

2017

An analysis of pathway programs and social integration in the retention of international Chinese college students: a case study approach

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Dissertation

**AN ANALYSIS OF PATHWAY PROGRAMS AND SOCIAL INTEGRATION IN
THE RETENTION OF INTERNATIONAL CHINESE COLLEGE STUDENTS:
A CASE STUDY APPROACH**

by

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Submitted in partial fulfillment of the
requirements for the degree of
Doctor of Education

2017

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DEDICATION

I would like to dedicate this work to my parents and my grandfather Felix Eslira Claros. My grandfather joined the U.S. Navy in Manila, The Philippines during World War I. After the war he came to the United States and became a U.S. Citizen. After he passed away we found his notebooks – he was a lifelong learner of English as a Second Language. From his example I would like to help others coming to the United States in pursuit of their dreams by overcoming the hurdles of language.

ACKNOWLEDGMENTS

There are many people I would like to thank for helping me complete my degree. To do anything worthwhile in this world it takes drive, opportunity, and support. I would like to recognize those who helped to open the doors I could not open for myself, and the constant support of family, friends, and colleagues who helped me achieve my goal of earning my doctoral degree.

First, I would like to thank my dissertation chair, Dr. Robert Weintraub. When I needed to find a chair for my dissertation committee he was the shining star at the end of a long tunnel for which I am grateful. It has been a pleasure working with him and his guidance was invaluable.

Second, I would like to thank Dr. Michelle Porche, my second committee member. Her excitement about my topic helped to sustain me through the dissertation process. Dr. Porche provided guidance and feedback that helped me to finish my research study.

Third, I would like to thank Dr. Karen Silva, my third committee member. Dr. Silva in her many roles as my department chair at Johnson & Wales University, my dissertation committee member at Boston University, and most of all my friend, my mentor and one of my greatest supporters over the past 14 years. I will be forever grateful to her for her help, support, and the opportunities she has made available to me.

I would like to thank Dr. Hardin Coleman, Dean and Dr. Laura Johnson, Associate Dean of the Boston University School of Education for their support to

finish my degree.

I would like to thank my colleagues who I also call friends, aka my Johnson & Wales University family: Dr. Paul McVety, Dr. Robert Fink, Dr. George Rezendes, Dr. Rory E. Walsh Senerchia, Dr. Loren Intolubbe Chmil, Mr. Wesley Roy, Mr. Jerry Czub, Ms. Ariela McCaffrey, Mr. Michael Waugh, Prof. Dale Silva, Dr. Matthew Samel, Prof. Jane Boyland, Prof. William Jarvie, Dr. Paul Bagdan, Dr. Eldad Boker, Dr. Christine Peraklis, Dr. William Day and Mrs. Karen Day. In addition, I would like to thank Dr. Emily Spitzman and Dr. David Kaufman for their support.

Most of all I would like to thank my mom Emilie Claros Howarth; who with my late father Walter J. Howarth, Sr. has been my biggest source of support in everything I have done throughout my life. She is my cheerleader, sounding board, and taskmaster who constantly convinced me I could do whatever I set my mind to do. She is my inspiration and I will always be grateful for her unconditional love and support.

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ABSTRACT

As of 2016 the number of international students in the United States has reached over one million. Institutions of higher education in the United States have been attracting increasing numbers of international college students, primarily from China and other Southeast Asian countries. As a result, organizations such as the Institute of International Education have encouraged colleges and universities to create pathway programs. Pathway programs accept international students who do not have strong English language and/or academic skills, yet have a desire to study abroad. These students take English as a Second Language (ESL) courses at the university before beginning their degree courses. Some program models also have students taking their first-year courses apart from the rest of the student body to help these students close their skill gaps. However, this study focused solely on a pathway program that offers only ESL courses. Previous studies have shown that students who have academic language proficiency, yet lack the ability to integrate socially, often

struggle with acculturation. This, in turn, can lead to problems with persistence in their course work and ultimately lack of degree completion.

The purpose of this study was to evaluate the social integration of international Chinese students comparing those who participated in the ESL program and those that did not at the subject university. The study examined the influence of this treatment on college retention and on self-reported social integration of international Chinese students.

The study findings demonstrate that international Chinese students at this subject university who have received the intervention persist, having similar graduation rates compared to the general cohort, similar retention rates to the general cohort; and equal to or declining grade point averages based on the treatment-level.

The study also shows that the ESL students have less acculturative stress and are more socially active in their college community than the non-ESL students. The effects of this social intervention have been positive not only at the start of their degree programs, but carry through their program. The study presents evidence as to the benefits the treatment offers towards persistence at this university, which supports pathway programs.

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LIST OF ABBREVIATIONS

BICS	Basic Interpersonal Communication Skills
CA.....	Communication Apprehension
CALP	Cognitive Academic Language Proficiency
EAP.....	English for Academic Purposes
ELL	English Language Learners
EFL.....	English as a Foreign Language
ESL.....	English as a Second Language
ESP.....	English for Specific Purpose
IELTS.....	International English Language Testing System
LOEP	Levels of English Proficiency Test
NS.....	Native Speaker
PSSE	Perceive Social Self-Efficacy
TOEFL	Test of English as a Foreign Language
TOEFL-IBT	Test of English as a Foreign Language, Internet-Based Test

CHAPTER ONE

Introduction

Context and Significance of Topic

In 2016 The Institute of International Education reported that the number of international college students studying in the United States increased by 7.1%, to 1,043,839 students and of that number, 328,547 or 31.2% were from China alone (Open Doors, 2016). To further augment this trend, of the top 10 countries that export their students to the United States for higher education purposes, 6 of the 10 are from countries in Southeast Asia. In a 2015 study, the Institute of International Education's key findings stated that 74% of the prospective students surveyed listed the United States as their top choice (Open Doors, 2015). This fact is particularly important for the United States, as it indicates the US is the "destination of choice" for many international students. Open Doors' research continued to emphasize that "77% of prospective students worldwide perceive the US to have a higher quality higher education system", "78% of prospective students worldwide feel the US has a wide range of schools and programs to suit a variety of different students" and "68% of prospective students worldwide feel that the US welcomes international students" (p. 3). Based on these trends the United States is a highly desirable destination for international students.

International students are equally desirable to US colleges and universities, many of whom pursue international students for both financial

sustainability and to create a diverse student body at their schools. Because international students pay non-resident tuition and fees higher than resident tuition and fees, this provides a revenue source for colleges and universities to recoup potential losses due to declines in state funding (Fass-Holmes & Vaughn, 2015). International students therefore have been an important enrollment market for the United States since the Institute of International Education began tracking international enrollment data in 1948.

In a more aggressive move to attract international students, some schools might accept students and provide English Language Learners (ELLs) education on campus to prepare them for their degree coursework. It is recognized that students who lack English language skills will require more institutional support, such as that provided by pathway programs, to ensure success matriculating in their degree courses. In 2014, the Institute of International Education (IIE) asked institutions if “they have or are considering to have a pathway program on campus” (p. 5). The IIE defines a pathway program as “any program in which an international student (1) has not met one or more admissions criteria at the institution, such as the English language requirement (e.g., a minimum Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score), or is otherwise deemed unready to begin regular coursework; (2) is conditionally or provisionally admitted to the institution upon completion of the pathway program; and/or (3) learns and works on skills to become ready for regular coursework at the institution, such as English language

skills and skills related to American academic culture, and may receive, in some instances, help in adjusting to living in the United States” (IIE, 2014 Snapshot Survey, p. 5). Of responding institutions, 39.7% said “yes” they have a pathway program, 10.8% are currently developing a pathway program, and 7.3% are considering developing a pathway program (p. 5), 38.7% are not developing a pathway program and 3.5% said they do not know (p. 5). Over half of the institutions surveyed (57.8%) have, will have or are considering a pathway program (p. 5).

Attracting students, whether domestic or international isn’t enough for colleges and universities. All schools need to retain students and ensure they graduate not only for the institution’s financial gain (Ozturgut, 2013), but to show the value of the school’s educational programs. Engstrom and Tinto (2008) explained that students accessing the opportunities of higher education would not obtain those opportunities when they are accepted and enrolled in college; these students receive them when they graduate. Administrators need to focus on student persistence including support for those who come to college academically underprepared. Colleges and universities have an ethical obligation to support all students, including international students.

A second important consideration for colleges and universities is preparing students for careers in a global society. Many colleges are recruiting international students to create a diverse population as part of their mission. To have a competitive advantage in the workplace graduates will need to have international

awareness, exposure to other cultures, and language training (Metzger, 2006).

However, researchers have not come to a consensus as to what support means for international students. They have not proposed a definitive model of support for international college students with prescriptive amounts of social, academic, or personal support. This research will examine the literature identifying the key issues of support as background for the study intervention.

This research study will focus on the largest group of international college students, Chinese students who travel abroad for college. Chinese students were chosen for this study due to their size within the population, the potential language barriers they may experience, and issues of loneliness being far from their support systems. These factors create a “perfect storm” that could lead Chinese students to have difficulties persisting or continuing to matriculate through their degree programs or in some cases may lead to depression. Numerous studies identify depression amongst college students. The National Institute of Mental Health (NIMH) defined depression as

A common but serious mental illness typically marked by sad or anxious feelings. Most college students occasionally feel sad or anxious, but these emotions pass quickly – within a few days.

Untreated depression lasts for a long time, interferes with day-to-day activities, and is much more than just being ‘a little down’ or ‘feeling blue’ (NIMH, 2011, p. 2).

In 2011 it was also noted that “about 30 percent of college students

reported feeling 'so depressed that it was difficult to function' at some time in the last year" (NIMH, 2011, p. 2).

The National Institute of Mental Health study reports on domestic students who are speaking their native language in college. Stress and anxiety are higher for students going abroad to college and studying in a language and culture that is not native to them. Yang (1995) described the layered characteristics of Chinese social orientation. While Chinese people are considered a socially oriented society, their culture is very different than western culture's idea of social orientation. Yang explained that unlike Western Individual Culture where relationships are primarily for individual gain, in Chinese Collectivistic Culture relationships require people to maintain harmony and unity by following prescribed social rules at all times. The center of a Chinese person's life is his/her family and the respect, honor, and wealth he/she brings to it. Based on Yang's research, western classrooms have a different structure than Chinese students are used to and this is part of their western education. This was further recognized by Zhang and Brunton (2007) who described how educational goals differed between Chinese and western students. The authors stated, "Chinese students focus on effort and bringing recognition to their families and western students focus on their abilities. Chinese students spend a great deal of time pursuing academic goals and western students focus on fun and enjoyment" (p. 126). Language and cultural barriers can compound this difference leading to additional stress and anxiety for Chinese college students more so than is

already present in the life of a domestic college student.

A great deal of research exists on the topic of English Language Learners (ELL) including English as a Second Language (ESL) and English as a Foreign Language (EFL) learning, however, there is minimal information on what happens to international students after they begin their courses in their disciplines. Researchers such as Andrade (2006) and Bifuh-Ambe (2011) have acknowledged this is an area that needs further investigation. Bifuh-Ambe (2011) explained that many English language learners (ELLs) have not attained the level of language skills, especially in the area of literacy to comprehend the materials used in undergraduate-level courses. How can they succeed in their academic courses if they cannot read the course materials and thoroughly understand them? As researchers, we need to better understand what the international Chinese student experiences in the classroom.

Statement of the Problem

International college students, particularly Chinese students, have unique challenges when studying abroad. One of the most significant challenges is language. Those students who are part of pathway programs, come to college lacking English language skills for academic purposes. Students who lack English language skills are likely to have difficulties in writing, problems initiating and participating in conversations, and most importantly difficulties in understanding the course content materials (Bifuh-Ambe, 2009). For all college students, social integration is a contributing factor towards their persistence or

continued matriculation. Students' lack of English language skills prevents them from integrating socially and impairs them from integrating academically. The lack of skills will negatively impact the students in terms of their persistence and the university's ability to retain these students. Watts-Taffe & Truscott (2000) identified that "social language develops more rapidly than academic language" (p. 259). If students can develop their language socially, the academic language may, in turn, develop. This again is a challenge for Chinese students who do not feel comfortable speaking English. If there are interventions during ESL courses that help students socially integrate with domestic students, more than initial orientation, will this affect students' involvement throughout their college career? Will this lead to student persistence and the retention of these students?

Purpose of the Study

The purpose of this study is to investigate a social integration intervention and the impact it has on pathway program participants relating to international student persistence and ultimately student retention.

Research Questions

This study will address the following research questions:

1. What are the effects of a social integration intervention for International Chinese ESL students, provided prior to the start of their academic courses, on their subsequent socialization during their undergraduate academic career?

2. How do International Chinese ESL Students who have received the intervention differ from International Chinese Students who went directly into their academic courses in terms of grade point average (GPA), student persistence and university retention?

Significance of the Study

This study is coming at a critical time in higher education. Given the tremendous growth of Chinese students immigrating to other countries, particularly the United States for college in recent years, and the proliferation of pathway programs to help international students gain nontraditional entry into these halls of higher education, this study will add much needed information to the limited literature on pathway programs. Research on pathway programs will assist administrators considering pathway programs and educators developing curriculum and applying it in classrooms.

Education in China focuses on reading and writing, not speaking. Instinctively Chinese students prefer to stay in their own cultural groups. The research will show the impact that socialization interventions, delivered through an ESL course, have on Chinese international student persistence. The research will also compare the long-term socialization habits of Chinese international students who received the intervention with those who went directly to their program courses. The study will control for the following variables: length of English language study and length of time living in an English speaking country. If the research shows that students who received the intervention are

more socially engaged, and upon reflection have equal to or greater academic success than the students who did not, this will be evidence concerning the benefits of pathway programs.

Theoretical Framework

The theoretical frameworks that guide this study are Vincent Tinto's Integration Theory of Student Persistence (1988; 1997) and his Interaction Theory of Student Departure (1975), and Astin's Student Involvement Theory (1975; 1999). The subsequent sections will examine each theory and explain how these theories will impact the study.

Tinto's Integration Theory

Tinto's Integration Theory (Tinto, 1988; Tinto, 1997) explains the framework of student persistence. Tinto's theory is based on Van Gennep's Rite of Passage Study and Durkheim's Suicide Theory (Tinto, 1975; Helland, Stallings, Braxton, 2002).

Van Gennep's Rite of Passage Study

Van Gennep's theory states people move through stages to reach adulthood. These stages or "rites of passage" are separation, transition, and incorporation (Tinto, 1988, p. 441). These stages aptly apply to attending college. A college student needs to separate from his/her community and move to a new environment to become part of the new community. The college student transitions by interacting with his/her new community.

The American College Testing Program (2001) stated that, “Approximately 45 percent of students enrolled in two-year colleges depart during their first year, and approximately one out of every four students departs from a four-year college or university” (Braxton, Hirschy, & McCendon, 2004, p.1). Based on Van Gennep’s theory, Tinto (1975) identified the need for colleges and universities to look at the needs of new students as they transition into their roles as members of the college community to prevent them from leaving early. Tinto then applies Durkheim’s theory of suicide to his integration theory.

Durkheim’s Suicide Theory

Durkheim’s suicide theory examines the absence of social and intellectual contacts that can cause a person to leave. Tinto (1988) related Durkheim’s theory to college student retention. In this context the student is committing academic suicide. If the student has not developed relationships with peers, faculty, or administration, has not engaged in the college community, and has done poorly academically, the prior two factors perhaps having attributed to the poor academic performance, there is nothing keeping the student at the university. He/she will either leave on his/her own or be dismissed due to poor academic performance.

Based on Van Gennep and Durkheim, Tinto’s Integration Theory explains the structure of persistence in higher education. This is critical to faculty and administrators to understand students’ needs and build support systems that will promote persistence and ultimately increase institutional retention. Tinto’s

Integration Theory (Tinto, 1988; Tinto, 1997) explains that students bring to their college experience their values and belief systems, personalities, educational qualifications, and family attributes. When they begin their college experience students must engage with the college community and their coursework, what is referred to as social integration and academic integration respectively. The support of the college administration, faculty, and staff will also impact this experience. Students do not live in a vacuum while in college. Life events take place that will also impact their experience. All of these factors will influence students' college persistence or dropout rate. Tinto (1988) identified the first year of college as the time that matters most for students to engage in order to persist in college. Tinto (1988) explained in order to have successful retention, colleges need to consistently reach out to students, especially 1st year students to ensure each stage of matriculation is successful. He stated that based on students' individual needs some students would require more help than others during these various stages.

Tinto's Integration Theory has served as the framework for several current studies. Helland, Stallings, and Braxton (2002) conducted research further identifying the role of social integration on persistence. Their work looked at the impact of academic integration and career planning on social integration driving persistence. Ruban and Nora (2002) showed the validity of precollege variables as predictors of college success. Smith, E.W. (2015) examined international student persistence comparing academic and social integration between

students who persisted and those that did not. There were slight differences between the two groups. However, Smith noted that the students that persisted were both academically and socially integrated.

Tinto continues to research student departure in his Interaction Theory.

Tinto's Interaction Theory

Tinto (1975) further elaborated on social and academic integration when he explained that administrators and educators needed to look at the long-term matriculation of a student, and interactions between the student and the institution. Tinto (1975) stated that “These experiences lead to varying levels of normative and structural integration in those collegiate systems and to the reevaluation and modification, if need be, of commitments to the goal of college completion and to the institution” (p. 103). Tinto (1975) addressed the idea of matriculation as a process. As students go through this process their experience is only as good as their interactions. If the interactions are poor, then they lose their momentum to continue. The success of these interactions is measured in a variety of ways.

Academic integration is measured extrinsically using performance; usually GPA reflects students' ability to meet the educational standards of the institution. Intrinsic academic integration is measured by students as the knowledge acquired and retained. Tinto (1975) stated “students with solid academic competence but moderately low commitment to college completion tended to

withdraw voluntarily from college, often to transfer to another institution or re-enroll at a later date” (p. 105).

Social integration has more layers. At the heart of social integration is the congruence of the student, each with their own ideas, beliefs, and values that they bring to college within the campus social system (Tinto, 1975). For students to successfully persist they need to feel like they belong in the college community and can successfully interact each day with friends, peers, faculty, staff and administration through the establishment of relationships. If students do not feel that they belong and/or have not established relationships, they are more likely to drop out (Tinto, 1993).

Astin’s Student Involvement Theory (1975; 1999) is a parallel theory to Tinto’s Interaction Theory that further examines the impact of student engagement during the first two years of college on student persistence.

Astin’s Student Involvement Theory

Astin’s Student Involvement Theory (1975; 1999) supports Tinto’s theory of interaction in relation to increasing persistence. Astin’s (1975) research focused on students during their first two years of college. He found that those who participated in extra-curricular activities were less likely to drop out. If students are more invested in their school through their academic courses and activities, they are more likely to persist. Activities that can lead to social and academic integration include interactions with faculty members, participating in the community, interacting with his/her peer group, mentoring, and formal

organizational activities (Astin, 1999).

These theoretical frameworks serve as the guiding principles for this study. First, colleges and universities need to assist college students in their transition into the college environment especially during the first year; positively impacting persistence is the key to retention. Second, colleges and universities need to motivate students to interact in their community to build relationships to have a support system both socially and academically. Third, the more students engage in the community the less likely they will be to leave. This engagement, for example, can be through work, sports or clubs.

However, as can be seen in this study there are unique challenges that face Chinese international students who have to manage and overcome language barriers that may impede both their academic and social integration. This research examines the impact of one university's social integration intervention and subsequent academic integration on student persistence.

Definitions

1. Anxiety – “The tension, feelings of being uneasy, tension, or apprehension strangers have about what will happen when they communicate with hosts. When anxiety is too high strangers cannot communicate effectively with their hosts. If anxiety is too low the strangers are not motivated to communicate with the hosts at all” (Gudykunst, 1998, p. 229).

2. Bridge Programs – a generic definition for programs that help learners to gain missing knowledge and/or skills to further education or qualify for jobs (“WomenEmployed.org”, n.d.).
3. English for Academic Purposes (EAP) – “refers to [English] language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts” (Hyland and Hamp-Lyons, 2002, p. 2). The implication for this study is that there is a difference between the level of conversational English and the level of English to successfully persist in college.
4. Acculturation – Berry (2005) defined acculturation as, “the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members” (p. 698).
5. “Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people” (Haynes, 2007).
6. Cognitive Academic Language Proficiency (CALP) refers to students’ ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school. “Level of language learning that is essential for students to succeed in school” (Haynes, 2007). Cummins (2007) introduced the concepts of BICS and CALP. It takes 1–3 years to develop BICS, but 5–7 years to

develop CALP. International students may have BICS, but may not have CALP prior to starting their degree courses, which could impact their persistence.

7. Communication Apprehension (CA) is a term first used by McCroskey (1976) that “refers to an anxiety syndrome associated with either real or anticipated communication with person or persons” (p. 39). He related it to Phillips’ definition of reticence. Phillip identified that a person who is reticent feels that the anxiety of communicating outweighs the benefits gained from the communication (McCroskey, 1976).
8. ELL/EFL/ESL Students
 - a. English Language Learners (ELL) Michigan Department of Education (2009) defines ELL as, “Students whose first language is not English and who are in the process of learning English” (Dekutoski, 2011, p. 11).
 - b. English for Foreign Language Learners (EFL) refers to students who learn English in environments where the language of the community and the school is not English (Nordquist, 2016).
 - c. English as a Second Language (ESL) – Dorman (2010) stated, “ESL provides English instruction to those whose first language is not English” (p. 2).

For purposes of this study ELL, EFL, and ESL will be used interchangeably.

9. F-1 Visa – a document issued “to international students who are attending an academic program or English Language Program at a US college or university. F-1 students must maintain the minimum course load for full-time student status (International Student, p.1).
10. International English Language Testing System “is a test that measures the language proficiency of people who want to study or work in environments where English is used as a language of communication” (British Council, 2016).
11. International Students – students who hold F-1 Visas and are enrolled in postsecondary institutions of higher education (Hwang, 2014, p. 14).
12. Levels of English Proficiency Test – a language proficiency test developed by The College Board. Often referred to as the Accuplacer LOEP Test (The College Board, 2017).
13. Native Speaker is one who communicates in his/her native language, “the first language that a child learns” (Gass & Selinker, 2008, p. 7).
14. Pathway Programs – the Institute of International Education (2014) “defines a pathway program as any program in which an international student:
 - Has not met one or more admissions criteria at the institution, such as the English language requirement (e.g., a TOEFL or

IELTS score), or is otherwise deemed unready to begin regular coursework.

- Is conditionally or provisionally admitted to the institution upon completion of the pathway program.
- Leans and works on skills to become ready for regular coursework at the institution, such as English language skills and skills related to American academic culture, and may receive, in some instances, help in adjusting to living in the United States” (p. 5).

15. Perceived Social Self-Efficacy – Smith & Betz (2000) defined social self-efficacy as “an individual’s confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships” (p. 286). The Scale of Perceived Social Self-Efficacy developed by Smith & Betz (2000) measures “... an individual’s degree of self-efficacy or confidence involving social behavior” (Lin & Betz, 2009, p. 455–456).

16. Persistence – The National Student Clearinghouse Research Center (2015) defined persistence as “continuous enrollment (or degree completion) at any higher education institution”. In Tinto’s (1993) framework persistence develops in educational communities, and at the core of these communities are the institution’s intellectual life, educational activities and student engagement.

17. Socialization – In 1966 Brim defined socialization as “the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society” (Weidman, 2009, p. 253).
18. The Test of English as a Foreign Language (TOEFL) is a test administered by the Educational Testing Service that measures learners’ “ability to use and understand English at the university level (ETS, 2016). It evaluates learners based on a combination of “listening, reading, speaking and writing skills to perform academic tasks” (ETS, 2016). The test could be paper-based or internet-based.

Organization of the Study

This study is presented in five chapters. Chapter 1 is the introduction that will state the problem being addressed and provide the format of the study. Chapter 2 is the literature review that will detail the existing research on international college student retention, barriers to persistence, and characteristics leading to international college students’ social integration. Chapter 3 is the study methodology, which will discuss the research sample and the tools, research design and procedures used in this mixed methods study. Chapter 4 will analyze the findings and describe the research results. Lastly, Chapter 5 will summarize the research study and will discuss how the results can be implemented in practice. This chapter will also include recommendations for future research.

CHAPTER TWO

Literature Review

Introduction

This literature review will address the problem of international student retention by looking at the existing research to examine the acculturation process of international students as it impacts student retention. The literature will provide insight into challenges facing international students studying in the United States that can help to improve international student retention rates.

This review will follow studies of international student recruitment to provide a background of current methods in US colleges and universities. The concept of pathway programs will be introduced prior to examining the issues surrounding students' departure from colleges before completion, focusing primarily on Tinto's Interaction and Integration Theories and modifications of those theories. The next area will be a focus on the concept of persistence. What factors help students to continue their studies and help them to graduate? If colleges and universities can make in-roads here, they will be more likely to increase graduation rates and, from the student perspective, increase satisfaction.

The international students in the study are English Language Learners (ELLs). They have some inherent challenges that differ from domestic college students. Based on these challenges the concepts of international student stress, anxiety, and depression will be explored, and in addition, the reasons why

“international students had more difficulty adapting [related to academic and social adjustment] than domestic students” (Andrade, 2006, p. 135). Lastly, examination of the international student experience will focus on international college students from China since they are a significant percentage of the US international student population.

International Student Recruitment

In 2016 The Institute of International Education reported that the number of international college students in the United States increased by 7.1% to 1,043,839 students of those, 328,547 or 31.2% were from China alone (Open Doors, 2016). In addition, of the top 10 countries that export their students to the United States for higher education purposes, 6 are countries in Southeast Asia. Seventy-five percent of international college students receive educational funding from outside of the United States and as consumers, international students add 36 billion dollars to the US Economy annually (Witherell, 2016).

As reported by Fass-Holmes and Vaughn (2015),

One of the reasons why American universities have admitted progressively larger numbers of international applicants is the financial benefit from non-residents' tuition and fees which are higher than domestic students' [tuition and fees]. Higher tuition/fees have helped to offset the annual shortfalls in state government funding for public higher education in America that began after the Great Recession of 2008. State funding declined

nationwide by 7.5% in the fiscal year FY2011–12 and by an additional 0.4% in FY2012–13 (p. 228–229).

Fass-Holmes and Vaughn continue that while state-funding projections may increase, they will not reach pre-recession numbers (2015). The Pew Charitable Trust explained that public colleges and universities are funded by state funds (Fiscal Federalism Initiative, 2015). Federal funding is financial aid given to individual students at public and private institutions. With the decline of state funding, public colleges and universities have had to rely more on tuition and research grants to keep them going. While federal funding has increased exceeding state funding numbers, colleges and universities have looked to other sources of revenue such as international students. Private colleges and universities who have always needed other sources of revenue in addition to federal funding have long since joined their public counterparts in pursuing international students as a revenue source.

It is because of the higher tuition and fees, coupled with the desire to have a diverse campus and a focus on a global environment, that US colleges and universities have aggressively pursued international students to generate revenue and fill seats in their classes. However, scholars question this ideology. Do international students receive a fair exchange when they go abroad to school? Recent studies (Altbach & Knight, 2007; Bolsmann & Miller, 2008) questioned this practice, focusing on colleges' and universities' recruitment of international students for financial benefits, yet unclear about their plans for

student support during their matriculation.

Colleges and universities, as part of their mission, also recruit students to create a diverse population. As colleges and universities prepare students for careers, they are continually focused on the “whole student” that includes being a global citizen. “In today’s progressively more global society, few would argue that graduates must be engaged, informed, and effective world citizens who can adapt quickly to their ever-changing environments” (Metzger, p.164). Colleges and universities look to the diversity of international students to provide that global perspective for their domestic students.

Concurrently, students choose to have an international educational experience for several reasons. Pyvis and Chapman (2007) found that students identified that having an international education provides opportunities. Their research participants cited an international education provided “a competitive edge in the job market” (p. 236). Students leverage their international education to market themselves to global organizations. International students see themselves as more than just a citizen of their home country after obtaining an international degree. They see themselves as international people (Pyvis & Chapman, 2015). The students would never have that exposure if they stayed at home. International students regard better employment opportunities and international identities as major factors in choosing to study abroad.

The implications are that US colleges and universities are under an ethical obligation to support all students including international students. However, US

colleges and universities have not developed consensus on what that means. International students face challenges relating to language, culture, and personal issues in addition to those faced by domestic college students (Bista & Foster, 2011). In their 2009 report “Noel-Levitz noted 33.9 percent of four-year public institutions had programs specifically designed for retention of international students, but only 6.8 percent of the respondents felt the programs were very effective” (Bista & Foster, p. 2).

The research is divergent on the topic of social integration and academic integration implementation. Ozturgut (2013) explained in his research the focus at colleges and universities was on social integration, not academic integration. Andrade (2006–2007) identified a trade-off that ESL students make focusing either on their courses [academic integration to succeed in school] or social life [social integration] that was necessary for their future college success. The students’ lack of balance was necessary to manage the time and commitment required to study in a second language. Pedersen (1991) described the ESL student’s experience moving to a foreign country as facing a wide variety of emotions such as anxiety, irritation, mild annoyance, panic, disorientation and loss; without access to their normal support systems, which compounds the negative emotions. Based on this research social integration and academic integration need to be happening simultaneously serving as scaffolding moving ESL students through acculturation and persistence.

Concept of Persistence

Cabrera, Castaneda, Nora, and Hengstler, (1992) restated Tinto's view of persistence as,

A function of the match between an individual's motivation and academic ability and the institution's academic and social characteristics" and continued, "accordingly, the stronger the goal of college completion, and/or the level of institutional commitment is, the greater the probability of persistence (p. 144).

Mamiseishvili (2012) found that if international students successfully integrated into the academic system of the campus, they would more likely stay enrolled in the institution. Her research focused on the relationship between institutional engagement and persistence. Mamiseishvili (2012) recognized that institutional engagement is significant to students' academic experience. She noted, "Integration in the campus culture, involvement in spiritual life, engagement in courses, and involvement in extracurricular activities were among the factors frequently reported by international students as contributing to their ability to persist" (Mamiseishvili, 2012, p. 3). However, many international students do not spend that critical first year developing key relationships on campus between themselves and peers. Mamiseishvili (2012) stated "International students had limited their involvement in social activities in their first year and focused more on academics to be successful academically" (p. 14). Andrade (2006–2007) identified that international students who have limited English language skills

spent more time on their studies to succeed in college. However, they missed opportunities to develop their social connections in college that are most important during the first two years. If relationships are built during year 1 is there a disservice to international students for not socializing more that will negatively impact them during their later college years? The next section describes the relationship between academic and social integration during the first two years of college leading to persistence.

Academic and Social Integration

Academic and social integration are needed for a student to persist in college, but exist in an inverse relationship. Mannan (2007) conducted research using Tinto's model of student interaction to examine the relationship between social and academic integration. Mannan (2007) identified an inverse relationship between social and academic integration and their positive impacts on student persistence. If students focus heavily on academics, they will not build the social relationships needed to persist. However, if they focus too heavily on social activities their academics can suffer.

Dew (2010) not only identified that a balance between social and academic integration throughout the student's college career was necessary and that it differs depending on the student's stage in the process, but that the interactions between the institution and the student must be authentic and satisfactory.

Reece (2013) examined best practices of teacher-student engagement in

first-year courses. Reece concurred with the literature that the relationship between teachers and students directly impacts both academic and social integration. However, he also identified that peer-to-peer interaction serves as a catalyst of social integration. Based on Reece's research, creating learning communities that allow students to interact and learn from each other will improve persistence and retention.

In research by McCroskey, Booth-Butterfield, and Payne (1989), a high communication apprehension (CA) student will less likely become involved with student activities, less likely communicate with peers, advisors, counselors, and professors who can assist them. Even under circumstances of superior academic achievement they could leave the university for a place that feels more comfortable – “a safer place” (p. 101). Based on this research colleges and universities can support persistence by creating safe environments, and planned academic and social interaction throughout students' academic careers, more so in the first and second years.

International Student Stress, Anxiety, and Depression

International college students must deal with the same separation, transition, and incorporation stages as domestic students. However, because of the additional challenge of acculturation there is more added stress to the situation. Dao, Lee, and Chang (2007) stated “...international students experience psychological disturbance at least as high as or higher than students of the majority culture” (p. 1). This stress can manifest into anxiety and

depression.

Lazarus and Folkman (1984) defined psychological stress as “a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being” (p. 19). From their research understanding the cause(s) of the stress and how individuals cope with the stress is paramount.

Chen (1999) identified three known sources of stress for international college students: Second Language Anxiety, Educational Stressors, and Socialcultural Stressors, which will be examined in the next section.

Second Language Anxiety

Pedersen (1991) stated that severe culture shock comes from the unexpected changes international students undergo when in a new situation. They experience changes or even loss of ones place in the world when moving to a different culture. International students protect themselves by isolating themselves from peers in the host country and clinging to the students in their own culture. This instinctual behavior delays the acculturation process. This delay in acculturation is compounded when students do not feel comfortable speaking the host language.

English language proficiency is a significant challenge for international college students. While students may be able to converse in English and complete a TOEFL exam, they may not have sufficient skills to successfully complete their degree, also known as mainstream classes (Chen, 1999, p. 51). In

2007 the Institute of International Education reported, “More than 70% of the approximately 583,000 foreign students attending American universities come from countries where very little or no English is spoken” (as cited in Bifuh-Ambe, 2009, p. 24). In 2014 that number increased to 886,052 foreign students (Institute of International Education, 2014). They also stated that 57.8% of reporting schools have a pathway program that helps international students who do not meet minimum admissions criteria to prepare for college (Institute of International Education, 2014).

To better understand the scope of language proficiency challenges, we look to Cummins (2008) who expanded on his earlier study of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). He stated that many times educators are misinformed by students’ BICS. Students may be able to carry on a conversation and to function in the new environment, however, this does not mean that they have CALP, the ability to function academically. Students need to read and comprehend textbooks, understand language and participate in classroom discussions. They need to be able to complete writing assignments while managing English spelling and grammar. Reaching CALP takes 5–7 years of language study (Cummins, p. 3). International students may need to complete their degree programs before they obtain CALP.

Mori (2000) stated that, “the language barrier is probably the most significant, prevalent problem for most international students” (p. 137). The

language barrier exacerbates the existing acculturation stress international students face from being in a new culture and far from their personal support system. The classroom and social challenges for international students who are not native speakers of English are well documented. However, Yeh and Inose (2003) reported an inverse relationship between English language fluency and acculturative stress. As students feel more comfortable using language they are more likely to interact in their environment and that helps to reduce stress.

Researchers report there is a great deal of existing research on English Language Learners (ELL) including English as a Second Language (ESL) and English as a Foreign Language (EFL) learning however, there is minimal information on what happens to international students after they begin their courses in their disciplines. Researchers have acknowledged the need for more research. Bifuh-Ambe (2011) called for more research into the needs of English language learners in mainstream university classrooms.

Table 1. Krashen & Terrell's Stages of Second Language Acquisition

Stages	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	The student <ul style="list-style-type: none"> • Has minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points 	0–6 months	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is...? • Who has...?
Early Production	The student <ul style="list-style-type: none"> • Has limited comprehension • Produces one-or-two word responses • Participates using key words and familiar phrases • Uses present-tense verbs 	6 months – 1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One or two-word answers • Lists • Labels
Speech Emergence	The student <ul style="list-style-type: none"> • Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes 	1–3 years	<ul style="list-style-type: none"> • Why...? • How...? • Explain... • Phrase or short sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	3–5 years	<ul style="list-style-type: none"> • What would happen if...? • Why do you think...?
Advanced Fluency	The student <ul style="list-style-type: none"> • Has a near-native level of speech. 	5–7 years	<ul style="list-style-type: none"> • Decide if... • Retell...

Note: Dekutoski, C. G., 2011, p. 11.

Krashen and Terrell's chart explains the levels of second language acquisition, what occurs during those stages, and the approximate time frame they occur in the learning process.

Krashen and Terrell's chart demonstrates that an international college student will need to take his/her degree courses before they achieve speech emergence needed to persist in their college courses. Students who live in the second

language community will not produce language if they do not believe they can or are fearful of doing so. To proceed successfully in US colleges and universities students need to be active participants in class and socially integrated outside of the classroom.

Some colleges and universities place students into mainstream classes without requiring attendance in ESL classes. While some students liked the challenge of the mainstream classes and some who took the ESL classes did not feel that their English improved (Braine, 1996, p. 99), many who went directly into the mainstream classes did not feel comfortable (p. 98). Braine cited, "Some students admitted that they had not "spoken up" even once in a mainstream class. Many students stated that, generally, the native speaker [NS] students did not help them or even speak to them in class and that the teacher did little to encourage communication" (p. 98). The results of Braine's research "...indicates a strong relationship ($p < 0.00001$) between placement (in ESL and mainstream classes) and outcome (pass, fail, withdrawal)" (p. 96).

In an Australian study by Robertson, Line, Jones, and Thomas (2000) other English speaking countries that enroll international college students who are not native speakers of English find similar challenges. Having studied international students and academic faculty members, both groups cited language as the source of difficulties in learning and teaching. Robertson et al. found that faculty members focused on students' cultural backgrounds more and

overlooked the students' lack of language competence as the cause for poor classroom participation.

Constantine, Okazaki, and Utsey (2004) found that a negative relationship existed between English language fluency and depression. Lower levels of fluency increase acculturation stress that leads to more depression in African, Asian, and Latin American international students. However, their research found that self-concealment behaviors and self-efficacy skills did not mitigate the acculturation stress. However, in this study the primary investigator will be looking at social self-efficacy as part of language learning and its long-term impact on persistence.

Dao, Lee, and Chang (2007) reported that language fluency was the key component that had the greatest impact on social integration. "The finding that perceived English fluency functions as a full mediator between acculturation level and depression among males and females suggests that the perception of English fluency was more important in predicting depression than acculturation levels or perceived social support level" (Dao, Lee, & Chang, p. 293). "One component of language difficulty is that it inhibits social interaction. The more international students avoid social interactions, the less their social and language skills develop. As a result, a negative cycle occurs in which a negative perception of English fluency continues to be reinforced. Over time, these negative perceptions may lead to chronic somatic problems that have no clear organic basis" (Dao, Lee, & Chang, p. 293). Dao, Lee, and Chang's study was

too small to be generalizable, but it provides a basis for continued discussion in this area.

Other Stressors

Another stressor for Chinese international students is loneliness. Students miss their social relationships at home (Zhang & Brunton, p. 127). Chinese international students desire social relationships, but may be unable to create them. In another Australian study Ward (2001) reported that while domestic students have favorable perceptions of international students, research shows “domestic students are largely uninterested in initiating contact with international peers...” (p.17). Institutional intervention to generate social integration between domestic and international students is needed to develop these relationships. “Interpersonal relationship difficulties with U.S.-born peers often represent another factor that contributes to some international students’ heightened stress and coping difficulties” (Reynolds & Constantine, 2007, p. 340). Because international students may possess limited skills they may feel interpersonal stress if they are afraid to talk with domestic students. Peer support can help them feel included and also provide important career-related information (Reynolds & Constantine, p. 340). Ward’s study promotes the benefits of a broad-based support system for international students that encompassed relationships with domestic students and co-national students for psychological well-being.

Another stressor is student finance. Breier (2010) refers to Tinto's (1993) work where he stated that financial issues come to the forefront when a student picks his/her college. During matriculation Tinto believes that financial reasons are given when other causes are to blame. Tinto stated, "financial considerations are important to the continued persistence of some students, most notably those from working-classes and disadvantaged backgrounds', but tend to be of secondary importance to the decisions of most other students" (Breier, 2010, p. 659). Breier's research goes on to connect lower socioeconomic status to dropout rates, as she stated, "The quantitative and qualitative research on which this article is based suggests that finances play a very important role for those in the lower socio-economic groups, not only after registration, either because of unexpected financial demands or because the student underestimated the full cost of higher education" (p. 669). Many Chinese students face language barriers, loneliness, and financial issues that can cause a great deal of stress in their lives.

As students live with stress they can start developing other illnesses. Mori (2000) referred to this as Manifestation of Symptoms Stress. The stress can cause dysfunction in pituitary-adrenal activities, impairment of the immune system, heightened susceptibility to illness, increased blood pressure, heart and pulse rates in a defensive manner, loss of appetite and sleep, low stamina and energy levels, headaches, gastrointestinal problems and ulcers. In addition, cognitive fatigue, mental exhaustion, and burnout were noted (p.139). "Diverse

psychological symptoms accompany their acculturative stress as well” (Mori, 2000, p. 139). So stress can be compounded and manifest itself in other illnesses that can cause additional stress to the student.

Depression

As stated in Chapter 1, continuous, untreated stress can develop into depression. Coupled with the additional stress of studying abroad and in a different culture and language, this is a serious matter for US colleges and universities. Chinese students also are less likely to seek help from mental health sources than other students. It is not part of the Chinese culture to talk about emotional problems, students may not believe professionals are there to help international students, and they may not understand that the cost is included or nominal (Mori, 139–140). However, Boyer and Sedlacek (1989) identified several studies that found a higher retention rate/graduation rate of students who utilized counseling services than those who did not. If colleges and universities can find ways to reduce stress as well as continue to educate students concerning the help that is available to them, they are more likely to persist in their education.

Mori (2000) is a well-cited source in studies examining the underutilization of mental health services by international college students. Mori explained that international students seek physicians for physical ailments. They do not associate emotional distress with medicine, so they seek alternative healers. In the native cultures of some international students talking about personal

problems is shameful and might compound the anxiety felt by students. However, Atkinson, Lowe, and Matthews (1995) found that Asian American students overutilized academic and vocational services while underutilizing psychological and psychiatric services, but were more likely to go for the latter after participating in the former. Frank and Kirk (1975) reported that students who received counseling services have been shown to graduate at a higher rate and were less likely to drop out with poor academic standing than those who did not use such services (p. 253–255). However, the Frank and Kirk study only listed gender as a variable, they did not identify ethnicity in their study. Since depression is related to acculturation stress more research is needed on how it affects international students. Teaching anxiety management skills and strategies to increase self-efficacy will help to decrease acculturation stress and depression.

Anxiety as a Motivator

Not all anxiety is debilitating. It can be used as a motivator to mobilize a person into action, depending on how the person interprets the anxiety (Tran & Moni, 2015). Based on Gudykunst's Anxiety/Uncertainty Management Theory students need to achieve an optimal level of anxiety to function in an academic environment.

The following chart illustrates Gudykunst's theory.

expectancy a person understands that a certain behavior will have a certain outcome. Efficacy expectations are the belief that one has the ability [or not] to produce the outcome. International students may have studied English, but if they do not feel they can carry on a conversation with a native speaker, especially in a classroom setting, they may choose not to attempt the conversation. Bandura stated that outcome expectance and efficacy expectations affect both initiation and persistence. He stated, "The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations" (p. 193). Bandura's work may explain why some international students who have studied English are less likely to produce language.

Constantine, Okazaki, and Utsey (2004) found a negative correlation between English language proficiency and depression (p. 236). They also reported "higher acculturative stress scores were predictive of higher depression symptoms in international students" (pp. 236–237). Constantine et al. found that social self-efficacy did not mitigate acculturation stress and depression symptoms in international students (p. 237). Lin and Betz (2009) found "Lower levels of social self-efficacy are related to higher levels of depression" (p. 453). Swagler and Ellis (2003) found that "apprehension about speaking English, the importance of being independent, and, to a lesser extent, social contact with the host nationals and compatriots affected the adjustment" (p. 432). Researchers are still not clear as to the relationship between self-efficacy and proficiency, and

acculturation stress and depression.

Chemers, Hu, and Garcia (2001) stated “The evidence that self-efficacy is able to improve performance in specific cognitive areas is well developed, and it is also very clear that self-efficacy is much more than the reflection of content-specific ability” (p. 55). Chemers et al., found that students that had high self-efficacy had better command of the academic management tools and educational strategies to better succeed in school (p. 56). These students were confident in their abilities and understood how to use the tools needed for success. Academic self-efficacy is related to students’ confidence in mastering academic subjects, which in turn predicted grades in school” (Chemers, Hu, & Garcia, p. 56).

“Self-efficacy beliefs are related to an enhanced ability to use effective problem solving and decision-making strategies, to plan and manage one’s personal resources more efficiently, to entertain more positive expectations, and to set higher goals” (Chemers, Hu, & Garcia, p. 56). Chemers et al. recognized that students with high self-efficacy looked at problems as challenges, while students with low self-efficacy saw them as debilitating barriers (p. 56). It is more important for researchers to look at the self-efficacy beliefs of English language learners. It is not enough for a student to know what is expected of them to produce language; the student must believe that they can produce language for them to execute the desired behavior (Bandura, 1977). If students have positive self-efficacy they are willing to produce language, they can interact in the

language, and have confidence to operate in the language. They may not have fluency, but those with high self-efficacy have the ability to operate in the culture. This ability links acculturation, persistence, and retention for international students.

Summary

As the numbers of Chinese students who choose the United States for higher education continue to grow, U.S. colleges and universities not only accept these students in greater numbers, but proactively recruit students with lower English language abilities utilizing pathway programs. Researchers would like to know how to support and improve on these efforts.

CHAPTER THREE

Methodology

Research Questions

This study was conducted to address the following questions related to pathway programs and the perceived benefits ESL courses have on social integration:

1. What are the effects of a social integration intervention for International Chinese ESL students, prior to the start of their academic courses, on their subsequent socialization during their undergraduate academic career?
2. How do International Chinese ESL students who have received the intervention differ from International Chinese students, who went directly into their academic courses, in grade point average (GPA), persistence and retention?

This chapter describes the university chosen for the study, the participants, the survey instruments, study procedures, data analysis, and variables of the study.

Research Approach and Design

The topic of international student retention is important, as U.S. colleges and universities continue to experience unprecedented growth especially from international Chinese students. A great deal of the recent research is aimed at supporting students who have high levels of conversational (BICS) skills though

may lack academic language (EAP) skills. However, with pathway programs growing in popularity there is a need for further research on their effectiveness.

In 2014 Redden stated,

The continuing expansion of these [pathway] programs – which provide, depending on your perspective, a bridge or back door into American universities – reflects some of the most vexing issues in American higher education today, among them issues of readiness and rigor. The oldest pathway programs in the United States are barely 5 years old (p. 1).

Redden acknowledges the relationships that colleges and universities have with private, for-profit organizations providing pathway programs. Given the well-documented challenges that plagued higher education when for-profit businesses entered it is prudent for educators to be concerned with pathway programs (Redden, 2014). Thus research data are limited and further research is necessary. The subject university in this study does not use a private organization to provide their language instruction (pathway program treatment). The university has its own ESL program that is run by university faculty members. This structure is a point in Redden's argument and she stated, "...leading critics to question why universities can't simply develop these programs in-house" (p. 2).

The research Redden discussed focuses solely on grade point averages (GPAs). Unlike Redden's study, this socialization study examined the students'

engagement experiences leading to persistence in addition to GPAs as one of several factors in the study.

The interest by international students to pursue their college educations in the United States coupled with the desire of colleges and universities to attract these students has served as a catalyst for the growth in pathway programs. As Redden implies we need research to show that the pathway programs benefit the students who participate in them leading to the degree at the end of the process. This research study will contribute to the knowledge base of pathway programs. This study used a sequential mixed methods approach to assess international Chinese students' level of self-efficacy for producing language and reported experiences of social interaction since beginning college.

Research Site

The site selected for this study is a private university, world-renowned for several of its educational programs, located in a small urban center in the Northeast United States. This university campus serves over 9000 students including over 8500 undergraduate students. Approximately 60 percent of the student body is women and approximately 40 percent is men. The subject university operates on terms, not semesters. This university continues to experience increasing enrollment of international students, primarily from China (Spitzman, 2014). They were on the forefront of international recruitment in China in the 2000's and have received large numbers of Chinese students because of it (Director of International Recruiting, personal interview, August 4,

2016). One key fact about “this university is that it is less selective than some universities, with an acceptance rate of 69.8 %”(Spitzman, p. 59). Spitzman (2014) goes on to say, “at this particular institution, the TOEFL test requirement is waived if a student enrolls in and passes the courses in the university’s ESL program” (p. 60). This policy is the foundation of the pathway program. This subject university will be the research site for all facets of this study.

Research Subjects

Faculty Sample and Recruitment. Prior to conducting the faculty member survey data collection, the investigator contacted a former faculty member who recently left the subject university to teach at another university and asked her to pilot the faculty survey. She completed the survey, and together with the investigator assessed that no changes to the survey tool were needed.

Then the investigator obtained the email addresses of the ESL faculty members through university access and invited them to participate in the survey. Two faculty members completed the survey. The chair of the ESL Department offered to promote the survey to the rest of the faculty and the investigator was able to obtain 100% faculty participation.

The population of the subject university’s English as a Second Language (ESL) faculty was surveyed (n = 4). Because the size of the university’s ESL faculty is small, a population sample was used to gather as much data as possible. The ESL faculty members are all women who have a minimum degree attainment of a Master of Education or a Master of Arts, and three have attained

Doctor of Philosophy Degrees.

Aggregate Data Sample. Aggregate data was obtained from the subject university on International Chinese Students who graduated in 2015 and 2016. This data served to benchmark the university and the ESL program, and provided evidence for research question two, “How do International Chinese ESL students who have received the intervention differ from International Chinese students who went directly into their academic courses in grade point average, persistence and retention?”

The aggregate data included descriptive statistics, language proficiency test data, ESL levels data, and profile information describing the characteristics of ESL students at the subject university who graduated in 2015 and 2016. The aggregate data describes graduation and retention rates for these cohorts.

Student Subject Sample and Recruitment. The student questionnaire/survey participants are a criterion sample, because the investigator limited the sample to current International Chinese Students traveling on a F-1 Student Visa who have attained at minimum their junior-level status at the university. The subject university’s director of institutional research initially contacted 162 student subjects asking them to participate in the study (Institutional Research Office, 2017). However, no students came forward. A director from the subject university’s multicultural center contacted international Chinese, Taiwanese, and Hong Kong students on the investigator’s behalf via email, but no students came forward. The investigator had posted study flyers

around the subject university campus in addition to contacting faculty and students at the subject school to encourage students and classmates to participate. The personal approach from faculty members and classmates was successful.

Once the student subjects came forward the investigator then added their email addresses to the Qualtrics Software database so they received a unique hyperlink to part one of the study, the first informed consent form, the demographic questionnaire, and the Scale of Perceived Social Self-Efficacy survey. They completed this one comprehensive document. An hour was estimated in the informed consent form, but the students told the investigator that it took them 15 to 20 minutes to complete the questionnaire and survey. Upon completion of part one student subjects received an email from the researcher thanking them for participating in part of the study, explained to them where they could pick up the \$5 Starbucks Gift Card in appreciation for their time and invited them to participate in part two of the study.

Research Procedures

This study employed a sequential mixed methods research approach. The first study analyzed the aggregate university data, the second analyzed faculty interviews, the third analyzed student questionnaire and survey data and the fourth study analyzed student interview data. Therefore, the two subject groups were the university's ESL faculty members and current international Chinese students.

Quantitative Research Methods

Faculty Member Procedures. The faculty survey provides additional details about the ESL faculty. The online survey (see Appendix D) and the informed consent form (see Appendix E) were distributed to the faculty through Qualtrics Software. The faculty members were asked questions about their teaching methods and socialization techniques in the classroom. Descriptive statistics were computed and open-ended questions were summarized. These results serve as contextual information about the university's ESL program, informed the development of interview questions for students, and provided data to triangulate results of the student quantitative data.

Student Subject Procedures. To investigate the research question, "How do International Chinese ESL students who have received the intervention differ from International Chinese students who went directly into their academic courses in grade point average, persistence and retention?" an online questionnaire (see Appendix A) was administered through the Qualtrics Software platform that also served as a database for data collection. This questionnaire obtained information about the individual student demographics, included the Scale of Perceived Social Self-Efficacy Survey (Smith & Betz; see Appendix B) to gather data on their comfort using the English language in social situations, and had additional questions from The Everyday Discrimination Scale (Short Version; Williams, 2012) and The Perceived Ethnic Discrimination Questionnaire (Brondolo, Kelly, Coakley, Gordon, Thompson, & Levy, 2005) to obtain

information about their experiences with discrimination.

The demographic questionnaire was administered to establish the control and treatment groups as well as identify potential variables that may be associated with academic outcomes. Students who went directly into their degree courses were categorized as the control group. Students who took 1–3 levels of ESL courses upon arrival at the university were the treatment group. The treatment group was further segmented based on levels of ESL courses taken at the university. In addition, efforts were made during this study to find students with similar backgrounds (between the treatment and control groups) and inter-group comparisons will be made based on identified variables.

Demographic variables included age and gender. Age was used to denote if the student is a traditional college student versus an older student who may have more maturity. Gender was included as a co-variable because in several studies gender impacted acculturation stressors. Sumer, Poyrazli, and Grahame (2008) found women were likely to feel homesick and loneliness, and had higher levels of reactions to stressors than men. However, men had more acculturative challenges than women (Constantine, Okazaki, & Utsey, 2004). Atkinson, Lowe, and Matthews (1995) reported that Asian American women were more likely to go to counseling than men.

Additional demographic variables included the number of years the International Chinese Student has studied English. Krashen and Terrell stated that to acquire Academic English Language Proficiency, one must study 7–10

years (Gudykunst, 1998). Similarly, if the International Chinese Student has lived in English speaking countries before they may also have near native speaking abilities. Students were also asked, at what age they began to learn English. Based on the concept of Fossilization, “the idea that no matter what learners do, they do not progress to the same extent as do children learning their first language. The phenomenon of “being stuck” in the L2 (second language) seems to occur to most if not all learners even at the most advanced stages” (Gass & Selinker, 2008, p. 395). Some students might have studied English from an early age and may have near native speaking abilities. Each of these variables could influence the study and thus will be addressed in the demographics questionnaire.

School records of students who completed the questionnaire were requested during the interview phase of the study. These documents were used to corroborate questionnaire data. Students completed the subject university’s Family Educational Rights and Privacy Act (FERPA) release for the researcher to obtain the records.

The Scale of Perceived Social Self-Efficacy Scale

The student survey included The Scale of Perceived Social Self-Efficacy Survey (Smith & Betz, 2000), a self-report measure of the confidence level of English Language Learners (ELLs) in speaking English in social situations. Smith and Betz (2000) reported that the students with higher survey scores were perceived to have greater social self-efficacy. The survey is a 25-question Likert

Scale during which respondents rate their confidence level when answering each question on a scale of 1 “No Confidence at All” and 5 “Complete Confidence”. Smith and Betz (2000) reported “The PSSE was found to be internally consistent (coefficient alpha = 0.94) and stable over a 3-week interval with a test/retest reliability coefficient of 0.82” (p. 295). The PSSE was compared to the social self-efficacy subscale of the Self-Efficacy Scales and the Social Confidence scale of the Skills Confidence Inventory. The PSSE was found to be strongly related to both scales in terms of concurrent validity (Smith & Betz, 2000). These tests show the PSSE’s validity related to recognized instruments in the field to measure self-efficacy.

Student Discrimination Data

The students were asked to respond to questions as part of the questionnaire that reflected their social experience interacting in their community. The questions for this section were taken from the Everyday Discrimination Scale, Short Version that was developed for the Chicago Community Adult Health Study (CCAHS) by Sternthal, Slopen, and Williams (2011 as described by Williams, 2012). There are 5 questions in the scale. Students are asked, “In your day-to-day life how often have any of the following things happened to you?”

1. You are treated with less courtesy or respect than other people.
2. You receive poorer service than other people at restaurants or stores.
3. People act as if they think you are not smart.
4. People act as if they are afraid of you.

5. You are threatened or harassed.

Five additional questions from The Perceived Ethnic Discrimination Questionnaire (Brondolo, Kelly, Coakley, Gordon, Thompson, and Levy, 2005) were added to the questionnaire.

6. Those speaking a different language made you feel like an outsider.
7. You were not taken seriously.
8. Peers thought that you couldn't do the job.
9. Peers hinted that you were lazy.
10. Peers treated you unfairly.

Questions 6–10 were added because they related more to classroom activities and peer relationships. The investigator used the 6-point scale that accompanied the Everyday Discrimination Scale which were:

- Almost every day (5)
- At least once a week (4)
- A few times a month (3)
- A few times a year (2)
- Less than once a year (1)
- Never (0)

Sternthal, Slopen, and Williams (2011, as cited in Williams 2012) reported a coefficient alpha of ($n=5$; $\alpha=0.77$) for internal consistency. The primary investigator will conduct the Cronbach's alpha test to verify the internal

consistency of each set of questions and the questions together.

Once the respondents completed the surveys descriptive and inferential results were analyzed by performing calculations of mean, standard deviation, and *t*-tests for gender, ESL participation, parent's education, and perceived family income comparisons. The tested hypothesis was that self-efficacy in social situations for the treatment group would be equal to or greater than the control group.

Qualitative Research Method

Qualitative research methods were used to investigate the research question, "What are the effects of a social integration intervention for International Chinese ESL students, prior to the start of their academic courses, on their future socialization during their undergraduate academic career?" The same subjects who completed the online survey portion of the study were invited to take part in individual interviews for the qualitative component of the study. Student subjects who chose to participate in the one-on-one interviews were to be scheduled with five-minute intervals to maintain confidentiality. However, the interviews were scheduled much further apart over a four-week period so no student subject came into contact with one another through the interview process. At the interviews the student subjects received their \$5 Starbucks Gift Card if they hadn't picked them up yet and a \$10 iTunes card thanking them for participating in the interviews. The investigator then reviewed the second informed consent form with the students prior to the start of the interview.

After a student completed the second informed consent form he/she was then asked if he/she would be willing to provide his/her school records. If the student was willing they were asked to sign the subject university's Family Educational Rights and Privacy Act (FERPA) release form (see Appendix E). Once the interview began the primary investigator used a semi-structured protocol for the interviews (see Appendix C). The questions were developed from the investigator's own teaching experience, input from her committee and feedback from the faculty member survey. As the interviews progressed information from the initial participants reflected additional questions asked to subsequent participants. The most important question that was added after the first interview was "asking students how quitting school would be perceived back home". The interviews concluded when all participants who had come forward were interviewed. The interviews were recorded on an audio recorder, and then transcribed and coded using NVivo Software. As the interviews were transcribed careful consideration was made to maintain the authentic speech of the student subjects. No grammar correction was made during transcription.

Analysis of the interview data was conducted using the Grounded Theory approach to qualitative research. Grounded Theory (Patton, 2002; Borgatti, n.d.) is a qualitative research approach that derives theory from inductive analysis of bodies of data. Once data were collected they were transcribed and researchers looked for key words and phrases in the data that described the experience or phenomenon. This is called coding. After the interviews were coded the

researcher looked for themes to emerge from the data that explained the research question. In this study the researcher looked for themes to explain the impact of the treatment (or lack of treatment) on the student subjects' social integration during their degree courses. The investigator asked another researcher to code the data to avoid potential bias. Unlike the quantitative study, there were no anticipated results because the researcher did not know what themes would surface from the data.

A database was developed and maintained for student subjects' information. The database used a coding system to identify the students and the master list is kept in a locked file away from the data. The same coding system was used to identify the student subjects during the interviews.

To better understand the student subjects' experience matriculating at a U.S. university the quantitative and qualitative student data were presented as case studies to introduce the students and share their stories. The primary investigator chose to use the logic model of case study analysis. Yin (2003) described,

The logic model deliberately stipulates a complex chain of events (patterns) over time (time series) covering these independent and dependent variables. Events are staged in repeated cause-effect-cause-effect patterns, whereby a dependent variable (event) at an earlier stage becomes the independent variable (causal event) for the next stage (p. 127).

The primary investigator viewed the student subjects' actions: taking the language proficiency test, going to the subject university, ESL participation (or not), participating in activities like clubs and organizations (or not) were the cause and effect events that led to the students' subjects perceived social self-efficacy today.

The investigator developed individual case records for each student subject who participated in the interview. She then added the descriptive data from the students' college transcripts and their responses from the questionnaire and Scale of Perceived Social Self-Efficacy Survey. The students were assigned into the control and treatment groups based on their participation in ESL courses upon arrival at the subject university. Due to the small number of subjects, no further division of the treatment group based on the number of levels taken was done.

CHAPTER FOUR

Analysis of Findings & Research Results

In this chapter the investigator will present the results from the analyses of the aggregate data provided by the subject university and the international Chinese student subject data. This information, triangulated with data from the ESL faculty members from the subject university were used to answer these research questions:

1. What are the effects of a social integration intervention for International Chinese ESL students, prior to the start of their academic courses, on their subsequent socialization during their undergraduate academic career?
2. How do International Chinese ESL students who have received the intervention differ from International Chinese students who went directly into their academic courses in grade point average (GPA), persistence and retention?

Aggregate Data of International Chinese Students

To benchmark the matriculation of international Chinese students at the subject university, aggregate data was requested. The investigator received summary data from the subject university, describing the last two graduating classes of ESL students. Students in the 2015 and 2016 graduating classes were examined. The subject university reported that this sample (n=186) represented completers graduating between July 1, 2014 and June 30, 2016.

The students were F1 visa holders having citizenship in China, Hong Kong, or Taiwan. The subject university did not separate the students by class year when reporting the demographic data.

The demographic characteristics showed of the 186 students in the sample, 118 (63.4%) were female and 68 (36.6%) were male, and the average age at the time of first enrollment was 20.0 years (SD 1.7 years) (Office of Institutional Research, 2016b). Students from The People's Republic of China (PR China) represented the largest portion of the sample at 88.2% followed by Taiwan at 11.3% and one student from Hong Kong represented the remaining 0.5% (Office of Institutional Research, 2016b). The mean GPA at the time of graduation for this group was 3.21 (SD 0.38) (Office of Institutional Research, 2016b).

The subject university's Office of Institutional Research (2016b) reported that "149 of the 186 graduates (80.1%) were enrolled in at least 1 term of ESL classes" during their matriculation. Students could take one to eight terms of ESL at the subject university. "Of those taking at least one term of ESL, the average duration was 2.3 terms (SD 1.4 terms)" (Office of Institutional Research, 2016b). Based on the table below provided by the Office of Institutional Research they found that,

Students who had fewer terms of ESL (0 or 1 terms) were more likely to be female and less likely to be from PR China rather than Taiwan or Hong Kong. Those taking fewer terms [of ESL] had

higher English proficiency test scores and higher GPAs at graduation. Age did not appear to be related to the number of terms of ESL (2016b).

Table 3. Student Characteristics by Terms of ESL Courses

	Terms of ESL				
	0	1	2	3	4 or more
Count of Graduates	37	49	49	28	23
% Female	81.1%	63.3%	65.3%	42.9%	56.5%
Average Age	20.1	19.6	20.0	20.4	20.1
% from PR China	81.1%	83.7%	93.9%	92.9%	91.3%
Average GPA at Graduation	3.35	3.40	3.18	3.05	2.86
Average TOEFL PBT	*	466.9	*	*	*
Average TOEFL IBT	87.9	68.9	55.4	*	*
Average IELTS	6.3	5.8	5.0	5.0	*
Average LOEP Language Usage	*	102.3	79.3	69.5	55.8
Average LOEP Sentence Meaning	*	98.1	72.9	64.5	47.8
Average LOEP Reading Skills	*	101.8	76.6	66.9	55.9

Note: *Not reported: Fewer than 5 students

Source: Office of Institutional Research, Subject University (2016b).

Educational Testing Service: Test of English as a Foreign Language (2017).

International English Language Testing Service (2017).

The College Board Accuplacer LOEP Test (2017).
(2016b) (n=186)

The Office of Institutional Research at the subject university reported “169 of the 186 graduates (90.9%) had submitted scores on some sort of English proficiency test before enrolling at the university” (2016b). If a student took more than one test or took a test more than once the higher score was reported.

It was reported that 45 students in the sample took the internet-based TOEFL test and the average score was 71.9 (SD 16.4) and the subject university requires a score of 80 to place out of ESL classes (Office of Institutional

Research, 2016b). Twelve students took the paper-based TOEFL test and the average score was 353.4 (SD 137.2). The subject university requires a score of 550 to be placed out of ESL classes.

It was also reported that 37 students took the IELTS test and the average score of the sample was 5.4 (SD 0.7). The subject university requires a score of 5.5 to be placed out of ESL classes. And, lastly, the subject university uses a locally based proficiency test, the Levels of English Proficiency (LOEP) test. It has three subsections: Language Usage, Sentence Meaning, and Reading Skills. One hundred forty four (144) students took all three sections. The Language Usage sample score average was 81.2 (SD 21.9), the Sentence Meaning sample score average was 75.6 (SD 23.4), and the Reading Skills sample score average was 79.8 (SD 21.7) (Office of Institutional Research, 2016b). Each subsection is worth 120 points and together if they equal a score of 315 or higher students can take the Institutional TOEFL. If the students score greater than 550 they can place out of ESL. Otherwise the LOEP scores will be used to determine what level of ESL the student should take (Assistant Dean of Arts & Sciences at subject university, personal communication, March 10, 2017).

However, to include students who took ESL courses prior to starting their academic courses the groups are identified as the 2009 and 2010 cohorts respectively. The aggregate data examined the 6-year graduation rates of each cohort with and without ESL students, and with and without ESL students from China and Taiwan. It also examined first year fall-to-fall retention rates, with the

first year retention being most critical as previously stated in this study. The ESL cohort and the ESL cohort representing students from China and Taiwan show similar graduation rates as the general cohort.

Table 3 also reports grade point averages for the control group – no ESL courses taken upon arrival at the university of 3.35, and those of each of the treatment groups – 1 term of ESL 3.40, 2 terms 3.18, 3 terms 3.05, and 4 or more terms 2.86. The data from the subject university’s Office of Institutional Research shows that at higher levels of language proficiency the more successful students are academically, which supports the idea of Cognitive Academic Language Proficiency (Cummins, 2008).

Table 4. Subject University Cohort Bachelor’s Degree Graduation Rates, Time to Graduation and Retention Rates

	2009	2010
Cohort 6-year Graduation Rate	55.1%	58.2%
ESL Cohort 6-year Graduation Rate	56.3%	60.0%
ESL Cohort 6-year Graduation Rate, Students from China and Taiwan	56.1%	63.6%
ESL Cohort: Years to Graduation	3.97	3.81
ESL Cohort: Years to Graduation Students from China and Taiwan	4.00	3.80
Cohort First-year Fall-to-Fall Retention Rate	76.1%	74.9%
ESL Cohort First-year Fall-to-Fall Retention Rate	74.0%	77.3%
ESL Cohort First-year Fall-to-Fall Retention Rate, Students from China and Taiwan	74.4%	72.7%

Notes: Cohorts are all first time students, full-time bachelor’s degree seeking students, not including ESL, because they are not considered degree-seeking students while in ESL. However, when they start their degree courses they are not considered first-time students either. Cohorts with the notation of ESL show where the ESL students have been added into the cohort. Institutional Research Office, Subject University, (2016a) (n=186)

Table 4 shows the 2009 cohort of students from China and Taiwan who participated in the ESL program and maintained graduation rates similar to those of domestic and non-international students. The 2010 cohort shows that students from China and Taiwan who participated in the ESL program had a higher graduation rate than the domestic and non-ESL international students. Table 4 also demonstrates that the ESL students from China and Taiwan have retention rates similar to those of the general cohort.

Table 5. Subject University ESL Cohort Retention Rates Fall-to-Fall Over Three Years

	2009 ESL Cohort	2009 Cohort ESL China & Taiwan	2010 ESL Cohort	2010 Cohort ESL China & Taiwan
Year 1	74.0%*	74.4%	77.3%	78.2%
Year 2	68.8%	70.7%	68.0%	72.7%
Year 3	64.6%	70.7%	61.3%	69.1%

Notes: Cohorts are all first time students, full-time bachelor's degree seeking students, not including ESL, because they are not considered degree-seeking students while in ESL. However, when they start their degree courses they are not considered first-time students either. Cohorts with the notation of ESL show where the ESL students have been added into the cohort. Subject university does not calculate Year 2 or Year 3 Fall-to-Fall Retention Rates for the General Cohort. Institutional Research Office, Subject University, March 2017
 * Subject university reports that the General Cohort and first year ESL Cohort are similar. Institutional Research Office, Subject University, (2016a) (n=186)

Table 5 shows the three-year retention comparison of ESL and ESL from China and Taiwan for both the 2009 and 2010 cohorts. The subject university does not calculate the Year 2 and Year 3 retention rates for the general cohort (Office of Institutional Research, personal communication, March 21, 2017).

These data coupled with the information on grade point averages given in

Table 3 demonstrate that international Chinese ESL students at this subject university who have received the intervention persist, having similar graduation rates compared to the general cohort, similar retention rates to the general cohort; and equal to or declining GPA scores based on the treatment level. These data provide evidence regarding the success of the treatment at this subject university supporting the development of pathway programs.

ESL Faculty Survey Data

The ESL faculty members at the subject university were surveyed to help form the student interview questions and to corroborate the information provided by the student subjects. There are four ESL faculty members at the subject university. There was 100% participation by the ESL faculty. All faculty members are full-time, all female, and list English as their fluent language. The faculty members average 17.25 years of ESL teaching, with two faculty members having taught ESL for more than 20 years. Three of the faculty members hold doctoral or terminal degrees and one holds a master's or professional degree. Three of the four teach all levels of ESL instruction at the subject university, while the fourth only teaches levels 2 and 3, the upper level courses. Areas of instruction include courses in grammar, oral communication, reading, and writing. All of the faculty members reported that they were familiar with Chinese culture.

The ESL faculty members were asked what are the biggest challenges for international Chinese students at this university. The table below describes their responses.

Table 6. Biggest Challenges for International Chinese Students at the Subject University as Reported by the ESL Faculty Members

	Extremely Important	Very Important	Moderately Important	Slightly Important	Not at All Important
Acculturative Stress	1	2	1	0	0
Language Barrier	0	3	1	0	0
Inability to Make Friends with Domestic Students	1	3	0	0	0
Language Self-Efficacy	0	3	1	0	0
Financial Difficulties	0	1	1	1	1
Loneliness/ Homesickness	0	2	2	0	0

Note: February 2017. (n=4)

The ESL faculty members reported that acculturative stress, the inability to make friends with domestic students, and language self-efficacy are the biggest challenges for all International Chinese second language learners at this subject university. This is of great concern as students matriculate through their degree courses. Reynolds & Constantine (2007) reported, "...that cultural adjustment concerns can lead to heightened psychological distress, physiological complaints, and mental health concerns such as depression and anxiety" (p. 339). This information supports the data to be reported later in the qualitative data analysis of this study.

The ESL faculty members stated in the survey that they would like to see a bridge program for both undergraduate and graduate students put in place to help students transition more easily into their core programs, more commitment from the subject university to educate the non-ESL faculty in concerns and

issues for international students, and more interaction with the domestic students. The latter being a challenge since the majority of the ESL population is Chinese.

Quantitative Data Analysis

Nineteen students participated in the questionnaire and Scale of Perceived Social Self-Efficacy Survey. This sample size was considerably smaller than targeted, however, the demographics are indicative of the international Chinese student population. A pilot study ($n = 5$) using the questionnaire and survey was completed to ensure there were no problems with the questions. Then an additional 20 students stepped forward to participate; 14 students completed the questionnaires and surveys. Those 14 students plus the five students from the pilot resulted in 19 completed questionnaires and surveys.

Upon completion of the data collection a series of statistical reports using SPSS Statistical Software Version 23 were conducted. First descriptive statistical analysis was conducted on the responses of the Scale of Perceived Social Self-Efficacy survey. Cronbach's alpha was conducted to test the reliability of the survey. The coefficient alpha was (25 items; $\alpha=0.948$) for internal consistency. This coefficient of reliability test was consistent with the coefficient alpha test done by the survey's authors. Smith and Betz (2000) the survey authors received a coefficient alpha of (25 items; $\alpha=0.94$) when they conducted the test. Smith and Betz also conducted the test over a three-week interval and received a coefficient alpha of (25 items; $\alpha=0.82$), showing stability. Both

reliability tests showed the survey as support the reliability of the survey tool (Smith & Betz, 2000).

One-sample *t*-tests were also conducted on each of the survey questions to test for significant difference between the population and the hypothesized value of the sample (Frost, 2016). Shown in the chart below, each question was determined significant based on a 2-tailed test, with a maximum of $p < 0.001$. In reviewing the mean of each question, students seem more comfortable, have greater social self-efficacy in tasks where they have more control, and less where they are more vulnerable.

Table 7. Scale of Perceived Social Self-Efficacy Survey Mean and One-Sample t-test Results

Survey Questions	<u>M</u>	<u>SD</u>	<u>95% CI</u> <u>t(18)</u>
How much confidence do you have that you could:			
Q1. Start a conversation with someone you don't know very well.	3.21	0.918	15.250
Q2. Express your opinion to a group of people discussing a subject that is of interest to you.	3.68	1.057	15.195
Q3. Work on a school, work, community, or other project with people you don't know very well.	3.11	0.875	15.465
Q4. Help to make someone you've recently met feel comfortable with a group of your friends.	3.89	0.658	25.807
Q5. Share with a group of people an interesting experience you once had.	3.68	0.946	16.977
Q6. Put yourself in a new or different social situation.	3.28		16.827(17)
		0.826	
Q7. Volunteer to help organize an event.	3.83	0.985	16.508(17)
Q8. Ask a group of people who are planning to engage in a social activity (e.g. go to a movie) if you can join them.	3.32	1.108	13.042
Q9. Get invited to a party that is being given by a prominent or popular individual.	3.37		21.466
		0.684	
Q10. Volunteer to help lead a group or an organization.	3.26	0.806	17.654
Q11. Keep up your side of a conversation.	3.37	0.955	15.372
Q12. Be involved in-group activities.	3.68	0.820	19.583
Q13. Find someone to spend a weekend afternoon with.	4.05	0.848	20.829
Q14. Express your feelings to another person.	3.74	0.872	18.681
Q15. Find someone to go out and have lunch with.	4.00	1.000	17.436
Q16. Ask someone out on a date.	3.11	1.286	10.522
Q17. Go to a party or social function where you probably won't know anyone.	2.63	1.012	11.339
Q18. Ask someone for help when you need it.	3.68	0.885	18.141
Q19. Make friends with a member of your peer group.	3.63		17.685
		0.895	
Q20. Join a lunch or dinner table where people are already sitting and talking.	2.68	0.885	13.217
Q21. Make friends in a group where everyone else knows each other.	2.95	0.970	13.240
Q22. Ask someone out after he/she was busy the first time you asked.	2.50	0.941	13.217
Q23. Get a date to a dance that your friends are going to.	2.68	1.108	10.558
Q24. Call someone you met and would like to know better.	3.00	1.106	11.828
Q25. Ask a potential friend out for coffee.	3.58	0.769	20.299

Note: CI = confidence interval.

n = 19, $p < 0.001$, two-tailed.

The next test was to compare the Scale of Perceived Social Self-Efficacy Survey responses with gender. Did gender have an association with student

confidence and willingness to produce language? An independent *t*-test on the Scale of Perceived Social Self-Efficacy Survey score was conducted using the independent variable, gender. Based on Levene's Test for Equality of Variances, equal variances could not be assumed.

Table 8. The *t*-test Results for Statistically Significant Questions from the Scale of Perceived Social Self-Efficacy Survey and Gender

Gender	<i>t</i> -test results			GPA	
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Male	5	94.400	7.369	3.024	0.462
Female	14	79.929	16.768	3.701	0.462

Note: Equal variance not assumed

However, the *t*-test showed that males reported higher social self-efficacy than females. The investigator then calculated the mean and standard deviation for male's and female's grade point averages to see if the variables were similar. The male students described themselves as having more confidence using the language in social situations, while the female students did better academically.

The next test was to compare the Scale of Perceived Social Self-Efficacy Survey responses with student participation in ESL. Did ESL participation (or the lack there of) have an association with student confidence and willingness to produce language? An independent *t*-test on the Scale of Perceived Social Self-Efficacy Survey score was conducted using the independent variable, "Did you take ESL classes when you started college at [subject university]?" Based on Levene's Test for Equality of Variances, equal variances were assumed. The results of the *t*-test showed that students who were enrolled in the ESL program

had no more or less confidence than students not enrolled in the ESL program, no difference was apparent.

Table 9. The *t*-test Results for Statistically Significant Questions from the Scale of Perceived Social Self-Efficacy Survey and ESL Participation

ESL Participation	<u>N</u>	<u>M</u>	<u>SD</u>	95% CI <i>t</i> (17) = 0.687, <i>p</i> < 0.149
ESL	9	86.444	13.694	
No ESL	10	81.300	18.312	

Note: Equal variances assumed

Other inferential statistical analyses were conducted on the Scale of Perceived Social Self-Efficacy Survey using additional independent variables from the student questionnaire. The independent variable Parent's Education produced several smaller groups based on the levels of responses. To conduct a *t*-test they were grouped into two groups, "High School Graduate or Less" and "Some College to College Graduate". The *t*-test revealed that students who had at least one parent who had some college education were more confident using English in social situations.

Table 10. The *t*-test Results for Statistically Significant Questions from the Scale of Perceived Social Self-Efficacy Survey and Parent's Education

Parent's Education	N	M	SD	95% CI
High School Graduate or Less	8	75.000	17.599	$t(17) = -2.235, p < 0.039$
Some College to College Graduate	11	90.091	11.920	

Note: Equal Variances assumed

Perceived Family Income was the next independent variable to be tested. As with the variable, "Parent's Education," the questionnaire responses were recoded to form two groups allowing for a *t*-test to be conducted. The two groups, "Working Class" and "Middle Class and Wealthy" reported similar levels of social self-efficacy implying that perceived family income did not impact social self-efficacy.

Table 11. The *t*-test Results for Statistically Significant Questions from the Scale of Perceived Social Self-Efficacy Survey and Perceived Family Income

Perceived Family Income	N	M	SD	95% CI
Working Class-Poverty	5	81.600	16.517	$t(17) = -0.338, p < 0.781$
Middle Class -Wealthy	14	84.500	16.459	

Note: Equal Variances assumed

No student stated that his/her perceived family income was at the poverty level.

After analyzing the data, no difference was found between students who took ESL and those that did not. There was also no difference between students who reported that they came from working class families with those who came from middle class or wealthy families. The two independent variables that demonstrated impact was gender and parent's education. Male students were

more likely to articulate that they were confident using their English language in social situation than the female students. In addition, students who have had at least one parent with some college education were also more likely to have higher social self-efficacy. Further discussion as to why ESL did not produce a greater impact will be discussed in Chapter 5.

Based on this information the data reported in the survey results were used in combination with the information from the interviews to develop case studies about each of the international Chinese students to depict their experiences at the subject school. The next section looks at the students' experiences with discrimination.

Student Discrimination Data

The students responded to questions to uncover if they experienced discrimination in their environment while attending the subject university. The questions related to experiences that could be either on or off-campus. The section was introduced in the questionnaire as questions related to their social experience while studying at the subject university to avoid leading students, a potential bias.

The investigator conducted the Cronbach's alpha for reliability on each question set and then questions as a whole. The Everyday Discrimination Scale (Short Version) had a coefficient alpha of ($n=5$, $\alpha = 0.727$) which is similar to the coefficient alpha conducted by the authors of the survey ($n=5$, $\alpha = 0.77$). The five questions from The Perceived Ethnic Discrimination Questionnaire: Development

and Preliminary Validation of a Community Version had a coefficient alpha ($n=5$, $\alpha = 0.907$) for consistency. The questions when combined had a coefficient alpha ($n=10$, $\alpha = 0.842$). Due to these results, the discrimination questions are considered reliable.

Based on the chart below, the ESL students identify more experiences of discrimination and it happening more often than the non-ESL students. This could be because the ESL students, from their course work, may be more informed about discrimination and more quickly identify it.

Pearson's correlation test was conducted for students' scores on the Everyday Discrimination Scale (Short Form) and on students' scores on the Scale of Perceived Social Self-Efficacy Survey. There was no correlation between the two variables $r = 0.077$, $n = 19$, $p = 0.752$. Kendall's tau_b and Spearman's rho concurred that there was no correlation. $T_b = 0.056$, $n = 19$, $p = 0.749$ and $r_s = 0.121$, $n = 19$, $p = 0.621$.

Table 12. The Discrimination Scale (Short Version) and Select Questions from The Perceived Ethnic Discrimination Questionnaire: Development and Preliminary Validation of a Community Version, Reported by Case

	Adam*	Brooke	Cathy*	Daria	Edward*	Frances**	Gina*	Helen***	Irene
Everyday Discrimination Scale (Short Version)									
You are treated with less courtesy or respect than other people?	2	2	3	2	2	2	5	0	2
You received poorer service than other people at the restaurant or stores.	2	1	3	2	2	2	5	0	1
People act as if they think you are not smart.	2	1	1	2	2	2	1	0	1
People act as if they are afraid of you.	1	0	1	1	1	0	0	0	0
You are threatened or harassed.	0	1	0	0	2	1	0	1	0
Total Score (Max 25)	7	5	8	7	9	7	11	1	4
Selected Questions from The Perceived Ethnic Discrimination Questionnaire: Development and Preliminary Validation of a Community Version.									
Those speaking a different language made you feel like an outsider.	5	2	4	2	2	3	1	3	2
You were not taken seriously.	3	2	4	1	2	2	0	0	1
Peers thought that you couldn't do the job.	4	1	2	1	1	0	0	0	0
Peers hinted that you were lazy.	3	0	4	0	1	0	0	0	0
Peers treated you unfairly.	3	0	2	0	1	0	0	0	1
Total Score (Max 25)	18	5	16	4	7	5	1	3	4

Notes: Questions 1–5 Everyday Discrimination Scale (Short Version) (Williams, D., 2012) and Questions 6–10 selected from the Perceived Ethnic Discrimination Questionnaire: Development and Preliminary Validation of a Community Version (Brondolo, et al., 2005).

*ESL Student Subjects, ** Highest SPSSE Score, *** Lowest SPSSE Score

Scale: 5=Almost every day, 4= At least once a week, 3= A few times a month, 2= A few times a year, 1 = Less than once a year, 0= Never

Correlation analyses were also conducted on the discrimination score and there were no correlations with the independent variables ESL participation, Parent's Education, or Perceived Family Income.

Qualitative Data Methods

Interview Subsample

Of the nineteen students who participated in the questionnaire and survey, nine students volunteered to participate in the one-on-one interviews. Case study records were developed for each student subject. To protect confidentiality each case subject was given a pseudonym to represent the student in the case record. The pseudonym is unrelated to the English names the students choose to identify themselves. All of the student subjects in the cases are full-time students. Four students participated in ESL before starting their degree programs and five students went directly to their degree courses upon arrival at the university. Eight of the nine students are citizens of the Peoples Republic of China (PRC), while one is a citizen of Taiwan. Based on the information gathered from the questionnaire, survey, and interview the investigator determined that the Taiwanese student is not an outlier. All students are currently commuter-students. However, as first-year students all but two subjects lived on campus.

Prior to the start of the interviews the investigator reviewed the second informed consent form with the student subjects and tried to impress upon them the value of the information since they were pursuing their degrees not only in a new country, but using a second language. One hour was allotted for each interview. The first two interviews took an hour, but as the interviews progressed the time decreased to a half an hour, with one down to twenty minutes. The

students with the longer interviews were more descriptive in their answers, where shorter interviews had more limited answers. All students completed the interview questions. There were a few times where students had problems articulating what they wanted to say in English, so they referred to their translating apps in their phones for help. The Boston University Institutional Review Board quality analyst requested that a question be included in the list of interview questions to ensure subjects' understanding of the protection protocols. Several students questioned the practice of destroying the materials after 7 years. The investigator further explained that the study would be over, and all of the reports and articles will have been written by that time. The interview questions can be found in Appendix C of this study.

The interviews were recorded on an audio recorder, transcribed, and then coded for themes using NVivo Qualitative Data Analysis Software version 11.4.0. Based on Grounded Theory (Patton, 2002) each transcript was examined to identify phrases and concepts looking for patterns. The investigator used axial coding, "The process of relating categories to their subcategories, termed "axial" because coding occurs around the axis of the category, linking categories of the level of properties and dimensions" (Patton, 2002, p. 490).

The codes that emerged were:

- Anxiety & Depression – Student literally states that he/she has felt anxiety or depression, or related feelings such as frustration, sadness, or stress.
- Emotional Intelligence – Student stated that he/she had negative emotions

when trying to use language or living in a new culture.

- Solutions – Student stated how he/she overcame challenges in producing or using language.
- Faced Production Challenges - Student described their positive experiences communicating in English.
- Classmates and Friends as Resources – Student describes using classmates and friends as a resource for communication assistance, course assistance, and cultural reference. Areas of interest are times student interacts with non-Chinese students.
- Subject School Programs – Student describes the program that he/she used or participated in that helped them to communicate.
- Technology – Any form of technology or multimedia such as television, movies, Apps, or computer programs used by the student to aid communication.
- Problem Communications – Student described situations where communication was a challenge.
- Citation Rules – Student described experience with subject university's citation rules.
- Lack of Respect – Student described a time when he/she was shown a lack of respect.
- Perception of American Students – Student described his/her perception of American/domestic students.

- On/Off Campus Activities – Student stated if he/she participated in on-campus or off-campus activities, and described level of participation.
- Leadership Roles in Clubs or Associations – Student described leadership roles in on-campus or off-campus activities
- Work – Student stated if he/she worked while attending university.
- Socializing with Friends – Student described socializing with friends, particularly non-Chinese friends.
- Chinese Culture – Student speaks to, reflects on, or shares information related to Chinese culture.
- Chinese Student Identity – Student provides information as to what it is like to be a Chinese student.
- Respect – Student was shown respect by faculty and/or peers.
- Faculty Intervention - Faculty stepped in to assist Chinese students.

A second researcher, independent of the study, coded the transcripts to avoid bias. The second researcher was not given the coding schema of the primary investigator to continue to employ the grounded theory method. After the transcripts were coded a second time, the codes were reviewed to identify themes. The themes of Stress, Anxiety, and Depression; Willingness to Communicate; Difficulties Communicating; Engagement; Culture & Identity; and Technology emerged from the data. The primary investigator compared the coding occurrences for each theme with those of the second researcher. Then the investigator applied Cohen's kappa, a test to measure interrater reliability,

and to confirm the study themes. The quotients and Cohen's kappa for each theme are: Stress, Anxiety, and Depression (0.871, substantial agreement), Willingness to Communicate (0.980, almost perfect agreement), Difficulties Communicating (0.633, substantial agreement), Engagement (0.694, substantial agreement), Culture & Identity (0.513, moderate agreement), and Technology (0.641, substantial agreement). The primary investigator combined themes to strengthen them and determined the study themes to be: Student Stress – Stress, Anxiety, and Depression plus Difficulties Communicating (0.676, substantial agreement), Culture and Identity 0.513, moderate agreement), and Engagement – Engagement plus Willingness to Communicate (0.903, almost perfect agreement).

A third researcher, also independent of the study, coded the transcripts of the primary investigator as a check to avoid bias. The third researcher was given the coding schema of the primary investigator and used them to code the same data as a check on intrarater reliability. Based on the same protocols used in the prior check, the quotients and Cohen's kappa for each theme are: Stress, Anxiety, and Depression (0.537, moderate agreement), Willingness to Communicate (0.827, almost perfect agreement), Difficulties Communicating (0.602, moderate agreement), Engagement (0.722, substantial agreement), Culture & Identity (0.731, substantial agreement), and Technology (0.256, fair agreement). The primary investigator again combined themes to strengthen them and determined the study themes to be: Student Stress – Stress, Anxiety, and Depression plus

Difficulties Communicating (0.583, moderate agreement), Culture and Identity (0.731, substantial agreement), and Engagement – Engagement plus Willingness to Communicate (0.799, substantial agreement).

After the themes were determined, the case study records were developed. For each case the subject was introduced, descriptive information was provided, and the results of the Scale of Perceived Social Self-Efficacy (SPSSE) survey were discussed. The survey asked subjects to self-report their confidence levels doing 25-social tasks. The response choices are (1) No Confidence, (2) Little Confidence, (3) Moderate Confidence, (4) Much Confidence, and (5) Complete Confidence. The maximum score of 125 reflects that the subject has complete confidence doing all of the tasks.

Table 13. Student Subject Interview: Coding, Themes and Theoretical Framework

RQ1: What are the effects of a social integration intervention for International Chinese ESL students, prior to the start of their academic courses, on their subsequent socialization during their undergraduate academic career?			
Themes			
Codes	Culture and Identity	Student Stress	Engagement
Sub Themes:	Student Attrition	Acculturative Stress	Participation
	Faculty Interventions	Language Stress	Leadership
	Messages to Faculty		Overcoming Obstacles
Anxiety & Depression		X	
Emotional Intelligence		X	
Solutions			X
Faced Production Challenges			X
Classmates & Friends as Resources			
Subject School Programs			X
Problem Communications		X	
Citation Rules		X	
Lack of Respect	X	X	
Perception of American Student		X	
On/Off Campus Activities			X
Leadership Roles in Clubs/Assn.			X
Work			X
Socializing with Friends			X
Chinese Culture	X	X	
Chinese Student Identity	X	X	
Respect			

Note: Theoretical frameworks of this study:

*Astin (1975) Student Involvement Theory

**Tinto, (1988) Integration Theory of Student Persistence.

*** Tinto, (1975) Interaction Theory of Student Departure

Case Study Analysis

To better understand the International Chinese student experience, the information from the quantitative and qualitative data collection is expressed using case study methodology.

Each interview subject will be introduced and discussed as a separate case bringing together the quantitative data and qualitative information to examine the international Chinese student experience at the subject school.

Table 14. Descriptive Information for Student Subject Cases

Student Name	ESL Participation		Demographics			Language Proficiency Score/Test	GPA (Terms)	SPSSE Score		On or Off Campus Activities	Parent's Education	Perceived Family Income
	Yes or No	# of Levels Taken	Age	Prior English Study	Began English Study			Score**	Mean (SD)			
Adam	Yes	2 & 3	23	9 Years	12	NA	2.98 (5)	92	3.68 (0.627)	No interest in clubs plays video games.	College Graduate	Middle Class
Brooke	No		20	11 Years	7	88/TOEFL IBT	3.78 (9)	94	3.76 (0.597)	Active, was a leader	Some College	Middle Class
Cathy	Yes	2 & 3	22	11 Years	7	258 /LOEP Placer	3.41 (11)	58	2.32 (1.108)	Active and a leader	High School	Working Class
Daria	No		22	8 Years	8	NA	3.80 (8)	71	2.84 (0.943)	Active, no leadership roles.	Some College	Middle Class
Edward	Yes	3	22	8 Years	10	312/LOEP Placer	3.93 (12)	96	3.84 (0.746)	Active and was a leader	Some High Schl.	Middle Class
Frances	No		20	8 Years	10	95/TOEFL IBT	3.93 (5)	105	4.2 (0.707)	Not interested in on or off campus clubs/ organizations.	College Graduate	Middle Class
Gina	Yes	3	21	12 Years	6	497/ Int'l TOEFL	3.77 (9)	88	3.52 (0.963)	Active and a leader	College Graduate	Working Class
Helen	No		20	2 Years	8	86/TOEFL IBT	3.94 (9)	53	2.12 (1.013)	Participated in 2 Hospitality clubs	Some High Schl.	Middle Class
Irene	No		21	15 Years	4	6.5/ IELTS	3.28 (7)	86	3.44 (0.768)	Not interested in clubs	College Graduate	Middle Class

Notes: *The subject school runs on terms, not semesters. ** The Scale of Perceived Social Self-Efficacy is out of 125 possible points (Subject University] International Admissions Website, 2017).

ESL Student Subjects

Adam. “Adam” is a 23-year old student who began learning English at the age of 12 and studied English for 9 years before coming to the USA. He currently has a 2.98 GPA and has completed 5 terms at the subject school (this school runs on terms, not semesters). At least one of Adam’s parents graduated from college and his family is considered middle class. The subject school did not have a language proficiency test score on file for him, but he did take levels 2 and 3 of ESL prior to starting his degree program. Adam is not interested in on or off campus clubs. He thinks they are a waste of his time. He prefers to spend his time playing video games.

Adam took the Scale of Perceived Social Self-Efficacy survey and scored a 92 out of 125, with a mean and standard deviation of 3.68 (0.627). Adam had no score below moderate confidence. Adam’s social self-efficacy results show he feels confident in using his English language skills, though not as strongly when the social interaction is deeply personal.

Cathy. “Cathy” is a 22-year old student who began learning English at the age of 7 and studied English for 11 years before coming to the USA. She also attended high school in the USA. She currently has a 3.41 GPA and has completed 11 terms at the subject school. At least one of Cathy’s parents graduated from high school and her family is considered working class. Cathy scored a 258 on the LOEP test, below the 315-point minimum, so she was placed in ESL and she took levels 2 and 3 of ESL prior to starting her degree program. Cathy is a

coordinator on the subject school's global awareness/peer mentoring program where she organizes activities.

Cathy took the Scale of Perceived Social Self-Efficacy survey and scored a 58 out of 125, with a mean and standard deviation of 2.32 (1.108). While Cathy does participate in clubs and activities she does not have a great deal of confidence about using English in social situations.

Edward. "Edward" is a 22-year old student who began learning English at the age of 10 and studied English for 8 years before coming to the USA. He currently has a 3.93 GPA and has completed 12 terms at the subject school. At least one of Edward's parents had some high school and his family is considered middle class. Edward took the LOEP test and scored a 312, below the 315 cut off, so he took level 3 of ESL prior to starting his degree program. Edward was a marketing coordinator for an on-campus global awareness/peer mentoring program and a past vice-president of a cultural club.

Edward took the Scale of Perceived Social Self-Efficacy survey and scored a 96 out of 125, with a mean and standard deviation of 3.84 (0.746). Edward feels confident when using his English language skills.

Gina. "Gina" is a 21-year old student who began learning English at the age of 6 and studied English for 12 years before coming to the USA. She also attended high school in the USA. She currently has a 3.77 GPA and has completed 9 terms at the subject school. At least one of Gina's parents graduated from college and her family is considered working class. Gina scored a 497 on the

International TOEFL test, below the 550 threshold, so she was placed in ESL and she took level 3 of ESL prior to starting her degree program. Gina is a member of the subject school's Chinese scholar association where she organizes activities.

Gina took the Scale of Perceived Social Self-Efficacy survey and scored an 88 out of 125, with a mean and standard deviation of 3.52 (0.963). Gina seems to feel confident in social tasks she has some control over. Those that she has no control over, such as going to a party where no one will know her causes her not to feel confident in using her English.

Non-ESL Student Subjects

Brooke. "Brooke" is a 20-year old student who began learning English at the age of 7 and studied English for 11 years before coming to the USA. She currently has a 3.78 GPA and has completed 9 terms at the subject school. At least one of Brooke's parents attended some college and her family is considered middle class. Brooke scored an 88 on the TOEFL IBT test, above the 80 required by the subject school, so she went directly to her degree program. Brooke is an officer and student relations' coordinator for an on-campus faith-based organization. She also is a musician who performs at worship services.

Brooke took the Scale of Perceived Social Self-Efficacy survey and scored a 94 out of 125, with a mean and standard deviation of 3.76 (0.597). Brooke feels confident when she uses her English language skills in social settings.

Daria. “Daria” is a 22-year old student who began learning English at the age of 8 and studied English for 8 years before coming to the USA. She also attended high school in the USA for one year. She currently has a 3.80 GPA and has completed 8 terms at the subject school. At least one of Daria’s parents attended some college and her family is considered middle class. The subject school did not have a language proficiency test on file for Daria, however, she went directly to her degree program. Daria attends events held by 5–6 different organizations on campus, but she is not an officer or involved in a specific club. Daria is also Taiwanese.

Daria took the Scale of Perceived Social Self-Efficacy survey and scored a 71 out of 125, with a mean and standard deviation of 2.84 (0.943). Daria was very direct in the interview. She made the distinction that she is Taiwanese, not Chinese. She also discussed at length how she prefers to talk to American speakers and prefers classes with them. Daria’s Scale of Perceived Social Self-Efficacy score was much lower than expected based on the interview information she provided.

Frances. “Frances” is a 20-year old student who began learning English at the age of 10 and studied English for 8 years before coming to the USA. Frances also attended high school in the USA. She currently has a 3.93 GPA and has completed 5 terms at the subject school. At least one of Frances’s parents is a college graduate and her family is considered middle class. Frances scored a 95 on the TOEFL IBT test, above the 80 required by the subject school, so she went

directly to her degree program. Frances is not interested in on or off-campus clubs or organizations.

Frances took the Scale of Perceived Social Self-Efficacy survey and scored a 105 out of 125, with a mean and standard deviation of 4.2 (0.707). Frances had the highest SPSSE score of all nine cases. Frances feels confident when she uses her English language skills in social settings.

Helen. "Helen" is a 20-year old student who began learning English at the age of 8 and studied English for 2 years before coming to the USA. She also attended high school in the USA for one year. Helen currently has a 3.94 GPA and has completed 9 terms at the subject school. At least one of Helen's parents had some high school and her family is considered middle class. Frances scored an 86 on the TOEFL IBT test, above the 80 required by the subject school, so she went directly to her degree program. Helen is involved with 2 hospitality clubs, but did not remember their names during the interview.

Helen took the Scale of Perceived Social Self-Efficacy survey and scored a 53 out of 125, with a mean and standard deviation of 2.12 (1.013). Helen had the lowest SPSSE score of all nine cases. While Helen is succeeding academically based on her GPA she has very little confidence in using her English language skills socially.

Irene. "Irene" is a 21-year old student who began learning English at the age of 4 and studied English for 15 years before coming to the USA. She currently has a 3.28 GPA and has completed 7 terms at the subject school. At least one of

Irene's parents is a college graduate and her family is considered middle class. Irene scored a 6.5 on the IELTS test, above the 5.5 required by the subject school, so she went directly to her degree program. Irene is not interested in on or off-campus clubs or organizations.

Irene took the Scale of Perceived Social Self-Efficacy survey and scored an 86 out of 125, with a mean and standard deviation of 3.44 (0.768). Irene like Gina seems to feel confident in social tasks she has some control over. Those that she has no control over, such as going to a party where no one will know her, causes her not to feel confident in using her English.

The individual student subject cases and their individual responses to the Scale of Perceived Social Self-Efficacy Survey are in Appendix F.

Interview Themes and Theoretical Framework

The themes that emerged from the coded data were Culture & Identity; Student Stress; and Engagement. Each had several sub-themes that will be described and discussed using the theoretical framework outlined in this study.

Culture & Identity: Student Attrition

One of the most impactful themes is culture and identity. Its first sub-theme is Student Attrition. In Tinto's Interaction Theory of Student Departure he stated, "students with solid academic competence but moderately low commitment to college completion tended to withdraw voluntarily from college, often to transfer to another institution or re-enroll at a later date" (1975, p.105). When asked, none of the students participating in the interviews thought of

quitting, but when asked, “if you had, how would it have been perceived back home”, six of the seven students who answered the question reported that there would be negativity. In addition to the money spent by their parents, comments ranged from “...but I give up and they will like they will not blame on me but just feel it’s just a pity that it was such a good opportunity but you know...” (Student Irene), “...they would like you’re a best student like you just spend your family, all your family’s money and do nothing your like, it’s like you’re a loser. I can’t do that” (Student Cathy), to “If I quit from school I cannot go back home, my parents won’t let me do that”(Student Gina). Student Adam added, “Even if it is super hard I will keep do it. People are thinking you are useless” [if you quit]. Those strong statements from the students serve as a foundation for their study abroad experience. The students’ parents and the parents’ desire for their children to obtain their college degrees is a driving force in student persistence. In addition, due to their parents’ desire and their own cultural norms, students will feel shame to go abroad for their education and not return with a degree.

The idea of shame is compounded now that more students are studying abroad since the personal wealth of the Chinese people has been increasing with the goal “to double China’s 2010 per capita income of urban and rural residents by 2020 to build a ‘moderately prosperous society’” (Peoples Republic of China, 2016). Sending children abroad for their education is a symbol of status in China. Several students mentioned that there are two groups of Chinese students at the subject university. Student Edward labeled them “the rich-Chinese and the

normal-Chinese”.

Student Irene identified the difference as “So like the Chinese university entrance exam is really hard and the competition is crucial so some of the students cannot go to a top, several top universities so they came here for better education and but some of the students just came here because they are rich”. Irene described her reasons for attending the subject university as “following her dreams of pursuing a [specific] major”. A third student Brooke suggested that the university compile background information on incoming students, “So like their purpose of studying abroad or their families’ financial status as well as like their purpose of study like affect them a lot like about the way they talking and they behave over here”. The students who participated in the interviews discussed the differences in students and 3 implied that the rich students were not as serious about their education.

Student Irene took offense when her professor mentioned in a class during a discussion on brand loyalty that one of his Chinese students brought a \$1000 bag to class. Irene reported that he went on to say he didn’t understand why the student would bring a “super luxury” bag like that to class. Irene was offended because the professor mentioned that the student with the expensive bag was Chinese. Irene felt his comment was an implication of conspicuous wealth on all Chinese students and she was embarrassed and took exception. There seems to be discourse between the collectivist Chinese culture and the emerging culture based on the attainment of wealth.

Tinto mentioned that harmony is needed between the students' ideas, beliefs, and values that they bring to college within the campus social system (Tinto, 1975). To successfully matriculate the students will need to bridge their collectivistic upbringing with their new, though temporary life in an individualist culture. Tinto (1975) refers to the terms "just sticking it out" (p. 96) and "just getting by" (p. 97) when students do not have the drive to succeed, but do not leave. As previously identified the international Chinese students will not quit school due to family pressures and possible community shaming at home, but they may be forced to leave if their grades are not maintained to stay in the program. Tinto (1975) stated, "Where expectations have been enhanced as a result of one's experience in college, upward transfer may be the outcome" (p. 97). Academic and social integration can be that enhancement. Tinto (1975) identified that what happens in the classroom drives social integration outside of the classroom. This provides evidence that integration is in part, faculty driven.

Culture & Identity: Messages to Faculty

Astin's (1975) Student Involvement Theory stated that if students are more invested in their school through their academic courses and activities they are more likely to persist. Activities that can lead to social and academic integration include interactions with faculty.

Chinese student identity is important to the students interviewed. While they are strong in their cultural belonging, they are working hard to adapt to the individualist culture in the United States. When they were asked, "what is the one

thing you want your professor to know about you as an international student” the students stated that they “wanted to be known as individuals not just Chinese students” and “they wanted their faculty members to understand how hard they work to study abroad”. Student Brooke stated, “...I want professor to know what kind of language level I had right now. How much I can write, how much I can communicate and others is if the professor can know more about my culture and also know the way I am thinking I would love to communicate with the professor”. Three of the nine stated that they wanted a more personal relationship with their faculty members similar to relationships they have with the faculty members at their schools in China. Student Adam explained, “Like as Chinese culture the teacher like second father to you. Because the teacher is similar like the father to give suggest to make you more successful in China. But the America teacher does not”.

The students welcomed the faculty members’ help both in the classroom and adapting to life in the United States. The students appreciated the interventions done by the ESL faculty for the ESL students and the first term English Department faculty members for the students who did not participate in ESL courses. Three of the Chinese students interviewed thought that it would be helpful if the degree program faculty members could also intervene, stating that if the faculty members chose the project teams in class the students would be required to interact with the American students and more importantly the American students will need to interact with them. Student Edward shared,

Right, and if we group up with Chinese our mind is kind of same. So we always thinking about the same methods if I met with the American student they have something different than us and I have something different from them, so they we can communicate and maybe you can create a new one. Which is like mixed together. So I prefer it that way.

The students interviewed have more information to share with their professors. The international Chinese students may not feel comfortable sharing because their relationships with their college faculty members at the subject university are of a more professional nature than those with their teachers in China. Once students go to the professor for help and to talk the relationships they want will come.

Researchers have documented China's Collectivistic Culture in research literature (Reynolds & Constantine, 2007; Stipek, 1998); Yang, 1995). A prevailing thread that appeared in the interviews was the idea of the middle. Student Adam explained, "...you know the Confucian, right? We like to the median, we always go to the median. I won't go to the best, I won't do the best, I won't do the terriblest, the most lower. We like to go to the middle". Student Brooke explained it as "We are not that comfortable like saying our question of our own ideas in the public environment we are more collectivism not that individualism so we appreciate group ideas. If majority people in group state they don't have a problem maybe we will follow them." She continued, "...our

educational past if some students say that I have some different ideas the teacher will say talk to me later and continue on. We do not want to be that one to stop the class. Some might have strong ideas but most of us will be humble and let the process go the way it is”.

The more comfortable the students are with professors, taking classes with the same professor more than once; taking a class that they enjoy; or just their own realization that they can be more open helps them to reduce the barriers of language. Two of the nine students mentioned that they have stopped thinking about grammar and just talk. They realized that even if it were not a perfect sentence the listener would understand them.

Student Stress

The next theme that emerged from the interviews was Student Stress with subthemes of Acculturation Stress and Language Stress faced by the international Chinese students.

Acculturative Stress. In chapter one, acculturation was defined as, “the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members” (Berry, 2005, p. 698). What is the acculturation experience like for international Chinese students as they matriculate through their degree courses? Do they experience difficulty or stress? When comparing the ESL students and the non-ESL students there was an adjustment period for all students when they arrived at the subject university. The ESL students went through a prescriptive

treatment that supported their transition. The non-ESL students did not have this experience. However, for some they received support from their English professors in their first year writing courses.

Of the nine students who participated in the interviews the non-ESL students reported more severe cases of anxiety when starting school at the subject-university. Student Brooke stated “I was a little bit stressful at first classes...” she went onto say, “I recognize that I am the only Asian faces in the class so I am like pretty nervous.” Student Helen reported “It is kind of hard when I don’t know how to write a paper, but then I take it [course in degree program] with an English course which made it even harder, So yeah then I become familiar, but, so the English class is the most hard course for me”. Helen goes on to say, “It [group work] kind of make me nervous. So first you need to find your group mates then you need to chat with them, but overall I think people are really nice to me.” Student Irene reported that when doing group work she is not confident with her answers so she doesn’t share her ideas. Student Irene shared a recent experience using Uber to travel in the city where the subject university is located. Both she and the Uber driver were not native English speakers trying to communicate. She stated,

Like sometimes I took the Uber and Uber driver is not native English speaking person and I’m trying to describe where I want to go where I want him to pull over or like which way is better to go it’s kind like it’s really hard between us to communicate with each other

so I think maybe I need to use more exact like more correctly words, to trying to talk with non-native English speaker.

The ESL students reported experiences with acculturation stress as well.

Student Edward described his experience doing group work. When asked if anyone was given less work or had less of a voice during group work he replied,

Yeah I think had some kind of experience like, I didn't talk about too much in a group because other people are all Americans and sometimes they talk too fast, I cannot follow that and I don't want to interrupt them so maybe other than something that I ask other student like oh okay, what should I do? I get my point but I just want to make sure like okay this what part I should do, I don't want to mess up the group.

Student Edward showed resiliency in the face of discrimination when he faced disrespect interacting with a manager at a potential internship site. The manager missed Edward's interview, rescheduled it, the interview took place, and then delay after delay occurred before Edward was rejected. As he stated, "And first I was like what? Once again I thought okay. You know, I am not worthy to work there because you treat me kind of things un-respectful..." In the end he realized it was the manager who was at fault.

Student Cathy experienced acculturation stress as she explained, "cause right now I feel like I don't have a very close friend, which I thought like I'm supposed to have during the college". Cathy goes on to say,

Because before I'm very brave like even though, my English is bad I will talk to people like very happy to make like, to meet new people, but right now I have more, I like to protect myself more, so I don't like to talk to them it's not I don't like, I just feel like they don't want to talk to me so I don't want to talk to them too.

Student Adam also showed resiliency in the face of discrimination when realizing a person doesn't like him for being Chinese and he just forgets about it. However, he had a challenge when one of his professors picked on him. Adam stated, "He asked me he showed me to think like American students. He picking on me but he still want me to think with American students. I learn because he always told me what kind of problem I have where I should fix it up...He is saying it like mean. He is super mean". When asked, Adam stated that the professor does speak that way to everyone in the class, including the American students.

Based on the information provided in the interviews the ESL students seem to have less acculturation stress when entering their degree courses than the non-ESL students have. The ESL students experience acculturation stress during their degree program, but often have the tools to identify it and handle it.

Language Stress. Both the ESL and non-ESL students identified similar language stressors as upper-classmen. Reading was a major stressor for both groups. Both the amount of reading and reading in English were cited as stressful. Student Daria when describing her reading process she said she uses

the key words in the textbook and just keeps reading until she gets through it. However, she questioned, “why I need to read so much over 20 pages?” Student Brooke stated that her reading has improved over time and she can read quite fast. However, when she has a short deadline she will purchase the book in Chinese so she can read it more quickly. Brooke stated,

...I feel very stressful because I still cannot get that information that fast although I have been in English over here for three years I bought the book in Chinese version and I can finish about in one day, maybe 300 pages in one day in Chinese, but I cannot finish that much pages in English cause I feel I get easily distracted...

Speaking in small group discussions and public speaking in front of the class were also cited as stressors. Student Adam stated, “It’s a super challenge for me even now like every time I do the public speaking like after that my hand is always shaking”. Student Brooke described a small group meeting to discuss a group project. She waited her turn to speak and she forgot what she was going to say. Brooke explained,

I’m staying there trying to talk about what I’m going to say but what the ideas I have just now, but I cannot think of them. I feel like the longer the time pass by I feel more nervous and I cannot express, although I know it in Chinese, I cannot and I don’t know what it is

just I suddenly blocked from the stuff. And it is like someone took my language ability away.

Brooke now takes notes so she doesn't have that experience again. Student Helen described her frustration with speaking as well. She reported, "Actually I am not free talking the class...I will try my best and I will prepare it. Suddenly I am asking to participate just I need to participate in the public speaking because I need time to think about what I will say next. So sometimes I am worried about it".

To summarize, the data from the student interviews demonstrate that those participating in the ESL Program did not experience as much acculturative stress as the non-ESL students did upon entering their degree courses. Tinto's Integration Theory (Tinto 1988) stated that the support of the college impacts persistence and identified the first year of college as the time that matters for students to engage in order to persist in college. The ESL program at the subject university, in addition to providing language-learning courses, provides the acculturation support that the non-ESL students either do not receive or receive dependent on their particular English professor.

Engagement

Participation and Leadership. Student engagement was assessed by case and ESL participation. First are the results from the ESL students. Student Adam enjoyed ESL class particularly meeting and getting to know other

international students from Africa, Korea, and Japan. This was beneficial to him because it provided camaraderie and the feeling that "...I can feel kind of like they hard here I can feel they do hard here, because it's same as I am". Student Cathy as mentioned in her case description was active in the college peer mentoring and community work. Student Edward was involved in the same peer mentoring club as Cathy as well as a culture club. As his course work became more difficult he had to quit those clubs. Student Gina is a member of the Chinese scholarship association. Each organization is based on the students' Chinese or international affiliation. The peer mentoring also has American students and the club goes into the community to help school children to learn about college opportunities. Of the three students that participated in clubs or associations two held leadership roles.

Results from the non-ESL students were similar. Student Brooke as mentioned in her case description is a member of a Chinese faith-based organization and served in a leadership role. She also plays a musical instrument during worship services. She is active with the on-campus activities for international students including the Buddy Program where she is matched up with an American student and they do activities together. Brooke also has a mix of Chinese, International and American friends. Brooke like Student Edward had to quit her leadership role in the faith-based organization due to her academic schedule, though she still attends worship services.

Daria plays badminton, attends international center activities and attends

5–6 club activities, but does not have any leadership roles in them. Frances participates in commuter activities, but is not interested in joining clubs. She likes to lead project groups in class. Helen was involved her first year of college in 2 hospitality clubs, but cannot remember their names and has not been involved since. Irene has an on-campus job and lots of friends. Of the five non-ESL students one is still active in an organization, but had to quit her leadership role, and another student works on campus. The other students have no structured engagement outside of the classroom.

Tinto elaborated on his Interaction Theory of Student Persistence (1975). For students to successfully persist they need to feel like they belong in the college community and can successfully interact each day with friends, peers, faculty, staff and administration through the establishment of relationships. If students do not feel that they belong and/or have not established relationships they are more likely to drop out (Tinto, 1993). While the investigator has established that these students will not drop out, their connection to the college experience at the subject university has been impacted. Mannan, introduced in the literature review, identified the importance of social integration during years three through four of matriculation. Mannan (2007) stated, “While academic integration appears to have a more powerful influence in the first year and second year than social integration, it does not appear to be more influential as compared to social integration, in the junior and senior years” (p.149–150). This is clear in the final sub-theme of engagement, overcoming obstacles.

Overcoming Obstacles. Each student interviewed cited that they go to their professors, classmates and friends in addition to using technology for help with English language communication, their coursework, and managing to live in the United States. Student Adam explained, “I think the most help like most help with you more talking with American student like is truly the most help”. He also included, “Yes because we like study here and we learn the English here and the because we everyday we speak English so we have to learn that kind of like you using the English more and the English will be a part for you”. Student Cathy had the opposite experience and she stated, “...I feel like, right now my English is not good because I don’t talk with people a lot so I feel that my English is getting bad and bad, bad and worse...”

Summary

The results from the students’ interviews provides data to explain the study’s first research question, “What are the effects of a social integration intervention for International Chinese ESL students, prior to the start of their academic courses, on their subsequent socialization during their undergraduate academic career?” The ESL students report less acculturative stress and are more socially active in their college community than the non-ESL students. The effects of this social intervention have been positive not only at the start of their degree programs, but carry through their program.

The data from the Scale of Perceived Social Self-Efficacy Survey supports the qualitative data through the case study analysis. It provided a better

understanding of the students' confidence in their ability to produce language in social situations. The small sample size limited the inferential statistical analysis, but it can serve as a model for future studies.

The ESL faculty data provides evidence of the biggest challenges facing second language learners regardless if they participated in the ESL program or not. Those challenges again are: acculturative stress, the inability to make friends with domestic students, and language self-efficacy.

The results from the aggregate data provide evidence to address the second study question, "How do International Chinese ESL students who have received the intervention differ from International Chinese students who went directly into their academic courses in grade point average (GPA), persistence and retention?" The findings show that international Chinese ESL students at this subject university who have received the intervention persist, having similar graduation rates compared to the general cohort, similar retention rates to the general cohort; and equal to or declining GPA scores based on the treatment level. These data provide evidence regarding the success of the intervention at this subject university supporting the development of pathway programs.

CHAPTER FIVE

Discussion and Recommendations

The hypotheses of this study were as follows:

H1: [Quantitative/Qualitative Methods] The tested hypothesis was that self-efficacy in social situations for the treatment group would be equal to or greater than the control group.

H2: [Aggregate Methods] If the research shows that students who received the intervention are more socially engaged, and upon reflection have equal to or greater academic success than the students who did not, this will be evidence concerning the benefits of pathway programs.

These theoretical frameworks serve as the guiding principles for this study.

- First, colleges and universities need to assist college students in their transition into the college environment especially during the first year; positively impacting persistence is the key to retention (Tinto, 1975, 1988).
- Second, colleges and universities need to motivate students to interact in their community to build relationships to have a support system both socially and academically (Tinto, 1993).
- Third, the more students engage in the community the less likely they will be to leave. This engagement can be through work, sports or clubs (Astin, 1975, 1999).

Key Findings

Chapter Four presented the results for these hypotheses. The results from the quantitative analysis of the Scale of Perceived Social Self-Efficacy Survey showed similar scores for ESL and Non-ESL participants.

From the student interviews three themes emerged: Culture and Identity, Student Stress, and Engagement. These themes provided evidence about the international Chinese student experience at the subject university. The result explains the effects the social interaction intervention had on the international Chinese students' socialization over their academic careers:

- The student interview data shows that the ESL students have less acculturative stress and are more socially active in their college community than the non-ESL students. The effects of this social intervention have been positive not only at the start of their degree programs, but carry through their program.

The results from the aggregate data provided the following evidence demonstrating the effects of the ESL Program on the treatment group in comparison to the control group.

- The data from the subject university's Office of Institutional Research show that at higher levels of language proficiency the more likely students are successful academically, which supports the idea of Cognitive Academic Language Proficiency (Cummins, 2008).

- The 2009 and 2010 cohorts of ESL students from China or Taiwan participated maintained graduation rates similar to those of domestic and non-international students. The ESL students from China or Taiwan have retention rates similar to those of the general cohort.
- The three-year retention comparison of ESL and ESL from China or Taiwan were similar for both the 2009 and 2010 cohorts. The subject university does not calculate the Year 2 and Year 3 retention rates for the general cohort (Office of Institutional Research, 2017).

The findings from the aggregate data demonstrate that international Chinese ESL students at this subject university who have received the intervention persist, having similar graduation rates compared to the general cohort, similar retention rates to the general cohort; and equal to or declining GPA scores based on the treatment level. These data provide evidence regarding the success of the treatment at this subject university supporting pathway programs.

Discussion

In light of existing research, this study provides evidence that pathway programs do help international students, particularly international Chinese students who lack cognitive academic language proficiency (CALP) access higher education in the United States. Regardless whether students complete ESL courses prior to, or after arrival, they still face acculturation challenges in addition to language challenges. College level reading in particular is a major

challenge for second language learners both in mass and comprehension.

Students who lack skills will have problems communicating (Bifuh-Ambe, 2009).

This calls for more support to be in place to help second language learners.

Tinto (1975) described students who “just stuck it out” and who “just get by” as a description of persistence based on personal effort even when they did not feel a sense of belonging in their college community. The students in this research study describe the negative reaction, the shame they would incur if they returned home without their degree. Their Collectivistic Culture focuses on effort versus the American Culture’s focus on ability. It is that focus on effort that sustains these students when the sense of community does not exist.

The research describes the relationship between social integration and academic integration as connected, but inverse. Tinto (1975) identified that academic integration starts in the classroom and drives social integration outside of class. Social integration is crucial in Year 1 to persist, but as the students’ interview data shows when they become busy with their degree courses, the practice of maintaining the English language skills falls to the side. The students’ feedback implies that language learning is a conscious effort and it does not become automatic once students are in their degree courses. Pedersen (1991) stated that social integration and academic integration happens by scaffolding students through acculturation and persistence. Faculty members play an even more important role of directing social integration than most realize.

Tinto (1993) called for faculty to be part of the university’s retention efforts.

However, based on the research faculty need to be driving the retention efforts. Faculty members need to ask themselves, “What does it mean to have international students in the classroom?” It is more than students joining the class and “sitting in”. The class needs to be designed for their inclusion. The students in this study asked for a faculty intervention where the faculty member chooses the groups for group projects. This allows the Chinese students to break out of their cultural groups and get to know the domestic students. There will likely be push back from the domestic students. Domestic students as a whole do not want to engage with international students (Reynolds & Constantine, 2007). Faculty members need to foster relationships between international and domestic students as part of their pedagogy and course design.

In addition to the financial benefits, colleges and universities pursue international students to build a diverse campus and aid domestic students to be globally aware. Colleges and universities are missing an opportunity if they are not taking advantage of the international resources sitting in their classrooms. However, to do this there needs to be a change in the pedagogy. Are colleges and universities providing a US-centered education or providing a global education? To produce the latter, more faculty training and collaboration will be needed to revise faculty’s teaching methods.

As we saw in this study, the students reported that some faculty members intervene to help support international students. Tinto (1997, 1998), Tinto and Russo (1994), Tinto and Goodsell-Love (1993) spoke of learning communities to

help learners persist. More research is needed to ascertain the best practices of faculty members who teach degree courses that support international students.

Faculty members are experts in their fields. Tinto (2006–2007) pointed out the lack of teacher training in higher education, he stated

Regarding faculty and staff development, it is increasingly clear that faculty actions, especially in the classroom, are critical to institutional efforts to increase student retention, but it is also clear that the faculty of our universities and colleges are, as matter of practice, the only faculty from kindergarten through universities who are literally not trained to teach their students (p. 7).

There is a lack of instruction on teaching students from specific cultures and integrating them into the course and curriculum. Faculty members will be more effective in the classroom, and both international and domestic students will have better academic and social experiences if the classroom is more globally centered. This would help faculty feel more comfortable as well. They would feel more confident in their choices to push international students to engage or know when they should back off and not put students, especially from collectivistic cultures, on the spot. The faculty members would have a better grasp as to when their efforts are doing harm versus good.

Limitations

The first limitation of this study was the international Chinese student subject sample size. The sample size was considerably smaller than planned which caused problems when running the statistical reports. Several of the Scale of Perceived Social Self-Efficacy Survey questions were statistically significant, but a larger sample size would have provided more definitive answers as to the impact of ESL on social self-efficacy.

Another limitation of the study was the self-selection of students themselves. The students that chose to participate in a study that examines their use of language and their confidence using it may have had a higher level of self-efficacy, demonstrated in their willingness to participate. The students participating were likely better students and more comfortable using language, and this sample is likely not representative of the population.

Because this is a cross-sectional study, not a longitudinal study, it was limited to what the faculty members and students reported. The subject university provided the aggregate data in a report format. The primary investigator was not able to conduct any descriptive or inferential data analysis.

Lastly, to avoid bias another researcher outside of the subject university and outside of the study coded the interview transcripts to ensure no bias existed in the data. An additional researcher outside of the subject university and outside of the study recoded the investigators data to avoid bias as well.

Recommendations

Recommendations for Practice

The investigator will share the results of this study with the administration of the subject university and will recommend ways that they can improve services to students and faculty members.

This university provides a welcoming place for international students, however it is only through the ESL Program that international students are receiving consistent support during the first one to three terms. These are academic courses and enrolled students must participate to reach their degree courses. All other programs directed towards international students are either optional or at the discretion of the faculty members in their degree programs. The investigator recommends that the subject university implement the ESL faculty members' suggestions to develop a bridge program for ESL students transitioning into their degree programs and for professional development for non-ESL faculty members to how to best support international students. A part of the bridge program, however, should also provide support for non-ESL international students who need the acculturative support when entering the subject university.

The subject university does provide faculty development programs to help degree program faculty members be more prepared for the classroom. However, the idea of having more globally centered classrooms needs more development and it is recommended that a task force be created to further explore this

concept. It should look at best practices at other colleges and universities to benchmark best practices.

In the meantime faculty members should attend faculty development programs and talk to other faculty members about their best practices. They should talk with ESL faculty members on how to reach students from various cultures. The ESL faculty members are the on-campus subject matter experts.

In addition, based on the current political climate it is essential that colleges and universities not only offer support to their international students, but also show the students that they are welcomed at the university, in the community, and the country. The subject university's multicultural center and international center are effective faculty resources and safe havens for international students. The subject university's office of admissions could use this research to support their efforts marketing the university abroad.

Recommendations for Future Research

Based on Redden's (2014) article, Bridge or Back Door, this pathway program is a bridge to US higher education. As demonstrated in the study the program is rigorous – ESL students keep up with domestic and non-ESL students in grade point average, retention, and graduation rates. This program provides opportunities, but it is not a back door. It is not allowing anyone to get through in a pay-to-play fashion. Due to the lack of research on pathway programs this study will add to the information and hopefully help other programs to be evaluated to acknowledge programs bridging this skills gap and weed out

those that are not preparing students for college.

Given the scope of this subject several research studies are recommended. First, the investigator recommends a replication of this study with a larger population, perhaps several colleges and universities to provide the critical mass. Another related study would be replicating this study using another cultural group. Are the results similar with a different cultural group?

The investigator included in her research questions on group work and technology. A paper for peers on international students isolation and frustration managing group work is likely. Additional research in the use of adaptive technology to assist in language learning is also of interest to the investigator.

The U.S. government offers international college students the ability to participate in Optional Practical Training (OPT) Programs. A longitudinal study could be conducted looking at the undergraduate population through graduation, OPT, and graduate school. Lastly while the primary investigator does not have experience in the field of psychology this research may be of value to the subject university's counseling center and may encourage future depression studies on the international student population. There has also been renewed interest in the study of introversion. When conducting the student subject interviews, the primary investigator found the students' experiences may serve as a catalyst for a study on introversion.

APPENDIX A

Study Questionnaire is to obtain demographic information – to be given at the same time as the Perceived Social Self-Efficacy Survey. Will use Qualtrics Software to deliver the questionnaire.

Study Questionnaire

I am studying International Chinese College Students and their social interaction. I would like your help by filling out this questionnaire and the following survey. Your honest answers to both this questionnaire and the following survey are necessary for this study.

Please answer all of the questions. The questionnaire is confidential.

Demographic Information/Background on English Language Learning

What is your first name (given name)? [This question is to allow the researcher to link your survey data with your interview information. It will not be used in the study itself.]

Gender: Male Female Other

Age: _____ Current GPA: _____

My Home Country is _____ My Home Province is _____

My Native Language is _____

What is Your Major? _____ What is your academic status? Junior Senior Other

How Old Were You When You First Started to Learn English? _____

How Many Years Had You Studied English Before Coming to the USA for College?

Did You Attend High School Outside of China? YES NO

If YES, in What Country? _____

Was English the Primary (Main) Language Spoken at that School? YES NO

How Many Years Have You Been in the USA (Total)? _____

Was Looking at Colleges or Coming to College Your First Time in the USA? YES NO

Did you take ESL Courses when you started college at this school? YES NO

If you DID NOT take ESL classes at this school please move onto the Section.

If you DID take ESL classes at this school please continue below.

If YES, How Many Levels of ESL Courses did you take? 1 2 3

Which Courses did you take each term (Check all that apply)?

Courses:	Oral Communications	Grammar	Reading	Writing
Levels				
Beginner:				
Intermediate:				
Advanced:				

ESL Activities

Using the chart below, please think back to your ESL Classes at [subject] University and Check Yes or No if you did that activity in class and then put an X in the box to state how often you did the activity.

Activity	Yes or No	If Yes, How often? (Put a X in the Box)		
		Rarely	Sometimes	Often
Did you spend holidays with professors or instructors? How often did you do that?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you attend film Thursdays? How often did you go?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you have a conversation partner? How often did you get together?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you participate in the Cultural Companion Program? How often did you go?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you participate in the Friday Workshops with the College of Arts & Sciences?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you participate in Globe Trotters? How often?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Did you visit the International Center? How often?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Essay Question: Were there other activities that you remember from your ESL classes? Please describe them, if you liked or disliked them, and did you do them often, sometimes or rarely.	Yes <input type="checkbox"/> No <input type="checkbox"/>			
	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Current Activities

Using the chart below, please tell us how often you participate in programs at this university? Check Yes or No to experience and place an X in the box stating how often you do the activity. Use the 3 bottom boxes to write in any activities that are not listed. Use the space outside of the box if you need to and please rate how often you do those activities.

Activity	Yes or No	If Yes, How often? (Put a X in the Box)		
		Rarely	Sometimes	Often
Do you spend holidays with professors or instructors? How often do you do that?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you participate in clubs or associations at [subject university]?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you participate in clubs or associations outside of school?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you play on any sports teams at [subject university]?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you play on any sports teams outside of school?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you attend on-campus events like "Not Just Coffee Hour"?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you attend on-campus events like the "Geography Series"?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you attend on-campus events hosted by Student Activities?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you attend off campus events hosted by Student Activities?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Do you live or have you lived in a residence hall while studying at [subject university]? If yes, do you attend residence hall activities?	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Perceived Status Assessment

These questions will help us to understand if there are other variables that may impact student persistence.

What was the highest level of education obtained by either of your parents?

Please put an X next your answer.

- Some High School
 Graduated from High School
 Some College
 Graduated from College
 Completed Master's Degree
 Completed Doctoral Degree
 Completed Post Doctoral Work

What is your family's perceived level of income? Select the range that is most appropriate to you. Please put an X next to your answer.

- Poverty/Struggling
 Working-Class
 Middle-Class
 Wealthy

Social Experience Assessments

You will be asked in the next set of questions if you have encountered various experiences and asked the number of times you have experienced them.

In your day-to-day life how often have any of the following things happened to you?

	Almost Every Day	At Least Once a Week	A Few Times a Month	A Few Times a Year	Less Than Once a Year	Never
1. You are treated with less courtesy or respect than other people.						
2. You receive poorer service than other people at the restaurant or stores.						
3. People act as if they think you are not smart.						
4. People act as if they are afraid of you.						
5. You are threatened or harassed.						

Note: Williams, 2012, p. 3.

Think about your experience now in your degree courses including your Arts & Science courses. How often have any of the following things happened to you?						
	Almost Every Day	At Least Once a Week	A Few Times a Month	A Few Times a Year	Less Than Once a Year	Never
1. Those speaking a different language made you feel like an outsider.						
2. You were not taken seriously.						
3. Peers thought you couldn't do the job.						
4. Peers hinted you were lazy.						
5. Peers hinted you were unintelligent.						
6. Peers treated you unfairly.						

Note: Brondolo, Kelly, Coakley, Gordon, Thompson, Levy, Cassells, Tobin, Sweeney, & Contrada, 2005, p. 343.

APPENDIX B

Delivered by Qualtrics Software

Scale of Perceived Social Self-Efficacy

This next section is called the Scale of Perceived Social Self-Efficacy Survey. It will ask a series of questions to find out how comfortable you feel about speaking in a variety of social settings. Again your honest answers are critical for the success of this research study.

Directions: Please read each statement carefully. Then decide how much confidence you have that you could perform each of these activities successfully. Please use the following key. (Below)

Response continuum: No Confidence at all (1) little Confidence (2) Moderate Confidence (3) Much Confidence (4) Complete Confidence (5)

How much confidence do you have that you could:	1	2	3	4	5
1. Start a conversation with someone you don't know very well.					
2. Express your opinion to a group of people discussing a subject that is of interest to you.					
3. Work on a school, work, community, or other project with people you don't know very well.					
4. Help to make someone you've recently met feel comfortable with a group of your friends.					
5. Share with a group of people an interesting experience you once had.					
6. Put yourself in a new and different social situation.					
7. Volunteer to help organize an event.					
8. Ask a group of people who are planning to engage in a social activity (e.g., go to a movie) if you can join them.					
9. Get invited to a party that is being given by a prominent or popular individual.					
10. Volunteer to help lead a group or organization.					
11. Keep up your side of the conversation.					
12. Be involved in-group activities.					
13. Find someone to spend a weekend afternoon with.					
14. Express your feelings to another person.					
15. Find someone to go out to lunch with.					
16. Ask someone out on a date.					
17. Go to a party or social function where you probably won't know anyone.					
18. Ask someone for help when you need it.					
19. Make friends with a member of your peer group.					
20. Join a lunch or dinner table where people are already sitting and talking.					
21. Make friends in a group where everyone else knows each other.					
22. Ask someone out after he/she was busy the first time you asked.					
23. Get a date to a dance that your friends are going to.					
24. Call someone you've met and would like to know better.					
25. Ask a potential friend out for coffee.					
Total:					

Note: (Smith & Betz, 2000, Betz, N. E. personal communication, October 8, 2015.)

APPENDIX C

One-on-One Interviews - Questions for Grounded Theory Qualitative Study

The purpose of the qualitative study is to uncover stories about the students' socialization experiences at the [subject] university. These questions will be used to prompt students to describe their experiences.

I am interested in your thoughts about going to school at [subject] university. Your stories will help me to learn about the transition into your degree courses. I value your input. Your information will help us to better support future students.

1. Did you participate in ESL course(s) or go straight into you degree courses? (Confirm information)
2. How has your experience at [subject] university been over the last three years?
3. What do you for fun?
4. Are you involved in clubs or organizations on-campus or off-campus?
5. If yes, would you tell me about them?
6. Describe how communication works in your classes.
 - a. Do you talk and participate in class activities?
 - b. Do you talk with your classmates during class? Do you talk to your non-Chinese classmates during class? These can be either class related or social conversations.
 - c. Would you tell me what it is like to work in groups in class?
 1. Are everyone's ideas included in the discussion?
 2. Does everyone share the work equally?
 3. Is anyone given less work or have less of a voice in the group?
 4. What are challenges for non-native speakers of English in the classroom?
 - d. What is it like for you to write your course papers and projects?
 - e. Do you go anywhere for help?
 - f. What aids do you use to help you read, study, or with pronunciation?
7. Would you tell me about a time when you were worried about talking, but you spoke anyway and it was successful?
8. How about a time when it wasn't successful? What could you have done to improve the experience?
9. Have you had any problems with the university's citation rules?
 - a. How do you understand those rules?
 - b. Have you been written up or received a penalty by a professor for breaking those rules?
10. Would you consider yourself happy most of the time?

11. Would you consider yourself sad: never, rarely, sometimes, often, or frequently?
12. During your time at school have you ever thought about quitting? If yes, what changed your mind?
13. What is the one thing you want your professor to know about you as an international student?
14. Based on the consent form that you signed, where will the data from this interview stored? [Question requested by BU-IRB-QI.]

APPENDIX D

English as a Second Language Faculty Survey on Socialization Techniques

Will use Qualtrics Software to deliver the survey.

Study Survey

I am studying International Chinese College Students, and their socialization and persistence. I would like your help by completing this survey related to [subject university's] ESL Program, specifically your teaching methods and socialization techniques. I am not evaluating the ESL program, but rather will use this information to provide background information about the International Chinese Students' experience. Your honest answers are necessary for this study.

Please answer all of the questions. The survey is confidential.

How many years have you taught ESL courses? _____

What is the highest academic degree you have attained?

[2-year Associates Degree, 4-year Bachelor's Degree in TESOL, 4-year Bachelor's Degree in Education, 4-year Bachelor's Degree in another discipline, Professional/Master's Degree, Doctorate/Terminal Degree, Post Doctorate]

What languages do you speak fluently? _____

How would you rate your familiarity with Chinese culture?

[Extremely Familiar, Very Familiar, Moderately Familiar, Slightly Familiar, Not Familiar at All]

What professional development have you done related to Cultural Awareness and English as a Second Language (ESL)?

What is your faculty-member status?

Full-time Faculty Member _____

Part-time Faculty Member _____

What ESL courses do you teach or have taught at this university? Please check all that apply.

	Oral Communications	Grammar	Reading	Writing
Beginner				
Intermediate				
Advanced				

What socialization activities do you use in your courses and how often do you use them? Please add in any techniques that are not listed below.

Activity	Yes or No	If Yes, How often? (Put a X in the Box)		
		Rarely	Sometimes	Often
Have you had international students spend holidays with you? How often did you do that?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you encouraged students to attend or take your class to Film Thursdays?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you used Conversation Partners in your course?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you used the Cultural Companion Program in your course?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you partnered with faculty in the College of Arts & Sciences in the Friday Workshops?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Has your class participated in Globe Trotters?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Has your class visited the International Center? How often?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you worked with [multicultural center] to create activities for your students? What were they? How often did they happen?	Yes <input type="checkbox"/> No <input type="checkbox"/>			
	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Classroom Techniques and Observations

How do you get students who are reluctant to talk in class? Please describe your techniques.

What advice do you give to students regarding acculturation and language acquisition at this university?

Do you have incidents where you had to work with ESL students regarding discipline (i.e. Plagiarism)?
[Yes/No]

[If yes] Are their incidents that are shared and specific to International Chinese students? Please describe.

What are the biggest challenges for International Chinese students at this university? [Give choices and leave room for write in answers]

Do you feel International Asian Students have more stress than other ESL Students? [Yes/No]

[If yes] Do you refer International Asian Students to Mental Health Services more than other ESL Students?
[Yes/No]

Do you feel International Chinese Students have more stress than other ESL Students? [Yes/No]

[If yes] Do you refer International Chinese Students to Mental Health Services more than other ESL Students?
[Yes/No]

Please state the level of responsibility that you have had in designing or providing input into this university's ESL program: [A great deal, A lot, A moderate amount, A little, None at all]

What changes and improvements would you like to see made to this program?

What additional resources are needed to support ESL students?

What additional information do you feel is important for the primary investigator to know about this university's ESL program to better understand the International Chinese student experience?

APPENDIX E

INFORMED CONSENT FORM #1 Student Form – to be used with Qualtrics Software

An Analysis of Pathway Programs and Social Integration in the Retention of International Chinese College Students: A Case Study Approach

Principal Investigator: Debbie C. Howarth, Doctoral Student, Boston University

Information and Purpose: Thank you for agreeing to participate in this study that will take place during the 2016–2017 school year. The research study is examining international college student experiences and particularly social interactions as part of their college experiences.

Your Participation: The study will take place first online and then on the [subject university] campus and take at the most two (2) hours of your time. During the initial phase of the research (1 hour maximum) you will be asked to complete an online personal questionnaire and then complete an online survey about your use of English. You will be asked a series of questions about your feelings towards speaking English, your activities and your course work. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the investigator that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation. This will not affect your class standing or your grades at [subject university]. After you have completed the questionnaire and survey you will be contacted to schedule a one-on-one interview with the investigator.

As part of the research study and with your permission the primary investigator would like access to your school records, particularly your:

- Transcript including GPA and ESL Classes Taken on campus, if any
- Language proficiency test scores (TOEFL, IELTS, or similar test; and test scores upon arrival at [subject university] if a test was taken)
- Financial Aid Status and Income Level

The primary investigator is asking for this data to examine trends in the student groups and to adjust for any variables. For example, “Are their similarities or differences in socialization if you took 0, 1, 2, or 3 terms of ESL when you arrived at [subject university]?” The primary investigator will follow the protocol outlined in the confidentiality section, so no one will handle data linked to you, the subjects.

If you agree to give the primary investigator permission to access your school records, please contact the primary investigator to complete the FERPA Consent Form. If you do not agree you can still participate in the research study.

To thank you for your time and participation in the questionnaire and survey you will receive a \$5.00 Starbucks Gift Card. If you participate in the study, but do not complete the questionnaire and/or survey you are still eligible for the \$5.00 Starbucks Gift Card.

Benefits and Risks: There are no direct benefits to you for participating in this research, however, the research will be to better understand the impact of social interactions and to identify areas for improvement.

The primary investigator will take every precaution to minimize any risk to research subjects. The possible risks could be subjects' uneasiness talking about their language skills and academic career. The primary investigator will remind subjects that their honest and complete answers are important to the research. She will also remind them that they are bilingual, many people cannot say that. That is why their knowledge is important to the study.

Another risk would be confidentiality. The confidentiality section outlines the precautions taken to ensure that the subjects' information remains confidential.

Confidentiality: The questionnaire and survey will not include your name. Your name and identifying information will not be associated with any part of the written report of the research. All of your questionnaire and survey responses and, if applicable, school records will be kept in a password-protected database for the duration of the study off-campus. After the study has been completed the data will be removed from the computer and stored on a CD-ROM in a locked cabinet off campus for a minimum of 7 years and then destroyed. The investigator will not share your individual responses with anyone other than the research supervisor. No one at [subject university] will have access to your name or knowledge of your responses in the research information.

All of the identifying information will be kept off campus.

If you have any questions or concerns, please contact the investigator, Debbie Howarth at (508) 813-1781 or her supervisor, Prof. Robert J. Weintraub, Ed.D., Research Professor, Educational Leadership, School of Education, Boston University at (617) 353-3519. If you have any questions about your role as a participant or your rights as a subject in this research project and wish to speak to someone independent of the research team you can contact the Boston University IRB Office at (617) 358-6115 or [name], director of institutional research at [subject university] at XXX-XXX-XXXX or email.

By selecting “To Participate in the Study” and clicking the next [>>] button below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

End Survey Participation

To Participate in the Study

[>>]

APPENDIX E
INFORMED CONSENT FORM #2 Student Form – to be given prior to the Interview

An Analysis of Pathway Programs and Social Integration in the Retention of International Chinese College Students: A Case Study Approach

Principal Investigator: Debbie C. Howarth, Doctoral Student, Boston University.

Information and Purpose: Thank you for agreeing to participate in this study that will take place during the 2016–2017 school year. The research study is examining international Chinese college student experiences and particularly social interactions as part of their college experiences.

Your Participation: The second phase of the research study will take place on the [subject university] campus and take at the most one (1) hour of your time. During the second phase of the research you will be asked to participate in a one-on-one interview with the investigator. You will be asked questions asking you to describe your experience using English language skills at school, doing activities, and interacting with others. The investigator will use a voice recorder for assistance with note taking. You are not required to answer any questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the investigator that you would like to stop the interview and your participation in the study. There is no penalty for discontinuing participation. This will not affect your class standing or grades at [subject university].

As part of the research study and with your permission the primary investigator would like access to your school records, particularly your:

- Transcript including GPA and ESL Classes Taken on campus, if any
- Language proficiency test scores (TOEFL, IELTS, or similar test; and test scores upon arrival at [subject university] if a test was taken)
- Financial Aid Status and Income Level

The primary investigator is asking for this data to examine trends in the student groups and to adjust for any variables. For example, “Are their similarities or differences in socialization if you took 0, 1, 2, or 3 terms of ESL when you arrived at [subject university]?” The primary investigator will follow the protocol outlined in the confidentiality section, so no one will handle data linked to the subjects.

If you agree to give the primary investigator permission to access your school records, please complete the FERPA Form on the following page. If you do not agree you can still participate in the research study.

To thank you for your time and participation in the interview you will receive a \$10.00 iTunes Gift Card. If you participate in the study, but do not complete the interview you are still eligible for the \$10.00 iTunes Gift Card.

Benefits and Risks: There are no direct benefits to you for participating in this research, however, the research will be to better understand the impact of social interactions and to identify areas for improvement.

The primary investigator will take every precaution to minimize any risk to research subjects. The possible risks could be subjects' uneasiness talking about their language skills and academic career. The primary investigator will remind subjects that their honest and complete answers are important to the research. She will also remind them that they are bilingual, many people cannot say that. That is why their knowledge is important to the study.

Another risk would be confidentiality. The confidentiality section outlines the precautions taken to ensure that the subjects' information remains confidential.

Confidentiality: Your name will not be used in the voice recording. Your name and identifying information will not be associated with any part of the written report of the research. All of your interview recordings and transcripts, and if applicable, school records will be kept in a password-protected database for the duration of the study off-campus. After the study has been completed the data will be removed from the computer and stored on a CD-ROM in a locked cabinet off campus for a minimum of 7 years and then destroyed. The investigator will not share your individual responses with anyone other than the research supervisor. No one at [subject university] will have access to your name or knowledge of your responses in the research information.

All of the identifying information will be kept off campus.

If you have any questions or concerns, please contact the investigator, Debbie Howarth at (508) 813-1781 or her supervisor, Prof. Robert J. Weintraub, Ed.D., Research Professor, Educational Leadership, School of Education, Boston University at (617) 353-3519. If you have any questions about your role as a participant or your rights as a subject in this research project and wish to speak to someone independent of the research team you can contact the Boston University IRB Office at (617) 358-6115 or [name], director of institutional research at [subject university] at XXX-XXX-XXXX or email.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Name: _____ Signature: _____
Please Print

Date: _____

Additional Data: With your permission the researcher would also like to access your academic transcript. Please complete the FERPA FORM on the following page.

Student Authorization to Release Information

- The Family Educational Rights and Privacy Act of 1974 (FERPA) allows _____ to disclose student information (including grades and academic standing, financial information, and disciplinary actions) to third parties in certain circumstances, including when the student has signed a written authorization. Completion of this form authorizes _____ in its discretion, to discuss or disclose your student information to a third party as indicated below.
- See the Student Handbook (located at www.jwu.edu), "Family Educational Rights and Privacy Act" and "Directory Information Public Notice" for further information regarding FERPA.

Please print clearly and legibly and fill out completely

Student name: _____ **Student ID#:** _____

Student phone: _____ **Major:** _____

I hereby authorize _____, in its discretion, to disclose my education records and other student information to the following parties. I acknowledge and agree that:

- Neither FERPA nor this authorization requires _____ to disclose information; any disclosure will be at the university's discretion and using only the contact information provided on this form.
- This authorization is effective until I revoke it by providing a signed notification to Student Academic and Financial Services.
- I release _____ its employees, and agents from any liability to me or anyone claiming by, through, or under me, which may arise directly or indirectly out of _____ good faith reliance on this authorization.
- A facsimile or photocopy of this authorization will be considered as effective and valid as the original.

Authorized Parties:

Name 1: Debbie C. Howarth **Relationship:** Student Researcher

Address (street, city, state, zip code): Boston University 2 Silber Way, Boston, MA 02115

Nation: USA **E-mail address:** dhowarth@bu.edu

Telephones (cell, home, and/or work): (508) 813-1781

Authorized records to be

released: GPA, demographic data, TOEFL/IELTS/Other language proficiency scores, current transcript or equivalent.

Name 2: Robert J. Weintraub, Ed.D. **Relationship:** Research Professor/Supervisor

Address (street, city, state, zip code): Boston University, 2 Silber Way, Boston, MA 02115

Nation: USA **E-mail address:** rjtraub@bu.edu

Telephones (cell, home, and/or work): (617) 353-3519

Authorized records to be

released: GPA, demographic data, TOEFL/IELTS/Other language proficiency scores, current transcript or equivalent.

Purpose of the Disclosure:

State purpose: Academic research on International Chinese Student Persistence.

Authorization:

Student signature: _____ **Date:** _____

Note: Reference to subject school has been removed for confidentiality.

APPENDIX E
INFORMED CONSENT FORM #3 FACULTY FORM – to be used with
Qualtrics Software

**An Analysis of Pathway Programs and Social Integration in the Retention
of International Chinese College Students: A Case Study Approach**

Principal Investigator: Debbie C. Howarth, Doctoral Student, Boston University

Information and Purpose: Thank you for agreeing to participate in this study that will take place during the 2016–2017 school year. The research study is examining international college student experiences and particularly social interactions as part of their college experiences.

Your Participation: The study will take place on the [subject university] campus. The ESL Faculty portion of the study will take place online and will take approximately one (1) hour of your time. You will be asked to complete a survey about the university's ESL Program and your use of socialization techniques in your ESL courses. You will be asked a series of questions about your teaching methods, and use of socialization techniques and the frequency of use. You are not required to answer the questions. You may pass on any question that makes you feel uncomfortable. At any time you may notify the investigator that you would like to stop the survey and your participation in the study. There is no penalty for discontinuing participation.

Benefits and Risks: There are no direct benefits to you for participating in this research, however, the research will be used to provide background information for the study as well as help to develop questions that will be asked of the student subjects regarding their socialization experiences.

The primary investigator will take every precaution to minimize any risk to research subjects. A risk would be confidentiality. The confidentiality section outlines the precautions taken to ensure that the subjects' information remains confidential.

Confidentiality: The survey will not include your name. Your name and identifying information will not be associated with any part of the written report of the research. Your survey responses will be kept in a password-protected database for the duration of the study off-campus. After the study has been completed the data will be removed from the computer and stored on a CD-ROM in a locked cabinet off campus for a minimum of 7 years and then destroyed. The investigator will not share your individual responses with anyone other than the research supervisor. No one at [subject university] will have access to your name or knowledge of your responses in the research information.

All of the identifying information will be kept off campus.

If you have any questions or concerns, please contact the investigator, Debbie Howarth at (508) 813-1781 or her supervisor, Prof. Robert J. Weintraub, Ed.D., Research Professor, Educational Leadership, School of Education, Boston University at (617) 353-3519. If you have any questions about your role as a participant or your rights as a subject in this research project and wish to speak to someone independent of the research team you can contact the Boston University IRB Office at (617) 358-6115 or [name], director of institutional research at [subject university] at XXX-XXX-XXXX or email.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time.

Name: _____ Signature: _____
Please Print

Date: _____

APPENDIX F

STUDENT SUBJECT CASE STUDY DATA FROM SCALE OF PERCEIVED SOCIAL SELF-EFFICACY SURVEY

ESL Student Subjects

Case One. “Adam” is a 23-year old student who began learning English at the age of 12 and studied English for 9 years before coming to the USA. He currently has a 2.98 GPA and has completed 5 terms at the subject school (this school runs on terms, not semesters). At least one of Adam’s parents graduated from college and his family is considered middle class. The subject school did not have a language proficiency test score on file for him, but he did take levels 2 and 3 of ESL prior to starting his degree program. Adam is not interested in on or off campus clubs. He thinks they are a waste of his time. He prefers to spend his time playing video games.

Adam took the Scale of Perceived Social Self-Efficacy survey and scored a 92 out of 125, with a mean and standard deviation of 3.68 (0.627). Adam had no score below moderate confidence. He was moderately confident about these tasks:

- Volunteer to help organize an event
- Ask to join a group of people to engage in a social activity like going to the movies
- Volunteer to help lead a group
- Be involved in-group activities
- Go to a party or social function where you probably won’t know anyone

- Join a lunch or dinner table where people are already sitting and talking
- Ask someone out after he/she was busy the first time you asked
- Get a date to dance that your friends were going to have
- Call someone you've met and would like to know better
- Ask a potential friend out for coffee

Adam had much confidence for these tasks:

- Start a conversation with someone you don't know very well
- Express your opinion to a group of people discussing a subject that is of interest to you
- Work on a school, work, community, or other project with people you don't know very well
- Help to make someone you've recently met feel comfortable with a group of your friends
- Get invited to a party that is given by a prominent or popular individual
- Find someone to spend a weekend afternoon with
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone out on a date
- Make friends with a member of your peer group
- Make friends in a group where everyone else knows each other

He was completely confident about these tasks:

- Ask for help when you need it

- Share with a group of people an interesting experience you once had

Adam' social self-efficacy results show he feels confident in using his English language skills, though not as strongly when the social interaction is deeply personal.

Case Two. "Cathy" is a 22-year old student who began learning English at the age of 7 and studied English for 11 years before coming to the USA. She also attended high school in the USA. She currently has a 3.41 GPA and has completed 11 terms at the subject school. At least one of Cathy's parents graduated from high school and her family is considered working class. Cathy scored a 258 on the LOEP Placer Language Proficiency test, which was below the 315 minimum. So she was placed in ESL and she took levels 2 and 3 of ESL prior to starting her degree program. Cathy is a coordinator on the subject school's global awareness club where she organizes activities.

Cathy took the Scale of Perceived Social Self-Efficacy survey and scored a 58 out of 125, with a mean and standard deviation of 2.32 (1.108). Cathy had no confidence that she could perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Work on a school, work, community, or other project with people you don't know very well
- Ask someone out on a date
- Go to a party or social function where you probably won't know anyone

- Ask someone out after he/she was busy the first time you asked
- Call someone you've met and would like to know better

She felt she had little confidence to perform these tasks:

- Start a conversation with someone you don't know very well
- Share with a group of people an interesting experience you once had.
- Put yourself in a new and different social situation
- Keep up your side of the conversation
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone for help when you need it
- Join a lunch or dinner table where people are already sitting and talking
- Make friends in a group where everyone else knows each other
- Get a date to dance that your friends were going to have

Cathy had moderate confidence to perform these tasks:

- Get invited to a party that is given by a prominent or popular individual
- Volunteer to help lead a group
- Find someone to spend a weekend afternoon with
- Make friends with a member of your peer group
- Ask a potential friend out for coffee

She had much confidence to perform these tasks:

- Help to make someone you've recently met feel comfortable with a group of your friends

- Ask to join a group of people to engage in a social activity like going to the movies
- Be involved in-group activities

Cathy had complete confidence to perform these tasks:

- Volunteer to help organize an event

While Cathy does participate in clubs and activities, she does not have a great deal of confidence about using English in social situations.

Case Three. “Edward” is a 22-year old student who began learning English at the age of 10 and studied English for 8 years before coming to the USA. He currently has a 3.93 GPA and has completed 12 terms at the subject school. At least one of Edward’s parents had some high school and his family is considered middle class. Edward took the LOEP Placer language proficiency test and scored a 312, below the 315 cut off, so he took level 3 of ESL prior to starting his degree program. Edward was a marketing coordinator for an on-campus global awareness program and a past vice-president of a cultural club.

Edward took the Scale of Perceived Social Self-Efficacy survey and scored a 96 out of 125, with a mean and standard deviation of 3.84 (0.746).

Edward had little confidence for the task:

- Go to a party or social function where you probably won’t know anyone

He had moderate confidence about these tasks:

- Start a conversation with someone you don’t know very well

- Work on a school, work, community, or other project with people you don't know very well
- Put yourself in a new and different social situation
- Join a lunch or dinner table where people are already sitting and talking
- Ask someone out after he/she was busy the first time you asked
- Get a date to dance that your friends were going to have

Edward had much confidence with these tasks:

- Volunteer to help organize an event
- Ask to join a group of people to engage in a social activity like going to the movies
- Volunteer to help lead a group
- Be involved in-group activities
- Call someone you've met and would like to know better
- Ask a potential friend out for coffee
- Ask for help when you need it
- Express your opinion to a group of people discussing a subject that is of interest to you
- Help to make someone you've recently met feel comfortable with a group of your friends
- Get invited to a party that is given by a prominent or popular individual
- Ask someone out on a date
- Make friends with a member of your peer group

- Make friends in a group where everyone else knows each other

Edward had complete confidence with these tasks:

- Share with a group of people an interesting experience you once had
- Find someone to spend a weekend afternoon with
- Express your feelings to another person
- Find someone to go to out to lunch with

Edward feels confident when using his English language skills.

Case Four. “Gina” is a 21-year old student who began learning English at the age of 6 and studied English for 12 years before coming to the USA. She also attended high school in the USA. She currently has a 3.77 GPA and has completed 9 terms at the subject school. At least one of Gina’s parents graduated from college and her family is considered working class. Gina scored a 497 on the International TOEFL Language Proficiency test, below the 550 threshold, so she was placed in ESL and she took level 3 of ESL prior to starting her degree program. Gina is a member of the subject school’s Chinese scholar association where she organizes activities.

Gina took the Scale of Perceived Social Self-Efficacy survey and scored an 88 out of 125, with a mean and standard deviation of 3.52 (0.963). She had little confidence to perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Go to a party or social function where you probably won’t know anyone

- Join a lunch or dinner table where people are already sitting and talking

Gina had moderate confidence to perform these tasks:

- Start a conversation with someone you don't know very well
- Work on a school, work, community, or other project with people you don't know very well
- Put yourself in a new and different social situation
- Get invited to a party that is given by a prominent or popular individual
- Volunteer to help lead a group
- Keep up your side of the conversation
- Ask someone for help when you need it
- Make friends with a member of your peer group
- Make friends in a group where everyone else knows each other
- Ask someone out after he/she was busy the first time you asked
- Get a date to dance that your friends were going to have

She had much confidence to perform these tasks:

- Share with a group of people an interesting experience you once had.
- Ask to join a group of people to engage in a social activity like going to the movies
- Be involved in-group activities
- Express your feelings to another person
- Call someone you've met and would like to know better
- Ask a potential friend out for coffee

Gina had complete confidence to perform these tasks:

- Ask someone out on a date
- Find someone to go to out to lunch with
- Help to make someone you've recently met feel comfortable with a group of your friends
- Find someone to spend a weekend afternoon with
- Volunteer to help organize an event

Gina seems to feel confident in social tasks she has some control over.

Those that she has no control over, such as going to a party where no one will know her, causes her not to feel confident in using her English.

Non-ESL Student Subjects

Case Five. "Brooke" is a 20-year old student who began learning English at the age of 7 and studied English for 11 years before coming to the USA. She currently has a 3.78 GPA and has completed 9 terms at the subject school. At least one of Brooke's parents attended some college and her family is considered middle class. Brooke scored an 88 on the TOEFL IBT Language Proficiency test, above the 80 required by the subject school, so she went directly to her degree program. Brooke is an officer and student relations' coordinator for an on-campus faith-based organization. She also is a musician who performs at worship services.

Brooke took the Scale of Perceived Social Self-Efficacy survey and scored a 94 out of 125, with a mean and standard deviation of 3.76 (0.597). Brooke has

no scores below moderate confidence. She has moderate confidence that she could perform these tasks:

- Start a conversation with someone you don't know very well
- Work on a school, work, community, or other project with people you don't know very well
- Put yourself in a new and different social situation
- Volunteer to help organize an event
- Keep up your side of the conversation
- Join a lunch or dinner table where people are already sitting and talking
- Ask someone out after he/she was busy the first time you asked

She had much confidence to perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Ask someone out on a date
- Go to a party or social function where you probably won't know anyone
- Call someone you've met and would like to know better
- Share with a group of people an interesting experience you once had.
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone for help when you need it
- Make friends in a group where everyone else knows each other
- Get a date to dance that your friends were going to have

- Get invited to a party that is given by a prominent or popular individual
- Volunteer to help lead a group
- Make friends with a member of your peer group
- Ask a potential friend out for coffee
- Help to make someone you've recently met feel comfortable with a group of your friends
- Ask to join a group of people to engage in a social activity like going to the movies
- Be involved in-group activities

Brooke had complete confidence to perform these tasks:

- Find someone to spend a weekend afternoon with

Brooke feels confident when she uses her English language skills in social settings.

Case Six. "Daria" is a 22-year old student who began learning English at the age of 8 and studied English for 8 years before coming to the USA. She also attended high school in the USA. She currently has a 3.80 GPA and has completed 8 terms at the subject school. At least one of Daria's parents attended some college and her family is considered middle class. The subject school did not have a language proficiency test on file for Daria; however, she went directly to her degree program. Daria attends events held by 5-6 different organizations on campus, but she is not an officer or involved in a specific club. Daria is also Taiwanese.

Daria took the Scale of Perceived Social Self-Efficacy survey and scored a 71 out of 125, with a mean and standard deviation of 2.84 (0.943). Daria had no confidence in performing the following tasks:

- Go to a party or social function where you probably won't know anyone
- Get a date to dance that your friends were going to have

She has little confidence that she could perform these tasks:

- Put yourself in a new and different social situation
- Ask to join a group of people to engage in a social activity like going to the movies
- Get invited to a party that is given by a prominent or popular individual
- Express your feelings to another person
- Join a lunch or dinner table where people are already sitting and talking
- Ask someone out after he/she was busy the first time you asked
- Call someone you've met and would like to know better

Daria has moderate confidence to perform these tasks:

- Work on a school, work, community, or other project with people you don't know very well
- Help to make someone you've recently met feel comfortable with a group of your friends
- Share with a group of people an interesting experience you once had.
- Volunteer to help organize an event
- Volunteer to help lead a group

- Be involved in-group activities
- Ask someone out on a date
- Ask someone for help when you need it
- Make friends in a group where everyone else knows each other

She had much confidence to perform these tasks:

- Start a conversation with someone you don't know very well
- Express your opinion to a group of people discussing a subject that is of interest to you
- Keep up your side of the conversation
- Find someone to spend a weekend afternoon with
- Find someone to go to out to lunch with
- Make friends with a member of your peer group
- Ask a potential friend out for coffee

Daria was very direct in the interview. She made the distinction that she is Taiwanese, not Chinese. She also discussed at length how she prefers to talk to native speakers and prefers classes with them. Daria's Scale of Perceived Social Self-Efficacy score was much lower than expected based on the interview information she provided.

Case Seven. "Frances" is a 20-year old student who began learning English at the age of 10 and studied English for 8 years before coming to the USA. Frances also attended high school in the USA. She currently has a 3.93 GPA and has completed 5 terms at the subject school. At least one of Frances's

parents is a college graduate and her family is considered middle class. Frances scored a 95 on the TOEFL IBT Language Proficiency test, above the 80 required by the subject school, so she went directly to her degree program. Frances is not interested in on or off-campus clubs or organizations.

Frances took the Scale of Perceived Social Self-Efficacy survey and scored a 105 out of 125, with a mean and standard deviation of 4.2 (0.707). Frances had the highest SPSSE score of all nine cases. Frances has no scores below moderate confidence. She has moderate confidence that she could perform these tasks:

- Ask to join a group of people to engage in a social activity like going to the movies
- Go to a party or social function where you probably won't know anyone
- Make friends in a group where everyone else knows each other
- Ask someone out after he/she was busy the first time you asked

She had much confidence to perform these tasks:

- Start a conversation with someone you don't know very well
- Work on a school, work, community, or other project with people you don't know very well
- Put yourself in a new and different social situation
- Volunteer to help organize an event
- Join a lunch or dinner table where people are already sitting and talking
- Call someone you've met and would like to know better

- Share with a group of people an interesting experience you once had.
- Get a date to dance that your friends were going to have
- Get invited to a party that is given by a prominent or popular individual
- Volunteer to help lead a group
- Ask a potential friend out for coffee
- Help to make someone you've recently met feel comfortable with a group of your friends

Frances had complete confidence to perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Keep up your side of the conversation
- Be involved in-group activities
- Find someone to spend a weekend afternoon with
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone out on a date
- Ask someone for help when you need it
- Make friends with a member of your peer group

Frances feels confident when she uses her English language skills in social settings.

Case Eight. "Helen" is a 20-year old student who began learning English at the age of 8 and studied English for 2 years before coming to the USA. She

currently has a 3.94 GPA and has completed 9 terms at the subject school. At least one of Helen's parents had some high school and her family is considered middle class. Frances scored an 86 on the TOEFL IBT Language Proficiency test, above the 80 required by the subject school, so she went directly to her degree program. Helen was involved with 2 hospitality clubs, but did not remember their names during the interview.

Helen took the Scale of Perceived Social Self-Efficacy survey and scored a 53 out of 125, with a mean and standard deviation of 2.12 (1.013). Helen had the lowest SPSSE score of all nine cases. Helen has no confidence that she could perform these tasks:

- Work on a school, work, community, or other project with people you don't know very well
- Ask to join a group of people to engage in a social activity like going to the movies
- Go to a party or social function where you probably won't know anyone
- Join a lunch or dinner table where people are already sitting and talking
- Make friends in a group where everyone else knows each other
- Ask someone out after he/she was busy the first time you asked
- Get a date to dance that your friends were going to have
- Call someone you've met and would like to know better

She had little confidence to perform these tasks:

- Start a conversation with someone you don't know very well

- Put yourself in a new and different social situation
- Volunteer to help organize an event
- Volunteer to help lead a group
- Keep up your side of the conversation
- Be involved in-group activities
- Ask someone for help when you need it
- Make friends with a member of your peer group

Helen had moderate confidence to perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Help to make someone you've recently met feel comfortable with a group of your friends
- Share with a group of people an interesting experience you once had.
- Get invited to a party that is given by a prominent or popular individual
- Ask a potential friend out for coffee

She had much confidence to perform these tasks:

- Find someone to spend a weekend afternoon with
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone out on a date

While Helen is succeeding academically based on her GPA, she has very little confidence in using her English language skills socially.

Case 9. “Irene” is a 21-year old student who began learning English at the age of 4 and studied English for 15 years before coming to the USA. She currently has a 3.28 GPA and has completed 7 terms at the subject school. At least one of Irene’s parents is a college graduate and her family is considered middle class. Irene scored a 6.5 on the IELTS Language Proficiency test, above the 5.5 required by the subject school, so she went directly to her degree program. Irene is not interested in on or off-campus clubs or organizations.

Irene took the Scale of Perceived Social Self-Efficacy survey and scored an 86 out of 125, with a mean and standard deviation of 3.44 (0.768). She has little confidence that she could perform these tasks:

- Go to a party or social function where you probably won’t know anyone
- Join a lunch or dinner table where people are already sitting and talking
- Get a date to dance that your friends were going to have

Irene has moderate confidence that she could perform these tasks:

- Start a conversation with someone you don’t know very well
- Work on a school, work, community, or other project with people you don’t know very well
- Put yourself in a new and different social situation
- Volunteer to help lead a group
- Keep up your side of the conversation
- Be involved in-group activities
- Ask someone for help when you need it

- Ask someone out after he/she was busy the first time you asked
- Call someone you've met and would like to know better

She had much confidence to perform these tasks:

- Express your opinion to a group of people discussing a subject that is of interest to you
- Help to make someone you've recently met feel comfortable with a group of your friends
- Volunteer to help organize an event
- Ask to join a group of people to engage in a social activity like going to the movies
- Get invited to a party that is given by a prominent or popular individual
- Find someone to spend a weekend afternoon with
- Express your feelings to another person
- Find someone to go to out to lunch with
- Ask someone out on a date
- Make friends with a member of your peer group
- Make friends in a group where everyone else knows each other
- Ask a potential friend out for coffee

Irene had complete confidence to perform these tasks:

- Share with a group of people an interesting experience you once had.

Irene like Gina seems to feel confident in social tasks she has some control over. Those that she has no control over, such as going to a party where no one will know her, causes her not to feel confident in using her English.

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