



The Relationship between Study Abroad, Minoritized Populations and Student Success

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Session Overview & Learning Objectives

- Research overview of:
 - Education abroad in general
 - Minoritized students in education abroad
- Discussion of unique benefits and barriers facing minoritized students
- Details of the CASSIE study, what factors it measures and techniques used
- CASSIE results – the impact of education abroad on minoritized students
- Discussion of how education abroad is a meaningful vehicle to improve academic success of all students, especially minoritized students.
- Institutional example and discussion of how participants can utilize these data to advocate for diversity, equity and inclusiveness



National Study Abroad Growth

AY 2007 - 2008 =
262,416

AY 2017 - 2018 =
341,751



Racial/Ethnic Minority Representation



How might this table look differently if...

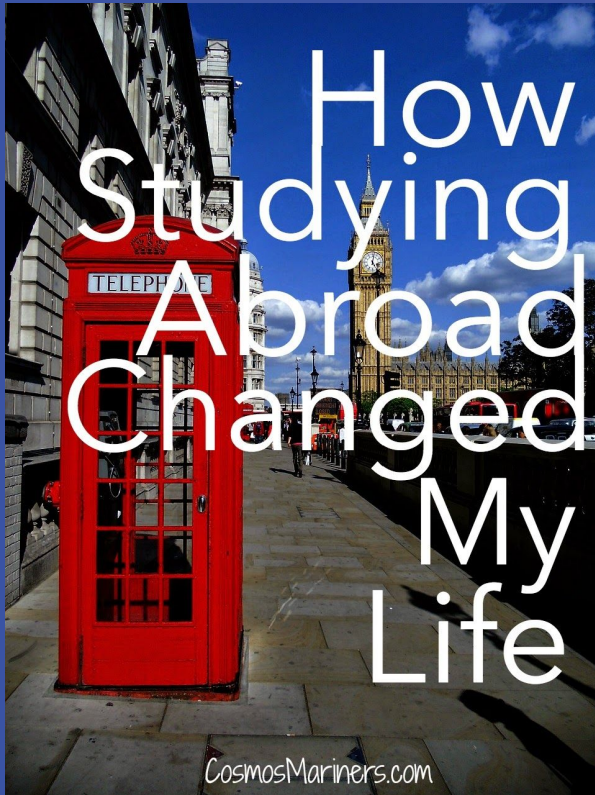
- Overall decline in HE enrollment
- Increase in proportion of minoritized students?

Race/Ethnicity	U.S. Higher Education Students in Fall 2017*	U.S. Study Abroad Students in 2017/18**
White	56.0%	70.0%
Latinx	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%

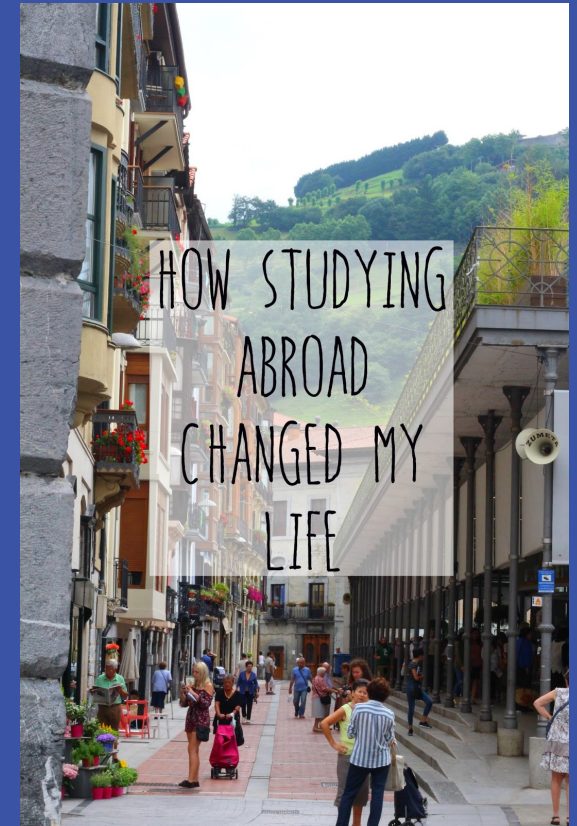
*U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys. Retrieved from www.nces.ed.gov

**Institute of International Education. (2019). "Profile of U.S. Study Abroad Students, 2017/2018." *Open Doors Report on International Education Exchange*. Retrieved from www.iie.org/opendoors





We've seen it!
We've experienced it!
We've heard it from
students!



We **KNOW** that experiences abroad *matter* for students,
but what does the research around
Education Abroad say?



Research on Education Abroad

Historically, EA research focused on: demographics, academics, program design and their relation to participation rates.

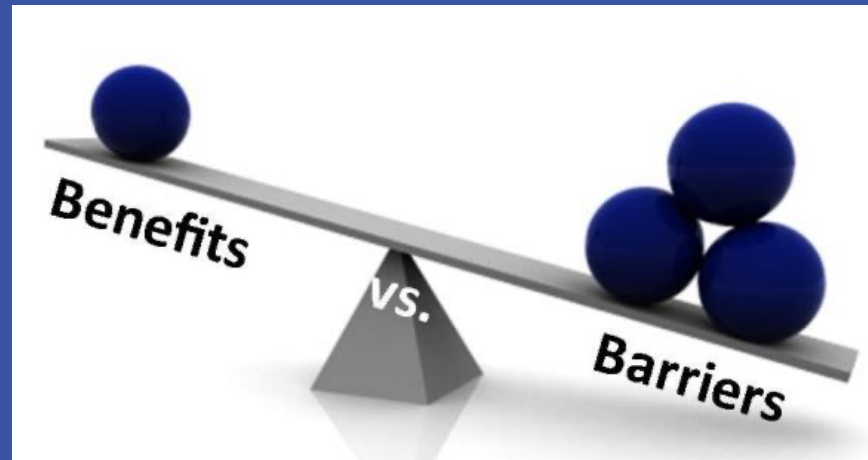
EA research focuses on:

- Soft Skills
 - Intercultural sensitivity and personal growth
 - Knowledge and skills acquired abroad
 - Impacts on personal traits such as self-efficacy
- Effect on 'internationalness'
 - Proficiency in world languages
 - Post-graduation international careers
- Timely graduation
 - Assumption that EA has negative impact on semesters to graduation, especially for “lock-step” STEM and pre-professional



Benefits vs. Barriers

If we assume that **ALL** students benefit from studying abroad....



Benefits

- Reject stereotypes (about self & others)
- Reclaim heritage & experience emotional link to history
- Examine own views/values critically
- Experience growth in terms of their own identity
- Also, increased benefit to non-minoritized peers

Overview pulled from Murray Brux & Fry 2010



Commonly Identified Barriers

- Finances
 - Actual expense
 - Opportunity cost of foregone earnings
 - Keeping job
- Family Concerns & Attitudes
 - Disapproval, not understanding why want to leave U.S.
 - Health & safety concerns
 - Familial pressure to move through college quickly & start a career
- Fear of Racism & Discrimination

Overview pulled from Murray Brux & Fry 2010 and Salisbury, Paulsen, & Pascarella 2011



Commonly Identified Barriers

- Historical Patterns & Expectations
 - Historical exclusion → if it's always been affluent, white professional families who studied abroad, then
 - Do university personnel continue to have this bias?
 - Do students themselves see as 'something for other students, but not me'?
- Media influence
- Perceived presumption among faculty/administrators that minorities lack an interest

Overview pulled from Murray Brux & Fry 2010 and Salisbury, Paulsen, & Pascarella 2011



Commonly Identified Barriers

- Institutional Factors
 - Lack of relevant programs
 - Inadequate information
 - Lack of awareness of benefits
 - Curriculum requirements and degree attainment
 - Lack of support of faculty/departments
 - Lack of minority faculty leading study abroad programs
 - Difficulty in transferring credits
 - Marketing practices

Overview pulled from Murray Brux & Fry 2010 and Salisbury, Paulsen, & Pascarella 2011



Where does this leave us?

“Study abroad programs may serve as one strategy for improving degree attainment for minority students” (Metzger 2006)

- How do we control for **self-selecting** and other contributing factors of students who study abroad?
- How can we say something of significance if we don't have a **large-scale study** that quantifies the impact of education abroad on 'student success'?
- If minoritized students are already underrepresented in study abroad, how will our **sample at any one institution** be large enough?



Where do we go from here?

We know about **lower participation rates** and have identified **barriers...**

So how do we **engage** minoritized students in education abroad?

We need to provide information about the **actual benefits!**

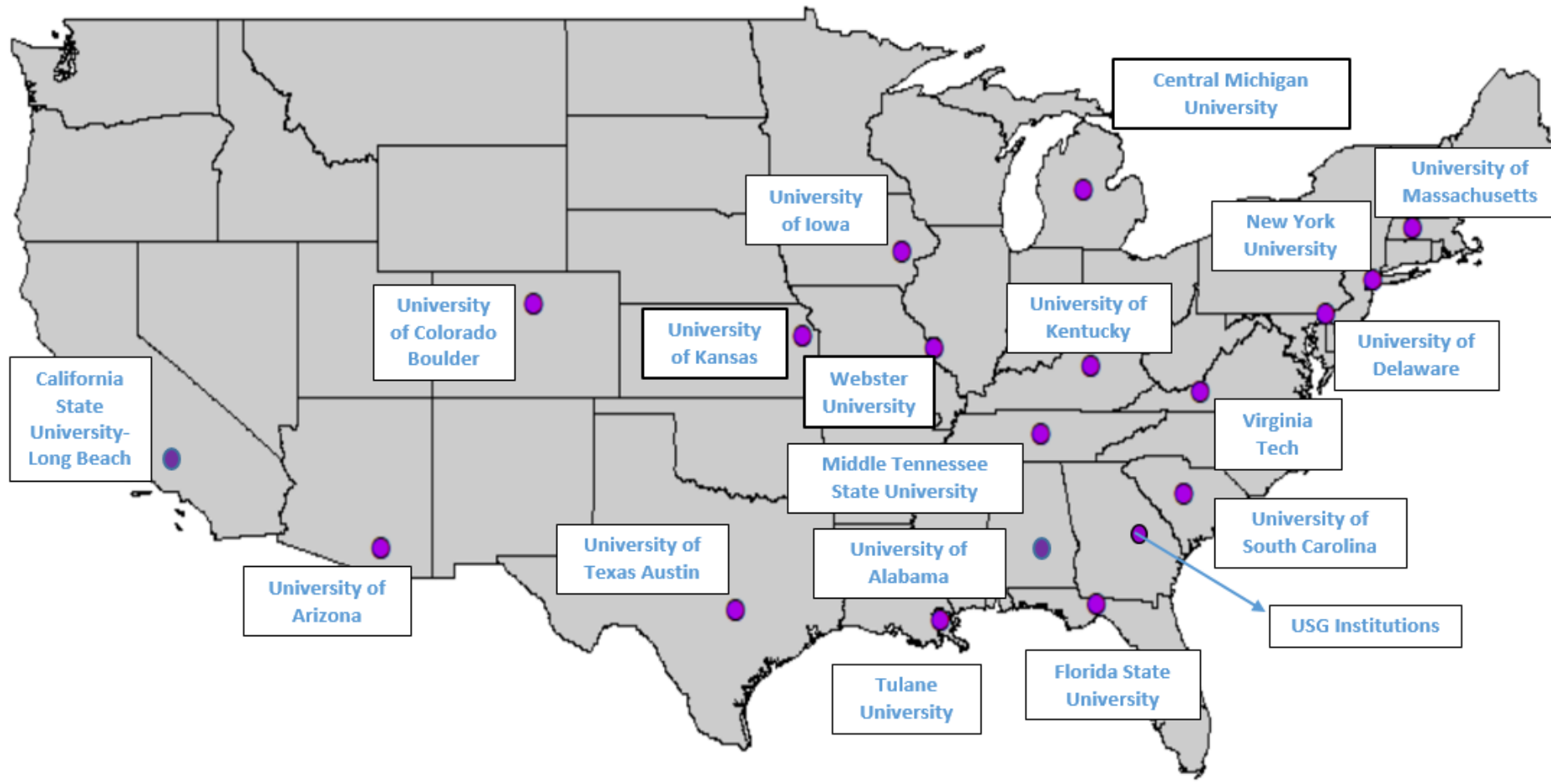


What is CASSIE?

- National collaborative led by the USG in conjunction with IIE to:
- Conduct rigorous research examining the contribution of international education to college completion
 - **Education abroad**, advanced foreign language study
 - Likelihood of graduating in 4 or 6 years, time to degree, GPA and credit hours earned
- Are there different impacts for minoritized groups?
- Funded by 3 year grant (2017 – 2020) from USDOE-OIFLE



Participating 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



Data Sample

- First Time Freshmen from the Fall 2010 and Fall 2011 cohorts
- Data from matriculation to six years out (Summer 16 and 17)
- Prior academic achievement - SAT, high school GPA
- Demographic characteristics - Sex, Race/Ethnicity, Pell receipt
- Education abroad - Participation, length (<2 weeks, 2-8 weeks, etc.) , language of study, program type (university program, provider, reciprocal exchange, etc.)
- Academic progress - Hours earned, degrees awarded, college GPA

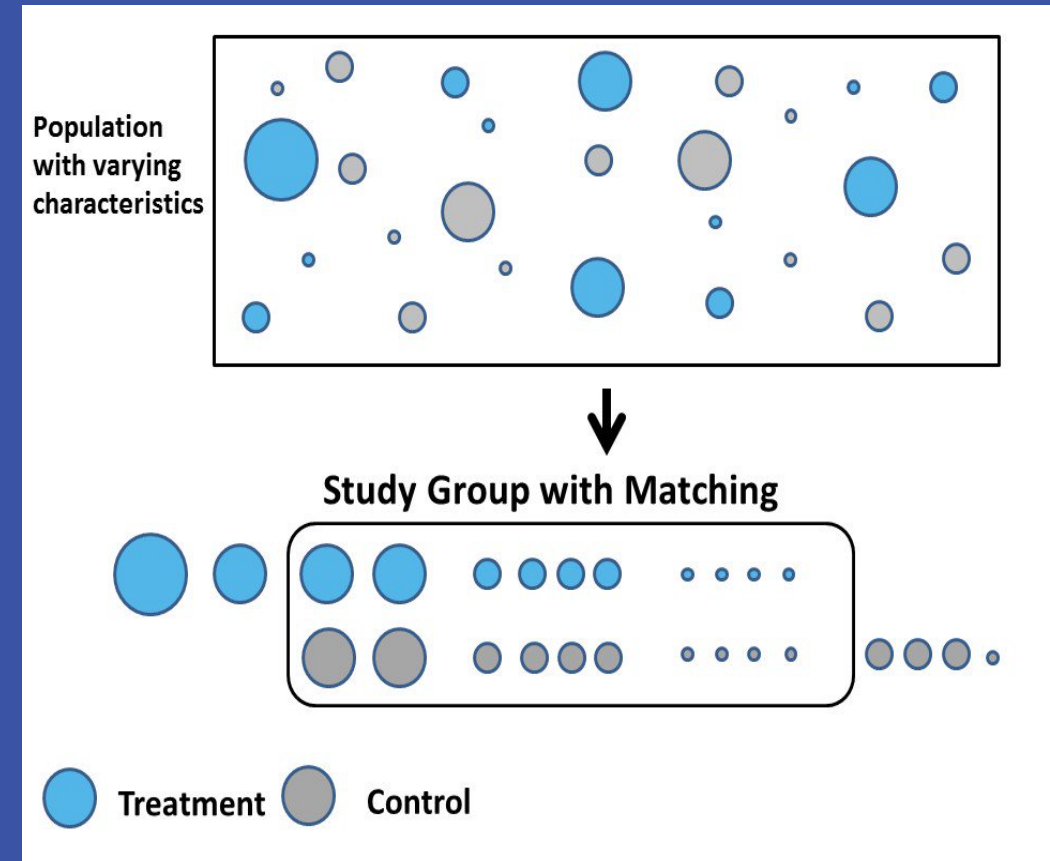


Statistical Methodology

Participation in study abroad is self-selected

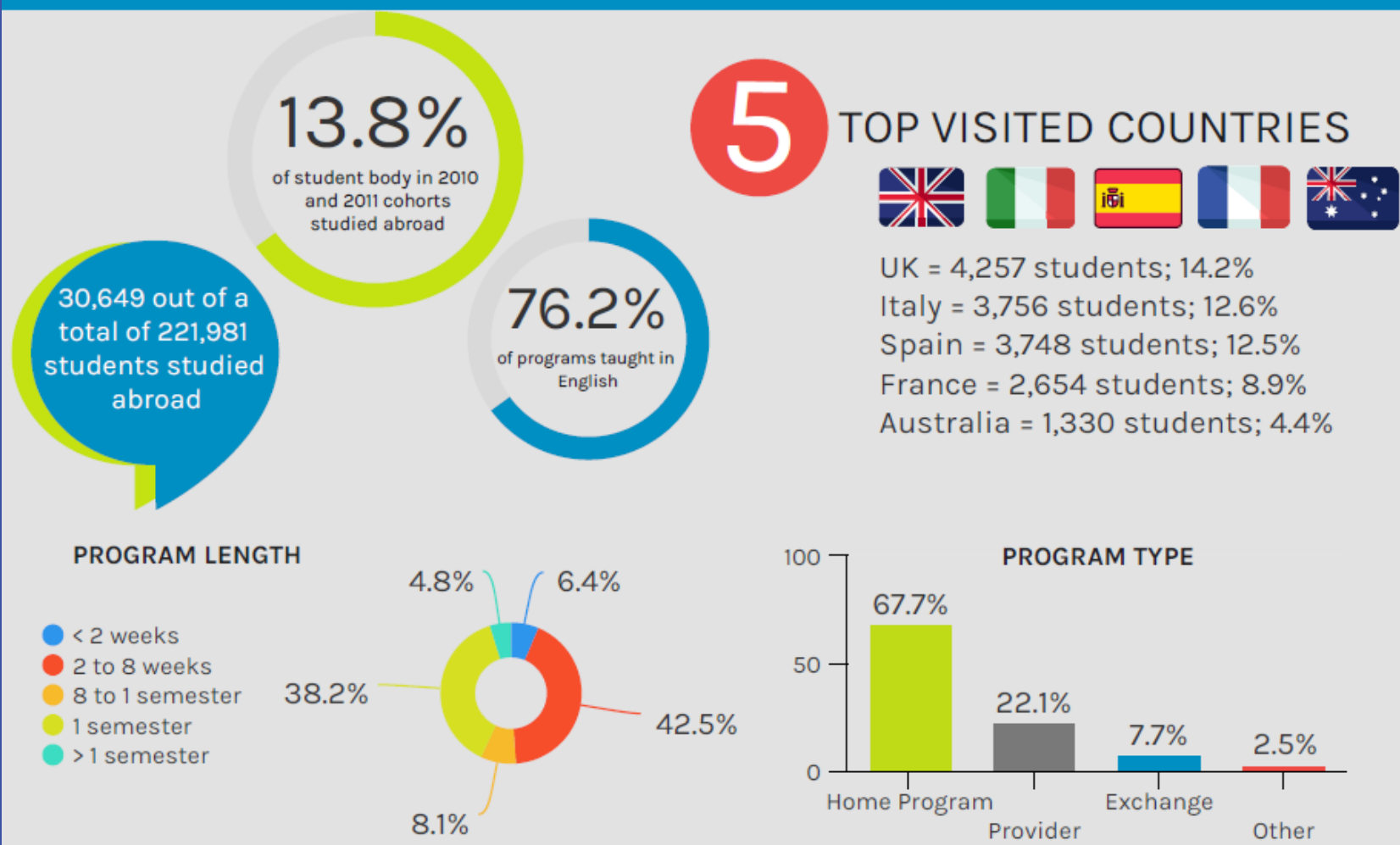
- Impact on student outcomes may not be due to the education experience itself, but other unobserved factors the student possesses (motivation, family resources)
- Simple comparison of treated and control can result in biased estimates

Exact and Nearest Neighbor Matching



Study Abroad at **all CASSIE participating institutions**

Descriptive Statistics for 2010 and 2011 fall first-time freshman cohorts



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%



Degree in 6 years = 95.1% *(95.9%)



Degree in 4 years = 72.3% *(73.0%)



Semesters to Degree = 11.7



GPA at Degree = 3.42



Credit Hours Earned at Degree = 153.0



Degree in 6 years = 62.7% *(82.4%)



Degree in 4 years = 38.2% *(51.5%)



Semesters to Degree = 12.3



GPA at Degree = 3.23



Credit Hours Earned at Degree = 147.9





**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.



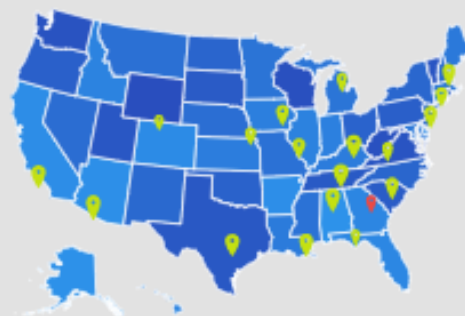
**DEGREE IN
4 YEARS**
6.2pp

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.

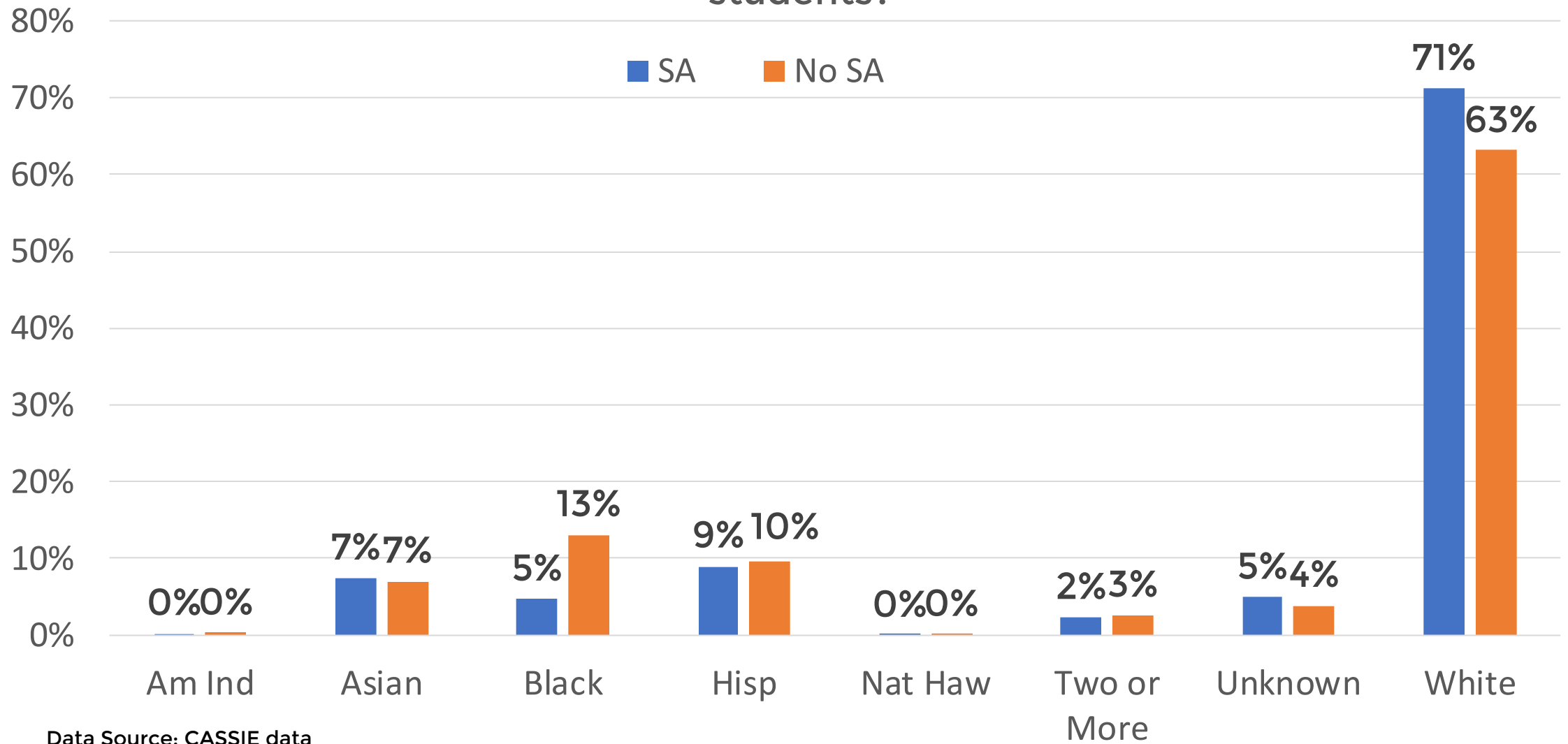


GPA AT DEGREE
0.12

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



What is the Ethnicity/Race breakdown of SA and non SA students?



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
National Sample	3.8pp	6.2pp
Black	9.6	9.2
Hispanic	7.4	13.4
Two 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)

- Black, Hispanic, Unknown have a *higher* impact of studying abroad on 4 and 6 year graduation
- 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
- NSS=Not Statistically Significant



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
National Sample	-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 GPA, earn more hours.
- Avg SA student graduates 2 weeks earlier. For a Hispanic student, the effect is more than twice as large: 5 weeks faster



Matching Estimates for Individual Race/Ethnicity Groups

	<u>Time to Degree (SA vs No SA)</u>	<u>GPA (SA vs No SA)</u>	<u>Hours Earned (SA vs No SA)</u>
National Sample	-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
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Nat Haw	-0.27 (NSS)	0.12 (NSS)	19.96

- Avg SA student ~ 2 more credit hours
- Black student ~3
- Hispanic student ~9

Notably, these extra credit hours do not delay graduation.



Institutional Example



usg.edu/cassie/results

Identify WHO is talking about retention, persistence, degree attainment at your institution

The University of Alabama Project Rising Tide Student Success Initiative

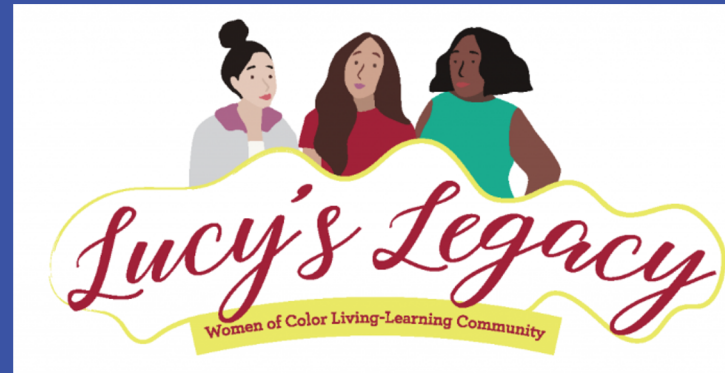
- Collaboration with Provost/Academic Affairs and Student Life
- Objective: increase institutional year-to-year student retention percentages; increase 6-year and 4-year graduation percentages
- Four thematic areas: Early Interventions; Barriers to Student Success; Pathways to Success in the First Year; Effective Campus-wide Academic Support



Institutional Example

Share the Story – Change the Culture

- Work closely with the Diversity, Equity, and Inclusion or Multicultural office (presentations, webinars, newsletters)
- Share research findings with parents: Bama Bound Orientation sessions; First-Year programs Newsletter



Institutional Example

Find ways to enrich the CASSIE findings



- Further formal/informal qualitative research
- Program development: UA in Canada: Exploring Business in North America
 - Capture student narratives
 - Donor funding
- Personal PhD example



Q & A Starters



LIVE Q & A
8/5/2020 12:30 PM - 01:30 PM PST

1. How could outreach and advising sessions be conducted on a more informed basis?
2. How might we encourage minoritized students and their families?
3. How could we raise awareness of study abroad as a high-impact practice to decision makers on our campuses?



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THANK YOU!

“Even in an institution where resources are limited, if the study abroad advising office and the institution provide **SUPPORT** and **INSPIRATION**, relevant **INFORMATION**, and an internal and external **NETWORK OF ASSISTANCE**, our diversification efforts will be successful.” (Slind 2004)

“Study abroad professionals ... must recognize the **MULTIPLE DIMENSIONS** of difference in the diverse populations they are trying to attract and fully explore the ‘**SITUATED CONTEXTS**’ from which these students encounter the possibility of study abroad.” (Salisbury, Paulsen, & Pascarella 2011)

