



UNIVERSITY SYSTEM OF GEORGIA

Assessing the Impact of Education Abroad through a National Consortium

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Association for the Study of Higher Education

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CASSIE

The Consortium for the Analysis of Student Success through International Education

National collaborative led by University System of Georgia to:

- Create multi-institutional database on international education (IE) participation and student outcomes that is diverse with respect to geography, institution type, and student backgrounds.
- Ascertain impact of IE overall and on under-represented groups.
- Provide participating campuses with institution-specific outcomes associated with IE compared to benchmark institutions.
- Foster collaboration between campus institutional research and IE.



CASSIE The Consortium for the Analysis of Student Success through International Education

Funded by 3-year Title VI grant from US DOE, Office of
International and Foreign Language Education

In partnership with Institute of International Education (IIE)



CASSIE Research Focus:

- Evaluate the relationship between students' participation in international education such as [education abroad](#), advanced foreign language study, and Title VI programs and their academic outcomes:
 - Likelihood of graduating in 4 or 6 years
 - Time and credit hours to degree
 - GPA
- [All students](#) and subgroups by [race/ethnicity](#), financial need, STEM

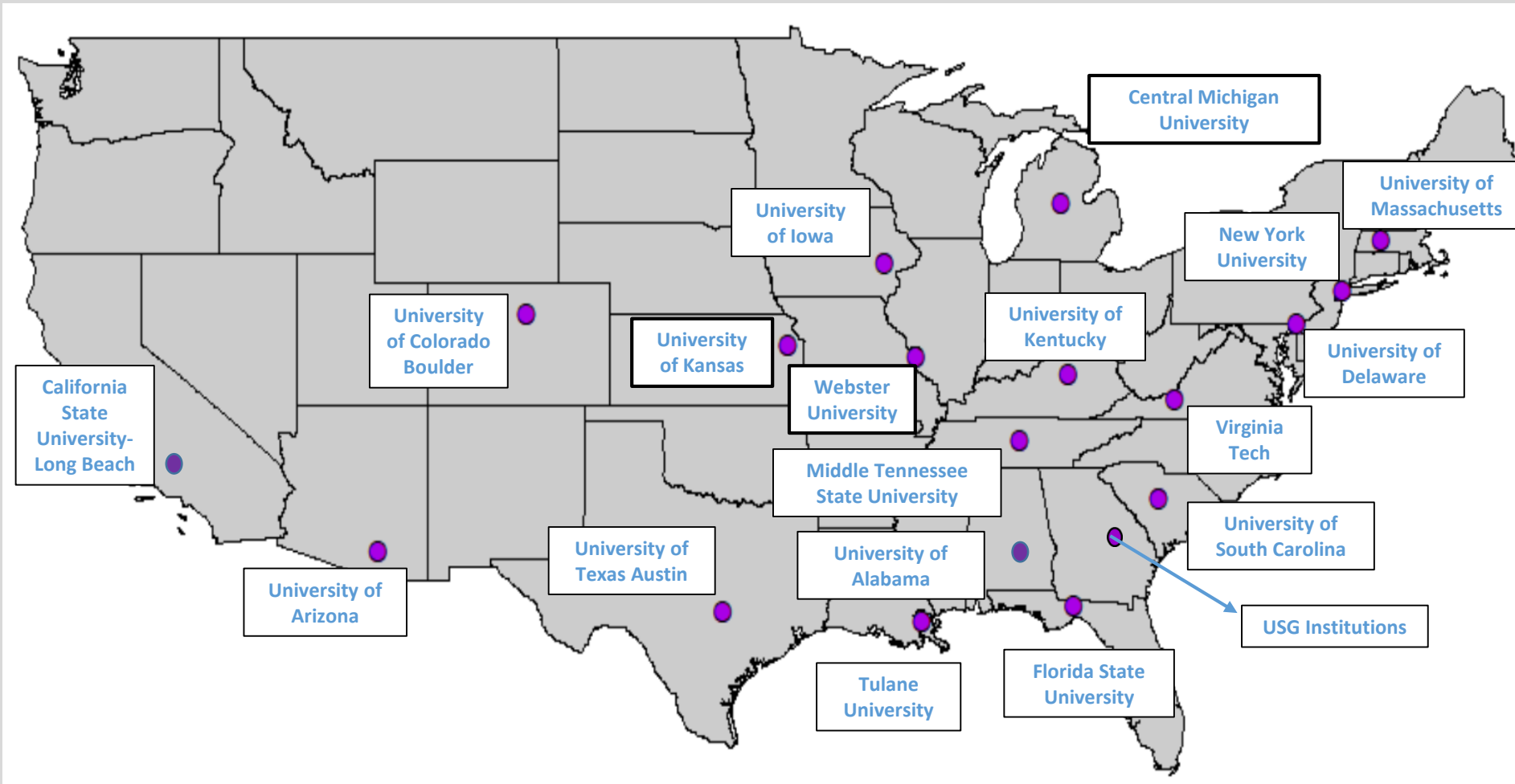


Prior Research

- Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)- Rubin, Sutton, O'Rear, et al., 2014
 - Used rudimentary matching and logistic regression on USG population
 - 10% higher odds of graduating in 4 years
 - Larger impact for Black students
- Single institution studies have found similar positive relationships (DeSalvo & Roe, 2017; Schneider & Thornes, 2018; Xu, de Silva, Neufeldt & Dane, 2011).
- CASSIE extends GLOSSARI work by adding non-USG data and more advanced statistical methodology



CASSIE Institutions



Research Universities

Augusta University
Georgia State University
Georgia Tech
University of Georgia

Comprehensive Universities

Georgia Southern University
Kennesaw State University
University of West Georgia
Valdosta State University

State Universities

Albany State University
Clayton State University
Columbus State University
Fort Valley State University *
Georgia College & State Univ.
Georgia Southwestern St. Univ.
Middle Georgia State Univ. *
Savannah State University
University of North Georgia

State Colleges

Abraham Baldwin Agricultural Coll. *
Atlanta Metropolitan State College *
College of Coastal Georgia *
Dalton State College
East Georgia State College *
Georgia Gwinnett College
Georgia Highlands College *
Gordon State College *
South Georgia State College *

* = No Bachelor's or SA population not large enough to include in analysis



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Data Sample

- **Population:**
 - 35 institutions, 221,981 students
 - First-time freshmen in Fall 2010 & 2011 who sought a Bachelor's degree
- **Term-by-term data for six year:**
 - Prior academic achievement-SAT/ACT, high school GPA
 - Demographic characteristics-Sex, Race/Ethnicity, Pell receipt
 - IE experiences (education abroad, foreign language study, Title VI)
 - Academic experience-Major, hours earned, degrees awarded, college GPA



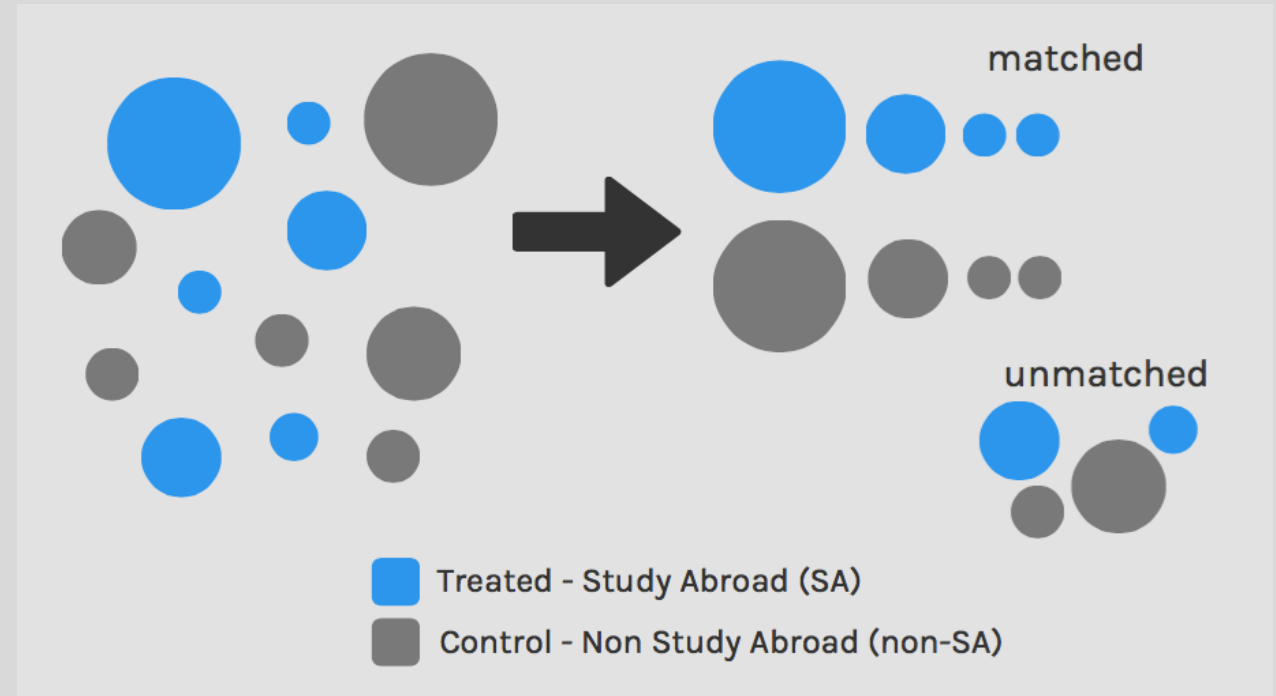
Methods

- Participation in international education is self-selected:
 - Impact on student outcomes may not be due to the international education experience itself, but other unobserved factors the student possesses
 - Simple comparison of treated and control can result in biased estimates
- Matching:
 - Match students who study abroad with others that have similar background characteristics, but who did not study abroad
 - Compare outcomes across “statistical twins”
 - ATT estimates weighted average of matched groups



Exact and Nearest Neighbor Matching

- Students are first matched to each other on the control or matching variables.
 1. High school GPA
 2. SAT/ACT score
 3. Pell/need-based aid
 4. Race/ethnicity
 5. Gender
 6. Age at matriculation
 7. Major
 8. Full-time/part-time status
 9. Number of terms enrolled
 10. Institution

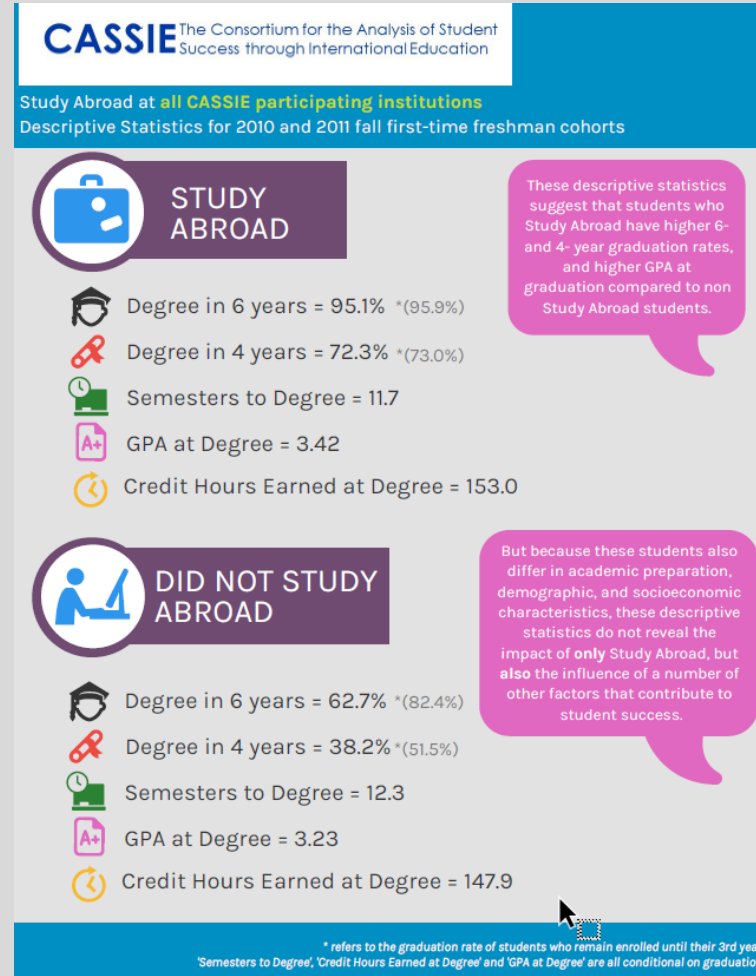
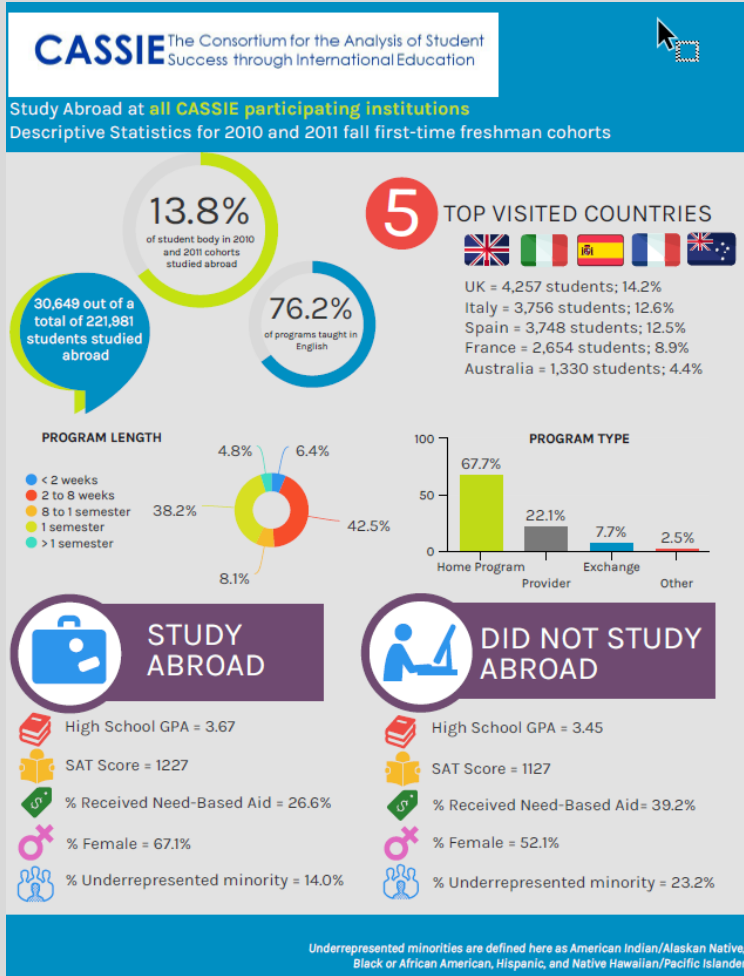


Limitations

- Effects at participating institutions may differ from all institutions
- Only matching on observed characteristics limits our ability to make confident causal inference
- Binary study abroad variable doesn't capture diversity of experiences and their respective impacts



Findings

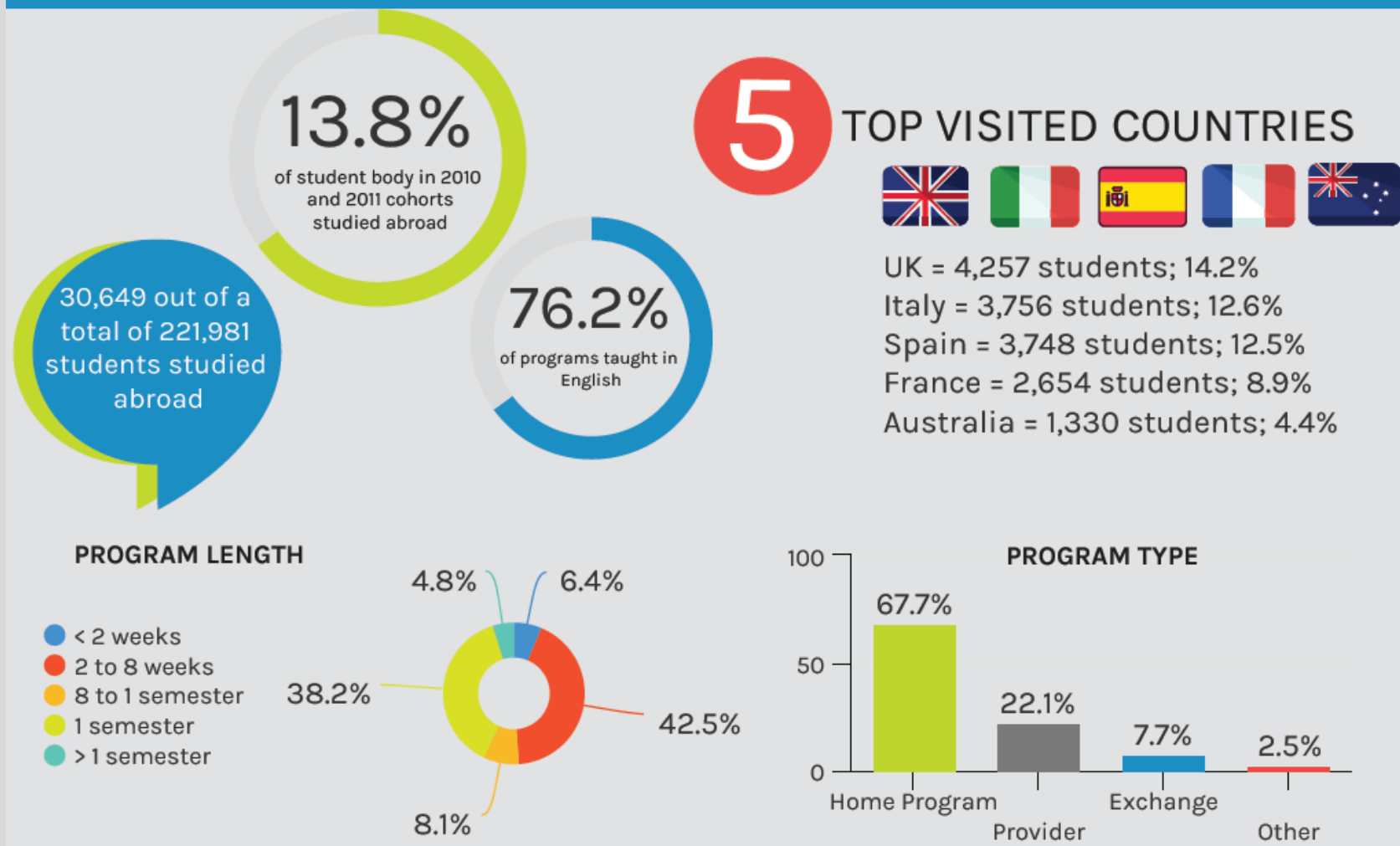


Descriptive Statistics

CASSIE The Consortium for the Analysis of Student Success through International Education

Study Abroad at **all CASSIE participating institutions**

Descriptive Statistics for 2010 and 2011 fall first-time freshman cohorts



Descriptive Statistics



STUDY ABROAD



High School GPA = 3.67



SAT Score = 1227



% Received Need-Based Aid = 26.6%



% Female = 67.1%



% Underrepresented minority = 14%



DID NOT STUDY ABROAD



High School GPA = 3.45



SAT Score = 1127



% Received Need-Based Aid = 39.2%



% Female = 52.1%



% Underrepresented minority = 23.2%

Descriptive Statistics



STUDY ABROAD



Degree in 6 years = 95.1%



Degree in 4 years = 72.3%



Semesters to Degree = 11.7



GPA at Degree = 3.42



Credit Hours Earned at Degree = 153



DID NOT STUDY ABROAD



Degree in 6 years = 62.7%



Degree in 4 years = 38.2%



Semesters to Degree = 12.3



GPA at Degree = 3.23



Credit Hours Earned at Degree = 147

Matching Estimates



**DEGREE IN
6 YEARS**
3.8pp

*SA students are 3.8 percentage points
more likely to graduate in 6 years
compared with non-SA students.*



**DEGREE IN
4 YEARS**
6.2pp

*SA students are 6.2 percentage points
more likely to graduate in 4 years
compared with non-SA students.*

Matching Estimates



SEMESTERS TO DEGREE

-0.16

SA students finish their degree 0.16 semesters, or approximately 2 weeks, faster than non-SA students.



CREDIT HOURS EARNED

2.19

SA students earn 2.19 more credit hours upon graduation compared with non-SA students.



GPA AT DEGREE

0.12

SA students earn a 0.12 higher GPA than non-SA students.

Matching Estimates for Race/Ethnicity Groups

Matching Estimates Measuring Contribution of Study Abroad to Student Success (ATT)

All Students and Race/Ethnicity Sub-Groups

	<u>All</u> <u>Students</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Two or</u> <u>More</u>
Percent Bachelor's degree in 6 years	3.8	3.2	9.6	7.4	3.7	8.8
Percent Bachelor's degree in 4 years	6.2	6	9.2	13.4	8.6	4.1 (NSS)
Conditional on Graduating in Six Years						
Semesters to Degree	-0.16	-0.22	-0.16	-0.34	-0.22	-0.23
Credit Hours Earned at Degree	2.19	3.65	3.16	9.29	1.43	1.32 (NSS)
Cumulative GPA at Degree	0.12	0.11	0.13	0.13	0.09	0.16

All results are statistically significant at the 5% level unless noted as NSS.



Discussion

- Findings suggest study abroad improves likelihood of completion
 - Consistent with other studies on study abroad
 - Commensurate with improvements for other interventions such as intensive coaching and advising for students at risk
- Findings contrary to notion that SA contributes to excess time or substantial credits to degree
- Findings for minoritized racial/ethnic groups suggest similar positive outcomes as the full population
 - Larger effects for Hispanic and Black students argue for removing barriers to participation for these students



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