

THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

SCHOOL OF BEHAVIORAL SCIENCES AND EDUCATION

THE IMMIGRANT STUDENT'S STRUGGLE TO ACHIEVE
THE AMERICAN DREAM

KAREN CHARLESTON

Spring 2023

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degree(s)
in Psychology
with honors in Area of Honors Psychology

Reviewed and approved* by the following:

Stephanie Winkeljohn Black, Ph.D.
Assistant Professor of Psychology
Thesis Supervisor

Marissa Harrison, Ph.D.
Associate Professor of Psychology
Faculty Reader

Cobi Michael, Ph.D.
Program Coordinator of Psychology
Honors Adviser

* Signatures are on file in the Schreyer Honors College

ABSTRACT

Immigrant families migrate to the United States in pursuit of the American dream that offers them greater opportunities (e.g., better education, higher wages) than those found in their home countries. Parents rely on their children to take advantage of these new prospects provided to them by the sacrifice of restarting their lives in a foreign land. Unfortunately, once immigrant students enter the school systems they encounter acculturation stress, microaggressions, and now COVID-related stressors that may interact with their academic outcomes. Previous research on factors that shape immigrant students' academic success overlook the population of university students. The current study examined the impact of immigrant undergraduate students' cultural background, racial injustices, and COVID-related stressors on their academic success and perception of achieving the American dream. The hypothesis indicated the predictor variables would negatively impact the outcome variables. Data were collected by self-report from a public midsized mid-Atlantic university ($N = 85$). A correlations and regressions test were run to analyze the relationship between the predictor variables and the outcome variables. Although the initial hypothesized model was not significant, the academic COVID stressor and belonging expectations were significantly related to perceptions of achieving the American dream.

Keywords: immigrant college student, American dream, COVID-related stressors, sense of belonging, microaggressions, parental involvement

TABLE OF CONTENTS

| | |
|---|-----|
| LIST OF TABLES | iii |
| ACKNOWLEDGEMENTS | iv |
| Chapter 1 Introduction..... | 1 |
| 1.1 The American Dream | 2 |
| 1.2 Cultural Background | 4 |
| 1.2.1 Parental Involvement..... | 4 |
| 1.2.2 Acculturation | 6 |
| 1.3 Discrimination | 7 |
| 1.3.1 Educator Perception..... | 8 |
| 1.3.2 Belonging on Campus | 10 |
| 1.4 COVID-19 Pandemic | 11 |
| 1.5 Current Study..... | 12 |
| Chapter 2 Methods | 14 |
| 2.1 Participants | 14 |
| 2.2 Procedure | 14 |
| 2.3 Measures..... | 15 |
| 2.3.1 Demographic characteristics | 15 |
| 2.3.2 Cultural Background | 15 |
| 2.3.3 Racial Injustices..... | 16 |
| 2.3.4 COVID-19 Related Stress | 17 |
| 2.3.5 Perception of Achieving the American Dream..... | 17 |
| 2.3.6 Mental Health | 17 |
| 2.4 Data Analysis..... | 18 |
| Chapter 3 Findings | 19 |
| Chapter 4 Discussion | 21 |
| Chapter 5 Conclusion | 24 |
| References | 25 |

LIST OF TABLES

| | |
|---------------|----|
| Table 1 | 31 |
| Table 2 | 32 |

ACKNOWLEDGEMENTS

I would first like to thank God for allowing me to make it this far with my academic achievements. I know all I have accomplished in life is due to his grace and favor towards me.

Words cannot express my gratitude to my amazing thesis supervisor, Dr. Stephanie Winkeljohn Black. Without her guidance and expertise throughout this process of completing a thesis, I would not have been able to successfully reach this milestone. Dr. Winkeljohn Black made this experience less stressful and easy-to-follow allowing me to enjoy each step along the way. I am very grateful for my reader Dr. Marissa Harrison as well as Dr. David Witwer, Stephanie Ponnett, and Dr. Indrit Hoxha of the Capital Honors Program who have supported me.

I would also like to thank my parents for their sacrifice moving from their home country the Dominican Republic to the United States for greater opportunities and for instilling the value of higher education. Our shared experiences as immigrants in the United States is what inspired my thesis topic and research interests. Lastly, I would like to acknowledge my friends and fellow peers for providing comfort, good vibes, and good company.

Chapter 1 Introduction

The United States of America is known for being a “melting pot” of cultures. An individual’s alleged ability to advance their social and economic status by their own efforts makes living in this country appealing to migrants in search of a better life. Thus, families from around the world leave their home countries to immigrate to the United States in pursuit of the “American dream.” The general notion of the American dream is subjective in that every individual has the capacity and opportunity to achieve their own version of success. For immigrant families, the definition of success can be related to seeing their children attain goals out of their own reach, such as financial freedom and high social status that comes with advanced education. However, the family’s definition of success and their eagerness to achieve it may impact the mental health of their children.

Immigrant parents make the sacrifice of uprooting their lives in their home country and immigrating to a foreign society for the benefit of their children. Sometimes these sacrifices come with the unspoken clause of conforming to their parent’s career aspiration for them to be deserving of their sacrifice. In immigrant families achieving the American dream may be seen as joining a prestigious career such as becoming a medical doctor, a lawyer, or an engineer. Realistically, every immigrant child does not dream of working in hospitals or court rooms which may lead to a misalignment between child and parental career goals. The difference in career aspirations while having the desire to honor parental sacrifice can be damaging to immigrant student mental health.

Today, the dream in American society is an afterthought as the massive gap between high-class and low-class citizens continues to increase (Gornick and Johnson,

2020). It is becoming more difficult to be successful with obstacles such as racism, acculturation, and job loss from the COVID-19 pandemic causing financial instability at every corner (Friedman, 2021), but the vital goal of immigrant families to succeed remains the same. The constant pressure to achieve the American dream may negatively impact the mental health of children in immigrant families who must carry the responsibility of succeeding for the benefit of their families.

Since there are variations to immigrant status, the present study will focus on first-generation immigrant students that were born outside of the United States and immigrated at different ages as well as later-generation immigrant students born in the United States with parents born in another country. The study will not take into consideration the students' documentation status. For the purpose of this study, acculturation will be defined as the individual process of change that occurs due to cross-cultural contact (Berry et al., 2002).

1.1 The American Dream

The genesis of the American dream started off quite differently from the modern-day financially driven version of the dream. According to University of London's Humanities Chairwoman, Professor Sarah Churchwell (2021), in 1931 historian James Adams invented the term the "American dream" in reference to a "dream of social order" where inequalities among citizens ceased to exist and individuals had the capability to reach their fullest potential of self-improvement. It is important to note that even with the equality focused vision of the American dream, Adams's concept did not take into consideration that these opportunities were given to mostly White Protestants who

benefitted from the hard work and the losses of non-Protestant people of color (Croce, 2020).

The initial value of the American dream starkly contrasts today's version to the extent that news articles in the 1900s called the increase of multimillionaires in the United States a threat to the American dream (Churchwell, 2020). News of owning a mansion with 60 rooms and 4,000 acres was thought of as the manifestation of an un-American dream due to its emphasis on economical inequalities (Churchwell, 2020). Although today's society continues to criticize the lavish lifestyles of modern-day millionaires, underneath the distaste that has existed since the 1900s may lie the desire to accumulate a similar kind of financial freedom.

Despite the change in motivation of the American dream from equality to economic gains, the appeal of socioeconomic mobility has attracted many immigrants to the United States. Miyazawa (2017) states many immigrants view American education as an investment in future financial independence and freedom. The neoliberalism (i.e., competitive consumer-based ideology) value of the American dream highlights the individual's choice of working hard in every aspect including educational careers and taking responsibility for their actions as factors to success. This notion is supported by success stories from primarily immigrant individuals with humble backgrounds single-handedly climbing up the social ladder through their efforts alone, which encourages other immigrants to pursue the American dream in hopes of sharing their success with family (Miyazawa, 2017). Unfortunately, these narratives are harder to actualize than they seem. Morales et al. (2011) studied factors that benefited or harmed the post-secondary experiences of undocumented immigrant students and found "the land of

opportunity and denial” (p. 273) as a common theme. The United States presents itself as a country where success is available to everyone, while simultaneously rejecting immigrants from opportunities that will allow for social mobility contradicting the notion of an American dream.

However, these hardships do not stop immigrant students from pursuing the American dream through their education. In fact, while examining the effects of placing meaning behind one’s current and future self Miyazawa (2017) noticed that immigrant students are likely to base their educational aspirations and motivation on the specific end goal of helping their family. The success of an immigrant student does not affect just the individual person, but also their family. Their ambition to improve the social status of their family may allow them to overcome hardships, but at what cost? The pursuit of the American dream impacts immigrant students’ mental health due to stressors from cultural background (i.e., parental involvement, acculturation status) and obstacles (i.e., racial injustice, education perception, sense of belonging on campus, and COVID-19 pandemic) that disrupt academic success.

1.2 Cultural Background

1.2.1 Parental Involvement

Since higher education is emphasized as necessary to secure a place in the labor market, high school students are advised to pursue advanced degrees. A parent’s involvement in their student’s education influences their academic outcome– a vital factor to achieving the modern-day American dream (May and Witherspoon, 2019). Forms of parental involvement can include telling children about their own struggles with lacking education, stories about living in poverty and reasons for migration, and future

academic aspirations for their child (Ceballo et al., 2014). The importance of a student's education is reinforced through these methods of parental involvement which increases the likelihood of parents having high academic expectations for their child(ren) (St. Mary et al., 2018). A longitudinal study assessing the change in academic expectations of Hispanic high schoolers found that when a parent communicated their goals and aspirations for their child, their child adjusted their academic expectations to align more with their parent's ambition (May and Witherspoon, 2019). Immigrant students who are informed of their parent's difficulties to succeed and are provided opportunities for success are more inclined to satisfy their parent's educational wishes.

However, fulfilling parental aspirations may come at the cost of the student's mental wellbeing. A decrease in mental health may be due to potential internal conflicts with balancing the student's personal wishes while pleasing their parents. Uriostegui et al. (2021) studied the effect of post-high school motivations on the link between factors of critical consciousness and actions towards educational career and noted that students' perception of parental involvement can cause inner conflict. Black and Latinx youth have the choice of either viewing parental involvement as motivation towards their career path or feeling weighed down by the responsibility of increasing the familial status while reaching high parental expectations (Uriostegui et al., 2021). A student constantly switching between these positions throughout their academic career to satisfy their parent's expectations may experience increased levels of anxiety and depression (Kanter Agliata and Renk, 2009).

An element that enables the significant effect parental involvement has on a child's educational outcome is the family's cultural background. Immigrant students that

belong to a collectivist culture have strong values that center around providing for and making decisions to benefit one's family. These values contribute to immigrant students' motivation to "give back" to their parents for their sacrifice in starting a new life outside of their home country to gain access to greater opportunities (Ceballo et al., 2014). For example, the Latinx cultural value of *respeto* or respect for one's parents increases the likelihood of an immigrant student taking their parent's aspirations for them into consideration when making decisions that will affect their academic career (Ceballo et al., 2014). An immigrant student's cultural values may intensify the effects of parental involvement on their education.

According to Roubeni et al. (2015) and Leo (2020), immigrant parents perceive their children's education as a way to overcome the losses they have experienced from immigrating to the United States. Some immigrant parents count on the support they provide for their child's education to lead their family into a successful and comfortable lifestyle. The high expectations immigrant parents have for the outcome of their child's academic career may act as a source of motivation or add a stress-promoting burden to their child (Leo, 2020). The pressure to succeed academically to pay back the immeasurable parental sacrifice may negatively affect immigrant students' mental health by increasing levels of stress.

1.2.2 Acculturation

When moving to a country that has different social norms and values than one's home country, individuals experience a period of adjustment to the new culture known as acculturation. This time of change more frequently results in either finding a balance between both cultures by integrating components of each or fully adopting one culture

through assimilation (Berry et al., 2002). The process of acculturation induces stress in immigrant students, with later generations experiencing the greatest amount of stress due to losing connections to protective factors embedded within their own culture (Santiago et al., 2014). A study on the effects of acculturation stress and related factors on the academic achievement of Latinx middle schoolers found that adolescents born in the U.S. who assimilated to the mainstream culture experienced high stress from acculturation and received low grades (Santiago et al., 2014). In contrast, the high acculturation stress of immigrant adolescents had no harmful impact on their academics which may be due to their advantage of going through acculturation with other family members (Santiago et al., 2014). The difference between integrating cultures and assimilating to one also influences attitude towards school with assimilation relating to a more pessimistic outlook in Latinx college students which can harm their academic success (Moní et al., 2018).

1.3 Discrimination

Discrimination against minorities is the out-casting and rejecting of immigrant individuals from the majority group. Experiences of discrimination negatively impacts an individual's mental health and decreases their ability to achieve success. Wiley et al. (2013) assert that perceiving rejection from society may have a direct negative effect on an individual's psychological well-being. The decreased sense of belonging to your environment may lead an individual to feel they are unable to change their social standing, which may damage their mental health.

Armstrong et al. (2019) explored the African American experience in attaining the American dream and the effect discrimination has on their perceived attainment. They

found that African Americans viewed frequent discrimination as an obstacle to achieving the American dream. The negative effects of frustration and strain that accompanied experiences of discrimination against African American individuals restricted their attainment of the American dream by depleting their mental and physical health (Armstrong et al., 2019). These symptoms apply to the immigrant student population and are known as the “immigrant paradox,” where immigrant students with more time in the U.S. perform worse academically than immigrant generations who have recently migrated because of experiencing greater racial and socioeconomic discrimination (Ceballo et al., 2014). When compared to first-generation immigrants, second-generation immigrants also experience a decrease in optimism and belief in meritocracy because of their increased awareness of discrimination and adverse public opinions of their identity as immigrants (Leo, 2020).

The process of immigration alone is a breeding ground for negative experiences that may shape the perspective of future success in a new country. Potochnick and Perreira (2010) examined the effect migration and acculturation experiences have on first-generation Latinx adolescents’ mental health and found that stressors of discrimination in various forms also puts these students at an increased risk for depression and anxiety. Cultural values that prioritize familial bonds may protect Latinx immigrant students from these detriments, however constant exposure to these stressors may cancel out the preventative factor.

1.3.1 Educator Perception

An educator’s perception of an immigrant student’s academic capability has the power to shape the students’ educational outcome. Entering a new school in a foreign

country is hard and forces immigrant students to rely on teachers to help them navigate U.S. school requirements, as their families are usually not familiar with the U.S. education system. Unfortunately, some teachers have hindered immigrant students' educational outcomes by discriminating against them. For example, Asian immigrant students have experienced anxiety from teachers' stereotyping them as "model minorities" affecting both their academics and mental health (Blanchard and Muller, 2015).

Teachers assess a student's effort and hard work— two main elements of the American dream— as a means to formulate their perception of a student's potential to succeed. A study on teacher perception of language-minority students and its effect on students' academic outcomes noted teachers gatekeeping the challenging college preparation courses by only encouraging students they felt are hardworking and therefore had greater potential to succeed in these courses (Blanchard and Muller, 2015). However, access to the college preparation courses require knowledge that is not frequently available to immigrant students. It does not help that social differences among teachers and students decrease the students' likelihood of seeking course advice from teachers (Blanchard and Miller, 2015). An example of this can be seen in the Pyne and Means (2013) case study of Mexican first-generation immigrant student Ana who abstained from seeking help from her professors to not be affiliated with the negative stereotypes and lower ideals that are associated with being an immigrant in America. Teachers of immigrant students can use a multicultural approach to counteract cultural barriers that hinder the student's learning experience but may not utilize the knowledge, awareness, and humility needed for this approach (Sipitanou and Foukidou, 2012). The potential

disconnect between an immigrant student and their teacher negatively impacts their academic outcomes and may pose as an obstacle for immigrant students that are inaccurately perceived as unqualified to achieve the American dream.

As St. Mary et al. (2018) studied the perceptions of academic achievement in Black and African American elementary and middle schoolers, they found that teachers affect the students' learning environment with their biases and viewpoints. A teacher who ignored the potential in their students forced them to work extra hard by themselves to become noticed (St. Mary et al., 2018). A student having to thrive on their own without the support of their educator may cause them stress. Unfortunately, students who attended schools where they encountered high levels of racism felt invisible which hindered their academic achievement (St. Mary et al., 2018). The feeling of being invisible and not belonging may increase symptoms of depression affecting a student's ability to succeed academically and continue into higher educational settings (Mcalpine, 2021).

1.3.2 Belonging on Campus

Another factor that influences a student's academic career is their sense of belonging to their campus community. Many immigrant students may struggle to adjust to campus life because of limited diversity and empathy towards different cultural backgrounds, which leads to students having negative experiences of racial discrimination (George Mwangi et al, 2021). These instances of discrimination cause minoritized students to feel detached from their campus and "out of place," (p. 932) decreasing their sense of belonging (Hussain and Jones, 2019; Vaccaro and Newman, 2016). Although interactions with peers from diverse backgrounds can increase a sense of belonging, opportunities for these interactions are not readily available to students who

attend predominantly white institutions that do not represent their cultural identities (Hussain and Jones, 2019).

A prominent form of discrimination that occurs in university settings are microaggressions. Nadal et al. (2014) studied the effects of racial microaggressions on college students' mental health and found that students from different minoritized cultural backgrounds experience a similar number of microaggressions in their lives. Microaggressions result in negative effects on a student's educational performance due to increasing levels of stress and depression (Nadal et al., 2014; Stebleton et al., 2014). A student's sense of belonging is related to their mental health (Stebleton et al., 2014). Students who experience a decrease in their mental health due to discrimination may be more likely to feel less connected to their campus therefore have a decreased sense of belonging.

1.4 COVID-19 Pandemic

The COVID-19 pandemic caused many changes in American society, some of which have disturbed and modified the blueprint for achieving success. The first economic toll of the virus boosted unemployment in America by 3,000% leaving those who have had some success unable to enjoy their rewards for achieving the dream (Croce, 2020). Individuals stuck on the road to success have decreased their ambition since COVID caused the American dream to become less attainable. According to a CEO of an online finance marketplace and former chief finance officer Zack Friedman (2021), the economic aftermath of the COVID-19 pandemic may push the American economy into a recession leading to higher unemployment rates, fewer jobs available, people unable to afford education, and those with education unable to find job opportunities. The

pandemic puts already disadvantaged immigrant individuals at a greater disadvantage by magnifying their struggles to achieving the American dream to a national level. The increased threat of remaining financially insecure due to the lack of jobs may cause chronic stress and result in poor mental health and wellbeing.

Not only is the pandemic depleting the number of jobs available, but it is also creating new stressors. There have been four identified pandemic-related stressors for Latinx college students: financial insecurity, COVID virus concerns, academic strains, and social dynamics with financial insecurity being the most common (Enriquez et al., 2022). Situations such as job loss because of the pandemic lead to families being unable to meet their basic needs, undocumented essential workers exposed to the virus without access to healthcare for treatment, and schools turning to a less than ideal remote learning environment that does not benefit students with an unsafe or uncomfortable home life (Enriquez et al., 2022). Students are suffering negative effects to their mental health in high levels due to pandemic stressors out of their control with those belonging to marginalized populations experiencing the most damage (Enriquez et al., 2022).

1.5 Current Study

For many years, the American dream has been a beacon of hope for many immigrant families as they immigrate to the United States. However, the promised greater opportunities are not as accessible as portrayed. Immigrant families depend on their children to make the most of the higher quality opportunities that they were not able to experience in their home countries. The pressure to measure up to parental expectations and achieve the American dream increases as immigrant students encounter challenges from discrimination and limited jobs due to the COVID pandemic. These

negative experiences while trying to reach the standard set by their parents are detrimental to the mental health of immigrant students. The action of having to balance one's individual career goals with parental aspirations may cause conflict that harms the student's ability to succeed academically by increasing stress levels.

Previous research on educational factors that shape the academic success of immigrant students have examined populations in grade school (i.e., elementary, middle, and high school) while overlooking those attending university. Immigrant students in higher education are actively pursuing the American dream, however there is a lack of research to address how this process combined with their cultural background (e.g., parental influences and acculturation), racial injustices, and the new challenge of the COVID pandemic influence their academic success. The current study aimed to address how students' cultural background, racial injustices, and COVID-related stress impact their academic success and perceptions of achieving the American dream.

Chapter 2 Methods

The hypothesis for this study was that cultural background, racial injustices and COVID stressors would negatively impact the academic success and perceptions of achieving the American dream in immigrant students that were more acculturated to American culture.

2.1 Participants

Data were collected from Penn State immigrant undergraduate students across the university's two largest campuses: Penn State University Park and Penn State Harrisburg. Participant age ranged from 18 to 24 years old. The mean age for participants was 18.9 ($SD = 1.20$). There were no limitations for country of origin, race, nor ethnicity as these factors were noted in the demographic characteristics portion of the survey.

2.2 Procedure

The survey was spread through the PSYCH 100 undergraduate research pool at Penn State Harrisburg and the Assistant Vice Provost of Penn State University Park's Global Learning Office emailed immigrant students a link to the survey along with a list of participant requirements such as meeting the definition of immigrant for the purpose of this study (i.e., students' whose parents were born in another country and moved to the U.S.). Students who received the email and fit the definition had the option of participating in the survey. All procedures were approved by the local Institutional Review Board (IRB). Student's recruited from the research pool received 1 research credit. Participants recruited outside of the research pool did not receive compensation for taking part in this study.

2.3 Measures

2.3.1 Demographic characteristics. Participants filled out a demographic questionnaire where they recorded their age, sex, race, ethnicity, country of origin, whether or not their parents immigrated to the U.S., immigration generation status, family income, undergraduate semester standing, GPA, and the types of grades they usually get (i.e., A's, B's, C's, D's, or F's).

2.3.2 Cultural Background.

Parental involvement. An adjusted version of the Educational Socialization Scale (ESS) (Bempechat et al., 1999) taken from the Ceballo et al. (2014) study was used to measure a student's perception of parental involvement. Three items from the teach subscale (e.g., My parents (or someone else at home) help me with my homework) of the original ESS were removed because they were not relevant to this study's population of undergraduate students, and four items of the shame (e.g., I feel ashamed if I do badly in school) subscale were removed since Ceballo et al. (2014) found that items from the shame subscale did not correlate to the other items relating to parental involvement. The 10-items in the adjusted scale were from the future, effort, guilt/sacrifice, and gift/sacrifice subscales of the measure. Ceballo et al. (2014) added three items to the ESS as a subscale measuring gift/sacrifice (e.g., I want to succeed in school so I can help my parents in the future). The questions measured student viewing parental sacrifice either as a gift or a source of guilt, parent's discussion of future careers, and their parents' views of their educational effort. The participants answered the questions on a scale of 0 to 4 (0 = *never* and 4 = *almost every day*). The Cronbach's alpha for the future, effort, guilt, and gift factors of this scale are 0.76, 0.81, 0.90, and 0.91 respectively.

Acculturation. The Vancouver Index of Acculturation (Ryder et al., 2000) is a 20-item scale split into mainstream culture and heritage culture subscales. It was used to measure an individuals' level of acculturation by focusing on the person's beliefs, relationships, and loyalty to their cultural traditions. The participants answered the questions on a scale of 1 to 5 (*1 = completely untrue* and *5 = completely true*). The Cronbach's alpha for heritage and mainstream subscales were 0.85 and 0.80, respectively.

2.3.3 Racial Injustices.

Sense of Belonging. The Belonging to the University Scale (Karaman & Cirak, 2017) is a 14-item scale broken down into subscales for expectation, motivation, and identification that measure a college student's sense of belonging. The participants answered the questions on a scale of 1 to 5 (*1 = strongly disagree* and *5 = strongly agree*). The Cronbach's alpha for this scale was 0.83 with the items under the expectation, motivation, and identification components scoring a 0.85, 0.68, and 0.81, respectively.

Microaggressions. The Racial and Ethnic Microaggressions Scale (Nadal, 2011) was adjusted from a 45-item with six subscales to an 18-item scale with three subscales. The questions are divided into three subscales that assess assumption of inferiority, second-class citizen and assumption of criminality, and microaggressions that occur in a school environment. The other subscales of microinvalidations, exoticization/assumptions of similarity and environmental microaggressions were removed to shorten the scale even though may occur in a university setting. The participants answered the questions on a scale of 0 to 5 (*0 = I did not experience this event in the last six months* and *5 = I experienced this event 5 or more times in the past*

six months). The Cronbach's alphas of the three subscales respectively are 0.91, 0.81, and 0.88 indicating high reliability.

2.3.4 COVID-19 Related Stress. This scale was created based on analytic codes from qualitative data on COVID-19 pandemic stressors for Latinx college students (Enriquez et al., 2022). This 10-item scale had questions based on financial strain, academic strain, virus concerns and social dynamics during the pandemic. Participants answered the questions based on a scale of 1 to 5 (*1 = strongly disagree* and *5 = strongly agree*). The Cronbach's alpha of the subscales financial strain, academic strain, virus concerns, and social dynamics were 0.84, 0.68, 0.79 and 0.68.

2.3.5 Perception of Achieving the American Dream. This is a 1-item scale (Armstrong et al., 2019) that asked participants their view of achieving the American dream.

Participants evaluated their perceptions from 1 to 3 (1 = will never achieve the dream; 2 = have not achieved the dream yet, but will in the future; 3 = have achieved the dream).

2.3.6 Mental Health.

Depressive Symptoms. The Depressive Symptoms Scale (Choi et al., 1997) is a 6-item that measured symptoms of depression in adolescents in the last year, however the simplicity of the questions allows the scale to be applied to other age cohorts (e.g., How often have you felt hopeless about the future?). The participants answered questions on a 1 to 4 scale (*1 = often* and *4 = never*). The Cronbach's alpha for this scale was 0.92 indicating strong reliability.

Generalized Anxiety. The Generalized Anxiety Disorder Scale (Spitzer et al., 2006) is a 7-item scale that measured anxiety in the past 2 weeks (e.g., How often have you not been able to stop or control worrying?). Participants answered questions on a scale of 0 to 3 (*0 = not at all* and *3 = nearly every day*). The Cronbach's alpha for this scale was 0.92 showing a high score for reliability.

2.4 Data Analysis

The quantitative survey data were analyzed using SPSS. A correlations and regressions test were done among the variables. The outcome variables for this study were academic success measured by self-report of GPA and perceptions of achieving the American dream. The predictor variables for this study were parental involvement, acculturation, sense of belonging, microaggressions, COVID-related stress, depressive symptoms, and generalized anxiety.

Chapter 3 Findings

The original sample was 149 immigrant undergraduate students. After removing participants for failed validity checks and short duration, the sample size was 85 students. At first, a correlation and regression analysis were run to assess the relationship between predictor variables as seen in **Table 1**. To examine the relationship between predictor variables (i.e., parental involvement, acculturation, COVID-related stressors, microaggressions) and outcome variables (i.e., GPA and perceptions of achieving the American dream) of the hypothesized model, a correlations and regressions analysis was run. Results indicated that there was no significant relationship between the combination of all variables meaning an immigrant student's cultural background, racial injustices, and COVID-related stressors did not associate with their academic success and perception of achieving the American dream.

Another correlations analysis was run to assess the relationship among each predictor variable and each outcome variable. Results of this third analysis showed a weak and not significant relationship between all predictor variables and the outcome variable of GPA. This may be due to the lack of variability within GPA scores in the data to find significance. However, the third analysis indicated a significant association between the academic COVID-related stressor, belonging expectations and perception of achieving the American dream. Multiple linear regression was used to test if COVID-related stressors and sense of belonging significantly predicted perceptions of achieving the American dream as seen in **Table 2**. The overall regression was statistically significant ($R^2 = .31$, $F(5, 75) = 6.73$, $p < .001$). It was found that the academic COVID stressor significantly predicted perception of achieving the American dream ($\beta = -.263$, p

= .027). Belonging expectations also significantly predicted dream perception ($\beta = .283$, $p = .011$). My findings lead to the new model of academic COVID stressors and sense of belonging impacting an immigrant student's perception of achieving the American dream.

Chapter 4 Discussion

The purpose of this study was to examine whether an immigrant undergraduate student's cultural background, racial injustices, and COVID-related stressors impact their academic success and perceptions of achieving the American dream. My hypothesis was that their cultural background and experiences with racial injustices and COVID-related stressors would negatively impact the immigrant student's academic success and perceptions of achieving the American dream. Results from the correlations tests and the post-hoc tests did not support the study's hypothesis and found that the initial model was not significant. A new model of academic COVID stressors and sense of belonging impacting an immigrant student's perception of achieving the American dream emerged from post-hoc analyses.

The present study's findings do not support previous literature that highlights the influences of cultural background, racial injustices, and COVID-related stressors on academic success and dream perceptions (Armstrong et al., 2019; Ceballo, et al., 2014; Nadal et al., 2014; Oducado & Estoque, 2021; Roche et al., 2022; Stevenson et al., 2019). Prior studies support that when a student does not feel like they belong in their university's environment, their motivation to succeed decreases (Abdollahi et al., 2020; Borgonovi & Ferrara, 2020; Brooms, 2016; Pedler et al., 2021). My post-hoc analyses reveal that both the academic COVID stressor and sense of belonging in a university setting impacts an immigrant undergraduate student's perception of achieving the American dream. The more students experienced academic stress due to the COVID-19 pandemic, the less students perceived they were able to achieve the American dream. As expectations and identifications related to sense of belonging in a university increased,

the more students perceived they were able to achieve the American dream. These analyses are partially reflected in Anwer (2023) where she highlighted that marginalized groups such as Muslim Americans confront various forms of discrimination that diminishes their sense of belonging in the United States, however their perception of achieving the American dream remains intact.

There were several limitations to the current study. First, the population of this study was exclusively undergraduate immigrant students enrolled in a PSYCH 100 course which does not allow for the generalization of my findings. The population sample did not account for the many immigrant undergraduate students who do not take a PSYCH 100 course within the Fall 2022 semester. This sample excludes a variety of immigrant undergraduate students meaning the data may not accurately represent this population. Second, the COVID-related stressors scale had a low internal consistency, which may have influenced my findings. Third, the data were collected through self-reported surveys so participants may have answered according to what seemed like the correct response (i.e., social desirability bias). For example, when asked to report how many times the following event of “A faculty/student treated me differently than my White peers” has occurred to them within the past semester, participants may have chosen a lower occurrence number to appear to not experience microaggression in the university where the study took place. This bias may have altered the data by disproportionately decreasing the amount of microaggressions immigrant undergraduate students experience making this variable insignificant despite evidence of its importance from previous studies.

Although the initial hypothesis was not supported by our findings, the post-hoc findings around belonging may allow immigrant families to better understand their child's undergraduate educational experience to be able to provide them with support mitigating the potential harmful impact of academic COVID stressors and sense of belonging. The lives of immigrant students are influenced by daily challenges that come with adjusting to a culture foreign to their own. My findings may help university departments that interact with immigrant students to create resources that counteract the impact COVID-related stressors have on dream perception and offer programs that focus on helping their immigrant student population increase their sense of belonging. Future research should explore the impact of protective factors such as family and peer support and student engagement that may alleviate the influence of COVID stressors and a low sense of belonging in a university setting.

Chapter 5 Conclusion

Although the initial hypothesized model was not significant, the academic COVID stressor and belonging expectations were significantly related to perceptions of achieving the American dream. Future directions should consider the effects of protective factors on immigrant university students experience with COVID stressors and sense of belonging.

References

- Abdollahi, A., Panahipour, S., Tafti, M. A., & Allen, K. A. (2020). Academic hardiness as a mediator for the relationship between school belonging and academic stress. *Psychology in the Schools, 57*(5), 823–832. <https://doi.org/10.1002/pits.22339>.
- Anwer, A. (2023). The American Dream and Muslim Americans: (Im) possibilities and realities of pursuing the dream. In *The Routledge Handbook on the American Dream* (pp. 255-269). Routledge. <https://doi.org/10.4324/9781003326243-18>.
- Armstrong, J., Carlos Chavez, F. L., Jones, J. H., Harris, S., & Harris, G. J. (2019). “A dream deferred”: How discrimination impacts the American dream achievement for African Americans. *Journal of Black Studies, 50*(3), 227–250. <https://doi.org/10.1177/0021934719833330>.
- Berry J. W., Poortinga Y. H., Segall M. H., & Dasen P. R. (2002). *Cross-cultural psychology: Research and applications* (2nd ed.). Cambridge University Press.
- Blanchard, S., & Muller, C. (2015). Gatekeepers of the American dream: How teachers' perceptions shape the academic outcomes of immigrant and language-minority students. *Social science research, 51*, 262–275. <https://doi.org/10.1016/j.ssresearch.2014.10.003>.
- Borgonovi, F., & Ferrara, A. (2020). Academic achievement and sense of belonging among non-native-speaking immigrant students: The role of linguistic distance. *Learning and Individual Differences, 81*, 1-46. <https://doi.org/10.1016/j.lindif.2020.101911>.

- Brooms, D. R. (2016). "I was just trying to make it": Examining urban Black males' sense of belonging, schooling experiences, and academic success. *Urban Education, 54*(6), 804–830. <https://doi.org/10.1177/0042085916648743>.
- Ceballo, R., Maurizi, L. K., Suarez, G. A., & Aretakis, M. T. (2014). Gift and sacrifice: Parental involvement in Latino adolescents' education. *Cultural Diversity and Ethnic Minority Psychology, 20*(1), 116-127. <http://dx.doi.org/10.1037/a0033472>.
- Churchwell, S. (2021). *A brief history of the American dream*. George W. Bush Institute. <https://www.bushcenter.org/catalyst/state-of-the-american-dream/churchwell-history-of-the-american-dream.html>.
- Croce, P. J. (2020, August). The American dream after covid-19. *Origins: Current Events in Historical Perspective*. <https://origins.osu.edu/article/american-dream-after-covid-19>.
- Enriquez, L.E., Morales, A.E., Rodriguez, V.E., Chavarria, K., & Ro, A. (2022). Mental health and covid-19 pandemic stressors among Latina/o/x college students with varying self and parental immigration status. *Journal of Racial and Ethnic Health Disparities*. <https://doi.org/10.1007/s40615-021-01218-x>.
- Friedman, Z. (2021, October 22). Is the U.S. already in a recession? *Forbes*. <https://www.forbes.com/sites/zackfriedman/2021/10/21/research-us-already-in-recession-that-could-be-as-bad-as-2008/?sh=5a43689768eb>.
- George Mwangi, C. A., Mansour, K., & Hedayet, M. (2021). Immigrant identity and experiences in the U.S. high education research: A systematic review. *International Journal of Multicultural Education, 23*(2), 45–69. <https://doi.org/10.18251/ijme.v23i2.2375>.

- Gornick, J., & Johnson, N. (2020, May). *Income inequality in rich countries: Examining changes on economic disparities*. Social Science Research Council.
<https://items.ssrc.org/what-is-inequality/income-inequality-in-rich-countries-examining-changes-in-economic-disparities/>.
- Holloway-Friesen, H. (2019). The role of mentoring on Hispanic graduate students' sense of belonging and academic self-efficacy. *Journal of Hispanic Higher Education*, 20(1), 46-58. <https://doi.org/10.1177/1538192718823716>.
- Hussain, M., & Jones, J. M. (2019). Discrimination, diversity, and sense of belonging: Experiences of students of color. *Journal of Diversity in Higher Education*, 14(1), 63-71. <http://dx.doi.org/10.1037/dhe0000117>.
- Kanter Agliata, A., & Renk, K. (2009). College students' affective distress: The role of expectation discrepancies and communication. *Journal of Child and Family Studies*, 18(4), 396-411. <https://doi.org/10.1007/s10826-008-9244-8>.
- Leo, A. (2020). Success and failure in the "land of opportunities": How social class informs educational attitudes among newcomer immigrants and refugees. *American Educational Research Journal*, 57(4), 1567-1591.
<https://doi.org/10.3102/0002831219876596>.
- May, E. M., & Witherspoon, D. P. (2019). Maintaining and attaining educational expectations: A two-cohort longitudinal study of Hispanic youth. *Developmental Psychology*, 55(12), 2649-2664. <http://dx.doi.org/10.1037/dev0000820>.
- Mcalpine, K. J. (2021, February). Depression, anxiety, loneliness are peaking in college students. *The Brink: Pioneering Research from Boston University*.

<https://www.bu.edu/articles/2021/depression-anxiety-loneliness-are-peaking-in-college-students/>.

- Miyazawa, K. (2017). Dreaming and surviving in heterotopia: First-generation immigrant girls' pursuit of the American dream in New York City. *Taboo: The Journal of Culture and Education*, 13 (1). <https://doi.org/10.31390/taboo.13.1.06>.
- Moní, Y., Mealy, M., Del Ama, J. C., & Conway, J. M. (2018). Bidimensional acculturation and academic success among Latina/o college students. *Journal of Latina/o Psychology*, 6(3), 220–234. <https://doi.org/10.1037/lat0000098>.
- Morales, A., Herrera, S., & Murry K. (2011). Navigating the waves of social and political consciousness: Inspiring perspectives from DREAM-Eligible immigrant students. *Journal of Hispanic Higher Education*, 10(3), 266-283. <https://doi.org/10.1177/1538192708330232>.
- Nadal, K. L., Wong, Y., Griffin, K. E., Davidoff, K., & Sriken, J. (2014). The adverse impact of racial microaggressions on college students' self-esteem. *Journal of College Student Development*, 55(5), 461–474. <https://doi.org/10.1353/csd.2014.0051>.
- Oducado, R. M., & Estoque, H. (2021). Online learning in nursing education during the COVID-19 pandemic: Stress, satisfaction, and academic performance. *Journal of Nursing Practice*, 4(2), 143-153. <https://doi.org/10.30994/jnp.v4i2.128>.
- Pedler, M. L., Willis, R., & Nieuwoudt, J. E. (2021). A sense of belonging at university: student retention, motivation, and enjoyment. *Journal of Further and Higher Education*, 46(3), 397-408. <https://doi.org/10.1080/0309877X.2021.1955844>.

- Potochnick, S. R., & Perreira, K. M. (2010). Depression and anxiety among first-generation immigrant Latino youth: Key correlates and implications for future research. *The Journal of Nervous and Mental Disease, 198*(7), 470–477. <https://doi.org/10.1097/NMD.0b013e3181e4ce24>.
- Pyne, K. B., & Means, D. R. (2013). Underrepresented and in/visible: A Hispanic first-generation student's narratives of college. *Journal of Diversity in Higher Education, 6*(3), 186–198. <https://doi.org/10.1037/a0034115>.
- Roche, K. M., Huebner, D. M., Lambert, S. F., & Little, T. D. (2022). COVID-19 stressors and Latinx adolescents' mental health symptomology and school performance: A prospective study. *Journal of Youth and Adolescence, 51*, 1031–1047. <https://doi.org/10.1007/s10964-022-01603-7>.
- Roubeni, S., De Haene, L., Keatley, E., Shah, N., & Rasmussen, A. (2015). “If we can't do it, our children will do it one day”: A qualitative study of West African immigrant parents' losses and educational aspirations for their children. *American Educational Research Journal, 52*(2), 275–305. <https://doi.org/10.3102/0002831215574576>.
- Santiago, C. D., Gudiño, O. G., Baweja, S., & Nadeem, E. (2014). Academic achievement among immigrant and U.S.-born Latino adolescents: Associations with cultural, family, and acculturation factors. *Journal of community psychology, 42*(6), 735–747. <https://doi.org/10.1002/jcop.21649>.
- Sipitanou, A. A., & Foukidou, A. S. (2012). The adult educator of immigrants as an intercultural consultant. *Journal of Social Sciences, 8*(2), 238-245. <https://doi.org/10.3844/jssp.2012.238.245>.

- St. Mary, J., Calhoun, M., & Tejada, J. (2018). Perceptions of academic achievement and educational opportunities among Black and African American youth. *Child Adolescent Social Work Journal*, 35, 499–509. <https://doi.org/10.1007/s10560-018-0538-4>.
- Stebbleton, M. J., Soria, K. M., & Huesman Jr. R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling*, 17(1), 6-20. <https://doi.org/10.1002/j.2161-1882.2014.00044.x>.
- Stevenson, A. D., Gallard Martínez, A. J., Brkich, K. L., Flores, B. B., Claeys, L., & Pitts, W. (2019). Latinas' heritage language as a source of resiliency: impact on academic achievement in STEM fields. *Cultural Studies of Science Education*, 14, 1–13. <https://doi.org/10.1007/s11422-016-9789-6>.
- Uriostegui, M., Roy, A. L., & Li-Grining, C. P. (2021). What drives you? Black and Latinx youth's critical consciousness, motivations, and academic and career activities. *Journal of Youth and Adolescence*, 50(1), 58–74. <https://doi.org/10.1007/s10964-020-01343-6>.
- Vaccaro, A., & Newman, B. M. (2016). Development of a sense of belonging for privileged and minoritized students: An emergent model. *Journal of College Student Development*, 57(8), 925-942. <https://doi.org/10.1353/csd.2016.0091>.
- Wiley, S., Lawrence, D., Figueroa, J., & Percontino, R. (2013). Rejection-(dis)identification and ethnic political engagement among first-generation Latino immigrants to the United States. *Cultural diversity & ethnic minority psychology*, 19(3), 310–319. <https://doi.org/10.1037/a0031093>.

Table 1
Descriptive Statistics and Correlations for Study Variables

| Variable | <i>n</i> | <i>M</i> | <i>SD</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--|----------|----------|-----------|------|-------|-------|------|--------|------|------|------|------|-------|-------|-----|-----|-----|----|
| 1. Parental Involvement - Gift | 85 | 12.70 | 2.83 | - | | | | | | | | | | | | | | |
| 2. Parental Involvement - Future | 85 | 16.42 | 3.07 | .38 | - | | | | | | | | | | | | | |
| 3. Parental Involvement - Effort | 85 | 16.00 | 3.47 | .60 | .14 | - | | | | | | | | | | | | |
| 4. Acculturation Heritage | 82 | 40.19 | 6.03 | .27* | .09 | -.24* | - | | | | | | | | | | | |
| 5. Acculturation Mainstream | 82 | 37.17 | 6.06 | .10 | .03 | -.02 | .22 | - | | | | | | | | | | |
| 6. Belonging - Motivation | 81 | 10.85 | 3.45 | -.07 | -.03 | -.01 | -.04 | -.38** | - | | | | | | | | | |
| 7. Belonging - Expectation | 83 | 18.19 | 3.69 | .18 | .06 | -.05 | .17 | .40** | -.45 | - | | | | | | | | |
| 8. Belonging - Identification | 84 | 13.33 | 3.19 | .15 | .21 | .07 | .14 | .18 | -.34 | .29 | - | | | | | | | |
| 9. Microaggression - School | 84 | 6.34 | 3.26 | .06 | -.07 | .00 | .08 | -.18 | -.06 | -.07 | .26* | - | | | | | | |
| 10. Microaggression - Second Class Citizen | 84 | 7.57 | 3.51 | -.04 | -.23* | -.10 | -.10 | -.33** | .13 | -.03 | .12 | .69 | - | | | | | |
| 11. Microaggression - Inferiority | 82 | 9.71 | 5.43 | .02 | -.02 | -.03 | .06 | -.35** | .14 | -.01 | .09 | .63 | .73 | - | | | | |
| 12. COVID Stressor - Academic | 85 | 6.98 | 3.23 | .26* | .12 | -.02 | .06 | -.21 | .26* | -.12 | -.16 | .16 | .21 | .39** | - | | | |
| 13. COVID Stressor - Financial | 80 | 7.30 | 3.69 | .22 | .17 | .04 | -.04 | -.24* | .18 | -.22 | -.05 | .14 | .18 | .44** | .75 | - | | |
| 14. COVID Stressor - Social | 85 | 5.80 | 2.67 | -.11 | -.00 | .03 | -.15 | -.12 | .24* | -.10 | .02 | .15 | .28* | .23* | .51 | .44 | - | |
| 15. COVID Stressor - Virus | 85 | 5.21 | 2.47 | .03 | .13 | -.04 | .19 | -.17 | .15 | -.09 | .09 | .26* | .34** | .33** | .52 | .45 | .63 | - |

*Note: *p < .05. **p < .01*

Table 2
Results of Linear Regression Analysis for New Model

| Variable | Beta | SE | 95% CI | | β | <i>p</i> |
|----------------------------|------|-----|-----------|-----------|---------|----------|
| | | | <i>LL</i> | <i>UL</i> | | |
| COVID Stressor - Academic | -.03 | .01 | -.056 | -.004 | -.26 | .027 |
| COVID Stressor - Social | -.01 | .02 | -.044 | .019 | -.09 | .438 |
| Belonging - Expectation | .03 | .01 | .007 | .050 | .28 | .011 |
| Belonging - Motivation | -.01 | .01 | -.038 | .011 | -.12 | .286 |
| Belonging - Identification | .01 | .01 | -.014 | .034 | .09 | .413 |

a. Dependent Variable: Perceptions of Achieving the American dream

CV

KAREN CHARLESTON

B.S. honors student in Psychology at Pennsylvania State University who is seeking to continue research interests of multicultural psychology, social justice, racism, acculturation, and the mental health of immigrants, BIPOC, and underrepresented minorities into a postgraduate program for Counseling Psychology.

EDUCATION

B.S. Pennsylvania State University, Psychology Expected May 2023
Expected Summa Cum Laude

RESEARCH EXPERIENCE

Undergraduate Thesis, Principal Investigator 01/2022 - Present
Supervisor: Dr. Stephanie Winkeljohn Black

Research focused on addressing how immigrant undergraduate students' cultural background, racial injustices, and COVID-related stress impact academic success and perceptions of achieving the American dream.

Responsibilities:

- Writing manuscript
- Examination of literature to conduct and consolidate literature reviews
- Creating survey on Qualtrics using a collection of both pre-existing and newly created scales
- Creating scale based on the analytic codes of a previous study and testing the psychometric validity/reliability
- Collecting and analyzing survey data

Multicultural Orientation Lab, Research Assistant 01/2022 - Present
Principal Investigator: Dr. Stephanie Winkeljohn Black

Research focused on the experiences of BIPOC supervisees in multicultural training with mostly white supervisors. Participants were asked to detail critical incidents that were helpful, hindering, and missing in their supervision.

Responsibilities:

- Literature examination
- Worked in a research team to create analytic codes for qualitative data
- Coded over 300 open-ended responses from participants
- Attended bi-weekly lab meetings discussing current research and professional development within the field of psychology (e.g., creating posters to present at conferences)

RELEVANT EXPERIENCE

Pennsylvania State University – Harrisburg

Middletown, PA

Intern & Peer Mentor, Career Studies

August 2022 – Present

- Created schedules for the program to accommodate peer mentors and students
- Provided social, academic, and fitness support to students with disabilities
- Supported students to reach their interpersonal goals through positive reinforcement and challenging them to step out of their comfort zones

St. Peter’s Lutheran Church

Middletown, PA

Volunteer, Y.O.U.T.H. Together Program

November 2021 – May 2022

- Collaborated with a team of volunteers to manage students from 3rd grade to 9th grade
- Coordinated cultural events to enrich student experiences through presentations and performances
- Lead reflection circle to allow students the space to practice mindfulness at the end of each program day

Community Collaboration International

Luquillo, Puerto Rico

Volunteer

March 2023

- Provided humanitarian and disaster relief aid in underserved communities
- Aided in the conservation of ecological landscapes

PUBLICATIONS

Winkeljohn Black, S., Wilcox, M., Ma, Q., Charleston, K., & Sims, K. “Multicultural Orientation in Cross-Racial Supervision: A Critical Incidents Analysis,” Manuscript in development.

PRESENTATIONS

Qing Ma, M.A., Karen Charleston, K’Nadja Sims, B.A., Melanie Wilcox Ph.D., Stephanie Winkeljohn Black, Ph.D. (2023, August) *The Clinical Supervision Experience: A Qualitative Analysis of the Difference Among White and BIPOC Supervisee Critical Incidents*. Poster presentation at the 35th Annual Association for Psychological Science Convention, Washington, D.C.

Qing Ma, Kristin DeLeeuw, Karen Charleston, Martha J. Strickland, Ed.D., Stephanie Winkeljohn Black, Ph.D. (2023, August) *Spiritual Struggle and Faith Maturity in Refugee Support Volunteers*. Poster presentation at the 35th Annual Association for Psychological Science Convention, Washington, D.C.

Charleston, K. (2023, April). *The Immigrant College Student's struggle to achieve the American dream*. Poster presentation at Penn State Harrisburg Undergraduate Research Symposium, Middletown, PA.

HONORS AND AWARDS

- Bunton Waller Fellowship Recipient Fall 2019 – Spring 2023
- University Dean’s List 7 semesters
- President’s Freshman Award Spring 2020

REFERENCES

Dr. Stephanie Winkeljohn Black, Ph.D.

Department of Psychology
Pennsylvania State University
717-948-6037
smw78@psu.edu

Dr. Ana Patricia Aguilera, D.Ed.

Department of Human Development and Family Studies
Pennsylvania State University
717-948-6227
aia240@psu.edu

Dr. Gina M. Brelsford, Ph.D.

Department of Psychology, Director of Honors Program
Pennsylvania State University
717-948-6759
Gmy103@psu.edu