

CASSIE

The Consortium for Analysis of Student
Success through International Education



WEBINAR

Campus Partnerships Between Education Abroad and Institutional Research

April 24, 2019



UNIVERSITY SYSTEM OF GEORGIA

Webinar Preview

Don Rubin, CASSIE/University System of Georgia

--Intro to CASSIE

--A typology of collaboration

Maria Darley, Augusta University

--Developing a course identifier in student records

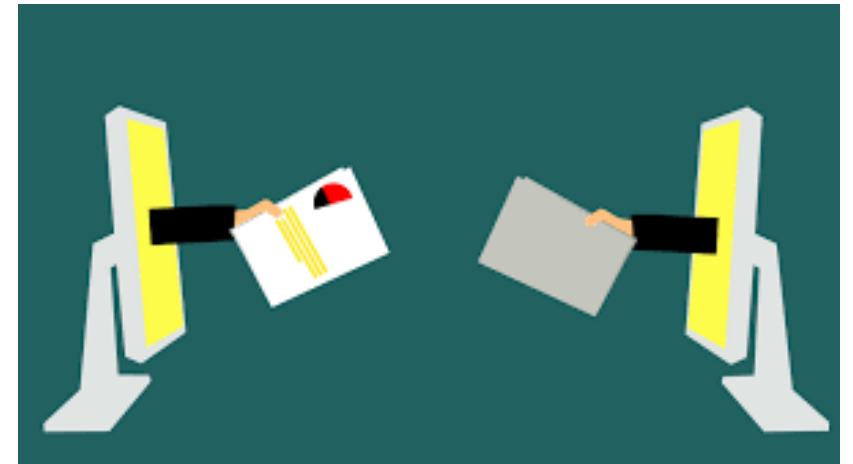
Chris Thuringer and Mika McFarland, University of Kentucky

--Data dashboard for education abroad

--Bidirectional data sharing

Dianne DeSalvo and Robert Roe, Central Michigan University

--Collaborating on data analyses/research to address campus priorities



Q&A, discussion



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What is CASSIE?

National collaborative led by the University System of Georgia to:

- Conduct rigorous research assessing the contribution of international education to college completion and overall achievement
 - Education abroad, advanced foreign language study, Title VI programs
- 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
- Create a sustainable consortium to expand scope after grant completed



USG CASSIE Institutions

Research Universities

- Augusta University
- Georgia State University
- Georgia Inst. of Technology
- University of Georgia

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



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



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CASSIE Institutions

- Central Michigan University
- California State University-Long Beach
- Florida State University
- Howard University
- Middle Tennessee State University
- New York University
- Susquehanna 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

19 States
+ D.C.



Student Characteristics



STUDY ABROAD



High School GPA = 3.63



SAT Score = 1213



% Received Need-Based Aid = 28%



% Female = 65%



% Underrepresented minority = 17%



DID NOT STUDY ABROAD



High School GPA = 3.22



SAT Score = 1057



% Received Need-Based Aid = 52%

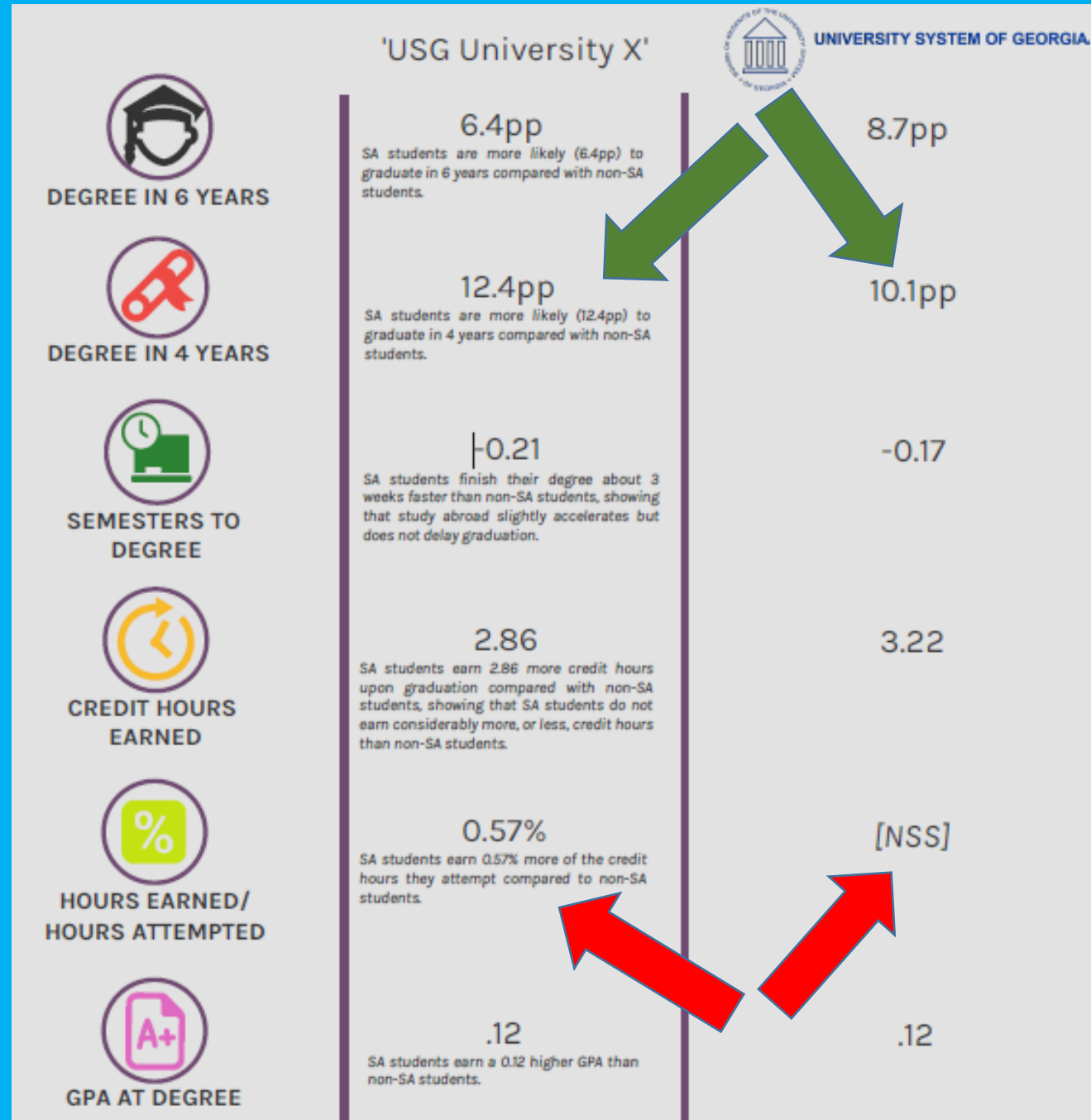


% Female = 54%



% Underrepresented minority = 36%

Institutional Infographic



USG Outcomes for Underrepresented Students (DRAFT)

Matching Estimates of Effect of Study Abroad for Subpopulations						
	6-year Grad	4-year Grad	Semesters to Degree	Hours Earned at Degree	Ratio Hours Earned to Attempted	GPA at Degree
Need-Based Aid	12.2 PP	10.1 PP	-0.289	2.24	0.01% (Not Sig)	0.109
No Need-Based Aid	9.9 PP	12.4 PP	-0.215	2.79	0.02% (Not Sig)	0.088
Underrepresented Minority	14.9 PP	11.9 PP	-0.27	2.95	0.25% (Not Sig)	0.12
Not URM	9.5 PP	11.6 PP	-0.23	2.45	-0.04% (Not Sig)	0.09
STEM	8.9 PP	6.6 PP	-0.10	3.12	-0.80%	0.11
Not STEM	11.5 PP	13.7 PP	-0.30	2.55	0.39%	0.09

*All estimates statistically significant at the 5% level, unless otherwise noted



Modes of Collaboration Between Education Abroad and Institutional Research/Student Records

- **Accreditation Reporting.** When accreditation time rolls around, EA supplies a one-pager.
- **Class Annotation.** EA classes are identified in student records.
- **Populating the EA Database.** IR/SIS populates an Education Abroad database with current information regarding EA applicants.
- **Dashboarding EA.** IR provides a periodically refreshed data dashboard--snapshots of EA student demographics, class standing, academic majors, etc.--to assist planning and marketing.
- **Co-Investigating Campus Priorities.** IR and EA partner to investigate EA impact on strategic initiatives such as student recruitment, engagement, inclusion, timely graduation, career readiness, and financial need



Developing an Identifier for Study Away/ Study Abroad Courses in Student Records

Maria Darley
Director of Study Abroad
Augusta University
Augusta, Georgia
mdarley@augusta.edu



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About our office:

- Young office/ about 14 years old
- Send 300 on Study Abroad/ Study Away Faculty Lead programs
- About 50+ on Independent Student Travel (mainly health science majors)
- About 9000 students overall
- Health Science campus with medical, nursing, and variety of other health science programs
- Part of the University System of Georgia



Progression of Identifiers: SABR

Started with all courses labeled **SABR 2930, 4930 & 6930**

- Advantages-
 - easy to run reports
 - Easy to create courses
- Disadvantages-
 - Not every course fit into these levels
 - Too many course substitution forms for every single class and student-difficult on the registrar's staff



SABR → Department Specific Course Identifiers

- Course listed as the department normally lists the course.
- Course labeled with the location of the program first and then course title
- Section listed as SA (study abroad) or SW (study away) to help run a report

Example:

BIOL 4950 Tanzania: Ecology Section SA

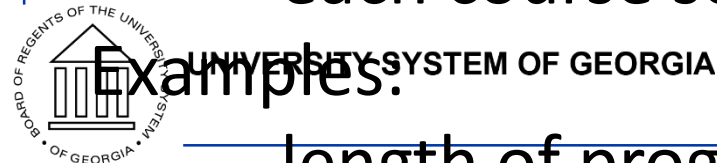


Lessons Learned:

- It may still be difficult to identify Study Abroad on a transcript
- Not every major has a “Special Topics” course
- Special Topics is usually only 4000 level
- Departments need to be creative to offer programs w/certain courses attached
- How do we document students on study abroad in Banner when only a some of the students in a course are going abroad (affects the clinical type of programs)?

Moving Forward this year:

University System of Georgia has identified attributes to take with each course so they can look at the courses system wide.



Examples:

length of program; faculty led vs provider/ exchange;

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Moving Forward this Year

- University System of Georgia has identified attributes to record with each course so they can look at the courses system wide.
- Examples:
length of program; faculty led vs provider/
exchange; study abroad vs study away



- Data Dashboard for Education Abroad
- Bidirectional Data Sharing

Chris Thuringer, Student Success Analytics Team Lead

Mika McFarland, Executive Director of Education Abroad & Exchanges

60%

Of hiring managers and CEOs surveyed said they "value an international study experience."

95%

Of students reported the experience as useful with regard to their future career plans.

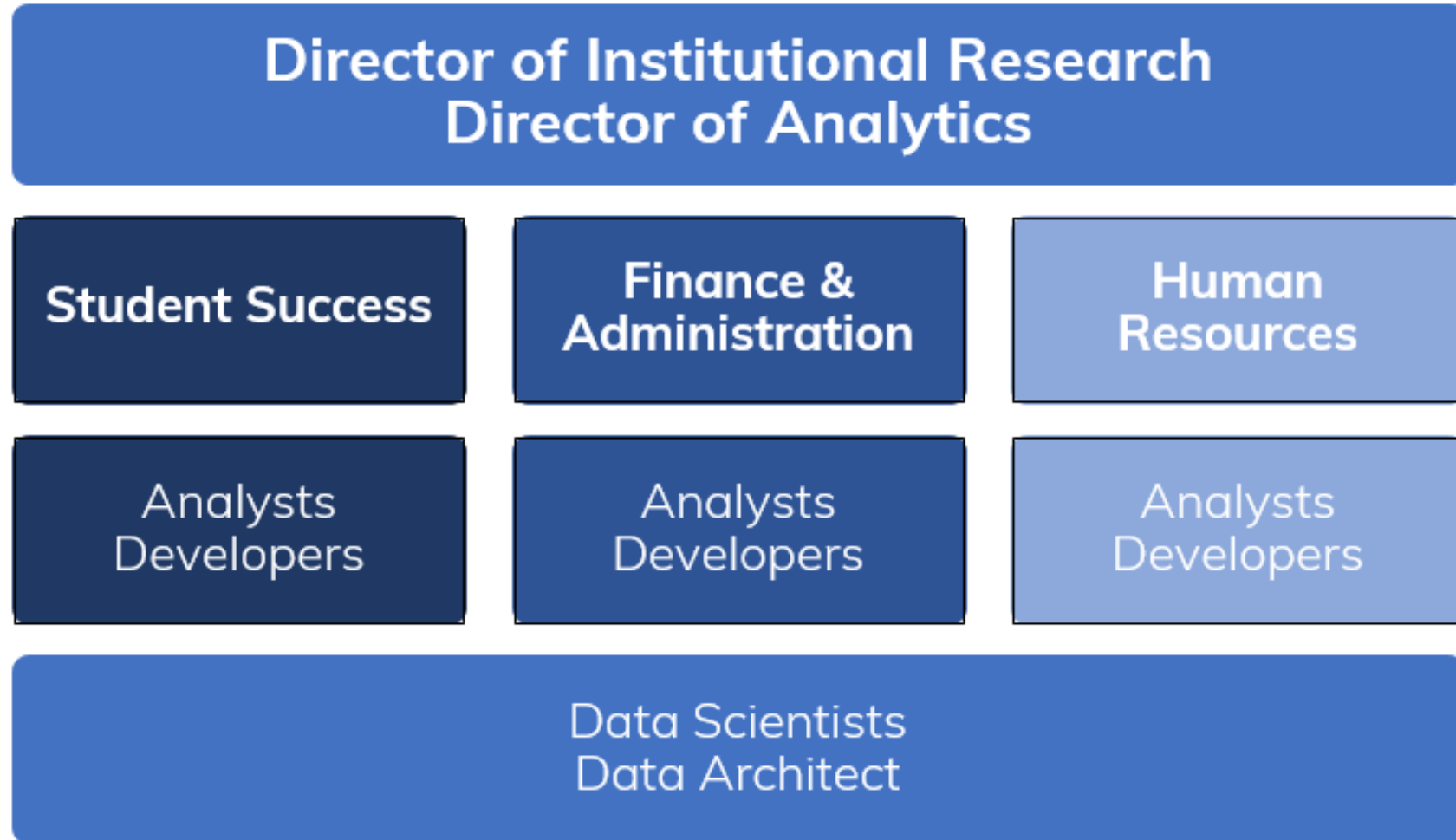
90%

Of study abroad alumni got their first job within six month of graduation.

\$7,000

Average starting salary difference between those who studied abroad and those who did not.

Team Structure



Data Environment

Source Data



Faculty Database
Tagger

...
Over a dozen
other systems

Data Warehouse

Integrated data from
multiple sources



Reporting & Analysis

UK IRAA
website
www.uky.edu/iraa

UK University of
Kentucky
+ tableau
analytics.uky.edu

Data in Education Abroad & Exchanges

- Third party software interface with student information system (SIS)
- Creation of an Education Abroad Data & Tech Specialist
- Ongoing education abroad data reporting needs
- Shift to Tableau as the preferred dashboard for data sharing

Creating a Bi-Directional Data Feed

- Education abroad programmatic data created in third party software will be pushed into SIS data warehouse
- Creating a data mapping convention to organize programmatic data in data warehouse
- Advocating for a bi-directional data feed on your campus

Let the Data Make the Case for Study Abroad

Dianne De Salvo

Director of Study Abroad

&

Robert M Roe, PhD

Executive Director of Academic Planning and Analysis

Central Michigan University

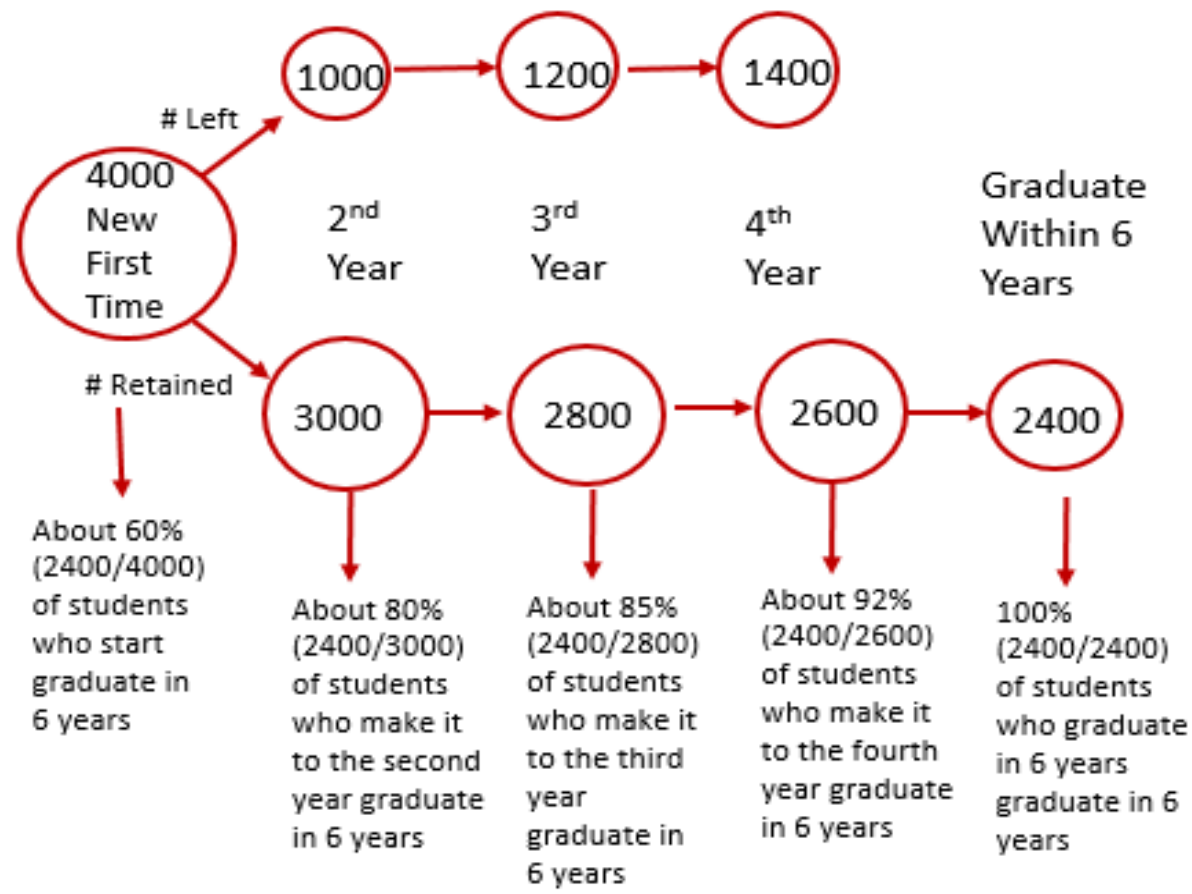


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Assumptions About SA Students

- Students who study abroad take longer to graduate
- Students who SA are better students
- Students with financial need can't afford to study abroad



- Suppose someone believes that students who participate in a third year experience graduate at a higher rate than others
- In fact, they track the 250 students who participate and find that 212 of them graduate in 6 years (an 85% rate!)
- The institutional 6 year graduation rate is about 60%



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Appropriate Metrics

- Time to graduation – NOT Graduation Rate
- Cumulative GPA at Graduation
- Survey outcomes (e.g. National Survey of Student Engagement (NSSE))

SA Students Differ from non-SA

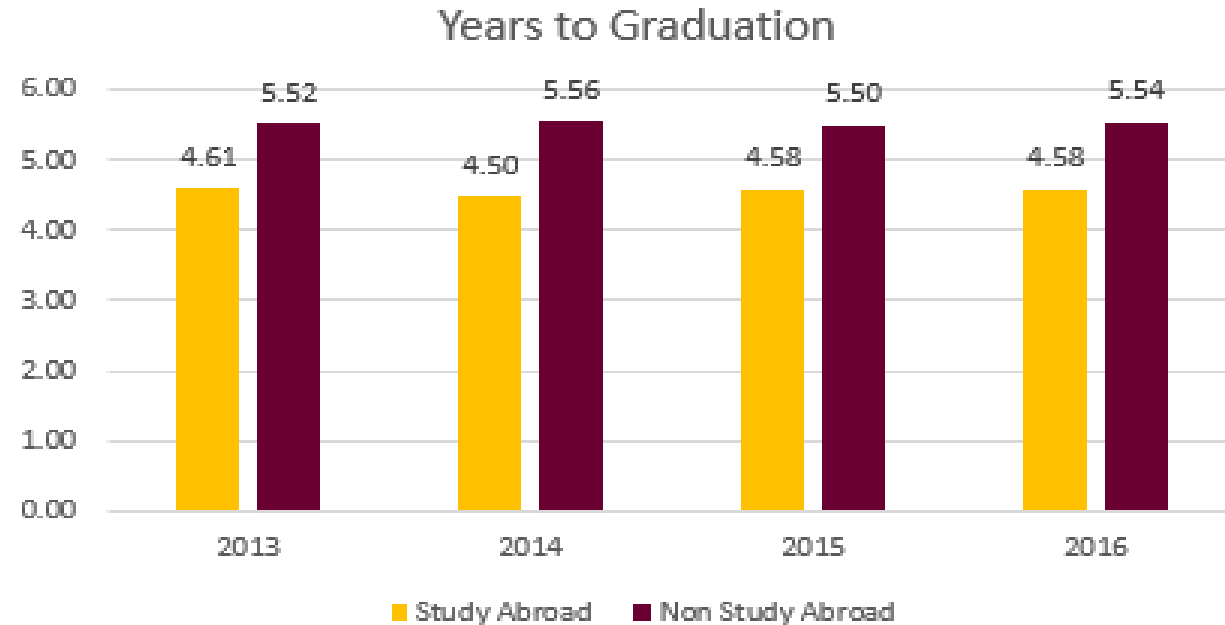
- Higher HSGPA
- Higher ACT
- Lower Proportion of:
 - Pell
 - First Generation
 - Minority

Must Account for Differences

- Because SA students are in general better prepared and have fewer risk factors...
- Any differences in metrics cannot be attributed directly to SA
- Can work to control for these factors using various statistical techniques

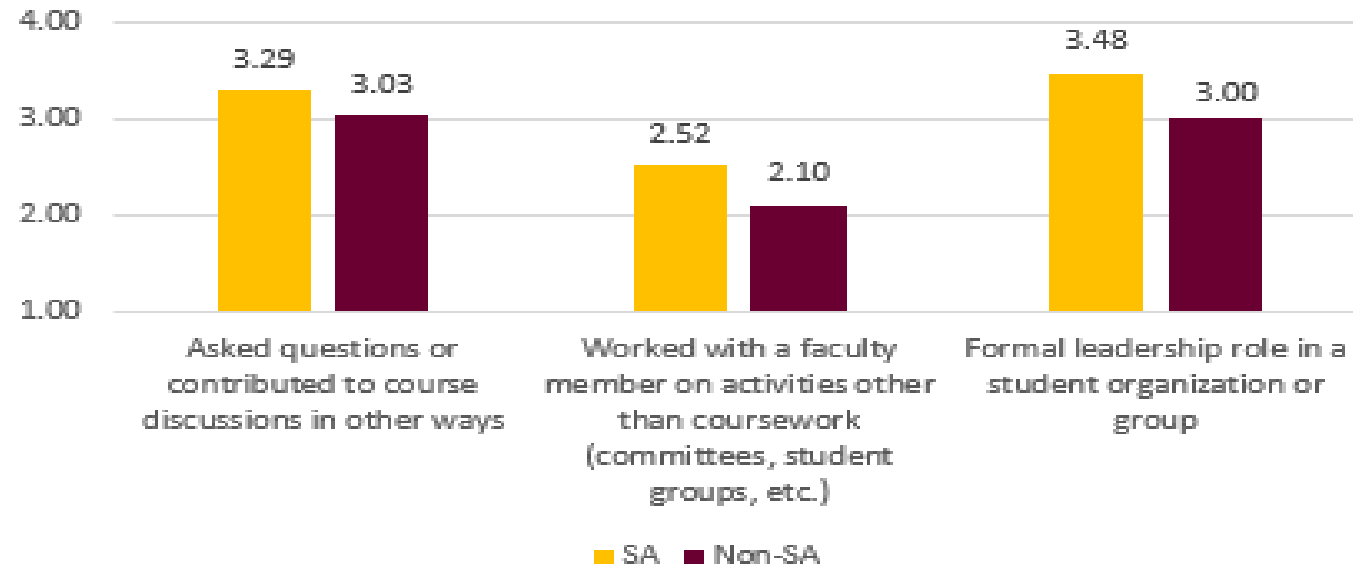
Results

- After controlling academic preparedness and risk factors, SA students graduate significantly earlier than non SA

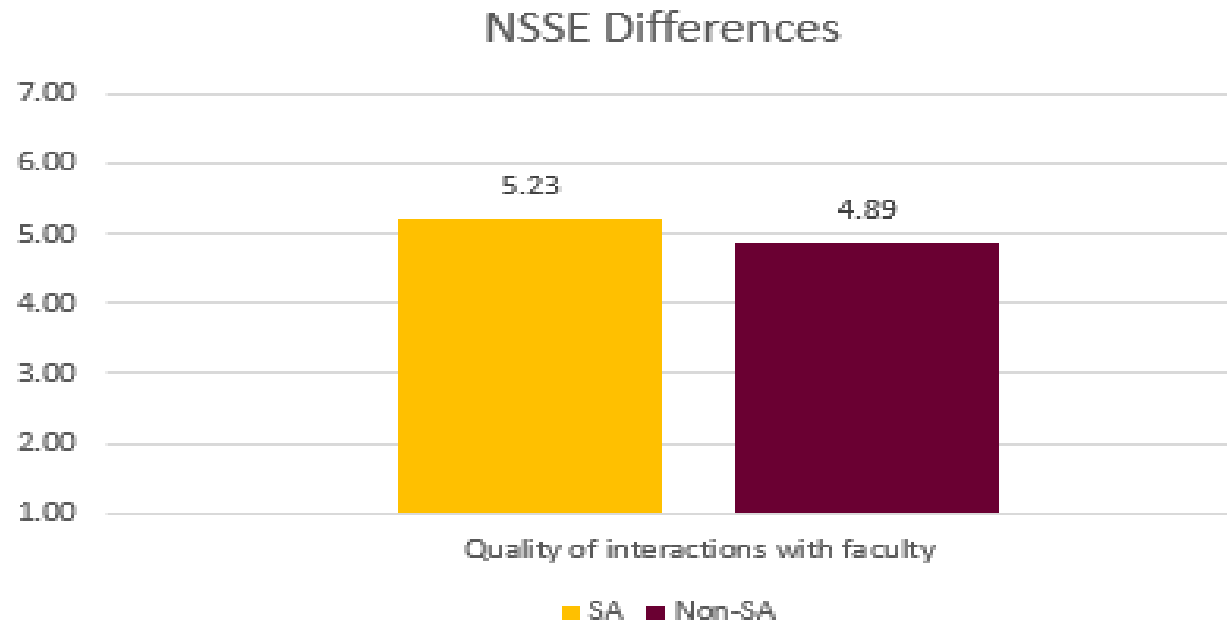


NSSE Results

NSSE Differences



NSSE Results



CMU
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UNIVERSITY



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Conclusions

- SA students graduate on average 1 year earlier than nSA students
- SA students graduate on average with a .25 higher GPA than nSA students
- These results are significant after accounting for the differences between SA and nSA
- SA students are more engaged

- Questions
- Comments
- Your take-aways



Contact Info

CASSIE website: <https://www.usg.edu/cassie/>

CASSIE email: CASSIE@usg.edu

USG Co-Principle Investigators:

Angela Bell: Angela.Bell@usg.edu

Don Rubin: Drubin@uga.edu

Institute of International Education email: iieresearch@iie.org

