

# Wang Center Study Away Demographics Report: 2017–2018

Prepared June–July 2018 by Danielle Harris and Courtney Olsen

## Report Summary

This report summarizes specific demographic characteristics of students who studied away during the 2017–2018 academic year. It is the third report of its kind produced by the Wang Center, with the previous two examining the 2015–2016 and 2016–2017 academic years. The aim of this work is to create a better understanding of the students who participate in study away programs and which demographic groups we should pay particular attention to when creating and marketing study away programs. For the first time this annual report includes racial and ethnographic data thanks to the collaboration of staff from the Office of the Provost.

Below we provide an overview of data from all of our study away programs for undergraduate and graduate students, and then focus on students who participate in semester, full-year, and J-Term programs. Special attention will be paid to the following characteristics: age, area of study, GPA, economic background, first-generation students, language, gender, veterans, and commuter/non-commuter status. Other related characteristics that will be considered include Pell Grant recipients, Act Six Scholarship recipients, transfer status, and participation in the International Honors program. In conjunction with the previous two reports, studying the demographic trends of students who study away provides space and direction to improve the accessibility of study away programming at PLU.

## Where Did Students Study Away?

Countries where students studied away during the 2017–2018 academic year:

Australia	Italy	Senegal
Austria	Martinique	South Korea
China	Mexico	Spain
Czech Republic	Namibia	Thailand
Denmark	New Zealand	Trinidad & Tobago
Ecuador	Nicaragua	Uganda
Germany	Norway	United Kingdom
Greece	Peru	United States
India	Rwanda	Uruguay

## Who Studied Away?

The year at a glance:

- 393: Total students who studied away
  - 352: Total undergraduate students who studied away
    - 109: Students who studied away on a semester or full-year program
    - 226: Students who studied away on an off-campus J-Term program
    - 14: Students who studied away on a summer program
    - 10: Students who studied away on a spring break program
  - 41: Total graduate students who studied away

- 7: Students who studied away on multiple programs in the same year

Undergraduate demographics:

- 21: Mean age of students (Range: 17–45)
- 3.50: Mean GPA of students (Range: 1.83–4.00)
- 132 (38%): Students that reported having financial need
- 46 (13%): Pell Grant recipients
- 10 (3%): Act Six Scholars
- 73 (21%): Students that reported that their parents didn't graduate from college
- 18 (5%): Students that reported that they speak another language at home
- 272 (77%): Students that identify as female
- 80 (23%): Students that identify as male
- 7 (2%): Veterans
- 16 (5%): Commuter students
- 28 (8%): Transfer students
- 81 (23%): IHON students
- 1 (0.30%): American Indian or Alaska Native
- 28 (8.38%): Asian
- 9 (2.69%): Black or African American
- 20 (5.99%): Hispanic
- 3 (0.90%): Native Hawaiian or Other Pacific Islander
- 2 (0.60%): Non-resident Alien
- 3 (0.90%): Unknown ethnic/racial demographics
- 22 (6.59%): Two or More Races
- 246 (73.65%): White

In comparison with last year, the total number of students who have studied away has increased. Students studying away on semester and full-year programs increased by 9 and students studying away on J-Term programs increased by 58. Participation in summer programs, spring break programs, and graduate programs have increased as well. Enrollment in study away programs decreased significantly between the 2015–2016 and 2016–2017 academic years, so while the number of students studying away during the 2017–2018 academic year has increased since the 2016–2017 academic year, they are still lower than the 2015–2016 enrollment numbers. Over the last three years, participation of students who are Act Six Scholarship recipients, speak another language at home, and in IHON has increased. During the 2017–2018 academic year, 13% (352 out of 2,642<sup>1</sup>) of PLU's undergraduate student population studied away, a 3% increase from the year before.

---

<sup>1</sup> We used an average of the total undergraduates enrolled at the 10<sup>th</sup> day headcount for the fall and spring semesters to find this number.

## Semester Demographics

Quick statistics:

- 109: Students who studied away for a semester or full year
- 20: Mean age of students (Range: 18–29)
- 3.50: Mean GPA of students (Range: 2.47–3.97)
- 44 (40%): Students that reported having financial need
- 9 (8%): Pell Grant recipients
- 4 (4%): Act Six Scholars
- 22 (20%): Students that reported that their parents didn't graduate from college
- 4 (4%): Students that reported that they speak another language at home
- 90 (83%): Students that identify as female
- 19 (17%): Students that identify as male
- 3 (3%): Veterans
- 6 (6%): Commuter students
- 4 (4%): Transfer students
- 45 (41%): IHON students
- 10 (9.17%): Asian
- 1 (0.92%): Black or African American
- 6 (5.50%): Hispanic
- 1 (0.92%): Native Hawaiian or Other Pacific Islander
- 1 (0.92%): Non-resident Alien
- 1 (0.92%): Unknown ethnic/racial demographics
- 6 (5.50%): Two or More Races
- 83 (76.15%): White
- 

Major Division	Number of Semester Students	Percentage of Semester Students
Humanities	21	15%
Social Sciences	31	22%
Natural Sciences	26	18%
Arts & Communication	14	10%
Business	9	6%
Education & Kinesiology	4	3%
Nursing	0	0%
Individualized	1	0.7%
Interdisciplinary	31	22%
Undeclared	4	3%
Total*	141	

\*Note: This total is larger than the total number of students studying away for a semester or full-year because some students have multiple majors.

Students studying away on semester programs make up 31% of undergraduate students studying away during the 2017–2018 academic year. This percentage is lower than the year before, though there were more students total participating on semester or full-year programs. From the previous academic year, there were increases in the number of Act Six scholars (1 to 4), students whose parents didn't graduate from college (20 to 22), commuter students (0 to 6), and IHON students (13 to 45). However, there were decreases in the number of Pell Grant recipients (22 to 9), students who speak another language at home (9 to 4), and transfer students (13 to 4). Consistent with the previous two demographic reports, this group was less evenly distributed in terms of division of majors (see graphs on pages 5 and 6). Humanities, social sciences, natural sciences, and interdisciplinary programs had the greatest percentage of students studying away. The impact of discontinuing the nursing track in the Namibia Gateway program can be seen by the decrease in nursing majors studying away over for a semester 7% to 0% since the 2015–2016 academic year.

### **J-Term Demographics**

Quick statistics:

- 226: Students who studied away on an off-campus J-Term program
- 21: Mean age of students (Range:17–45)
- 3.47: Mean GPA of students (Range: 1.83–4.00)
- 88 (39%): Students that reported having financial need
- 37 (16%): Pell Grant recipients
- 4 (2%): Act Six Scholars
- 44 (19%): Students that reported that their parents didn't graduate from college
- 12 (5%): Students that reported that they speak another language at home
- 171 (76%): Students that identify as female
- 55 (24%): Students that identify as male
- 4 (2%): Veterans
- 10 (4%): Commuter students
- 21 (9%): Transfer students
- 38 (17%): IHON students
- 1 (0.44%): American Indian or Alaska Native
- 18 (8.00%): Asian
- 8 (3.56%): Black or African American
- 14 (6.22%): Hispanic
- 2 (0.89%): Native Hawaiian or Other Pacific Islander
- 1 (0.44%): Non-resident Alien
- 2 (0.89%): Unknown ethnic/racial demographics
- 16 (7.11%): Two or More Races
- 163 (72.44%): White

<b>Major Division</b>	<b>Number of J-Term Students</b>	<b>Percentage of J-Term Students</b>
Humanities	23	9%
Social Sciences	63	24%
Natural Sciences	40	15%
Arts & Communication	28	11%
Business	31	12%
Education & Kinesiology	20	8%
Nursing	14	5%
Interdisciplinary	27	10%
Undeclared	19	7%
<b>Total*</b>	<b>265</b>	

\*Note: This total is larger than the total number of students studying away in J-Term because some students have multiple majors.

Students studying away on J-Term programs make up 64% of undergraduate students studying away during the 2017–2018 academic year, a 4% increase (58 students) from the year before. There was also an increase in the number of Pell Grant recipients (30 to 37), Act Six scholars (1 to 4), students whose parents didn’t graduate from college (37 to 44), students who speak another language at home (5 to 12), transfer students (18 to 21), and IHON students from (24 to 38). The percentage of students whose parents didn’t graduate from college is slightly less for students who studied away during J-term than those who studied away for a semester or full-year, a notable change from the previous two reports. J-Term students are historically more diverse in terms of division of majors compared to their semester and full-year counterparts, and this remained true during this academic year (see graphs on pages 5 and 6). J-Term provides a great opportunity for students with majors that are more difficult to study away for a semester, such as nursing and education, to participate in a study away program.

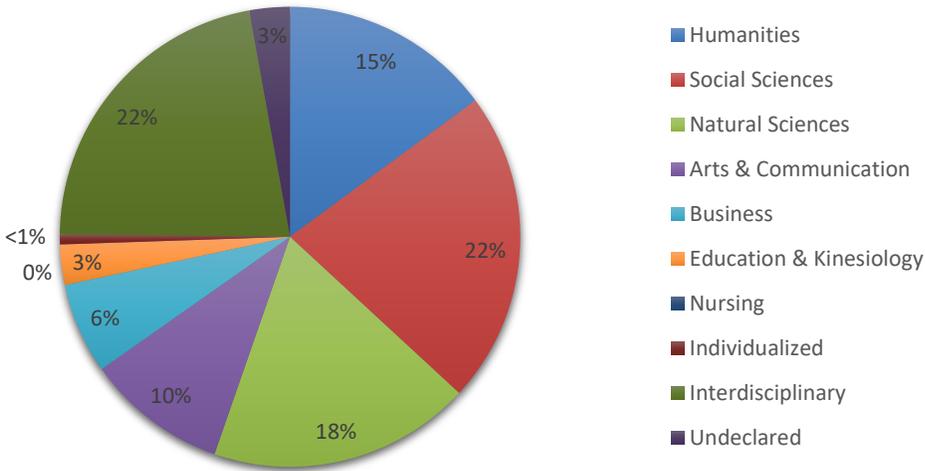
### **Which Majors Studied Away?**

The following tables and graphs provide information about the division of majors across students who participated in study away programs during the 2017–2018 academic year. Consistent with previous years, students with majors in the humanities, social sciences, natural sciences, and interdisciplinary programs studied away in greater proportions than those in other disciplines. By virtue of the fact that there is a wider variety of majors offered in these disciplines, it makes sense that a larger portion of students who study away come from them. Since the 2015–2016 academic year, the percentage of undergraduate students who study away with majors in education and kinesiology has doubled. However, in the same amount of time, the percentage of nursing students studying away has decreased from 9% to 3%.

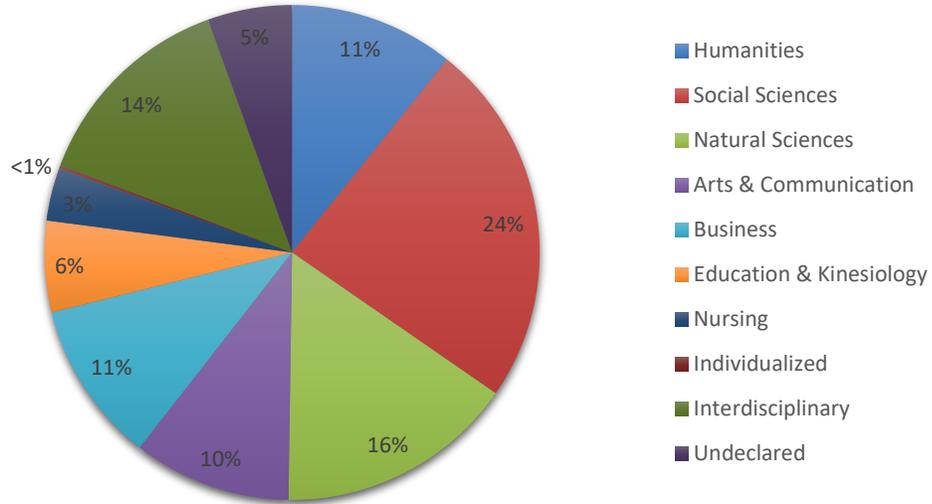
\*Note: This total is larger than the total number of students studying away because some students have multiple majors.

Major Division	Total Students		Semester and Full Year Students		J-Term Students	
Humanities	47	11%	21	15%	23	9%
Social Sciences	104	24%	31	22%	63	24%
Natural Sciences	68	16%	26	18%	40	15%
Arts & Communication	45	10%	14	10%	28	11%
Business	46	11%	9	6%	31	12%
Education & Kinesiology	26	6%	4	3%	20	8%
Nursing	15	3%	0	0%	14	5%
Individualized	1	<1%	1	<1%	0	0%
Interdisciplinary	60	14%	31	22%	27	10%
Undeclared	24	6%	4	3%	19	7%
Total*	436		141		265	

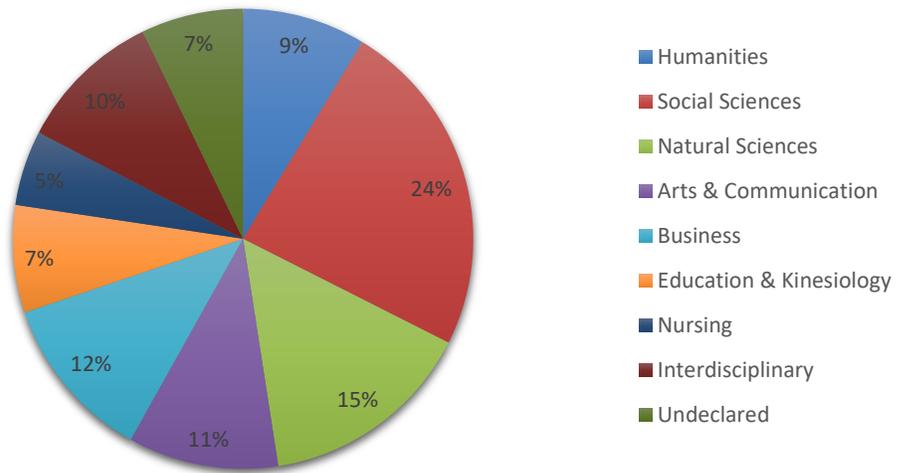
**Majors of Students Studying Away for a Semester or Full Year, 2017–2018**



### Majors of All Undergraduate Students Studying Away, 2017–2018



### Majors of Students Studying Away for J-Term 2018



## **General Conclusions**

In the last year, we have seen increases in the number of Act Six scholars, first generation students, students who speak another language at home, commuter students, and IHON students participating in study away programs. However, there is a notable decrease in the amount of nursing students who study away due to the closure of the nursing track on our Namibia and the lack of J-Term programs designed specifically for nursing students. With the success we've seen in creating programming for kinesiology (semester program in Vestfold and J-Term program in New Zealand) and education (J-Term program in Namibia), there is a lot of potential for success in creating another nursing specific program. This report, along with the previous two, allows the Wang Center to better understand the students that choose to study away as well as those that do not so that we may have a better sense and direction for strategic planning moving forward. With the continued creation of these reports, we will be able to further track the how efforts by the Wang Center to support specific demographics of students impact the amount of students who participate in study away programs.