

# CASSIE

The Consortium for Analysis of Student  
Success through International Education



University System of Georgia

CASSIE Informational Webinar  
June 25, 2018



UNIVERSITY SYSTEM OF GEORGIA



# Housekeeping Items

- Please mute microphone when not speaking
- Following the webinar, we will send slides and the recording to all registrants.
- To ask questions, please use the “Chat” box in the lower right corner and moderator will monitor questions
  - Try it out! Use the Chat box to provide us your name, institution, and what drew you to the webinar



# CASSIE Team

- Research Team
  - Angela Bell (Co-PI), Associate Vice Chancellor of Research & Policy Analysis
  - Don Rubin (Co-PI), Professor Emeritus University of Georgia
  - Rachana Bhatt (Senior Scientist), Research & Policy Administration Manager
  - Darian Agnew (Graduate Research Assistant)
- University System of Georgia International Education
  - Tammy Rosner, Director of International Education
  - Coryn Shiflet, Assistant Director of International Education
- Institute for International Education
  - Jodi Sanger, Research Analyst



# 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
  - 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 to promote better assessment
- Create a sustainable consortium to expand scope after grant completed



# CASSIE Overview

- Funded by 3-year Title VI grant from US DOE, Office of International and Foreign Language Education
- Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)
  - U.S. DOE International Research & Studies Program Grant 2006-10
  - Students from Georgia public institutions
  - Identify characteristics that predict study abroad participation, impact on academic outcomes
  - Found that education abroad increases probability of timely graduation, especially for African American students
- CASSIE builds on GLOSSARI by:
  - Broadening scope to include language study and Title VI participation
  - Including institutions beyond USG
  - Using refined econometric and statistical techniques



# CASSIE Research Questions

- Evaluate the relationship between students' participation in international education and their academic outcomes
  - Likelihood of graduating in 4 or 6 years
  - Time to degree
  - Achievement as reflected in GPA
- Is there a differential impact for:
  - STEM students
  - Minority students
  - Students with financial need
  - Program features (duration of education abroad, language of instruction, etc.)



# Thank You for your Data!!

- Spring 2018, requested data on study abroad participants from 2010-present
  - Student ID, term, program type, length, and language of instruction
- Merged study abroad data with term-by-term enrollment data on First Time Freshmen from the Fall 2009 and Fall 2010 cohorts
  - Source of student data is USG Academic Data Warehouse
  - Prior academic achievement-SAT, high school GPA
  - Demographic characteristics-Sex, Race/Ethnicity, Pell receipt
  - Foreign language, Title VI
  - Academic progress-Hours earned, degrees awarded, college GPA

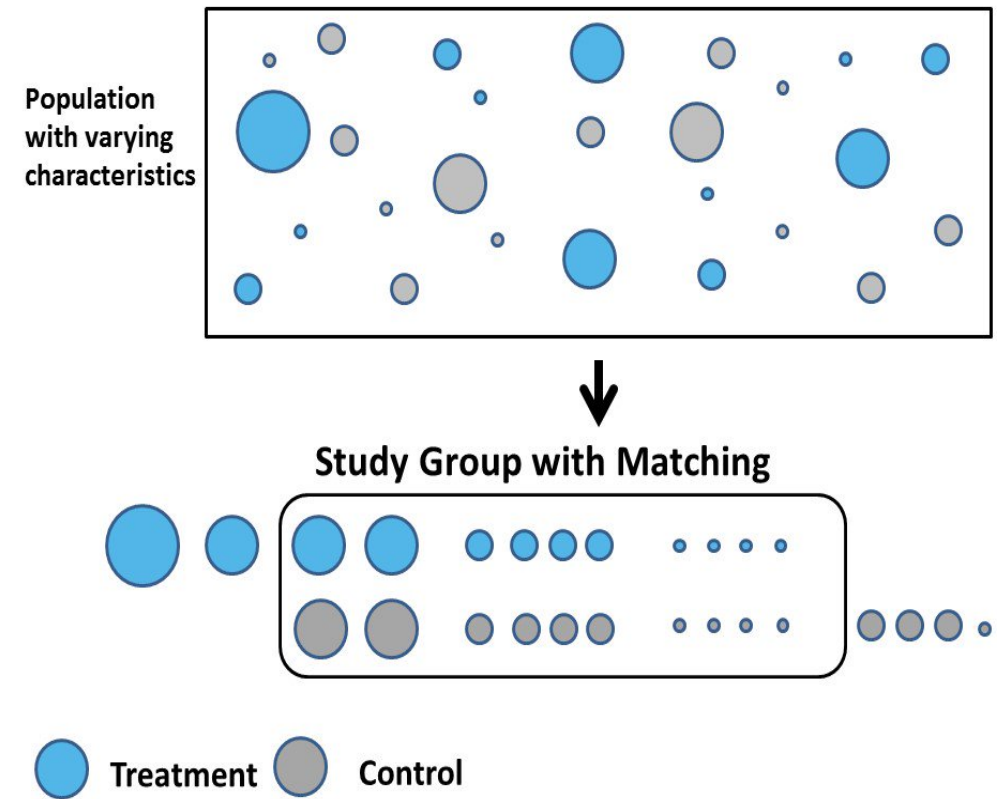


# CASSIE Methodology

## 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





# CASSIE Methodology

- Exact and Propensity Score Matching
  - 1<sup>st</sup> Step: Predict probability (aka PS) of participating using demographic and prior academic characteristics
  - 2<sup>nd</sup> Step: Match students who attend the same school that have similar PS, but differ in their international education experiences
    - Will try a variety of estimators, like nearest neighbor or kernel density
  - Key Assumption: Conditional on PS, treatment is “randomly” assigned.



# CASSIE Products

- Research Products
  - Presentations at academic and professional conferences
  - Article submissions to journals
  - Policy papers
- Products for Institutions
  - Confidential benchmarking reports comparing your institution and other similar institutions on how international education affects student outcomes
  - Visualizations of the relationship of international education and student success
  - Support for improving collaboration between Institutional Research and International Education to improve evidence-based practices
  - Opportunity for mini-grants in 3<sup>rd</sup> year for customized studies



# Benefits of Participation

1. Be part of a national research partnership that is likely to exert major impact on international education for years to come.
2. Forge intentional linkage between offices of international education and IR on your campus to enhance evidence-based practices.
3. Receive confidential reports that visualize the value international education adds to your institution relative to a large sample of other schools.
4. Participate in a co-laboratory that demonstrates to accreditors and stakeholders rigorous use of student outcome data for quality improvement.



# Non-USG Institutions

- CASSIE is recruiting non USG institutions to participate (email us if you have a colleague at another institution you think may be interested)
- Data request:
  - Term-by-term enrollment, demographics, and academic outcomes in addition to whether student studied abroad, took foreign language, Title VI
  - Will likely require effort by both Institutional Research and International Education since data may be stored separately
  - For USG schools, CASSIE team able to merge study abroad participants with existing data to reduce burden. Not possible for non-USG institutions



# Q & A

## **For Study Abroad Personnel:**

- What source did you use to provide the data on study abroad students to the System Office? E.g. Terra Dotta, a home-grown system, etc. Did you work with your institutional research office at all?
- If you are requesting student-level data on say, course grades, admissions, graduation, which office(s) on your campus do you contact? Are you aware that the institutional research office on your campus typically houses much of that information?



# Q & A

## **For Institutional Research Personnel:**

- Do you record study abroad data in your office?
- If study abroad data doesn't reside in your office, but rather in international education or study abroad offices, how could this information be useful in your routine or ad hoc reporting requests?



# Q & A

## **For All:**

- What challenges or successes have you had on your campus in gathering and reporting information on study abroad participation and outcomes?
- What do you need to help foster closer collaboration between IE and IR?
- After explanation of CASSIE data request to external institutions: How would you have provided both study abroad and student-level enrollment data if that was requested?



# Contact

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

Email Research Team [cassie@usg.edu](mailto:cassie@usg.edu)

