

An abstract graphic of a circuit board pattern in light blue, with lines and circles connecting various points across the slide background.

COLLABORATIVE DATA-DRIVEN STRATEGIES TO ADVANCE COMPREHENSIVE INTERNATIONALIZATION

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LEARNING OUTCOMES AND SESSION OVERVIEW

LEARNING OUTCOMES

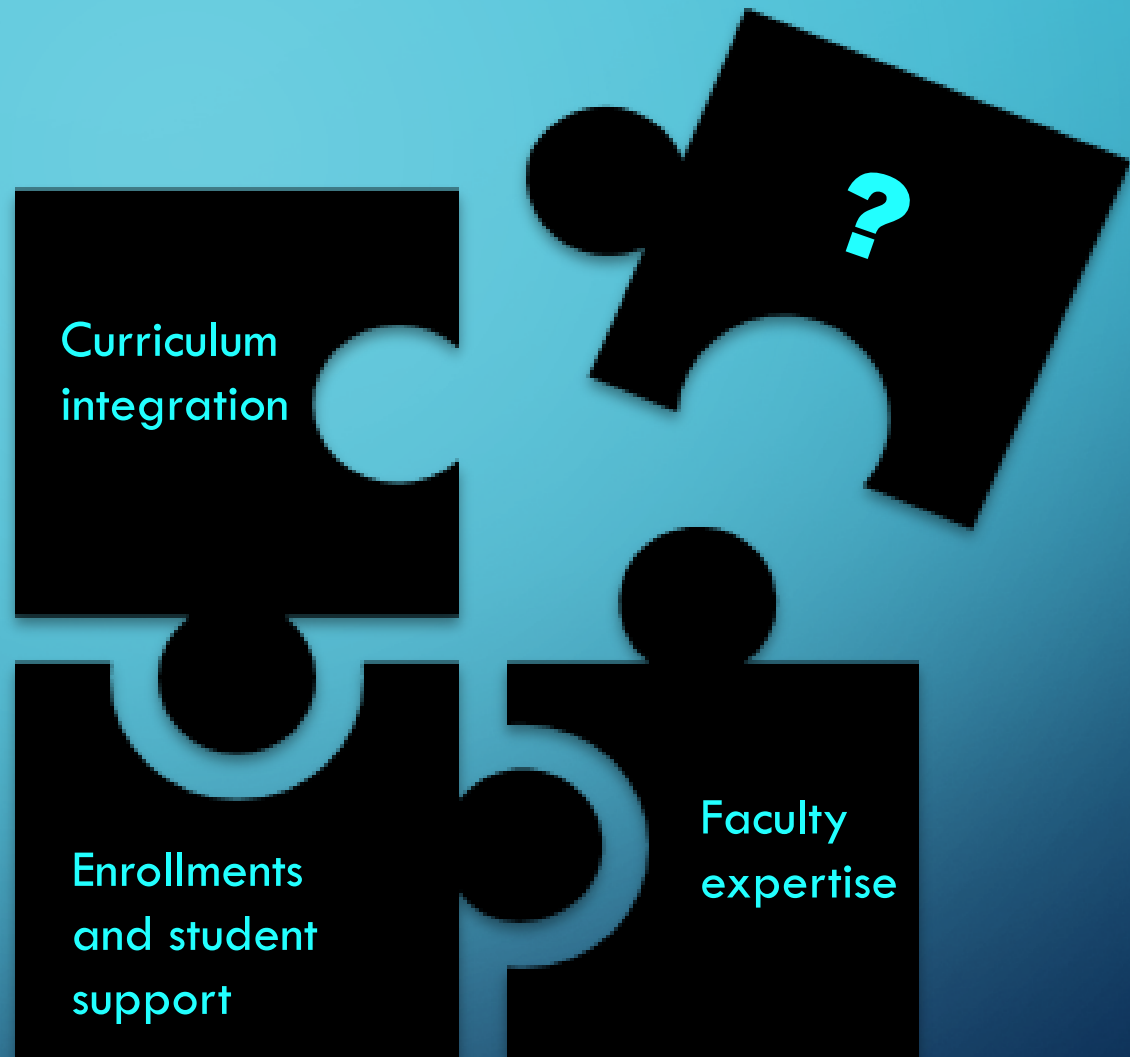
- Recognize different collaboration approaches to be used in advocacy efforts
- Develop new ideas for data-driven strategies
- Explore opportunities for collaboration with campus institutional research

SESSION OVERVIEW

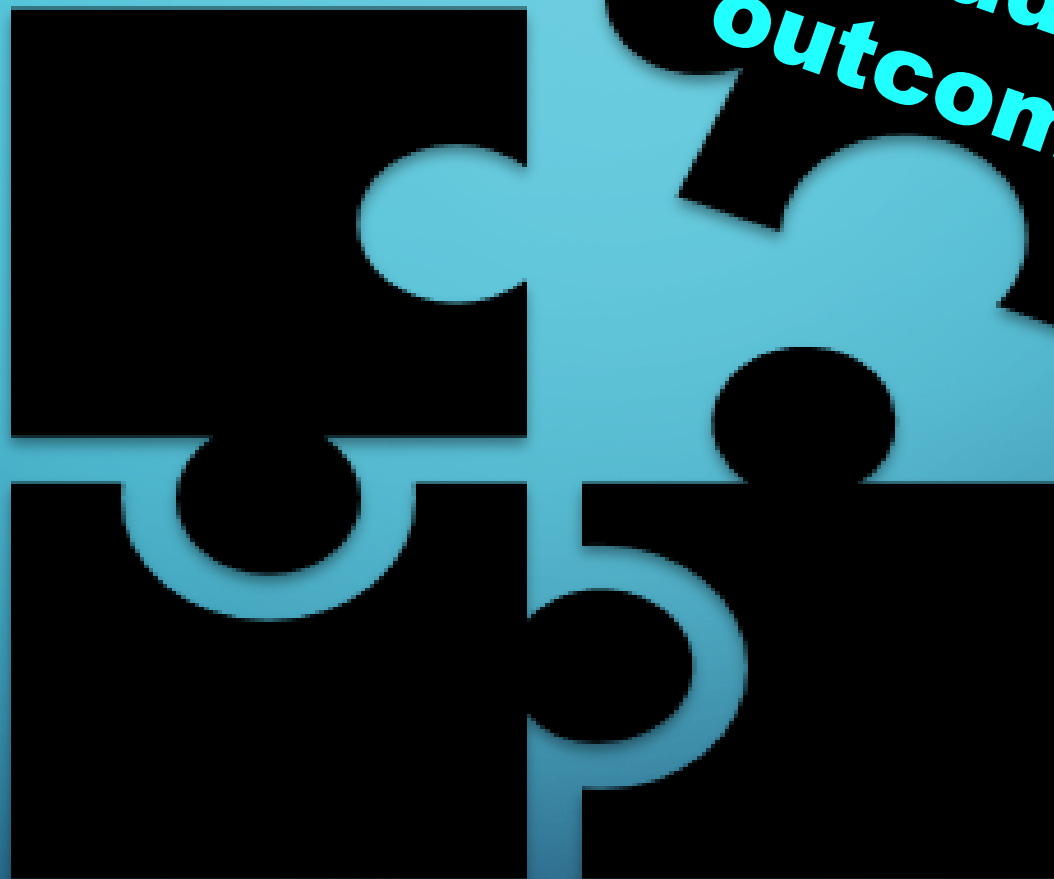
- Introduction to Consortium for Analysis of Student Success (CASSIE)
- Stories of collaboration - wins and fails:
 - University System of Georgia (USG)
 - Howard University

CASSIE

What's missing in this
internationalization
puzzle?



CASSIE



**Student
outcomes**

= value

What is compelling evidence about student learning outcomes?

- It changed my life
- I came to appreciate other cultures
- I had a great time and made awesome friends
- I learned to take risks



What is compelling evidence about student learning outcomes?

- Grades
- Language proficiency scores
- Ratings of learning artifacts
- Timely graduation
- Pass rates on certification exams
- Admission to graduate/professional programs
- Employment rates



The background is a solid blue gradient. Overlaid on this are several white, stylized circuit board traces. These traces consist of thin lines that branch out and terminate in small circles, resembling electronic components or data nodes. They are positioned primarily along the left and right edges of the slide, framing the central text area.

What kind of data are needed to argue that learning outcomes are due to education abroad experiences...and not to other factors?

- Big data
- Comparisons with otherwise similar students who never studied abroad
- Variables to rule out self-selection and other competing explanations for student success

What evidence is most compelling for promoting equity in education abroad?

- Increased participation rates of historically under-served student populations
 - underrepresented minorities
 - low income students
 - students from more lock-step majors
- High IMPACT on learning outcomes of students from those groups

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

WHAT IS CASSIE?

- Conducts rigorous research assessing the contribution of international education to college completion
- Provides participating campuses info about how outcomes for students in international education compare to similar institutions
- Builds capacity for collaboration between IR and International Education offices to promote better assessment
- Creates a sustainable consortium to expand scope after grant completed



UNIVERSITY SYSTEM OF GEORGIA



CASSIE RESEARCH DESIGN

Focal Experiences

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

Special Populations/ Controls

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

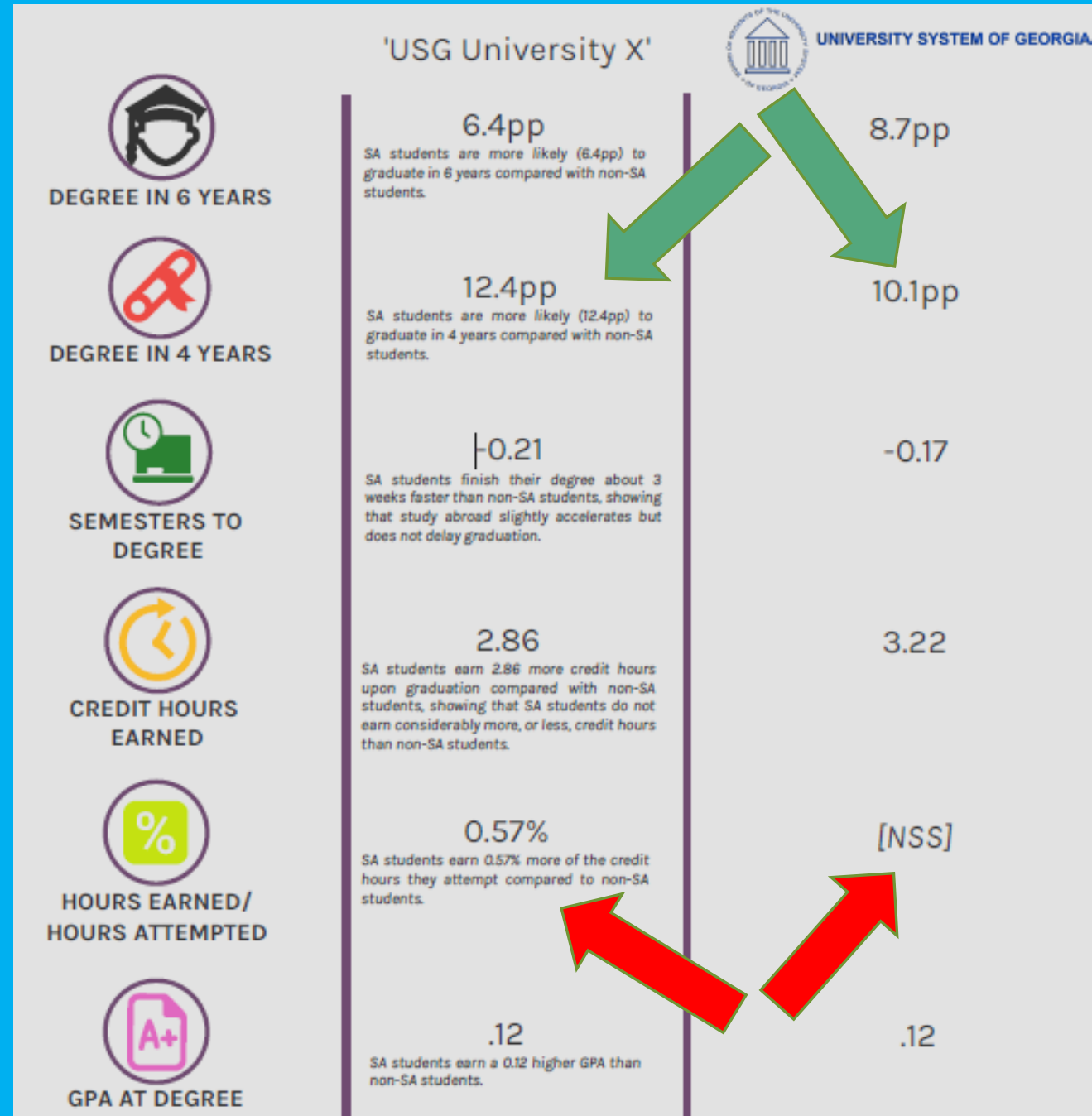
Outcomes

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

EXAMPLE: INSTITUTION RESULTS COMPARED WITH BENCHMARK



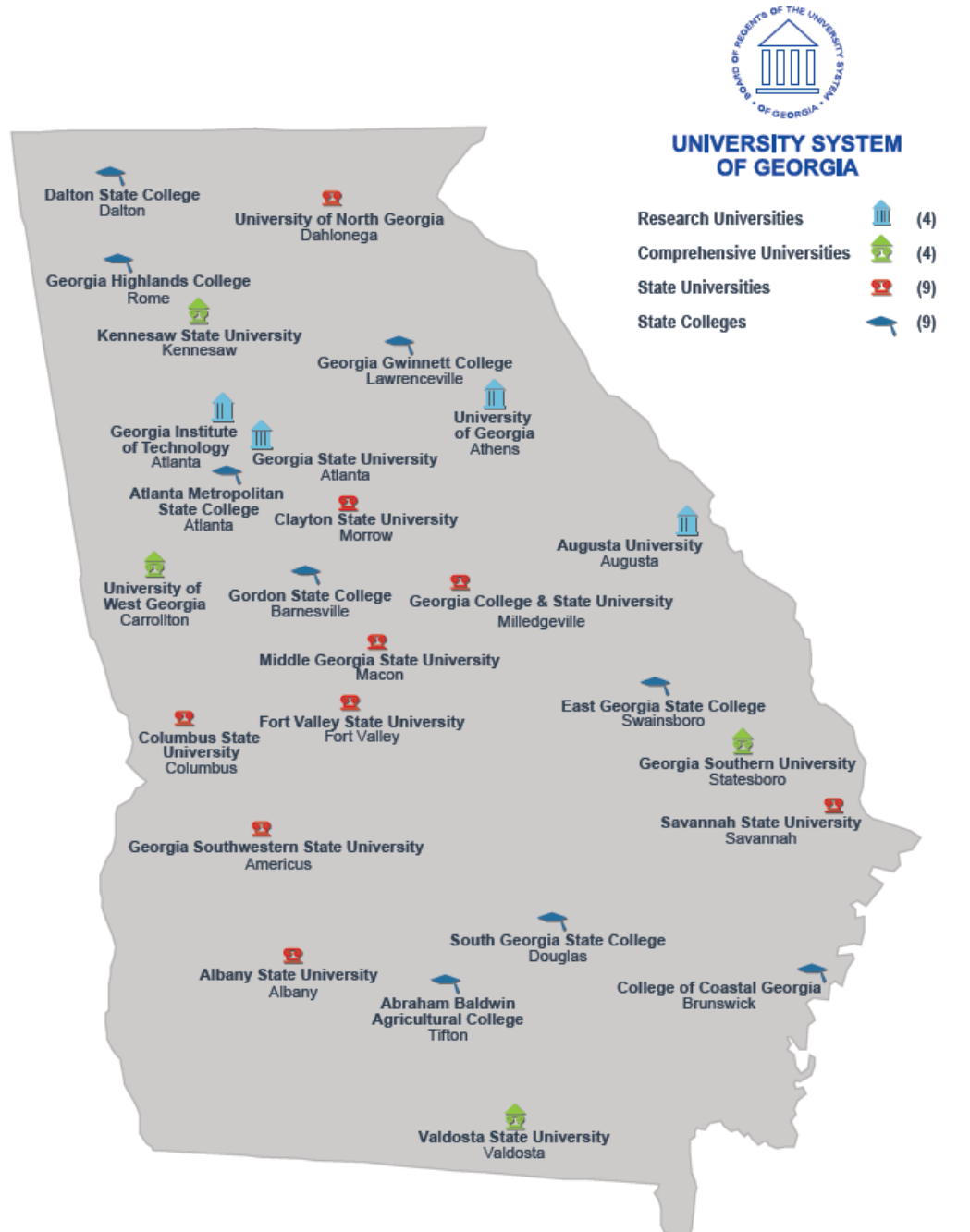
UNIVERSITY SYSTEM OF GEORGIA



CASSIE



UNIVERSITY SYSTEM OF GEORGIA



- 26 higher education institutions + Georgia Public Library Service + Georgia Archives
- conferred a total of 62,545 degrees in fiscal year 2016
- majority of baccalaureate-level degrees awarded are in the fields of business, psychology, education and nursing
- two institutions in the U.S. News 2018 Top 20 Public National Universities
- enrolled 328,712 students for Fall 2018
- economic impact on the state was \$16.8 billion in Fiscal Year 2017
- for every person employed at the USG or a member institution, 2.2 people have jobs that support the presence of the institution in the local community

INTERNATIONAL EDUCATION AT USG

- Provides system-wide leadership for strategic planning, policy interpretation and coordination of international education initiatives
- Administers the USG J-1 Exchange Visitor program consortium
- Administer the USG study abroad consortium – USG Goes Global
- Collect international education data and share recommendations for best practices across the USG
- Coordinates the System Council on International Education (SCIE)



BI-ANNUAL REPORT OF INTERNATIONAL ACTIVITIES

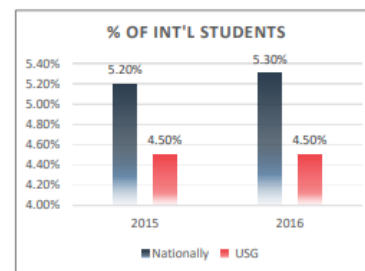
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EXECUTIVE SUMMARY

International Students

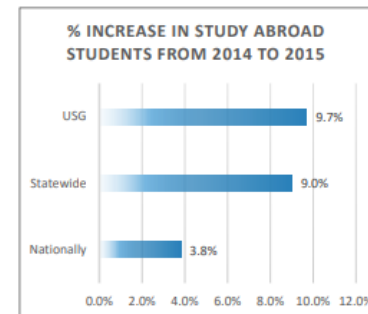
In 2016, USG International students contributed **\$409 million** to the economy of Georgia and supported over **6,200 jobs**.



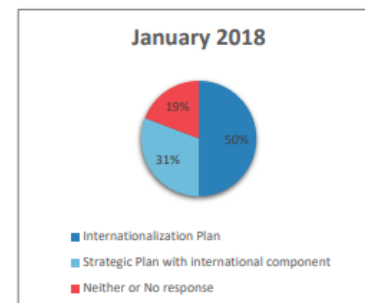
In 2016, the percentage of USG International Students remained at **4.5%**, lower than the national average (5.3%). If you remove the Research Universities, the percentage of International Students in the USG system drops to 1% of the total student body.

Study Abroad

The national growth of Study Abroad students between 2014 and 2015 remained at 3.8%, while at the USG, the growth reached **9.7%**, surpassing the 9% increase in the state of Georgia.



Campus Internationalization



As of January 2018, over **80%** of USG institutions either have a specifically defined Internationalization Plan, or an institutional Strategic Plan with an international component.

BI-ANNUAL REPORT OF INTERNATIONAL ACTIVITIES

Recommendations for USG institutional administrators

- Appoint a Senior International Office (SIO) for each campus, defined by NAFSA as: An individual at a high level of institutional leadership who heads an office dedicated to internationalizing the broad scope of the institution's programs and activities
- Include international components or an international focus within all future strategic plans
- Provide resources for faculty participation in international education activities

Recommendations for Senior International Officers

- Ensure that each campus has an appointed officer for the [System Council of International Education \(SCIE\)](#) and this individual is present and involved in the council
- Facilitate/create an Internationalization plan, which includes metrics and timelines for each goal
- Ensure that SIOs are aware of and advocate for all international activity on each campus

NEW FOR 2018

- Be knowledgeable of [AIEA's Standards of Professional Practice](#) (Appendix D)
- Participate in all USG International Education office initiatives (e.g. Department of Education grant data requests)
- Apply for internal (USG), and external funds to maximize your internationalization efforts (e.g. International Education Grant)

Recommendations for International Student and Scholar Offices

- Ensure PDSO/RO receives sufficient training in the Federal Regulations pertaining to ISSS and attends training on a tri-annual basis, at a minimum
- Complete IIE Open Doors report for International Students (and scholars, if applicable) each year. If less than 10, also report directly to the USG International Education office
- Create and maintain documented policies and practices regarding F-1 and J-1 students

NEW FOR 2018

- Maintain contact and a good relationship with the assigned SEVP liaison
- Ensure continuity if staff changes, especially in one-person offices

Recommendations for Study Abroad Offices

- Ensure Senior Study Abroad staff receive continual and relevant risk management training
- Ensure all staff obtain Title IX training
- Complete IIE Open Doors report Study Abroad each year. If less than 10, also report directly to the USG International Education office

NEW FOR 2018

- Consider joining IIE's [Generation Study Abroad](#)
- Closely work with Financial Aid, and seek to designate at least one staff member who will collaborate with each campus on Study Abroad specific scholarships



COLLECTING CASSIE DATA FROM USG SCHOOLS

DATA USG ALREADY HAD

- Academic Outcomes
 - Degrees awarded
 - GPA
 - Hours earned
- Enrollment
- Pre-college characteristics
 - ACT/SAT
- Demographics
 - Race
 - Pell recipient

DATA NEEDED- STUDY ABROAD

- Student information
 - Met with RPA to discuss how Study Abroad data may be kept at different institutions
 - Data Systems
 - Banner (attributes, campus codes, course ac)
 - Spreadsheets
 - Brainstormed creative ways to find data
 - Class rosters
 - Insurance provider lists
 - Crafted an email with definitions for use
 - Used standard definitions



COLLECTING CASSIE DATA FROM USG SCHOOLS

Directions: Yes/No answers are sufficient unless asked to specify further

Type of Program	How does your school identify participants in each type of Study Abroad program?				Are you able to provide the following data from Fall 2010-Present regarding study abroad participation?							If you have any other comments that may be useful regarding your institution's recording of study abroad, please describe here
	Course in Banner	Placeholder Course in Banner	Student Transfers Back in Credit	Other (please specify)	Course Acronym and Number	CRN	Term	Duration of Program	Location of Study Abroad (Country)	Language of Instruction	Student ID's for study abroad participants (This would only be necessary if there isn't a course or placeholder course in Banner for the study abroad program)	
College & University Program												
Reciprocal Exchange Program												
Program Providers												



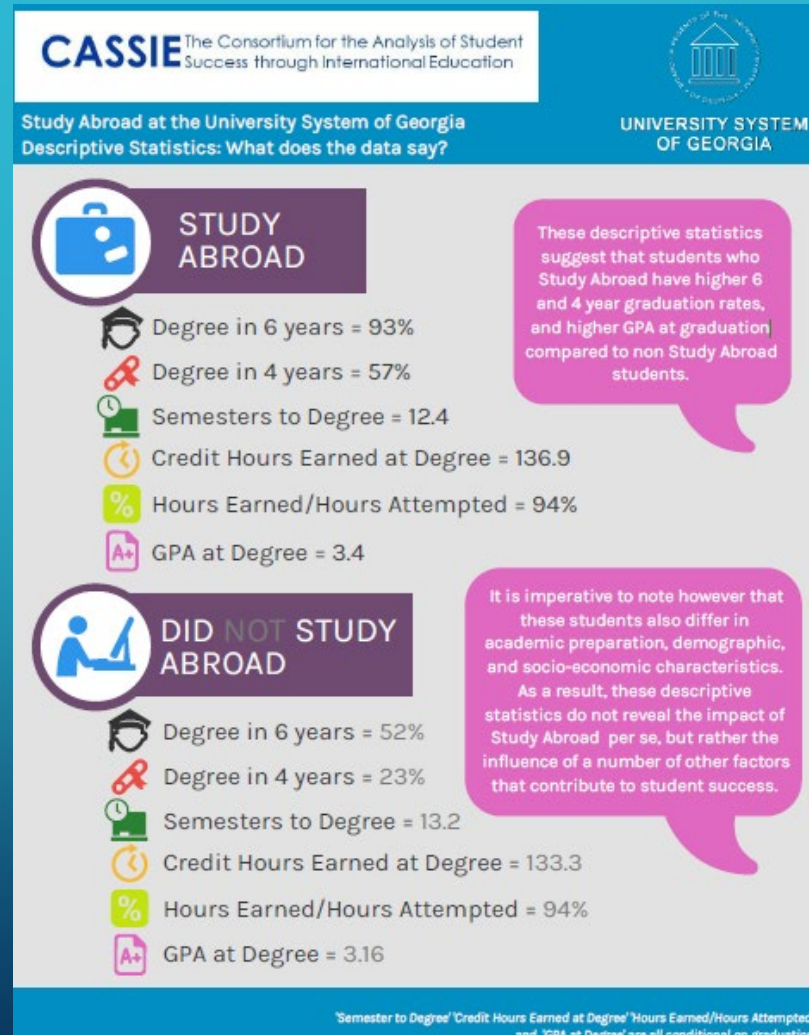
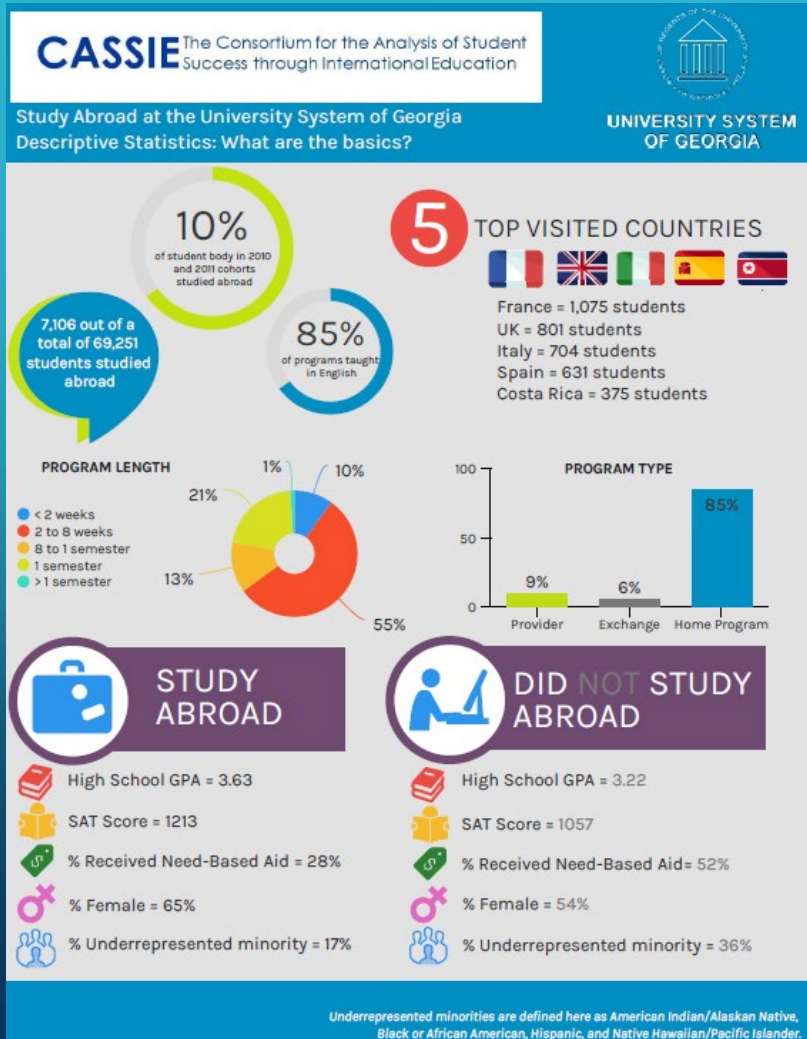
ROUND 2

- We discovered that institutions were using a wide variety of methods to :
 - track study abroad participation
 - duration,
 - and other characteristics.
- These methods varied by institution, as well as within institutions, across different program types (faculty led, exchange programs, and program providers).
- Given this variety in practices, we requested a list of students from each institution who have participated in study abroad programs along with the characteristics of these programs.
 - students who engaged in study abroad from the Fall of 2010 through the Summer of 2017
 - Requested faculty-led programs, exchange programs and third-party provider programs

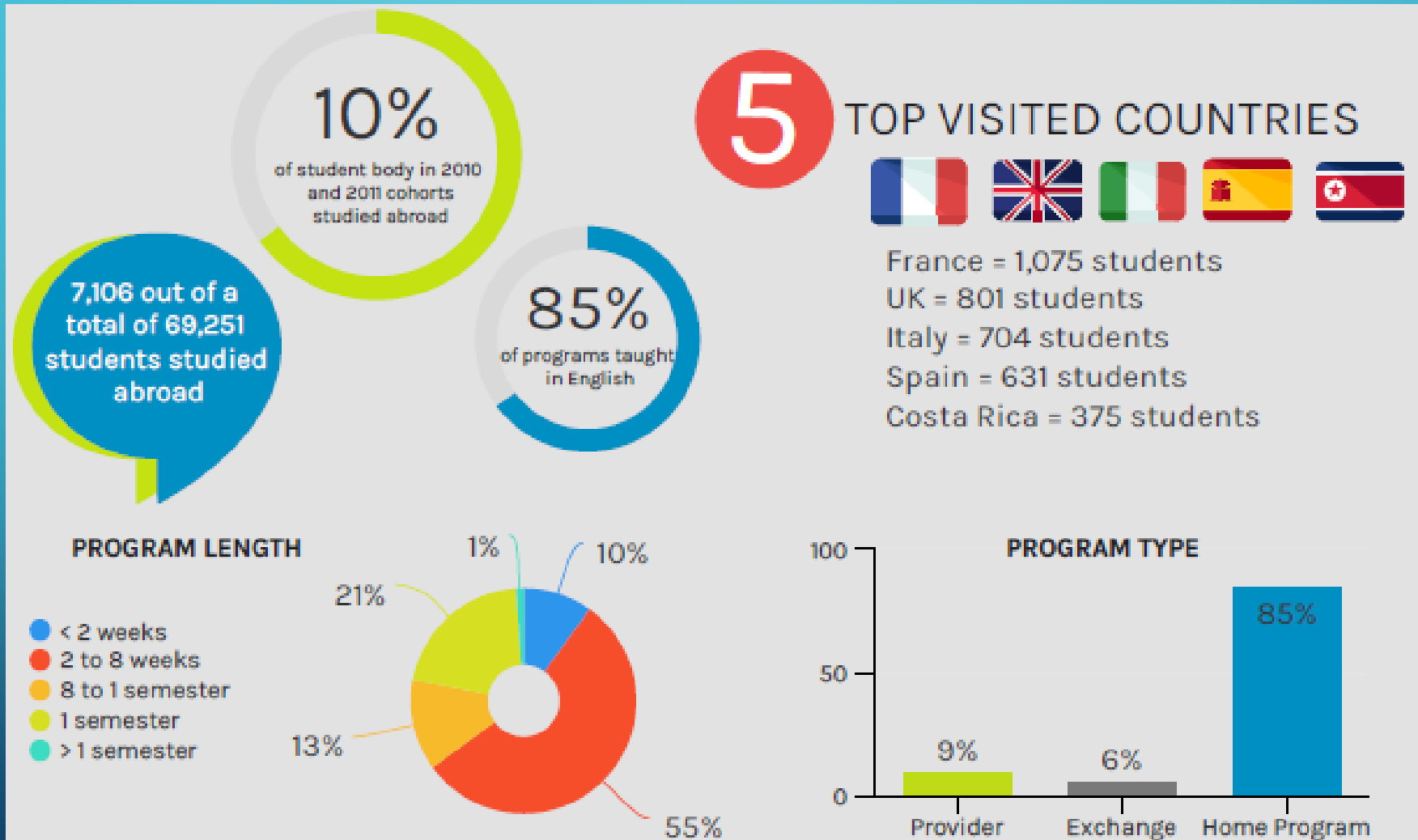
	<u>Institutional Student ID</u>	<u>Person Identification Master (PIDM)</u>	<u>Program Type</u>	<u>Location of Study Aroad</u>	<u>Duration of Study Abroad</u>	<u>Term and Calendar Year that Studay Aborad Started</u>	<u>Language of Instruction</u>
Answer Options (if applicable)			-College & University Program -Reciprical Exchange Program -Program Provider	Use Country_Code sheet	-Less than Two Weeks -Two to (less than) Eight Weeks. If more granular information is available, please specify if program was: -Two to (less than) Four Weeks -Four to (less than) Eight Weeks -Eight to (less than) Sixteen Weeks -One Semester -More than One Semester	-Summer 20XX (May 1-July 31) -Fall 20XX (August 1-December 30) -Spring 20XX (January 1-April 30)	-English - Not English



PRELIMINARY USG FINDINGS INFOGRAPHIC



GENERAL INFORMATION





HOWARD

UNIVERSITY



Ralph J. Bunche International Affairs Center

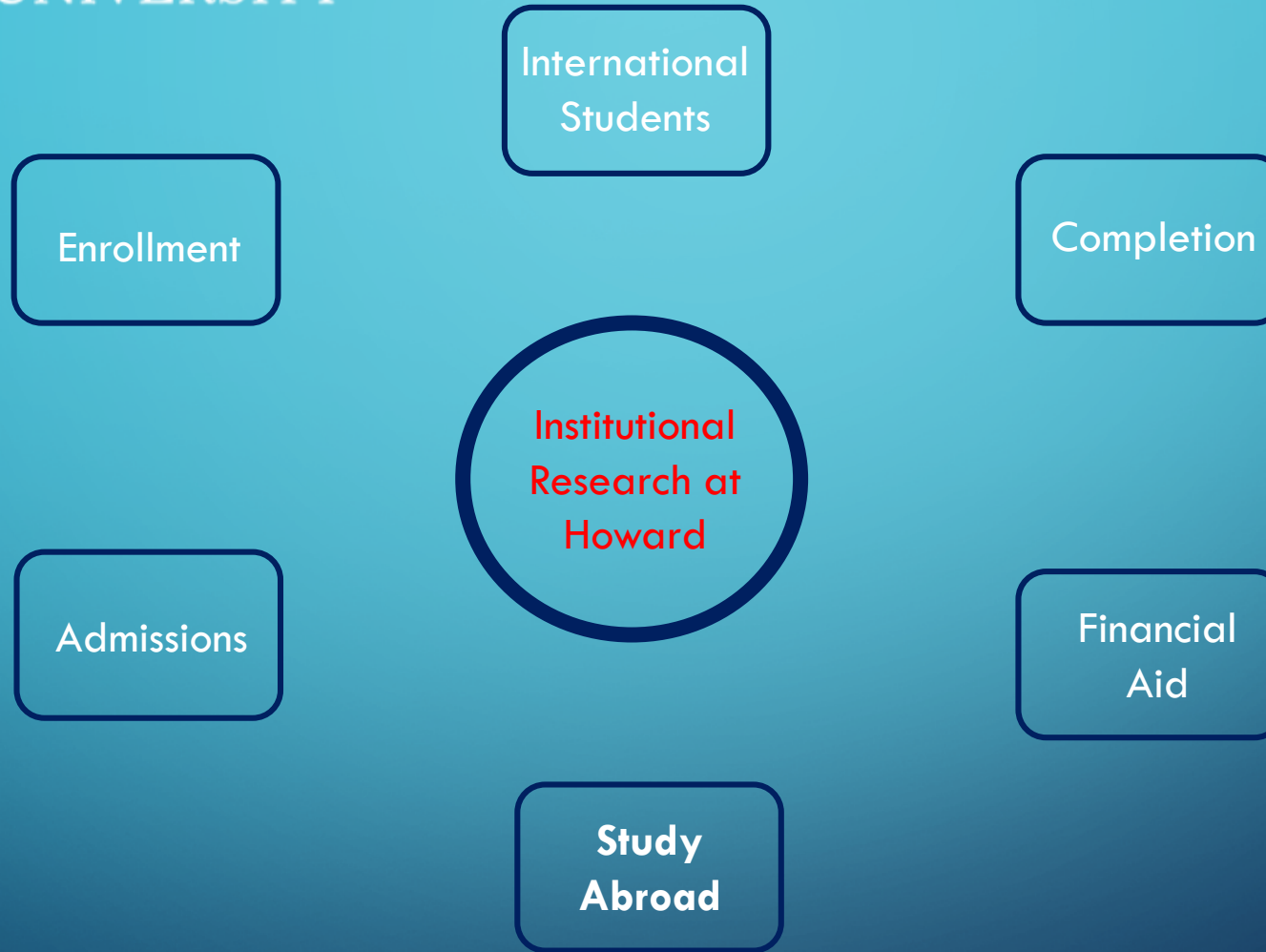
- HISTORICALLY BLACK UNIVERSITY
- COMPREHENSIVE RESEARCH UNIVERSITY-13 (14 AS OF AUG. 2019) SCHOOLS AND COLLEGES
- APPROXIMATELY 7,000 UNDERGRADUATES/3,000 GRADUATE & PROFESSIONAL
- LOCATED IN WASHINGTON, DC
- RALPH J. BUNCHE CENTER ESTABLISHED IN 1993
- LAST OPEN DOORS REPORT - 401 STUDENTS ABROAD (UNDERCOUNT)
- MAJORITY OF STUDENTS GO ABROAD VIA FACULTY-LED PROGRAMS





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INSTITUTIONAL RESEARCH



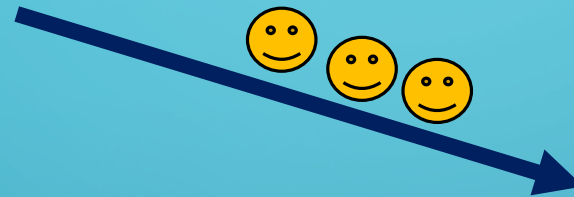


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HOW TO TRACE DATA?



Departments



External Reporting
Internal Data Request
Research ...



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DATA COLLECTION

HOWARD
UNIVERSITY

Office of the Provost and Chief Academic Officer

Institutional Research and Assessment

Institutional Research

Assessment

Accreditation

Surveys

About

View

Edit

Delete

Revisions

Clone

Data Request Form

Assessment

Home > Assessment

← Home

Institutional Research

Assessment

Assessment Overview

All universities should have an institution-wide process that assesses the degree to which academic and administrative units reach their student learning or operational goals. The institution-wide assessment process at Howard university is called the

HOW TO COMPLETE YOUR ASSESSMENT PLAN

dev.ira.howard.edu/institutional-research



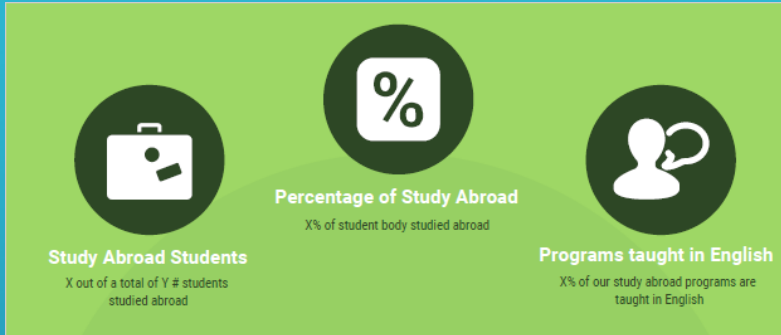
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- PRIOR TO CASSIE, ZERO RELATIONSHIP BETWEEN STUDY ABROAD AND INSTITUTIONAL RESEARCH
 - CURRENTLY IN RE-ACCREDITATION PROCESS
- SEVERAL SCHOOLS REQUESTED THE DATA ON INTERNATIONAL EXPERIENCES FOR THEIR SCHOOL/COLLEGE FROM THE BUNCHE CENTER

CLOSING THOUGHTS

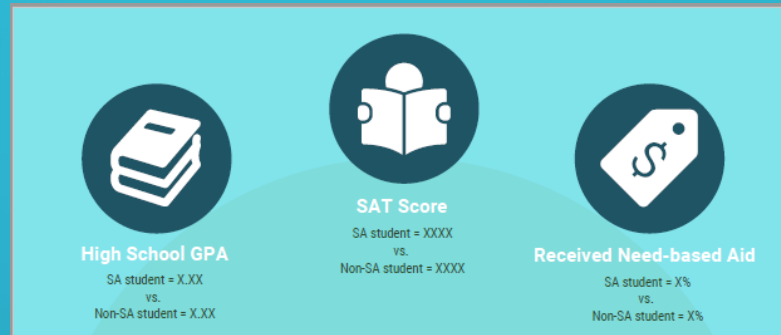
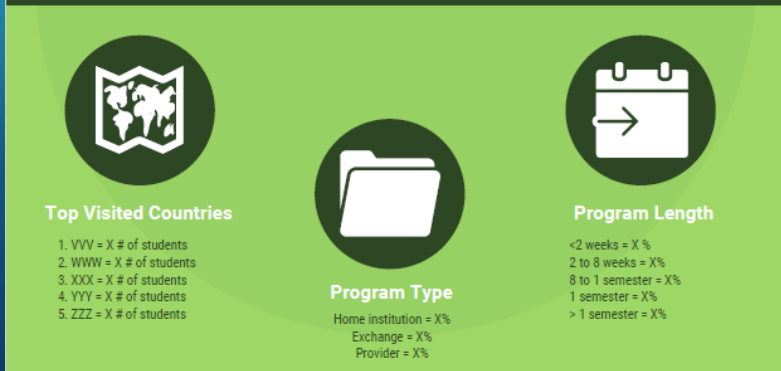
- Value of CASSIE
- Sustainability
- If your school participated in CASSIE would you be able to collect the needed data?
- How is your relationship with your Institutional Research office?

HOW TO CREATE YOUR OWN DESCRIPTIVE STATISTICS INFOGRAPHIC



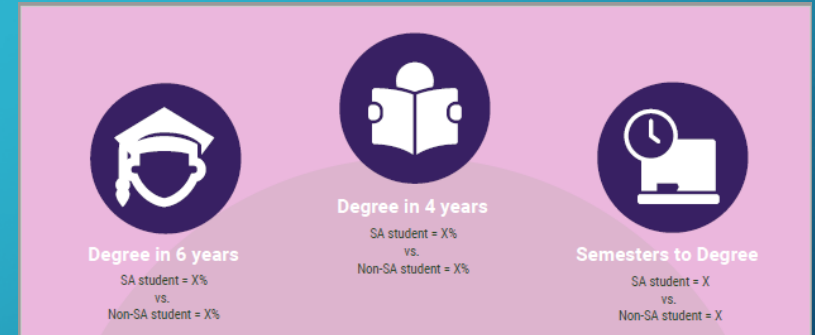
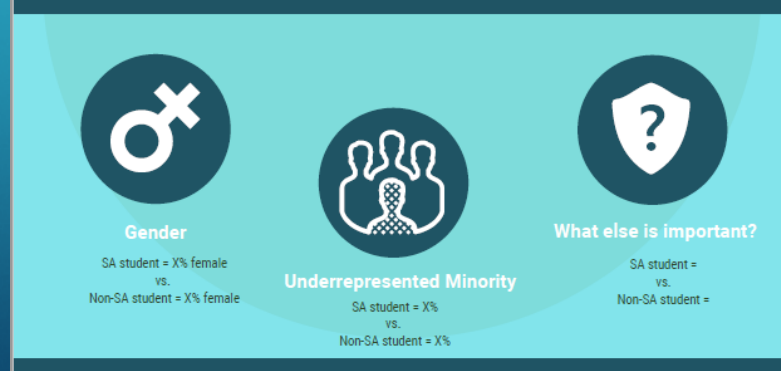
Everything You Need To Know

✈ About Study Abroad on Our Campus ✈



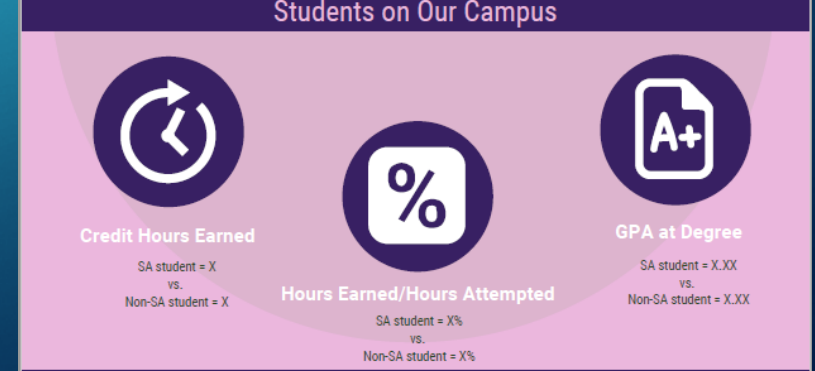
Everything You Need To Know

✈ About Study Abroad vs. Non-Study Abroad Students on Our Campus ✈



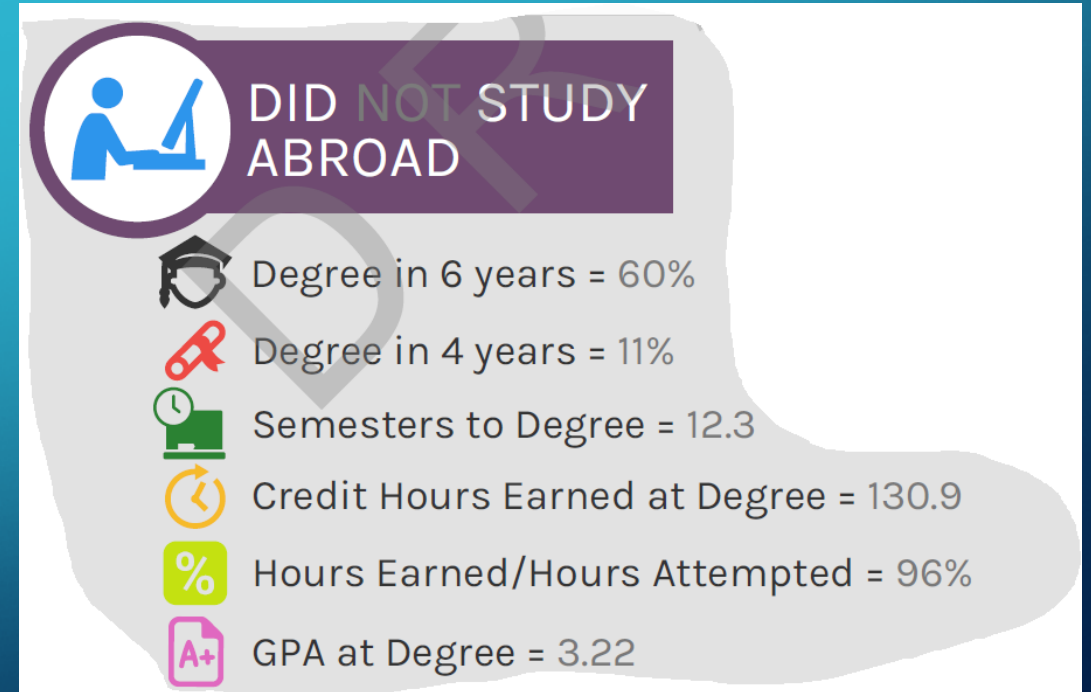
Everything You Need To Know

✈ About Student Success and Study Abroad vs. Non-Study Abroad Students on Our Campus ✈



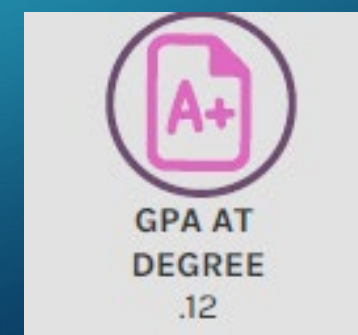
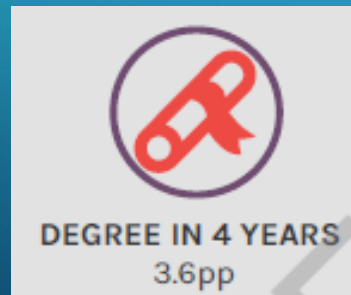
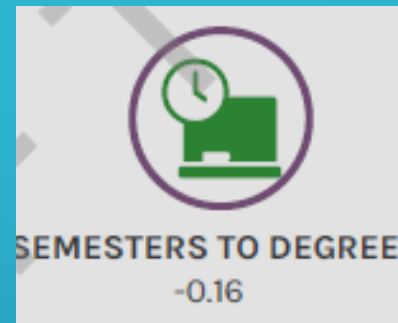
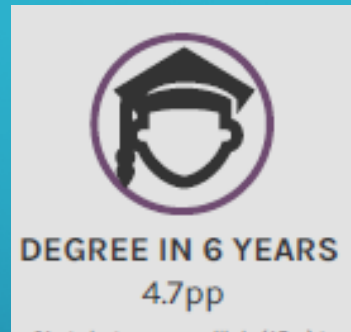
Findings About Outcomes--40 institution sample

Education Abroad student outcomes exceed outcomes of students who never studied abroad--unmatched descriptive statistics



Findings about outcomes--40 institution sample

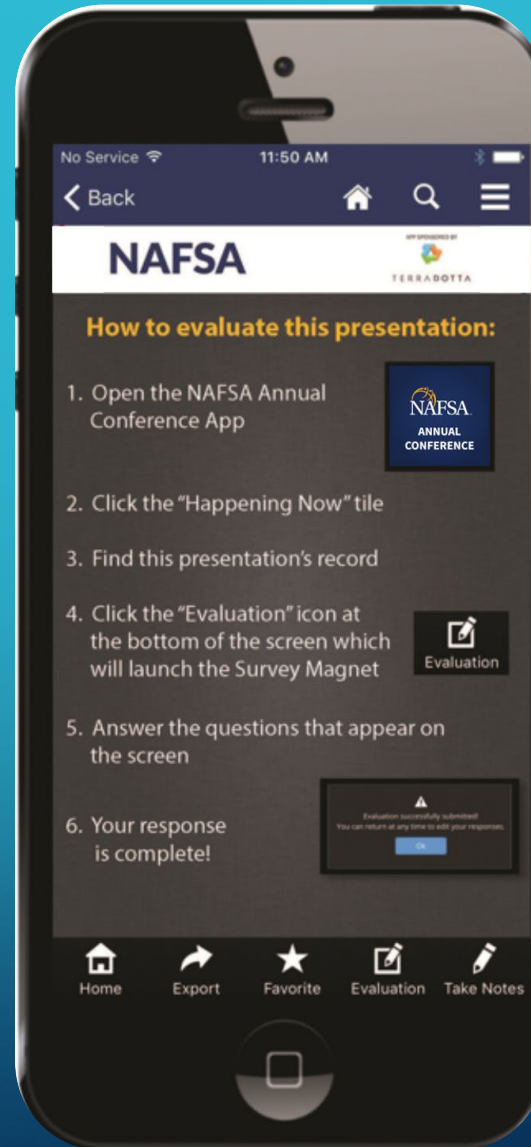
Education abroad outcomes exceed outcomes of students who never studied abroad--**matched** regression results



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Please
complete this
session
evaluation
NOW!



Or FAVORITE now
and EVALUATE later!