AAMI & International Education

Joint Conference

Middle Georgia State University
Robert F. Hatcher Conference Center

Macon, Georgia

October 4, 2019
Welcome!!!

Wanda L. Gross
USG’s African-American Male Initiative Director

Coryn Shiflet
USG’s International Education Assistant Director
Your Expectations

• “Learn more about the partnership between AAMI & Int’l Education”
• “Connect with staff; create collaborations; network with colleagues”
• “Understand the challenges/barriers African-American Men face”
• “How best to support these students who wish to study abroad?”
• “Learn recruitment strategies for African-American males”
• “Identify potential gaps in existing processes and identify diversity “tools”
• “Discuss funding opportunities”
• “Learn about countries that are travel friendly for black students”
• “How to tailor study abroad learning experiences for African-American males”
Ice Breaker
Introduction to
The African-American Male Initiative

Presenters
Mr. Bob Wise
USG AAMI Assistant Director
What Is AAMI?

The University System of Georgia’s (USG) African-American Male Initiative (AAMI®)

A statewide initiative designed to increase the number of African-American males who complete their postsecondary education.
AAMI MISSION

To provide an integrated program model of academic and social tools that support students around adopting a positive mindset to successfully complete classes, elevate their cumulative GPAs, matriculate through each academic level and graduate.
WHY AAMI?

In 2001, AAMI was formed in response to Board of Regents (BOR) commissioned study.

The study revealed extensive gaps in postsecondary attainment between African-American men and peer groups of other student populations and African-American women.

Measures were put into place to close the gap.
A 52-member task force was assembled to move the System toward closing glaring educational disparities.

Extensive qualitative and quantitative research conducted throughout the State.

17 focus groups and over 700 telephone surveys were conducted to capture and document myths and assumptions regarding the barriers to college matriculation for Black males.
After an examination of the task force’s results, the decision was made to formally form the *University System of Georgia’s African-American Male Initiative*.  

AAMI has evolved from:

- a 3-campus qualitative and quantitative research study.
- to a six-campus pilot program serving African-American male middle school, high school and college students throughout Georgia.
- to a program co-located at Kennesaw State University focused on undergraduate students.
- to its current revised structure based out of the Board of Regents known as AAMI 2.0.
AAMI Milestones

2001
- USG’s BOR conducted wide-sweeping benchmarking study
- Extensive enrollment gaps between AA men, AA women and other student populations were identified
- BOR sought and received legislative funding to commission a study
- AAMI was formed as a qualitative and quantitative research study at 3 institutions
- Study’s Purpose: identify the barriers to college attendance and graduation for AA males
- A 52-member task force of academics, educators, civic and business leaders, assembled to carry out the study
- Study Identified Three Key Factors:
  - Low college preparation and academic achievement,
  - Non-academic barriers to persistence, and
  - Inadequate social, emotional, and campus support

2002

2003-2005
- Task force’s report submitted to the BOR.
- Findings prompted the BOR to authorize funding of the University System of Georgia’s African-American Male Initiative
- Thru 2008, the pilot program served AA male students throughout Georgia in middle school, high school and college
- Six institutions awarded grants in competitive process
- Many institutions implemented self-funded efforts to support the goals of AAMI

2006-2009
- $100,000 – Lumina Foundation for Education grant for program support (2006)
- Inaugural AAMI Best Practices Conference at Kennesaw State University (2007)
- $500,000 – Lumina Foundation grant allowed for expanded programming and reporting capabilities (2009)
- Student African-American Brotherhood (SAAB) retention initiative partnership launched (2009)

2010 - 2013
- 10 Year Anniversary Conference & Third Best Practices Conference in partnership with the National Black College Alumni Hall of Fame (2012)
- Pre-evaluation assessment completed formally documenting AAMI’s program theory and logic model (2012)
- $150,000 – United Way of Greater Atlanta Grant (2013)

2014-2018
- Program continues to grow and show impressive results
- 22 active programs throughout the State
- $3334.651 in funds awarded as FY2019
- 7,800 plus students served in funded program
- 85.1% increase in AA male enrollment from Fall 2002 to Fall 2016
- $10,000 – Institute For Black Male Achievement Grant
- AAMI project office returns to BOR in August 2017 under Executive Director, Dr. Felita Williams
- AAMI 2.0 launches with focus on infrastructure, director training, GPAs & Momentum Year

AAMI – African-American Male Initiative, AA – African-American, USG – University System of Georgia, BOR – Board of Regents
The next evolution of the USG’s AAMI began in 2018.

**AAMI 2.0,** places a stronger emphasis on:
- organizational structure,
- GPA tracking,
- continuity in best practices,
- financial accountability
- programmatic status updates
- strategic programming support
  - professional development of directors and assistant directors
  - sharing of accomplishments, problem resolution and ideas
African-American Male Fall Enrollment and Annual Percentage Increases
Fall 2002 – Fall 2018

Fall 2002 to Fall 2018 percentage of increase = 81.6%
# Retention

**Black Male First-Time, Full-Time Freshman Bachelor Degree**

**One-Year Retention Rates (Freshman to Sophomore Year)**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
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<tbody>
<tr>
<td><strong>Total Beginning Cohort</strong></td>
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<td></td>
<td>1,740</td>
<td>1,913</td>
<td>1,983</td>
<td>2,151</td>
<td>2,163</td>
<td>2,350</td>
<td>2,881</td>
<td>3,023</td>
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<tr>
<td><strong>Percentage Rate</strong></td>
<td>79.4%</td>
<td>79.7%</td>
<td>77.9%</td>
<td>80.4%</td>
<td>79.7%</td>
<td>81.0%</td>
<td>78.5%</td>
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<tr>
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<th>Fall 2010</th>
<th>Fall 2011</th>
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<td><strong>Total Beginning Cohort</strong></td>
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<td></td>
<td>3,315</td>
<td>3,830</td>
<td>3,524</td>
<td>3,375</td>
<td>3,396</td>
<td>3,668</td>
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<tr>
<td><strong>Percentage Rate</strong></td>
<td>74.9%</td>
<td>74.2%</td>
<td>76.3%</td>
<td>76.9%</td>
<td>77.9%</td>
<td>77.1%</td>
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## Degrees Conferred

Number of Bachelor Degrees Conferred to Black Males and Percentage of Change Since Program Inception

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<td>1,294</td>
<td>1,339</td>
<td>1,425</td>
<td>1,579</td>
<td>1,513</td>
<td>1,648</td>
<td>1,740</td>
<td>1,938</td>
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<tr>
<td><strong>Percentage of Change From Program Inception</strong></td>
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<td>Base year</td>
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<tr>
<td>Number Degrees</td>
<td>2,046</td>
<td>2,225</td>
<td>2,419</td>
<td>2,605</td>
<td>2,702</td>
<td>3,018</td>
<td>3,076</td>
<td>3,079</td>
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<tr>
<td>Percentage of Change From Program Inception</td>
<td>58.11%</td>
<td>71.95%</td>
<td>86.94%</td>
<td>101.31%</td>
<td>108.81%</td>
<td>133.23%</td>
<td>137.12%</td>
<td>137.94%</td>
</tr>
</tbody>
</table>
### AVERAGE CUMULATIVE GPAs

AAMI Students Average Cumulative GPAs Exceeds or On Par The Institution

<table>
<thead>
<tr>
<th>Bachelor Degree</th>
<th>Institution Average GPA</th>
<th>Institution AAM Average GPA</th>
<th>AAMI Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta Metro 2018</td>
<td>2.59</td>
<td>2.42</td>
<td>3.54</td>
</tr>
<tr>
<td>Georgia State 2017</td>
<td>3.09</td>
<td>2.76</td>
<td>3.34</td>
</tr>
<tr>
<td>Georgia State 2018</td>
<td>3.06</td>
<td>2.72</td>
<td>3.08</td>
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<tr>
<td>Kennesaw State 2016</td>
<td>2.90</td>
<td>2.55</td>
<td>2.90</td>
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<tr>
<td>University of Georgia 2016</td>
<td>3.28</td>
<td>2.90</td>
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<tr>
<td>University of Georgia 2017</td>
<td>3.30</td>
<td>2.94</td>
<td>3.03</td>
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<tr>
<td>University of Georgia 2018</td>
<td>3.32</td>
<td>2.97</td>
<td>3.05</td>
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<thead>
<tr>
<th>Associate Degree</th>
<th>Institution Average GPA</th>
<th>Institution AAM Average GPA</th>
<th>AAMI Average GPA</th>
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</thead>
<tbody>
<tr>
<td>Atlanta Metro 2018</td>
<td>2.0</td>
<td>1.9</td>
<td>2.51</td>
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<tr>
<td>East Georgia State College 2016</td>
<td>2.36</td>
<td>1.88</td>
<td>2.42</td>
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<tr>
<td>Georgia State 2017</td>
<td>2.56</td>
<td>2.21</td>
<td>2.77</td>
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<tr>
<td>Georgia State 2018</td>
<td>2.49</td>
<td>2.11</td>
<td>3.33</td>
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# AVERAGE CUMULATIVE GPAs

AAMI Students Average Cumulative GPAs Exceeds Total AAMs GPAs

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<tr>
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<td>Augusta 2018</td>
<td>2.52</td>
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<td>Georgia College 2015</td>
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<td>Georgia College 2016</td>
<td>2.83</td>
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<td>Georgia College 2017</td>
<td>2.70</td>
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<tr>
<td>Georgia Institute of Tech 2015</td>
<td>2.77</td>
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<tr>
<td>Georgia Institute of Tech 2016</td>
<td>2.80</td>
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<td>Georgia Institute of Tech 2017</td>
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<td>Georgia Institute of Tech 2018</td>
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<td>Georgia Southern 2015</td>
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<tr>
<td>University of West Georgia 2016</td>
<td>2.35</td>
<td>2.40</td>
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<tr>
<td>University of West Georgia 2017</td>
<td>2.34</td>
<td>2.56</td>
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<tr>
<td>University of West Georgia 2018</td>
<td>2.38</td>
<td>2.68</td>
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<td>Valdosta 2016</td>
<td>2.34</td>
<td>2.41</td>
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<td>Georgia Highlands 2015</td>
<td>2.40</td>
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<td>Georgia Highlands 2016</td>
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<td>Georgia Highlands 2017</td>
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<td>Georgia Highlands 2018</td>
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<td>Georgia State 2017</td>
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<td>2.11</td>
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<tr>
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<td>2.01</td>
<td>2.59</td>
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BASED ON OUR PAST – WE SEE A BRIGHT FUTURE

AAMI is yielding positive results as we strive to develop the stellar scholars of today into the extraordinary leaders of tomorrow.
Questions?

Bob.Wise@usg.edu
International Education

- **Advocate for international education** within the USG system and at the Board of Regents
- Collect international education **data** and sharing **recommendations** for **best practices** across the USG
- Provide **structure and support** for USG international collaborations
- Provide information and assisting USG schools with state and national **funding grants** for international initiatives and study abroad
- Coordinate the **System Council on International Education (SCIE)**, the USG’s international advisory committee, as well as, the Study Abroad and International Student and Scholars sub-committees
- Administer the USG’s **J-1 Exchange Visitor program consortium**
- Oversee all USG consortium study abroad programs through **USG Goes Global**

https://www.usg.edu/international_education/
AAMI Relevant IE Initiatives

• Benchmarking Reports
• USG International Education Grant
• Study Abroad Directory, Handbook, etc.
• Institution-by-institution Study Abroad data
• Diversity Abroad Membership & Resources
• CASSIE
• USG Goes Global
• Future opportunities for AAMI & Int’l Ed Collaboration

Augusta University students in Iceland, 2017
IE Benchmarking Reports

• Recent Snapshot (2016 – 2018) released April 2019
• Includes:
  • EXECUTIVE SUMMARY
  • INTERNATIONAL STUDENTS
    • Countries Represented by the USG Student Body
    • International Student Numbers
    • Economic impact of International Students
  • STUDY ABROAD
    • Study Abroad Numbers
    • Top Study Abroad Country Destinations
  – Highlights international activity of all USG institutions over a several year period;
  – Demonstrates how current international programs are supporting the USG Strategic Plan; and
  – Provides recommendations to help all USG institutions further internationalize their campus community
USG International Education Grant

2018:
• Released in March 2018
• Call for proposals - two grants of $2,000 each to build capacity in study abroad/exchange.
• Three awarded (University of West Georgia, University of Georgia, Augusta University)
• $6,000 total

2020:
• By March 2020
• Call for proposals - five grants of $2,000 each in several categories
• $10,000 total

https://www.usg.edu/international_education/usg_resources/international_education_grant
International Education & AAMI

University of West Georgia

- Funded 11 passports leading to inaugural study abroad program for the African American Male Initiative
- 8 AAMI students to Salvador, Brazil
- “IE Grant was vital to building university support and momentum”
Study Abroad

- **Study Abroad Directory**
  - All USG study abroad programs listed, and searchable by country, institution, etc.

- **Study Abroad Handbook**
  - Provides a framework that presents the BOR policies and procedures applicable to study abroad, discusses best practices in the field and recommends points of consideration for the development of a campus’ study abroad programming.

- **Best Practices**
  - Links and information on best practices, including workshops

- **Resources, Handbooks & Forms**
  - One stop shop for resources, handbooks and forms pertaining to study abroad.

Columbus State students in Costa Rica

https://www.usg.edu/international_education/study_abroad
In 2016/2017, the USG system had **8,017** study abroad students, representing **2.5%** of the student body, surpassing the national average (1.6%).
Diversity Abroad

Mission is to **create equitable access** to the benefits of global education by empowering educators, engaging stakeholders, and **connecting diverse students to resources and opportunity**.
Diversity Abroad Serves

- Racially and Ethnically Diverse Students
- High Financial Need Students
- First Generation College Students
- Students with Disabilities
- LGBTQI+ Students
- Religious Identity

- DACA students
- International Students
- Athletes
- STEM Students
- Diversity Advising Manuals:
  - African American Students
  - Hispanic Students
  - LGBTQI+ Students
Diversity Abroad Advisor Manual: African American Students

• Guide designed to provide **concrete advice** for the **study abroad process** for professionals who work with **African-American college and university students from the U.S.**

• Sections include:
  – Introduction
  – Background on Multicultural Students in Education Abroad
  – Outreach to Students and Their Parents
  – Advising and Application Support
  – Pre-departure Preparation
  – While Abroad
  – Upon Return
  – Conclusion
Country Diversity Climate Notes

- **One-stop resource**
- **Overview of issues of discrimination, equality and racism**

Search by country to obtain information on the climate for ethnic/racial minorities, women, people with disabilities, the LGBTQ, and religious communities.

**ETHNIC MINORITIES IN BRAZIL**

Potential Considerations for Students of Color

To completely appreciate Brazilian culture, students studying abroad should understand the magnitude of its history when exploring Brazil’s very diverse ethnic racial population. For the first time since the census was recorded, 51% of the Brazilian population now identify as African Brazilians or mixed race, thus making them the majority of the population for the first time. However, Black Brazilians are repeatedly marginalized, continue to experience prejudice and discrimination and are often isolated in various ways throughout society. For example, Brazil hosts some of the most prestigious and rigorous universities in Latin America, yet the gateway to university is through the vestibular, the college entrance exam. Under funded schools and poor quality early education limits the opportunities for black students to succeed on the exam and as a result entering university is not as accessible to most Black Brazilians. Students of color may find that the racial history of the Brazilian people and the intersectional meaning of race resonates with the lived experience as a person of color in the United States.

Despite its rich racial history, racial inequality is still seen as a sensitive topic because of the belief in having a “Racial Democracy in Brazil”. Racial democracy suggests that Brazil’s mixture of Europeans, Indigenous Brazilians, and Africans have found a way to live in racial harmony and thus racism doesn’t exist. This ideology is similar to the concept of the “American Dream”-the belief system that anyone can be president regardless of their race, class, gender, sexual orientation- which suggests individuals will be judged based on merits alone.

**Notes:**
- Capoeira is very popular among Brazilians of all ages. Beginning as a martial art form developed by slaves, today Capoeira is widely recognized as a Brazilian martial art popular among all Brazilians and tourists alike.
Racially and Ethnically Diverse Student Resource List

- Articles, ‘thought’ pieces, Advising Guides, etc.
- Samples:
  - The African American Experience on Study Abroad
  - Building a Global Classroom at HBCU's
  - "Colorblindness" is Not the Answer
  - Discrimination Abroad
  - Top Tips: Advising Students of Color
CASSIE (Consortium for Analysis of Student Success through International Education)

- Funded by the U.S. Department of Education’s International and Foreign Language Education office.
- Studies the impact of international education experiences...
  - study abroad,
  - taking a foreign language,
  - Title VI program participation
- ... on student success outcomes:
  - Degree in 6 years
  - Degree in 4 years
  - Semesters to Degree
  - GPA at Degree
  - Credit Hours earned at Degree
CASSIE Study Abroad National Descriptive Statistics

- 13.8% of student body in 2010 and 2011 cohorts studied abroad
- 76.2% of programs taught in English

5 TOP VISITED COUNTRIES:
- UK = 4,257 students; 14.2%
- Italy = 3,756 students; 12.6%
- Spain = 3,748 students; 12.5%
- France = 2,654 students; 8.9%
- Australia = 1,330 students; 4.4%
CASSIE Study Abroad National Descriptive Statistics

**Program Length**
- < 2 weeks: 4.8%
- 2 to 8 weeks: 6.4%
- 8 to 1 semester: 38.2%
- 1 semester: 8.1%
- > 1 semester: 42.5%

**Program Type**
- Home Program: 67.7%
- Provider: 22.1%
- Exchange: 7.7%
- Other: 2.5%
CASSIE Study Abroad National Descriptive Statistics

**STUDY ABROAD**
- High School GPA = 3.67
- SAT Score = 1227
- % Received Need-Based Aid = 26.6%
- % Female = 67.1%
- % Underrepresented minority = 14.0%

**DID NOT STUDY ABROAD**
- High School GPA = 3.45
- SAT Score = 1127
- % Received Need-Based Aid= 39.2%
- % Female = 52.1%
- % Underrepresented minority = 23.2%
CASSIE Study Abroad National Results

**Degree in 6 Years**
- 3.8pp
**Degree in 4 Years**
- 6.2pp

SA students are 3.8 percentage points more likely to graduate in 6 years compared with non-SA students.

SA students are 6.2 percentage points more likely to graduate in 4 years compared with non-SA students.

**Semesters to Degree**
- -0.16

SA students finish their degree 0.16 semesters, or approximately 2 weeks, faster than non-SA students.

**Credit Hours Earned**
- 2.19

SA students earn 2.19 more credit hours upon graduation compared with non-SA students.

**GPA at Degree**
- 0.12

SA students earn a 0.12 higher GPA than non-SA students.
What about Underrepresented Minority Students and their representation in Study Abroad programs?
National trends in Higher Ed

- The percentage of American college students who are Hispanic, Asian/Pacific Islander, and Black has been increasing.
- Following data refers to:
  - From fall 1976 to fall 2016
  - All U.S. residents enrolled in degree-granting postsecondary institutions
  - Race/ethnicity is not reported for nonresident aliens
- % of Hispanic students rose from 4% to 18%
- % of Asian/Pacific Islander students rose from 2% to 7%
- % of Black students rose from 10% to 14%
  - But the 2016 percentage reflects a decrease since 2011, when Black students made up 15 percent of all enrolled U.S. residents.
- % of American Indian/Alaska Native students rose from 0.7% to 0.8%
- % of White students fell from 84% to 57%
- About 4% of students in 2016 were of Two or more races.

National trends in Study Abroad

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2015/16</th>
<th>2016/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>71.6</td>
<td>70.8</td>
</tr>
<tr>
<td>Hispanic or Latino(a)</td>
<td>9.7</td>
<td>10.2</td>
</tr>
<tr>
<td>Asian, Native Hawaiian or Other Pacific Islander</td>
<td>8.4</td>
<td>8.2</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>5.9</td>
<td>6.1</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.5</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**SOURCE:** Data from IIE Open Doors 2018
CASSIE Underrepresented Minority Student Descriptive Statistics

UNDERREPRESENTED MINORITY (URM)
- 8.5% of underrepresented minority students studied abroad

STUDY ABROAD vs. NO STUDY ABROAD

NOT URM
- 15.1% of not underrep. minority students studied abroad

STUDY ABROAD vs. NO STUDY ABROAD
# CASSIE Underrepresented Minority Student Descriptive Statistics

Underrepresented Minority Students vs. **Not** Underrepresented Minority Students

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Underrepresented</th>
<th>Not Underrepresented</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDY ABROAD vs. NO STUDY ABROAD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.53 vs. 3.21</td>
<td>3.70 vs. 3.51</td>
</tr>
<tr>
<td>SAT Score</td>
<td>1127 vs. 1010</td>
<td>1243 vs. 1158</td>
</tr>
<tr>
<td>% Female</td>
<td>71.5% vs. 57.0%</td>
<td>66.4% vs. 50.6%</td>
</tr>
<tr>
<td>Degree in 6 years</td>
<td>93.0% vs. 50.6%</td>
<td>95.4% vs. 66.0%</td>
</tr>
<tr>
<td>Degree in 4 years</td>
<td>60.6% vs. 24.2%</td>
<td>74.3% vs. 42.0%</td>
</tr>
<tr>
<td>Semesters to Degree</td>
<td>12.1 vs. 12.8</td>
<td>11.6 vs. 12.1</td>
</tr>
<tr>
<td>GPA at Degree</td>
<td>3.27 vs. 3.05</td>
<td>3.44 vs. 3.27</td>
</tr>
<tr>
<td>Credit Hours at Degree</td>
<td>167.0 vs. 149.6</td>
<td>151.0 vs. 147.4</td>
</tr>
</tbody>
</table>
CASSIE Underrepresented Minority Student Results

Among URM students, those who SA are 7.8pp more likely to graduate in 6 years compared with non-SA students. For non-URM students, the differential is 3.9pp.

Among URM students, those who SA are 11.6pp more likely to graduate in 4 years compared with non-SA students. For non-URM students the differential is 8.4pp.
CASSIE Underrepresented Minority Student Results

Underrepresented Minority Students vs. **Not** Underrepresented Minority Students

<table>
<thead>
<tr>
<th>Measure</th>
<th>URM Students</th>
<th>Non-URM Students</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semesters to Degree</strong></td>
<td>-0.26</td>
<td>-0.22</td>
<td></td>
</tr>
<tr>
<td><strong>GPA at Degree</strong></td>
<td>0.12</td>
<td>0.09</td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours Earned</strong></td>
<td>6.82</td>
<td>1.77</td>
<td></td>
</tr>
</tbody>
</table>

Among URM students, those who SA graduate 0.26 semesters, or approximately 4 weeks, faster compared with non-SA students. For non-URM students, the differential is 0.22 semesters (3.5 weeks).

Among URM students, those who SA earn a 0.12 higher GPA compared with non-SA students. For non-URM students, the differential is 0.09.

Among URM students, those who SA earn 6.82 more credit hours compared with non-SA students. For non-URM students, the differential is 1.77 credit hours.
USG Goes Global

• What is USG Goes Global?
  – USG’s new home for system-wide consortia study abroad programs
  – Partnership with USG World Regional Councils

• Goals
  – Offer accessible & affordable study abroad options across USG
  – Increase study abroad capacity across USG
  – Standardize tuition & salary across participating institutions

https://www.usg.edu/usggoesglobal
USG Goes Global

Where can your students go in Summer 2020?

• Edinburgh, Scotland
• Germany (new!)
• London, England
• Madrid, Spain
• Paris, France
• Porto, Portugal (new!)
• Waterford, Ireland

• China
• Vietnam (new!)
USG Goes Global - Porto, Portugal

Imagine yourself living in a gorgeous UNESCO World Heritage City wedged between a famed river with UNESCO World Heritage Center status and 2,000 year old ancient grape vineyards on verdant hills. Porto, the second largest city in Portugal is listed as a staple on best places to visit in Europe and only a three hour train ride away from Lisbon. Studying in Porto offers you sparkling sandy beaches and fresh Atlantic Oceans. It is a lively and youthful place to live with numerous colleges and universities. All of these factors are sure to support engagement in your study abroad learning experience.

Academics

Subject Areas: Environmental Studies, Psychology, General, Environmental Psychology

Courses:
All students will enroll in the same three hour course: "Environmental Psychology: Where Oceans Meet Vineyards."

Here you will be introduced to many aspects of the environmental landscape of Porto. You will learn about the ocean environment by taking a surfing lesson with professionals who provide you with a supportive and fun experience. You will learn about the natural world by touring the 2,000 year of World UNESCO rated vineyards of the Douro Valley. You will visit the Casa da Muda and learn about physical spaces that invite musical ecologies inside and provide a friendly skateboarding park on the outside. Porto is the traditional starting point of the famous Camino de Santiago and students will have the opportunity to obtain a Pilgrim Passport in Porto and walk a segment and learn what it is like to walk a long distance on an ancient path with other pilgrims and how walking in the natural world works in transforming a person. You will hear Fado music and learn how a soundscape can inspire you and even an entire nation. From ocean to rice, vineyard to Camino path, this course will deepen your knowledge and hopefully your love of the natural and built world.

All students to reach out to their institutional representative to determine the course equivalency at their home institutions.
USG Study Abroad Participation in Regional Councils

Academic Year 2015/2016 – comparing USG student participation in both European Council and Asia Council vs. overall Study Abroad by institution

<table>
<thead>
<tr>
<th>School Name</th>
<th>TOTAL PARTICIPATION IN REGIONAL COUNCIL (EUROPEAN/ASIA) STUDY ABROAD SUMMER 2016</th>
<th>GENERAL STUDY ABROAD PARTICIPATION 2015/2016</th>
<th>% OF STUDY ABROAD REPRESENTED BY REGIONAL COUNCIL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Augusta University</td>
<td>2</td>
<td>329</td>
<td>0.6%</td>
</tr>
<tr>
<td>Georgia Institute of Technology</td>
<td>0</td>
<td>1,637</td>
<td>0.0%</td>
</tr>
<tr>
<td>Georgia State University*</td>
<td>35</td>
<td>905</td>
<td>3.9%</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>0</td>
<td>2,248</td>
<td>0.0%</td>
</tr>
<tr>
<td>COMPREHENSIVE UNIVERSITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>60</td>
<td>390</td>
<td>15.4%</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>28</td>
<td>777</td>
<td>3.6%</td>
</tr>
<tr>
<td>University of West Georgia</td>
<td>10</td>
<td>200</td>
<td>5.0%</td>
</tr>
<tr>
<td>Valdosta State University</td>
<td>14</td>
<td>193</td>
<td>7.3%</td>
</tr>
<tr>
<td>STATE UNIVERSITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albany State University</td>
<td>4</td>
<td>37</td>
<td>10.8%</td>
</tr>
<tr>
<td>Clayton State University</td>
<td>2</td>
<td>122</td>
<td>1.6%</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>9</td>
<td>178</td>
<td>5.1%</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Georgia College and State University</td>
<td>50</td>
<td>347</td>
<td>14.4%</td>
</tr>
<tr>
<td>Georgia Southwestern State University</td>
<td>0</td>
<td>27</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle Georgia State University</td>
<td>18</td>
<td>18</td>
<td>100.0%</td>
</tr>
<tr>
<td>Savannah State University</td>
<td>0</td>
<td>60</td>
<td>0.0%</td>
</tr>
<tr>
<td>University of North Georgia</td>
<td>37</td>
<td>391</td>
<td>9.5%</td>
</tr>
<tr>
<td>STATE COLLEGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Baldwin Agricultural College</td>
<td>8</td>
<td>11</td>
<td>72.7%</td>
</tr>
<tr>
<td>Atlanta Metropolitan College</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>College of Coastal Georgia</td>
<td>1</td>
<td>11</td>
<td>9.1%</td>
</tr>
<tr>
<td>Dalton State College</td>
<td>8</td>
<td>35</td>
<td>22.9%</td>
</tr>
<tr>
<td>East Georgia State College</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Georgia Gwinnett College</td>
<td>3</td>
<td>82</td>
<td>3.7%</td>
</tr>
<tr>
<td>Georgia Highlands College</td>
<td>1</td>
<td>27</td>
<td>3.7%</td>
</tr>
<tr>
<td>Gordon State College</td>
<td>0</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>South Georgia State College</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

*Georgia State includes Perimeter College
USG Study Abroad Participation in Regional Councils

Notably, European and Asia Council accounts for 100% of Middle Georgia’s Study Abroad participation; over 70% of ABAC’s; over 20% of Dalton’s and between 10 and 15% of Georgia Southern, Albany State, and Georgia College and State University.
Here are some concrete ideas on how AAMI & International Education can work together:
2020 International Education Grant

**Category 1: Embedded Study Abroad (2 grants available)**
- Generating growth or creating a new embedded study abroad program in which an additional ‘lab’ or credit course is linked with a semester long course, providing opportunity for students to go abroad for a short term, and earn additional course credit

**Category 2: USG Goes Global**
- New USG Goes Global Program Development
  - Extra consideration given to proposals from a World Regional Council not currently offering a USG Goes Global Program

**Category 3: International Student Retention**
- Generating a sustainable program that helps international students feel safe and welcome on campus;

**Category 4: International Virtual Exchange**
- Generating growth in courses offering International Virtual Exchange components;

More information coming soon, contact coryn.shiflet@usg.edu
Frederick Douglass Global Fellows

Applications Due: February 14, 2020

CIEE and the Rutgers Center for Minority Serving Institutions (CMSI) have partnered in an effort to increase study abroad opportunities for students from the nation’s 600+ Minority Serving Institutions (MSIs).

Named in honor of Frederick Douglass—the African-American social reformer, abolitionist, orator, writer, and international statesman—the Frederick Douglass Global Fellowship seeks to break down the barriers of cost, curriculum, and culture to make study abroad accessible to students from MSIs.

Applications are now open for the 2019-2020 cohort!

10 MSI students will travel to Cape Town, South Africa in summer 2020 for a credit-earning study abroad program on intercultural communication and leadership. Scholarship funds will cover 100 percent of program fees and travel costs.

For more information, contact lola.esmieu@gse.rutgers.edu
Applications open from November 1st to November 30th 2019

CRCC Asia will award five fully funded scholarships for participants to take part in an Internship Program in Summer 2020. Scholarships categories include:

• Students with Disabilities Scholarship
• Scholarship for Jewish Students
• Scholarship for Black Communities
• Women in STEM Scholarship
• Scholarship for Students from Foster/Care Leaver Communities

The winner of each scholarship category will receive a fully-funded one month internship program in Beijing or Ho Chi Minh City, including accommodation, internship placement, on-site support, cultural activities, visa, etc. Winners will also receive round trip airfare from their home airport to either Beijing Capital Airport or Tan Son Nhat International Airport, depending on the program they choose.

For more information, contact universityrelations@crccasia.com
What other ideas or initiatives of AAMI & International Education collaboration will you discuss this afternoon?
Thank you!

Questions?
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Bob Wise bob.wise@usg.edu

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Coryn Shiflet coryn.shiflet@usg.edu
Margaret Mullins margaret.mullins@usg.edu