

Student Development in College: Theory, Research, and Practice

Capstone Project

Submitted in Partial Fulfillment of Requirements

for the Degree of

Master of Arts in Education

(Concentration in Community College)

Central Michigan University

by

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June 2018

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Chapter 1 - Introduction

This chapter offers a brief overview of the topic, provides a synopsis of the key concepts, and discusses areas of concern that are addressed in the study. This chapter addresses the underlying assumptions and theoretical framework that guides the study, and provides a discussion of its purpose and significance. This chapter ends with a definition of key terms and introduces the research questions that will be examined in this study.

Background Statement

Student Development Theory (SDT) helps post-secondary educational institutions and practitioners gain an understanding of the theoretical frameworks of learning and development of a whole student. Student Development Theory explores the many factors that play a pivotal role in overall student motivation, academic success, and cognitive development. It helps educational institutions, practitioners, and student affairs departments to understand the diverse learners and address/accommodate their learning needs to be successful. SDT helps student affairs understand how a student rationalizes, behaves, and grows as a learner and as a human being. According to Jones & Abes, 2013 and Brookfield, 2005, SDT is a useful tool that answers the question “why?” and helps with student engagement and motivation. Implementation of SDT helps learners achieve their academic potential while developing and exploring their social identities and cognitive abilities. The mission of the SDT is to enhance the student experience through learning and development opportunities that support students' academic and personal success.

Theoretical Framework

This study focused and applied the conceptual framework of SDT as an umbrella topic, but utilized specific components of the theory such as ethnic, cultural, gender and sexual identity development to examine the awareness and understanding at the institution. Student

Development Theory is multidisciplinary and connects to various fields such as anthropology, social psychology, biology, humanities, and higher education (Patton, Renn, Guido, Quaye, and Forney, 2016). Regardless of its origin, all student development theories promote student learning, development, and academic progression (Renn & Reason, 2013).

Problem Statement

Student Development Theory is associated with development, success, motivation and has become a catchphrase with no direct application to a specific theoretical framework (Patton et al., 2016). The purpose of this study was to investigate the knowledge, understanding, and application of Student Development Theory in the college environment. Because having the knowledge and understanding of SDT enables higher education institutions, academic practitioners and student affairs professionals to identify and address students' diverse learning needs, these professionals design curriculum and develop policies that create safe, inclusive, healthy and positive learning and sharing environments (Patton et al., 2016). This study considered experiences of a diverse student population and how they balance learning including their motivation, tactics and strategies that they use, the obstacles they overcome, and the ways that they navigate their personal, social, and professional environment. The researcher's personal and educational experience contributed to and played a pivotal role in this investigation.

Purpose of Study

The purpose of this quantitative study was to examine the importance of Student Development Theory as it relates to students' cultural, ethnic, gender and sexual identity development. This study investigated students' awareness and understanding of the resources and services available on campus at a community college in Ontario, Canada. This study surveyed a diverse student population in the areas of race, age, gender, ethnicity and program of

study to determine the likelihood that they would understand and utilize resources and services pertaining to their overall identity development.

Scope of Study

The scope of this quantitative study was a single college in Ontario, Canada. Specifically, this study was conducted through a paper-and-pencil survey for students enrolled in various programs at the college. The paper-and-pencil (PP) method requires little interaction between the researcher and the participants, which allows for more candid response (Mills & Gay, 2015). Participant recruitment for the PP survey included discussion with faculty from various programs to agree to invigilate the survey to their students. This specific Ontario College was chosen for this study due to the ease of access to the researcher since at the time of this study the researcher was employed at the college.

The results of the study may not be generalizable because the study occurred at a single college with a small population, and potential for low response rate. The scope of this study focused on the overall understanding of SDT and the important role it plays on students' social development, cognitive development and academic success.

Significance of Study

There are a few points of significance of this study, such as:

1. SDT helps student demonstrate and understand their own gender, sexual orientation, cultural and ethnic identity and encourages them to seek to learn more about others to increase their cultural competences.
2. SDT enables academic practitioners to confront prejudices and discrimination by promoting multicultural sensitivity while communicating effectively with a diverse student population.

3. SDT embeds academic excellence by acquiring, identifying, and applying concepts and ideas to multiple aspects of the student learning experience, availability of resources and services that enhances their academic and social development.
4. SDT helps students with classroom engagement by developing a sense of belonging to the campus community, as well as building meaningful relationships while utilizing their own skills, knowledge, and resources to support their learning and development.

Research Questions

This quantitative study attempted to answer the following research questions:

1. How is Student Development Theory important to students, academic professionals, and post-secondary institutions?
2. Does Student Development Theory have an impact on student identity?
3. How is student identity impacted by Student Development Theory?

Definition of Terms

Development is defined as “the process of becoming increasingly complex” (Patton et al., 2016, p. 5).

Theory is defined as “a unified, systematic casual explanation of a diverse range of social phenomena” (Schwandt, 2007, p. 292).

Student Development Theory is a “collection of theories related to college students that explain how they grow and develop holistically, with increased complexity, while enrolled in a postsecondary educational environment” (Patton et al., 2016, p. 6).

Ethnic identity is “the identity that develops as a function of one’s ethnic group membership” (Umana-Taylor, 2011, p. 792).

Sex is defined as “a biological and physiological characteristics that define men and women” (The World Health Organization (WHO), 2014).

Gender “refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women” (WHO, 2014).

Gender identity “involves the self-representation of a gendered self, mediated by self-regulatory processes. Gender identity is informed by knowledge of one’s biological sex and of the beliefs associated with gender, and an understanding of a collective basis of gender” (Bussey, 2011, p. 608).

Sexual identity is a “complex construct that includes sexual orientation, attractions, emotions, desires, and behaviours. It is the name and the meaning individuals assign to themselves based on the most salient sexual aspects of their life” (Patton et al., 2016, p. 156).

Limitations of Study

Some of the limitations of this study were:

1. Student experience -limited to experience of students at one medium sized college in Ontario.
2. Time limitation- lack of time restricts the researcher to a single application of the survey, without the opportunity for secondary surveys.
3. In class, surveys and student participation– difficult to ensure participation from students who prefer online surveys and/or student’s inability or unwillingness to participate in the study.
4. Being a quantitative study that limits the researcher’s ability to delve deeper to determine institutional experience with SDT, faculty experience and practice with SDT, and

program experience to analyse representation of SDT in curriculum and learning outcome.

5. Interpretations and conclusions could be impacted if researcher's bias exists. However, the researcher will not be directly involved in any of the courses from which the participants will be selected.

Summary

This chapter has provided an introduction to the study. Its purpose is to increase understanding and promote awareness of student development and its impacts on students' learning, development, and academic progression. The remaining chapters of this work will discuss the literature related to this research (chapter 2) and the methods that will be used to answer the research questions (chapter 3). Chapter 4 will discuss the results of the data analysis and Chapter 5 will discuss the study conclusions and implications.

Chapter 2 – Literature Review

In an increasingly diversified learning environment, where international students are becoming the majority of students, it is critical to understand their learning needs and desires. The ability to understand their diverse learning needs can enhance the quality of student learning, retention, engagement and academic progression or performance in the classroom and beyond. This literature review examined the student learning and development journey as revealed in the current research. The intent was to identify and explore the role of Student Development Theory (SDT) as it relates to students' identity development and a sense of belonging. More precisely the literature explored the role of Student Development Theory in students' growth and development during their post-secondary journey. The literature review started with brief history of Student Development Theory to gain an understanding of the theoretical framework, latter focused on ethnic and cultural identity development, and sexual and gender identity development. The literature review was conducted via government, academic and policy-oriented internet search engines and looked at Student Development Theory as an umbrella topic.

Student Development Theory

SDT is a guiding principle that creates pathways for student affairs and academic practitioners. Student development is defined as "the ways that a student grows, progresses, or increases his or her developmental capacities as a result of enrollment in an institution of higher education" (Rodgers, 1990 p, 27). Student Development Theory is not a new phenomenon. According to Patton, Renn, Guido, Quaye, and Forney (2016) SDT concept emerged from mid-twentieth-century research in psychology and sociology. Today, SDT is a topic of great interest in education settings and is considered a multidisciplinary field that applies to various disciplines, including humanities and higher education. However these disciplines represent a

variety of worldviews (Jones, Torres, & Arminio, 2014), and certain academic disciplines favour one worldview over the many available (Guba, 1990; Guido, Chavez, & Lincoln, 2010). Theory and practice in higher education is a reflection of the academics who enact it. Therefore, understanding and embedding the theoretical framework in program curriculum can enhance student development and overall student success and retention.

Colleges and universities today are experiencing higher enrollment from international and non-traditional students. Many of them are working adults with busy schedules and other responsibilities. They may have limited hours available to complete course requirements and their expectations for learning may be far different than traditional college students. Therefore, SDT is important and plays a crucial role for institutions of higher education and the educators who work hard to deliver courses in the best way possible. Because it is useful to “describe, explain, predict, influence outcomes, assess practice, and generate new knowledge and research” (Jones & Abes, 2011, p. 151). Student Development Theory stipulates that educational institutions must have a clear understanding of how adults of all ages from different demographics learn, and how to meet the specific needs of a broad range of adult learners as its cornerstones. According to Pascarella & Terenzini (2005), Student Development Theory is a guideline for student affairs educators to design learning communities that promote cross-cultural dialogue, which contribute to intercultural development. SDT focuses on the development of the whole student and provides a strong foundation for understanding and working with, today’s diverse college-going population. Learning and applying Student Development Theory is challenging but worthwhile goals for educators (Patton et al., 2016). Student development includes theories of social identity development and cognitive development as its main branches and contributes to a student’s sense of belonging.

A sense of belonging is a feeling of acceptance, appreciation, and respect, thus, a “basic human need and fundamental motivation that drives student behaviours, and facilitates educational success” (Strayhorn, 2012, p. 87). A sense of belonging has been associated with academic motivation, retention, success, and persistence (Freeman, Anderman & Jensen 2007; Hausmann, Schofield, & Woods, 2007; Hoffman, Richmond, Morrow, & Salomone, 2002), and psychological adjustment (Pittman & Richmond, 2008). However, developing a sense of belonging for students from visible minority groups can be challenging and thought provoking (Hurtado & Carter, 1997; Stephens, Fryberg, Markus, & Johnson, 2012; Strayhorn, 2012). Students, who feel included and respected, are motivated to academically perform better and have meaningful learning and sharing experiences. Vaccaro & Newman (2016) also added that students with a sense of belonging are likely to achieve valuable educational outcomes because they feel their opinions are valued and are included in broader discussion. According to Freeman et al. (2007), Hausmann et al. (2007), and Pittman & Richmond (2008), a good support system, friendship, and social acceptance have been linked to a sense of belonging. Positive, caring, and meaningful relationships with professors, and mentors, contribute to self-belonging (Freeman et al., 2007; Strayhorn, 2012). As a result “learners in positive, joyful environments are likely to experience enhanced learning, memory, and self-esteem” (Jensen, 2008, p. 99).

In order to create a sense of belonging, institutions, and educators need to address students’ emotional senses and connectedness through curriculum. “All learning involves the body, emotions, attitudes, and physical well-being. Brain based learning advocates that we address these multiple variables more often and more comprehensively” (Jensen, 2008, p. 82). Educators play a vital role in the lives of students in their classrooms, because they set the tone of their classrooms, build a warm environment, mentor and nurture students, become role

models, and listen and look for signs of trouble. This caring and comforting environment encourages students to be emotionally invested and motivated in classroom learning. When most people think of environment, they think of the physical makeup of a space, whether it is indoors or outdoors. While the physical makeup of a space is a contributor to an engaging environment, what the teacher is creating is more akin to a classroom culture. It is made up of expectations, respect, values, and an inclusive space that is used to enhance the expectations and values the teacher has established. Students are motivated when learning is seen to have a lasting impact on their lives; learning content is current, relevant and reflects their values, beliefs, and identities.

Ethnic and Cultural Identity Development

Cultural identity is a feeling and sense of belonging to one or more ethnic groups. It defines the way an individual identifies him or herself in different cultural contexts. The culture has a large influence on behavior in almost any environment (Rabe, 2009; Freed, Freed & Bertram, 2013). Due to its dynamic, fluid, and multidimensional form (Burton, Nandi, & Platt, 2010), there is no universal definition of ethnic identity (Cokley, 2015). Student Development Theory plays an important role in shaping the way college students understand ethnicity as part of their identity, history, social institutions, and their everyday lives. Ethnicity delineates one's place of origin or nationality, cultural background or ancestry, language and by extension belief system. Depending on one's skin color, ethnic background, life experience, and everyday interactions can construct a positive or a negative idea of what ethnicity means. Post-secondary institutions should consider inclusion and diversity in curriculum and create a learning, teaching and sharing environment that is inclusive, collaborative and culturally enriching. This is done by offering programs with a diverse student population in mind. Cultivating an awareness and

understanding of the visible diversity such as race, ethnicity, sex, age, physical ability and differences that are less visible such as culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background, mental ability will support the achievement of social justice for all people and groups. This will create awareness, understanding and particularly shed positive light on those who are marginalized, ignored, or subjected to discrimination or other forms of oppression. Addressing these issues and including them as part of the curriculum will give voice, purpose, and identity to marginalized groups. Positive ethnic identity is important for healthy psychological functioning, and enhanced self-esteem (Richardson, Bethea, Hayling, & Williamson-Taylor, 2010; St. Louis & Liem, 2005; Umana-Taylor, 2004, 2011; Umana-Taylor & Shin, 2007). In order for college students to develop a positive ethnic identity and sense of belonging, “they must resolve the developmental task of defining their identity by answering the question, “Who am I?” (Patton et al., 2016, p. 131). Strayhorn (2012) explained how belonging is the “degree to which an individual feels respected, valued, accepted, and needed by the defined group” (p. 87). Researchers consistently show that students with positive ethnic identity development are likely to achieve valuable educational outcomes.

Sexual and Gender Identity Development

Sexual identity is a complex construct and it refers to who we are as sexual beings. Sexual identity development is the process of self-knowledge and self-acceptance that allows us to recognize many different aspects of sexual identity, such as sexual orientation, attractions, sexual needs, urges, and values, as well as cultural and religious norms. Sexual identity is a necessary process in forming one’s overall identity development (Savin-William, 2011). Many students begin exploring their sexual identity as they are emerging in a post-secondary

environment. As such, it is critical for student affairs educators to understand and comprehend the challenges that sexual identity development poses to students of all background, gender, sexual orientations, and ages (Patton et al., 2016). College educators and administrators need to create a safe and inclusive learning environment for everyone, regardless of one's sexual orientation. Promoting programs and campus events that allow students to interact freely can promote awareness and understanding among oppressed individuals that it is safe to explore and express their sexual identity. Patton et al. (2016) adds that students use campus, online resources and other college services to learn about diversity of sexual identity and expressions. Students who are aware of their sexual identity at an early age, according to Patton et al. (2016), they view college as a safe environment to explore and express their sexual identity more freely. Student services provide social and interpersonal environments for learning and embracing one's identities, however there is work to be done to improve overall campus climate with regard to student identity development. Many college educators and student development professionals agree that achieving a meaningful sense of personal identity is an important developmental task for college students. Josselson (1987) suggested that "college may be the critical period for identity formation to begin" (p. 64). Dillion, Worthington, & Moradi (2011) suggested that individuals who are in the process of forming or exploring their identity can experience stress and anxiety, and could benefit from intervention and support services. In order to alleviate stress and anxiety college administrators and faculty members should be vigilant and have services and resources in place to help students with coping. Failure to provide services and resources can impact student's mental health, wellbeing and academic success.

Summary

There is an identified need for implementation of SDT in the post-secondary environment to assist students in connecting with their cultural, ethnic, gender and sexual identity development to enhance self-belonging, meaning making, retention, engagement and academic progression or performance in classroom and beyond. As was demonstrated by the review of the literature in the preceding sections of this chapter, the literature available on the benefits of SDT is extensive. Successfully implementing SDT in the post-secondary environment is quite easy, as long as some of the potential issues are identified and resolved to the best of the institution's ability.

Chapter 3 – Methodology

Introduction

Chapter 3 offers an overview of the quantitative research methodology, as well as discusses the research design and population sample. This chapter also provides a synopsis of the data collection, and discusses data analysis strategy. Lastly, this chapter discusses the timeline and the order everything will be completed.

Research Questions

This quantitative study attempted to answer the following research questions:

1. How is Student Development Theory (SDT) important to students, academic professionals, and post-secondary institutions?
4. Does Student Development Theory have an impact on student identity?
5. How is student identity impacted by Student Development Theory?

Research Design

The researcher employed the quantitative research design to better understand the role and the importance of Student Development Theory to students, academic professionals, and post-secondary institutions. Quantitative research allowed the researcher to “collect numeric data from a larger number of people using instruments with pre-set questions and answers” (Creswell, 2012, p. 13). This method enabled the researcher to summarize vast sources of data and use statistics to generalize the findings. Quantitative methods are reliable, valid and eliminate bias because they employ prescribed procedures and involve many cases and few variables, which will prevent the researcher from using subjects known to them. Furthermore, this method enabled the researcher to control the data collection environment so that extraneous variables were not introduced into a study. The first research question allowed the researcher to gather

information about the importance of Student Development Theory as it relates to academic professionals and post-secondary institutions. This question also enabled the researcher to gather the data about the role of Student Development Theory on students' personal, professional, and academic life. Second and third question allowed the researcher to collect information about the impact of Student Development Theory on student's ethnic, cultural, gender and sexual identities.

Population and Sample

The participants for this study were first and third year students from the Police Foundations (PF), Child and Youth Care (CYC), and Community and Justice Service (CJS) programs in the School of Community and Health Studies (SCHS) at a specific community college in Ontario. For the purpose of this study, the researcher used a simple random sampling technique to select the population sample. "Simple random sampling is the best way to obtain a representative sample" (Mills & Gay, 2015, p. 139). To be eligible to participate in the study, the participants must be full time or part time students enrolled in PF, CYC, CJS programs at a specific campus at the Ontario college. The researcher surveyed two sections of these programs, one section from first year, and one section from third year in order to compare the survey findings. The section size in these programs varies from 35 to 60 students from very diverse backgrounds. The participants were not asked to identify themselves to ensure their confidentiality.

Data Collection

This research study was conducted at a diverse community college in Ontario. Participants were the students from PF, CYC and CJS programs with various backgrounds and learning needs. The research data was collected during the summer 2018 semester, specifically,

May and June 2018. The researcher requested the faculty from these programs to participate in the study. Upon faculty's agreement, the researcher shared the purpose and scope of the study, and provided brief tutorial on the process to administer the survey. The researcher distributed the survey to participating faculty prior to their class time. The surveys were collected at the end of the class by the researcher. The data was collected through the use of cross-sectional surveys. "Cross-sectional design is effective for providing a snapshot of the current behaviours, attitudes, and beliefs in a population. It also has the advantage of providing data relatively quickly" (Mills & Gay, 2015, p. 192). The researcher deployed paper-and-pencil surveys to gather data. Since paper-and-pencil method requires little interaction between the researcher and the participants, which allows for more candid response (Mills & Gay, 2015). The survey was administered at the beginning of the class and approximately took 15 to 20 minutes to complete. The participants used a pen to record their responses.

Instrumentation

The survey instrumentation (Appendix D) was comprised of demographic information, checklist, Likert, and free response design to collect all the mandatory information from the participants. The demographic information tool allowed the researcher to collect gender, sexual and ethnic identity data. Whereas the checklist enabled the participants to share their awareness and understanding about the resources available to them at the college. In addition, the Likert scale allowed the participants to read the statements about the importance of identity development to them and whether they strongly agree, agree, disagree, or strongly disagree.

Variables

Guided by the theoretical framework and related literature, this study employed independent variables in the following areas. The first was student identity awareness,

understanding, and acceptance with regard to their background, such as age, gender, sexual orientation, and race/ethnicity. The second area was student awareness, resource availability, and accessibility at the college. The third variable was student identity development and academic progression and motivation. There are many different approaches to measuring a variable (Mills & Gay, 2015). For the purpose of this study, the participants were asked to circle/check their identity, sense of belonging, importance of their identity, and the learning environment at the college.

Data Analysis

Upon collecting the completed survey packages, the researcher used the survey responses to analyze the results. The survey responses were hand-tabulated and transferred to Microsoft Excel, in order to best understand and present the results. Hand-tabulation allows respondents to mark answers clearly, which enables the researcher to enter data quickly, without having to search for information (Mills & Gay, 2015). The results from the analysis allowed the researcher to analyze the responses for each question to draw conclusions about the research question and provide recommendations.

Timeline

The researcher completed the Research Ethics Board (REB) approval process and other mandatory requirements by winter 2018 semester in order to start the research. Once the REB process was completed and approved, the researcher reached out to faculty who taught first and third year students in the PF, CYC, and CJS programs, and asked for their collaboration. Upon the faculty's approval, the researcher delivered and started the surveying process in order to collect and analyze data. The participants needed approximately twenty minutes to complete the survey.

Ethical Review

This study required the use of human subjects in order to collect data from answering the survey questions. Due to this, the researcher abided by the policies and procedures governing the Ontario college involved in the study. In accordance with the REB, Central Michigan University, and the involved Ontario college, the researcher provided the required documentation and application forms before embarking on the study. This study did not pose any risk to participants, and the researcher protected their rights and anonymity by abiding the mandate of the REB. Through this process student participants were fully informed about the purpose and scope of the study. The participants were informed that the survey does not require identifiable data from them, that they were free to withdraw from participating in the survey at any time without penalty, and that their decision to participate was strictly voluntary.

Summary

This chapter has provided an overview of the quantitative research methodology of research design, data collection, instrumentation, variables, data analysis methods, and timeline when the research was completed. The researcher also described the potential population and sample size as well as the approval of REB.

Chapter 4: Data Analysis

In addition to obtaining usable and useful information, Chapter 4 also analyzes, interprets, and summarizes the quantitative data while showcasing visual representation of results.

This analysis was done on a data source from a quantitative cross-sectional paper-and-pencil survey that was administered at the beginning of the class and took approximately 15 to 20 minutes to complete. The survey was conducted during the summer 2018 semester, specifically, May and June 2018. This quantitative study was designed to examine the importance of Student Development Theory (SDT) as it relates to students' cultural, ethnic, gender and sexual identity development. The study was designed in an effort to better understand the role and the importance of Student Development Theory to students, academic professionals, and post-secondary institutions. This study investigated students' awareness and understanding of the resources and services available on campus at a community college in Ontario, Canada.

Potential participants for this study were first and third year students from the Police Foundations (PF), Child and Youth Care (CYC), and Community and Justice Services (CJS) programs in the School of Community and Health Studies (SCHS) at a specific community college in Ontario. The participants were informed about the study by their faculty, who read the consent statement to participants (Appendix B) and explained the purpose of the study. Potential participants were informed that they were free to refuse to participate in this research project or withdraw their consent and discontinue participation in the project without penalty or loss of benefits to which they were otherwise entitled. Participants were also informed that their participation would not affect their relationship with the institution(s) involved in this research project. The participants were informed that the survey did not require identifiable data from

them, that they were free to withdraw from participating in the survey at any time without penalty, and that their decision to participate was strictly voluntary.

To eliminate any underlying coercion, the researcher was also present in the classroom during the survey process. Since students were notified face - to-face during class, and it was administered at the same time, this reduced the potential for participants to feel coerced or pressured to participate. Due to a potential for mild psychological risks (embarrassment, upset), the researcher shared counselling referral information as part of the mitigation plan to support the participants (Appendix C). The counselling referral information was also included on both consent forms (student and faculty) (Appendix B and D). The researcher also handed out the counselling information sheet to all participants.

The researcher promoted the survey by sending an email to fellow faculty members, which included a one page “faculty informed consent letter” outlining the basics of the research project, and including contact information about REB and the Project Monitor. All surveys were collected at the end of the class by the researcher.

Two-hundred and eighty-nine participants gave consent and submitted a complete survey. Any surveys that did not reach completion stage for any reason were eliminated from final results, as those were deemed to be surveys that participants had removed their consent for participation. As addressed in Chapter 3, the researcher reported results in a variation of descriptive statistics, including percentages, and visual representations were utilized in the format of graphs and tables to assist with the presentation of the results.

Demographics (Questions 1, 3, 7, & 8)

There were two hundred eighty-nine respondents representing three different programs at a specific Ontario College. One hundred fifty-nine respondents identified themselves as male

whereas one hundred thirty respondents identified themselves as female. The majority of respondents (57%) were enrolled in the PF program. Twenty-six percent of respondents were from the CJS program; seventeen percent were from the CYC program. These results are presented in Figure 1 and figure 2.

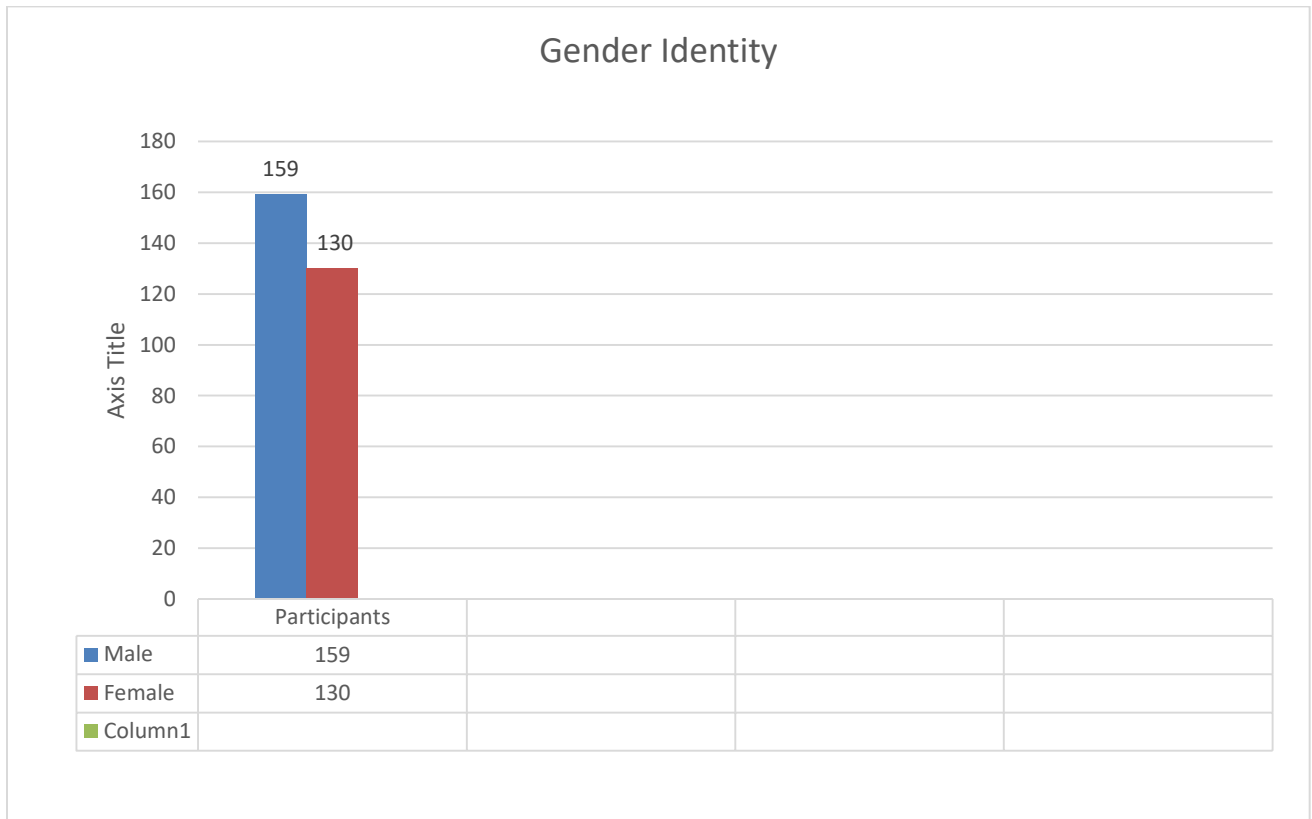


Figure 1 shows the number of male and female respondents.

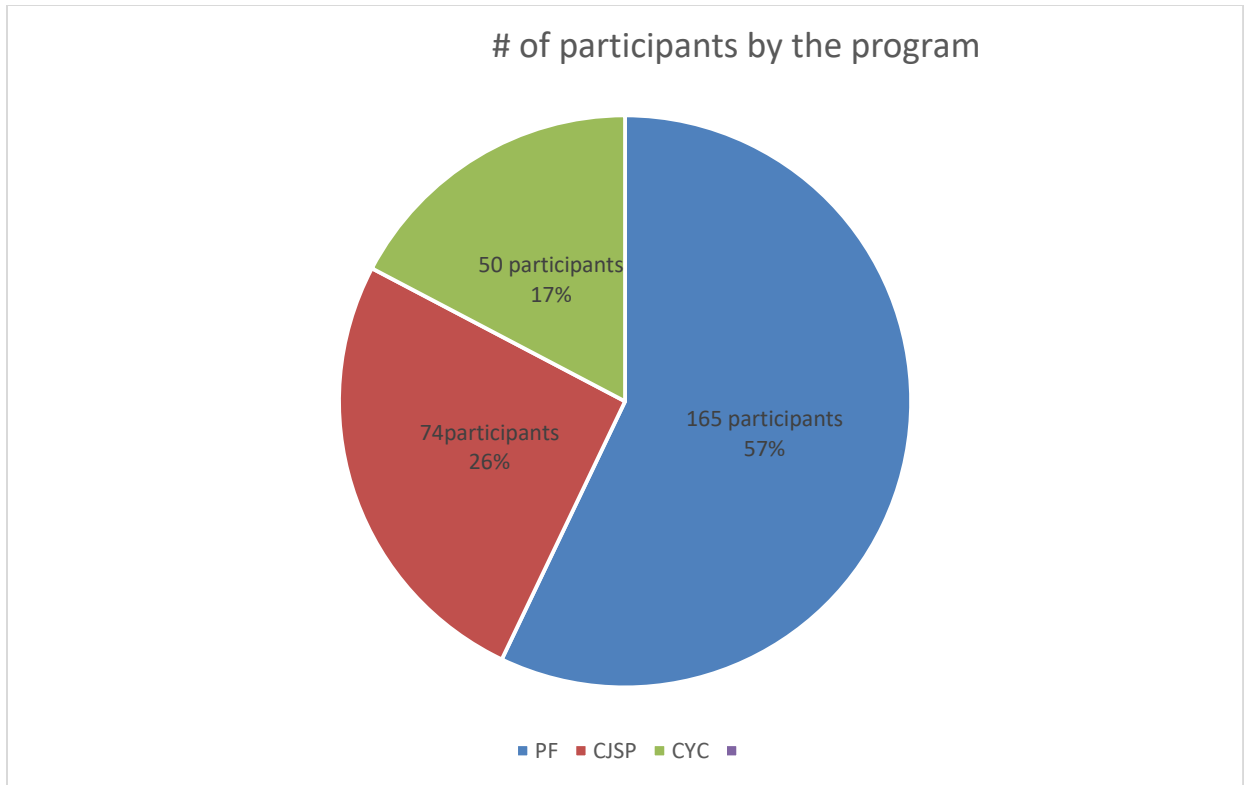


Figure 2 Displays the breakdown of respondents in each program as self-reported by survey participants.

Figure 3 shows the distribution of self-reported age ranges for all respondents. The majority of respondents (73%) were in the 18-24 year range. This corresponds to the most common age range for post-secondary education (Hunt & Eisenburg, 2009). The second largest group of respondents (approximately 12%) fall into the age range of 25-30 years old. The remaining 15% of students divided between 5.2% for 31-35 years, 4.2% are in 41-45 years, 3% are in ages 51-60 years. The remaining 1.7% accounts for the respondents that wished to not disclose their age.

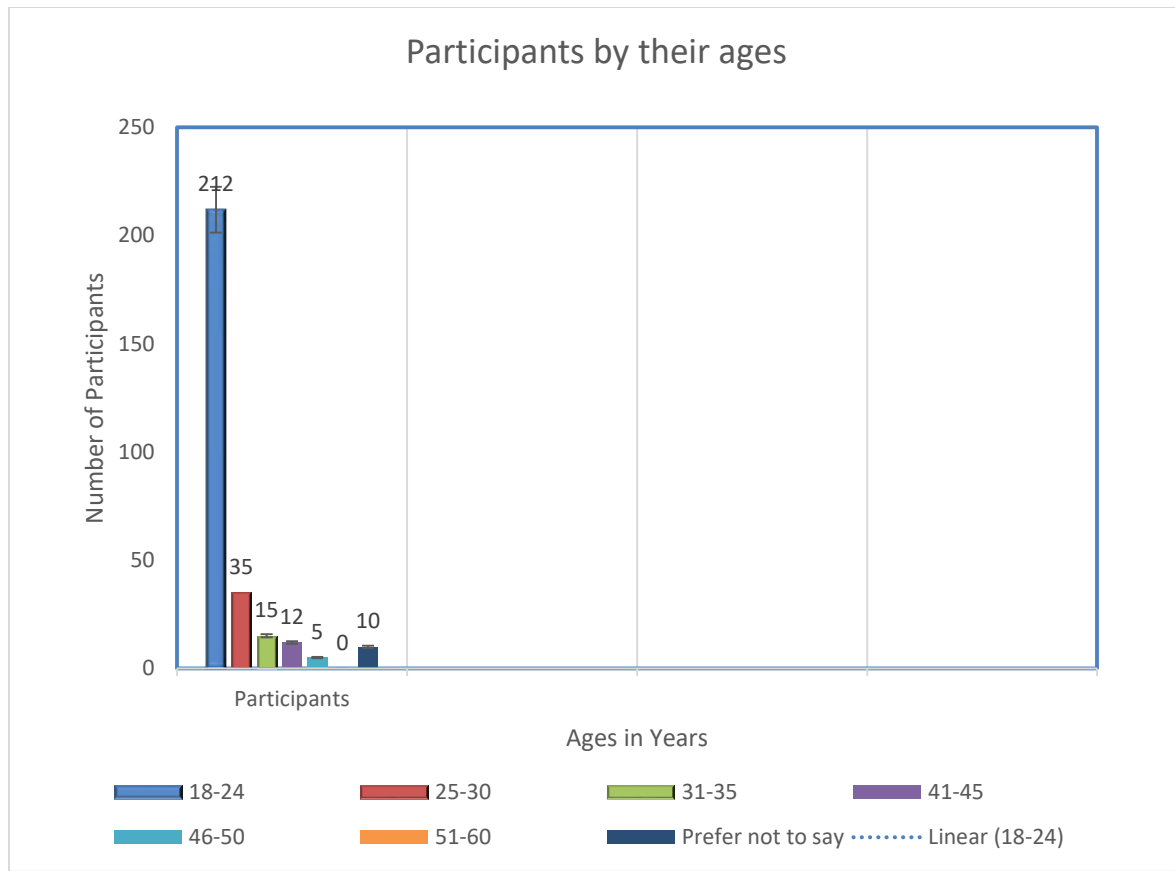


Figure 3 Displays the breakdown of respondents in each program as self-reported by survey participants.

Figure 4 displays the length in the program. Of the 289 participants, the majority of participants (170) were in first semester of their program, whereas 119 were in second semester students. The largest group of respondents (33%) were semester one and 24% were semester two PF students. The second largest respondents (16%) were semester one and 10% were semester two CYC students. The remaining 10% were first semester and 7% were second semester CJS students.

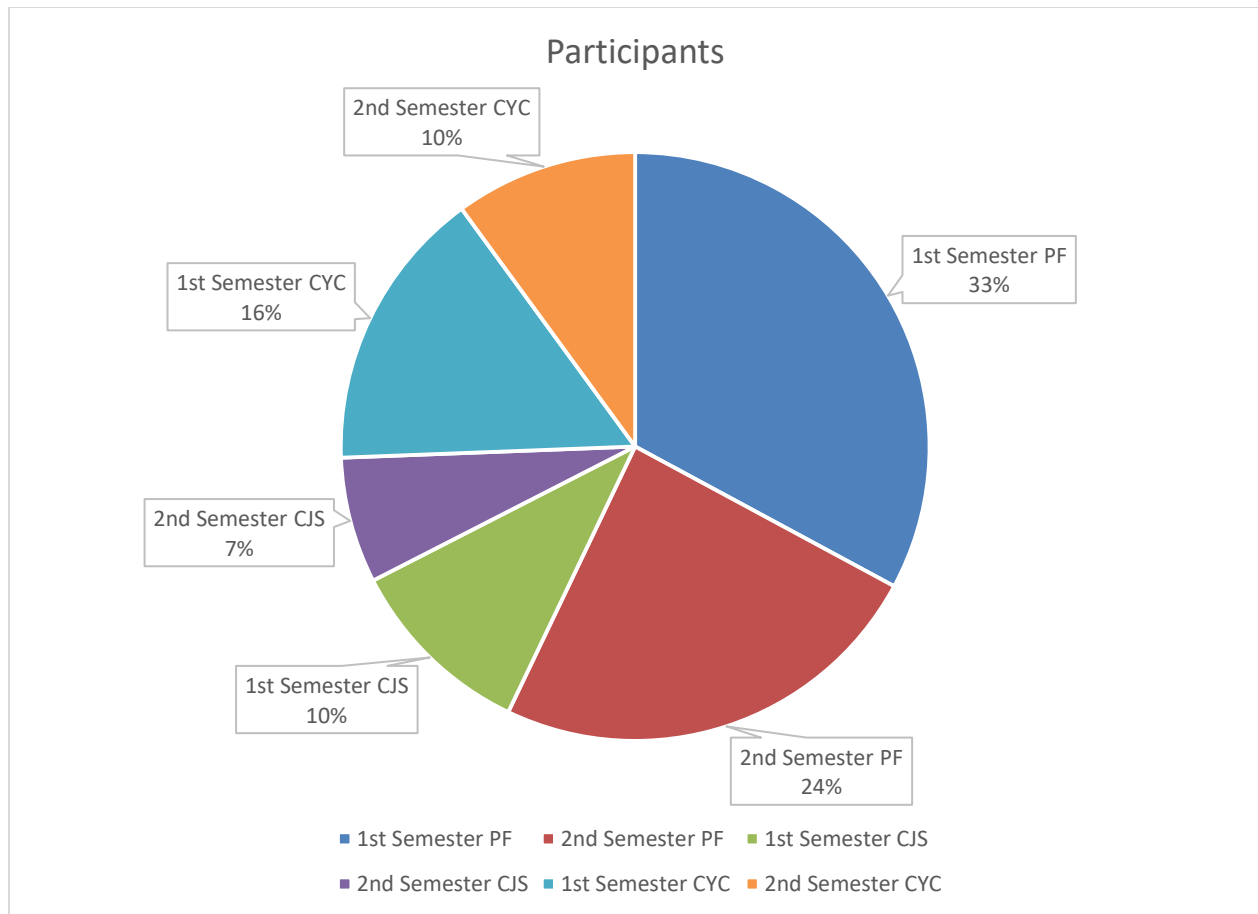


Figure 4 Displays the participants' length in their program.

Sexual, Racial, Ethnic, and Religious Identity (Question 2, 4, 5, & 6)

Figure 5 represents the sexual identity of respondents in each program as self-reported by survey participants. Of the 165 PF respondents, 20 of them self-identified being homosexual, 4 respondents indicated that were bisexual, 139 self-identified being heterosexual, and remaining 2 respondent identified as being asexual. Of 74 CYC program participants, 6 participants self-identified as homosexual, 2 bisexual, and 66 participants self-identified as being heterosexual. Of 50 CJS program respondents, 7 respondents self-identified as homosexual, 3 bisexual, 36 heterosexual, and remaining 4 self-identified as asexual.

Sexual Identity	PF (165)	CYC (74)	CJS (50)
Homosexual (attracted to same sex)	20	6	7
Bisexual (attracted to both men and women)	4	2	3
Heterosexual (attracted to opposite sex)	139	66	36
Asexual (without sexual feeling or associations)	2	-	4
Other/s	-	-	-

Figure 5 Displays the participants' sexual identity in each program as self-reported by survey participants.

Figure 6 represents the racial identity of respondents in each program as self-identified by survey participants. In PF program, of 165 respondents, 37 self-identified as Asian, 31 south Asian, 30 White, 27 Racial Minority, 25 Black, 5 Aboriginal, and 10 participants self-identified as other. In CYC program, highest participants (20) self-identified as White, 19 south Asian, 13 Asian, and 10 respondent self-identified as a Racial Minority. The highest number of respondents (30) in CJS program self-identified as White, 10 Black, 6 south Asian, and 4 participants self-identified as Asian. Overall, of 289 respondents across three programs, the highest number of participants (27%) self-identified as White, 19% South Asian, 18% Asian, 15% Black, 13% Racial Minority, 3% other, and 2% self-identified as Aboriginal members of the First Nations, Inuit, or Metis people.

Racial Identity	PF (165)	CYC (74)	CJS (50)	Total
Aboriginal (e.g. a member of the First Nations, Inuit, or Metis people)	5	3	-	8
White (e.g. Caucasian, British, French, East or West European, Russian, Ukrainian, Mediterranean)	30	20	30	80
Racial Minority (e.g. racial minority status is based on race or colour, not place of birth or nationality)	27	10	-	37
Black	25	9	10	44
Asian	37	13	4	54
South Asian	31	19	6	56
Other	10	-	-	10

Figure 6 Displays the participants' racial identity in each program as self-reported by survey participants.

Figure 7 represents the ethnic identity of respondents in each programs self-identified by survey participants. Of 289 respondents, the highest number of participants (56%) self-identified with Canadian ethnic or cultural identity, 13% Filipino, 10% Middle Eastern, 7% Chinese, 3% other, and 2% Jamaican.

Ethnic or Cultural Identity	PF (165)	CYC (74)	CJS(50)	Total
Canadian	95	38	29	162
African	-	6	-	6
Jamaican	5	2	-	7
East Indian	10	5	2	17

Filipino	25	8	4	37
Middle Eastern	15	6	9	30
Chinese	15	4	2	21
Other	-	5	4	9

Figure 7 Displays the participants' ethnic or cultural identity in each program as self-reported by survey participants.

Figure 8 represents the religious identity of respondents in each of the programs self-identified by survey participants. Of 289 respondents, 76 (26%) self-identified as Christian, 64 (22%) did not believe in any religion, 58 (20%) self-identified as Muslims, 31 (10%) self-identified with Hinduism. The remaining 13% belonged to Judaism, no religion or other.

Religious Identity	PF (165)	CYC (74)	CJS (50)	Total
Aboriginal Spirituality	5	3	-	8
Buddhism	10	4	-	14
Christianity	30	28	18	76
Hinduism	17	4	10	31
Islam	38	15	5	58
Judaism	7	-	1	8
Sikh	10	3	2	15
No Religion	41	15	8	64
Other	7	2	6	15

Figure 8 Displays the participants' religious identity in each program as self-reported by survey participants.

Diversity (Question 9)

Figure 9 shows diversity discussions (gender, sexual, racial, ethnic/cultural, and religion) by each program area. Under the PF program, 14% respondents acknowledged that their program adequately discusses diversity, whereas 27% respondents thought that their program does not address diversity. Under CYC program 13% were in favour that their program discusses diversity whereas 9% thought opposite. Under CJS program 3.4% acknowledged that their program adequately discusses diversity as compared to 10% who disagreed with this statement. Overall across all three programs 30.4% respondents acknowledged that their programs adequately discuss diversity, as compared to 46% who did not agree and believed that their programs do not address diversity in adequate manner.

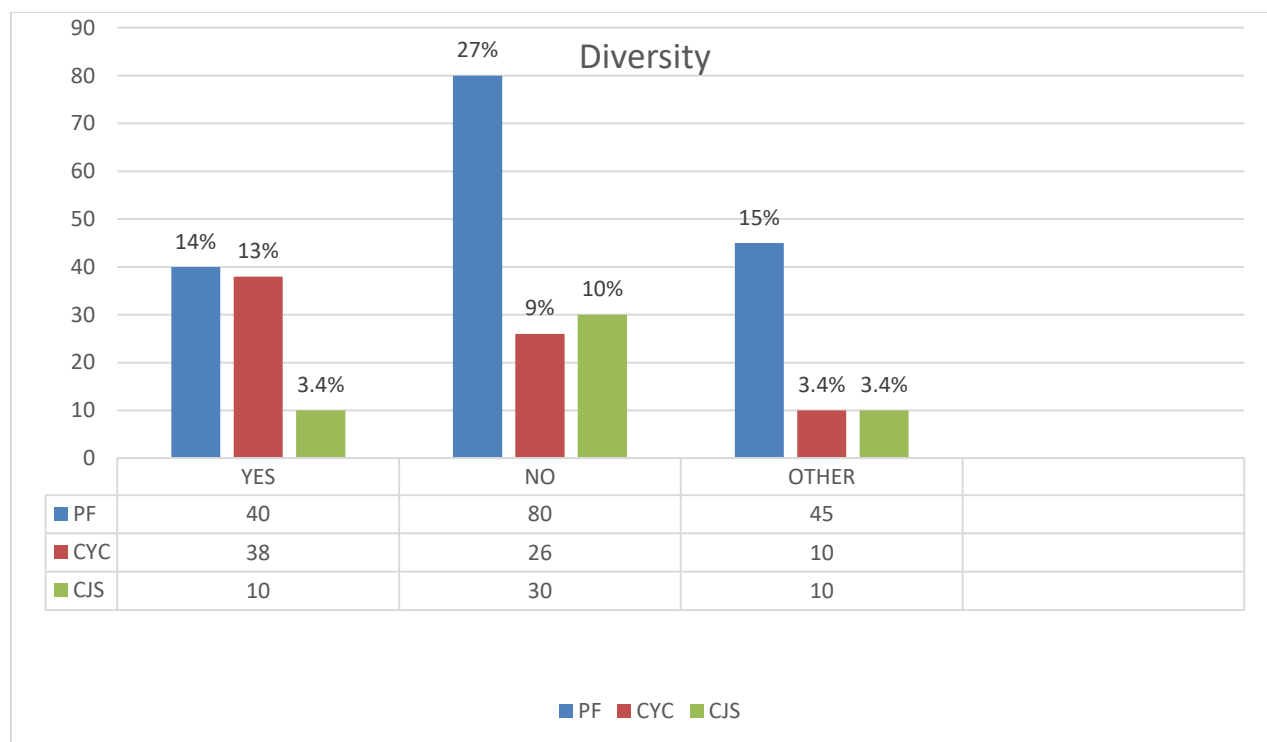


Figure 9 Displays the participants' religious identity in each program as self-reported by survey participants.

Importance of your Identity and Faculty Diversity (Gender, Sexual, Racial, Ethnic, and Religious) (Question 10)

Figure 10, eleven, and twelve indicate the level of importance of gender, sexual, racial, ethnic, and religious identity to survey respondents under each program. Of 165 PF survey respondents, 100% self-reported that gender, sexual, and racial identities are essential to them. Students can make a difference in society, once they understand the importance of race, class, and gender (Andersen & Collins, 2015). When asked about the importance of ethnic/cultural identity, 25 respondents considered it essential, 110 considered it very important, 20 respondents thought it was somewhat important as compared to 10 who thought it was not important. When asked about the religious identity, 120 respondents did not consider it important, 32 thought religious identity was very important, and 13 considered it somewhat important. When asked about the importance of faculty diversity, 100 participants considered it essential, 35 very important, and 30 considered it somewhat important.

PF Survey Respondents				
	Not Important	Somewhat Important	Very Important	Essential
Gender Identity	-	-	-	165
Sexual Identity	-	-	-	165
Racial Identity	-	-	-	165
Ethnic/Cultural Identity	10	20	110	25
Religious Identity	120	13	32	
Faculty Diversity	-	30	35	100

Figure 10 Displays the importance of identity as self-reported by survey participants in PF program.

Of 74 CYC survey respondents, all 74 respondents agreed that their gender, sexual, and racial identities were very important. However, when asked about the importance of their ethnic/cultural identity, 29 reported as essential, 15 thought it was very important, and 30 considered it somewhat important. When asked about the importance of their religious identity, 13 respondents considered it very important, 25 thought it was somewhat important as compared to 36 who considered it not important. When asked about the importance of their faculty diversity, of 74 respondents, 24 considered faculty diversity to be essential while 50 considered it very important.

CYC Survey Respondents				
	Not Important	Somewhat Important	Very Important	Essential
Gender Identity	-	-	74	-
Sexual Identity	-	-	74	-
Racial Identity	-	-	74	-
Ethnic/Cultural Identity	-	30	15	29
Religious Identity	36	25	13	-
Faculty Diversity	-	-	50	24

Figure 11 Displays the importance of identity as self-reported by survey participants in CYC program.

Under CJS program, of 50 survey respondents, 14 considered their gender identity to be essential and 36 considered it very important. When asked about the importance of their sexual

and racial identity, all 50 survey respondents considered it essential. When asked about the importance of their ethnic/cultural identity, 10 respondents considered it essential, 30 considered it was very important, and 10 respondents considered it somewhat important. Religious identity was considered very important to 10 respondents, 15 thought it was somewhat important, and 25 considered it not important. When asked about the importance of faculty diversity, 20 respondents indicated it was essential, whereas 30 respondents considered it very important.

CJS Survey Respondents				
	Not Important	Somewhat Important	Very Important	Essential
Gender Identity	-	-	36	14
Sexual Identity	-	-	-	50
Racial Identity	-	-	-	50
Ethnic/Cultural Identity	-	10	30	10
Religious Identity	25	15	10	-
Faculty Diversity	-	-	30	20

Figure 12 Displays the importance of identity as self-reported by survey participants in CJS program.

Rate the following statements (Question 11)

Figure 13 shows the importance of diverse faculty and overall student performance. Of 289 total survey respondents, 239 did not believe that their program represents diverse faculty. The most accurate predictor of subsequent success for female undergraduates is the

percentage of women among faculty members at their college (Trower & Chait, 2002). One hundred forty respondents indicated that they were not satisfied with the ratio of men to women faculty members in their program, whereas 99 respondents were satisfied with the men to women faculty ratio. Majority of participants (270) believed that diverse faculty enriches learning environment. Diversity helps educators understand marginalization and its effect on academic achievement while utilizing practical application strategies that will ensure that all students are active contributors to their own learning (Spradlin & Parsons, 2008). Hence all 289 participants indicated that faculty diversity enhance overall student performance. Of 289 survey respondents, 250 indicated that they value of having faculty of different racial, cultural/ethnic background. Diverse faculty ensure that students leave classroom knowing how to successfully navigate intercultural interactions to better meet the needs of all their students (Spradlin & Parsons, 2008).

When asked about various cultural programs and special events offered at the campus to increase awareness and understanding, 179 participants indicated that they their campus did not offer sufficient cultural awareness events. Whereas 200 indicated that, their college does not provide services and opportunities to enhance/explore their identity development (gender, sexual, racial, cultural/ethnic, and/or religious). Sixty-seven respondents did not feel part of the larger campus community as compared to 125 who did. Overall, 158 respondents indicated that the college does not provide programs for students to learn about different groups of people.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My faculty are of diverse (gender, sexual, racial, ethnic/cultural, religious) backgrounds	-	239	50	-
I am satisfied with the ratio of women to men faculty members in my program	50	140	99	-
Diverse faculty can enrich learning environment	-	9	10	270
Faculty diversity can enhance overall student performance	-	-	289	-

I see value of having faculty of different racial, cultural/ethnic background	-	-	250	39
Centennial offers ample ethnic /cultural programs a special events	179	70	40	-
I feel sense of belonging at the campus	30	65	60	134
I see myself as part of the college community	59	75	45	
I feel encouraged to get involved in campus activities	169	40	50	30
Centennial provides various services and opportunities to enhance/explore my identity development (gender, sexual, racial, cultural/ethnic, religious)	24	200	50	15
I feel left out because of my cultural/ethnic or religious affiliations	-	65	50	-
Centennial makes me feel that people of my group are part of the larger campus community	67	45	52	125
The campus provides programs for faculty, staff, administrators, and students to learn about different groups of people.	158	55	43	33
Materials used in classes at my campus are drawn from a culturally diverse body of literature	200	41	20	28
Courses are regularly taught from a culturally diverse perspective.	171	32	6	80
Clubs, organizations and activities reflect an appreciation for different groups of people	91	50	100	48

Figure 13 Displays the importance of diverse faculty.

Characteristics of Diverse Faculty (Question 12)

The vast majority of respondents (210) indicated that academic ability, faculty diversity (race, gender, ethnic/culture, and religion) and knowledge of eCentennial (learning management system) are important characteristics of diverse faculty. Forty respondents indicated that ability to problem-solve, listen and empathize with learners are important characteristics of college faculty. Thirty-nine survey respondents indicated that ability to maintain confidentiality and maturity level are important characteristics of faculty member.

Knowledge about Services Available for Students (Question 13)

Figure 14 shows student awareness and understanding of various college services available at the campus. Of 289 survey respondents, 220 were not aware of the counselling services, 170 had no knowledge of the Centre of Students with Disabilities (CSD), and 148 respondents were not familiar with academic advising. However 241 respondents were familiar with services provided for international students, 260 were knowledgeable about financial aid. When asked about tutoring and library services, 116 respondents were not aware of the tutoring services whereas 200 were somewhat knowledgeable about various resources and services offered by the campus library. In order to engage with spirituality and faith, most post-secondary institutions offer the chaplaincy services. The office of chaplain exists primarily to provide pastoral care and serve as a spiritual resource to the college community. Therefore, the chaplain is a resource to departments and administration, faculty and students to address spiritual needs on both individual and institutional levels. However, when asked, 100 respondents had no knowledge and 110 were somewhat knowledgeable of chaplaincy services offered at their campus. Student health services were also not very obvious to most respondents; however, 128 were somewhat knowledgeable about the resources available to them. Two hundred respondents were not familiar with student safety program offered by the safety and security department whereas 196 respondents were somewhat familiar with wellness and recreation resources provided by the college.

	Not at all knowledgeable	Somewhat knowledgeable	knowledgeable	Very knowledgeable
Counselling	220	12	38	19
Centre of Student with Disabilities (CSD)	170	47	58	14

Academic Advising	148	45	60	36
Career Planning/advising	250	39	-	-
International Student Services	8	40	241	-
Financial Aid Services	9	20	260	-
Tutoring Services	116	56	96	21
Library Services	14	200	60	15
Chaplaincy Services	100	110	49	30
Student Health Services	59	128	52	50
Walk safe by Security Service	200	45	23	21
Wellness and Recreation Centre (Gym)	50	196	-	43
Scholarship Opportunities	56	126	46	61
Global Citizenship and Equity Office (GC&E)	50	159	40	40

Figure 14 Displays the knowledge of college services available to students.

Use of Services (Question 14)

Of 289 survey respondents across three programs, majority of respondents (159) indicated that they never use services provided by the college. Fifty respondents acknowledged that they utilize these services on a weekly basis as compared to 80 respondents who indicated that they use these services once every semester.

Summary

SDT can be overwhelming at first, the present wealth of knowledge about what happens to students in college is also gratifying and exciting. In an effort to understand and promote SDT,

the researcher employed the quantitative research design to better understand the role and the importance of student development theory to students, academic professionals, and post-secondary institutions.

Overall, it seems that the SDT is directly associated with student success and retention. It provides the basis for higher education and student affairs practice designed to simulate positive growth in students (Patton et al., 2016). There is a strong desire from students to learn and develop various aspects of their identity. It appears that having various identity development learning/exploring opportunities available to students would be beneficial to their learning, comprehension, and self-belonging. SDT focuses on intellectual growth and self-authorship as well as affective and behavioural changes among students, encourage partnership between student affairs educators and faculty, which as a result enhances student learning and maximizes positive student outcomes in and out of classroom (Cokley, 2015).

Chapter 5: Summary, Conclusions and Recommendations

In addition to providing a summary of the research study, Chapter 5 also examines whether the results reported in Chapter 4 answer the research questions that were posed. This chapter also looks at the limitations of this particular study and poses thoughts for future research.

Summary

This quantitative study examined the importance of Student Development Theory (SDT) as it relates to students' cultural, ethnic, gender and sexual identity development. This study investigated students' awareness and understanding of the resources and services available on campus at a community college in Ontario, Canada. The questions that assisted in finding information for this work are listed below:

1. How is Student Development Theory important to students, academic professionals, and post-secondary institutions?
6. Does Student Development Theory have an impact on student identity?
7. How is student identity impacted by Student Development Theory?

In order to answer these questions, a paper-and-pencil survey was developed and administered to students during class by their instructors. Students were selected at random, with the survey distributed to a variety of faculty that the researcher was acquainted with through her role at the institution. The survey incorporated a variety of questions, mostly using a checklist, Likert scale, and free response design to collect all the mandatory information from the participants. The demographic information tool allowed the researcher to collect gender, sexual and ethnic identity data. Whereas, the checklist enabled the participants to share their awareness and understanding about the resources available to them at the college. In addition, the Likert

scale allowed the participants to read the statements about the importance of identity development to them and whether they strongly agree, agree, disagree, or strongly disagree.

The survey was administered to several Police Foundations (PF), Child and Youth Care (CYC), and Community and Justice Service Program (CJSP) classes, and two-hundred and eighty-nine completed responses were collected back by the researcher. The survey responses were hand-tabulated and transferred to Microsoft Excel. The data was analyzed using Microsoft Excel to determine the themes that were present from the respondent's answers. The results were presented in a variety of charts, as well as being discussed using descriptive statistics (percentages) in the body of the text in Chapter 4.

Question 1

In response to the first research question, which asks how important is Student Development Theory to students, academic professionals, and post-secondary institutions, this study has provided some insights. Overall, SDT plays a crucial role on holistic student development and success, provides student affairs professionals and post-secondary institutions a few basic principles, which contribute to the foundation of working with college students in general. SDT makes it incumbent upon higher education and student affairs educators to use theory to inform not only practice but also larger public discourse on the uses and purpose of higher education (Patton et al., 2016). Of 165 PF, 74 CYC survey respondents, all respondents (100%) indicated that gender, sexual, and racial identities are essential to their learning and development. Whereas under CJS program, of 50 survey respondents, 14 considered their gender identity to be essential and 36 considered it very important. A strong majority of respondents (95%) indicated that SDT is essential part of their learning, academic growth and development. This is indicative that SDT is essential for students, academic professionals, and post-secondary

institutions because it provides models and a framework for a stronger understanding of how students develop, which in turn provides useful information on how professionals can make decisions that are in the best interests of their students. SDT guides how institutions, researchers, academic professionals, and organizations respond to the need for more intentional efforts to support students in college (Patton et al., 2016). It helps student affairs, from understanding how to best handle situations that may arise and also how to make improvements in educational policy that put students' needs at the forefront of such advancements.

Overall, SDT acknowledges the “whole person,” and complements academic progress (what students learn “in class”) with curricular initiatives (what they learn and how they develop “out of class” and the knowledge and skills they develop to prepare for life after college and their chosen professions), and account for the development and needs of special populations (Jones & Abes, 2013).

Question 2

An overwhelming number of respondents (100% PF, 100% CYC, and 72% CJS) indicated that their identities (gender, sexual, racial, ethnic, and religious) are very important to them. This is indicative that SDT has significant implications for how educators understand student development when issues of social class, student development and progression, belongingness, retention, involvement, and intersectionality emerge. SDT helps practitioners understand how students go about discovering their ‘abilities’ aptitude and objectives’ while assisting them to achieve their ‘maximum effectiveness’ (American Council on Education, 1994, p. 69).

Question 3

Respondents mostly elected their awareness and understanding of various college support services (counselling, CSD, academic/career advising etc.) available at the campus. Learner support services are critical component of an effective learning environment. They focus on what the educator can or should do to help learners beyond the formal delivery of content, or skills development. These services enable students to take control of their learning while utilising various avenues to get help and guidance with their learning and development. An alarming number of respondents (55%) indicated that they never use services provided by the college. Whereas 17% acknowledged that they utilize these services on a weekly basis as compared to 27% who indicated that they use these services once every semester. Overall, an alarming number of respondents indicated that they were not familiar with various services available or how to access these services. Learner support services play a critical role in student comprehension, retention, and success. Providing appropriate learner support services will increase the quality of learning as well as student retention and satisfaction have been made frequently and loudly (Carnwell, 2000).

Limitations of Study

All research studies face limitations, and this one was no exception. One of the major limitations for this study was being conducted with a short timeline. The timeline for collecting results was a short window of only two weeks in order to attempt to meet deadlines for summer holiday. Due to the short time frame, and also likely related to both the face-to-face survey method and the time of year in which it was conducted, the sample size was quite small for the size of the college where the study was conducted, with only 289 completed surveys collected. Another limitation of the study was that the researcher relied on faculty members being willing

and able to help administer the surveys in their classes. This study was also limited by only surveying students at one medium-sized community college, making the results likely not able to be extrapolated to other institutions, especially with the small sample size. Since this was a quantitative study, the researcher could not gain further expansion on certain areas in an effort to elicit some qualitative data from respondents to gain some depth on the subject. Also, due to the nature of this quantitative study that limited the researcher's ability to delve deeper to determine institutional experience with SDT, faculty experience and practice with SDT, and program experience to analyse representation of SDT in curriculum and learning outcome.

Recommendations for Future Study

This study can contribute to the previous research that has been done on SDT in Canadian community colleges. This research shows that students' overall perceptions, awareness, and understanding of SDT on campus is positive and some students utilize various support services for a variety of reasons. Students indicated that they do utilize various support services to enhance/explore their identity development (gender, sexual, racial, cultural/ethnic, and religious). This paper can also help future researchers avoid some of the limitations encountered in this study. A qualitative study would allow future researchers to gather more information about the exact feelings regarding student identity exploration/development and utilizing various support services academic help and guidance. A future study could even examine student's perceptions prior to and following interaction with college support service providers. Another possible topic for future study could involve student suggestions to better promote the services for students at the college.

The researcher also recommends repeating the study with a longer timeframe and a larger number of respondents to get a higher representation of student perceptions at the college. The

researcher recommends marketing the survey to many more students from additional programs and program types at several campuses in order to get a true representation of the perceptions of the students at the college as a whole. The most effective way to do this would be to have an extended period to be able to employ multiple ways of promoting the survey, and have multiple reminders. Indeed, even approaching a part of the college that would be able to contact the student body as a whole could generate higher response rates. For a much larger study, this could be repeated at several colleges to compare the findings.

Conclusions

This quantitative study was designed to examine the importance of Student Development Theory as it relates to students' cultural, ethnic, gender and sexual identity development. The study was designed in an effort to better understand the role and the importance of Student Development Theory to students, academic professionals, and post-secondary institutions. This study investigated students' awareness and understanding of the resources and services available on campus at a community college in Ontario, Canada.

The study employed a paper and pencil survey that was distributed to students by their faculty during class. The survey was employed at single campus at a medium-sized community college in Ontario, Canada. This study revealed that the SDT greatly impacts student learning, comprehension, retention, and academic success. Overall, great number of respondents (95%) indicated that their identities are very important to their learning and development.

Understanding the development of various student identities, particularly how students of different social identities learn about themselves and one another, is important to students and student affairs educators. Student affairs educators and educational institutions have a nearly unparalleled opportunity and educational accountability to create environments that support

healthy identity development/exploration opportunities for all students. Knowledge and comprehension about how identities intersect, shape the individual, and are shaped by the individual can be useful in designing programs, policies, and curriculum that support holistic student development (Patton et al., 2016). Ostrove and Long (2007) further emphasized that race, age, gender, sexual, ethnic and religious identities have a strong relation to class and shape who belongs (as well as who does not belong).

In conclusion, this study was able to provide answers to all three research questions, however the study was limited by the small sample size (N = 289), and thus it is difficult to extrapolate the results to a larger population. This study will provide additional literature and is a base upon which to refine future studies in the field.

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Appendix A: Faculty Letter of Information

February 10, 2018

Dear Faculty:

My name is Nagina Murtuza and I am a graduate student in the Masters of Arts in Education program at Central Michigan University. As a part of my course work, I am completing a research project for the capstone course EDU 776: Issues in Education. The purpose of my quantitative study is to examine the importance of student development theory as it relates to students' cultural, ethnic, gender and sexual identity development. I am requesting your assistance with invigilating the survey in your class and I am inviting your students to participate in a survey.

This survey is completely voluntary and no names will be recorded on the survey or used in the Capstone project. The completion of the survey should take no longer than 15 minutes. There are no known risks to participating in this study and there is no compensation for being a participant. All information collected for this study will be kept strictly confidential and only the researcher and Capstone Advisor will have access to this information. The presentation of this data in the Capstone paper will not allow for the identification of any individual.

This study will be completed in fall 2018, if you are interested to know the more detail or the findings of this study please email: nraja@my.centennialcollege.ca.

Thank you for your help and guidance. Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Nagina Murtuza
nmurtuza@centennialcollege.ca

Jim McDonald, Ph.D.
Professor / Project Monitor
Jim.mcdonald@cmich.edu

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the MA in Education program office at 989-774-3144 or 1 800 950-1144 ext 3144.

Centennial Research Ethics Board

If you have any questions or concern regarding this research, please contact ethics@centennialcollege.ca or Sowmya Kishore skishore@centennialcollege.ca and Eric Schwenger at eschwenger@centennialcollege.ca



Appendix B: Participants Letter of Information and Informed Consent

February 10, 2018

Dear Participant:

I am a graduate student in the Masters of Arts in Education program at Central Michigan University. As a part of my course work, I am completing a research project for the capstone course EDU 776: Issues in Education. The purpose of my research is to to examine the importance of student development theory as it relates to students' cultural, ethnic, gender and sexual identity development. I will be conducting this research by inviting you to participate in a survey.

This survey is completely voluntary and no names will be recorded on the survey or used in the Capstone project. The completion of the survey should take no longer than 15 minutes. There are no known risks to participating in this study and there is no compensation for being a participant. All information collected for this study will be keep strictly confidential and only the researcher and Capstone Advisor will have access to this information. The presentation of this data in the Capstone paper will not allow for the identification of any individual.

You are free to refuse to participate in this research project or to withdraw your consent and discontinue participation in the project without penalty or loss of benefits to which you are otherwise entitled. However, because of the anonymous nature of the survey it will not be possible to remove your data once submitted. Your participation will not affect your relationship with the institution(s) involved in this research project.

Due to the nature of the survey questions, should you feel embarrassed, worried, or upset, please do not hesitate contact the student counselling office at (416) 289 – 5000 ext. 2627.

By completing and returning this survey, it is assumed that you are giving informed consent to participate in the study. This study will be completed in fall 2018, if you are interested to know the more detail or the findings of this study please email: nraja@my.centennialcollege.ca.

Centennial Research Ethics Board

If you have any questions or concern regarding this research, please contact ethics@centennialcollege.ca or Sowmya Kishore skishore@centennialcollege.ca and Eric Schwenger at eschwenger@centennialcollege.ca

Thank you for your time.
Sincerely,

Appendix C: Mitigation Plan

The Counselling Centre Staff
Progress Campus - Room C103

Phone: (416) 289 – 5000

Office Hours

The Counselling Centre is open Monday - Friday from 8:30 AM - 4:30 PM.

Name	Role	Extension
Kevin Bourns	Counsellor	2518
Steven Ruhinda	Counsellor	2156
Christine Li	Office Administrator	2627

Appendix D: Sample Survey

INSTRUCTIONS: for the following questions please provide the necessary information, either by placing a check mark in the box to the left of the appropriate answer or by writing your answer in the blank spaces provided after each question. If you do not wish to answer any question in this survey, please leave it blank and move onto the next question!

1. Gender Identity

- Male
- Female
- Other _____

2. Sexual Identity

- Homosexual (attracted to same sex)
- Bisexual (attracted to both men and women)
- Heterosexual (attracted to opposite sex)
- Asexual (without sexual feelings or associations)
- Other _____

3. Age

- 18 and under
- 18-24 years
- 25-30years
- 31-35 years
- 41- 45 years
- 46- 50 years
- 51-60 years
- Prefer not to say

4. Race

- Aboriginal (e.g. a member of the First Nations, Inuit, or Metis people)
- White (e.g. Caucasian, British, French, East or West European, Russian, Ukrainian, Mediterranean)
- Racial Minority (e.g. racial minority status is based on race or colour, not place of birth or nationality)
- Black
- Asian
- South Asian
- Other _____

5. Ethnic or cultural identity

- Canadian
- African
- Jamaican

- East Indian
- Filipino
- Middle Eastern
- Chinese
- Other _____

6. With what religion (if any) do you identify

- Aboriginal Spirituality
- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikh
- No Religion
- Other _____

7. Program of study

- Child and Youth Care
- Police Foundations
- Criminal Justice Program
- Other _____

8. Length in the program

- First semester
- Second semester
- Third semester
- Fourth semester
- Fifth Semester
- Sixth Semester

9. My program adequately discusses diversity (gender, sexual, racial, ethnic/cultural, religious) issues

- Yes
- No
- Other _____

10. Please indicate the importance to you personally of each of the followings:

	Not Important	Somewhat Important	Very Important	Essential
Gender Identity				

Sexual Identity				
Racial Identity				
Ethnic/Cultural Identity				
Religious Identity				
Faculty Diversity				

11. Please rate the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
My faculty are of diverse (gender, sexual, racial, ethnic/cultural, religious) backgrounds				
I am satisfied with the ratio of women to men faculty members in my program				
Diverse faculty can enrich learning environment				
Faculty diversity can enhance overall student performance				
I see value of having faculty of different racial, cultural/ethnic background				
Centennial offers ample ethnic /cultural programs a special events				
I feel sense of belonging at the campus				
I see myself as part of the college community				
I feel encouraged to get involved in campus activities				
Centennial provides various services and opportunities to enhance/explore my identity development (gender, sexual, racial, cultural/ethnic, religious)				
I feel left out because of my cultural/ethnic or religious affiliations				
Centennial makes me feel that people of my group are part of the larger campus community				
The campus provides programs for faculty, staff, administrators, and students to learn about different groups of people.				
Materials used in classes at my campus are drawn from a culturally diverse body of literature				
Courses are regularly taught from a culturally diverse perspective.				
Clubs, organizations and activities reflect an appreciation for different groups of people				

12. What characteristics of Diverse Faculty are important to you? Check all that apply:

- Similar/Same Race
- Similar/Same Ethnicity/culture
- Similar/Same Religion
- Same Gender
- Same Age group
- Same/Similar Language
- Maturity level
- Academic ability
- Knowledge of eCentennial
- Ability to problem-solve
- Openness/Friendliness
- Ability to listen
- Ability to empathize
- Ability to maintain confidentiality
- Ability to advocate for you
- Previous relationship (i.e., friends)

13. How knowledgeable are you about the services provided by Centennial College?

	Not at all knowledgeable	Somewhat knowledgeable	knowledgeable	Very knowledgeable
Counselling				
Student with Disabilities (CSD)				
Academic Advising				
Career Planning/advising				
International Student Services				
Financial Aid Services				
Tutoring Services				
Library Services				
Chaplaincy Services				
Student Health Services				
Walk safe by Security Service				
Wellness and Recreation Centre (Gym)				
Scholarship Opportunities				
Global Citizenship and Equity Office (GC&E)				

14. How often do you use these services?

- Never
- 2 to 3 times a week
- Once a week
- Once every semester
- Other _____

15. Comments: