



THE OHIO STATE UNIVERSITY

OFFICE OF STUDENT LIFE

**A Comparison of First-year International
Students and Domestic Students:
Findings from NSSE and MSL**

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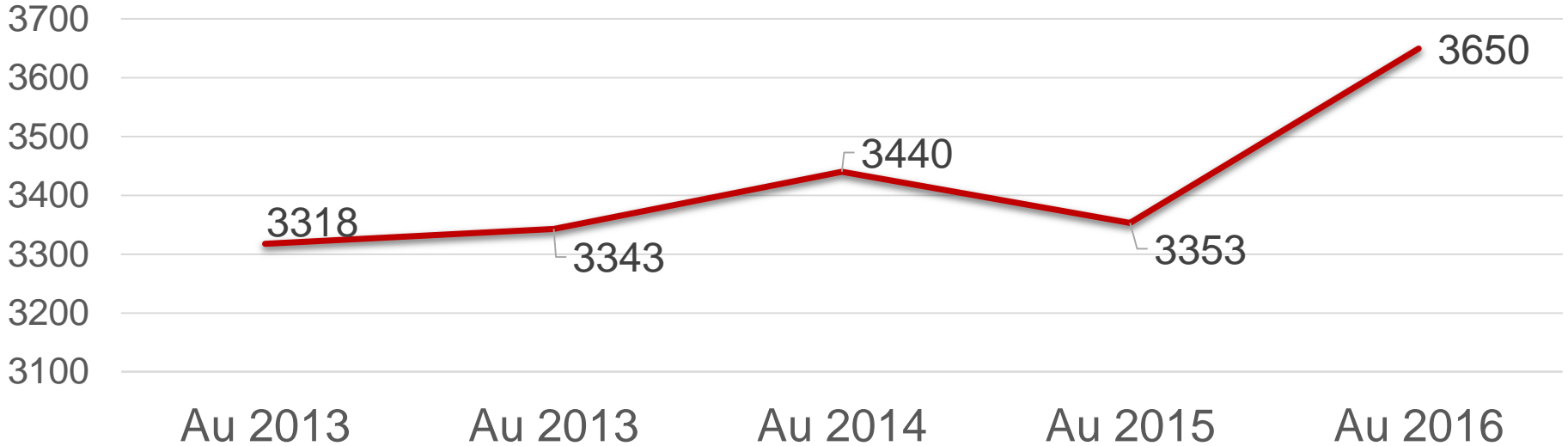


Why would you like to learn about international students?



The fact

International Student Enrollment Trend



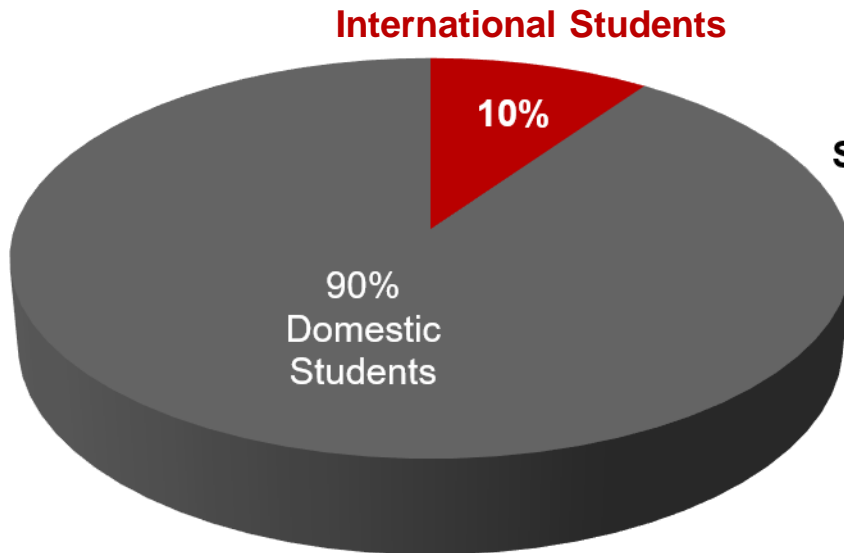


The fact

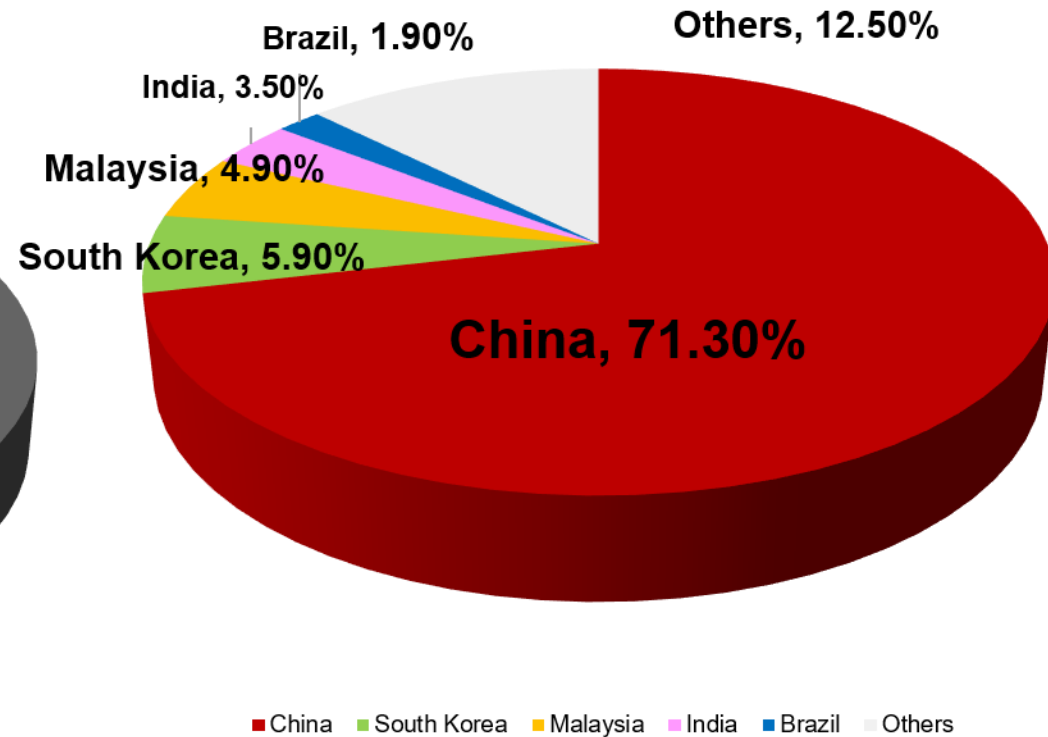
Au 2016

International: 3,650

Domestic: 42,181



International Undergraduate Students





NSSE

(National Survey of Student Engagement)

NSSE is designed for reflecting behaviors by students and institutions that are associated with desired outcomes, and pointing to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

Sample: **First and fourth year students only**

Timeline: **Every 3 years, upcoming: Spring 2019**



NSSE Major Scales (Handout)

Scale	Description
Higher-Order Learning	Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information
Reflective and Integrative Learning	How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.
Learning Strategies	How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.
Quantitative Reasoning	How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.
Collaborative Learning	How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.
Discussions with Diverse Others	How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views
Student-Faculty Interaction	How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance.
Effective Teaching Practices	Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback
Quality of Interactions	How students rated their interactions with important people in their learning environment, including other students, advisors, faculty, student services, and other administrative staff members.
Supportive Environment	Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.



MSL (Multi-Institutional Study of Leadership)

The MSL is an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (e.g., efficacy, cognitive skills, resiliency).

Sample: **4,000 random sample**

Timeline: **Every 3 years, upcoming: Spring 2018**



MSL Major Scales (Handout)

Scale	Description
Congruence	Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions. (HERI, 1996)
Commitment	The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, investment, and follow-through directed toward both the group activity as well as its intended outcomes. (HERI, 1996)
Collaboration	The ability to work with others effectively in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust and shared responsibility. (HERI, 1996)
Controversy with Civility	Recognition of two fundamental realities of any group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly, but with civility. (HERI, 1996)
Omnibus Leadership Capacity	The knowledge, skills, and attitudes associated with the ability to engage in leadership (Day, et al, 2009; Hannah, et al, 2008).
Social Change Behaviors	An individual's involvement in organizations or activities that address specific social problems whether local or global.
Leadership Efficacy	One's internal belief in the likelihood that they will be successful when engaging in leadership (Bandura, 1997; Hannah et al., 2008).



Differences between MSL and NSSE

NSSE	MSL
Studies the broad campus environment but focuses on academic and classroom-based experiences	Studies the broad campus environment but focuses on experiences outside the classroom



This study

	First-year International	First-year Domestic		First-year International	First-year Domestic
NSSE 2013	n = 99	n = 1,233	MSL 2015	n = 19	n = 250
NSSE 2010	n = 56	n = 513	MSL 2012	n = 3	n = 115
			MSL 2010	n = 11	n = 102



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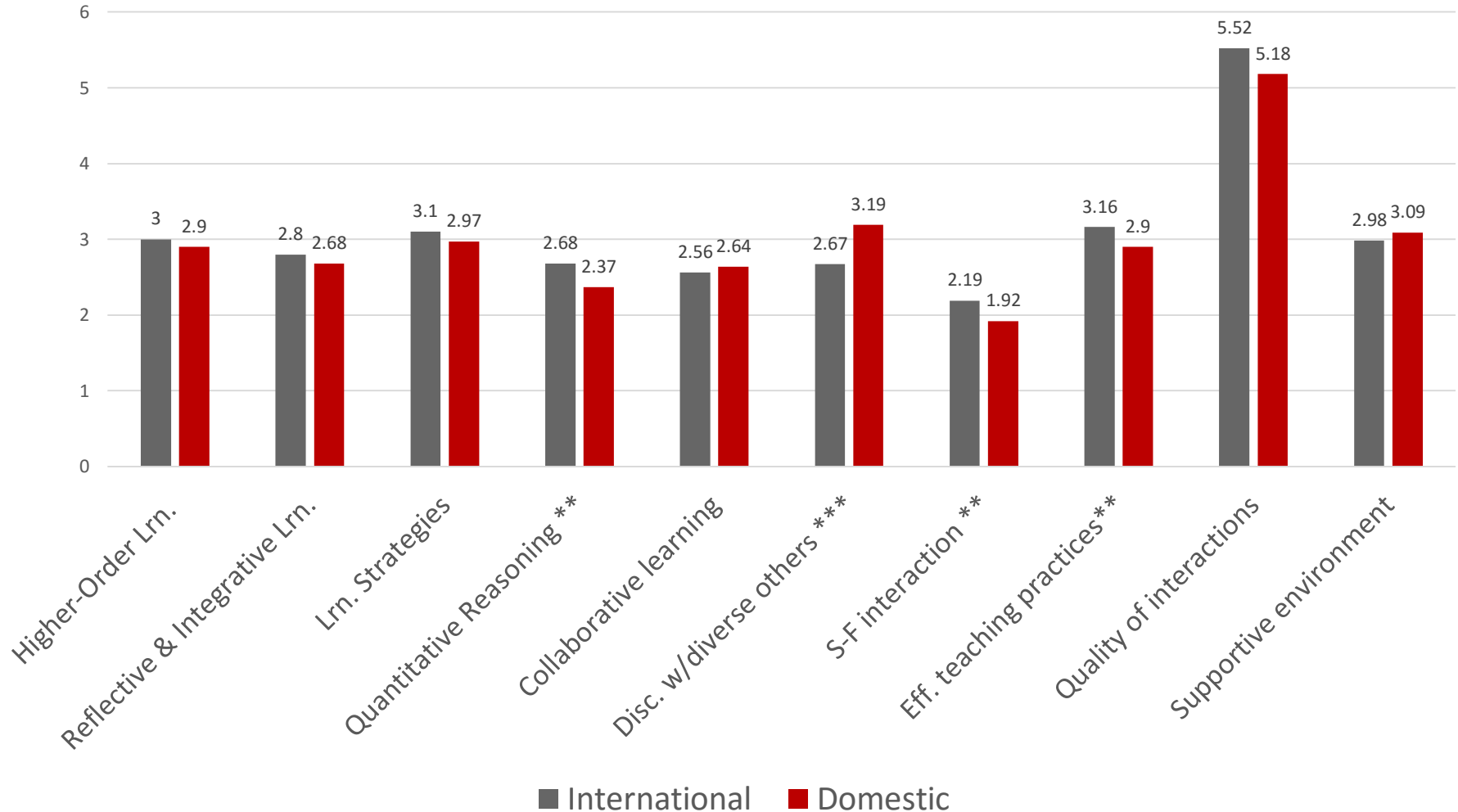
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NSSE

2013, 2010



Results from NSSE 2013





Results from NSSE 2013

Quantitative Reasoning	International	Domestic
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) **	2.56	2.20
Evaluated what others have concluded from numerical information. ***	2.67	2.24



Results from NSSE 2013

Student-Faculty Interaction	International	Domestic
Worked with a faculty member on activities other than coursework (committees, student groups, etc.) **	2.05	1.67
Discussed course topics, ideas, or concepts with a faculty member outside of class. **	2.29	1.91
Discussed your academic performance with a faculty member. **	2.20	1.89



Results from NSSE 2013

Effective Teaching Practices	International	Domestic
Instructors: Provided feedback on a draft or work in progress.***	2.05	1.67
Instructors: Provided prompt and detailed feedback on tests or completed assignments.***	2.29	1.91

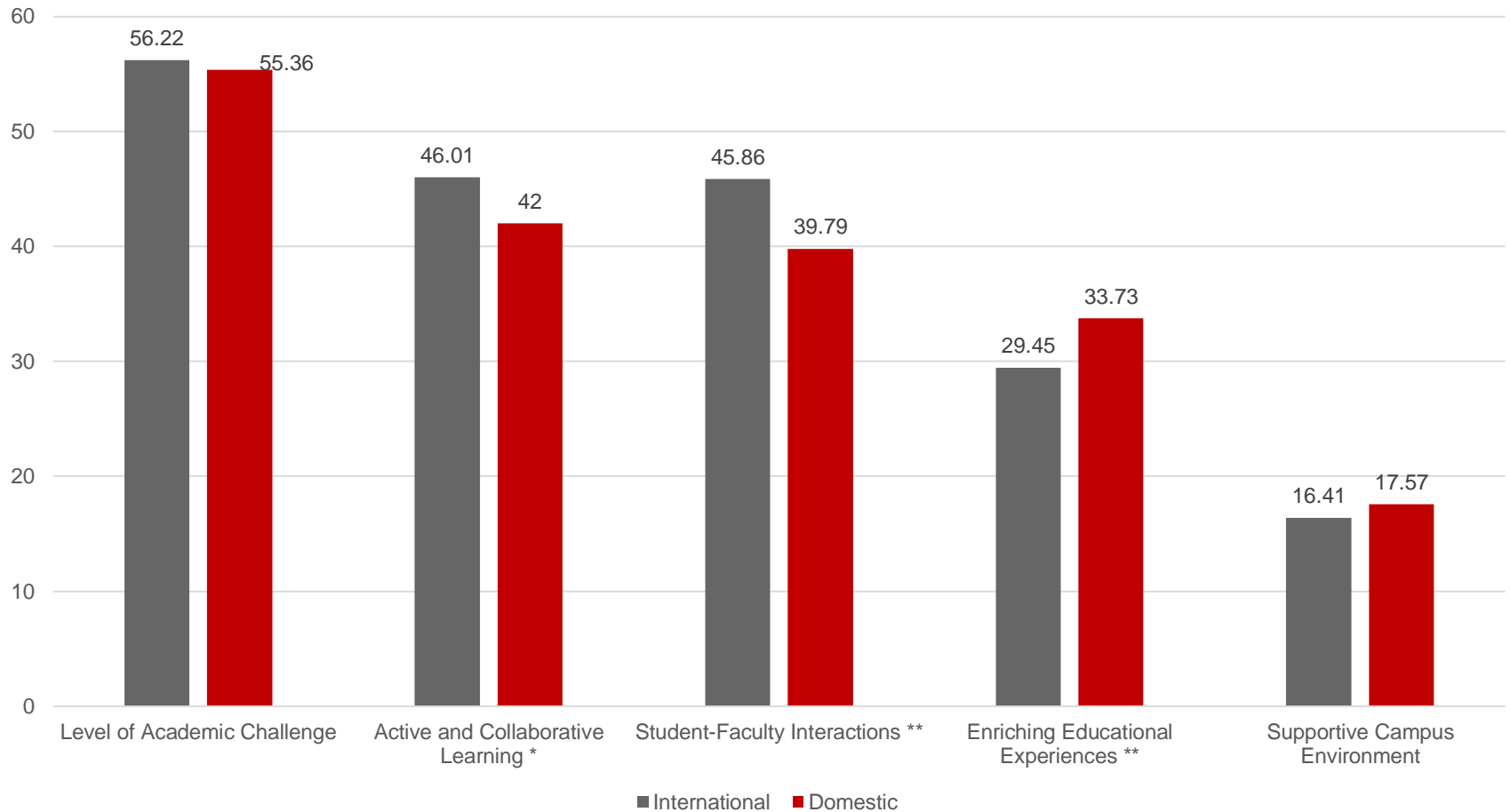


Results from NSSE 2013

Discussions with Diverse Others	International	Domestic
Had discussions with people of a race or ethnicity other than your own.*	2.81	3.13
Had discussions with people from an economic background other than your own. ***	2.72	3.19
Had discussions with people with religious beliefs other than your own. ***	2.58	3.19
Had discussions with people with political views other than your own. ***	2.57	3.26



Results from NSSE 2010





Results from NSSE 2010

Active and Collaborative Learning	International	Domestic
Worked with other students on projects DURING CLASS.*	2.71	2.52
Tutored or taught other students (paid or voluntary) .***	2.07	1.72
Participated in a community-based project (e.g., service learning) as part of a regular course.***	1.95	1.46
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) .*	2.68	2.85



Results from NSSE 2010

Student-Faculty Interaction	International	Domestic
Discussed ideas from your readings or classes with faculty members outside of class.***	2.27	1.74
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) .***	2.07	1.64
Work on a research project with a faculty member outside of course or program requirements.***	2.57	2.18



Results from NSSE 2010

Enriching Educational Experiences	International	Domestic
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.***	2.56	2.84
Practicum, internship, field experience, co-op experience, or clinical assignment.**	2.76	2.91
Community service or volunteer work.***	2.95	3.34
Work on a research project with a faculty member outside of course or program requirements.***	2.57	2.18
Independent study or self-designed major.***	2.43	1.89
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) **	2.32	2.05



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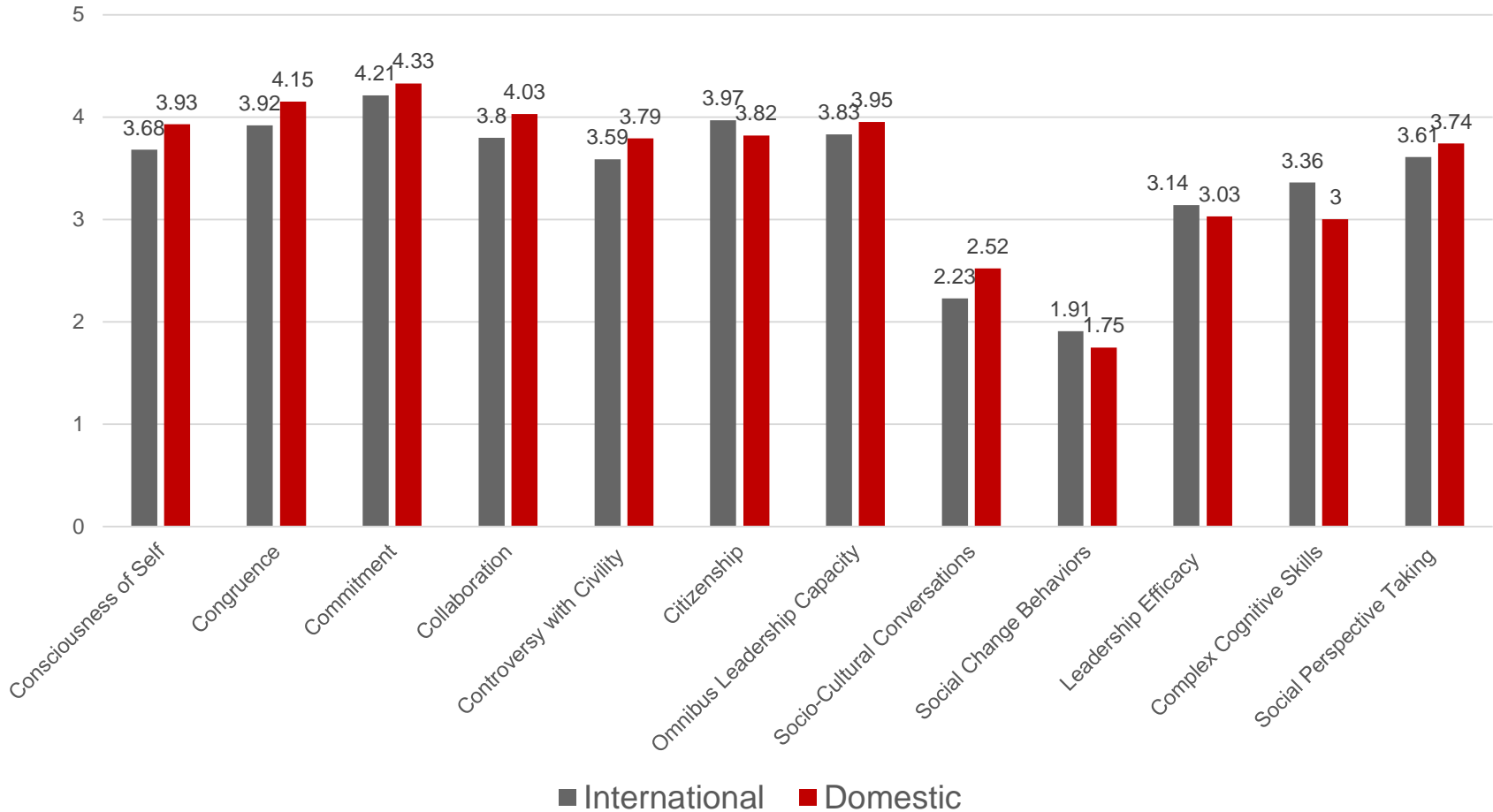
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MSL

2010, 2015

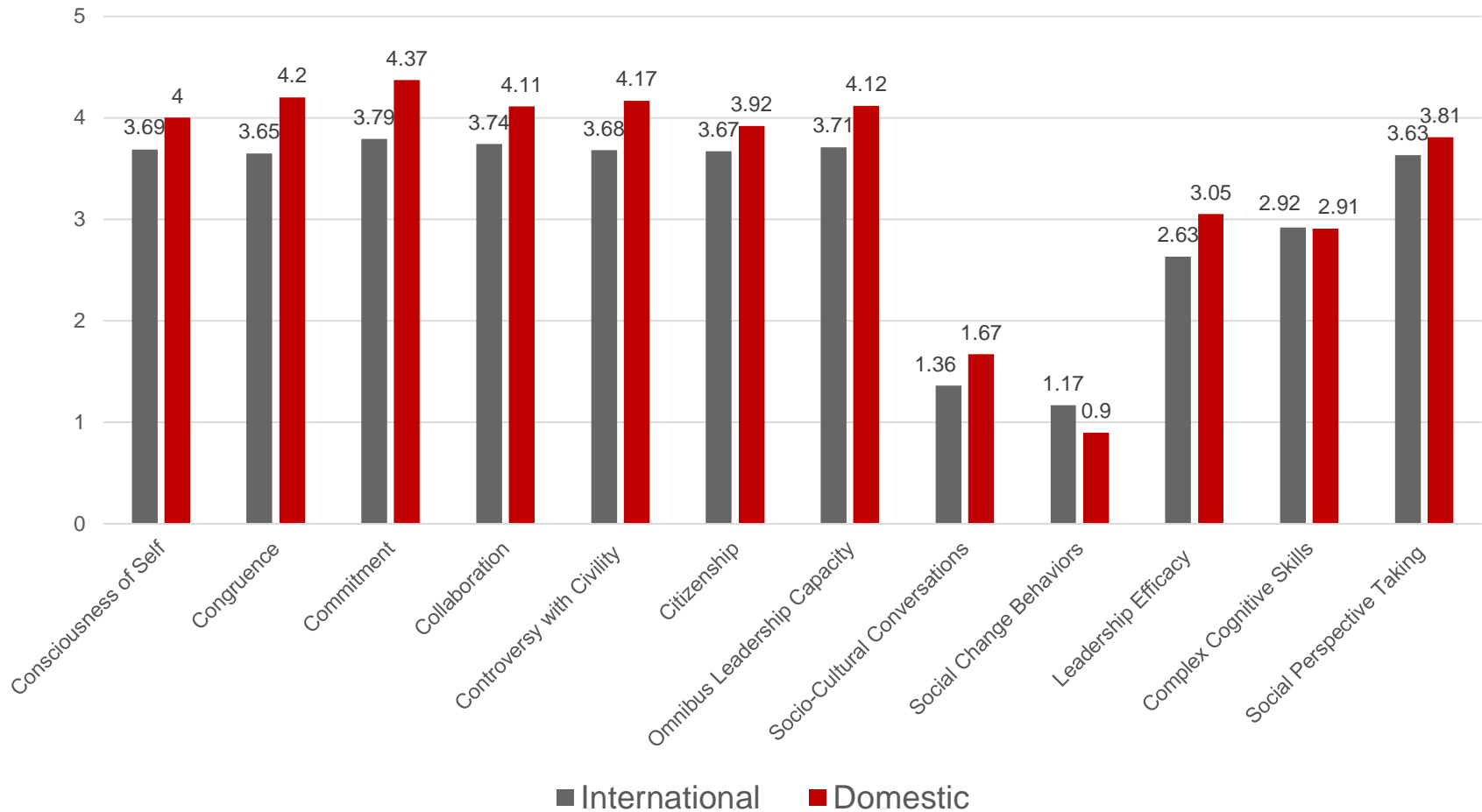


MSL results from 2010





MSL results from 2015





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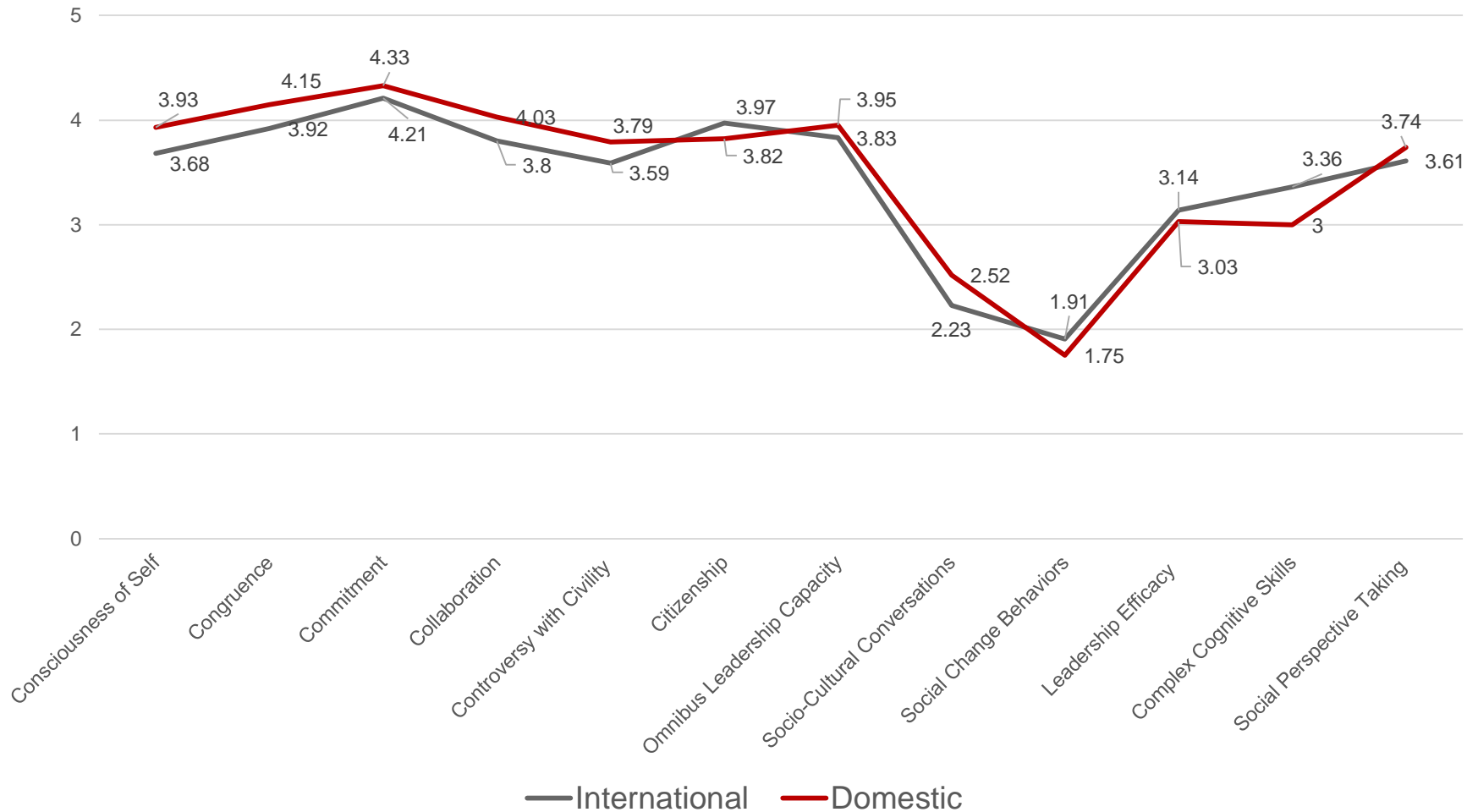
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**Let's take a
closer look!**

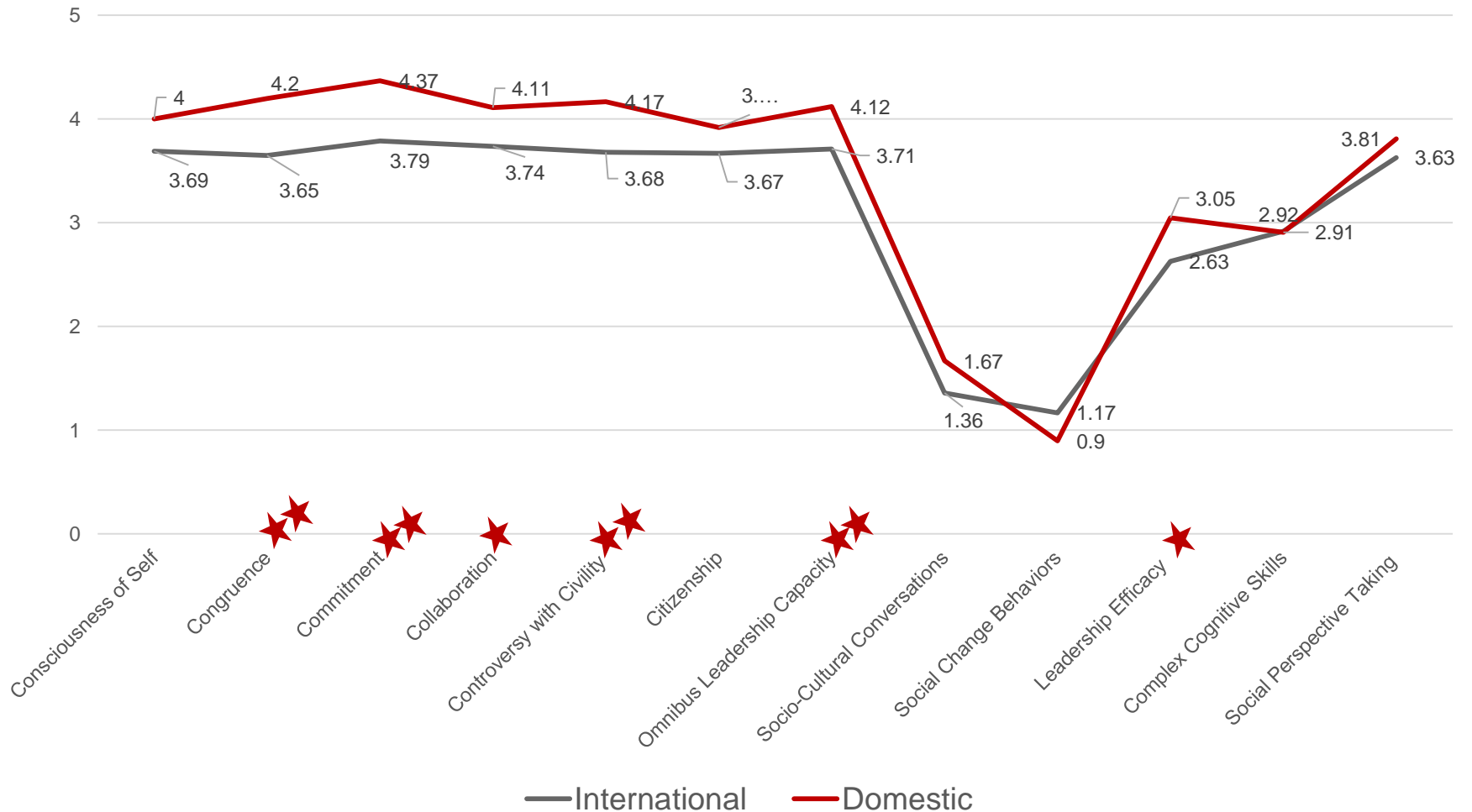


MSL results from 2010





MSL results from 2015





Results from MSL 2015

Congruence	International	Domestic
My behaviors are congruent with my beliefs.*	3.55	4.13
It is important to me to act on my beliefs.*	3.64	4.21
Being seen as a person of integrity is important to me.*	3.82	4.37
My behaviors reflect my beliefs.*	3.55	4.15



Results from MSL 2015

Commitment	International	Domestic
Discussed ideas from your readings or classes with faculty members outside of class.***	2.27	1.74
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) .***	2.07	1.64
Work on a research project with a faculty member outside of course or program requirements.***	2.57	2.18



Results from MSL 2015

Collaboration	International	Domestic
I can make a difference when I work with others on a task.*	3.55	4.08

Controversy with Civility	International	Domestic
I am open to others' ideas.**	2.27	1.74
I value differences in others.*	2.07	1.64
I respect opinions other than my own.**	2.57	2.18



Highlights from this study

International students scored higher than domestic students in:

- Quantitative Reasoning,
- Student-Faculty Interaction,
- Teaching Practice,
- Active and Collaborative Learning,
- Commitment,
- Controversy with Civility

Domestic students scored higher than international students in:

- Discussions with Diverse Others,
- Congruence,
- Collaboration



Discussion

1. How do you support international students in your position?
2. What challenges do you face in your role at OSU when working with international students?
3. What do these findings mean for you in role you play?



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Thank you!