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NEWARK

Gaining a Better Understanding of ESL Students:

Identifying Achievements and Barriers
in Order to Support Their Success

Welcome

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Outline

- Connecting with our ESL students
- Why we pursued a grant
- The Study
- Data Gathered
- Next Steps

Activity

Connecting with our ESL students



ESL & ELL Literature

Academics

- Unique tutoring and academic support services are necessary
- Students felt confident to overcome linguistic barriers
- Do not trust or seek out resources



ESL & ELL Literature

Social

- Non-linguistic challenges are real barriers
 - Financial
 - Acceptance
 - Structural restraints
- Strong peer relationships provide support



ESL Students at Newark

What we knew

- ESL Immigrants 3.3% of student population
- Only anecdotally
- Difference from other campuses



ESL Students at Newark

Existing Resources

- ESL English course (EduT&L 1902)
- Writer's Studio
- Tutoring Center
- Multicultural Programs



CHEE Faculty Research Grant

Why we pursued the grant

- Recommendations from literature
- Formal process and validity of study
- Provided financial resources for study
- Undergraduate Research Assistants





Goals of Study

- Identify academic and social needs to improve student success
- Create environment students feel connected and can thrive
- Inform decisions on future programming



Methods

- Historical data – academics, retention, and transition to Columbus
- Focus Groups with current students

Historical Data

New First Term Students (NFTS)

- AU13, AU14, AU15
- NFTS ESL students
- Other NFTS students

ESL Students

- Citizenship status
- Country of citizenship
- Place of birth



Historical Data

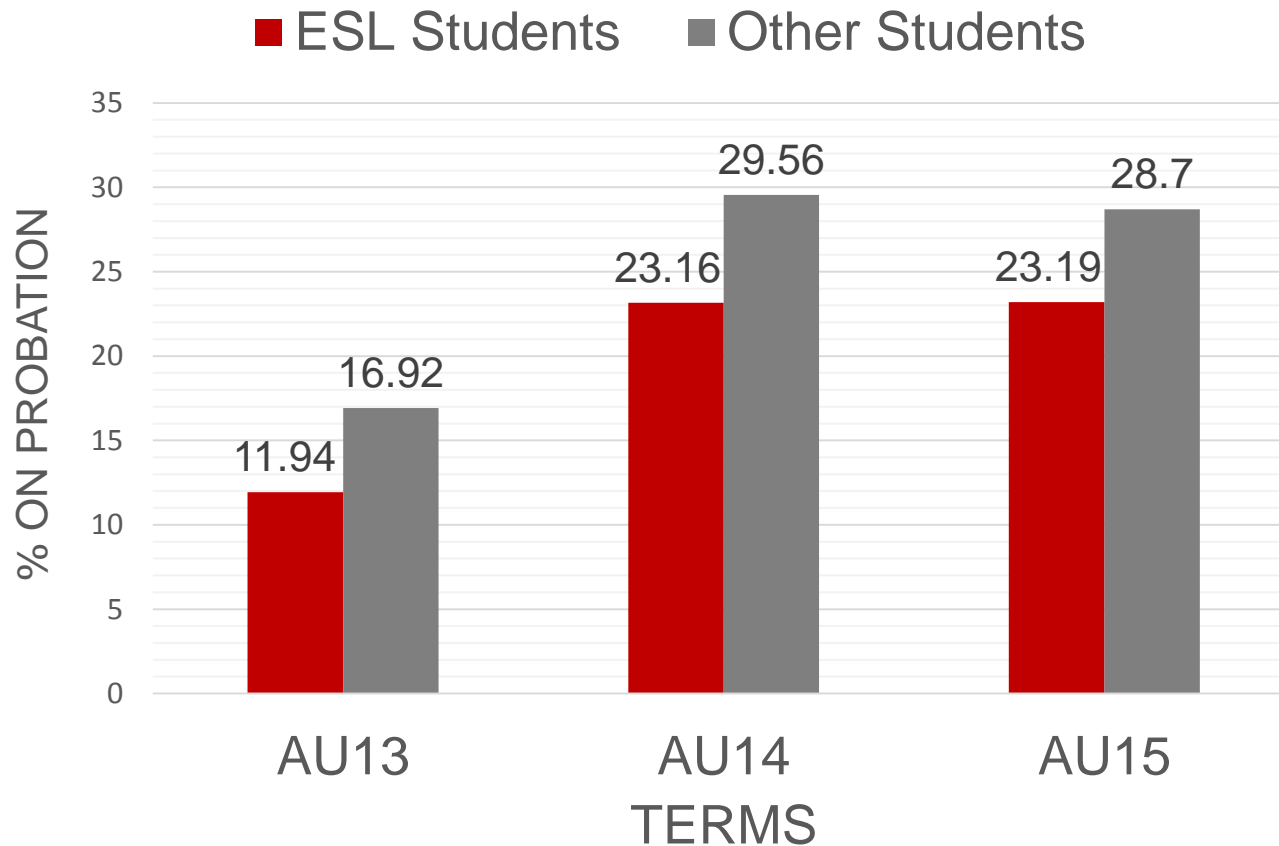
Things to keep in mind

- ESL Group smaller than other NFTS
 - AU13 - 67 vs. 1005
 - AU14 - 95 vs. 1173
 - AU15 - 69 vs. 1150
- Information provided by students on admissions application
 - Could be more ESL immigrant students



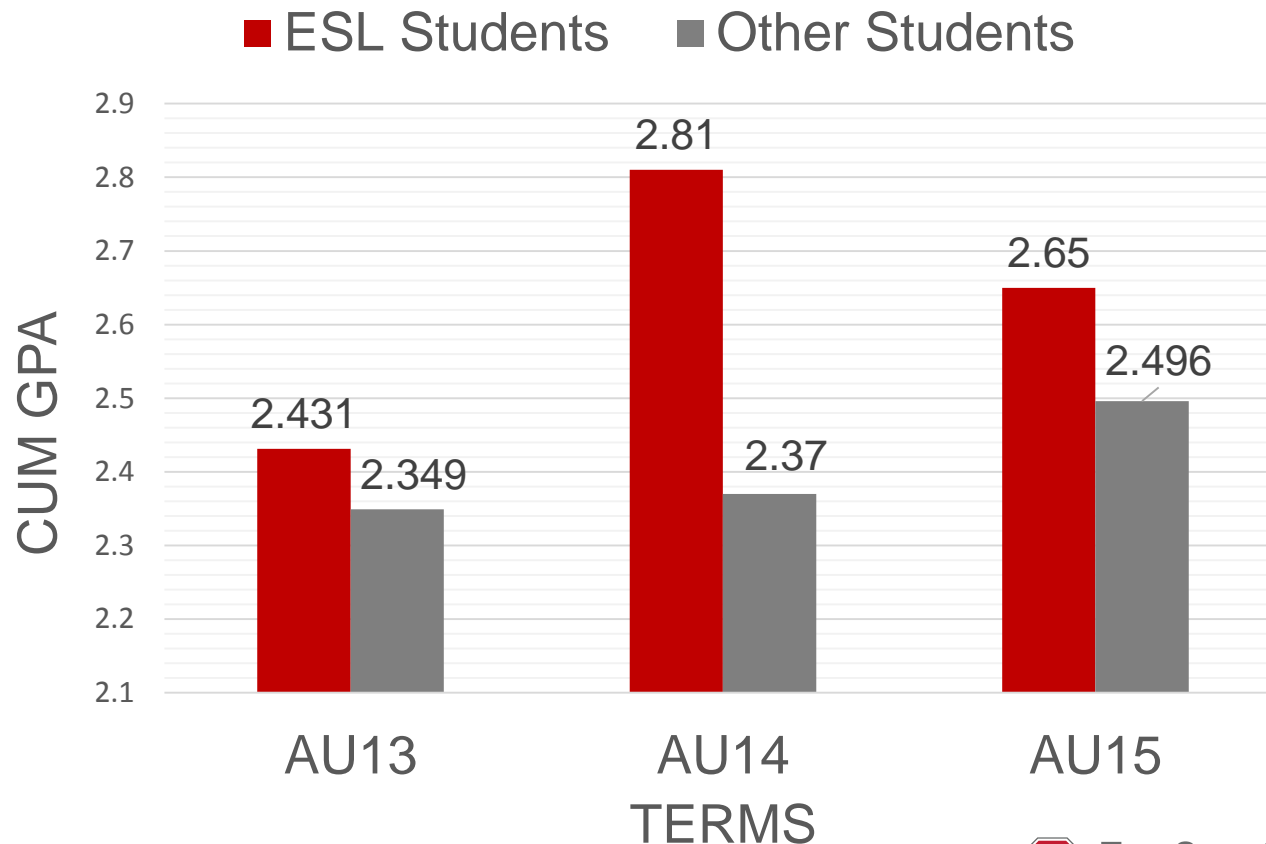
Historical Data

Fewer students on probation



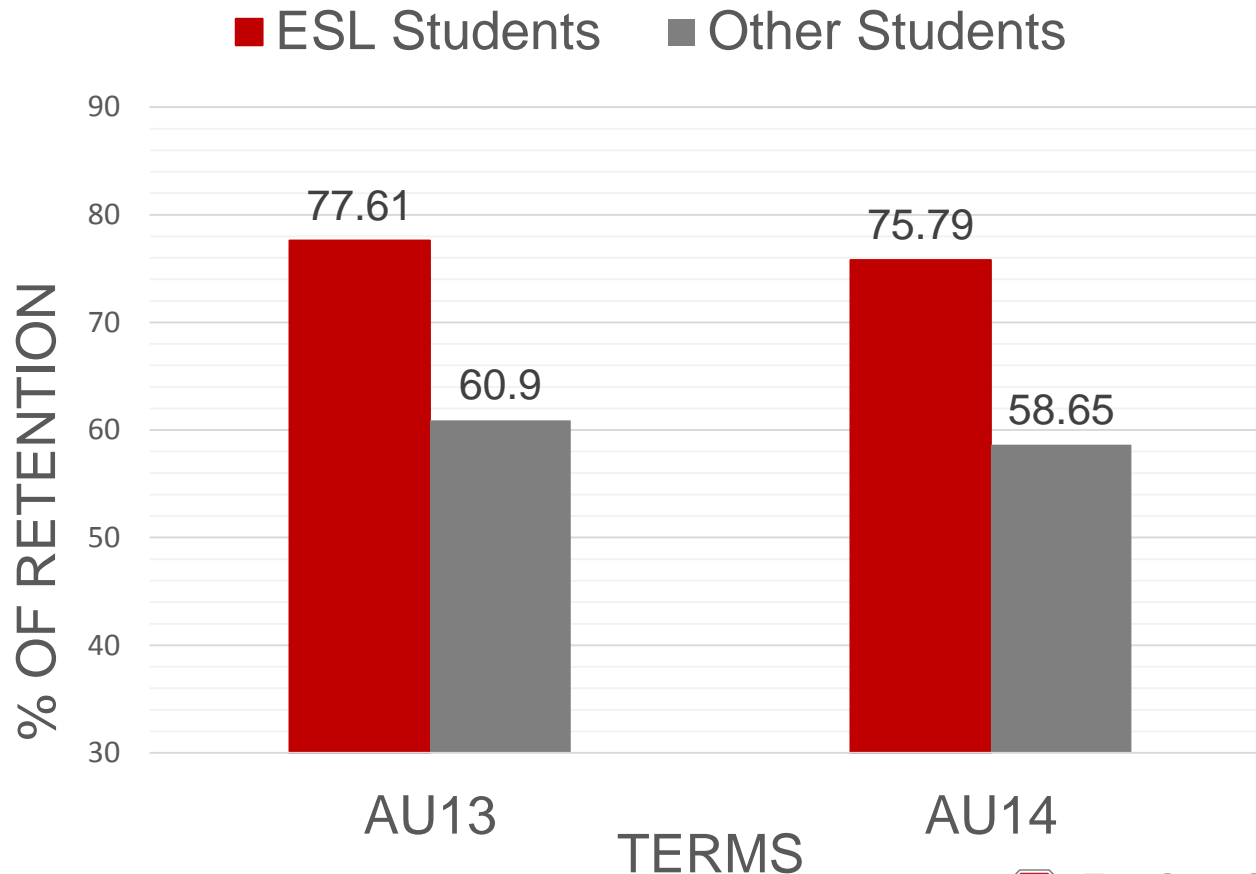
Historical Data

Higher Cumulative GPA in first term



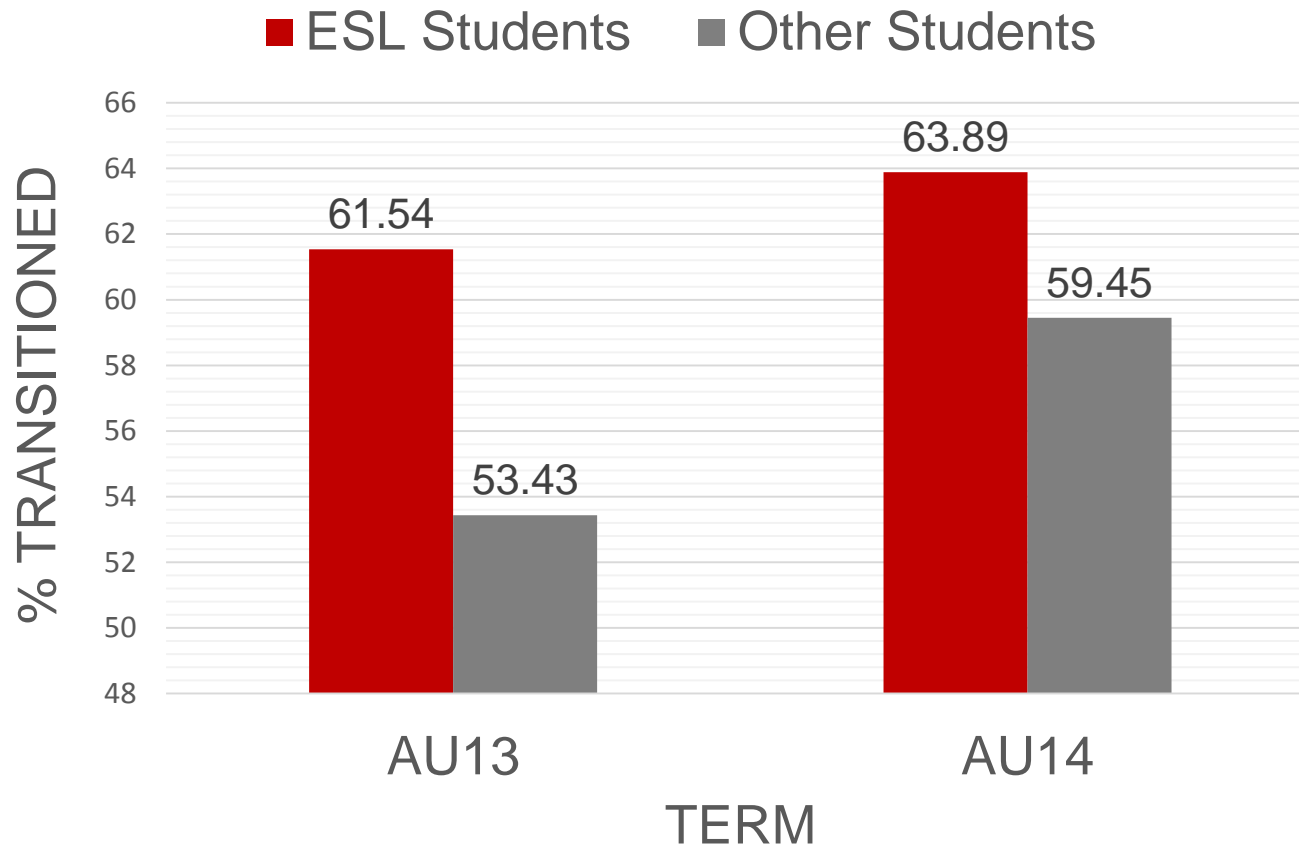
Historical Data

Higher percentage of retention



Historical Data

Higher Rates Transitioning to Columbus 2nd AU



Focus Groups

Describe qualitative data

- Focus Groups & Process
- Participant Demographics
- Summary of Responses



Focus Groups

Process

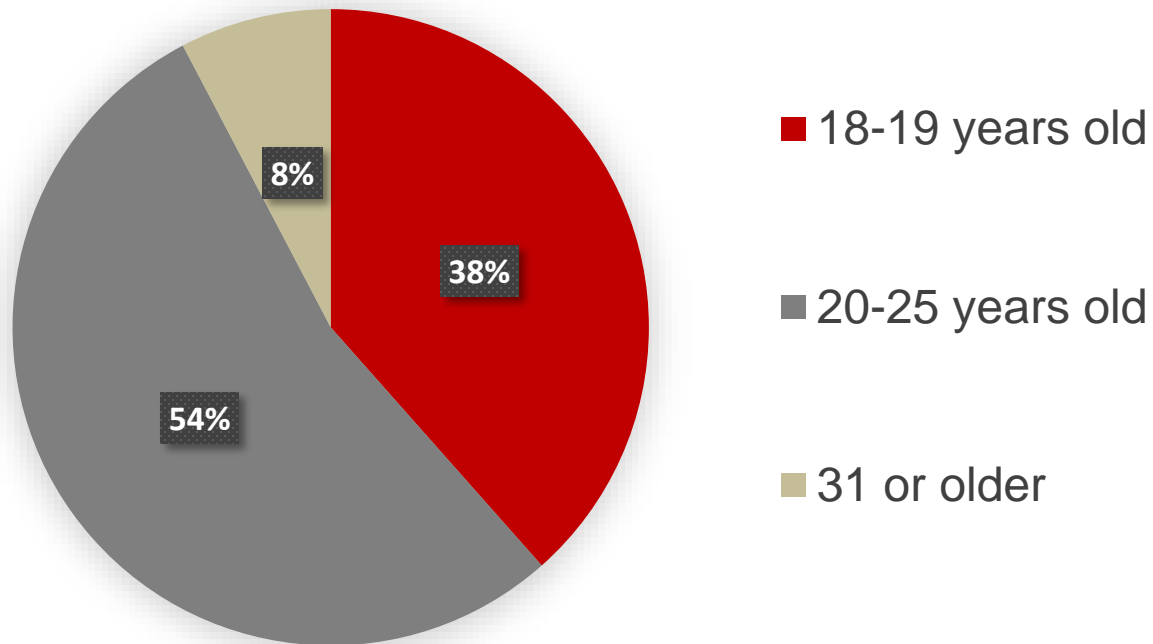
- Identified ESL immigrant students
- Students self-selected to participate
- Nine focus groups held
 - 1 hour each
 - 13 participants



Focus Groups

Participant Demographics

Age



Focus Groups

Participant Demographics

Ethnicity

- 9 African
- 2 Black/African American
- 1 Asian American
- 1 Hispanic/White



Focus Groups



Country of Origin

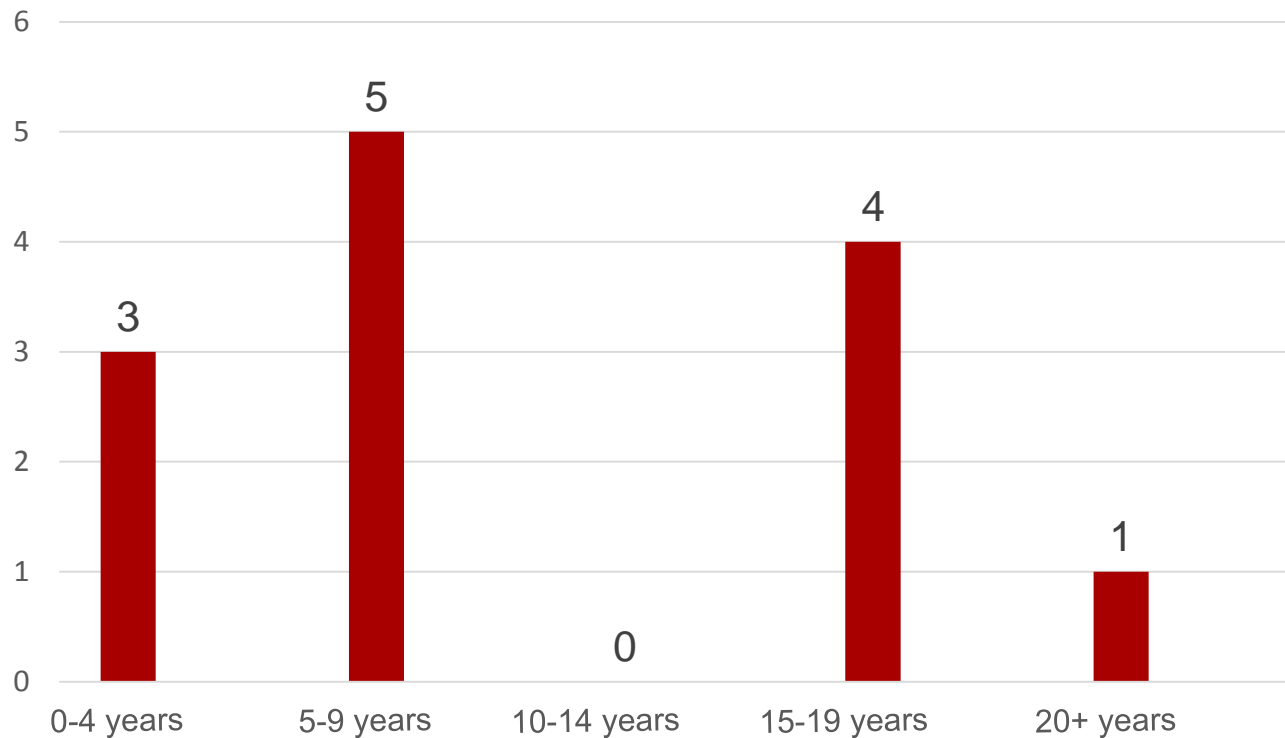


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Focus Groups

Participant demographics

Length of Time in the U.S.



Focus Groups

Preparation for College

- Thought they were, but were actually not
Issues with pace of courses, time management, independence, and new experience
- Reached out to
Professors
Advisors
Academic Peer Coaches
Resources on campus



Focus Groups

Connection to Campus

- Felt connected to campus through Peers, resources, and being involved on campus
- On-campus would reach out to faculty and advisors
- Off-campus would reach out to friends
Some students said they had no one



Focus Groups

Peer Relationships

- Have strong relationships
- Higher self-esteem and sense of belonging
- Consider classmates and other foreign-born students as their friends
 - all have common goal and similar interests



Focus Groups

Difference from Peers

- Experience
- Culture
- Race/Ethnicity
- Language



Focus Groups

Academic Progress

- Struggles with English speaking, reading, and writing skills
- Forced to overcome challenges by
 - Speaking to professors
 - Putting in more time
 - Reaching out to resources



Focus Groups

Responsibilities Off-Campus

- Family
 - Some are support systems for their parents & take care of younger siblings or their home
 - Others only care for themselves
 - Most are role-models for younger siblings
- Employment
 - Most have a job and work an average of 16 hours per week



Focus Groups

Financial Impact

- Only some students experience financial struggles
 - Primarily only when family first moved to the United States due to limited job opportunities
- Motivates them to work harder
- Some receive financial aid to help pay for college expenses, others work to help pay for it themselves



Next Steps

Future Programming

- Hire permanent position for ELL Professional Tutor and Mentor
- First-year writing courses
- Summer bridge program





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*Thank you
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References

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Questions?
