



# Diversity through Internationalization

Analyzing Success of Minority Immigrant  
Students on Campus and the Role of  
Internationalization Beyond Campus

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**Queens College's Strategic Plan for 2015-2020:** To increase international exposure and experiences for students, staff, and faculty by integrating a multi- cultural dimension into teaching, research, scholarship, creative activity, and service.

# Introduction

## **Purpose: CASE STUDY Queens College**

In the first year of our Diversity Enhancement Research Grant, we tested the hypothesis that an international and intercultural experience at Queens College will increase success for minority immigrant students and alumni.

This year, our second stage of research measured concrete economic impact of internationalization on QC's minority, immigrant alumni. We benchmarked our data against other universities and discussed successful methods of diversifying internationalization beyond campus.

# Internationalization

"The conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education."

*- National Association of Foreign Student Advisers (NAFSA)*

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Our research tests the hypothesis that an internationalized experience at Queens College will increase economic success for minority immigrant students.

I. Study Abroad

II. Global Learning On Campus

III. The Integration of  
Internationalization and Global  
Communities in Queens and NYC

# Respondent Demographics

Random Sample of Alumni

## Representation of Sample\*

	Count	Percent
Foreign Born Immigrant	223	42.5%
One Parent Foreign Born Immigrant	211	40.3%
Non-immigrant	90	17.2%
Total	524	100%

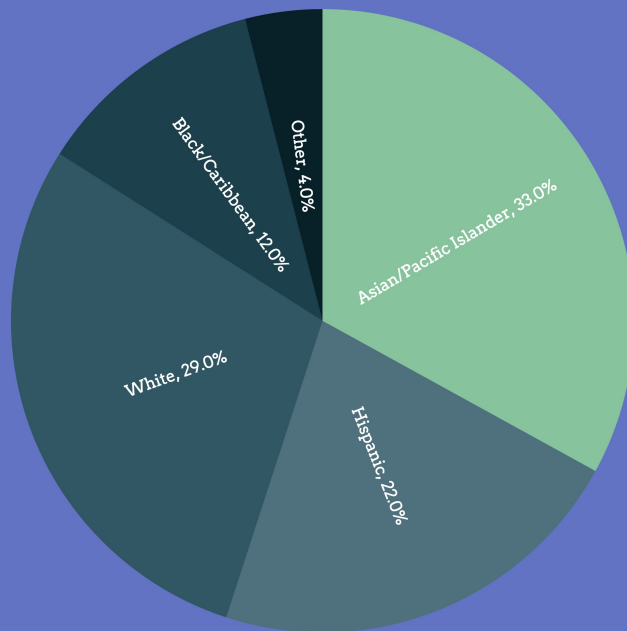
\*margin of error  $\pm 5\%$ , confidence level 95%

Population = Alumni of Queens College (1995-2016)

25,800

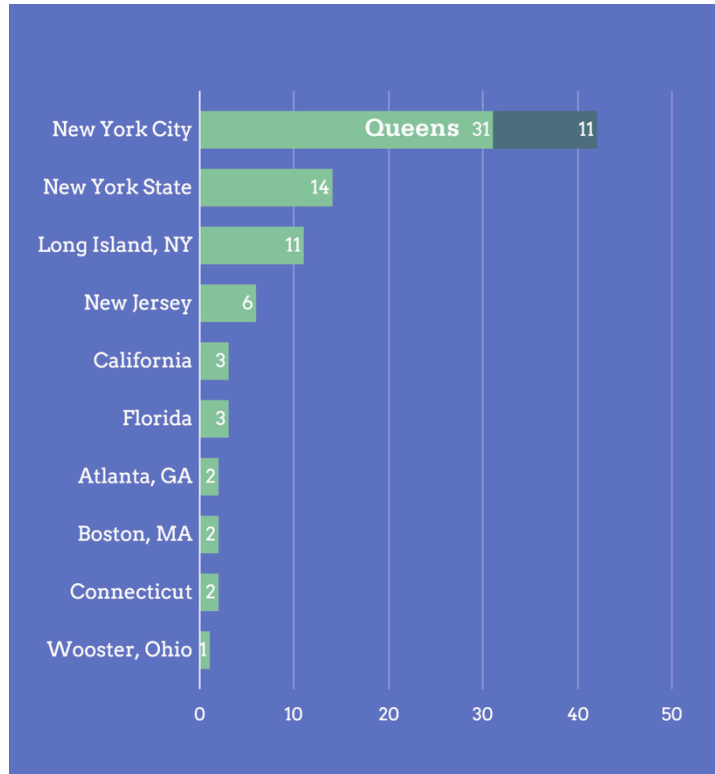
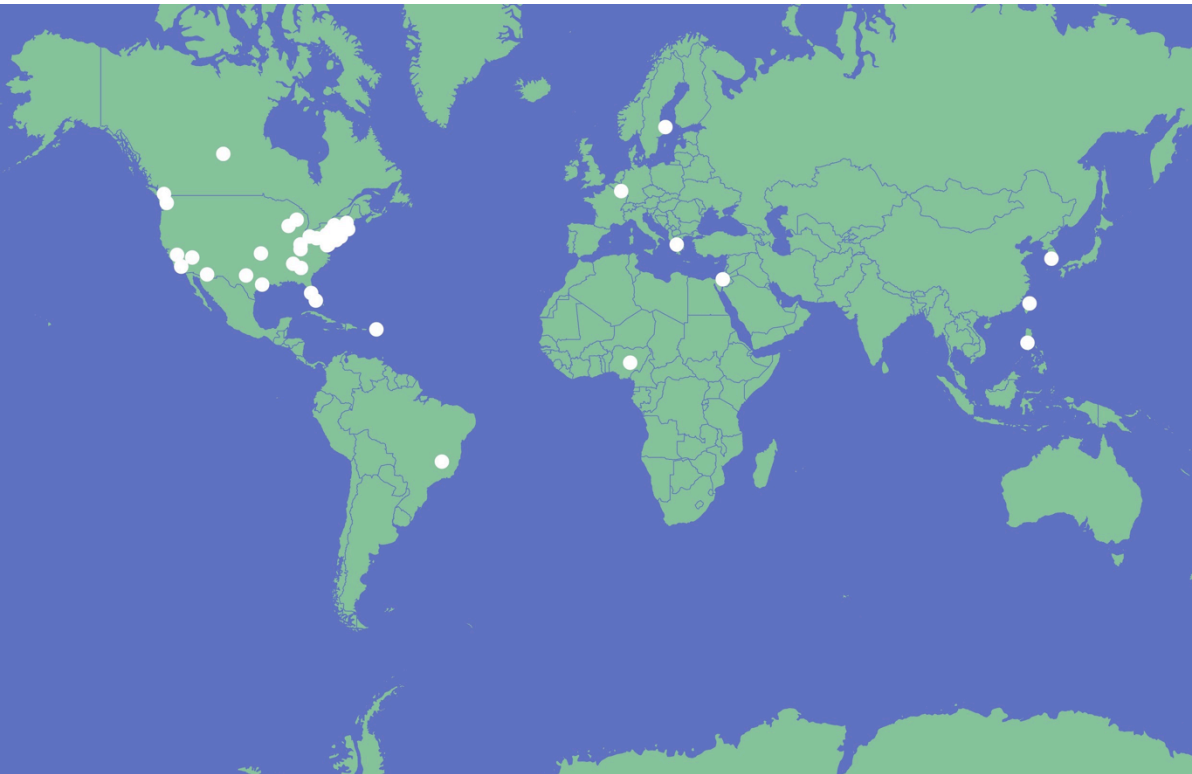
# Respondent Demographics

Alumni Ethnicities



# Respondent Demographics

Current Location of Alumni



# Respondent Demographics

## International Exposure

International Exposure
Covered global issues in the classroom
Participated in Study Abroad
Made connections with institutions, professionals, students in other countries through QC
Worked with local organizations with ties to international community
Participated in academic programs with international components, such as, language and cultural literacy
Formed a friendship with at least one international student (temporary U.S. resident)
Engaged in an international internship or service learning opportunity abroad
Attended at least two campus events that promoted understanding of different world cultures

# What would you consider the most beneficial international experience for students in general?

## Alumni

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**59.2%** Study Abroad

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Areas of internationalization:

I. Study Abroad

II. Global Learning On Campus

III. The integration of internationalization and global communities in Queens and NYC



# I. Study Abroad

First Generation	Frequency	Percent
No. I am a second generation immigrant.	60	43.4%
No. I am not a first generation or a second generation immigrant.	26	18.8%
Yes. I was born in another country and immigrated to the US.	52	37.7%
Total	138	100%

Field	Frequency	Percent
STEM	12	8.7%
Humanities	53	38.4%
Other	4	2.9%
Health and Pre-professional	44	31.9%
Business	25	18.1%
Total	138	100%



## II. Global Learning On Campus

International Exposure	Level of Importance*	Relative Importance
<b>Covered global issues in the classroom</b>	<b>188</b>	<b>19%</b>
Participated in Study Abroad	50	5%
Made connections with institutions, professionals, students in other countries through QC	124	12.5%
Worked with local organizations with ties to international community	90	9.1%
Participated in academic programs with international components, such as, language and cultural literacy	145	14.7%
Formed a friendship with at least one international student (temporary U.S. resident)	171	17.3%
Engaged in an international internship or service learning opportunity abroad	48	4.9%
Attended at least two campus events that promoted understanding of different world cultures	173	17.5%
Total	989	100%

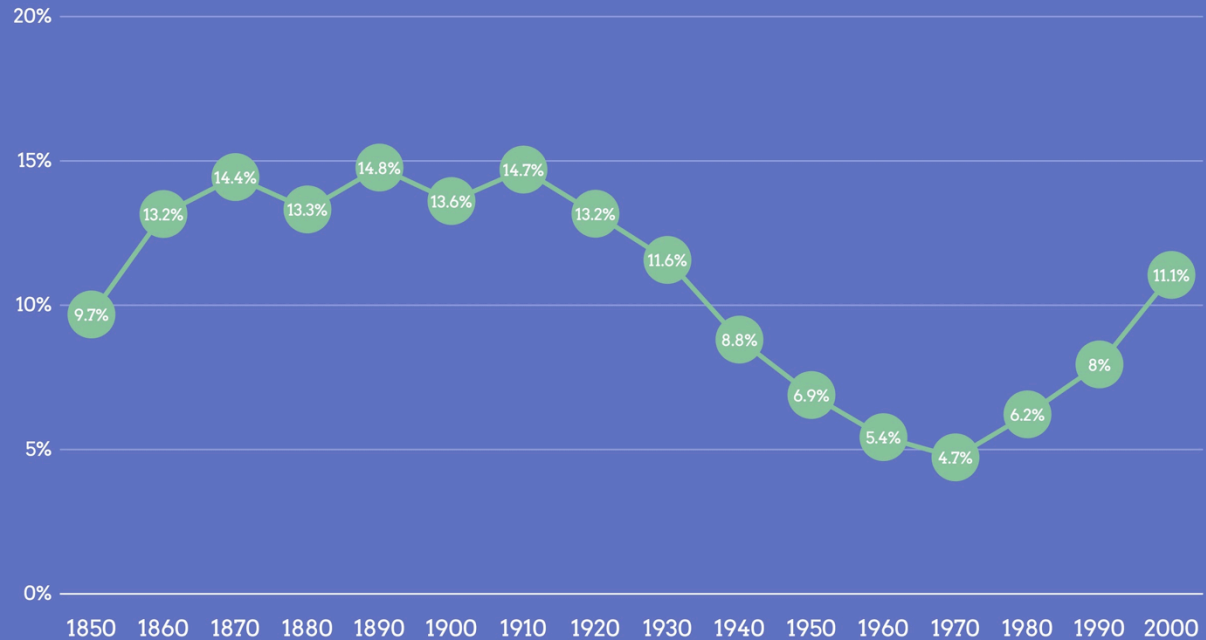
\* Measured by numbers of “very important”

# III. The Integration of Internationalization and Global Communities in Queens and New York City

## A Nation of Immigrants

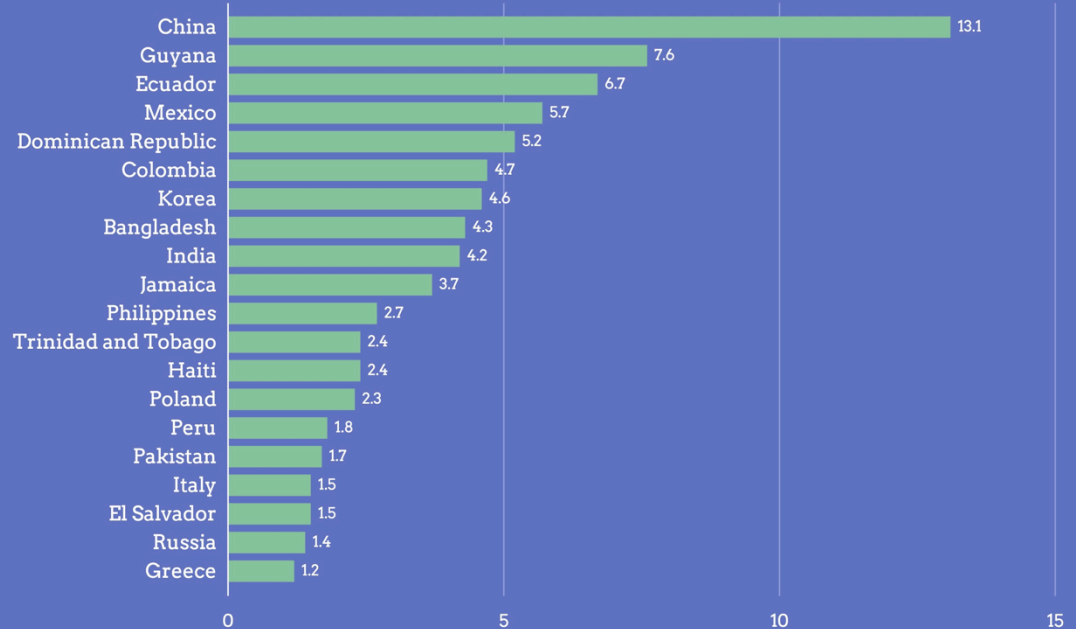
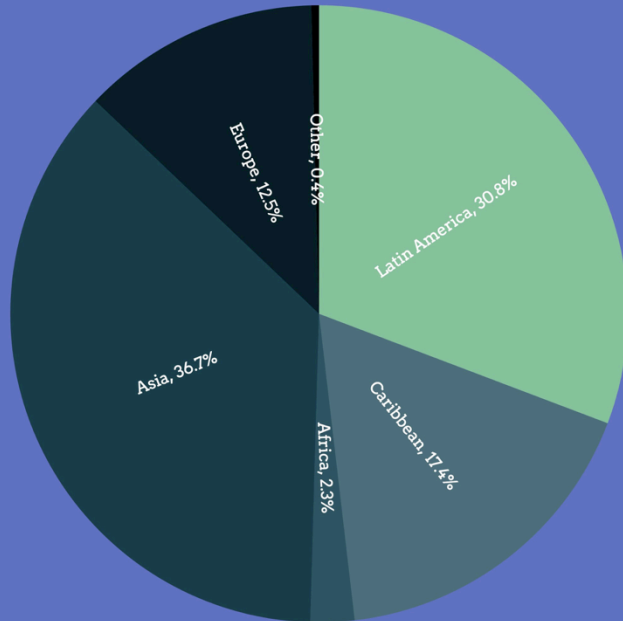
Nearly 59 million immigrants have arrived in the United States since 1965

The United States is now the top immigrant destination in the world



# III. The Integration of Internationalization and Global Communities in Queens and New York City

Queens: A Global Population



# Economic Impact

Our economic justifications for an internationalized education:

- Between 2000 and 2014, the U.S. economy lost 3 million manufacturing jobs and created 10 million service-sector jobs. - *U.S. Bureau of Labor Statistics*
- But students in "competitor nations" (such as Hong Kong, Switzerland, Singapore) outperform U.S. students in international assessments. - *The College Board*

So, that means that those countries that have invested in a global education are the ones who reap the greatest benefit from global economies.

Our capacity to welcome newcomers has been historically central to New York City's economic success.

- City Planning Executive Director

# What is economic success?

Our data tracked concrete and perceived **economic success**.

## Variables used in study:

Field of Study  
Industry  
Current Employment Status  
Wages  
Hunting Time for First Job  
Current Role in Industry  
International Level of Employer  
Level of job Satisfaction

## INTERNATIONALIZATION

global content in courses, study abroad, international connections, work with global firms, academic programs, international students, internship/svc learning abroad, campus events, academic major, gender, race etc. affect earnings, unemployment rate, duration of job search, management experience

## Economic Success

“The international experience has allowed me to see beyond my own culture...I got to know about myself and I got to learn about other perspectives.”

# Economic Impact - Data

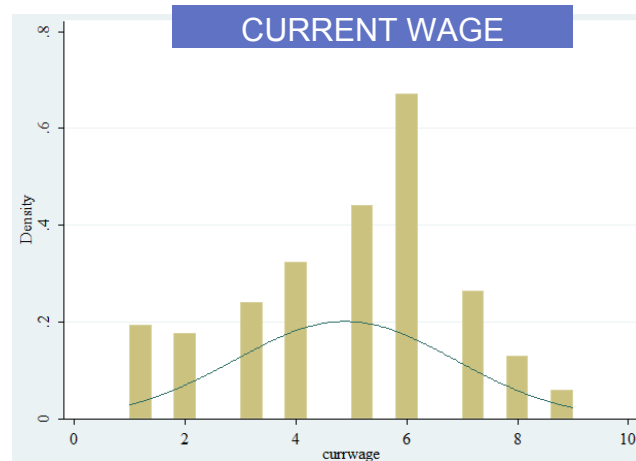
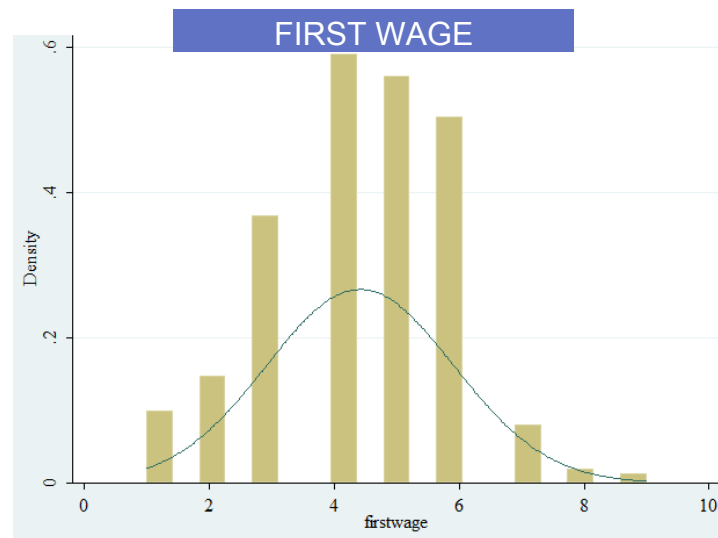
Field of Study	Count	Percent
Humanities	204	38.9%
Health and Pre-professional	147	28.1%
Business	94	17.9%
STEM	74	14.1%
Interdisciplinary (Other)	5	1%
Total	524	100%

## Industry

Most of the respondents were currently working in the educational services industry.

# Economic Impact - Data

Current Employment Status	Count	Percent
A full-time student	48	9.16%
Caring for family full-time	8	1.53%
Employed full-time (35 hours per week or more)	322	61.45%
Employed part-time (less than 35 hours per week)	84	16.03%
In the Military	1	0.19%
Retired	5	0.95%
Self-employed	19	3.63%
Unemployed and looking for work	31	5.92%
Unemployed but not currently looking for work	6	1.15%





# Economic Impact - Results

Industry:

Industry and International Exposure (n=326)			
Dependent Variable	Finance (minority)		Finance
	0.1585 ***		0.1835 ***
Study abroad	(0.046)		(0.057)

Current Employment Status:  $r = 0.7368$

Employment and International Exposure (n=442)			
Dependent Variable	Log Full-time Employment probability (minority)		Log Full-time Employment probability
	0.5928 *		0.7760 *
Global Issues	(0.073)		(0.309)

\*denotes significance at the 10% level, \*\*at the 5% level, and \*\*\* at the 1% level

The base region is Northeast

The base field is STEM

Log-Level Regression:  $\% \Delta y = 100 \cdot (e^{\beta_1} - 1)$

# Economic Impact - Results

Wages (first job):

Wages and International Exposure			
Dependent Variable	Log real first wage (minority)		Log real first wage
Global Issues	0.1140 ** (0.049)		0.1074 ** (0.047)

Wages (current job):

Wages and International Exposure (n=308)			
Dependent Variable	Log current wage (minority)		Log current wage
Current Experience	0.0158 *** (0.005)		0.0197 *** (0.004)
Global Issues	0.1309 ** (0.061)		0.1281 ** (0.056)

\*denotes significance at the 10% level, \*\*at the 5% level, and \*\*\* at the 1% level

The base region is Northeast

The base field is STEM

Log-Level Regression:  $\% \Delta y = 100 \cdot (e^{\beta_1} - 1)$

# Economic Impact - Results

Hunting Time for First Job:

Hunting Time and International Exposure (n=321)			
Dependent Variable	Log hunting time (minority)		Log real hunting time
Internship Abroad	-1.1312 **		-0.641 **
	(0.492)		(0.446)

Current Role in Industry:

Current Role in Industry and International Exposure (n=325)			
Dependent Variable	Management (minority)		Management
Ties to international community	0.1292 **		0.1000 **
	(0.065)		(0.061)

\*denotes significance at the 10% level, \*\*at the 5% level, and \*\*\* at the 1% level

The base region is Northeast

The base field is STEM

Log-Level Regression:  $\% \Delta y = 100 \cdot (e^{\beta_1} - 1)$

# Economic Impact - Results

International level of employer:

International level of employer and International Exposure (n=306)			
Dependent Variable	intern'l level of employer (minority)		intern'l level of employer
Internship Abroad	0.7635		1.0365 *
	(0.633)		(0.618)
Ties to international community	0.9390 **		0.7146 *
	(0.455)		(0.406)

Level of Job Satisfaction:

Level of Job Satisfaction and International Exposure (n=323)			
Dependent Variable	Compensation satisfaction (minority)		Compensation satisfaction
Study Abroad	0.5669		0.7576 **
	(0.404)		(0.370)
Events	0.3844		0.4246 *
	(0.279)		(0.252)
Dependent Variable	Career advancement satisfaction		Career advancement satisfaction
Internship Abroad	1.5252 ***		1.1519 ***
	(0.591)		(0.492)

\*denotes significance at the 10% level,  
 \*\*at the 5% level,  
 and \*\*\* at the 1% level

The base region is Northeast

The base field is STEM

Log-Level Regression:  $\% \Delta y = 100 \cdot (e^{\beta_1} - 1)$

# Economic Impact - Results

Covering **global issues in the classroom** had the most significant economic effect on alumni.

Therefore, this study revealed that when students at QC were exposed to classrooms that covered **global issues**, current employment status and wage were considerably impacted when students graduated.

This result points toward a rationale for more resources and policies to be developed to enhance minority immigrant students' learning environment.

# Benchmark against other universities

National Survey of Student Engagement (NSSE) = 2014

Comparing QC to the Carnegie Basic Classification = Master's L

When graduating seniors were asked the question:

“Were diverse perspectives (political, religious, racial/ethnic, gender, etc.) included in course discussions or assignments?”

Never(1 point), Sometimes(2 points), Often(3 points), Very Often(4 points) = weighted average

QC = 2.54

Mid-East Public Colleges = 2.68 (0.14 higher)

## **HISPANIC-SERVING INSTITUTIONS:**

California State University-Los Angeles = 2.75 (0.21 higher)

## Link between Campus Internationalization and Beyond Campus

The benefits of internationalized graduates in a globalized business environment that incorporates diversity is a common interest to higher education institutions, and, we believe, urban economies.

Translating Internationalization to New York City's policy and business spheres

- Inclusive community building
- Latent value of diversity in workforce
- Cultural dexterity/competence in global markets

Identify the ideological gaps between campus internationalization goals and the contemporary discussion of diversity and intercultural workplaces.

# Next Steps for Internationalization Research

- Use remaining Mellon grant towards scholarships for internationalization opportunities for minority students
- Case Study of Learning Outcomes on students



All photos courtesy of Queens College, CUNY



# Next Steps to Bolster Internationalization and Expand Benefits

What else can a higher education institution, with an urban campus, do for its minority immigrant students?

How can higher education institutions better integrate campus internationalization with the diversity/global community goals of the city's public and private sectors?

- Collaborate with ethnic organizations on campus, the Office of Career Development and Internships, student cultural clubs, international academic centers
- Collaborate with the city's public and private sectors with the goal of translating internationalization into marketable skills for students
- Offer Scholarships
- Increase Study-At-Home
- Recognize the needs of minority immigrant students studying abroad
- Diversify program locations, market underrepresented groups, and encourage "Heritage Seekers"
- Introduce "Special Scholars" cohort, Mentoring program, Diversity Ambassadors

# THANK YOU

Andrew W. Mellon Foundation

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For more information: [\*\*www.i18n-success.org\*\*](http://www.i18n-success.org)