How have CASSIE participating institutions leveraged data/results on their campuses?

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Excerpted from "Leveraging Data for Global Engagement with Local Stakeholders" co-presented with Julie Baer, Rachel Page and Joel Weaver

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CASSIE: The Consortium for the Analysis of Student Success through International Education

- Funded by U.S. Department of Education Office of International and Foreign Language Education

- 3-year grant (2017 – 2020); Currently wrapping up project through June 2021

- Led by University System of Georgia (USG) partnering with Institute of International Education (IIE)

- National collaborative – 36 participating institutions

- Contribution of international education on student success outcomes

  - International Education = Study abroad, World Language

  - Student Success = 4- and 6-year graduation, GPA, time to degree and credit hours earned
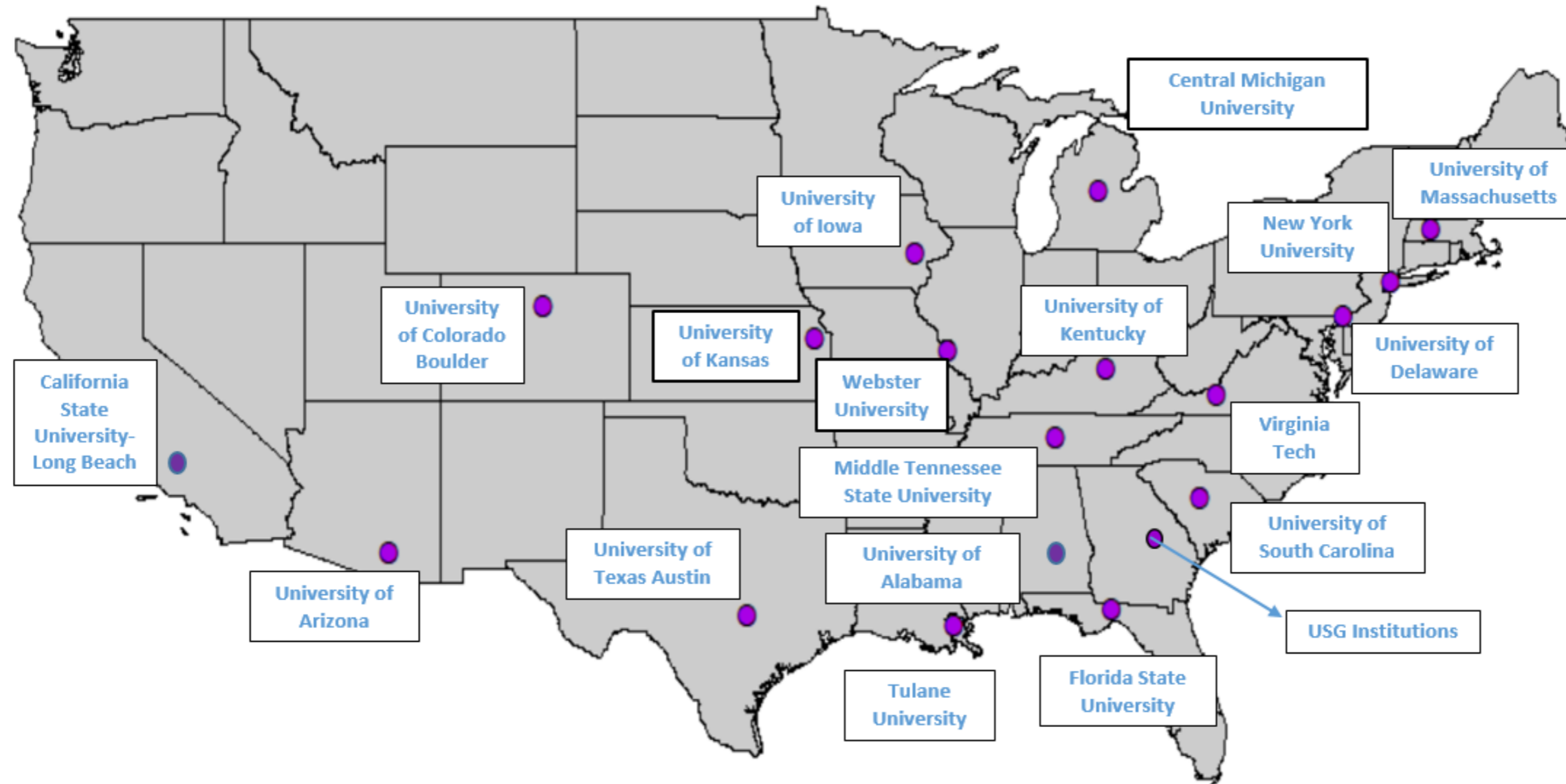
CASSIE The Consortium for the Analysis of Student Success through International Education

UNIVERSITY SYSTEM OF GEORGIA

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Participating CASSIE Institutions

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 ᶠ
Georgia College & State Univ.
Georgia Southwestern St. Univ.
Middle Georgia State Univ. ᶠ
Savannah State University
University of North Georgia

State Colleges
Abraham Baldwin Agricultural Coll. ᶠ
Atlanta Metropolitan State College ᶠ
College of Coastal Georgia ᶠ
Dalton State College
East Georgia State College ᶠ
Georgia Gwinnett College
Georgia Highlands College ᶠ
Gordon State College ᶠ
South Georgia State College ᶠ

ᶠ = No Bachelor's or SA population not large enough to include in analysis

3

CASSIE Data Sample & Outcomes

- **First-time freshmen** – From Fall 2010 and Fall 2011 cohorts

- **Term-by-term data** – From matriculation to six years out (Summer 2016 and 2017)

- **Control Variables**

  Demographic characteristics – Gender, Race/Ethnicity, Age at matriculation, Pell/Need-based aid

  Prior academic achievement – SAT, High School GPA

  Enrollment – Major, Full/Part-time status, Number of terms enrolled, Multiple major (for WL analyses)

- **Outcomes** – Graduation rates, Hours earned, Degrees awarded, Final GPA

- **Education Abroad** – ~13.8% studied abroad; 221,981 students

- **World Language** – ~2.8% majored in a world language; 154,587 students

CASSIE Analyses and Products

- **DATA MATRICES** = institution specific, benchmark (4 groups), national

- **INFOGRAPHICS** = institution specific & national
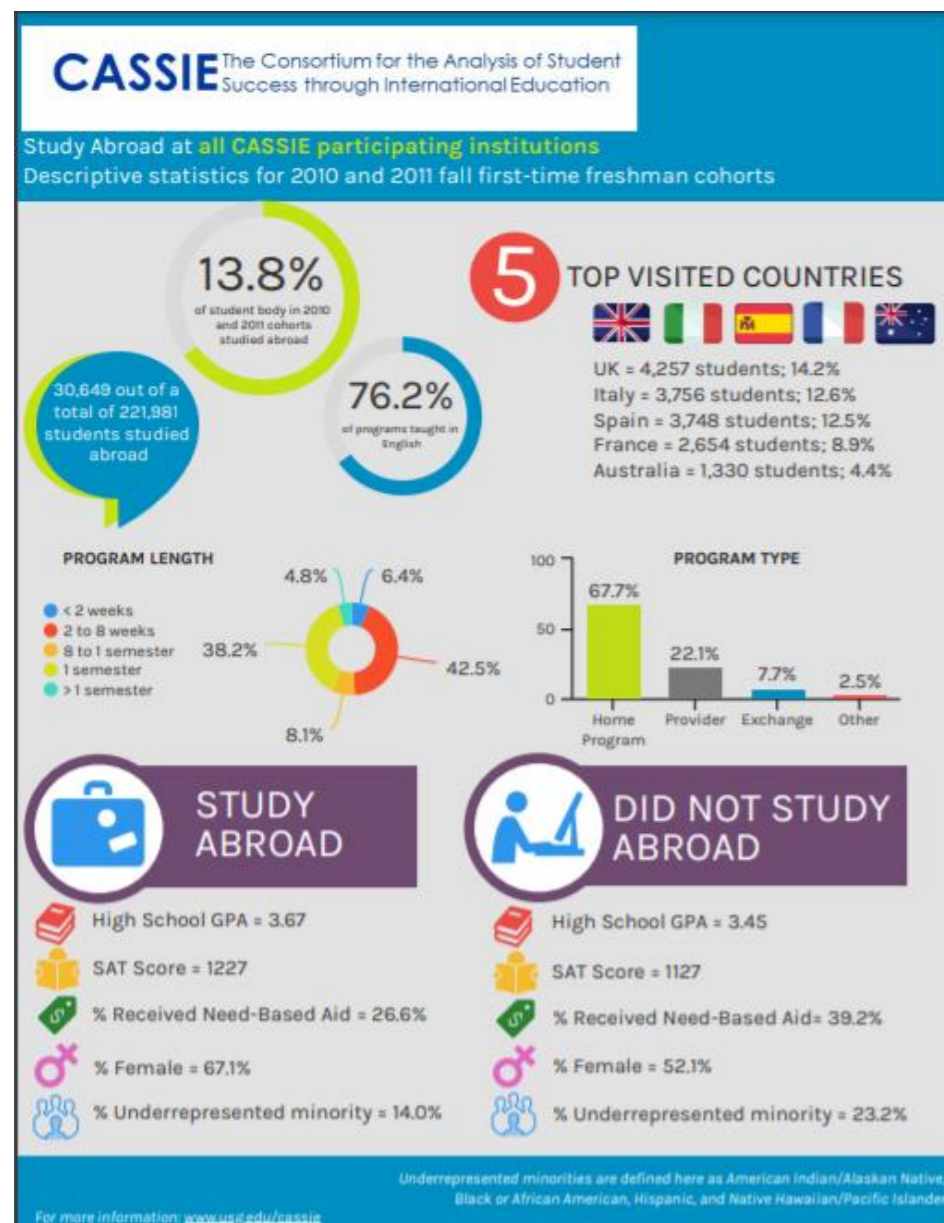
- **Study Abroad**

  - Effects of study abroad on <u>student success</u>

  - Effects of study abroad on **subgroups of students** (such as <u>need-based aid</u>; <u>underrepresented minority</u>; <u>first generation</u>; and <u>STEM majors</u>)

  - Effects of study abroad **program characteristics** (including language of instruction; provider; duration; and geographic region) on <u>4-year</u> and <u>6-year</u> graduation rates

- **World Language**

  - Effects of <u>world language major</u> on student success

  - Effects of <u>world language degree</u> on student success

  - Effects of <u>world language course taking</u> (impact of number and type)

Study Abroad: Major Findings

- Study abroad did not delay graduation

- Graduated faster

- Increased final GPA

- Did not earn substantially more credit hours
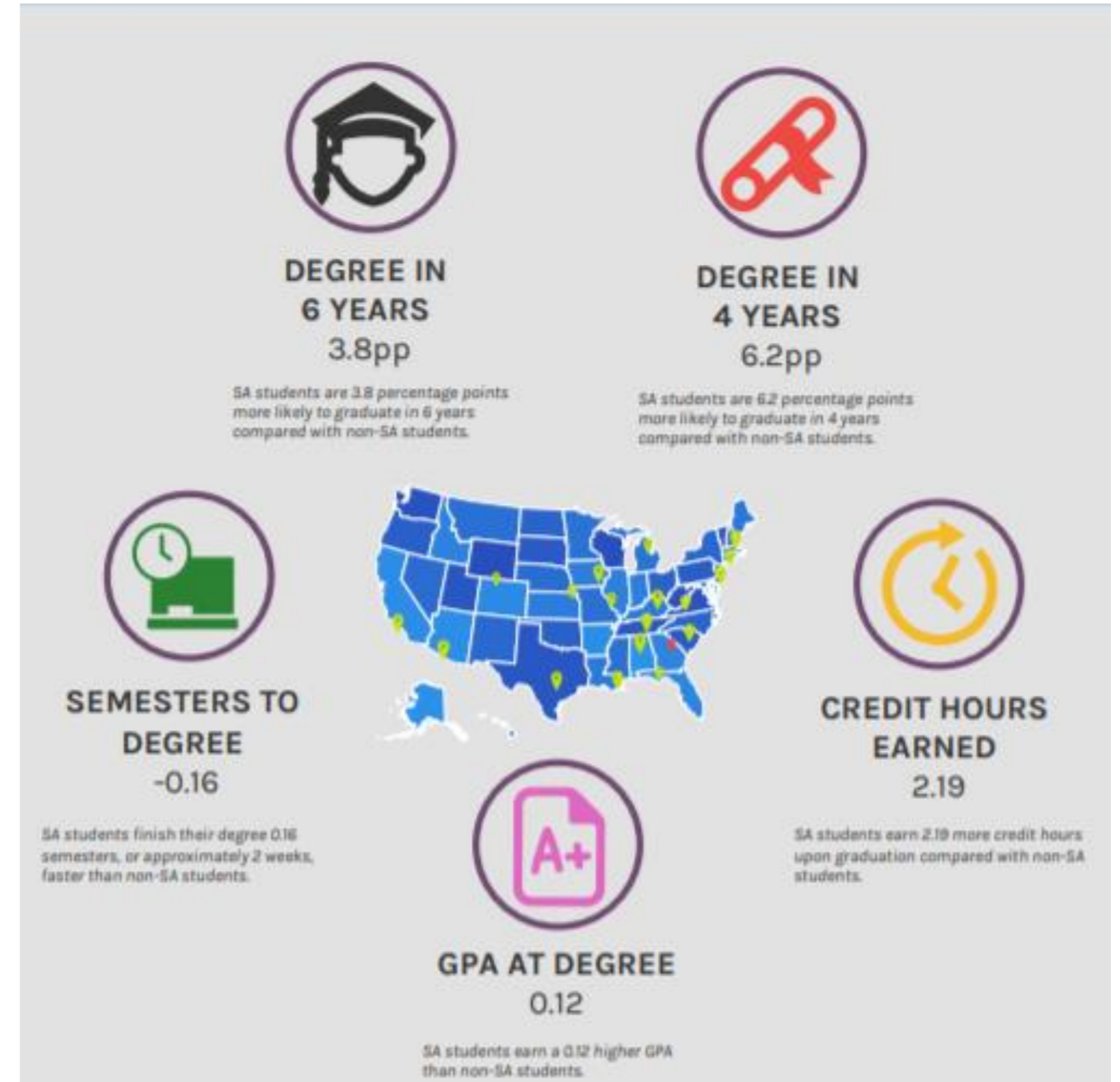
World Language Degree: Major Findings

- World language study did slightly delay graduation

- Graduated slower

- Increased final GPA

- Did not earn substantially more credit hours

CASSIE Partner Survey

- **24** individual respondents (18 = IE & 6 = IR)

- **19** institutions represented

- Qualitative responses assessing whether and how CASSIE contributed to institutions' **capacity**, fostered a **culture of data use**, and **facilitated collaboration** to promote research on international education and student success

- Sample questions:

  - How have CASSIE materials and findings been used and did they foster changes?

  - How have CASSIE data helped your unit/division have a seat at the table?

  - How have CASSIE data been used to inform college completion and student success initiatives?

  - How have you utilized CASSIE presentations, webinars, infographics, data matrices?

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# Tracking Data & Encouraging Assessment

- "Now able to **track study abroad courses** in our student information system," "coding and **classifying courses and programs differently**"

- "We now have a **national research model** that we can emulate with our institutional data to track markers of student success"

- "Designing and implementing research and a more **refined approach to assessment**"

Report Writing & Benchmarking

- "Create **reports [for] senior leadership** on impacts of study abroad to success/completion"

- "Good for **comparative reasons** between institutions"

- "Benchmarking and **mobilizing institutional research** related to global competency development"

- "As we begin to recover and have **strategic conversations about mobility**, this data will be used"
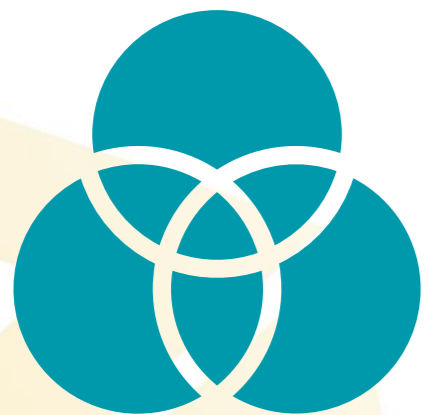
Marketing, Recruitment & Advising
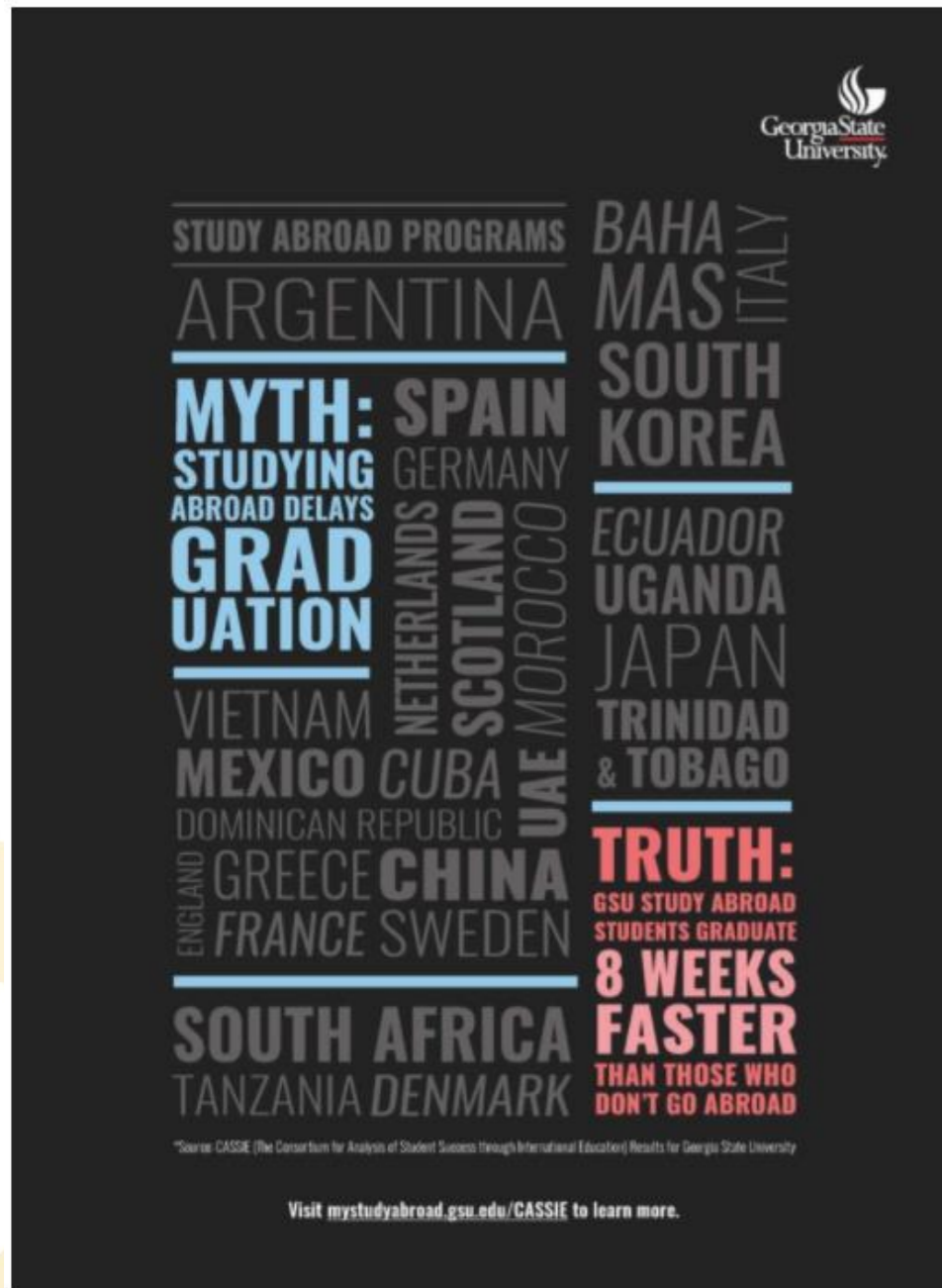
- "Allowed us to provide **reliable data to show to students, their families, and our faculty** that study abroad is a high impact practice that supports retention/completion"

- "Sent infographics to **advisors**, added to **presentations** for recruitment, information on **website** [and] **social media** posts"

- "Enabled us to better understand the unique outcomes of education abroad on subgroups of students ... to **both dispel misperceptions** of education abroad and to **advocate for support**"

Cross Campus Collaboration

- "Shared CASSIE data with the **Division of Student Success** and … have increased collaboration … from new student orientation to working with academic success programs"

- "More familiarity between the [IE and IR] offices and **increased engagement on gathering and utilizing data**"

- "Strong intra-unit collaborations have been in place for many years, but CASSIE **facilitated new discussions around data** and how student engagement in experiential learning is tracked"

Strategic Planning & Student Success

- "Intend to [use for] **experiential learning expansion**"

- "Data … specifically related to [**Retention Progression Graduation**] and GPA was the most impactful … informing the campus community that studying abroad is ***not just*** an 'extra' and that it doesn't mean students are 'taking a semester off'"

- "Renewed interest in teasing out the impact of study abroad on retention and persistence as a means of **improving programs and bringing those benefits to students**"

Timeliness & Further Research
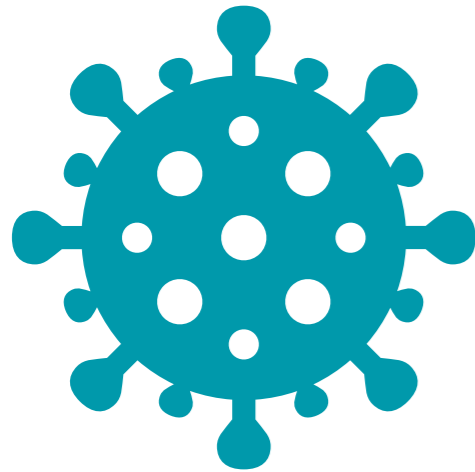
- "[Data] will be used to increase external opportunities **as international travel becomes possible again**"

- "Provided evidence of utility of **model expansion** and **continued data collection**" for "more recent academic years"

- "Determine whether advantages found [apply] … to **other forms of international education** (e.g. virtual exchange)"
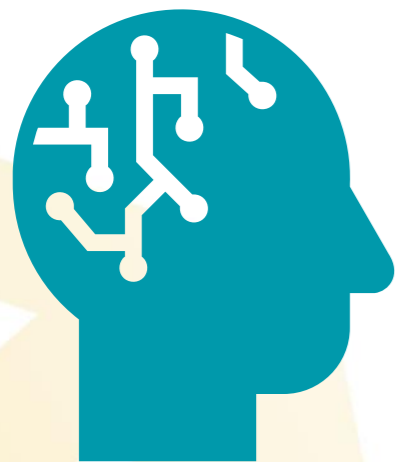
Advocacy

- "Demonstrate impact to **federal funders and private donors**"

- "Participation has **brought new attention to the impact of study abroad** from units not directly involved"

- "Infographics … particularly helpful in **distributing data in meaningful ways to stakeholders** … better articulate findings"

- "Milestone in **validating international education** and may be the single most important contribution to the field in decades"

- "This work has been **empowering**"

Summary

1. Tracking Data & Encouraging Assessment
2. Report Writing & Benchmarking
3. Marketing, Recruitment & Advising
4. Cross Campus Collaboration
5. Strategic Planning & Student Success
6. Timeliness & Further Research
7. Advocacy

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