Psychological Distress, English Language Confidence, and Self-Efficacy of Chinese International Students at UC Davis

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Dedication

I dedicate this research to international students worldwide who leave behind all that is familiar to seek opportunity in a foreign place. Your courage and determination in the face of setbacks is awe-inspiring.

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International students are challenged to adjust rapidly to American culture while simultaneously managing academic responsibilities. Struggles in adapting to their host universities can harm students' self-confidence, academic performance and overall wellbeing. At UC Davis, students from China compose 55% of the international student population. I hypothesize that students from China will have higher levels of depression, stress, anxiety and lower-self efficacy than will students from other countries. China has only recently begun to send international students to the West en masse, and I predict that this limits their preparation for the academic, social, and cultural challenges faced upon arrival. I also hypothesize that social networks, lower English proficiency, and higher stress in obtaining desired GPA will increase distress for Chinese students only. I examine my hypothesis with self-report survey data from a sample of international students at UC Davis from China, combined with data from students from Hong Kong, Macau, Malaysia, Singapore, and Taiwan. These countries have longer standing traditions of international education yet share cultural and linguistic similarities with China. The survey gathered demographic data, as well as measures of experiences of homesickness, stress, discrimination, self-rated English proficiency, efficacy and psychological distress. In contrast to my predictions, my results indicate no substantial differences in the two groups of students' self-efficacy or psychological distress. However; I find that among students from China, GPA stress, untreated mental health problems, and discrimination are the largest predictors of distress.

"My first week in Davis, I went to Trader Joe's for groceries. I couldn't read most of the labels. I picked up a container of hummus, and I felt like such an outsider because I didn't even know what it was. It was very anxiety-inducing but exciting for me at the same time. Luckily I can now tell that story to my friends as a joke.

In class, professors used idioms referring to sports and spoke quickly. I am lucky because I met friends in my cohort who were very kind and willing to explain things to me outside of class. The interactions with my peers and professors help me greatly in understanding American culture, and all these are considered great learning experiences, and even used as stories in happy hours, and conferences that help me socialize and connect with other people.

Being an international student means that I have more pressure, which is a blessing and a curse, as it did help me grow faster, but I have had to endure more stress. It comes from financial situations, legal status (visa applicants and traveling, especially after Trump was elected), and social anxiety — not knowing the culture well enough to say the right thing in social settings sometimes."
—A 4th year Chinese doctoral student at UC Davis

Introduction: International Students and Their Global Impact

The number of international students studying in the United States has steadily

increased since 1948, the first year in which the Bureau of Educational and Cultural Affairs

of the U.S. Department of State began to collect data on international students ("Open

Doors"). In 1948, the department reported 25,464 international students, by 1970, this

number had increased to 134,959. 2003 There was a slight decrease in 2004 because of

stricter visa controls put in place following September 11, 2001 ("Open Doors"). After

these controls were loosened, entry grew at its previous rate, and nearly 600,000 students

studied in the United States in the 2006-2007 school year. By the 2015-2016 school year,

over one million international students enrolled in higher education institutions in the

United States ("Open Doors").

Students study abroad for a wide range of reasons. Many students from developing

nations can attain better quality education in the developed world and many families send

their children abroad in the hopes of achieving some economic mobility. Many

international students also hope to stay in their host nations. They view a student visa as a

means of eventually obtaining full citizenship, and as the start of a pathway for sponsoring

family members to join them. Research on the impact of international students and their

experiences is crucial because in an increasingly globalized world they help shape the

landscapes of their host universities.

Like other groups of immigrants, international students contribution to their host

nations. Their higher rates of tuition and spending makes them an economic asset; many

administrators view their higher tuition fees as subsidizing the education of domestic

students. In 2015, international students contributed almost $36 billion to the United

States economy ("Open Doors"). International students can also mitigate deficiencies of the

educational systems in their host countries. For example, the United States consistently

trails behind other nations in international comparisons of math and science proficiency

Desilver 2017). This creates an opening for international students to contribute to

technological innovation and research. Recruiting international students into STEM fields is

the primary goal of students enrolled in the Optional Practical Training (OPT) visa, which

allows recently graduated international students to work in the United States for an

additional twelve months after graduation. International students make cultural

contributions to their host countries as well; they bring their local cuisines, languages, and

other cultural influences. Students who choose to stay in their host nations after graduation

contribute to a more multicultural society where they choose to settle.

As early as the 1980s, social scientists began to document stressors and trauma

experienced by international students (Safford et al. 1980). High expectations, familial

pressure, acculturative stress, and homesickness are just a few of the factors that may put international students at high risk for psychological distress. Many of these risk factors are comparable to stress experienced by other categories of immigrants (e.g., labor migrants and refugees) but international students must also manage academic responsibilities. Student visa programs compound this pressure because they typically include specific requirements for maintaining a student status or obtaining a work visa. Failure to meet these requirements could be catastrophic for a student with the goal of sponsoring family members to relocate to the United States. Universities struggle to provide support for these unique challenges given the linguistic and cultural barriers some international students experience when seeking mental health treatment. For example, Western methods of delivering psychological support are often incompatible with the East Asian concept of saving face because they tend to require divulging personal details to a professional therapist. University administrations may also be entirely unaware of the scope of the challenges faced by international students.

The rapid increase in international students from China in the past forty years has brought forth a need for research using linguistic, psychological, and cultural anthropological models. Literature on psychological distress and self-efficacy of these students is crucial for helping colleges and universities successfully absorb these students into American universities. This study will examine self-efficacy and psychological distress with data from UC Davis students China and several other Asian countries.

Students from China are a diverse group. They hold differing political views, motivations for studying abroad, and vary in how satisfied they are with university life. Intraregional differences within China are notable; the enormous cultural variation

between its 22 provinces means that they are far from a monolithic group. These regional differences may seem subtle to Americans, but they are extremely significant in China where regional pride and the unique norms, cuisines, dialects, and cultures of each province are central to people's identity. I set these differences aside and treat students from China as a group that I compare with international students from several other Asian countries.

The Foreign Education of Chinese: Qing Dynasty-1978

The Opium Wars, foreign concessions, and the Boxer Rebellion greatly weakened the Qing Dynasty's 268-year claim to the Mandate of Heaven. During this tumultuous time, many Chinese started to go abroad after hundreds of years of isolationist, Sinocentric emigration policies. Often influenced by Western thought while studying abroad, political dissidents and reformist scholars began to develop theories about new forms of governing as the last Chinese dynasty faltered. While in Honolulu, founder of modern China Sun Yat-Sen (孙中山) studied English and mathematics, and then studied revolutionary thought while in medical school in Hong Kong. Many Communist leaders were educated abroad including the following: Zhou Enlai (周恩来), Chen Duxiu (陈独秀), Deng Xiaoping (邓小平), and Liu Shaoqi (刘少奇). Differences in these leaders' political philosophies are significant, but all of them returned to China with knowledge of foreign governments and used their learning to advance China's reform and emergence as a global power.

In 1949, Mao Tse Tung and the communist party won control of China. China strictly controlled emigration from 1949 to 1978 to maintain the labor force needed for self-reliance and The Great Leap Forward. In 1978, the United States and China formally agreed to exchange students as part of the Four Modernizations program (agriculture, industry,

science-technology, and military). Zhou Enlai and Deng Xiaoping, both of whom had

studied in France, saw sending students abroad as crucial to the Four Modernizations goals

of brining foreign technology to China. The exchange caused the number of Chinese seeking

education in the United States to skyrocket: it rose from nearly zero in 1978 to 20,030 in

1988 (Cummings 1984; Lampton 1986).

The United States as the Top Destination for Chinese Students: 1978-Present

The United States is the top destination for Chinese students, with 328,547 Chinese

studying there in 2016 ("Open Doors"). The interdependence approach explains the

increase of Chinese students enrolling in schools in Western countries while explaining

Americans' attraction to studying abroad in Europe.[1] The approach states that peripheral

nations are more likely to act as sending countries and Western, capitalist nations are more

likely to serve as host countries. Economic opportunities, decreased cost differentials, the

presence of multinational corporations, and global circulation of study abroad information

are key sources of these patterns (Cummings 1984).

The United States is particularly attractive to Chinese students because it is the

global economic leader and attracts high levels of skilled workers through science and

technology visa programs. Fong (2011) found that Chinese students also expressed interest

in studying in Western countries to gain citizenship in a more developed nation.[1] Some of

these students described studying abroad as a means of coping with the frustrations of

living in "backwards" China; they resented living in a less developed nation and sought dual

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[1] The United States sends students to international countries nearly exclusively through study abroad programs. Only 3% of American students studying abroad in the 2014-2015 school year reported studying in a foreign country long-term. In the 2014-2015 school year, 313,415 American students participated in study abroad programs. More than half (53.3%) of American students studying abroad study in Europe ("Open Doors").

citizenship through a student visa. Others were unhappy with a lack of economic mobility

in China or had failed to enter a prestigious Chinese university. Fong uses the term "world

citizenship" to refer to students' desires to escape these frustrations through study abroad.

Students' Backgrounds

As children of the One Child policy (生子女政策), parents and families invest

enormous resources in the current generation of students, often using education abroad as

a means of familial upward mobility (Fong 2011). For these reasons, students from China

face considerable pressure to succeed. Previous research shows that these students arrive

in the United States with high expectations but struggle to manage these expectations upon

arrival (Yan and Berliner 2012). Whether their goals in studying abroad are individual or

collectivist, these students face enormous challenges in American university: they must

acculturate to a developed, Western society, master the English language, and utilize

campus services designed for domestic students.

Spatial Visibility, Segregation, and Stereotypes on Campus

Davis is a predominantly white college town ("QuickFacts: Davis City, California")

known for a more laid-back student environment than nearby UC Berkeley. It boasts

bicycle culture, a renowned Farmer's Market, and resistance to corporate influence. In this

context, there are several ways in which Chinese international students stand out spatially

from their American peers in Davis.

Chinese students are not generally seen at local bars, but rather congregate (and are

the majority of customers) at restaurants owned by East Asian immigrants. Rather than

dressing in the style of American women in Davis, who tend to wear casual athletic gear

and sandals, female students show favor for Chinese styles, which are generally cleaner cut

and more formal. The Chinese Students and Scholars Association (CSSA) is the single

largest Chinese student organization, boasting 100 members and 35 officers with a highly

complex, hierarchical club structure. Through student clubs, Chinese students celebrate

Chinese New Year and host social events. Club meetings for CSSA and other Chinese

student groups are exclusively conducted in Mandarin Chinese. Chinese students almost

always speak their native language when they are together in a public space.

     A number of studies find that negative stereotypes about Asians are common on

college campuses and that segregation is the norm. Ruble and Zhang (2013) find that many

American students at a Midwestern university characterized Chinese students as "Always

with other Chinese" and "Only friends with other Chinese." In the same study, American

students also classified Chinese students as "Cliquey/exclusive" and unsocial. Troy Duster

(1991) notes that "balkanization" on college campuses was long-standing, but only recently

seen as a threat in the face of demographic change under which whites are beginning to

lose cultural hegemony. Dinesh D'Souza (1991) argues that in the face of a push for racial

diversity across college campuses, students even graduate with more negative perceptions

of other races, and the campaign for racial diversity in academia has increased segregation.

Other research suggests that international students tend to dislike group work and

collaborate with peers from their own cultures (Sarkodie-Mensah 1998).

     Chinese students also face a myriad of stereotypes. American students are aware of

international students' significantly higher tuition rates, and thus generalize that these

students are very wealthy. For tuition and fees alone in the 2015-2016 school year,

international students paid a tuition rate nearly three (2.78) times as high as California

residents ("Cost: Tuition and Fees"). Almost all Chinese students have no siblings because

they are part of the One Child generation; they may be affected by negative American

stereotypes about only children, which generally hold that single-children are overindulged

and have poor social skills. This is compounded by common stereotypes of East Asians as

being antisocial and awkward. Students may see the women's more formal dress in a

negative light or as a sign of attempting to show superiority at an otherwise very casual

campus, especially in context of perceptions about their wealth. Many American students

consider their Chinese peers as more likely to be deceptive, dishonest, or to cheat in their

classes: in September 2016, the Davis Enterprise ran an article highlighting higher rates of

academic misconduct amongst Chinese students. It reported that in the 2014-15 school

year 25 percent of academic integrity violation referrals involved international students

when they composed 7% of the student population (Perez 2016).

Self-Segregation as Protection

Voluntary self-segregation may serve as a means of protection against stereotypes

and survival in general in a foreign place. While their self-segregation may be viewed

unfavorably by their American peers, it is important to note how it may serve to protect the

Chinese students against potential threats. College is a challenging and dynamic period in

which identity and social relationships are in flux. A tight-knit community of Chinese

students may serve as psychological support and a safety net for students whose families

live thousands of miles away. It is necessary for Chinese students to cultivate a close-knit

community in which they can seek culturally appropriate psychological support. Linguistic,

racial, and cultural barriers can prevent students from creating a community with students

who are dissimilar to them, and forces the formation of segregated social networks.

Perceived discrimination or uncomfortable interactions with domestic students may force

students back into a segregated community if they attempt to branch out. Additionally,

because many Chinese students are either unsure of their plans after graduation or wish to

return to China, a segregated community allows them to preserve their culture and

heritage. This is a crucial function of the community, ensuring they do not lose access to

their culture if they must someday reenter their native society.

Individual Chinese students have mixed reactions towards the segregation and

closed nature of the community. Some students long for more American friends and

authentic opportunities to participate in the dominant traditions at UC Davis. They find it

redundant that they have chosen to study outside of China yet do not fully participate in the

host society. Yet they face barriers to leaving the community such as experiences of

discrimination and anxiety about speaking English, especially for students with heavier

accents. Other students have little or no desire to include Americans in their social

networks. The systemic self-segregation that exists within the Chinese community at UC

Davis is a *rational choice* that helps them manage daily challenges in a foreign place.

Whether students feel positively or negatively about the group dynamic, the group

segregation is evidence that Chinese students consciously or unconsciously weigh the costs

and benefits associated with the segregated community and need for culturally appropriate

social support.

Consequences of Spatial Visibility, Segregation, and Stereotypes

I believe that the spatial visibility, segregation, and stereotyping of Chinese students

is important in the measures of self-efficacy and psychological distress because they reveal

challenges unique to Chinese international students. First, the segregation limits the *flow of

resources* into the Chinese community. Despite being the largest segment of the

international student population, they are still a small minority on a very large campus. In Fall 2015, students from mainland China composed 8.19% of the total student population. Segregation likely inhibits valuable academic and social information from being exchanged to Chinese students. This is particularly true as Chinese culture places value and reliance on an individual's social networks and connections (*guanxi,* 关系). A large body of research supports the strong effects of peer groups in influencing academic achievements and aspirations (Lisig Antonio 2004)

Stereotypes may also act as a source of discrimination against Chinese students, and this discrimination can harm their mental health and psychological well-being. A significant amount of research documents how racialized discrimination in the United States harms psychological health.[2] Finally, Chinese students arrive at UC Davis with a wide variety of goals. While some Chinese students in pilot interviews report appreciation for the closed nature of their community, others feel frustrated by it. Some students desire socialization and friendships with American students and view it as a goal worthy of pursuing in itself. The self-efficacy and psychological well-being of students who face barriers to expanding their social networks may be harmed.

Non-Mainland Chinese (NMC) as a Control Group

In the current study, I compare the self-efficacy of students from mainland China with that of students from a number of other Asian countries: Malaysia, Macau, Singapore, Taiwan and Hong Kong (abbreviated as NMC—non-mainland Chinese). These non-mainland countries have stronger traditions of sending students abroad, particularly to Western nations. In the 1964-1965 school year, the Institute for International Education

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[2] See Gee et. al (2009) for a literature review regarding racial discrimination and psychological health of Asian Americans

recorded the first five students from mainland China entering the United States to study abroad. In the same year, 3,279 students came from Hong Kong, 4,620 entered from Taiwan, 20 came from Macau, and 536 came from Malaysia ("Open Doors"). The first year in which data were recorded for Singapore was the 1969-1970 school year in which 343 Singaporean students came to the United States. The number of Chinese from the non-mainland sending countries entering the United States outnumbered Chinese entering from mainland until the 1999-200 school year; by then, the number of NMC had begun to decline, but the number of students from mainland rapidly increased. Today, mainland Chinese far outnumber NMC studying in the United States, with 328,547 entering the United States from mainland in 2015-2016 and 34,501 from the five non-mainland countries combined ("Open Doors").

I hypothesize that this longer standing tradition of sending students to the United States will serve to benefit the students from the non-mainland sending countries and to disadvantage students from mainland China; I also hypothesize that students from the traditional sending countries will be more likely to have parents or other family members who have studied abroad. This greater exposure to the processes involved in study abroad through their nation's longstanding traditions of sending students to the West en masse will benefit them through greater cosmopolitanism and an ability to manage expectations. In contrast, mainland Chinese students are largely navigating a relatively new tradition, despite that mainland Chinese outnumber those from the non-mainland sending nations both globally and at UC Davis.

Psychological Distress

Literature about the mental and psychological health of Chinese students shows they experience high levels of distress across all measures. In their report of mental health of Chinese international students at Yale University, Han et. al (2013) report that 45% of the 130 students reported symptoms of depression and 29% reported symptoms of anxiety. Wei et al., (2007) tested the three-way interaction of acculturative stress, maladaptive perfectionism, and length of residency in the United States to predict experiences of depression and found a positive association between depression and acculturative stress. Wei et al. also find that maladaptive perfectionism, or failure to meet performance expectations, was positively associated with experiences of depression. In their study of stress and coping mechanisms of eighteen Chinese students at a Southwestern American university, Yan and Berliner (2012) found that younger students experienced homesickness whereas older students struggled with cultural and linguistic stressors. Students who had high expectations for themselves in the United States experienced greater levels of stress, with many students surprised by what daily life in a developed, Western country looked like.

English Proficiency

Chinese students have been shown to have lower English proficiency compared to international students from other countries, and this has consequences for their academic and social experiences (Li et al. 2010). Chinese students study English in China before arriving in the United States, but regional differences and differences between types of institutions cause length and quality of study to vary greatly. Students with lower English proficiency report greater academic difficulty; Xu (1991) utilized a survey research method of international graduate students at three New York Universities to measure perceived

academic difficulty. Length of prior English study predicted perceived academic difficulty, with students who studied English longer and younger students experiencing less difficulty. Li, Chen, and Duanmu (2010) found that proficiency in English writing skills was a strong predictor of academic success. Compared to non-Chinese international students, Chinese students showed lower English proficiency, explaining their lower academic performance. Several factors help explain why Chinese students face greater difficulties with the English language; English education in China emphasizes written over spoken English, possibly resulting in greater academic difficulties upon arrival in the host country and in discussion-based classrooms (Wan 2001). Chinese students who learn English in China are challenged when they move into multicultural societies such as California, in which they must interact with English speakers with heavy global accents which they have likely never been exposed to. Americans are known for making little effort to understand how non-native English speakers communicate and speak English (Sarkodie-Mensah 1998). These factors can cause students' English confidence to decrease upon arrival had they felt they mastered the language while studying in China.

Psychological Impact of English Proficiency Levels

Lower English language proficiency has consequences for the mental health and psychological well-being of Chinese students in countries where English is the sole language of instruction. Lin and Betz (2007) examined the impact of different language settings on social self-efficacy. Social self-efficacy can be defined as "a person's confidence in his or her ability to initiate and sustain social interactions" (Lin and Betz 2007; 453) Using a sample of 203 Chinese students from a major research university, participants reported significantly higher social self-efficacy while interacting in Chinese compared to

English. They also found that Chinese students' social self-efficacy was lower than that of their American peers in English-speaking settings. But in settings in which participants spoke their native language, their self-efficacy increased to higher than white and Asian-American students. These findings would help to further explain the segregation of Chinese students at UC Davis.

Academic Adjustment Factors

Difficulties that may appear to be resulting from Chinese students' deficiency in English language may be conflated with cultural-academic adjustments. The challenge that Chinese students face to become academically proficient in English is compounded by the stark differences between Chinese and American academic cultures, the latter of which is characterized by a more informal student-professor relationship (Thompson and Thompson 1996). Hammond and Gao (2002) note that Chinese education is characterized by rote memorization and learning, whereas Western education includes dialogue, critical thought, and skepticism. Holmes' (2004) study of Chinese students in New Zealand showed that Chinese students struggled with the nuances of their instructors' English including use of idioms, the accents of the multicultural faculty, and their use of humor within lectures, indicating a cultural linguistic struggle. He also found that these students challenged to adapt to a less authority-directed and more Socratic classroom. Chinese students may be harmed as they attempt to adjust to this model, in which more verbal and aggressive students are rewarded (Beaver and Tuck 1998). Tuck (1998) demonstrated that Chinese students' expectation to participate and communicate in a class in which the students are still learning the instructive language induced anxiety. To become academically successful,

Chinese students must not only master the English language but also need to adapt to the host society's academic culture.

The backgrounds, expectations, goals, and challenges faced by Chinese international students may have a number of consequences. Here I focus on self-efficacy and psychological distress.

Dependent Variable 1: Self-Efficacy

A common definition of self-efficacy describes it as *an individual's self-perceived capacity to attain goals*. Albert Bandura (1977:193) proposed that, "an efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcomes." According to Bandura (1978), low self-efficacy accompanies high performance arousal and high self-efficacy accompanies low performance arousal. Many Chinese students go abroad in the pursuit of ambitious individual and collectivist goals, but we know little about their confidence in their ability to achieve these goals given the massive challenges they will face upon arrival. To what extent do the challenges they face deter them? Navigating differences between East and West, and between a developed and a less developed nation, may result in in many difficulties. Measuring their self-efficacy is crucial for understanding the challenges Chinese students face and for understanding the ways in which a globalizing American university is helping or harming Chinese students' as they study abroad.

Dependent Variable 2: Psychological Distress

The expectations, goals, and challenges faced by Chinese international students may also contribute to high levels of distress. For example, Chinese students' daily lives are strongly influenced by their academic experiences and their desire to obtaining a degree

and possibly obtain employment or citizenship in the United States. Other difficulties include their families' investments in their education abroad. These may contribute to high levels of distress.

Adjustment challenges such as the financial cost of living abroad and linguistic and cultural barriers to utilizing campus resources may also contribute to distress. Yang and Clum (1994) argue that international students' adjustment will be more difficult when the host and native countries are vastly different. Perkins (1977) posits that international students from Eastern, developing, non-European countries will have the most challenges in adjusting to life in the United States and will therefore experience the most stress. Compared to other international students, Chinese students may face the *most significant adjustment challenges* due to the stark cultural and sociopolitical differences between the United States and China.

In the current study, I explore how adjustment factors such as confidence in the English language and perceived experiences of discrimination determine experiences of distress for Chinese students.

Data, Measures, and Methods

I used two approaches to collect data for this study. First, I completed several, informal pilot interviews with international students from China. I entered the community of Chinese students through my study of the Chinese language. In the summer of 2015, I worked as the only non-Chinese employee at an East Asian after school center in the San Francisco Bay Area. I began to pick up simple Mandarin Chinese phrases, and chose to pursue further study after transferring into UC Davis. While seeking tutoring and native-speaking friends to converse with, I gained entry into communities of Chinese international

students. I observed that Chinese students often had unique styles of dress, a highly

segregated Chinese community, and disproportionate enrollment into certain majors while

being practically absent from others. I began to consider a multitude of hypotheses about

these students' experiences at UC Davis. In pilot interviews, I was overwhelmed by the

number of students eager to share their experiences with me. Most students, even those

who were succeeding socially and academically, felt strongly that their community's

experiences received inadequate attention by university administration. The students also

shared an overwhelming gratitude for my choosing to conduct research documenting their

experiences. This gratitude led me to believe that Chinese students face a great variety of

challenges at UC Davis, most of which go unnoticed by faculty, staff, and the domestic

student body. The full extent of these challenges cannot be captured in the present study

due to time and resource constraints.

My work with Chinese students is shaped by my *etic* perspective. As a white,

American student whose grandparents were professors at UC Davis, I hold systemic

privileges over the Chinese students I am studying and this has implications for the

presentation of the data. I am highly comfortable on campus and familiar with the

traditions and dynamics of the community. This familiarity and comfort is part of the

higher level of *symbolic capital* that I have compared to international students, even though

they may have greater familial wealth or income. This power dynamic limits the data

because I can only work with the information that students choose to reveal to me as an

outsider; they may consciously or unconsciously understand the power dynamics involved

in the research and present only selected information as a result. While the research study

was entirely voluntary and anonymous, students may have been less forthcoming in

sharing experiences due to a lack of comfortability in working with a white, American researcher. Utilizing my working proficiency of written and spoken Mandarin Chinese likely mitigated some amount of my outsider status and helped me gain trust with the students. However, it is impossible to capture the *full extent* of the experiences of students at the current moment from an etic perspective. Further research that uses a community-based participatory research model may remedy this deficiency.

In a pilot interview, one student was eager to tell a story about orientation in his freshman dorm: the Chinese students were quick to become separated from the domestic students. They were next just as quick to separate themselves into subgroups on behalf of provincial identity. A challenge of the present study is to accurately convey the diversity and nuances of the Chinese community at UC Davis and not overgeneralize the students as a group. I point out certain themes that were consistently present in my interviews, survey, and observations of Chinese students but viewpoints and experiences are *just as diverse* as domestic students. Asians and Asian Americans often face the racially charged, harmful stereotype of Asians looking and acting monolithic. My goal is to convey unifying themes of the Chinese student experience at UC Davis in an effort to document the systemic and historical influences shaping their life trajectories without overgeneralizing one student experience.

I also gathered data with a self-report survey from a sample of UC Davis undergraduate and graduate students from China, Taiwan, Malaysia, Singapore, and Hong Kong. The Institutional Review Board at UC Davis approved the study ensuring that it complied with the ethical standards established by the university. Survey participants filled out a consent form that outlined the purpose, procedures, and risk of the study and

explained their agreement to participate in the research. Participation was anonymous and voluntary and anyone who expressed an interest in the survey was able to participate in four lotteries of $15 gift cards to Amazon or WeChat (a social networking platform); people did not have to complete the survey to participate in the lottery.

I used several approaches to recruit survey participants. The Students for International Services and Scholars Office agreed to send notices about the survey to students through their listserv and individual departments, East Asian Studies and Economics, promoted the survey through their listservs (these majors have high numbers of international students). I made announcements and distributed flyers about the survey through University Writing Program's English as a Second Language courses. In addition, several student organizations including the Chinese Law Students Association, Chinese Students and Scholars Association, and the Taiwanese Graduate Student Association distributed the survey through their social media and email listservs.

The survey was available in English and Chinese (either simplified or traditional characters). I wrote the survey in English and had it translated into Chinese by a professional translation service. The majority of respondents, (79 of 114, 70 percent) chose to take the survey in Chinese, whereas only 35 participants (30 percent) completed an English survey.

Dependent Variable(s)

I considered two dependent variables: a scale measure of psychological distress (depression, anxiety, and stress) and self-efficacy. I measured the former with the DASS-18, a revised version of the short form Depression, Anxiety, and Stress Scale (DASS-21). The DASS-21 is reliable and valid in Western populations but does not account for collectivist

values that are more common in Asian populations and their ensuing psychosomatic

effects. Oei, Sawang, Goh, and Mukhtar (2013) created the DASS-18 based on an analysis of

data from respondents in six Asian countries (Malaysia, Singapore, Sri Lanka, Indonesia,

Taiwan and Thailand). Using exploratory and confirmatory factor analyses they found that

three measures from the stress subsection of DASS-21 loaded on more than one factor and

could thus be eliminated for use in Asian populations. They also found that the DASS-18

performed better than four other psychological distress scales (i.e., Personal Strain

Questionnaire, Positive and Negative Affect Schedule, Beck Depression Inventory, and the

Beck Anxiety Inventory). I used all of the items in the DASS-18 but reversed some

questions and answers to discourage response sets. Questions asked about a variety of

situations such as "Since the beginning of the school year, I felt that I had nothing to look

forward to" and "Since the beginning of the school year, I have felt that I was close to

panic."

The second dependent variable, self-efficacy, was measured through the General

Self Efficacy Scale (GSE-6). The General Self Efficacy Scale has ten questions is used to

assess ability to cope with challenges and demands of everyday life. Questions include "I

can always manage to solve difficult problems if I try hard enough" and "If I am in trouble, I

can usually think of a solution" and other similar statements use a four point likert sale (1

= Not at all true   2 = Hardly true   3 = Moderately true   4 = Exactly true).

Independent Variables

I have two groups of independent variables; one focus on demographic attributes

and background experiences; the other on experiences in the USA. Measures form the first

group include the following: approximate population of the respondents' hometown;

whether their hometown is more rural or urban; area of study; native languages spoken; family socioeconomic status; parental education; gender, and whether they are an ethnic minority in their home country. Participants also reported the number of friends and family members in their social network who had studied or were studying (?) in the United States.

My measures of experiences in the US include two measures of GPA. The first is GPA for the most recent academic quarter (Fall 2016). The second focuses on negative feelings about GPA; it asked participants to describe how stressful they find it to keep their desired GPA (Not stressful at all; Moderately stressful; Somewhat stressful; Highly stressful).

I measured confidence in the use of the English language with three questions that asked respondents about their confidence in speaking, reading, and writing English. I used two questions to measure participants' homesickness. The first question asked, "In the past three months, I have felt homesick on most days." The second question asked about the intensity of any feelings of homesickness. Another question focused more explicitly about mental health. It asked whether the respondent had any untreated mental health problems (such as anxiety, depression, or panic attacks) in the past three months (Yes or No).

I used the Harvard Everyday Discrimination Scale to measure perceptions of interpersonal discrimination. This scale provides respondents with a series of scenarios such as "You are treated with less courtesy than other people" and asks them "How often do the following happen to you because you are not American?"

I collected demographic information on several variables: the approximate population of the respondents' hometown; whether their hometown is more rural or urban; area of study; native languages spoken; family socioeconomic status; parental

education; gender, and whether they are an ethnic minority in their home country.

Participants reported the number of friends and family members in their social network

who also studied in the United States.

Hypotheses

Hypothesis 1: Intraregional Differences Hypothesis

The literature reviewed above suggests a number of hypotheses about self-efficacy

and psychological distress. Non-mainland students will likely benefit from their countries'

longstanding tradition of sending students to the West en masse. Thus, I hypothesize

students from China will have lower self-efficacy and higher distress compared to

international students from countries with a large ethnic Chinese population and a history

of sending students abroad. On the other hand, Chinese students are navigating a new field.

Mainland students have significant multigenerational pressure depending on their success

at UC Davis, but I hypothesize that they are harmed by not having parents or peers who can

guide them in the study abroad process.

Hypothesis 2: Background Variable Hypotheses

Students from China are diverse in other important ways. I hypothesize that

students from largely populated hometowns, higher socioeconomic class, and coming from

an urban hometown will have lower psychological distress and higher self-efficacy. These

variables will give them greater social capital and therefore better resources to aid their

adjustment. I also hypothesize that students with larger friend and family networks will

have improved self-efficacy and lower distress because these networks will expose them to

the procedures involved in study abroad and help them to manage their expectations.

Hypothesis 3: Adjustment Factor Hypotheses

I hypothesize that students who have higher stress in obtaining their desired GPA and lower GPA satisfaction will have lower self-efficacy and higher distress. This hypothesis builds off Wei et al.'s finding that Chinese students' failures in meeting performance expectations predicted depression. It builds off literature showing that Chinese students come to the United States with high expectations and struggle to manage these expectations upon arrival, which is rooted in the historical context of Chinese students as agents of change on behalf of themselves, their families, and their nation. I hypothesize that students who are more stressed over obtaining their desired GPA will be highly distressed due to the pressures facing them.

I hypothesize that English self-confidence will also influence self-efficacy and distress. Low English confidence would inhibit students from seeking help from professors and teaching assistants and make comprehension during lectures more challenging. Li et al. (2009) show that mainland Chinese students have lower English proficiency compared to international students from other countries and Xu (1991) finds that international students with lower English proficiency perceive greater academic difficulty. Additionally, shifting from an education system based on memorization to dialogue-based participation creates greater challenges to academic success for students with low English self-confidence (Holmes 2004). In addition, Bandura argues that self-efficacy may be harmed by setbacks and failures (Bandura 1994). Failures in English comprehension will therefore lower Chinese students' self-efficacy.

Low English confidence will create barriers to participating in the American academic environment, as per Tuck's (1998) demonstration that students learning English find participation expectations anxiety-inducing. As per Holmes' work (2004) on

intercultural communication of ethnic Chinese international students in New Zealand,

students became anxious when they failed to understand the idioms and humor used in

lectures. As per Bandura's framework that perceptions of tasks as difficult will create

distress, this hypothesis predicts that difficulty in English language will cause anxiety. This

hypothesis builds off Bandura's efficacy framework that perceptions of tasks as difficult

creates distress, as efficacy is uniquely tied to emotions. Low self-efficacy forces an

individual into feelings of distress, whereas high efficacy helps an individual face

challenging tasks with confidence and less anxiety (Pajares 2016).

Results

Hypothesis 1: Intraregional Differences Hypothesis

I examine hypothesis 1 with data from my entire sample. Bivariate correlation

results (see Table 2) show a negative (r= -0.1481., p =0.1957), but not statistically

significant association between country of origin and DASS suggesting that there is little

difference between mainland and non-mainland students in their level of distress.

Meanwhile, students from China scored significantly better than non-mainland students on

the self-efficacy scale (r=. 0.7829   , p=.032). Both of these results contradict hypothesis 1

that students from China would have lower efficacy and higher distress scores.

Hypothesis 2: Background Variable Hypotheses

I use data only from students from China to examine my remaining hypotheses.

Bivariate correlations indicate that there are two variables are significantly associated with

efficacy or psychological distress: gender and hometown population size.   Hometown

population size is negatively and significantly associated with efficacy (r=-.076, p=0.019).

it is positively associated with DASS (r=.019, p=0.896), but the association is not

significant. The former association suggests that students from larger cities have lower

self-efficacy than youth from small places. Women were found to have higher distress and

lower efficacy than men (r=0.250, p=.007; r=0.148, p=.033). The remaining background

variables appear to be unrelated to self-efficacy or psychological distress among students

from China.   Urbaneness is positively associated with efficacy (r=.112, p=. 0.434) and

negatively associated with DASS (r=-. p=) but neither correlation is significant. Neither

friend nor family network is significantly related to either efficacy (r=.041, p= 0.773; r=-

.136, p = 0.340) or DASS (r=.125, p= 0.387; r=-.071, p= 0.626). Likewise, class is not

significantly correlated either with self-efficacy (r=-.057, p= 0.690) or DASS (r= .011, p=

0.941), nor is grade level is associated with efficacy or DASS. Overall, these bivariate results

highlight possible connections between gender, the size of the city that students live in

before leaving China efficacy and distress.

Hypothesis 3: Adjustment Factor Hypotheses

There are several significant bivariate correlations involving adjustment factors.

Lower GPA satisfaction and higher GPA stress were positively and significantly associated

with DASS (r=0.511, p=0.001; r= 0.246, p=0.085) suggesting that students who

experience more stress over their GPA have more distress. Neither was associated with

efficacy. English self-confidence was positively and significantly associated with DASS

(r=0.279, p=0.0524) but had no significant association with efficacy. This finding suggests

that students with less English self-confidence have greater distress. Homesick frequency

and intensity were positively and significantly associated with DASS (r=0.299, p=0.035;

r=0.301, p=0.034), but not efficacy suggesting a link between distress and the frequency

and intensity of homesickness. Untreated mental health problems is significantly

associated with both efficacy and psychological distress (r=-0.289, p=0.010; r=0.423, p=0.048). The association between efficacy and discrimination is not significant, however, there is a positive and significant association between discrimination and DASS (r= 0.408, p=0.004), suggesting students who experience greater perceived discrimination are more distressed. Overall, the bivariate results show that each of the adjustment factors (GPA satisfaction, GPA stress, English self-confidence, homesick frequency, homesick intensity, and discrimination) is significantly associated with DASS, and one, untreated mental health problems, is also associated with self-efficacy.

Regression Models

I next ran a series of three regression models using only the variables that have a significant bivariate association with self-efficacy or psychological distress. The first model includes the two significant background factors, hometown population and gender, for DASSS and hometown population for efficacy. Hometown population is no longer a statistically significant predictor of DASS or efficacy, whereas gender retains its significant association with DASS (b=4.262, p=0.023).

The second model includes the adjustment factors. GPA satisfaction no longer has a significant association with DASS, but GPA stress has a strong, significant positive association with it (b=2.115, p=0.024). Untreated mental health problems remains a significant predictor of both DASS and self-efficacy (b=4.788, p=0.024; b=-1.689, p=0.010) and discrimination is a significant predictor of DASS (b=.299, p=0.006). English self-confidence, homesick intensity, and homesick frequency were not significantly associated with DASS

The third regression model includes the background and adjustment factors that were significant in models one and two. In Model 3, GPA stress (b=2.115, p=0.002), untreated mental health problems (b=4.788, p=0.021) and discrimination (b=.299, p=0.001) are significantly associated with psychological distress.

Discussion

Results show that my original hypotheses may have underestimated the role of peer social networks in the students' self-efficacy and psychological well-being while overestimating the multigenerational sending tradition of non-mainland countries.

The present study does not measure the influence of peer networks. However, there are reasons to believe that NMC have weaker social networks compared to their peers from mainland, and that this could explain the invalidity of my hypotheses. The first are political: Taiwan, Macau, and Hong Kong have challenging political relationships with the People's Republic of China, and these political tensions can manifest themselves in students' interactions. Citizens of Hong Kong and Taiwan generally view themselves as sovereign, whereas mainland has used the One China policy. Political tensions combined with the sociocultural differences between Hong Kong, Macau, Taiwan and mainland can serve to separate these students. For example, Taiwanese students have student organizations separate from the Chinese Students and Scholars Association, which is predominantly composed of students from mainland. Non-mainland students would therefore not benefit from peer networks formed between mainland students, rendering them an isolated minority within the international student population.

The second reason is that mainland students outnumber NMC students by a factor of 1:7. Chinese students therefore have "strength in numbers". As majority of Chinese

international students, mainland students have advantages as they form peer networks. Any political separations between the mainland and non-mainland students would therefore only disadvantage NMC students.

Both mainland and NMC students showed an increase in distress determined by lower English self-confidence. However, isolating for mainland compared to non-mainland nations showed that NMC students fared worse, which contradicts my hypothesis. For mainland students, it is possible that any deficiencies in their English are mitigated by their stronger peer networks which are exacerbated by their numerical strength. Students may be studying together, exchanging resources, helping one another choose classes, and generally navigating campus. They therefore have a stronger presence and influence on campus compared to their non-mainland peers. While the current study does not measure the influences of peer networks, I hypothesize that strong peer networks can help explain this finding.

Limitations

The research is limited by only sampling students from one institution. American institutions' enrollment of international students varies greatly. The role of peer networks can be greater understood by conducting similar research at institutions with more diverse international student bodies. Mainland Chinese students at UC Davis make up 50% of the international student body, meaning they define the hegemonic international student experience on campus. In contrast, no other sending country makes up more than 6% of the population. Conducting this research where mainland Chinese students do not have such numerical strength may alter the results. Additionally, this survey is limited in that it cannot measure how Chinese students compare to that of domestic students. For example,

the Chinese students' rates of distress may seem alarming. A comparison with domestic students could shed more light on how urgent these issues are in context, given that some elements of life at UC Davis challenge all students. Using Chinese-Americans as a control group could provide insight while controlling for a few variables.

The greatest strength of this research was the use of Mandarin Chinese. My working knowledge and Dr. Eddy U's fluency in Mandarin Chinese were crucial in working with the population of interest. It helped me to earn students' trust, allow them to relate to me on a more intimate level, and alleviated a barrier for survey participation. 80% of participants chose to take the survey in Chinese rather than English, implying that students were significantly more comfortable conducting the survey in their native language, particularly given that it involved sensitive topics. Future research with this population must offer options for participation in students' native languages and utilize high quality translation services.

Implications of the Research

The major finding of the research is that adjustment factors rather than background factors are more likely to determine students' experiences of distress. In particular, mental health problems, discrimination, and stress in obtaining GPA are harmful and this has implications for university policies.

It is my hope that this finding motivates faculty and staff at UC Davis and other institutions to evaluate and improve current international student support programs. There are many ways in which faculty and staff can help foster international students' adjustment. They can encourage international students to work in groups with their American peers rather than working alone. They can teach students to self-advocate during

these interactions through asking for clarification and explaining any limitations they may have. It is undoubtedly challenging for international students to interact with domestic students, but these interactions are invaluable sites of learning. However, the persistence of stereotypes and discrimination will continue to discourage Chinese students from interacting with their American peers, and this issue must also be addressed. These issues can be addressed in schoolwide diversity trainings, which should be inclusive of international students. For as long as Chinese students study at UC Davis, faculty and staff must make their adjustment into academic and student cultures a priority.

Appendix

Tables
Table 1: Descriptive Statistics

Variable	Percent
Mainland	65%
Non-Mainland	35%
Urban	83%
Rural	17%
Male	32%
Female	68%
Undergraduate	80%
Graduate	20%

	Variable	Mean	Standard Deviation
Background			
Mainland or non-mainland	0 "Non-mainland" 1 "Mainland China"	.646	.481
Urban or rural hometown	0 "More rural than urban" 1 "More urban than rural"	.8286	.379
Hometown population	2 "Between 1-5 million" 4 "Between 10-15 million" 3 "Between 5-10 million" 1 "Between 500,000 and 1 million" 0 "Less than 500,000" 5 "More than 15 million"	3.105	1.802
Friend networks	0 "0" 1 "1" 2 "2" 3 "3" 4 "4" 5 "5" 6 "6 or more"	4.443	2.319
Family networks	0 "0"	.949	1.475

	1 "1" 2 "2" 3 "3" 4 "4" 5 "5" 6 "6 or more"		
Class	0 "Poor" 1 "Lower class" 2 "Lower middle class" 3 "Upper middle class" 4 "Upper class"	2.734	.635
Ethic minority	0 "No" 1 "Yes"	.051	.221
Gender	0 "Male" 1 "Female"	.684	.468
Grade level	0 "Graduate" 1 "Undergraduate"	.8	.402
Adjustments			
GPA satisfaction	0 "Highly satisfied" 1"Moderately satisfied" 2"Somewhat satisfied" 3 "Moderately dissatisfied" 4 "Highly dissatisfied"	2.06	1.278
GPA stress	0 "Not stressful at all" 1 "Moderately stressful" 2 "Somewhat stressful" 3 "Highly stressful"	1.78	.811
English self-confidence	0 "Very confident" 3 "Moderately confident" 6 "Somewhat confident"	4.258	2.559

	9 "Slightly confident" 12 "Not confident at all"		
Homesick frequency	0 "Strongly disagree" 1 "Disagree" 2 "Agree" 3 "Strongly agree"	1.392	.926
Homesick intensity	0 "Not strong at all" 1 "Somewhat strong" 2 "Moderately strong" 3 "Very strong"	.835	.919
Untreated mental health	0 "No" 1 "Yes"	.1646	.3731
Discrimination	0"Never" 9 "Less than once a year" 18 "A few times a year" 27 "A few times a month" 36 "At least once a week" 45 "Almost everyday"	7.462	7.523

Table 2: Descriptive Statistics, Bivariate Correlation Table

	DASS	Self-efficacy
Background		
Mainland or non-mainland	-0.148	0.032**
Urban or rural hometown	-0.171	0.116
Hometown population	-0.028**	-0.013***
Friend networks	-0.05**	0.091
Family networks	-0.119	-0.021
Class	0.028**	0.001***
Ethic minority	0.032**	-0.1543
Gender	0.259	0.097

Grade level	0.138	0.081
Adjustments		
GPA satisfaction	0.377	-0.095
GPA stress	0.339	.051**
English self-confidence	0.282	0.103
Homesick frequency	-0.365	0.041**
Homesick intensity	-0.371	-0.075
Untreated mental health	0.423	-0.289
Discrimination	0.463	-0.1604

Table 3: Key Results from the DASS scale

Background	b	se	p
Urban or rural hometown	-3.953	2.918	0.182
Hometown population	.0822	.625	0.896
Friend networks	.476	.546	0.387
Family networks	-.422	.860	0.626
Class	.114	1.525	0.941
Ethic minority	3.469	7.351	0.639
Gender	3.905	2.179	0.079
Grade level	4.659	3.102	0.140
Adjustments	**b**	**se**	**p**
GPA satisfaction	2.987	.725	0.000***
GPA stress	1.996	1.134	0.085
English self-confidence	.852	.428	0.052**
Homesick frequency	2.504	1.1534	0.035**
Homesick intensity	2.404	1.010	0.034**
Untreated mental health	5.781	2.853	0.048**
Discrimination	.382	.125	0.004***

** p-value ≤ .05 (Statistically Significant)
***p<.01, **p<.05, *p<.10 (two-tailed)

Table 4: Key Results from the Self-Efficacy scale

Background	b	se	p

Urban or rural hometown	.662	.841	0.435
Hometown population	-.095	.177	0.594
Friend networks	.045	.156	0.773
Family networks	-.232	.241	0.340
Class	-.174	.433	0.690
Ethic minority	-1.02	2.096	0.629
Gender	.661	.632	0.301
Grade level	-.378	.902	0.677
Adjustments	**b**	**se**	**p**
GPA satisfaction	-.256	.233	0.276
GPA stress	.0513	.333	0.878
English self-confidence	.167	.122	0.179
Homesick frequency	.156	.334	0.643
Homesick intensity	-.123	.325	0.708
Untreated mental health	-1.490	.819	0.075
Discrimination	-.009	.0390	0.817

Table 5: Correlates of Efficacy and Distress

	Full Sample	China only	Full sample	China only
	Self-Efficacy	Self-Efficacy	DASS	DASS
Background				
Urban or rural hometown	0.116	0.112	-0.171	-0.192
Hometown population	-0.013	-0.076***	-0.028	0.019*
Friend networks	0.091	0.041	-0.050	0.125
Family networks	-0.021	-0.136	-0.119	-0.071
Class	-0.010	-0.057	0.028	0.011
Ethic minority	-0.154	-0.069	0.032	0.068
Gender	0.097	0.148**	0.259*	0.250*
Grade level	0.090	-0.060	0.138	0.212
Adjustments				
GPA satisfaction	-0.095	-0.156	0.377***	0.511***
GPA stress	0.051	0.022	0.339***	0.246*

English self-confidence	0.103	0.193	0.282**	0.279**
Homesick frequency	-0.041	0.066	0.365***	0.299**
Homesick intensity	-0.075	-0.054	0.372***	0.301**
Untreated mental health	-0.289***	-0.253**	0.423***	0.281**
Discrimination	-0.160	-0.034	0.463***	0.408***

***p<.01, **p<.05, *p<.10 (two-tailed)

Table 6: Key Results from the DASS scale for Chinese students only

	Model 1			Model 2			Model 3		
Background	b	se	beta	b	se	beta	b	se	beta
Hometown population	-.140	.476	-.033						
Gender	4.262**	1.830	.250				1.612	1.562	.099
Adjustments									
GPA satisfaction				1.158	.629	.190			
GPA stress				2.115**	.919	.228	2.823***	.872	.305
English self-confidence				.279	.310	.088			
Homesick frequency				.091	1.293	.011			
Homesick intensity				1.292	1.326	.149			
Untreated mental health				4.788**	2.0610	.227	5.003**	2.113	.237
Discrimination				.299***	.104	.294	.373***	.103	.366

***p<.01, **p<.05, *p<.10 (two-tailed)

Table 7: Key Results from the Self-Efficacy scale for Chinese students only

	Model 1		Model 2	
Background	b	se	b	se
Hometown population	-.095	.177		
Adjustments				

Untreated mental health			-1.689**	.819

***p<.01, **p<.05, *p<.10 (two-tailed)

Survey Instrument

Chinese International Student Experiences at UC Davis
Thank you for participating in this survey. You will be asked about your experiences as an international student. The survey will take approximately 20-25 minutes. Your progress will be shown on the progress bar below. You may exit for any reason at any time.

Are you an undergraduate or graduate student?
- ☐ Undergraduate
- ☐ Graduate

How would you describe the place you spent most of your childhood?
- ☐ More urban than rural
- ☐ More rural than urban

Approximately how many people lived in the town/city where you spent most of your childhood?
- ☐ More than 15 million
- ☐ Between 10-15 million
- ☐ Between 5-10 million
- ☐ Between 1-5 million
- ☐ Between 500,000 and 1 million
- ☐ Less than 500, 000

What is your major/ area of study?

Did you attend Community College in the United States before studying at UC Davis?
- ☐ Yes
- ☐ No

How many ESL (English as a Second Language) courses were you required to take at your community college?

What are your plans after graduating from UC Davis?
- ☐ Return to native country
- ☐ Stay in the United States (including attending graduate school in the United States)
- ☐ Not sure
- ☐ Other (please explain) _____

What was your GPA last quarter (Fall 2016)?

How satisfied are you with your current GPA?
- ☐ Highly satisfied
- ☐ Moderately satisfied
- ☐ Somewhat satisfied
- ☐ Moderately dissatisfied
- ☐ Highly dissatisfied

How stressful do you find keeping your GPA where you want it to be?
- ☐ Not stressful at all
- ☐ Moderately stressful
- ☐ Somewhat stressful
- ☐ Highly stressful

How many years did you formally study English before arriving to UC Davis?

At what type of institution did you study English before coming to Davis? Select all that apply.
- ☐ International School
- ☐ Public School
- ☐ Private Academy
- ☐ American High School
- ☐ College prepatory program in the United States
- ☐ Community College in the USA
- ☐ Foreign language school
- ☐ Other (please explain) _____

What was your TOEFL score total?
- ☐ 0-30
- ☐ 31-60
- ☐ 61-90
- ☐ 91-120
- ☐ Don't know/ Don't remember

How many of the following classes were/are you required to take at UC Davis?
- ☐ UWP 21
- ☐ UWP 22
- ☐ UWP 23
- ☐ WLD 57.

How confident are you in your abilities to *read* in English?
- ☐ Very confident
- ☐ Moderately confident
- ☐ Somewhat confident
- ☐ Slightly confident
- ☐ Not confident at all

How confident are you in your abilities to *write* in English?
- ☐ Very confident
- ☐ Moderately confident
- ☐ Somewhat confident
- ☐ Slightly confident
- ☐ Not confident at all

How confident are you in your abilities to *speak* in English?
- ☐ Very confident
- ☐ Moderately confident
- ☐ Somewhat confident
- ☐ Slightly confident
- ☐ Not confident at all

Please read each statement and check the circle which best indicates how much the statement applied to you since the beginning of this school year (i.e., fall 2016). There are no right or wrong answers. Do not spend too much time on any statement.

Since the beginning of the school year, I was worried about situations in which I might panic and make a fool of myself.
- ☐ Did not apply to me at all
- ☐ Applied to me to some degree, or some of the time
- ☐ Applied to me to a considerable degree, or a good part of time
- ☐ Applied to me very much, or most of the time

Since the beginning of the school year, I felt that I had nothing to look forward to.
- ☐ Did not apply to me at all
- ☐ Applied to me to some degree, or some of the time
- ☐ Applied to me to a considerable degree, or a good part of time
- ☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have not felt down-hearted and blue.
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I was intolerant of anything that kept me from getting on with what I was doing.
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have felt that I was close to panic.
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I was unable to become enthusiastic about anything.
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I felt I wasn't worth much as a person.
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I felt that I was rather touchy
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have not felt scared without any good reason
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I felt that life was meaningless
☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time

☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have not found it hard to wind down

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I was aware of dryness of my mouth

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I couldn't seem to experience any positive feeling at all

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have not experienced any breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion).

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I found it difficult to work up the initiative to do things.

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I tended to over-react to situations.

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

Since the beginning of the school year, I have not experienced any trembling (e.g., in the hands).

☐ Did not apply to me at all
☐ Applied to me to some degree, or some of the time
☐ Applied to me to a considerable degree, or a good part of time
☐ Applied to me very much, or most of the time

In what country did you spend most of your life before coming to the United States?

- ☐ Mainland China
- ☐ Hong Kong
- ☐ Macau
- ☐ Taiwan
- ☐ Malaysia
- ☐ Singapore
- ☐ Other (please explain) _____

Which language(s) did you speak at home? Select all that apply.

- ☐ Mandarin/Putonghua
- ☐ Cantonese
- ☐ Taiwanese
- ☐ English
- ☐ Other (please explain) _____

Prior to arriving to UC Davis, how many people in your extended family studied in the United States?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

Prior to arriving to UC Davis, how many friends did you know who studied in the United States?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

In the past three months, I have felt homesick on most days.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

When you felt homesick in the past three months, how intense was it?
- ☐ Not strong at all
- ☐ Somewhat strong
- ☐ Moderately strong
- ☐ Very strong

In the past three months have you had any untreated mental health problems (such as depression, anxiety, or panic attacks)?
- ☐ Yes
- ☐ No

In your day-to-day life, how often do any of the following things happen to you because you are not American?
You are treated with less courtesy than other people.
- ☐ Almost everyday
- ☐ At least once a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Less than once a year
- ☐ Never

You are treated with less respect than other people.
- ☐ Almost everyday
- ☐ At least once a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Less than once a year
- ☐ Never

You receive poorer service than other people at restaurants or stores.
- ☐ Almost everyday
- ☐ At least once a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Less than once a year
- ☐ Never

People act as if they think you are not smart.
- ☐ Almost everyday
- ☐ At least once a week
- ☐ A few times a month
- ☐ A few times a year
- ☐ Less than once a year
- ☐ Never

In your day-to-day life, how often do any of the following things happen to you because you are not American?
People act as if they are afraid of you.
- ☐ Almost everyday

    ☐   At least once a week
    ☐   A few times a month
    ☐   A few times a year
    ☐   Less than once a year
    ☐   Never

People act as if they think you are dishonest.
    ☐   Almost everyday
    ☐   At least once a week
    ☐   A few times a month
    ☐   A few times a year
    ☐   Less than once a year
    ☐   Never

People act as if they're better than you.
    ☐   Almost everyday
    ☐   At least once a week
    ☐   A few times a month
    ☐   A few times a year
    ☐   Less than once a year
    ☐   Never

You are called names or insulted.
    ☐   Almost everyday
    ☐   At least once a week
    ☐   A few times a month
    ☐   A few times a year
    ☐   Less than once a year
    ☐   Never

You are threatened or harassed.
    ☐   Almost everyday
    ☐   At least once a week
    ☐   A few times a month
    ☐   A few times a year
    ☐   Less than once a year
    ☐   Never

Please read the following statements and pick a corresponding response.
I can always manage to solve difficult problems if I try hard enough
    ☐   Not at all true
    ☐   Hardly true
    ☐   Moderately true
    ☐   Exactly true

If someone opposes me, I can find the means to get what I want.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

It is difficult for me to stick to my aims and accomplish my goals.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

I am not confident that I could deal efficiently with unexpected events.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

Thanks to my resourcefulness, I know how to handle unforeseen situations.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

I can solve most problems if I invest the necessary effort.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

I find it hard to handle whatever comes my way.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

If I am in trouble, I can rarely think of a solution.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

When I am confronted with a problem, I can usually find several solutions.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

I can remain calm when facing difficulties because I can rely on my coping abilities.
- ☐ Not at all true
- ☐ Hardly true
- ☐ Moderately true
- ☐ Exactly true

What is the highest level of educational attained by one of your parents?
- ☐ Secondary school (middle school)
- ☐ High school
- ☐ Vocational school
- ☐ College
- ☐ Master's degree or higher

In your native country, how would you describe your family's socioeconomic status?
- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Lower class
- ☐ Poor

In your native country, is your family an ethnic minority?
- ☐ Yes
- ☐ No

What is your gender?
- ☐ Male
- ☐ Female
- ☐ Other

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