Do I Belong Here?
Exploring Immigrant College Students’ Satisfaction Levels at Large, Research Universities
2009 SERU Results

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Minneapolis, MN

University of Minnesota
Driven to DiscoverSM
Introductions

• Setting the context

• Institutional Research and Faculty Collaboration

• How project got started
Shifting Demographics

• Immigration issues as timely

• Over 38 million foreign-born individuals residing in US

• One out of four Americans under 18 has at least one immigrant parent (American Community Survey, 2010)
Student Experience in the Research University (SERU) Survey

- SERU AAU Consortium currently includes 16 major US public research universities:
  - All 9 undergraduate campuses of the University of California system
    - UC Berkeley
  - University of Michigan at Ann Arbor
  - University of Minnesota-Twin Cities
  - Rutgers University
  - University of Florida
  - University of Pittsburgh
  - University of Oregon
  - University of Texas at Austin
SERU Survey

• Systematic environmental scan of the undergraduate experience
• In-depth analysis of the varied types and levels of undergraduate engagement in research universities
• The survey is organized around five thematic research areas:
  – Academic engagement
  – Civic and community engagement
  – Global knowledge, skills, and awareness
  – Student life and development
  – Wildcard module for the University of Minnesota
SERU Survey Design

- Census Survey of Undergraduates
- Modular Construction—minimize time needed for completion
- Core Items (100% of participants)
- Modules (1 of 4 randomly assigned to varying % of participants)
  - Academic Engagement - 30%
  - Community & Civic Engagement - 20%
  - Student Development - 20%
  - “Wild-Card”—UM Specific Questions - 30%

Institutional data (campus administrative records)
What is the purpose of the SERU?

- Three major uses of the SERU Consortium design and survey products include the following:
  - ACADEMIC PROGRAM REVIEW: The SERU Survey provides a census and longitudinal data set providing a broad range of analysis including comparisons with equivalent academic programs at other Consortium campuses
  - CAMPUS AND PROGRAM ASSESSMENT/ACCREDITATION: Provides ability to integrate SERU survey data with other campus data sets to identify effective programs and experiences to particular university strategic goals and missions
  - ADDITIONAL REPORTS AND ANALYSIS: Data and analysis for internal and external reporting needs. The SERU Survey is also part of the new “voluntary System of Accountability” (VSA)
SERU Survey

• In spring 2009, the SERU was distributed to 145,150 undergraduate students across six-institutions of the consortium.
• Response rates varied from 26% to 69%
• 58,017 respondents (40%)
Operationalizing Immigrant Generation

• SERU items
  – 1. Birth location of Grandparents (maternal and fraternal)
  – 2. Birth location of Parents
  – 3. Birth location of student
  – 4. Immigration year if born outside U.S

• Central records
  – 1. Age at time of survey
Resulting categories

Recent Immigrant: Wave 1 [Born outside of the US arrived by age 12]
Recent Immigrant: Wave 2 [Born outside of the US-arrived age 13 or older]
Gen 2.0: [Both parents not born in US]
Gen 2.5: [One parent not born in US]
Gen 3.0: [3 or more Grandparents not born in US]
Gen 3.5: [Two Grandparent not born in US]
Gen 4.0: [3 or more Grandparents born in the US]
## Analysis Groups

<table>
<thead>
<tr>
<th>Immigrant Generation Category</th>
<th>Count</th>
<th>Column N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent immigrant: Wave 1</td>
<td>4,634</td>
<td>8.4%</td>
</tr>
<tr>
<td>Recent immigrant: Wave 2</td>
<td>1,753</td>
<td>3.3%</td>
</tr>
<tr>
<td>2nd generation</td>
<td>12,432</td>
<td>22.2%</td>
</tr>
<tr>
<td>3rd or 4th generation</td>
<td>36,614</td>
<td>66.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55,433</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

SERU Satisfaction Factor

Factor 1: Satisfaction with Educational Experience

- Subfactor 1c: Sense of Belonging and Satisfaction
  - [Campus] grade point average
  - *Overall social experience*
  - Overall academic experience
  - Value of your education for the price you’re paying
  - *I feel that I belong at this campus*
  - *Knowing what I know now, I would still choose to enroll at this campus*
For Factor 1: difference between 3rd or 4th generation students and Wave 1 and 2nd generation were statistically significant. (p<.001) No statistically significant difference was found between 3rd or 4th generation and Wave 2.

Though there are significant differences between means, there is also considerable overlap of student satisfaction with their educational experiences across the four groups and considerable variance within group.
For Factor 1c: difference between 3rd or 4th generation students and Wave 1, Wave 2, and 2nd generation were statistically significant. (p<.001)

Though there are significant differences between means, there is also considerable overlap of student satisfaction with their sense of belonging and satisfaction across the four groups and considerable variance within group.
Percent Satisfied/Very Satisfied With “Overall Social Experience” by Immigrant Generation

- Recent Immigrant: Wave 1
  - Satisfied: 36%
  - Very Satisfied: 18%
- Recent Immigrant: Wave 2
  - Satisfied: 34%
  - Very Satisfied: 15%
- 2nd Generation
  - Satisfied: 35%
  - Very Satisfied: 18%
- 3rd or 4th Generation
  - Satisfied: 38%
  - Very Satisfied: 24%
Percent Agree/Strongly Agree With:
“I feel I That I Belong on This Campus” by Immigrant Generation

<table>
<thead>
<tr>
<th>Generation</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent Immigrant: Wave 1</td>
<td>35%</td>
<td>27%</td>
</tr>
<tr>
<td>Recent Immigrant: Wave 2</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>2nd Generation</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>3rd or 4th Generation</td>
<td>37%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Percent Agree/Strongly Agree With: “I would still choose to enroll at this campus” by Immigrant Generation

- **Recent Immigrant: Wave 1**
  - Agree: 31%
  - Strongly Agree: 36%

- **Recent Immigrant: Wave 2**
  - Agree: 33%
  - Strongly Agree: 36%

- **2nd Generation**
  - Agree: 31%
  - Strongly Agree: 37%

- **3rd or 4th Generation**
  - Agree: 31%
  - Strongly Agree: 44%
Broader implications

• Creating “safe spaces” for engagement.

• “mattering” concept

• Establishing student affairs partnerships that reach out to immigrant students
Student Affairs Implications

- SA practitioners play key role in helping immigrant student groups.

- Co-facilitate creation of student-led organizations; clubs of interest to immigrant groups.
Student Affairs Strategies

• Focus on peers: *cultural enclaves*; (Kim, 2009; Renn & Arnold, 2003).

• Innovative strategies for targeting students (e.g., onsite advising)
Curriculum Initiatives

• Create curricular options where immigrants can engage academically and socially.

• Ex: high impact educational practices (Kuh, 2008); learning communities
Student Affairs Strategies

• Consider implementing peer mentoring programs; pair upper level immigrant students with incoming, first-year students.

• Ex: advising and multicultural affairs units; Summer Bridge; Somali student idea.
Implications for Research

• Engage in longitudinal studies with immigrant students

• Devise meaningful qualitative studies
Implications for Research

• Agree on definitions of immigrants and pursue scholarly research on immigrant student groups.

• Ex: use common language to identify student groups.
Case Study: Fatimah

• Review description of non-traditional student @ research institution.

• Get into groups of 2-3 to discuss.

• Identify key issues for this student.
Citation for Further Reading

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