multiple students had the same student group, gender and GPA, sorted by descending age.
4. Matched each international student to both an AHANA student and a white student with the same gender, the same or similar GPA, and same or similar age.
5. If multiple pairs met these criteria, we picked the match with the same or closest major.

Participant Characteristics

	International Students	AHANA Students	White Students
N	48	48	48
Age (yrs.)	20.1 \pm 1.46	19.8 \pm 1.34	20.2 \pm 1.40
Female (%)	60.4	60.4	60.4
College GPA	3.23 \pm .41	3.13 \pm .61	3.18 \pm .49
First Year (%)	29.2	31.3	16.7
Sophomore (%)	27.1	18.8	31.3
Junior (%)	16.7	25.0	14.6
Senior (%)	22.9	25.0	25.0
Super Senior (%)	4.2	0.0	12.5
Additional Advisor/Coach (%)	16.7	31.3	4.2

International Students

- Countries represented and number of students from each

Country	Number of Students
South Korea	21
Ghana	7
India	3
Nigeria	3
Indonesia	2
Vietnam	2
Zimbabwe	2
Brazil	1

Country	Number of Students
China	1
Japan	1
Netherlands	1
Nicaragua	1
Pakistan	1
UK	1
Zambia	1

Ethnicity

- Ethnicities represented and number of students in each

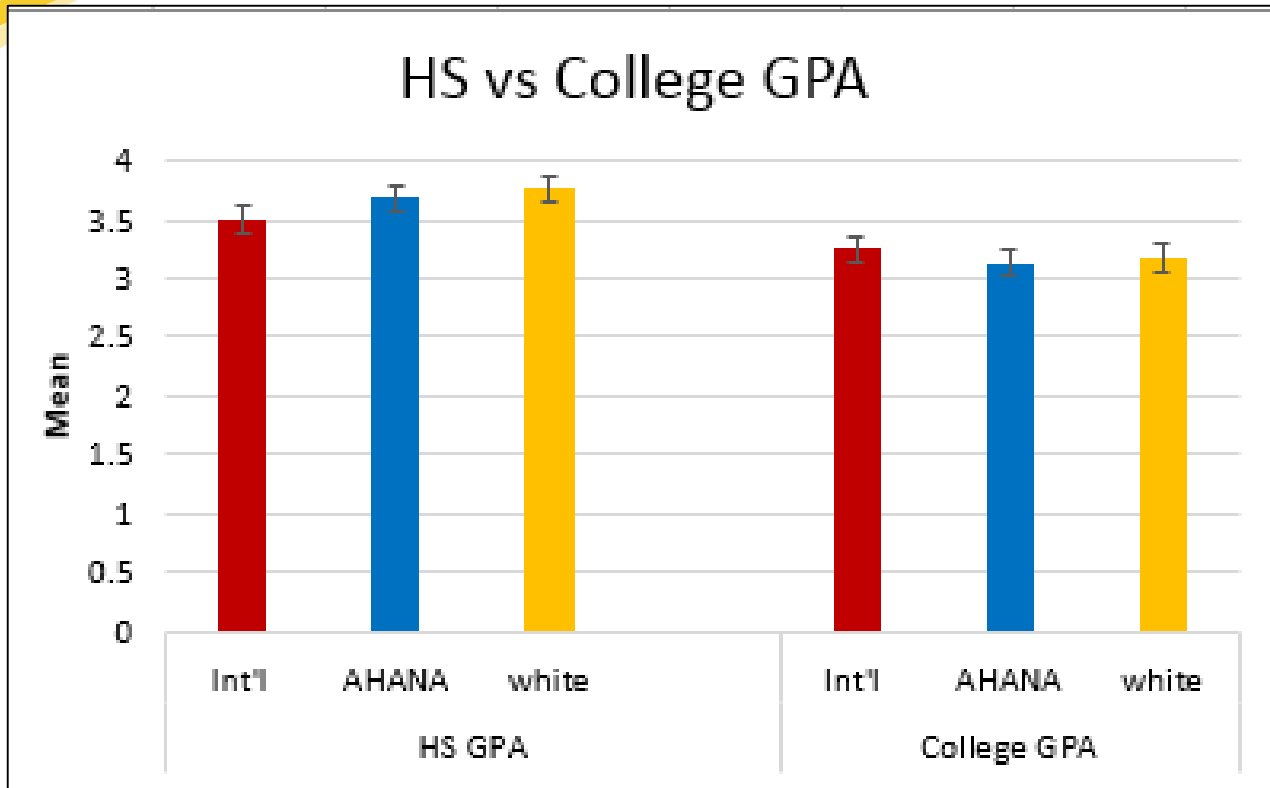
	International	AHANA
Black/African American	11	3
Asian or Pacific Islander	32	20
Hispanic	0	13
White/Caucasian	1	0
American Indian	0	1
Multi-ethnic	0	8
Other	3	3

Majors

Major	Int'l	AHANA	White
Business	10	3	11
Art	0	2	0
Biology	2	1	0
Chemistry	0	1	0
Chinese	1	1	0
Classics	2	0	3
Computer	1	1	1
Education	6	1	6
Engineering	1	0	1
English	0	0	1
French	2	0	0
History	2	0	0

Major	Int'l	AHANA	White
IDIS	0	1	0
INSYS	3	1	1
Kinesiology	1	2	3
Organic Chemistry	2	2	0
Psychology	3	4	1
Public Health	1	2	0
Religion	0	1	1
Social Work	0	0	1
Sociology	0	1	0
Spanish	0	0	2
Graduate Program	0	1	0
Undecided	21	29	23
Double Major	10	7	2

GPA Comparisons



Overall GPA: $F(1, 139) = 140.28, p=.001, \eta^2 = .50$

Interaction between groups and GPA: $F(2, 139) = 7.30, p=.001, \eta^2 = .10$

College Student Inventory

RUFFALO
NOEL LEVITZ



Search Ruffalo Noel Levitz

ENROLL your class

GRADUATE your students

ENGAGE your donors

TRANSFORM your organization

STUDENT SUCCESS

Home › Complete Enrollment › Student Success › RNL Retention Management System Plus™ › College Student Inventory™



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BUILDING DEMAND



CULTIVATING
APPLICANTS



OPTIMIZING YIELD



STUDENT SUCCESS

College Student Inventory™

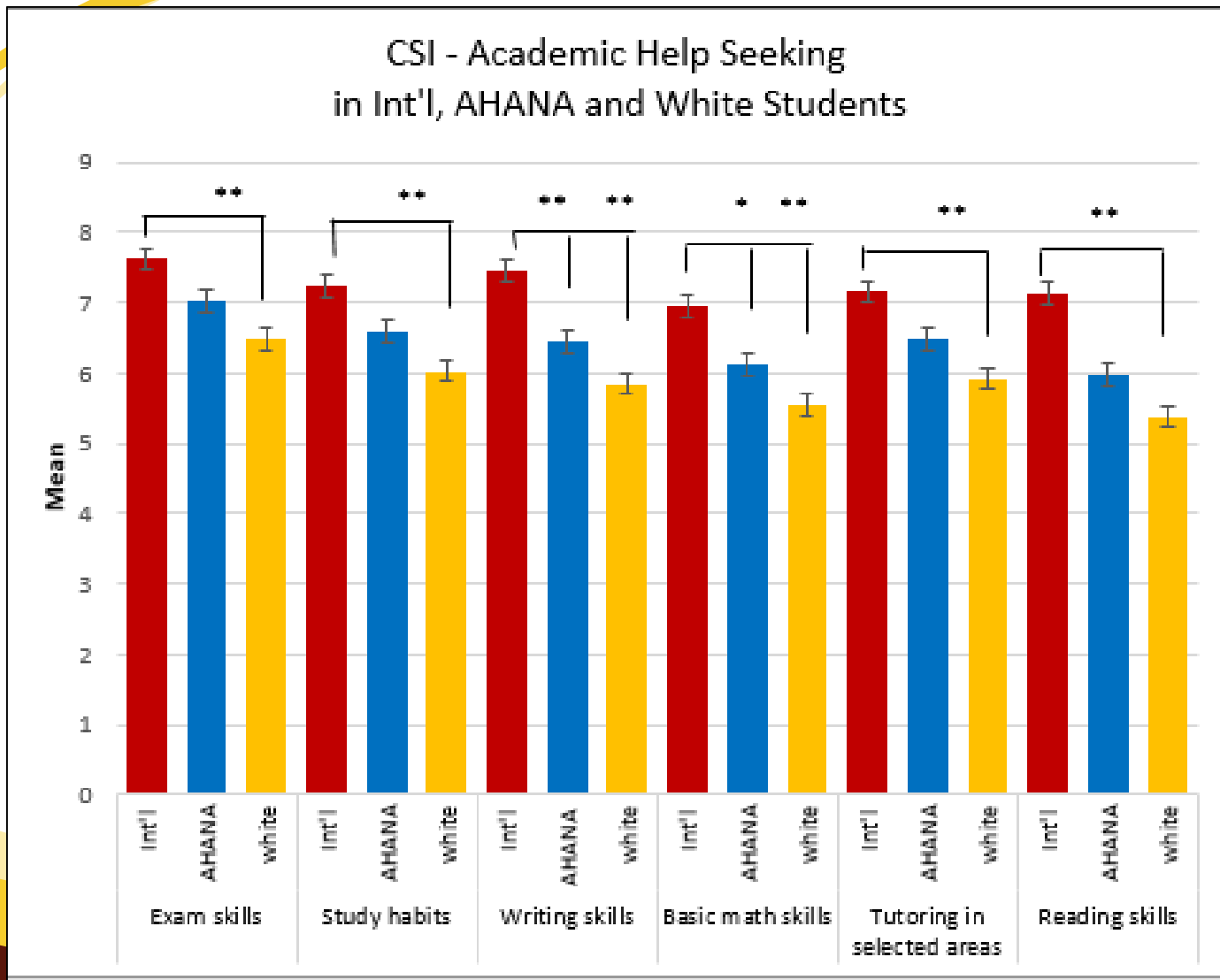
For incoming first-year students at four-year and two-year campuses

[Check prices and order >>](#)

Use this early-alert survey to identify at-risk students, focus advisors on key concerns, and link students to resources

The College Student Inventory identifies at-risk students in the incoming class using the leading noncognitive indicators of college student success. You and your colleagues receive detailed information about each student's academic motivations, areas of risk, and receptivity to specific student services. This survey can be administered before classes get under way or soon after classes begin, providing you with data to make interventions more meaningful and relevant, before a student begins disengaging.

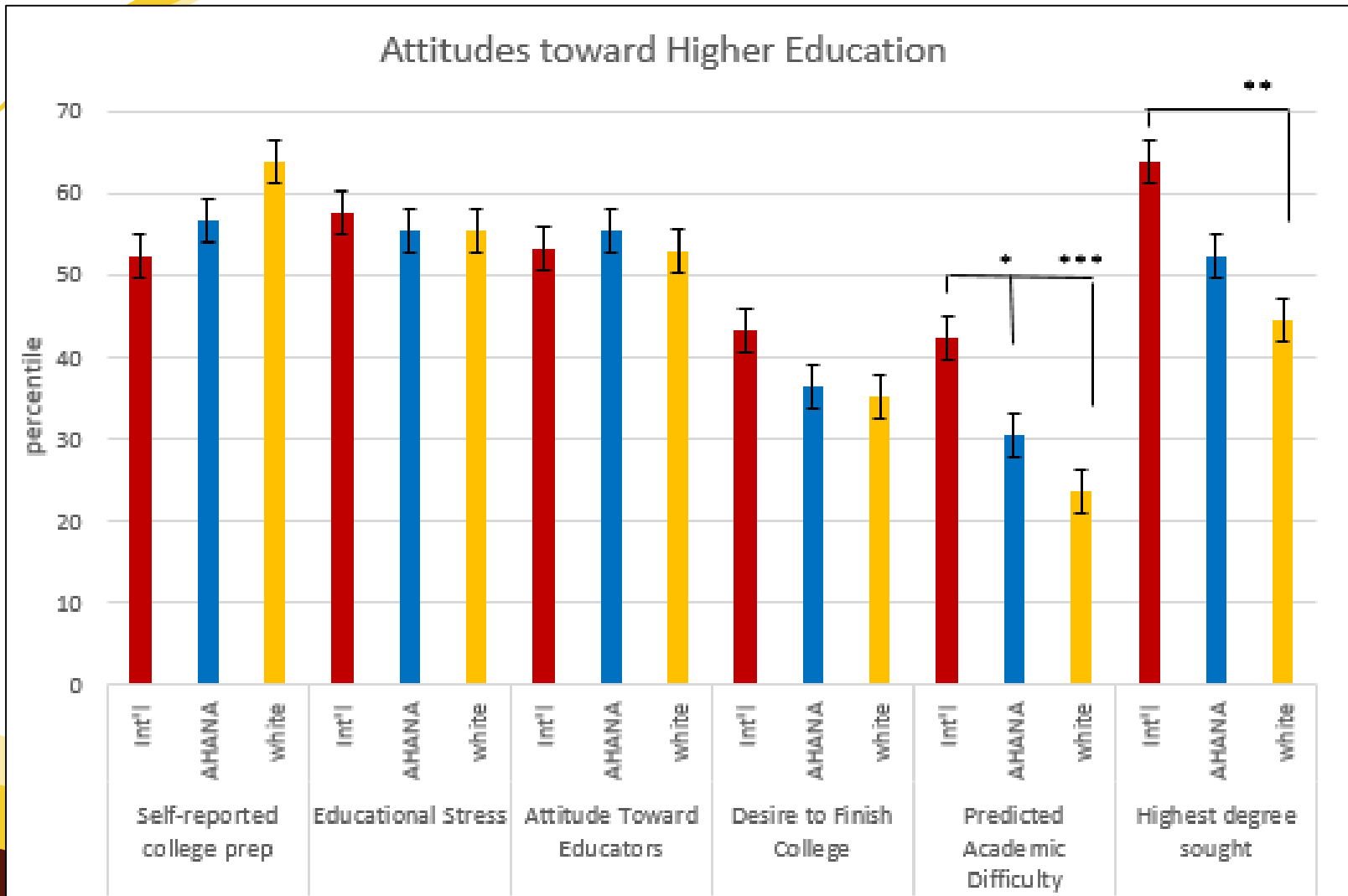
Fall First Year - College Student Inventory



$F(12, 264) = 3.22, p=.001, \Lambda = .80, \eta^2 = .11$

* $p < .05$, ** $p < .001$

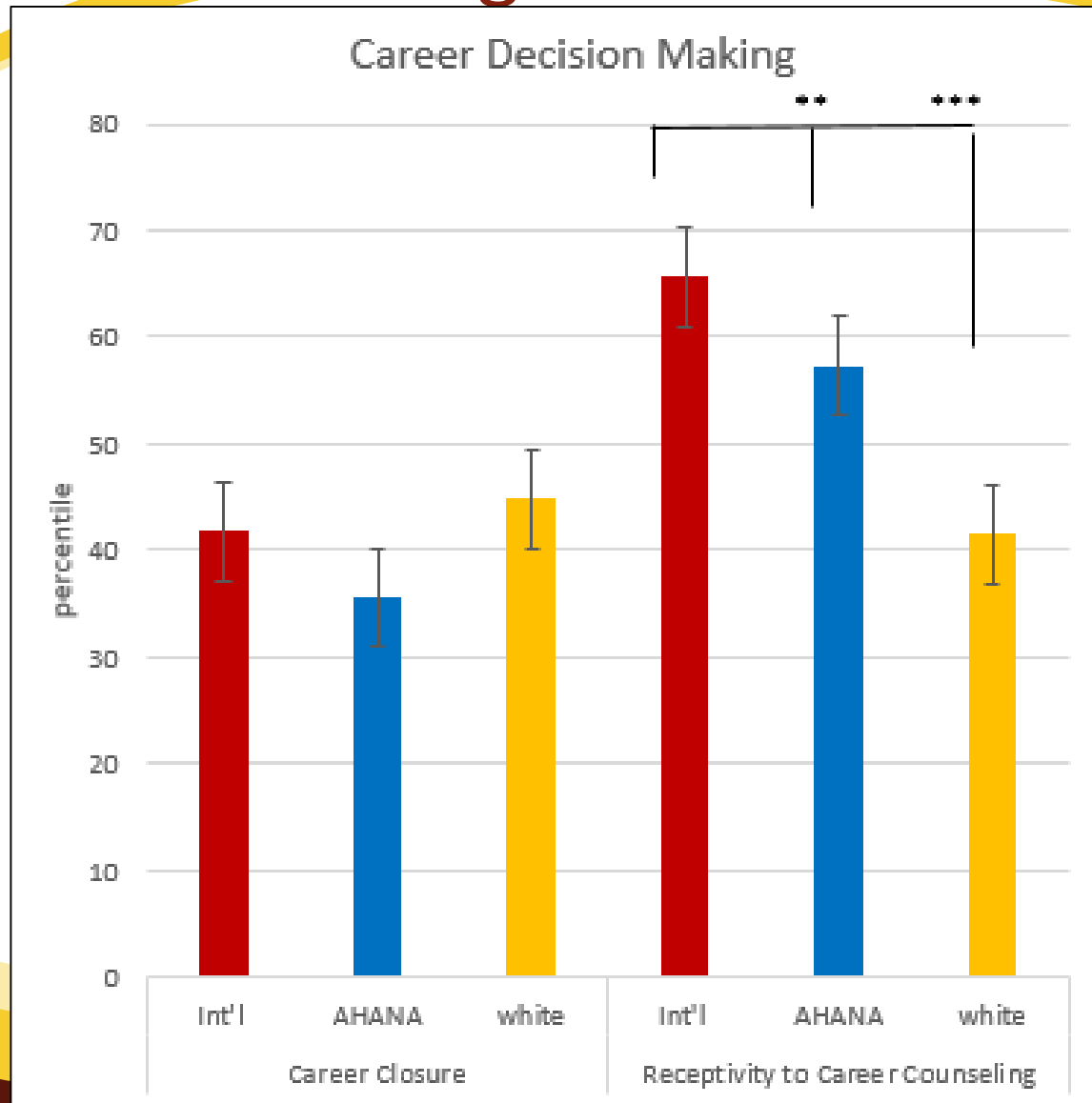
Fall First Year – College Student Inventory



$F(12, 264) = 2.67, \Lambda = .80, p=.02, \eta^2 = .11$

* $p < .05$, ** $p < .01$, *** $p < .001$

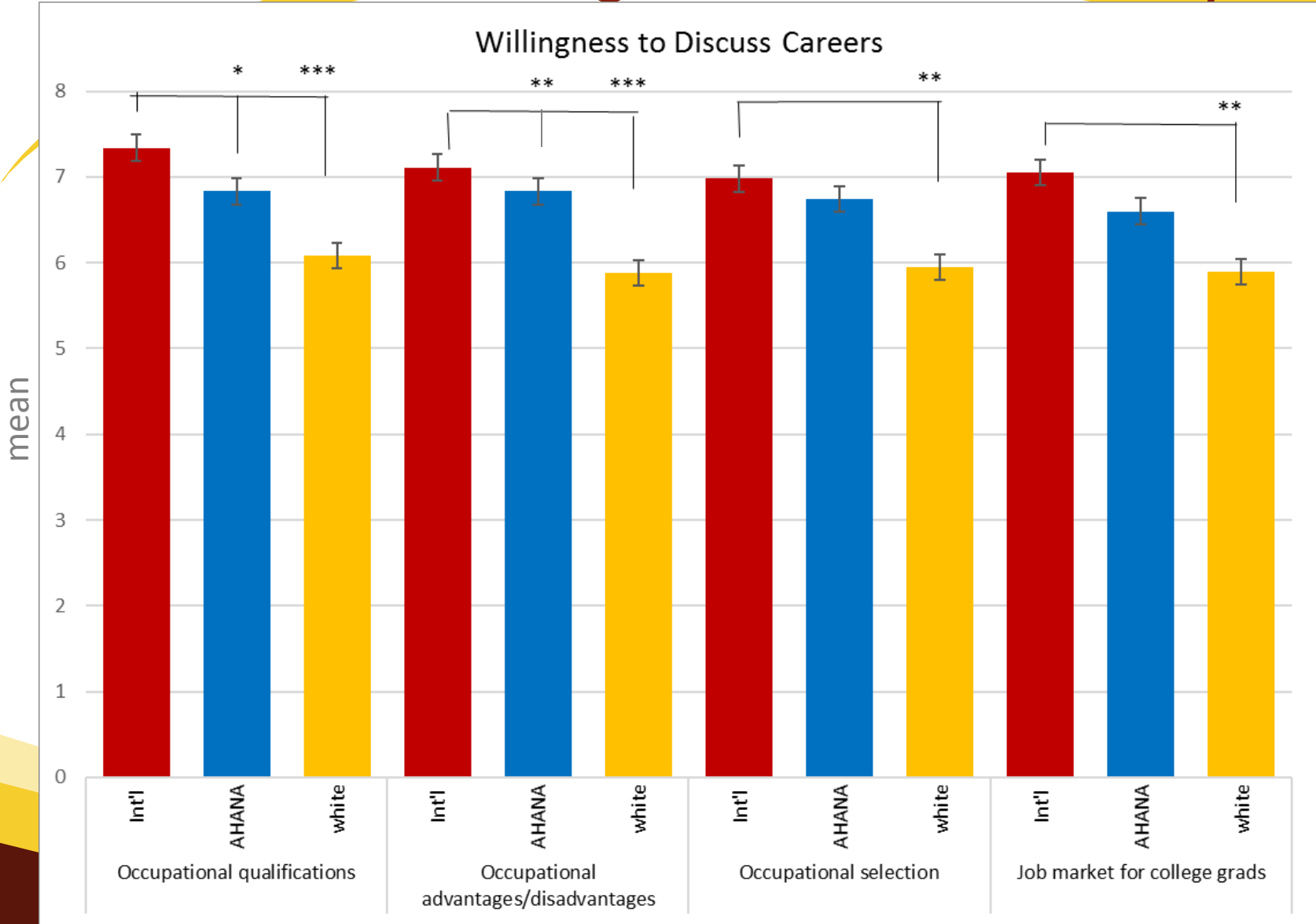
First Year – College Student Inventory



$F(4, 272) = 5.99, p = .001, \Lambda = .85, \eta^2 = .08$

** $p < .01$, *** $p < .001$

First Year – College Student Inventory



$F(8, 268) = 2.70, \Lambda = .86, p=.007, \eta^2 = .07$

* $p < .05$, ** $p < .01$, *** $p < .001$

2 Surveys

- All surveys were on-line, self-report (informed, voluntary consent)
- All scales used in the surveys measured self referent attitudes, abilities, thoughts and behaviors
- All scales were designed to measure broad individual differences rather than cultural or ethnic differences
- First Survey – Fall 2016
- Second Survey – Spring 2017

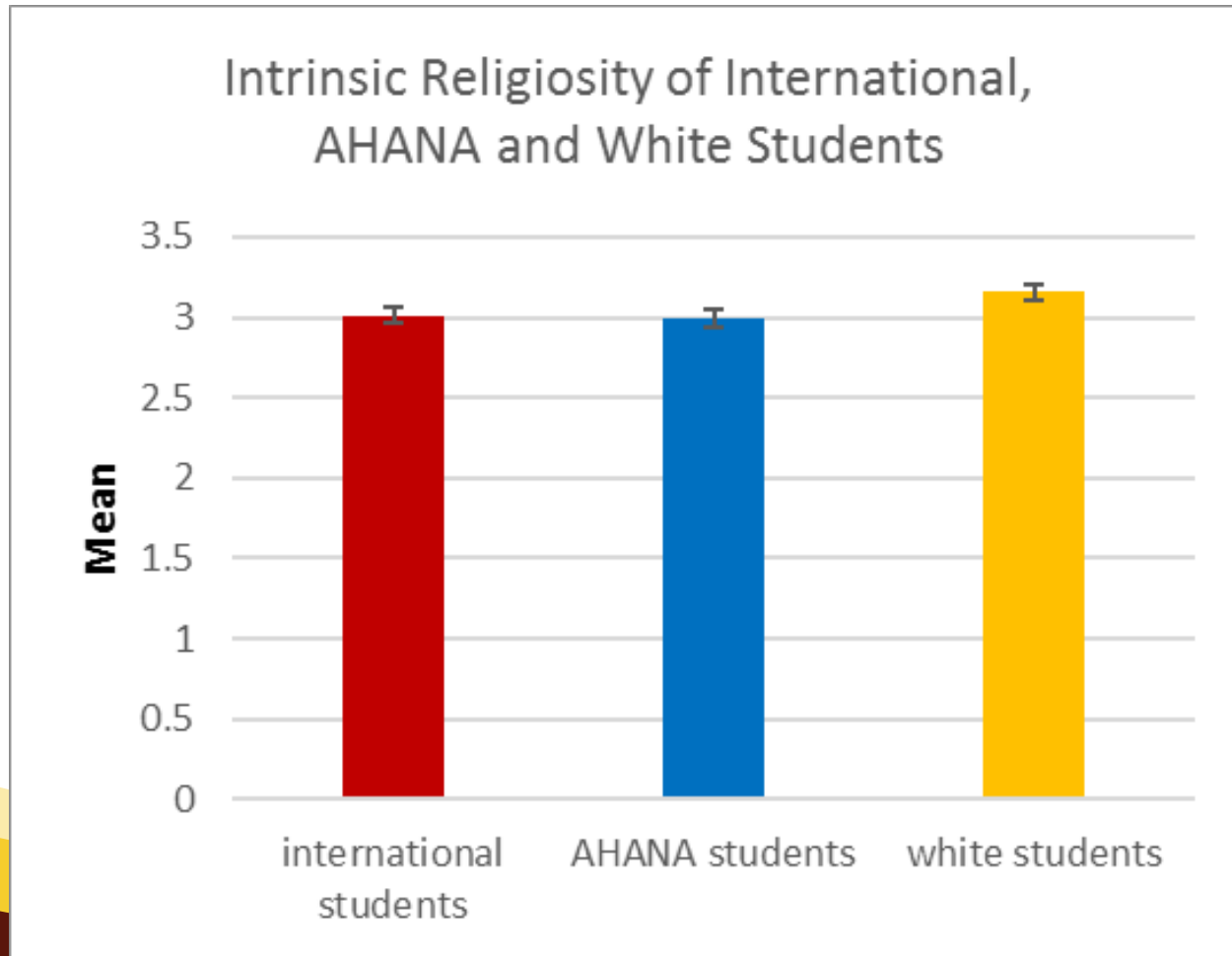
Scale Reliabilities

F-2016 Survey

- Intrinsic Religiosity $\alpha = .84$
- Self-Esteem $\alpha = .87$
- Identity & Coping $\alpha = .72$
- Career Decision Self-efficacy $\alpha = .93$

Intrinsic Religiosity

Intrinsic Religiosity – Motivations for religious beliefs and activities

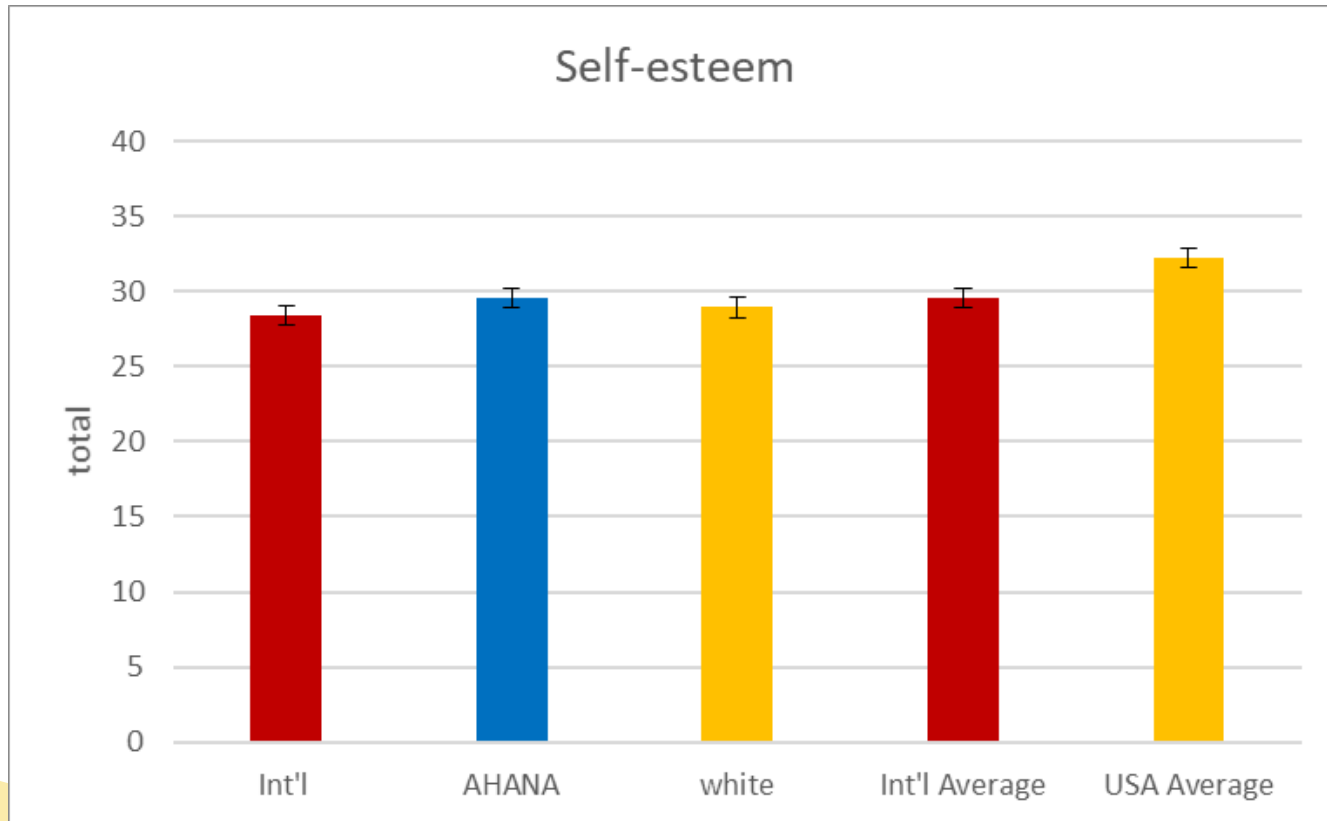


4 point scale

No significant differences

Self-esteem

Self-Esteem – feelings of overall self worth



No significant differences among our students

Identity

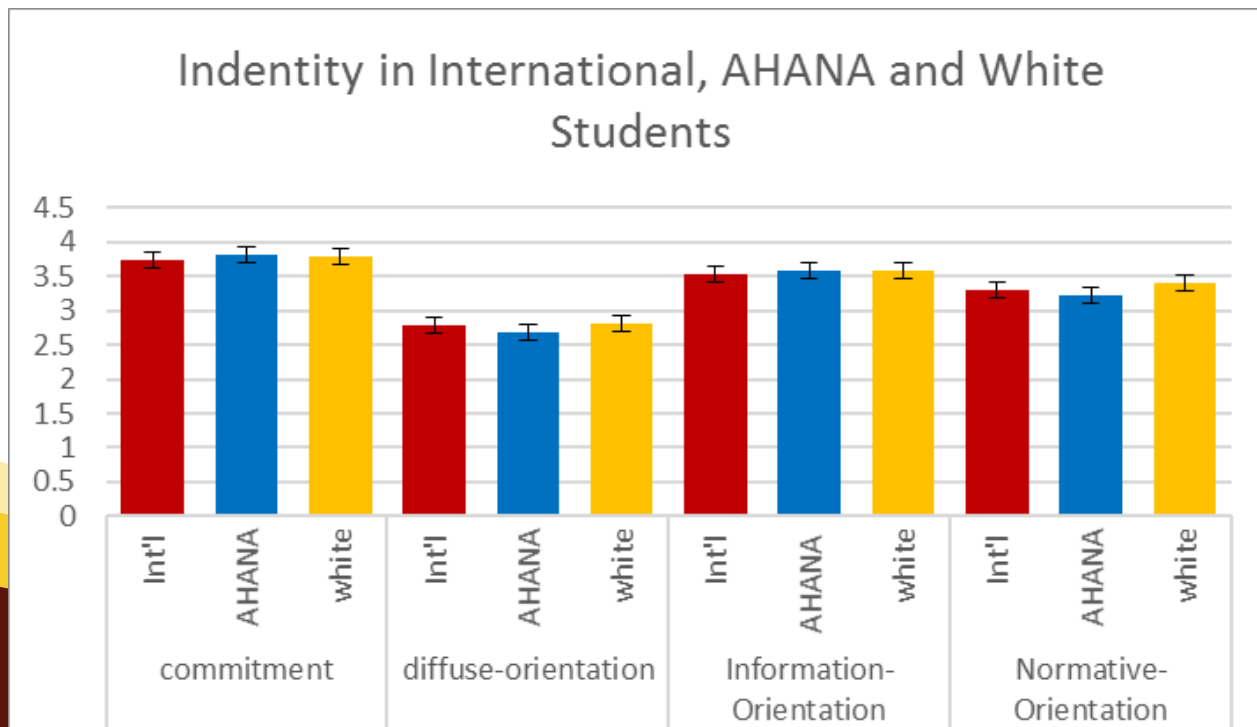
Identity – sense of who you are

Commitment – strength of commitment to one's identity style

Diffuse-Orientation – procrastinates and is reactive in identity formation rather than proactive

Information-Orientation – actively seeks out and reflects on self-relevant information

Normative-Orientation – identity is supported by expectations and standards of significant others



No significant differences

Scale Reliabilities S-2017 Survey

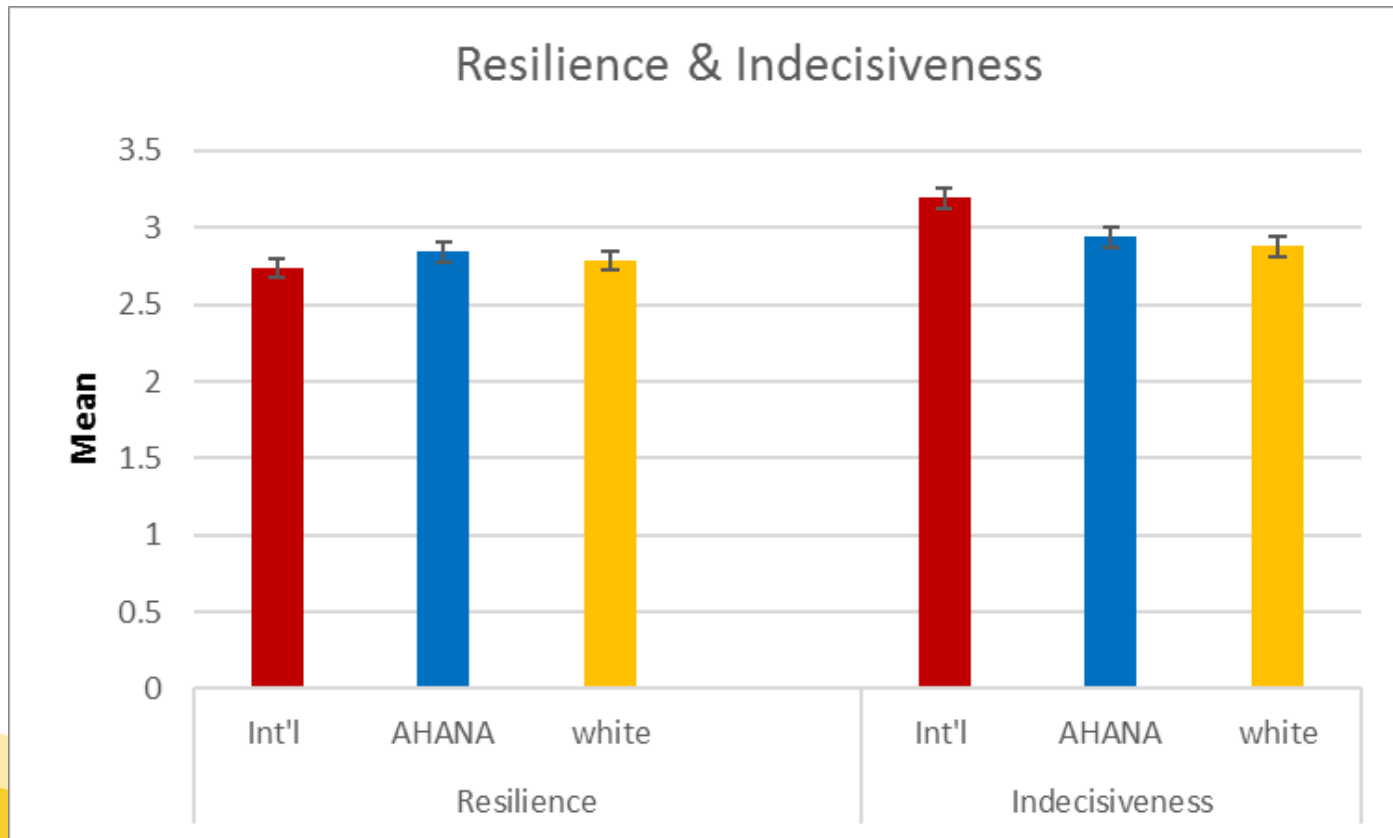
N: Int'l = 12 (25%), AHANA = 19 (40%), White = 26 (54%)

- Resilience $\alpha = .90$
- Indecisiveness $\alpha = .86$
- Perfectionism $\alpha = .92$
- Calling & Vocation $\alpha = .90$
- Employable Skills Self-Efficacy $\alpha = .87$

Resilience & Indecisiveness

Resilience – ability to successfully cope with change or misfortune

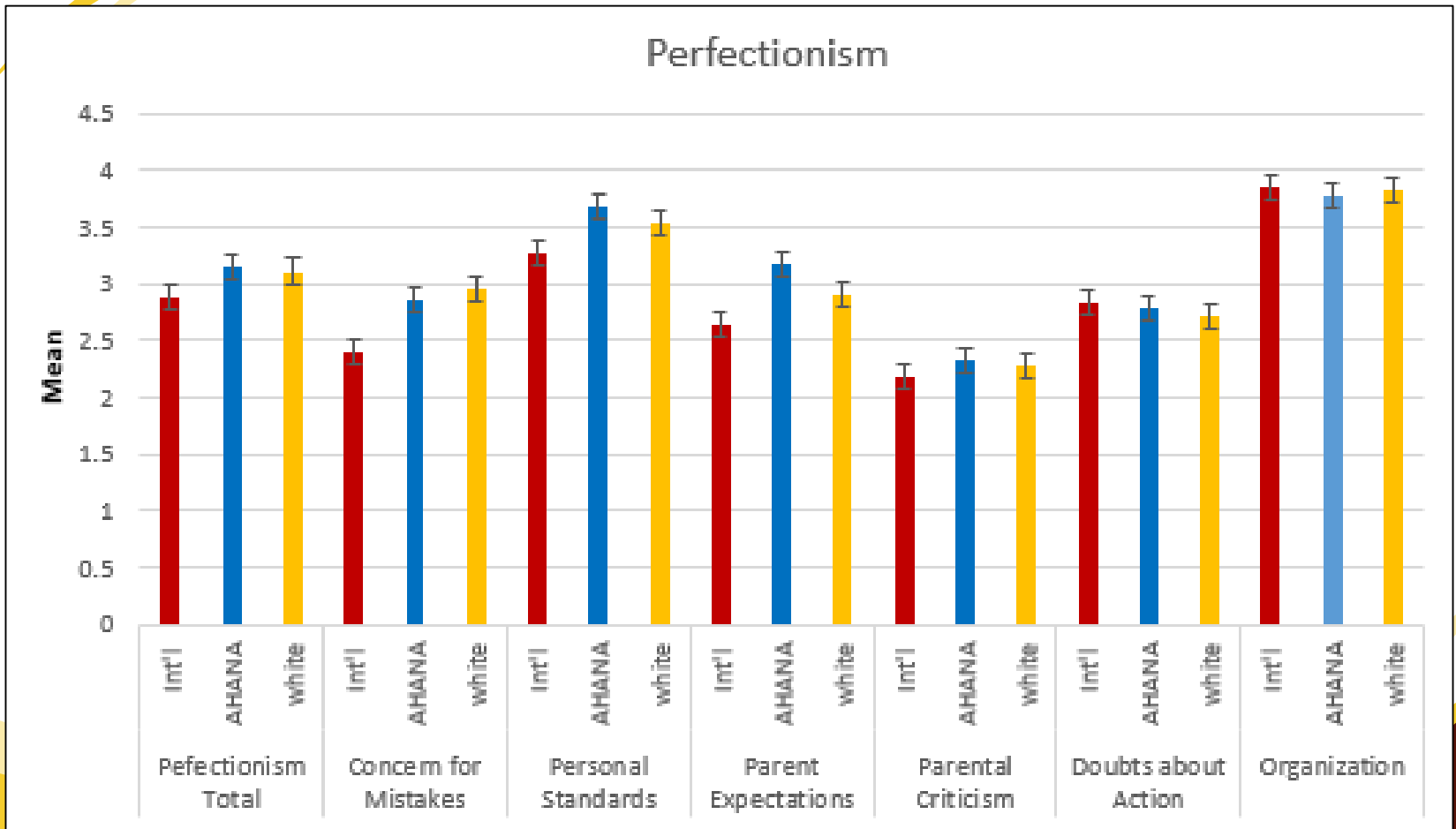
Indecisiveness – difficulty making decisions



No significant differences

Resilience scale = 0 – 4, Indecisiveness scale = 1 - 5

Perfectionism



Scale = 1 - 5

No significant differences

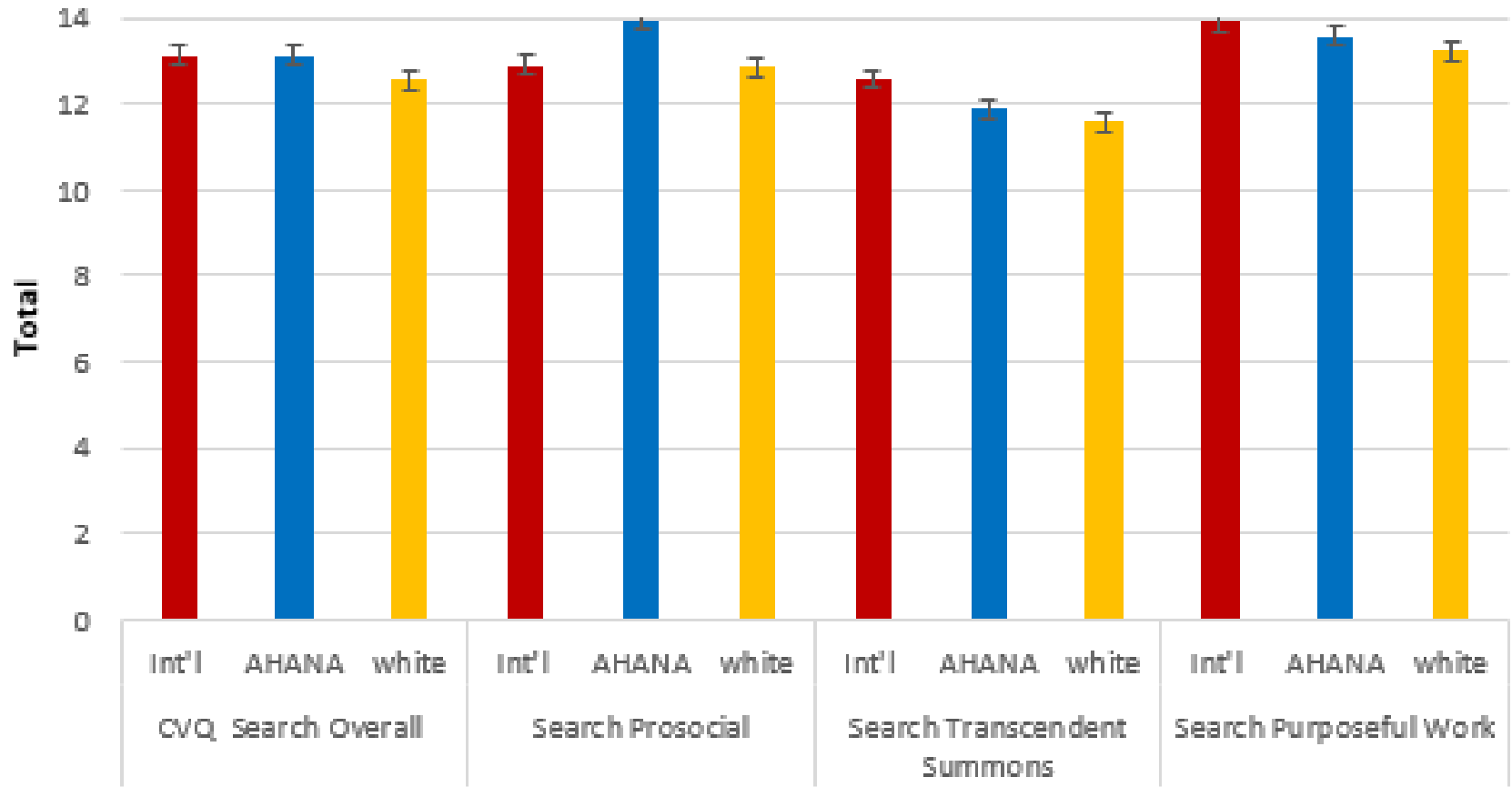
Context - Vocation/Calling

- Transcendent summons...
- Sense of purpose or meaningfulness...
- Other-oriented (pro-social) values and goals...

Dik & Duffy (2012)

Searching for Calling & Vocation

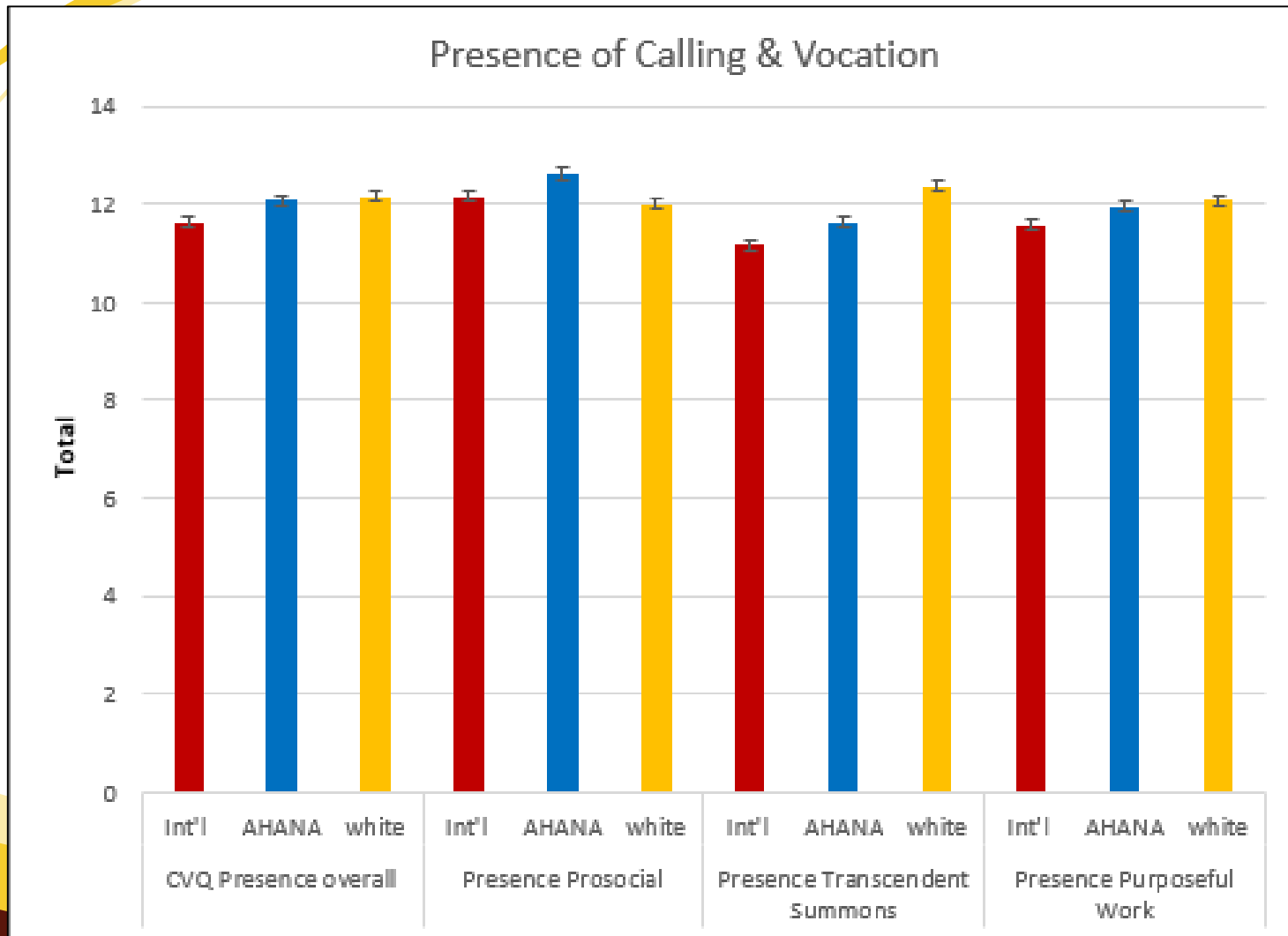
Searching for Calling & Vocation



Total Scale 1 - 16

No significant differences

Presence of Calling & Vocation



Total Scale 1 - 16

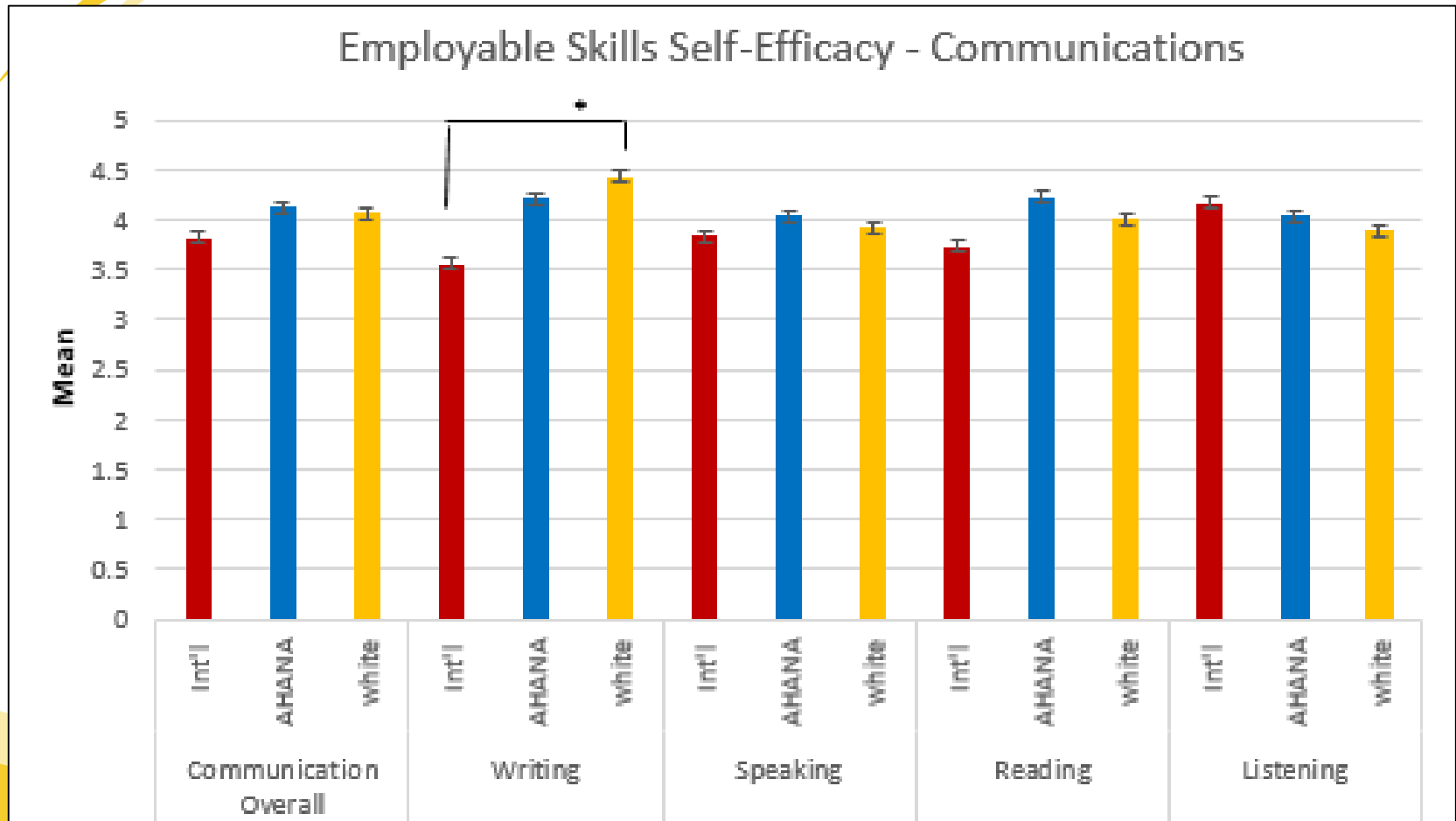
No significant differences

Employable Skills Self-Efficacy

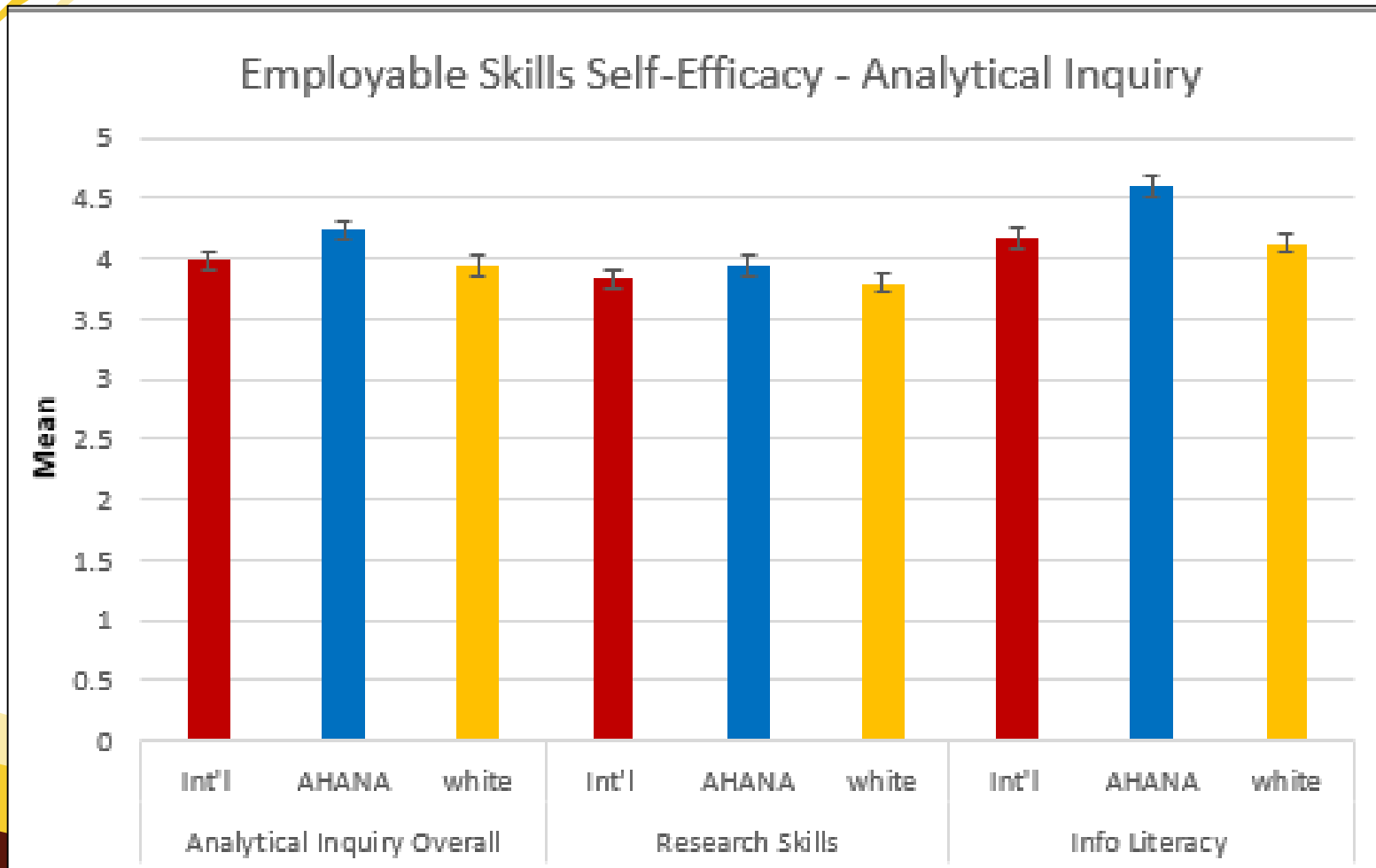
- Questionnaire items reflect the types of skills valued by employers and integral to a baccalaureate degree
- **Assesses students' perceived level of attainment of these skills**
- **Informs students' confidence in attaining these employable skills**

Ciarocco & Strohmetz, 2016

Employable Skills Self-Efficacy Communications



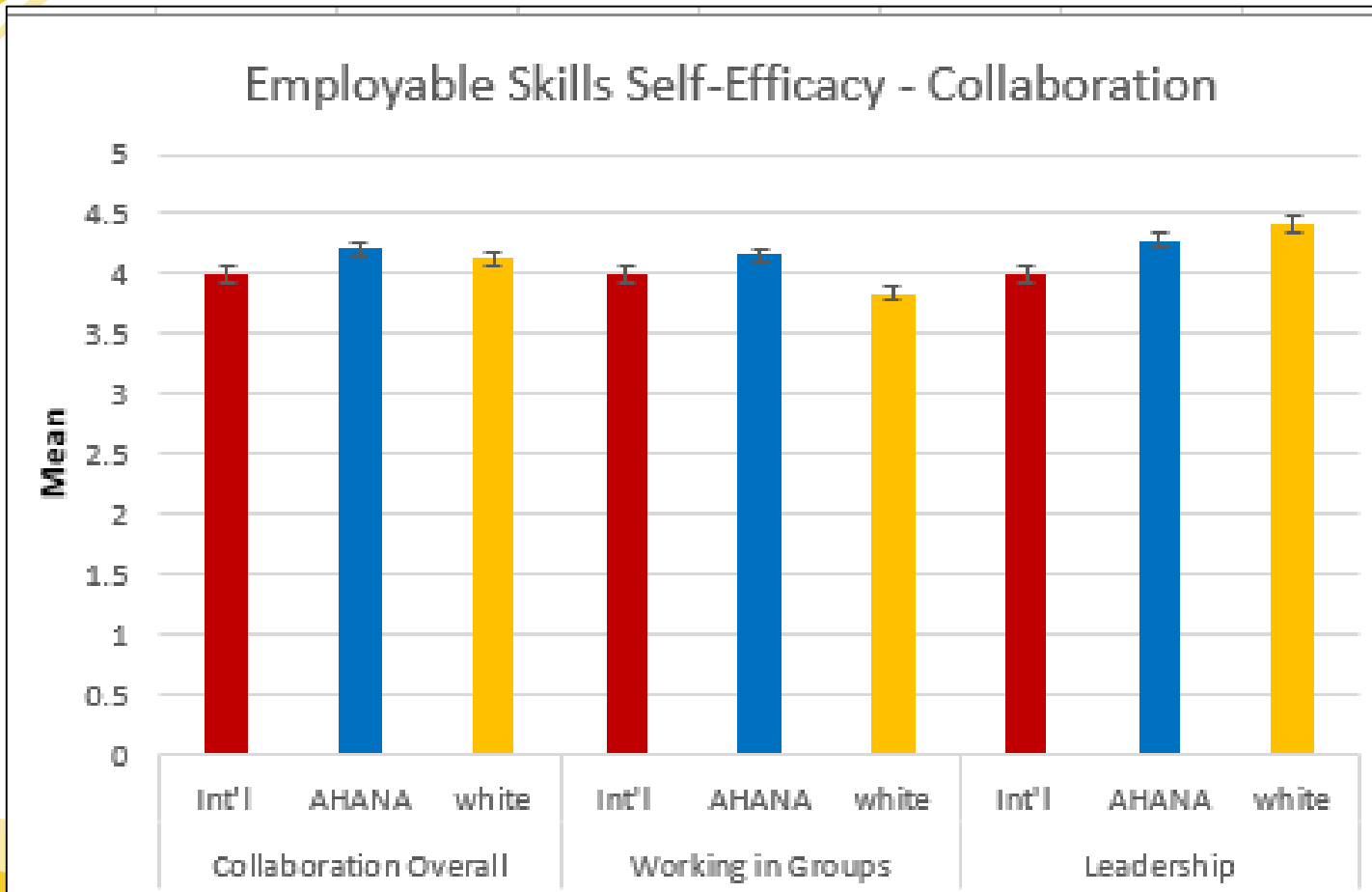
Employable Skills Self-Efficacy Analytical Inquiry



Scale 1 - 5

No significant differences

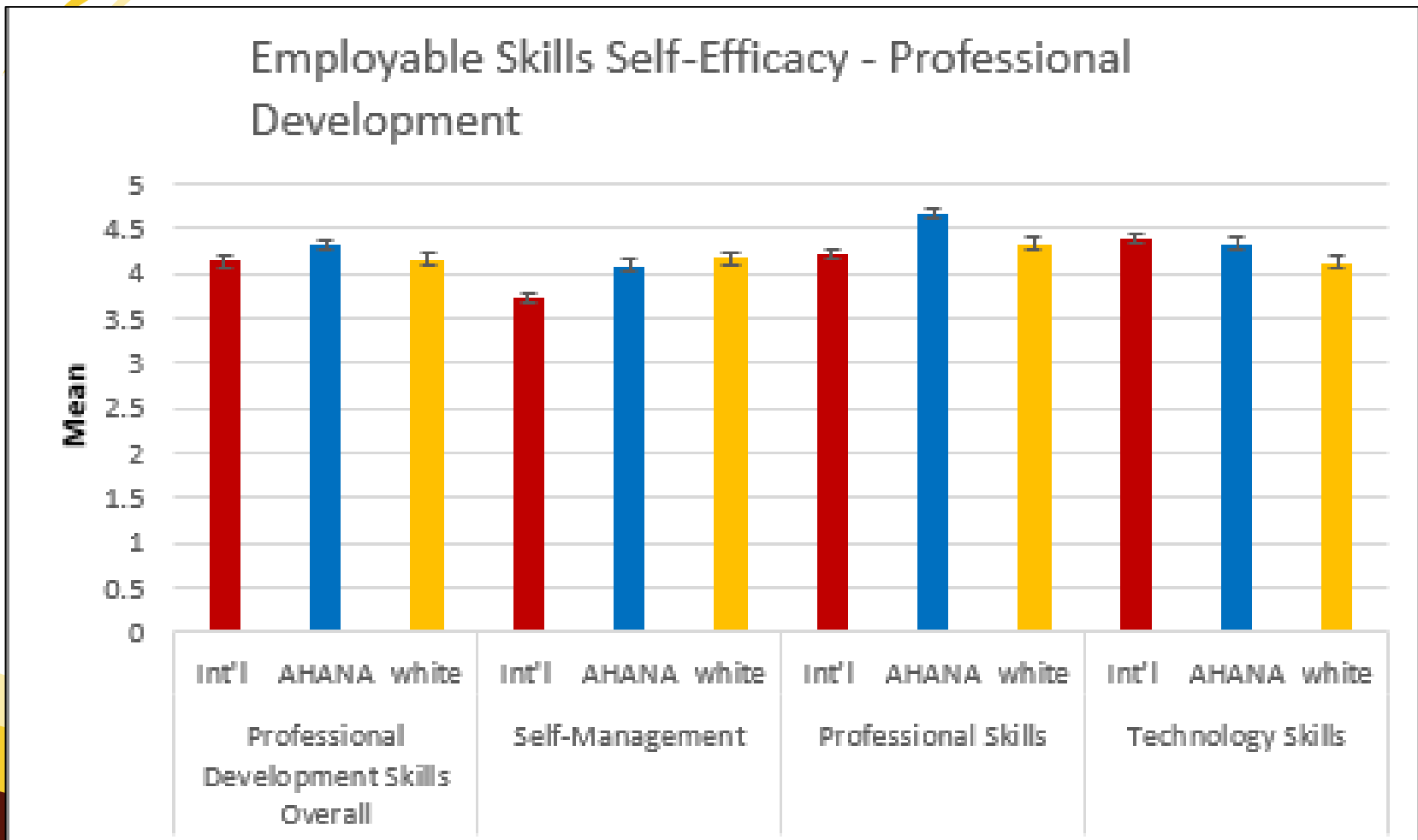
Employable Skills Self-Efficacy Collaboration Skills



Scale 1 - 5

No significant differences

Employable Skills Self-Efficacy Professional Development



Scale 1 - 5

No significant differences

[Home](#) > [Our products](#) > [Career Decision Self-Efficacy Scale](#)

Our products:

Career Decision Self-Efficacy Scale

Authors: Nancy E. Betz & Karen M. Taylor

The Career Decision Self-Efficacy Scale (CDSE) measures an individual's degree of belief that he/she can successfully complete tasks necessary to making significant career decisions. The CDSE consists of five subscales measuring the five Career Choice Competencies of John O. Crites' Theory of Career Maturity. The CDSE is available in both a 50-item form and a 25-item short form. It is strongly linked to positive educational and career decisional outcomes.

Copyright © 1993, 2012 by Nancy E. Betz & Karen M. Taylor

Uses of the CDSE

- Indicates an individual's pattern of higher and/or lower confidence areas as they relate to career decision making competencies
- Identifies students at high risk for academic or decisional difficulties and, hence, those students needing career or academic intervention
- Suggests which areas of decision are most in need of intervention
- Evaluation of the effectiveness of educational and career interventions (such as DISCOVER, or administration of interest or values inventories).

Scales

Self-Appraisal: The ability to accurately appraise one's own abilities, interests, and values as they related to educational and career decisions.

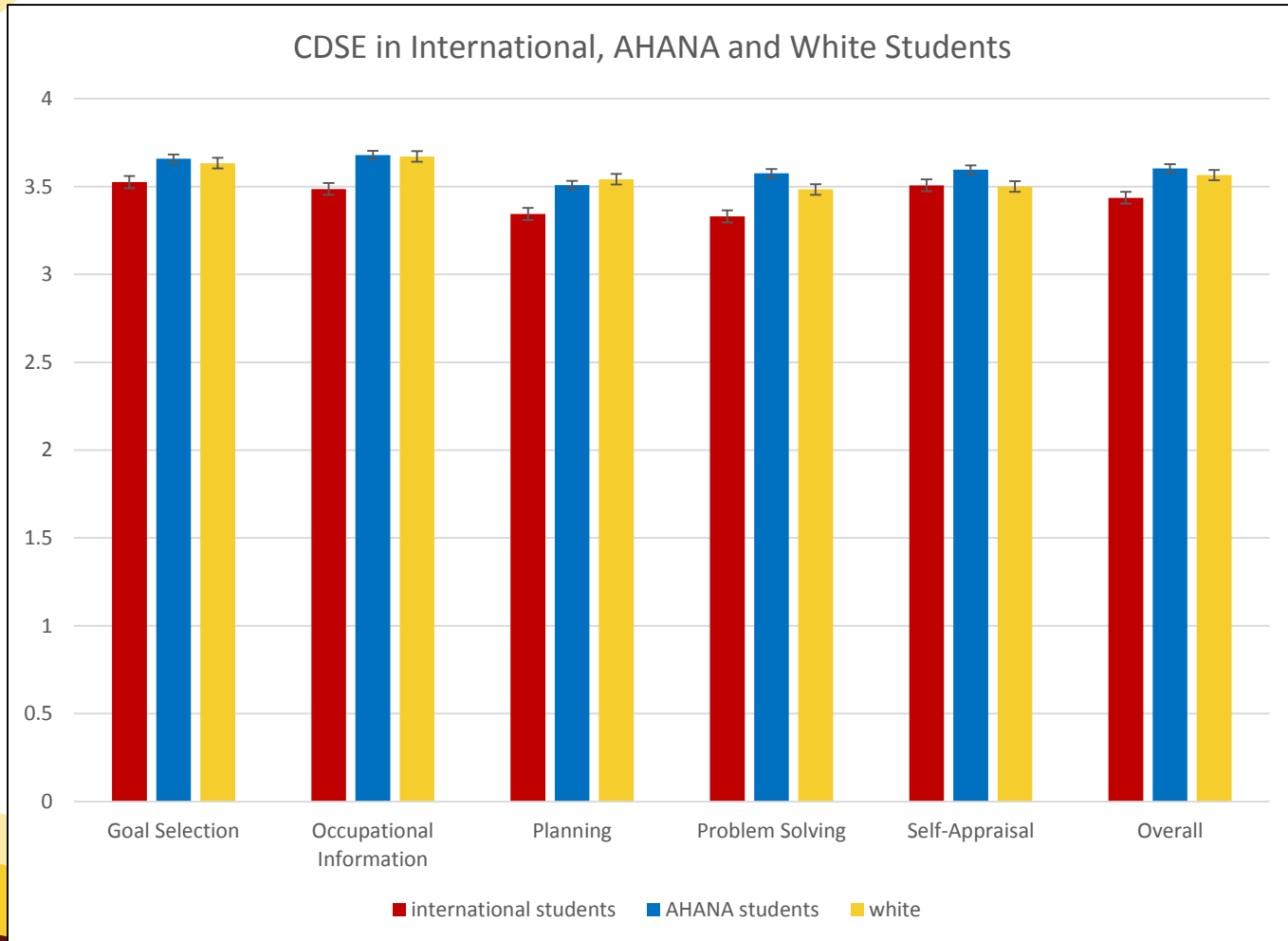
Occupational Information: The ability to locate sources of information about college majors and occupations, including the ability to identify and talk with people employed in the occupations of interest.

Goal Selection: The ability to match one's own characteristics to the demands and rewards of careers so as to identify one or more majors or careers to pursue.

Planning: Knowing how to implement an educational or career choice, including enrolling in educational programs, job search, resume writing and job interviewing.

Problem Solving: Being able to figure out alternative plans or coping strategies when plans do not go as intended.

Career Decision Self-efficacy (F-2016)



No significant differences between the groups

SUMMARY - Differences???

- START OF COLLEGE, DIFFERENCES – *International & AHANA Students*:
 - endorsed more academic help seeking
 - predicted to have more academic difficulty
 - requested more career counseling/information
- LATER, SIMILARITIES - *International & AHANA Students*
 - GPA, religiosity, identity, self-esteem, resilience, indecisiveness, perfectionism, vocation & calling, career decision self-efficacy, employable skills self-efficacy (except writing for international students)

SUMMARY - Differences???

- START OF COLLEGE, DIFFERENCES – *International & AHANA Students:*
 - endorsed more academic help seeking
 - predicted to have more academic difficulty
 - requested more career counseling/info
- LATER, SIMILARITIES - ' *International & AHANA Students*
 - GPA, religiosity, perfectionism, v (e.g., indecisiveness, or decision self-efficacy, employable skills (e.g., except writing for international students)

WHY???

ABOUT US



INTERCULTURAL STUDENT DEVELOPMENT CENTER

MULTICULTURAL STUDENTS

INTERNATIONAL STUDENTS

PERKINS FELLOWS

EVENTS

PEER MENTORS

RESOURCES

ABOUT US

Frequently Asked Questions

CONTACT US

MULTICULTURAL STUDENTS

INTERNATIONAL STUDENTS

Our mission

The Multicultural Student Development Office at Calvin College exists to create a campus community where all students feel a sense of belonging through intentional support, multicultural programming, and anti-racism education and awareness.

Multi-Cultural Student Development Office

Our goals

- Nurture students through the process of discovering the knowledge of God, the world and themselves.
- Create opportunities for cross cultural engagement and exchange.
- Build a knowledge base which critically examines the sin of racism and prejudice and its impact on our society.
- Serve as a springboard for emerging AHANA leadership in all facets of the Calvin community (spiritual, academic, and social).
- Support the college's strategies for diversity as stated in the [From Every Nation document](#)
- Help students develop and utilize their voice.

Diversity at Calvin

Calvin is a Christian college committed to diversity. What are we doing to make that happen? [Check it out.](#)

Student Success Center

SUPPORT



Struggling in one of your classes? Want help organizing your life? Looking for some fresh study strategies? Need assistance with your English grammar skills? If so, you have found the right place, and we are here to help.

Support services

TUTORING

COACHING

CSL



ACCESS PROGRAM

The Access program helps students develop new approaches, methods and strategies for learning by means of placement testing, academic advising, specialized courses and consultation with students' professors.



STUDY ASSISTANCE

We provide many forms of academic help, but studying begins with you. Check out some of these resources to aid you on your path to academic success.



WRAN & INTERNATIONAL

We're available to help you with advising, academic strategies, contacting instructors and navigating Calvin's campus.

CENTER FOR STUDENT SUCCESS

ACADEMIC CALENDAR

ADVISING

REGISTRATION

CATALOG

POLICIES

SUPPORT

Student Concern

Access Program

Study Assistance

WRAN & International

TRANSFER

DISABILITY SERVICES

FORMS

REQUEST TRANSCRIPT

FAQ

CONTACT US

Career Center



The screenshot shows the Calvin College Career Center website. At the top, the Calvin College logo (1876) and a search bar are visible. A navigation menu includes links for ABOUT, ACADEMICS, ADMISSIONS & AID, STUDENT LIFE, ARTS, and ATHLETICS. The main content area features a large background image of a smiling young man in a suit. The text 'CAREER CENTER' is prominently displayed. Below this, a message reads 'Launch your tomorrow.' followed by a paragraph: 'We equip students to succeed on their life-long vocational path by determining their strengths, developing their skills, and discovering God's call for their lives.' Below the text are two buttons: 'FIND/POST A JOB' and 'MAKE AN APPOINTMENT'. On the right side, a vertical menu lists various services: CAREER CENTER, MAJORS AND CAREERS, JOBS AND INTERNSHIPS, RESUMES/COVERLETTERS, GRADUATE SCHOOL, SERVICES, EMPLOYERS, ALUMNI, EVENTS, RESOURCES AND PUBLICATIONS, and STUDENT EMPLOYMENT.

Calvin COLLEGE 1876

Search

ABOUT ACADEMICS ADMISSIONS & AID STUDENT LIFE ARTS ATHLETICS

CAREER CENTER

Launch your tomorrow.

We equip students to succeed on their life-long vocational path by determining their strengths, developing their skills, and discovering God's call for their lives.

Get started now.

FIND/POST A JOB MAKE AN APPOINTMENT

- CAREER CENTER
- MAJORS AND CAREERS
- JOBS AND INTERNSHIPS
- RESUMES/COVERLETTERS
- GRADUATE SCHOOL
- SERVICES
- EMPLOYERS
- ALUMNI
- EVENTS
- RESOURCES AND PUBLICATIONS
- STUDENT EMPLOYMENT



Meg Mc Namara

&

Calvin COLLEGE 1876

Search

ABOUT ACADEMICS ADMISSIONS & AID STUDENT LIFE ARTS ATHLETICS



CENTER FOR SOCIAL RESEARCH

The Center for Social Research (CSR) conducts social-scientific research on behalf of Calvin faculty, the Christian Reformed Church, and a wide array of local, national, and international organizations. The CSR is closely tied to and governed by representatives of Calvin's academic, social

CENTER FOR SOCIAL RESEARCH

PROJECTS & SERVICES

NEWS

EMPLOYMENT

Questions



More info or comments: Julie.yonker@calvin.edu