The RAISE Center Study Abroad Research (StAR) Database: Overview and Demonstration

Nelson Brunsting, PhD, Director, Center of Research on Abroad and International Student Engagement (RAISE)
RAISE Center

To understand and enhance the experiences, development, and engagement of study abroad and international students
DRIVING QUESTIONS

How can students maximize their growth and engagement abroad?

How can universities support international students’ engagement and development?

How can global competency increase engagement across cultures and backgrounds?
Introductions

Who is with us?
Why are you here?
Overview

• Building of Database
  Identification of articles
  Coding

• Using the Database
  Filtering for results
  Finding articles

• Your Questions/Examples of Prior Questions
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Why?

- Provide multidisciplinary research base with encompassing literature reviews
- Support researchers and practitioners
- Include qualitative research
RAISE Center Project Team

- Nelson Brunsting (WFU)
- Porshè Chiles (U. Florida)
- Sonali Kathuria (Boston College)
- Kline Harrison (WFU)
- Marcia Crippen (Duke)
- Patrick Bingham (WFU)
- Shinji Katsumoto (U. Iowa)
- Aiai Chen (WFU)
- Ian Holmes (WFU)
- Lambert Li (WFU)
Inclusion Criteria

• Include participants seeking degrees from U.S. universities who earn credit abroad

• Present empirical research with sufficient methodological detail
  
  Qualitative: Explain coding process
  Quantitative: Report results of significance testing

• Include analysis of at least one focal outcome for students abroad:
  
  Academic/Language, Career, Intercultural Competence, or Wellbeing

• Published between 2002-August 2021 in peer-reviewed journal
Electronic Search Process

• Databases included
  Academic Search Premier, APA PsycINFO, Business Source Premier, and ERIC

• Field 1: USA OR U.S.A. OR “United States” OR American
• Field 2: “study abroad” OR (sojourner AND student) OR "educat* abroad"
• Field 3: college OR university

• Limiters: Published between 2002-August 2021 in peer-reviewed journal
Article Review Process

Electronic Search May 2020
(n = 1686)

Electronic Search August 2021
(n = 147)

Records after duplicates removed
(n = 1576)

Records excluded during title and
abstract review as clearly not relevant to study
(n = 889)

Records screened in for full-text review
(n = 687)

Articles excluded due to not meeting inclusion criteria
(n = 420)

Articles meeting inclusion criteria
(n = 267)

Articles identified through ancestral searches
(n = 106)

Articles included
(n = 373)
Coding Included Articles

• Participant Demographics
  Gender, Race/Ethnicity, Sexual Orientation, First-Generation, Int’l Students (F-1/J-1)

• Sending Institution

• Program Information
  Duration, Location, Academic Focus

• Methodology of Study

• Student Outcomes
  Academic, Career, Intercultural Competence, Language, Wellbeing
Demonstration
Mapping the Knowledge Base
Published Studies by Year
Note. Included studies providing participants’ race/ethnicity demographic information (n = 146) by focal participants (e.g., >49% of participants identifying as a certain race/ethnicity). Multiple races includes studies in which results were displayed separately by race/ethnicity or in which >49% of the participants were students of color, composed of multiple race/ethnicities. The majority of included studies (n = 231) did not provide clear race/ethnicity information.
Note. The top percentage represents studies with participants from sending institutions in particular regions. The percentage in parenthesis represents the percentage of the total U.S. student population enrolled at institutions of higher education within the region. Percentages exceed 100 as some studies reported participants from institutions from multiple regions. Studies which did not report sending institutions or region (n = 141; 38%) were omitted.
Included Studies by Program Location

Note. Included studies’ program location by World Bank regions of the world, for studies (n = 224) with one program location. Percentages do not add to 100 due to rounding.
Note. Font size represents frequency of content, with higher frequency indicated by larger font. The figure includes program contents present in two or more included studies.
Study Abroad Program Duration by Program Location

![Study Abroad Program Duration by Program Location](image-url)

- **Percentage of Studies**
  - Short-Term
  - Summer
  - Semester
  - Longer

- **Program Duration**
  - East Asia
  - Europe/Central Asia
  - Latin America and Caribbean
  - Middle East and North Africa
  - South Asia
  - Sub-Saharan Africa
Participant Outcomes by Program Location

- East Asia and Oceania
  - Academic: 20%
  - Career: 13%
  - Intercultural Competence: 15%
  - Language: 7%
  - Wellbeing: 45%

- Europe and Central Asia
  - Academic: 24%
  - Career: 12%
  - Intercultural Competence: 16%
  - Language: 8%
  - Wellbeing: 40%

- Latin America and the Caribbean
  - Academic: 22%
  - Career: 10%
  - Intercultural Competence: 16%
  - Language: 8%
  - Wellbeing: 44%

- Middle East and North Africa
  - Academic: 23%
  - Career: 7%
  - Intercultural Competence: 9%
  - Language: 20%
  - Wellbeing: 41%

- South Asia
  - Academic: 23%
  - Career: 11%
  - Intercultural Competence: 12%
  - Language: 4%
  - Wellbeing: 50%

- Sub-Saharan Africa
  - Academic: 23%
  - Career: 13%
  - Intercultural Competence: 15%
  - Language: 5%
  - Wellbeing: 44%
Included Studies’ Methodology and Characteristics

Quantitative Methodology:
- Cross-Sectional
- Pre-Post
- Longitudinal

Qualitative Methodology:
- Thematic
- Grounded Theory
- Content Analysis
- Ethnography
- Phenomenology
- Other
- Unstated
Recommendations

- Improve reporting standards and practices
- Generate literature reviews to enhance research and practice
- Research is needed in a large range of areas
Connect and Questions

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https://raisecenter.wfu.edu

Presenting at NAFSA Poster Session in June