



GLOSSARI

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Selected GLOSSARI Research Findings Pertaining to Student Diversity and Education Abroad

A. Findings pertaining to representation and access

1. White students comprised about 83% of students studying abroad (SAs) at USG institutions between 2002 and 2007; about 65% of System enrollment was white.
2. Between 2000 and 2007, Hispanic SAs increased from 5% to 8 % of SAs, though Hispanics comprised only about 3% percent of System students (an overrepresentation; a total of about 550 Hispanic SAs are in the GLOSSARI sample)
3. Between 2000 and 2007 African American SAs doubled from 2% to 4% of SAs; yet African Americans comprised about 24% of System enrollment (underrepresentation; a total of about 1100 African American SAs are in the GLOSSARI sample).
4. Asian American/Pacific Islander SAs remained at 6%, consistent with their USG representation (a total of about 1050 AAPI SAs are in the GLOSSARI sample).
5. Even when controlling for “precursor” variables like HSGPA, SAT, and college GPA, African Americans were nearly 70% less likely than white students to study abroad.¹
6. For those students who filed FAFSAs, even when controlling for precursor variables plus unmet financial need and expected family contribution, African American students are 55% less likely to study abroad than are white students. With those controls in place, Hispanic students are 87% more likely than white students to study abroad.
7. An African American FAFSA filer with zero unmet financial need is still 40% less likely to study abroad than a white FAFSA filer with zero unmet financial need.
8. Asian American and Pacific Islander students are disproportionately represented in programs of 8-12 weeks durations and less likely to participate in programs of less than 4 weeks.

¹ When GLOSSARI compares SAs with domestic only students (DOMs) or predicts the likelihood of studying abroad, we use a very fair and conservative comparison group; the stratified random sample of DOMs was created to match the SA sample on institution attended, class standing, and verified enrollment during the semester prior to the study abroad semester. I.e., DOMs survived in school to the same point in time as SAs studied abroad.



9. African American students are disproportionately found among programs of less than 4 weeks and are less likely than other students to participate in full semester programs.
10. African American FAFSA filers with zero unmet financial need are still 37% more likely to choose a short duration program than is a white FAFSA filer with zero unmet financial need.
11. Heritage affects region of study abroad. Hispanics were 63% more likely to study in Mexico than were white students. AAPI participation was disproportionate in Asia. African Americans were 90% less likely to choose Australia than were white students.

B. Findings pertaining to learning outcomes

1. 42% of African American SAs graduated in 4 years, while just 32% of African Americans who studied domestically only (DOMs) graduated in 4 years—a 30% advantage for African American SAs over African American DOMs. [Compare: 50% of white SAs graduated in 4 years, while 44.5% of white DOMs graduated in 4 years—a 12% advantage for white SAs over white DOMs. Note, however, that 4-year graduation rate for African American SAs is still slightly lower than 4-year graduation rate for white DOMs.]