



# **Factors that Affect American College Student Participation in Study Abroad**

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# Overarching Research Question

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**What differentiates study  
abroad participants from  
non-study abroad  
participants?**



**Data Set**  
**Demographics**

	<b>%</b>
<b>Gender</b>	
<b>Female</b>	<b>65.1</b>
<b>Male</b>	<b>34.9</b>
<b>Race</b>	
<b>White</b>	<b>80.8</b>
<b>Minority</b>	<b>19.2</b>
<b>Studied Abroad</b>	<b>28</b>
<b>Type of Institution</b>	
<b>Doctoral Institution</b>	<b>19.3</b>
<b>Masters Institution</b>	<b>41.5</b>
<b>Liberal Arts Institution</b>	<b>25.5</b>
<b>General Baccalaureate</b>	<b>13.2</b>
<b>School of Art, Music or Design</b>	<b>.5</b>
<b>Public or Private</b>	
<b>Public Higher Education Institution</b>	<b>14.1</b>
<b>Private Higher Education Institution</b>	<b>85.6</b>
<b>Socioeconomic Level</b>	
<b>Poverty (\$0-\$9,999)</b>	<b>1.6</b>
<b>Lower class (\$10,000-\$39,999)</b>	<b>14</b>
<b>Middle class (\$40,000-\$59,999)</b>	<b>16.2</b>
<b>Upper middle class (\$60,000-\$149,999)</b>	<b>41.4</b>
<b>Upper class (\$150,000 and above)</b>	<b>15.3</b>
<b>Missing</b>	<b>11.5</b>

Dependent Variables in Regression Analysis	All	Fem.	Males	White	Min.
Gender	+			+	+
Father's Highest Level of Education	+	+	-	+	-
Mother's Highest Level of Education	+	+	+	+	-
Distance School Is from Home	+	+	+	+	+
African-American	++	++	-		
American Indian/Alaska Native	-	-	-		
Asian American/Asian	++	-	-		
Hawaiian/Pacific Islander	++	++	-		
Other Race	-	-	-		
Multi-racial	-	-	-		
Latino	-	-	-		
Socioeconomic Status	-	-	-	-	-
Belief in the Importance of Diversity	+	+	+	+	+
Intention to Study Abroad	+	-	-	-	-
Baccalaureate Institution	-	-	-	-	-
Private School	+	+	+	+	-
Institution Graduation Rate	+	+	+	+	+
% of African-American Enrollment	++	++	-	++	++
% of Latino Enrollment	+	+	+	+	+
% of Asian Enrollment	++	-	++	++	++
% of American Indian Enrollment	+	+	+	+	+
Perceived Faculty Support Scale	++	++	-	++	-
Undergraduate Grade Point Average	+	+	+	+	+
Arts & Humanities Major	+	+	+	+	+
Member of a Fraternity/Sorority	+	+	-	+	+
Worked Full-time	-	-	-	-	-
Participated in Student Government	+	-	+	+	-
Participated in an Internship	+	+	-	+	-
Participated in Leadership Training	-	+	-	-	+
Played Varsity or Inter-collegiate Sports	-	-	-	-	+

**Findings:  
Group Sub Analysis**

# Independent Variables Significant Across Groups

<b>Dependent Variables in Logistic Regression Analysis</b>	<b>All</b>	<b>Fem.</b>	<b>Males</b>	<b>White</b>	<b>Min.</b>
<b>Gender</b>	+			+	+
<b>Distance School is from Home</b>	+	+	+	+	+
<b>Belief in the Importance of Diversity</b>	+	+	+	+	+
<b>Institution Graduation Rate</b>	+	+	+	+	+
<b>% of Latino Enrollment</b>	+	+	+	+	+
<b>% of American Indian Enrollment</b>	+	+	+	+	+
<b>Undergraduate Grade Point Average</b>	+	+	+	+	+
<b>Arts &amp; Humanities Major</b>	+	+	+	+	+
<b>Member of a Fraternity/Sorority</b>	+	+	-	+	+
<b>Participated in Student Government</b>	+	-	+	+	-
<b>Participated in an Internship</b>	+	+	-	+	-
<b>Participated in Leadership Training</b>	-	+	-	-	+
<b>Played Varsity or Inter-collegiate Sports</b>	-	-	-	-	+



# Student Characteristics Under Investigation

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## ○ **Background**

- gender;
- ethnicity;
- parents' highest level of education;
- distance student lives from institution;
- SES.



# Student Characteristics Variables Under Investigation

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- **Beliefs & Attitudes**

- belief in the importance of diversity scale.



# Institutional Factors Variables Under Investigation

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## ○ **Institutional Factors**

- sector of institution  
(doctoral/masters/baccalaureate...);
- type of institution (public/private);
- institution graduation rate;
- % of ethnic minorities at institution;
- student perceived faculty support scale.



# Academic Involvement Variables Under Investigation

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- **Academic Involvement**
  - GPA;
  - academic major.



# Variables Under Investigation

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## ○ **Extracurricular Involvement**

- sports;
- leadership training;
- internship;
- student government;
- worked full-time;
- fraternity/sorority.



# Practical Implications and Recommendations

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- **Culture of engagement**
- **Exposure to diversity of thought and of individuals;**
- **Academic major barriers.**

# Conclusion

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- **Background characteristics play a role in who studies abroad, but are not the defining factor;**
- **Social networks have value;**
- **Institutions have the ability to influence the study abroad outcome in regard to the type of campus culture they promote.**