

CASSIE Consortium for the Analysis of Student Success through International Education: A Progress Report



Association of International Education Administrators

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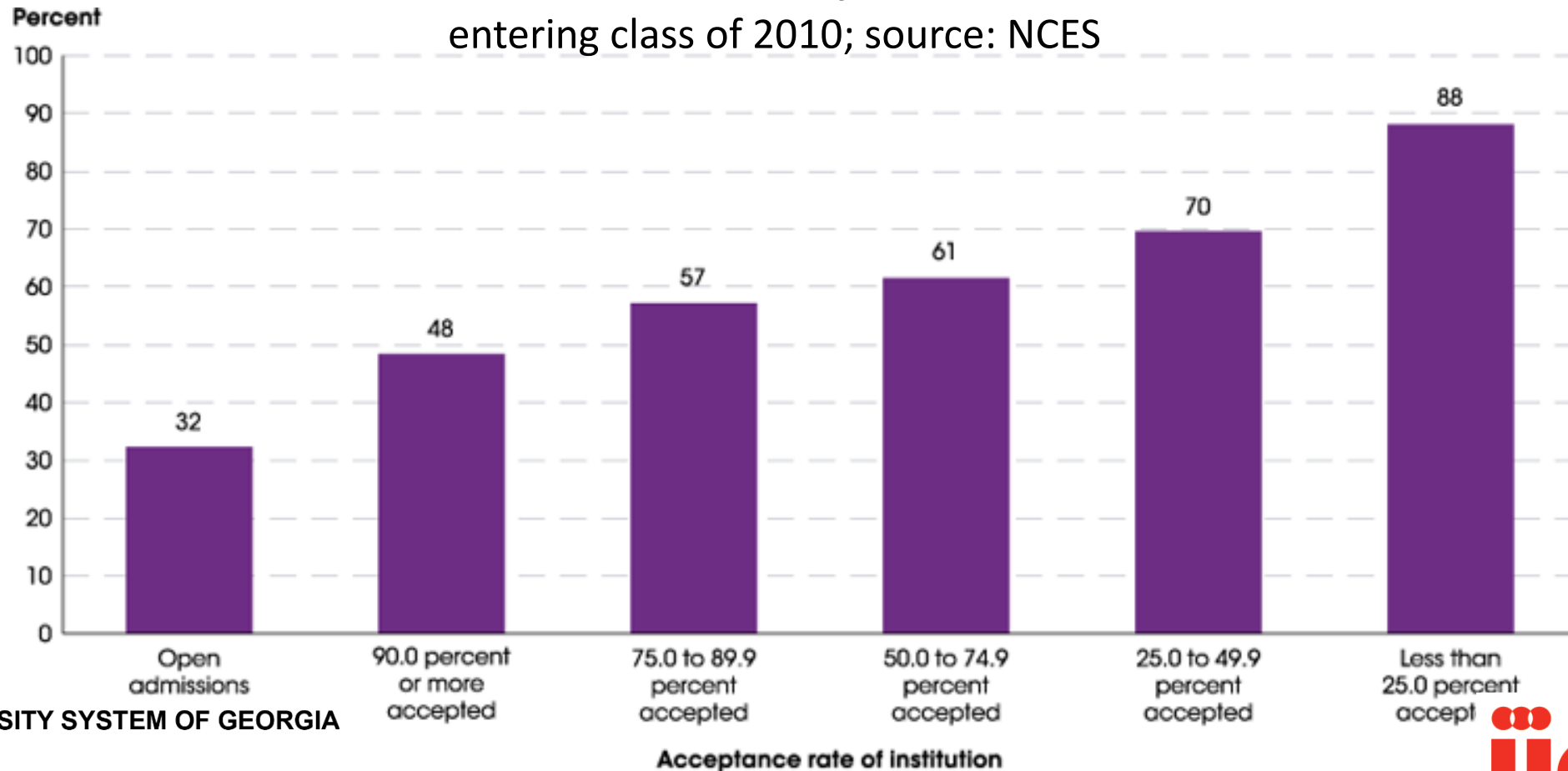
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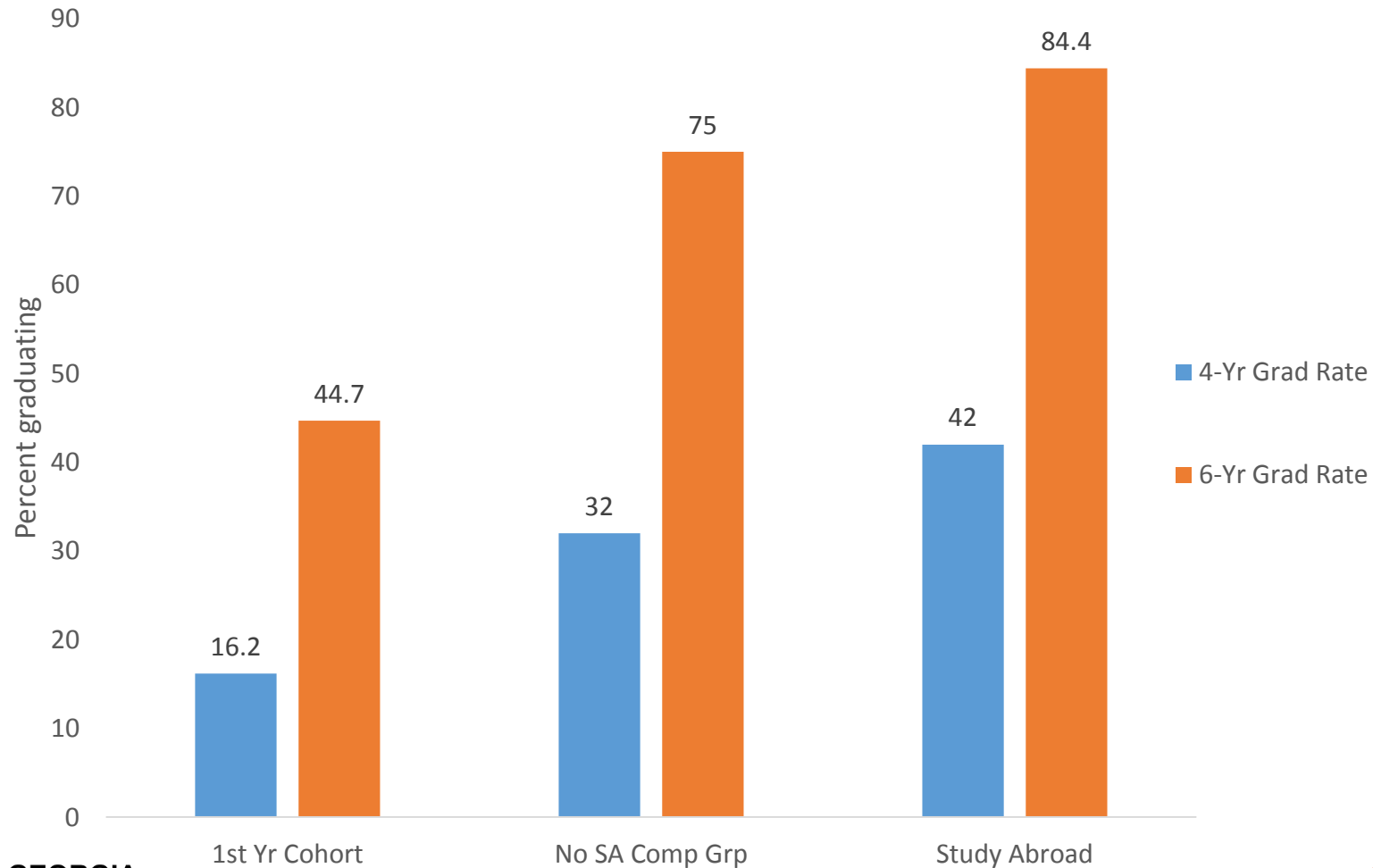
Framing the conversation: Student Success and College Value

Graduation in 6 years or less

entering class of 2010; source: NCES



Framing the conversation: Impact of Study Abroad on Grad Rates for USG African American Undergraduates



Sources: USG
class of 2008;
GLOSSARI: 2000-
2008



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SIO Perspective: Prioritizing Internationalization Strategic Planning & Ideals



"It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and setting, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens."

- Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century: A report of the American Council on Education (ACE) Blue Ribbon Panel on Global Engagement 2011



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SIO Perspective: Broad Range of Internationalization Efforts



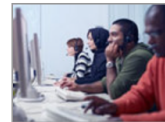
Education Abroad

The EA KC focusses on the needs of education abroad professionals. The Knowledge Community is led by a team of dedicated professionals from the field.



International Education Leadership

The IEL KC supports senior international officers and other international education leaders who provide the vision and build commitment for comprehensive internationalization.



International Enrollment Management

The IEM KC addresses the needs of professionals working in admissions, recruitment, enrollment management, marketing, credential evaluation, intensive English programs, sponsored program administration, and overseas advising and counseling.



International Student and Scholar Services

The KCISSS provides professional development opportunities for international student and scholar advisers and for those who work or volunteer in campus- and community-based international programming.



Teaching, Learning, and Scholarship

The TLS KC focuses on curriculum internationalization, research that informs practice, and intercultural communication and serves faculty, administrators, graduate students/post-docs, researchers, intercultural trainers, cross-cultural counselors, and other professionals in international education.



SIO Perspective:

What is Highlighted in the Campus Strategic Plan?

Campuswide vs Internationalization Plan



OBJECTIVE C

Implement and expand the University's internationalization efforts by increasing to 300 the number of international students (Fall 2014 baseline international students=88), and increasing by 30% domestic students and faculty who engage in an international experience (fall 2013 baseline data).

Strategies:

1. Identify and define a range of meaningful and impactful international experiences for students and faculty in order to collect and assess baseline data and tracking of international experiences of students and faculty.
2. Assess, reorganize, streamline and build campus infrastructure, policies and processes to better support internationalization efforts.
3. Encourage and support departments and programs to infuse international and global awareness and experiences into their curricula and co-curricular experiences to assist students in exploring cultures, U.S. diversity, world cultures and challenges around the world for freedom, equity and human rights.

SIO Perspective: The Challenge of Limited Resources

In an era of limited resources, it is critical that study abroad is connected to the key issues on your campus, including:

- 1) Admissions: Recruitment of new students
 - Tuition-driven campuses
 - Elite – competitive campuses
- 2) **Strategies for retention and success**
- 3) Supporting professional development & career
- 4) Rankings (US News, IIE Open Doors, etc.)
- 5) International learning on campus
- 6) Other

The Value of Data and Intentionality: The Contribution of International Education: ...to Retention & Success Strategies

RESEARCH FINDINGS		
Institution	Retention & Success Data	Source
Indiana University	<ul style="list-style-type: none"> Using the entering cohort from 1999, 95.3% of students who studied abroad graduated within 6 years as compared to 68.5% of students who did not study abroad. Study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers. The average study abroad student earned a cumulative GPA of 3.21 compared to 3.12 for peers who didn't study abroad. Study abroad students had a probability of .91 of completing a bachelor's degree in four years compared to .84 for peers. 	<ul style="list-style-type: none"> Indiana University. (2009). Overseas study at Indiana University Bloomington: Plans, participation, and outcomes. Bloomington: Indiana University Press.
St. Mary's College (Notre Dame, Indiana)	<ul style="list-style-type: none"> In student cohorts from 2000-2004, students who studied abroad had four-year graduation rates of approximately 90%, while those who did not had rates of approximately 80%. Students who studied abroad had higher GPAs at St. Mary's, although they entered St. Mary's with higher high school GPAs as well. 	<ul style="list-style-type: none"> St. Mary's College Office of Institutional Research (July 2011). St. Mary's Comparison of 2008, 2009, and 2010 Graduates: St. Mary's GPA Outcomes for Study Abroad Students, Notre Dame, Indiana. St. Mary's College (December 7, 2009). Internationalization at St. Mary's College: Final Report to the President, Notre Dame, Indiana.
University of California at San Diego	<ul style="list-style-type: none"> Of the Fall 2002 freshman cohort, students who studied abroad were retained at a higher rate than their counterparts who did not. Students who studied abroad also graduated at four, five, and six years at a rate higher than those who did not participate in study abroad, which held constant across gender, ethnicity, major field of study, status as first or second generation college student, parental income. 	<ul style="list-style-type: none"> "Retention 0809 EAP+OAP.xlsx," Student Research and Information, Student Affairs, UC San Diego. (2009).

SPECIAL PROGRAMS		
Institution	Program Details	Source
Arcadia University	<ul style="list-style-type: none"> Arcadia University offers a First Year Study Abroad Experience that supports special outreach to honors students, who make up approximately 25% of all first-year study abroad program participants. Although initially started to alleviate pressures of a larger freshman class, the program has become a regular opportunity for Arcadia students. While the university is collecting additional data on the impact of their first year program on student retention and success, initial data points to participants having higher retention and success rates compared to students who do not participate. According to the faculty director of the Honors program, Dr. William Meier, there is an effort to implement enrollment management strategies to include participants from diverse backgrounds, such as first-generation college students, which mirrors the student population at Arcadia University. 	<ul style="list-style-type: none"> Arcadia University College of Global Studies
Institute for Study Abroad (IFSA) at Butler University	<ul style="list-style-type: none"> Butler University recognizes that first generation college students have some of the lowest rates of study abroad participation among college students in the U.S. The University designed the Scholar Program for First Generation College Students to increase the participation of first generation students in study abroad. The achievement-based scholarship program provides financial, academic and pre-professional support for students. The scholarship covers many upfront costs, provides students with special information, and includes a resume-building workshop to 	<ul style="list-style-type: none"> IFSA-Butler Scholar Program for First Generation College Students

GloaledResearch.com



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Practitioner/Researcher SIOs and Study Abroad Directors Can Support Empirical Research on Value-Added Outcomes

Increasing number of SIOs and directors of study abroad programs have research degrees: Ph.D., Ed.D., and Masters degrees and have been seeking active roles beyond day-to-day program management, to integrate research into both their professional roles inside campus and in the broader higher education community.

- 1) Increasing number of research studies (like CASSIE)
- 2) Increasing number of publications
- 3) Increasing amount of internal research on campus to identify impacts of study abroad and ways to enhance outcomes based on program design elements
- 4) Need for researcher/practitioners to continue to grow research for their campus and other underresourced campuses

GLOSSARI Pioneered “Big Data” Analysis of Institutional Indicators of Student Success

- 31,000 individual study abroad records (location, duration, class level & major at time of SA, etc.) across 8 years from 35 USG institutions
- Merged with institutional records (Age, gender, race, matriculation, graduation, HS GPA, SAT, college semester GPA)
- 19,109 students who had studied abroad eligible
- 17,903 comparison group students matched for institution, class standing, attendance during “focal” semester.



Drilling Down to Obtain Results for Less Represented Groups

GLOSSARI findings: Graduation rate advantages (6-year/4-year)

- SA males +6-12% relative to DOM males
- SA females +6-19% relative to DOM females
- SA African-Americans + 13-31% relative to DOM African-Americans
- SA “other” non-whites + 7-18% relative to DOM “other” non-whites
- SA students with SAT >1000 + 4-11% relative to DOMs with SAT>1000
- SA students with SAT <1000 + 2-7% relative to DOMs with SAT<1000



CASSIE Research Design

Treatment

- Education Abroad--duration, location, provider-type
- World Language Learning--number of courses, major, minor
- Intensive International Ed--FLAS, Flagship, etc.

Controls/Special Populations

- Need-Based Aid--Pell, Other
- Academic Major--STEM, pre-professional programs
- First-In-Family status
- Matching variables: Race/ethnicity, gender, HS GPA, SAT, etc.

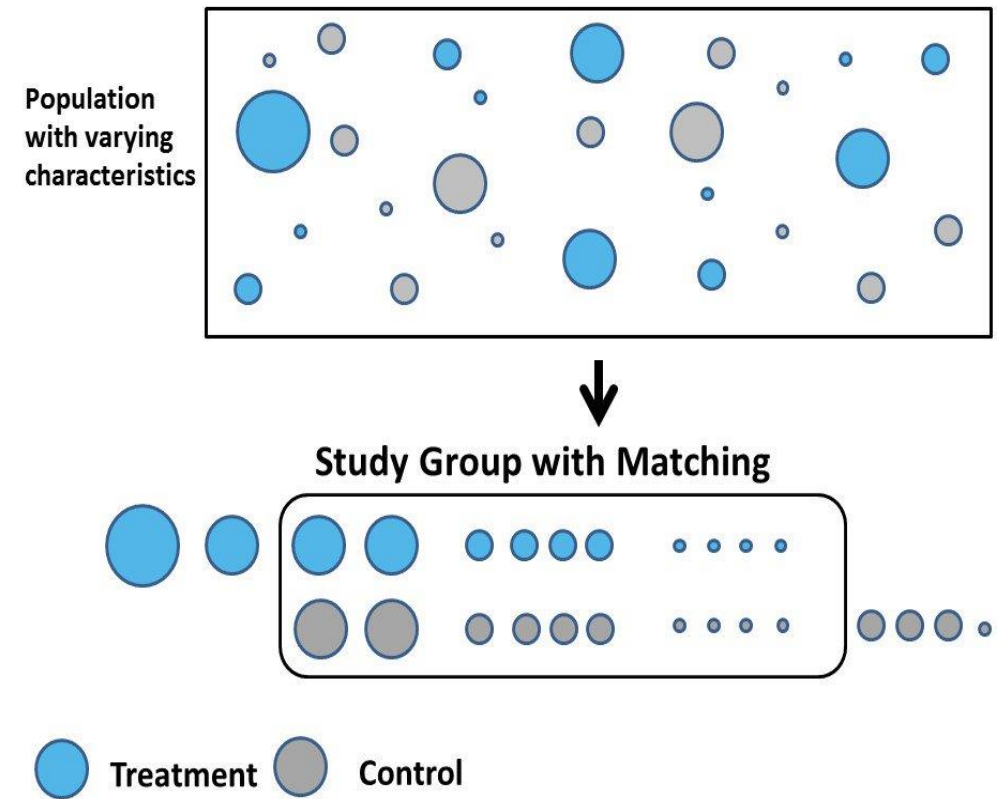
Outcomes

- Timely Graduation
- Terms and Credits to Degree
- Credit completion ratio and GPA

CASSIE Research Design

- 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

- Exact and Propensity Score Matching



USG CASSIE Institutions

Research Universities

- Augusta University
- Georgia State University
- Georgia Tech
- University of Georgia

State Universities

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



Comprehensive Universities

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

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

CASSIE Institutions

17 States
+ D.C.

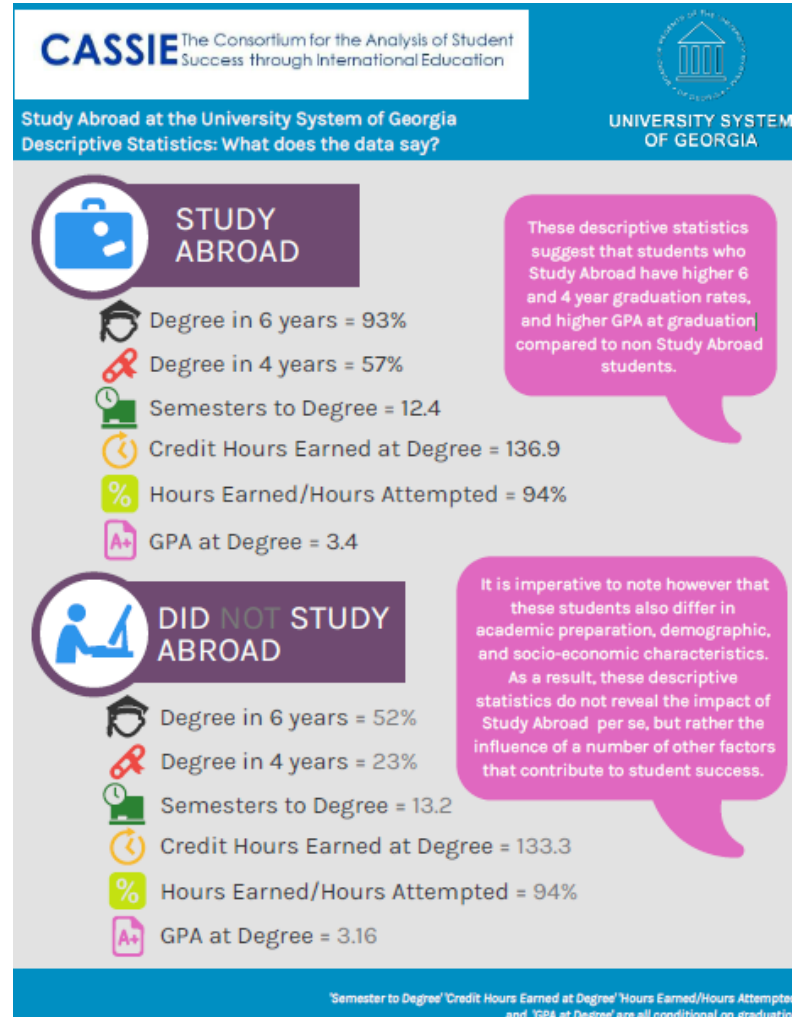
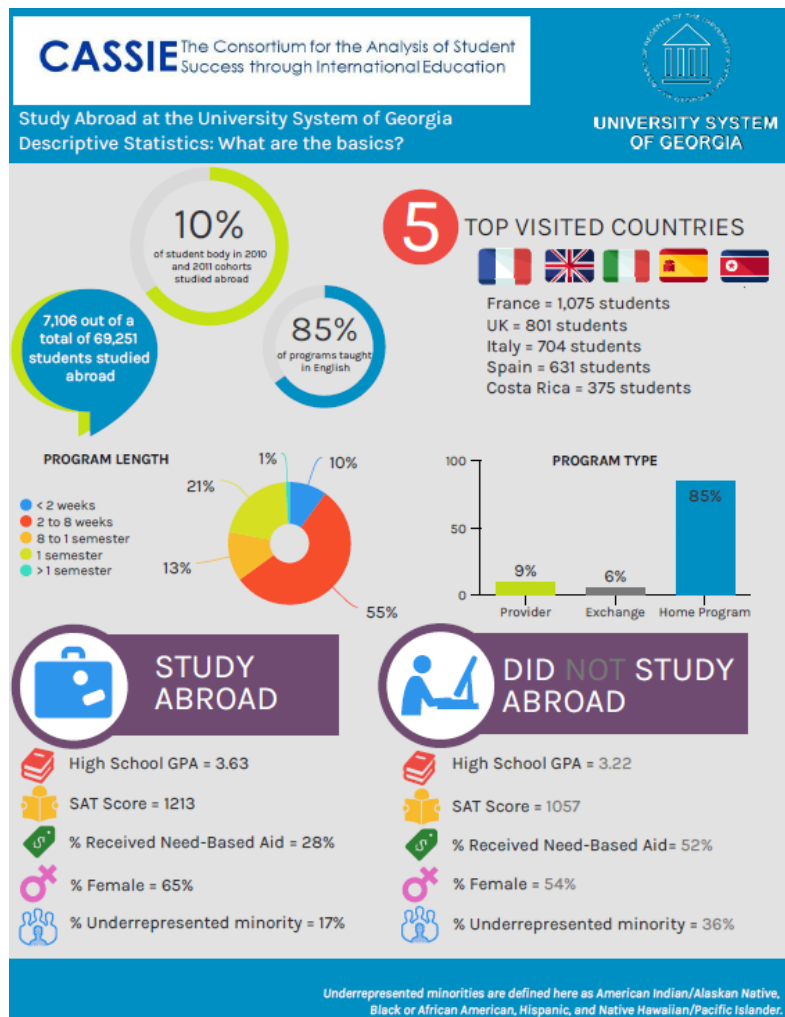
- Central Michigan University
- California State University-Long Beach*
- Howard University*
- Middle Tennessee State University
- New York University
- Tulane University
- University of Alabama*
- University of Arizona
- University of Delaware
- University of Iowa
- University of Kansas
- University of Kentucky
- University of Massachusetts Amherst*
- University of South Carolina
- University of Texas at Austin
- Virginia Tech
- Webster University

CASSIE Research Products

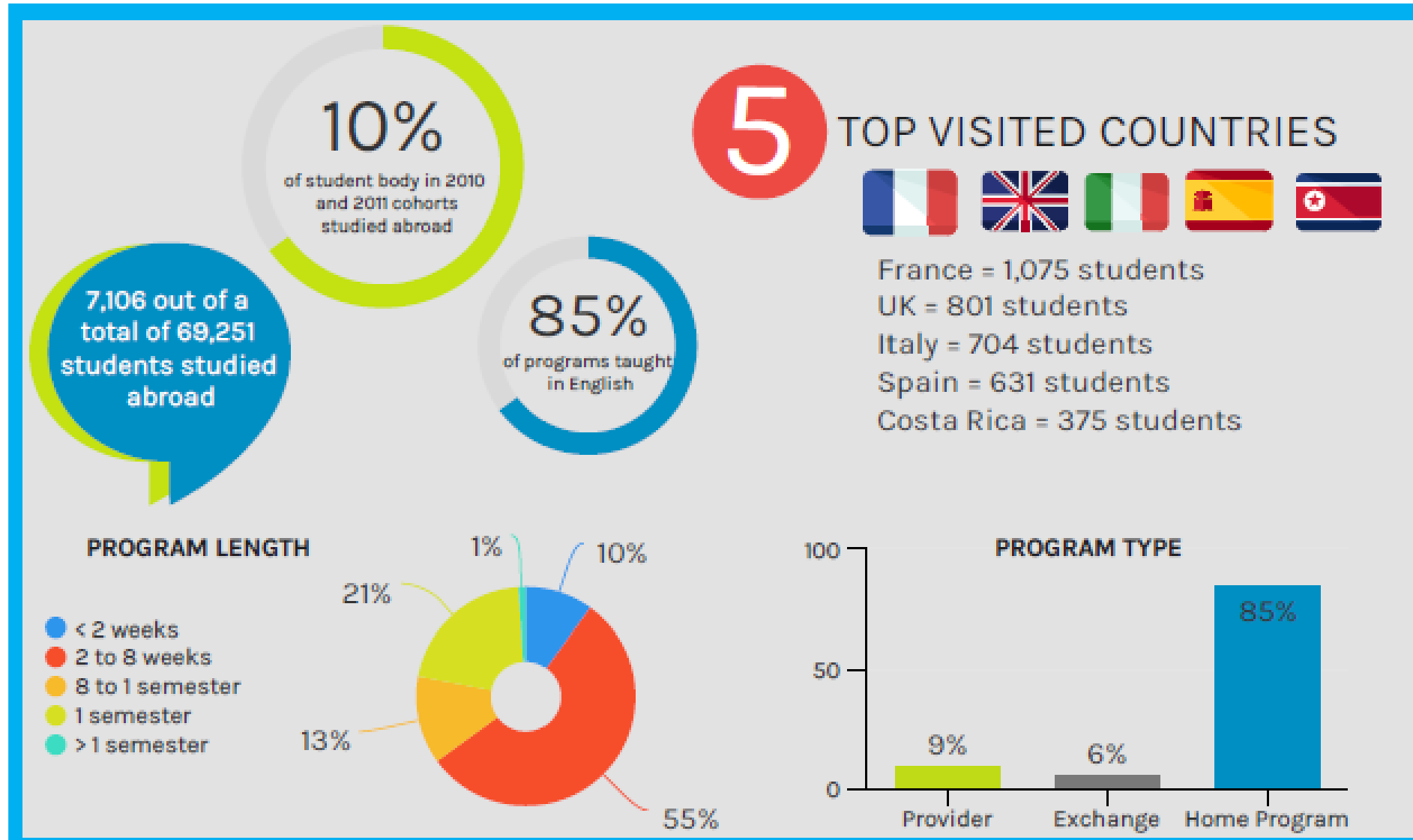
- Academic papers
- Conference presentations
- Policy memos
- Institutional benchmarking reports
- Institutional and overall infographics



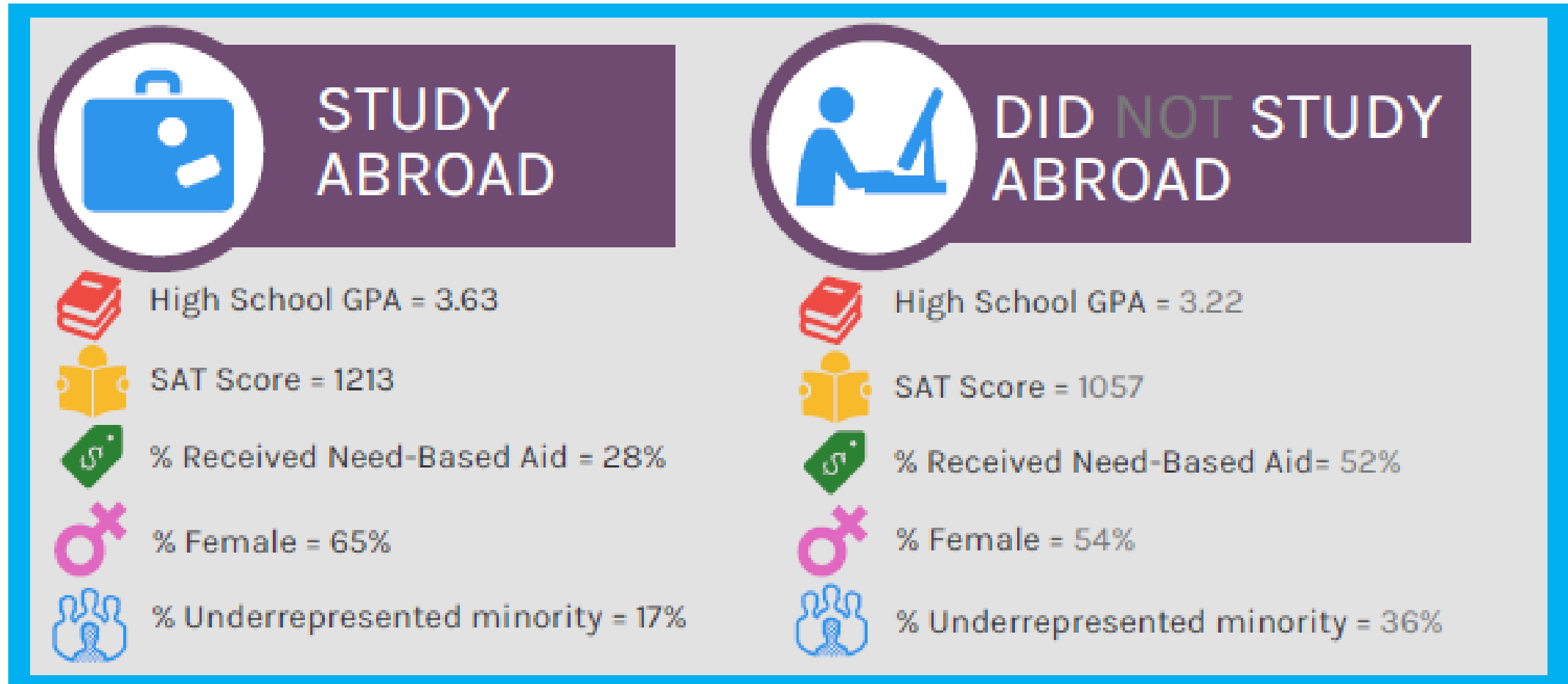
CASSIE USG Education Abroad Infographic



General Education Abroad Information



Student Characteristics



Descriptive Outcomes



STUDY ABROAD



Degree in 6 years = 93%



Degree in 4 years = 57%



Semesters to Degree = 12.4



Credit Hours Earned at Degree = 136.9



Hours Earned/Hours Attempted = 94%



GPA at Degree = 3.4

These descriptive statistics suggest that students who Study Abroad have higher 6 and 4 year graduation rates, and higher GPA at graduation compared to non Study Abroad students.



DID NOT STUDY ABROAD



Degree in 6 years = 52%



Degree in 4 years = 23%



Semesters to Degree = 13.2



Credit Hours Earned at Degree = 133.3



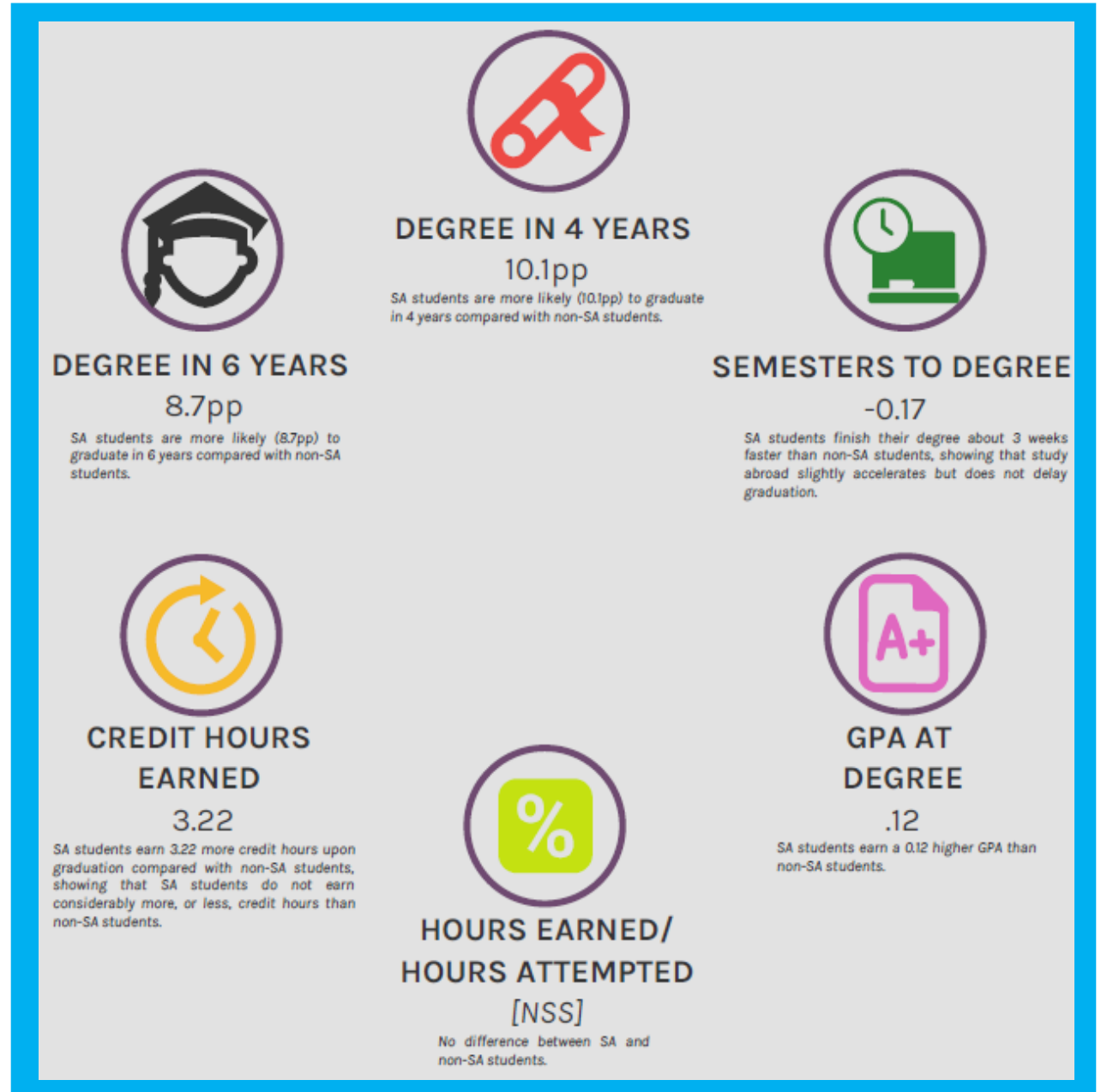
Hours Earned/Hours Attempted = 94%



GPA at Degree = 3.16

It is imperative to note however that these students also differ in academic preparation, demographic, and socio-economic characteristics. As a result, these descriptive statistics do not reveal the impact of Study Abroad per se, but rather the influence of a number of other factors that contribute to student success.

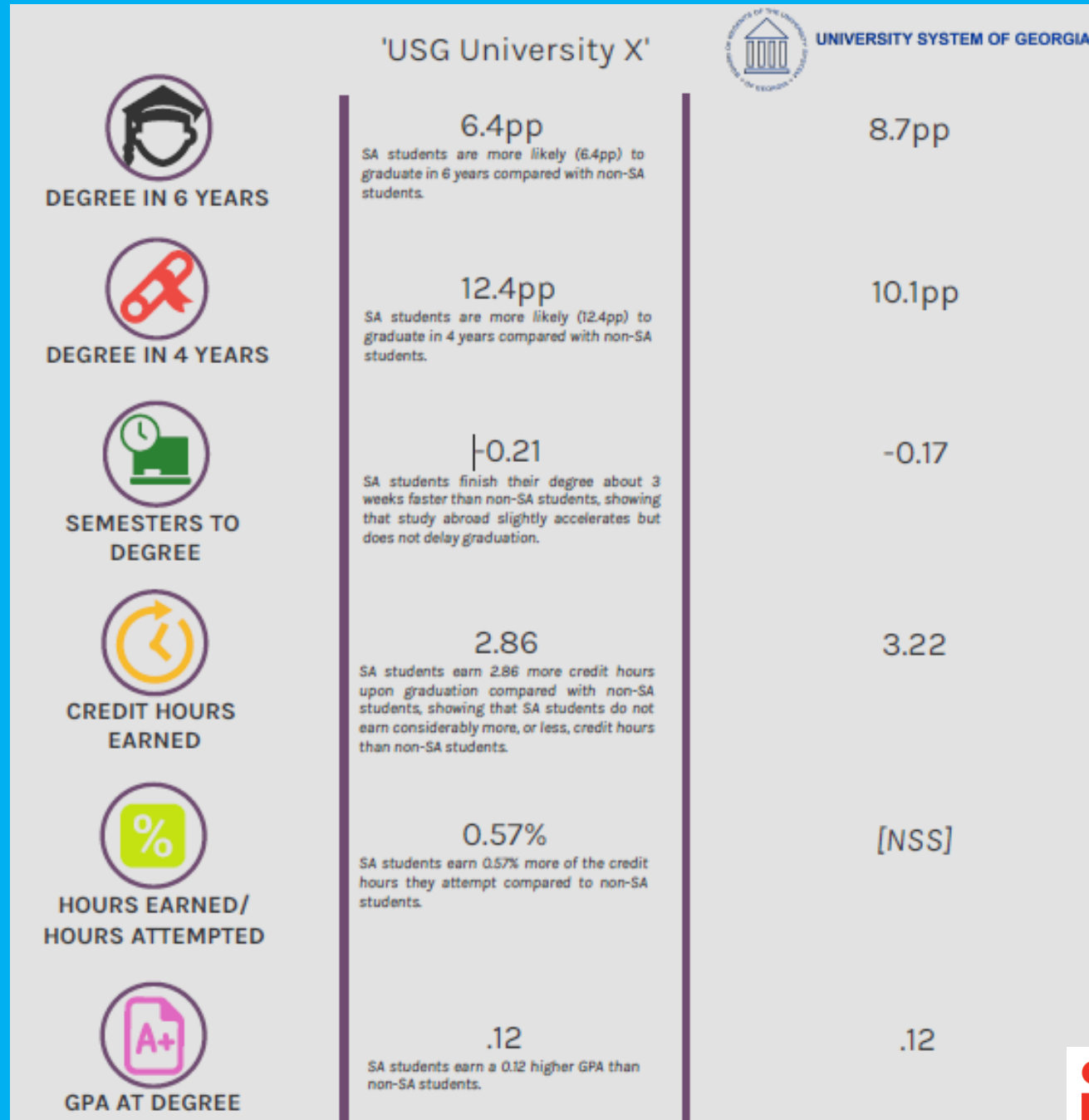
Matching Analysis Outcomes



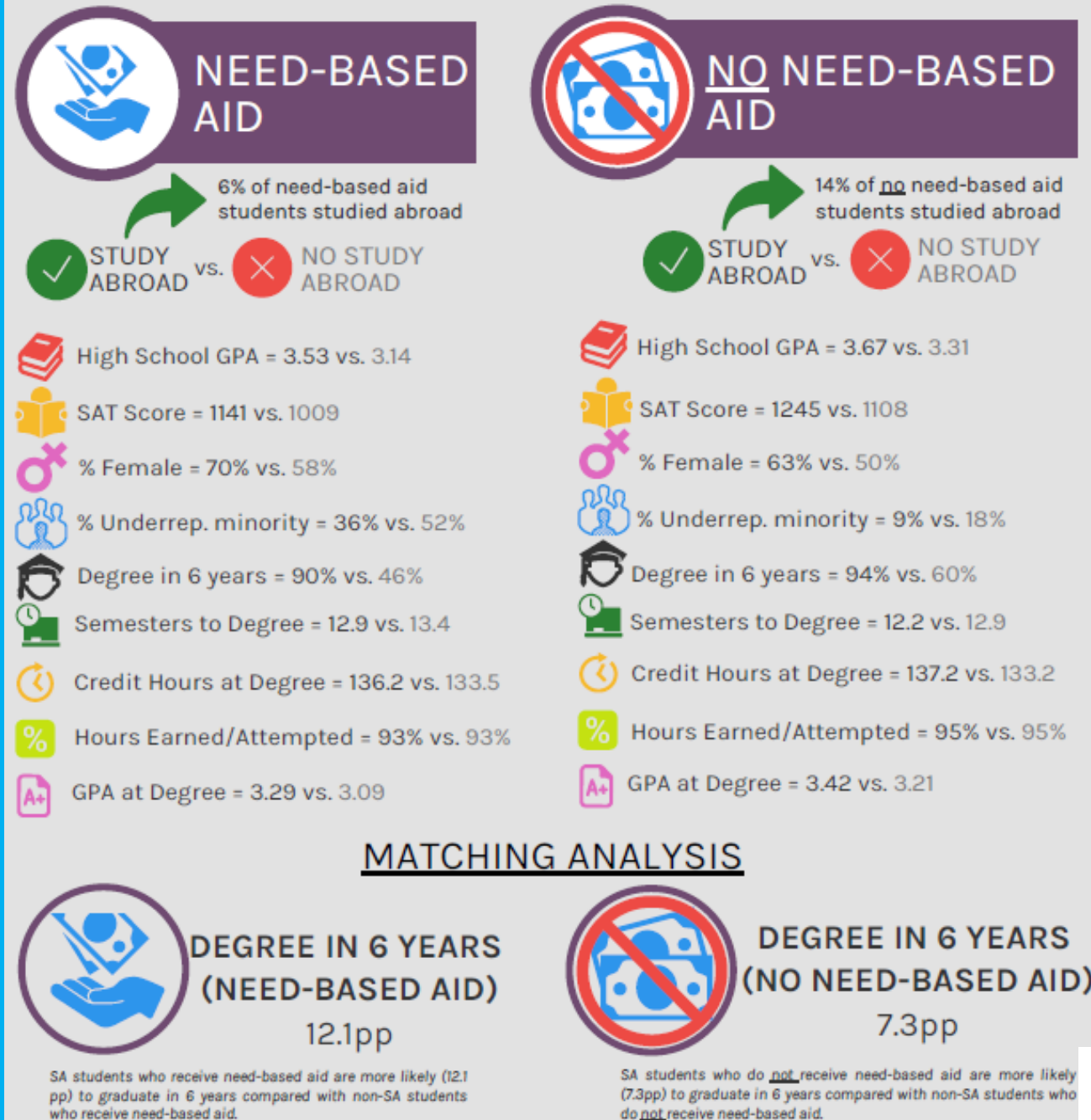
Institutional Infographic



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Low-Income Student Analysis



CASSIE Contribution to Higher Education Policy and Practice

- Big data approach allows establishment of causal impacts of international education on outcomes of most concern today to administrators and policy makers
- Ability to show how impacts vary for important subpopulations:
 - Income, race/ethnicity, specific majors
- Critical in evaluation of curricular, student affairs, and financial aid policy that affect international education
- Essential in advocacy for institutional and government funding
- Outcomes for different international ed program types can suggest changes in emphasis for administrators



Discussion and Contact Info

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