

Students at the Margins: Making Study Abroad a Possibility

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The Black Student Experience

Background



- Rationale
- Purpose
- Methodology

Findings

Expectations before BC

- Excellent financial
- Excellent education
- Diverse community
- Social justice mission

Experience at BC

- Declining financial aid & hidden costs
- Problematic experiences in class
- Small representation at all levels
- Color blind approach

Implications for Study Abroad

- Are we familiar with the experiences of our Black and other students of color in our campuses?
 - Do we have a diverse staff?
 - How accessible is the information about the application process?
 - Do we have information that dispels the myths of financing study abroad?
 - Do you provide clear information about unexpected costs?
 - Are there a diversity of students represented in our marketing materials?
 - Do you discuss issues of race during your orientation?
 - What are the mechanisms to handle microaggressions while abroad?
- 



Experiences of First Generation & Low Income Students



~~XXXXXXXXXX~~

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~~XXXXXXXXXX~~ It still blows my mind that I am so lucky to be attending an university every day. No one in my family has ever had the opportunity and I am so blessed to be the first one to do so. This is my main motivator whenever I feel like I can't achieve anything: I remember all that my family's done to get me here and keep my head up.



Add a comment...



College Graduation Attrition Rates for Top and Bottom Income Quartile



Graduated from College



Enrolled in College w/in 2 years

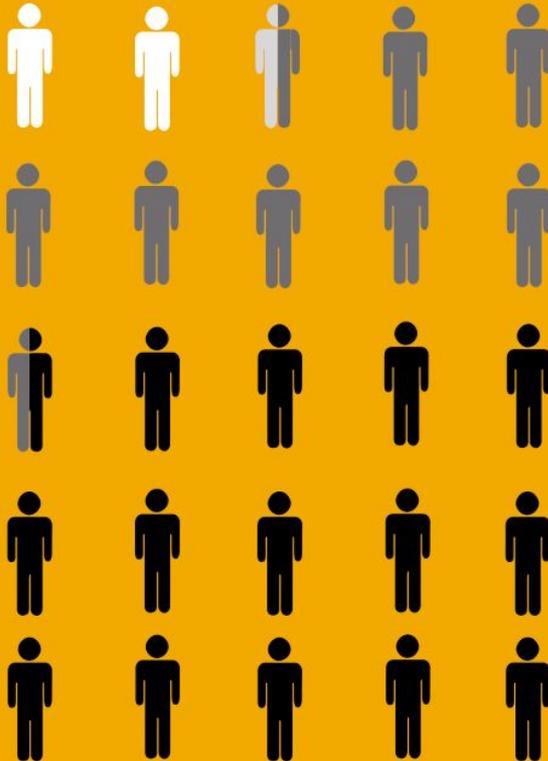


HS Diploma

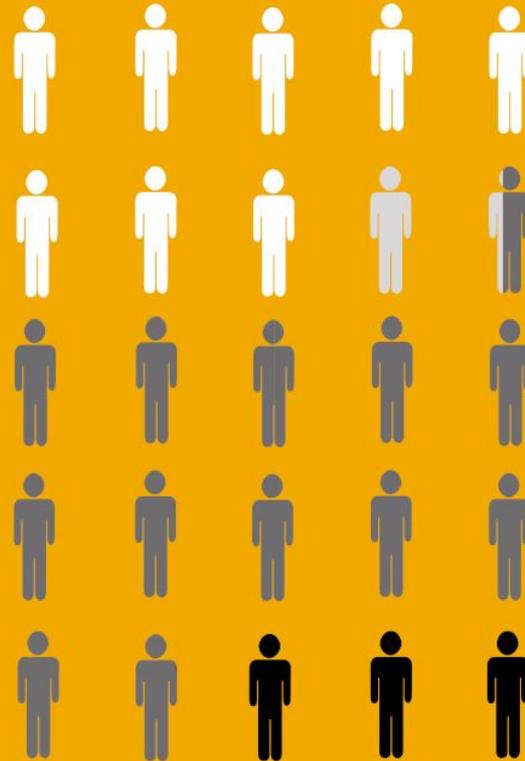


No HS Diploma

Top Income Quartile



Bottom Income Quartile



*Many First Generation and/or Low Income
Students Struggle with:*

- Academic prep/study behaviors/anxiety
- Feeling they don't fit in or belong
- Unwritten rules, norms, and practices
- Self-confidence and sense of entitlement
- Pressures around money, work, family
- Vocational goals



~~XXXXXXXXXX~~
Sainte Chappelle

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~~XXXXXXXXXX~~ Today I experienced Vivaldi's Four Seasons in Sainte-Chapelle with some of the most amazing people I know. ~~XXXXXX~~ and I also spoke quite a bit about still feeling left out because of our socioeconomic background compared to that of our classmates. Tomorrow morning, we're going to bike all throughout Paris before class and I am very very very excited about that.



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[REDACTED] [Writing this as though it's Tuesday, because I forgot to post) Wow, Dublin with [NAME] this past weekend was amazing. Being with someone else from [HOME] for the first time in what felt like so long... Absolutely incredible. I thought it would make it easier to return to my group, but it actually made it a lot harder. I hate to say it, but I miss being around people who were raised like I was.



Add a comment...



“But there's this boy Blake* on the trip and he is the most privileged, white, he just makes me feel awful about myself. And he's just so privileged and he's so entitled, and he says things...”

“So basically, since Jeff and I are on heavy, heavy, heavy, heavy, financial aide, [their college] will give us money. Like, you know, if all the rich kids are getting together and going to Disney World, for example, cause we're in Paris, and like there's a Disney World in Paris, [X College] will give us some money to go to Paris with them since we don't have the money ourselves.

And Blake heard Jeff and I talking about it and he butted in and he was like "that's not fair." And I was like, "what do you mean that that's not fair?" And he said "you're already on 100% financial aide. My parents are paying full tuition. To go to [X College] that's like over \$60,000. I should be the one that's getting the money cause I'm putting the money into [X College] and you're not. You're just taking the money.

Like, someone said this to me.”





Factors Impacting College Student Participation in Study Abroad

Design & Data

Mixed Methods

UMass Amherst Institutional Profile

23,000 UG/6,600 GR

1,200 students abroad in 2015-16

22% of class of 2016 studied abroad

76% participation in semester or year-long programs

Data obtained from 1,969 students



Logistic Regression

Variables

Dependent: Studied Abroad or Not

Independent: *Background characteristics*: Gender, Race, Transfer student status, Proximity to University from home, Financial Need, Prior travel abroad, Interest in study abroad (Friends, Family, University Outreach), Family or Friends abroad, Major, GPA, Honors college membership, college-level foreign language study

Extracurricular Involvement: Number of activities, varsity sport, Greek life

Beliefs & Attitude: Obstacles (Money, Family, Friends, Significant Other, Not being able to graduate on time, Extracurricular, Job, Other), Chance

Findings

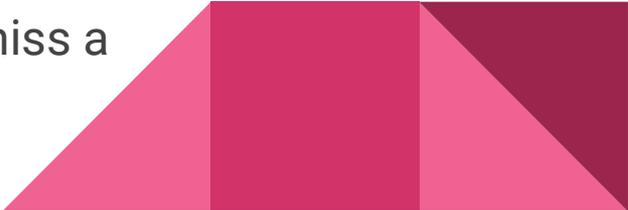
	<u>B</u>	<u>Exp(B)</u>	<u>Odds</u>
▶ Background characteristics			
Transfer students	-.365	.694**	31% decreased
Prior Travel abroad 3+ times	.393	1.486***	49% increased
▶ Personal beliefs & attitudes			
Some chance	-1.403	.246***	75% decreased
Obstacle money	-.398	.672**	33% decreased
Not being able to graduate on time	-.938	.391***	61% decreased
Obstacle other	-.642	.526**	47% decreased
▶ Academic involvement			
Honors College	.658	1.931***	93% increased
College level foreign language	.339	1.403**	43% increased
Cumulative GPA	.664	1.943***	94% increased
▶ Institutional factors			
Interest from university outreach	-.361	.697*	30% decreased

Focus Group Findings

Influence of friends: “My older friends said, “Make sure you go abroad during one of your years. Like, it was the best decision of my life. Definitely go.”

Financial obstacles: “I would have had to take out more loans. I already have loans out just for school and so, I was like, I really don’t want to be more in debt.”

Not wanting to miss out on time at the University: “I just started loving being here probably my sophomore year and didn’t want to give up one of my four semesters that were left to go be somewhere else. So instead of kind of ruling out studying abroad in another country, it was kind of not wanting to miss a semester here.”



Focus Group Findings (continued)

Academic factors: “I may have had to take an extra semester or I would have had to overload. It would have been tough to graduate on time or in four years so that played a big factor.”

“By junior year, I was dealing with the roadblock of class schedules.”

Institutional factors: “So many people say, ‘Oh my advisor said I can’t go abroad. Too bad for that.’ I feel like the academic departments whenever the students go talk to them, they burst your bubble and they’re like, ‘You can’t go. Sorry.’ So many students just give up on it because of that.”

