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INTERNATIONAL EDUCATION WEEK
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Increased Academic Success for Racially and Ethnically Underrepresented Students Who Study Abroad

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Is Education Abroad Equitable?

1. Education abroad benefits participants
2. Underrepresented minority students have lower participation rates in education abroad opportunities
3. Minority students may need to overcome multiple barriers to participation
4. But, do minority students benefit MORE from studying abroad?

If underrepresented minority student success (e.g., timely graduation) is supported by studying abroad, then institutions would do well to invest more resources to overcoming barriers and increasing participation

Benefits of Education Abroad



Soft Skills & 'Internationalness'

- Intercultural sensitivity, personal growth, knowledge and skills
- Proficiency in languages, post-graduation international careers



High Impact Practices

- Education Abroad incorporates multiple high impact practices, which support student success outcomes
- Including: A learning community, high faculty interaction, exposure to cultural diversity (Kuh, 2018)



Graduation

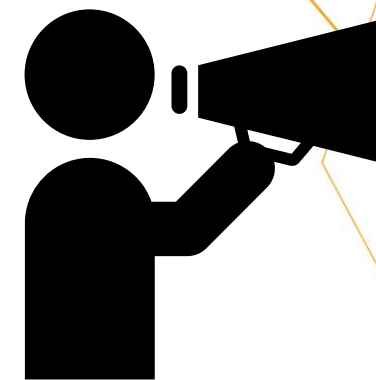
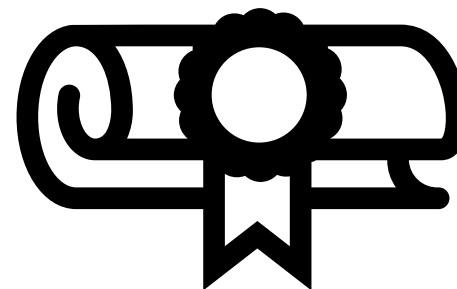
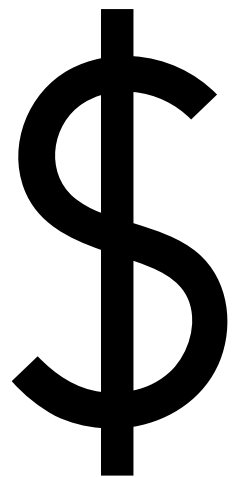
- Students who participate in education abroad graduate on time at higher rates (Sutton & Rubin, 2004; 2010)

National Study Abroad Growth

AY 2007 - 2008 =
262,416

AY 2017 - 2018 =
341,751

Race/Ethnicity	U.S. Higher Education Students in Fall 2017*	U.S. Study Abroad Students in 2017/18**
White	56.0%	70.0%
Hispanic	18.9%	10.6%
Asian, Native Hawaiian or Other Pacific Islander	7.1%	8.4%
Black or African-American	13.6%	6.1%
Multiracial	3.7%	4.4%
American Indian or Alaska Native	0.7%	0.5%



Lower Minority Student Participation in Education Abroad

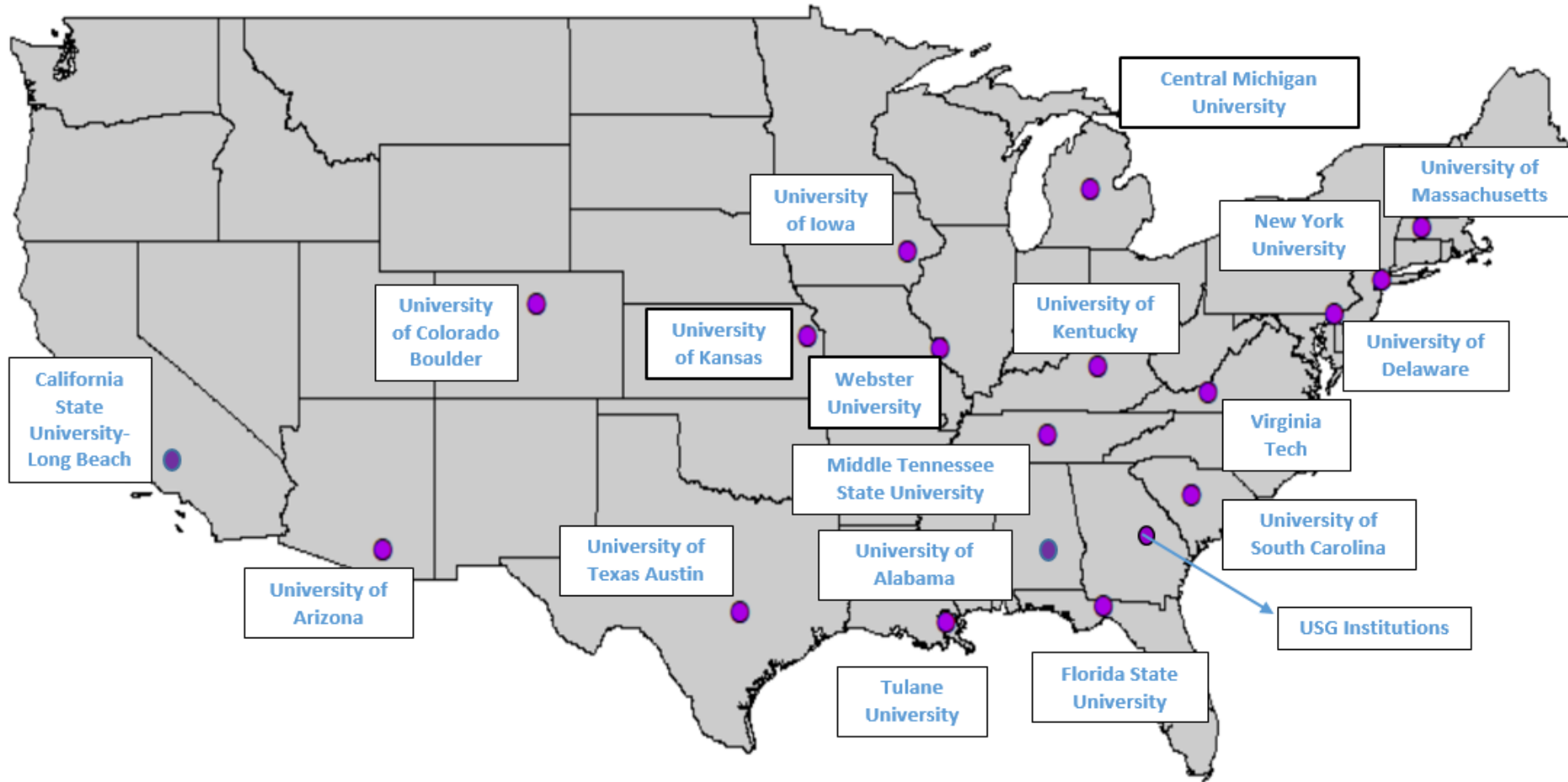
Barriers to participation include finances, lack of family support, fear of racism, access to information, minimum GPA requirements (Lopez-McGee, Comp & Contreras, 2018; Salisbury, Paulsen, & Pascarella, 2011; Murray Brux, & Fry, 2010; Adams & Reinig, 2017)

Some evidence that minority students who studied abroad had higher graduation rates than non-study abroad students (e.g., Scheider & Thornes, 2018) limited by sample sizes

CASSIE: The Consortium for the Analysis of Student Success through International Education

- Funded by 3-year grant (2017 – 2020) from USDOE-OIFLE, this is a national collaboration led by the Board of Regents of the University System of Georgia (USG) in conjunction with the Institute of International Education (IIE) to research the contribution of international education to student success
 - International Education = Education abroad, advanced foreign language study
 - Student Success = likelihood of graduating in 4 or 6 years, GPA, and credit hours earned

Participating CASSIE Institutions



Research Universities

Augusta University
Georgia State University
Georgia Tech
University of Georgia

Comprehensive Universities

Georgia Southern University
Kennesaw State University
University of West Georgia
Valdosta State University

State Universities

Albany State University
Clayton State University
Columbus State University
Fort Valley State University *
Georgia College & State Univ.
Georgia Southwestern St. Univ.
Middle Georgia State Univ. *
Savannah State University
University of North Georgia

State Colleges

Abraham Baldwin Agricultural Coll. *
Atlanta Metropolitan State College *
College of Coastal Georgia *
Dalton State College
East Georgia State College *
Georgia Gwinnett College
Georgia Highlands College *
Gordon State College *
South Georgia State College *

* = No Bachelor's or SA population not large enough to include in analysis

CASSIE Data Sample

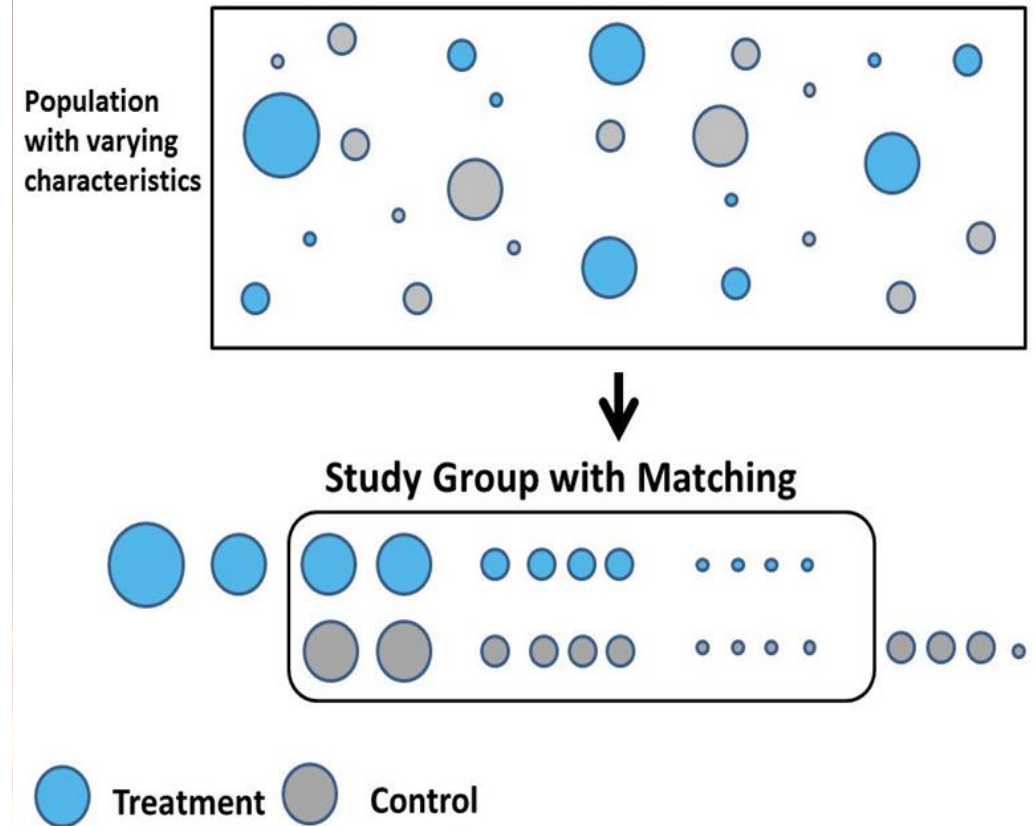
- First Time Freshmen (221,981 students) from the Fall 2010 and Fall 2011 cohorts
- Term-by-term data – from matriculation to six years out
- Demographic characteristics – Sex, Race/Ethnicity, Pell receipt
- Prior academic achievement – SAT, High School GPA
- Education abroad program characteristics – Participation, Program Length, Language of study, Program provider
- Academic progress – hours earned, degrees awarded, college GPA

But because participation in study abroad is self-selected...

Statistical Methodology

- Simple comparison of treated and control can result in **biased estimates**
- Impact on student outcomes may not be due to the education experience itself, but other unobserved factors the student possesses (motivation, family resources)

Therefore, utilized Exact & Nearest Neighbor Matching



Overall Sample Descriptives



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



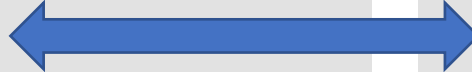
% Received Need-Based Aid = 39.2%



% Female = 52.1%



% Underrepresented minority = 23.2%



Overall comparison of SA to non-SA

More likely to graduate in a timely manner with more credit hours and a higher GPA



**DEGREE IN
6 YEARS**
3.8pp

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



**DEGREE IN
4 YEARS**
6.2pp

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

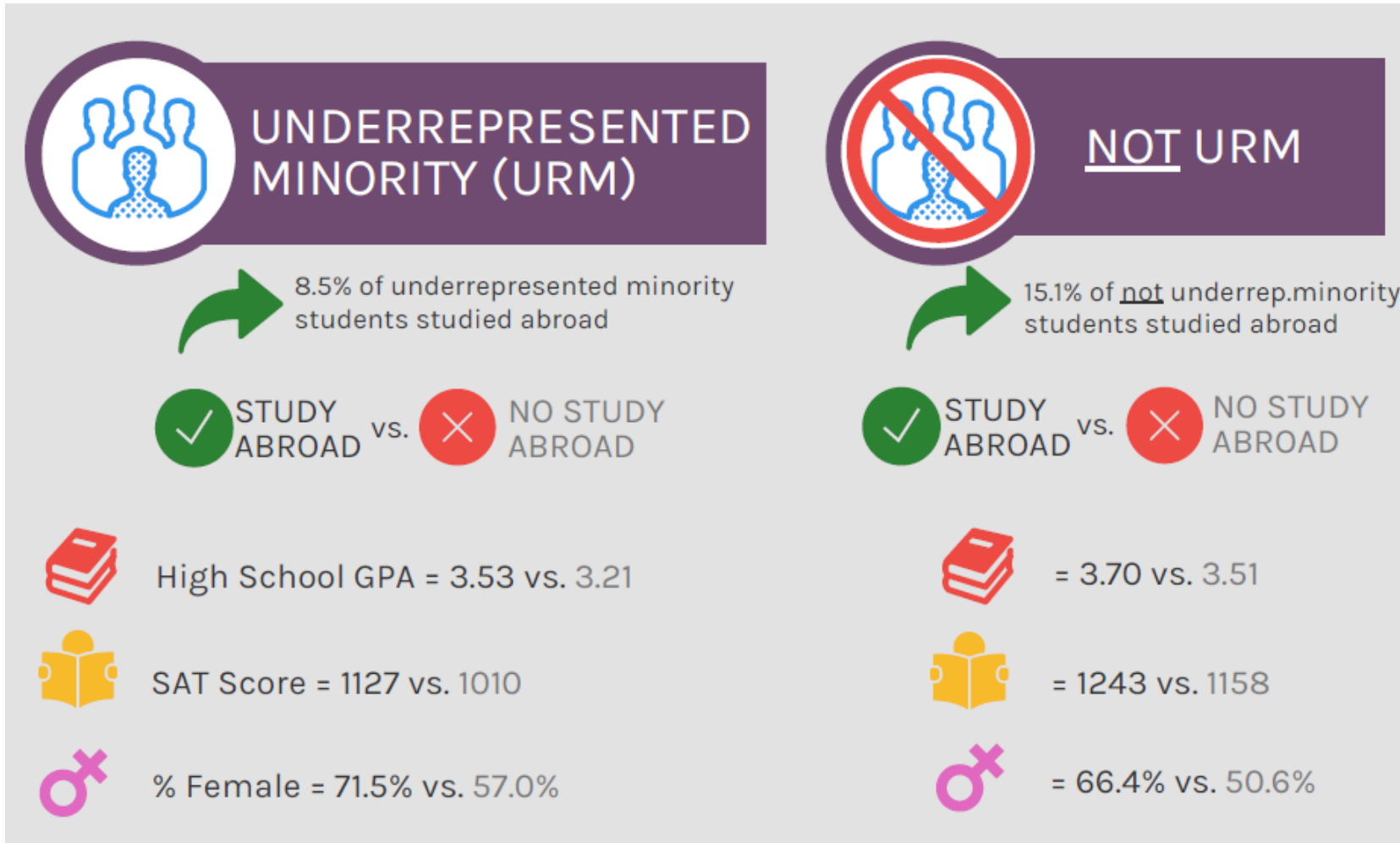
SA students earn 2.19 more credit hours upon graduation compared with non-SA students.



GPA AT DEGREE
0.12

SA students earn a 0.12 higher GPA than non-SA students.

Underrepresented Minority Students










Underrepresented minorities defined as American Indian/Alaskan Native, Black or African American, Hispanic, and Native Hawaiian/Pacific Islander.

Dividing into URM/Not URM, then Comparing SA to non-SA

Even more likely to graduate in a timely manner with more credit hours and a higher GPA.

Same pattern, greater differences.

	 UNDERREPRESENTED MINORITY (URM)	 NOT URM
 DEGREE IN 6 YEARS	7.8pp	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. 3.9pp
 DEGREE IN 4 YEARS	11.6pp	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. 8.4pp
 SEMESTERS TO DEGREE	-0.26	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). -0.22
 GPA AT DEGREE	0.12	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. 0.09
 CREDIT HOURS EARNED	6.82	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. 1.77

Matching Estimates for Individual Race/Ethnicity Groups

	<u>Degree in 6</u> SA relative to No SA	<u>Degree in 4</u> SA relative to No SA
<i>National Sample</i>	3.8pp	6.2pp
Black	9.6	9.2
Hispanic	7.4	13.4
Two or More	8.8	4.1 (NSS)
Unknown	4.3	8.8
Asian	3.2	6
White	3.7	8.6
American Indian	5.6 (NSS)	7.5 (NSS)
Nat Haw	10.0 (NSS)	12.2 (NSS)

- Avg SA student has a 3.8pp increase in 6-year rate. For a Black student, the effect is more than twice as large: a 9.6pp increase.
- Largest impact on Hispanic students' 4-year graduation

Matching Estimates for Individual Race/Ethnicity Groups

	<u>Time to Degree</u> SA relative to No SA	<u>GPA</u> SA relative to No SA	<u>Hours Earned</u> SA relative to No SA
<i>National Sample</i>	-0.16	0.12	2.19
Black	-0.16	0.13	3.16
Hispanic	-0.34	0.13	9.29
Two More	-0.23	0.16	1.32 (NSS)
Unknown	-0.24	0.10	3.14
Asian	-0.22	0.11	3.65
White	-0.22	0.09	1.43
American Indian	0.03 (NSS)	0.16	-1.67(NSS)
Nat Haw	-0.27 (NSS)	0.12 (NSS)	19.96

Black & Hispanic students graduate faster, have higher GPAs, earn more hours.

Future directions

- Further research could focus on recruiting additional 2010/2011 cohort participants from other types of institutions, creating a new, more contemporary cohort (e.g. students entering in 2014) and adding qualitative narratives on post-graduation outcomes and successes.
- Further, if this line of research can reveal what types of programs (duration, location, language of instruction) are most beneficial for minority students, then advising for such students could be conducted on a more informed basis.



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