



Leaders in International Higher Education

2023 Annual Conference

Using New Research to Reframe Study Abroad and Student Success: Evidence from CASSIE for SIOs

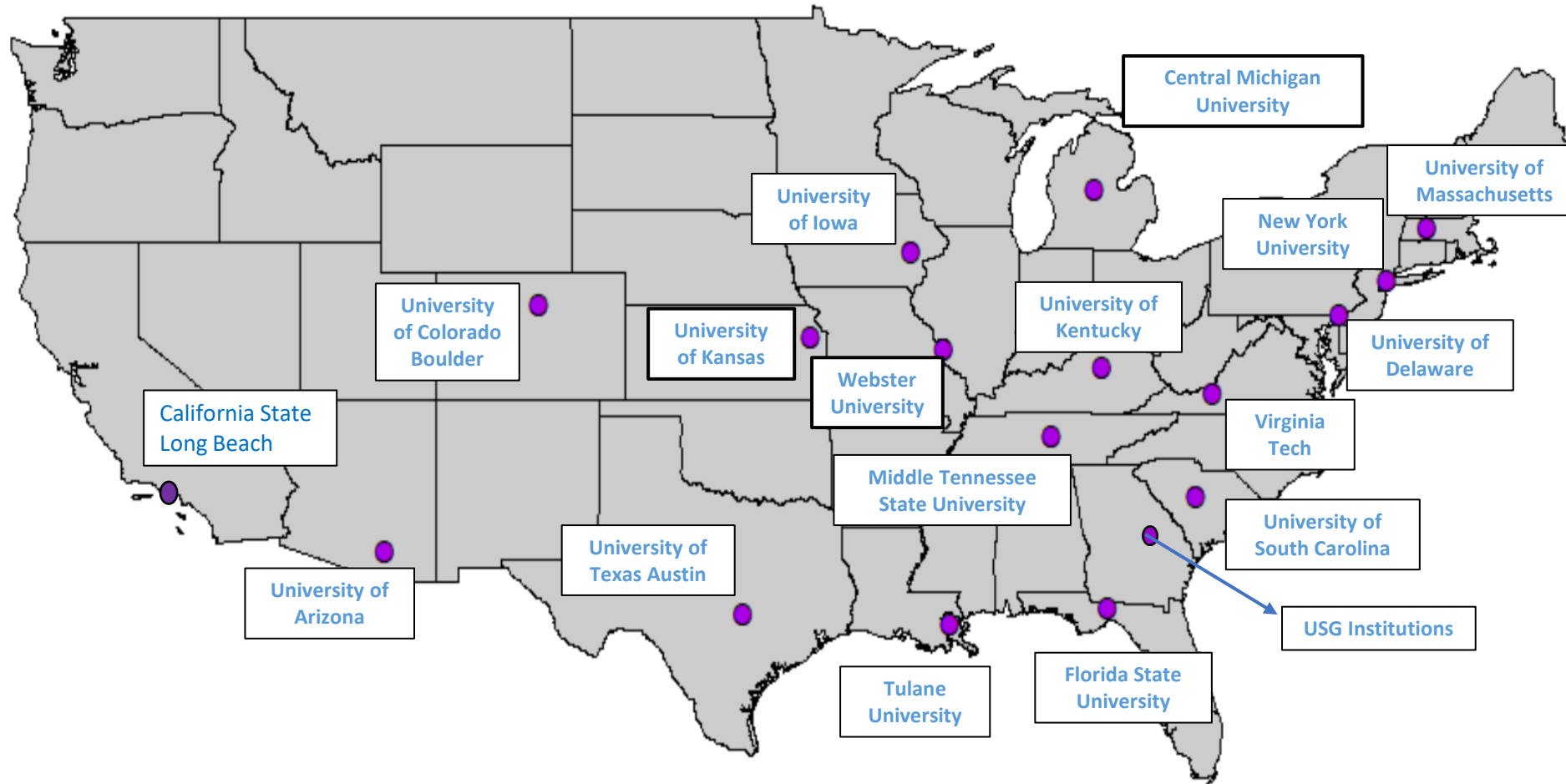
- Angela Bell, University System of Georgia
- Rachana Bhatt, University System of Georgia
- Kalpen Trivedi, University of Massachusetts Amherst
- Erich Dietrich, New York University

CASSIE

The Consortium for the Analysis of Student Success through International Education

- National collaborative led by the University System of Georgia to:
 - Conduct rigorous research assessing the contribution of international education to college completion
 - Provide participating campuses info about how outcomes for students in international education compare to similar institutions
 - Build capacity among participating campuses for collaboration between IR and International Education offices to promote better assessment
 - Funded by 3-year Title VI grant from US DOE, Office of International and Foreign Language Education
 - Built on foundation of prior GLOSSARI project

Participating Schools



USG 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

* = SA population not large enough to include in analysis

Data Collected

- Student demographic information
- Student HS academic preparation
- Select financial aid information
- Degree sought and major(s) and minor(s)
- Term by term hours earned, GPA
- Degrees awarded (incl. minors)
- Education abroad experiences (incl. program characteristics)
- World language courses taken
- Title VI Program participation

	IPEDS Institutional ID	Enrollment Term	Enrollment Year	SAT Math	SAT Critical Reading/ SAT Verbal
Allowable Responses		- Semester (Summer, Fall, Spring) - Quarter (Winter, Spring, Summer, Fall) - Semester with Winter term (Fall, Winter, Spring, Summer)		Range 0-800	Range 0-800
Character Type	Numeric	Text	Numeric	Numeric	Numeric
Character Length (unless otherwise specified, character length is not restricted)	6 digit		4 digit	Max 3 digit	Max 3 digit
Example	139940	Fall	2010	510	600

Data Sample

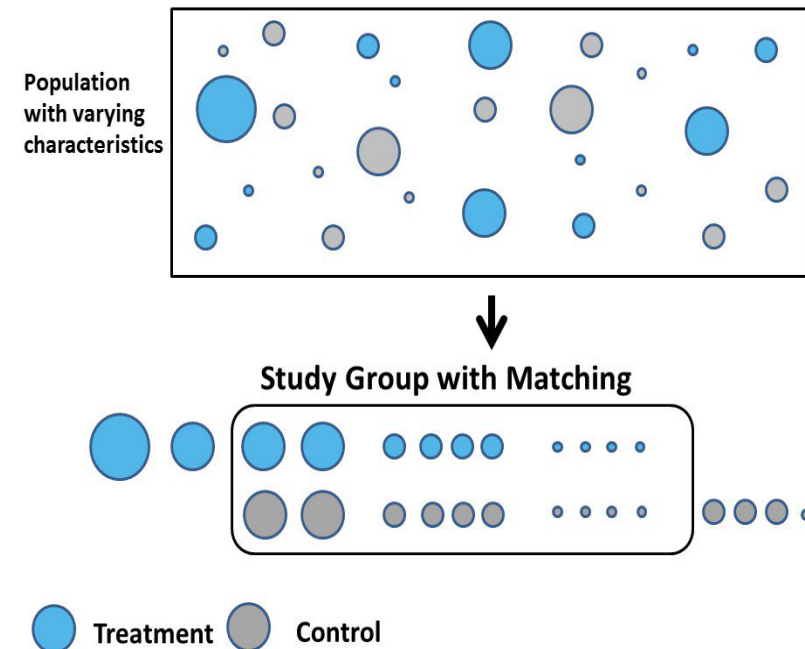
- First Time Freshmen in Fall 2010 and Fall 2011; 221,981 students
- Matriculation to six years out
- Prior academic achievement - SAT, high school GPA
- Demographic characteristics - Gender, Race/Ethnicity, Pell receipt
- Education abroad
 - Participation (~14%)
 - Length (<2, 2-8 weeks, etc.)
 - Language of study
 - Program type (university, reciprocal exchange, etc.)
- Academic progress - Hours earned, degrees awarded, college GPA

Statistical Methods

Self-Selection

- Students who choose/able to go abroad differ from those that don't
 - motivation, family resources
 - not possible to fully capture
- Simple comparison will result in biased measures

Exact and Nearest Neighbor Matching

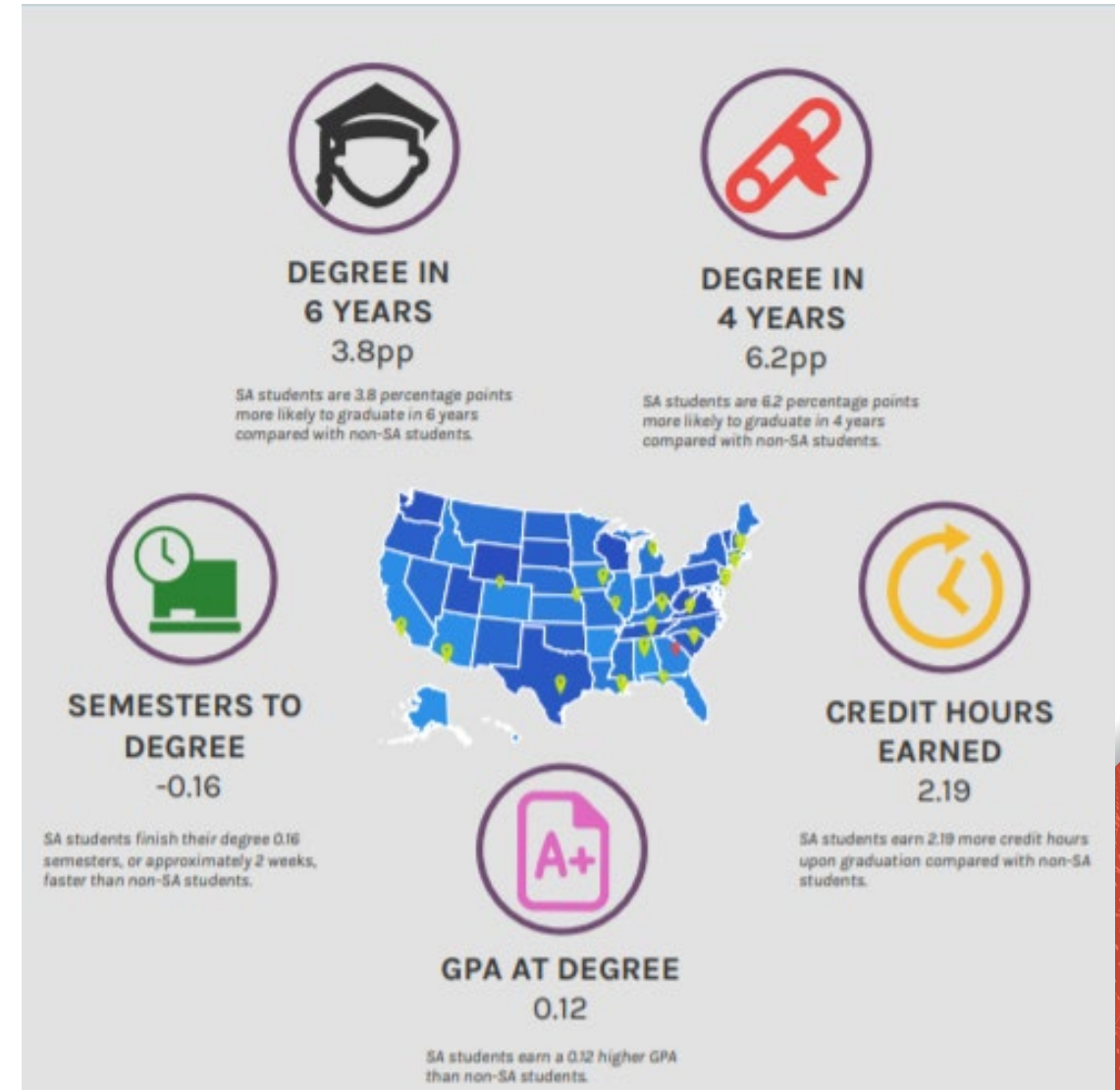


Analyses of Education Abroad

- Contribution of education abroad on [student success](#):
 - 4 and 6 year graduation rates
 - final GPA, time to degree, and hours earned (among graduates)
- Subgroups of students
 - [need-based aid](#)
 - [underrepresented minority](#)
 - [first generation](#)
 - [STEM majors](#)
- Program Characteristics








Overall Findings

- Increased likelihood of degree completion
- Does not delay graduation
- Increased final GPA
- Not accumulating substantially more credit hours



Subgroups

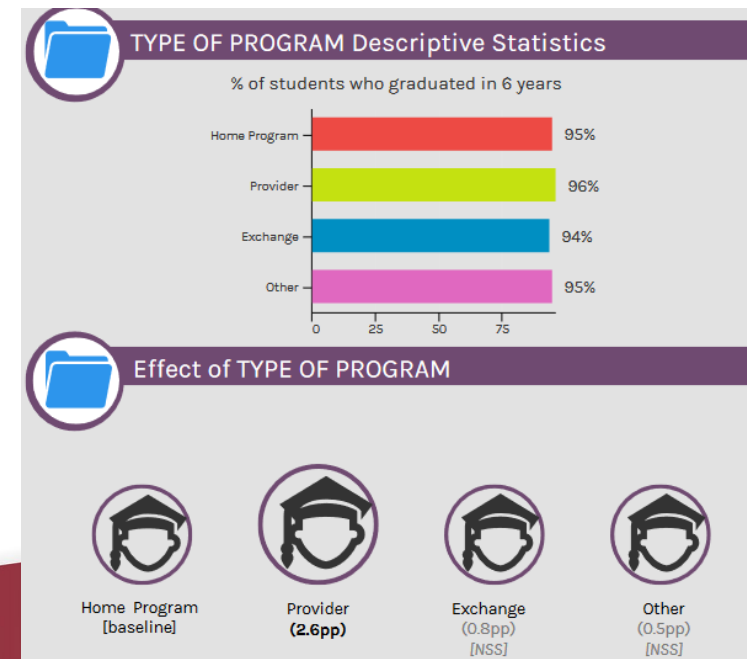
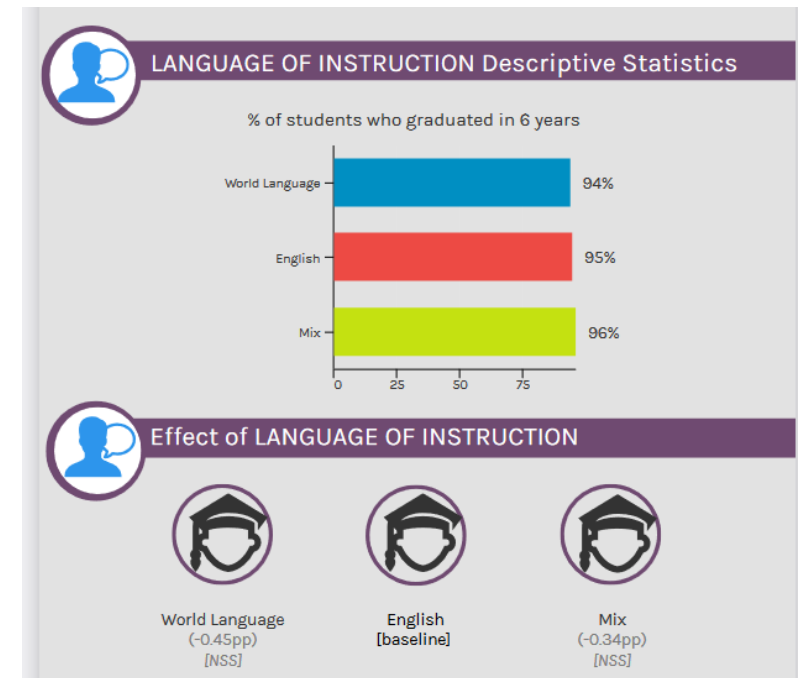
- Positive contribution of education abroad is generally larger for students receiving need-based aid, who are URM, or first generation
- No evidence of delayed graduation for STEM majors that go abroad

	 UNDERREPRESENTED MINORITY (URM)	 NOT URM
 DEGREE IN 6 YEARS	7.8pp	3.9pp
<small>Among URM students, those who SA are 7.8pp more likely to graduate in 6 years compared with non-SA students. For non-URM students, the differential is 3.9pp.</small>		
 DEGREE IN 4 YEARS	11.6pp	8.4pp
<small>Among URM students, those who SA are 11.6pp more likely to graduate in 4 years compared with non-SA students. For non-URM students the differential is 8.4pp.</small>		
 SEMESTERS TO DEGREE	-0.26	-0.22
<small>Among URM students, those who SA graduate 0.26 semesters, or approximately 4 weeks, faster compared with non-SA students. For non-URM students, the differential is 0.22 semesters (3.5 weeks).</small>		
 GPA AT DEGREE	0.12	0.09
<small>Among URM students, those who SA earn a 0.12 higher GPA compared with non-SA students. For non-URM students, the differential is 0.09.</small>		
 CREDIT HOURS EARNED	6.82	1.77
<small>Among URM students, those who SA earn 6.82 more credit hours compared with non-SA students. For non-URM students, the differential is 1.77 credit hours.</small>		

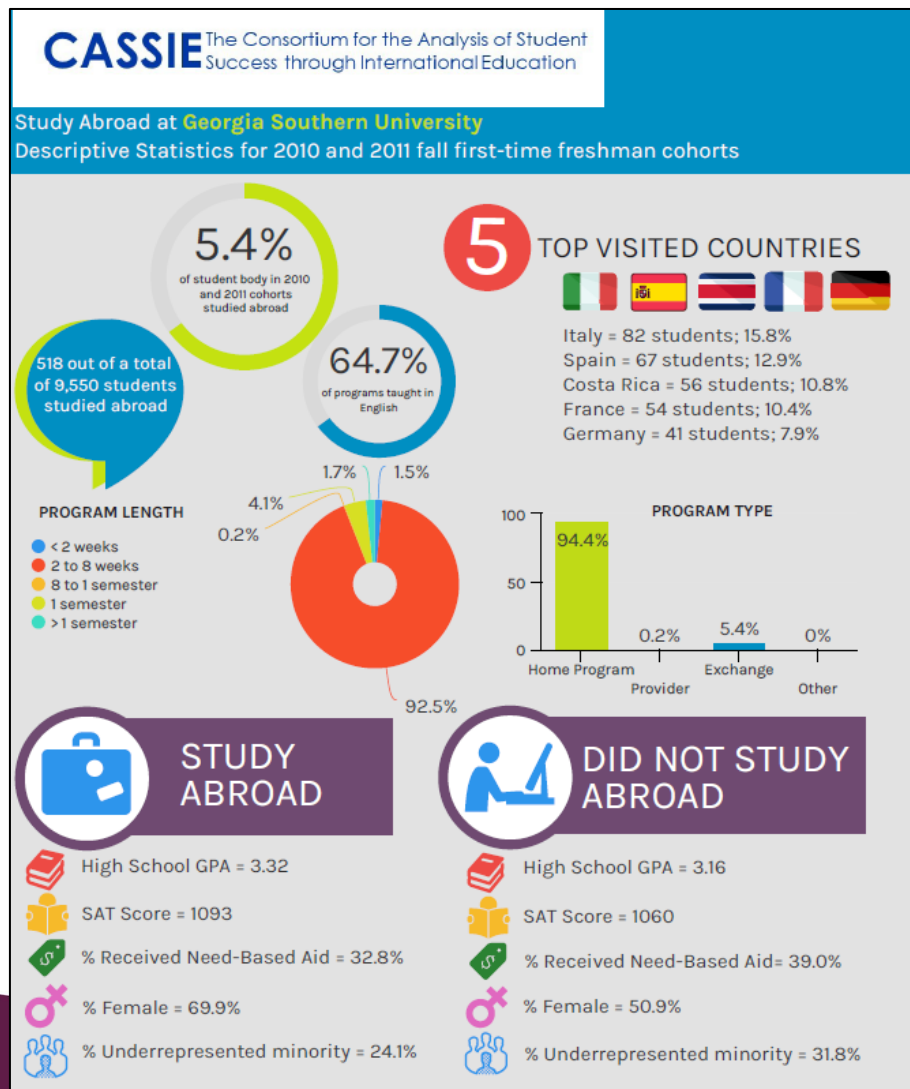
Program Characteristics

- Likelihood of graduating in 6 years not impacted by language of instruction nor duration of program*
- Private providers, and programs in North America are associated with slightly higher graduation rates

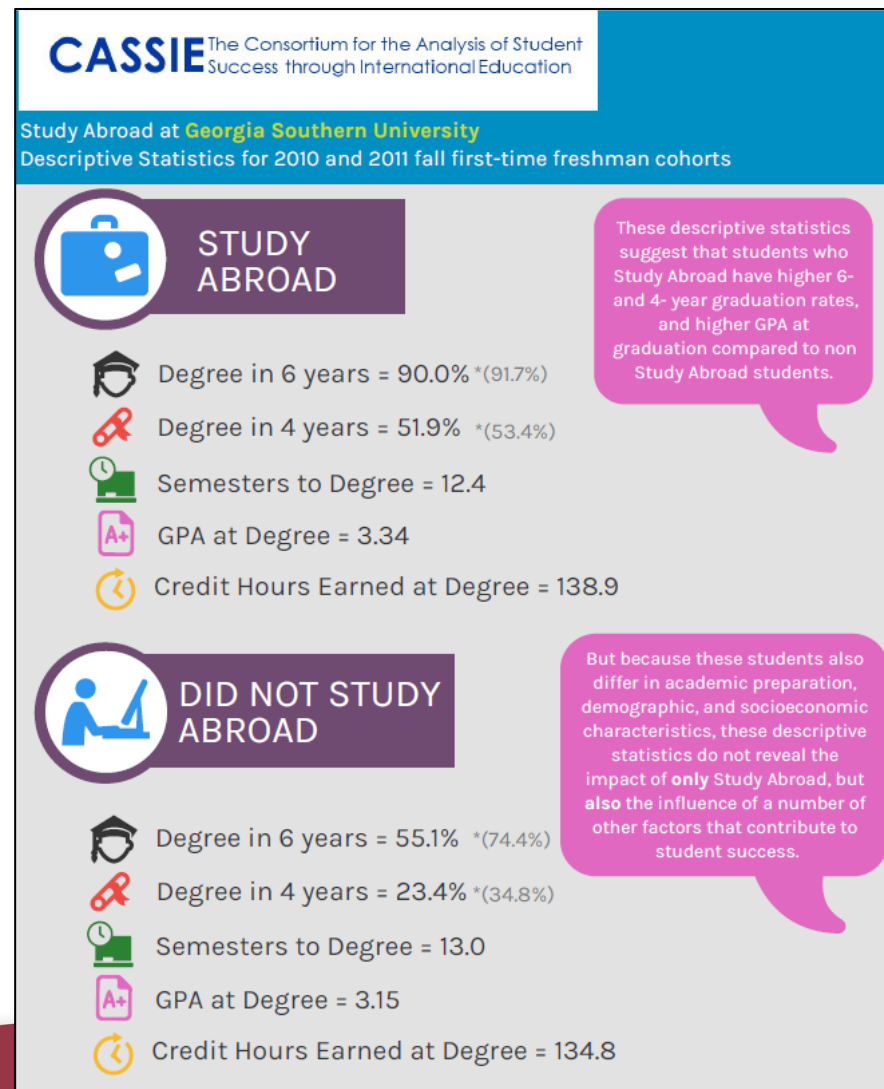
* Programs >1 semester associated with lower grad rates.



Provision of Campus Infographics



Underrepresented minorities are defined here as American Indian/Alaskan Native, Black or African American, Hispanic, and Native Hawaiian/Pacific Islander.



* refers to the graduation rate of students who remain enrolled until their 3rd year
Semesters to Degree, *Credit Hours Earned at Degree* and *GPA at Degree* are all conditional on graduation.



Provision of Campus Infographics



Provision of Raw Data w/ Benchmarking

		Home Institution		Benchmark		National Sample	
		SA	No SA	SA	No SA	SA	No SA
		518	9032	2720	45624	30649	191332
Characteristics	High School GPA (avg)	3.32	3.16	3.40	3.22	3.67	3.45
	Received Need Based Aid	170	3522	900	17500	7481	69104
	No Need Based Aid	348	5510	1668	24480	20608	107250
	Female	362	4600	1934	24336	20565	99615
	Male	156	4432	786	21288	10084	91717
	Full Time	515	8604	2687	43946	28474	172743
	Part Time	3	428	33	1678	2175	18589
	Number of Terms Enrolled (avg)	10.4	7.1	10.6	7.2	9.4	7.5
	Age at Matriculation (avg)	19.44	19.76	19.41	19.70	19.34	19.52
	SAT Score (avg)	1093	1060	1090	1045	1227	1127
Race	American Indian/Alaskan Native	0	57	5	150	79	625
	Asian	4	178	104	1690	2287	13491
	Black or African American	95	2321	468	10035	1447	25065
	Hispanic	30	476	179	2215	2763	18499
	Native Hawaiian	0	17	2	59	13	262
	Unknown	5	64	113	1980	1517	7509
	Two or More Races	14	237	78	1144	725	5102
	White	370	5682	1771	28351	21818	120779
Major Field of Study	Major in Arts & Humanities	57	625	501	7592	9750	43587
	Business Communications	28	338	355	5085	5014	25763
	Education	27	491	206	3226	761	7670
	STEM	163	3039	662	14076	8249	66482
	Social & Behavioral Sciences	100	1117	405	4790	3776	20923
	Trades	3	157	40	1065	191	3662
	Other	140	3265	551	9790	2908	23245
Graduation	Graduate in 6 Years	466	4975	2471	23403	29146	120040
	Did not graduate in 6 Years	52	4057	249	22221	1503	71292
	Graduate in 4 Years	269	2113	1270	8961	22173	73049
	Did not graduate in 4 Years	249	6919	1450	36663	8476	118283
Conditional on Graduating	Semesters to Degree (avg)	12.4	13.0	12.6	13.2	11.7	12.3
	Credit Hours Earned at Degree (avg)	138.9	134.8	136.2	133.5	153.0	147.9
	Cumulative GPA at Degree (avg)	3.34	3.15	3.37	3.19	3.42	3.23
Sample Size in Fall 2010 and Fall 2011 Cohorts			9550		48344		221981



Other Capacity Building and Next Steps

- Webinars with Consortium to:
 - Roll out and discuss research findings
 - Provide guidance on use of institution-specific data products
- Mini-grants to campuses for research projects building on CASSIE data and mission (NYU, UMASS, GSU, UGA)
- Next steps: transition CASSIE to NYU!

UMass Amherst

- *CASSIE Experience*

Institutional Profile

4-year Public Doctoral University; Very High Research Activity (R1)

Fall 2022 Enrolment (including international students)

- 24,391 Undergraduate students (83% 6-year graduation rate)
- 7838 Graduate students
- 1,752 Master's degrees awarded; 395 Doctoral degrees awarded
- International Student Enrolment (total 3828)

Study Abroad by the Numbers

- 30+ exchange programs
- ~200 study-abroad opportunities
- Pre-pandemic annual average participation: ~1200 students
- 2021-22: 538 students
- 2022-23 expected: ~1300 students
- Spring 23: 782 students

Participating in CASSIE

- Data from entering cohorts Fall 2010 and 2011
- Strengthened collaborations with Institutional Research
- Raised credibility and visibility of the International Programs Office

Offices involved

- ✓ IPO
- ✓ Provost's Office
- ✓ Institutional Research
- ✓ Registrar
- ✓ Office of General Counsel

CASSIE Results



DID NOT STUDY ABROAD



Degree in 6 years = 73.1% *(90.9%)



Degree in 4 years = 63.0% *(78.7%)



Semesters to Degree = 11.4



GPA at Degree = 3.31



Credit Hours Earned at Degree = 126.7



STUDY ABROAD



Degree in 6 years = 97.4% *(97.7%)



Degree in 4 years = 89.5% *(89.9%)



Semesters to Degree = 11.3



GPA at Degree = 3.45



Credit Hours Earned at Degree = 129.2

Post-CASSIE

- CASSIE Mini-Grant to extend the study
- Results provided as prompts in unit strategic planning
- Better data culture within IPO
- Continued collaborations with Institutional Research

NYU

- New home for CASSIE in 2023
- Invite more institutions to join
- New data cohorts (currently 2010/11)

- Shifting the study abroad narrative: From Opportunity to Best Practice