

CASSIE

The Consortium for Analysis of Student
Success through International Education



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The University of North Carolina System

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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
 - 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



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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 predictors of study abroad participation, impact on academic outcomes
 - Found education abroad increases timely graduation, especially for African Americans
- CASSIE builds on GLOSSARI by:
 - Broaden outcomes: language study and Title VI participation
 - Institutions beyond USG (partnership with IIE)
 - Refined methods



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

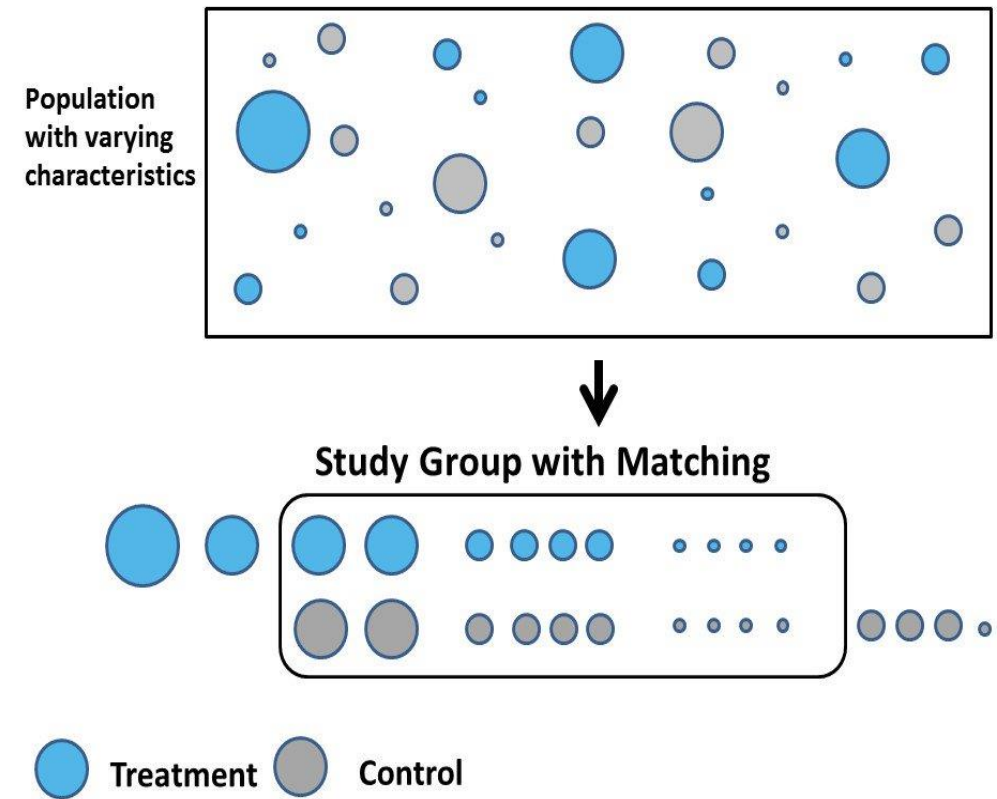
- Timely Graduation
- Terms and Credits to Degree
- Credit completion ratio and GPA



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 Nearest Neighbor Matching



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.

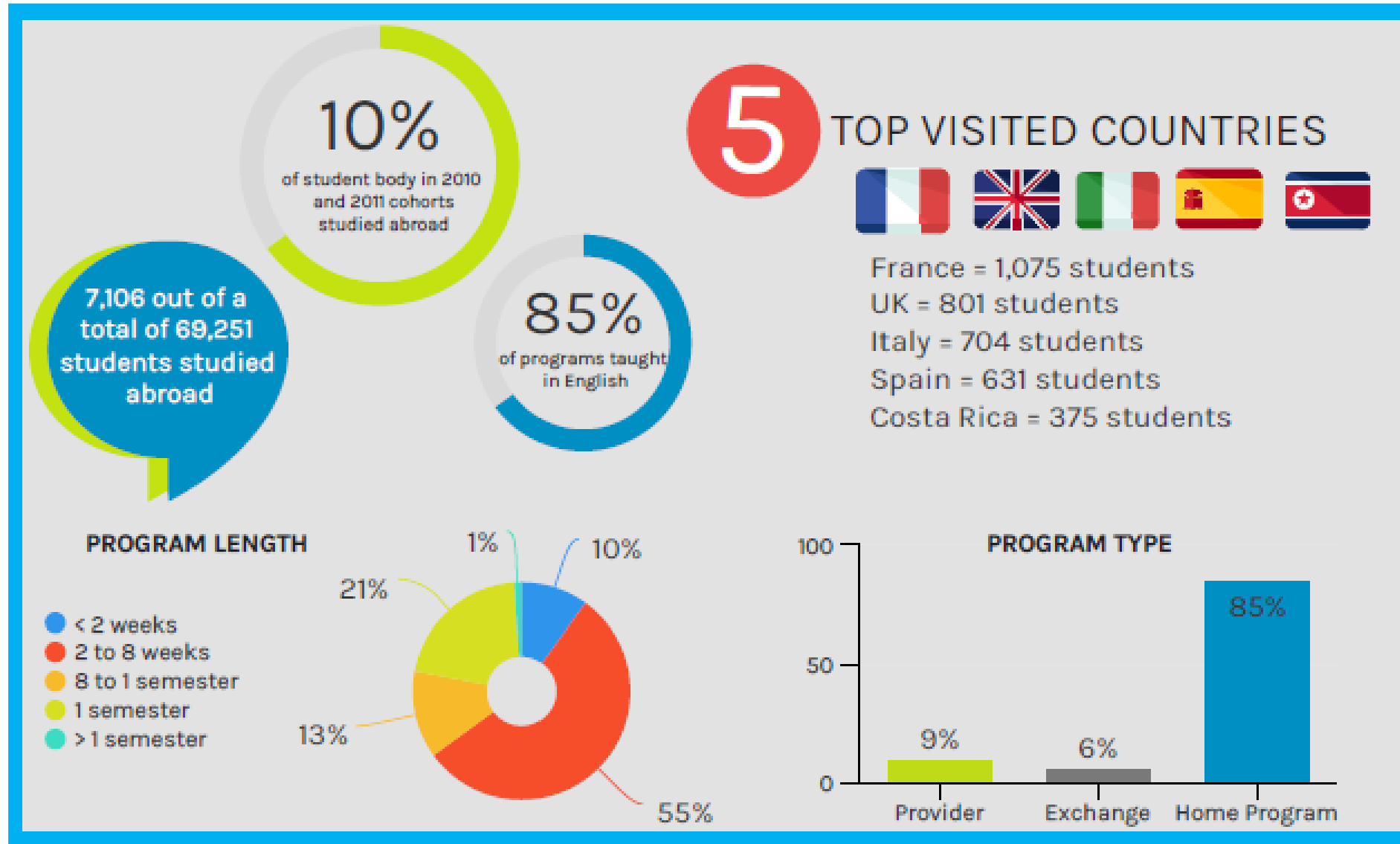


CASSIE Products

- Academic papers
- Conference presentations (AIEA, IIE, Forum, NAFSA, AIR)
- Policy memos
- Institutional benchmarking reports
- Institutional and overall infographics
- Webinars-both outcomes and to foster IE/IR collaboration



Education Abroad General Information



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%

Descriptive Outcomes (DRAFT)









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.

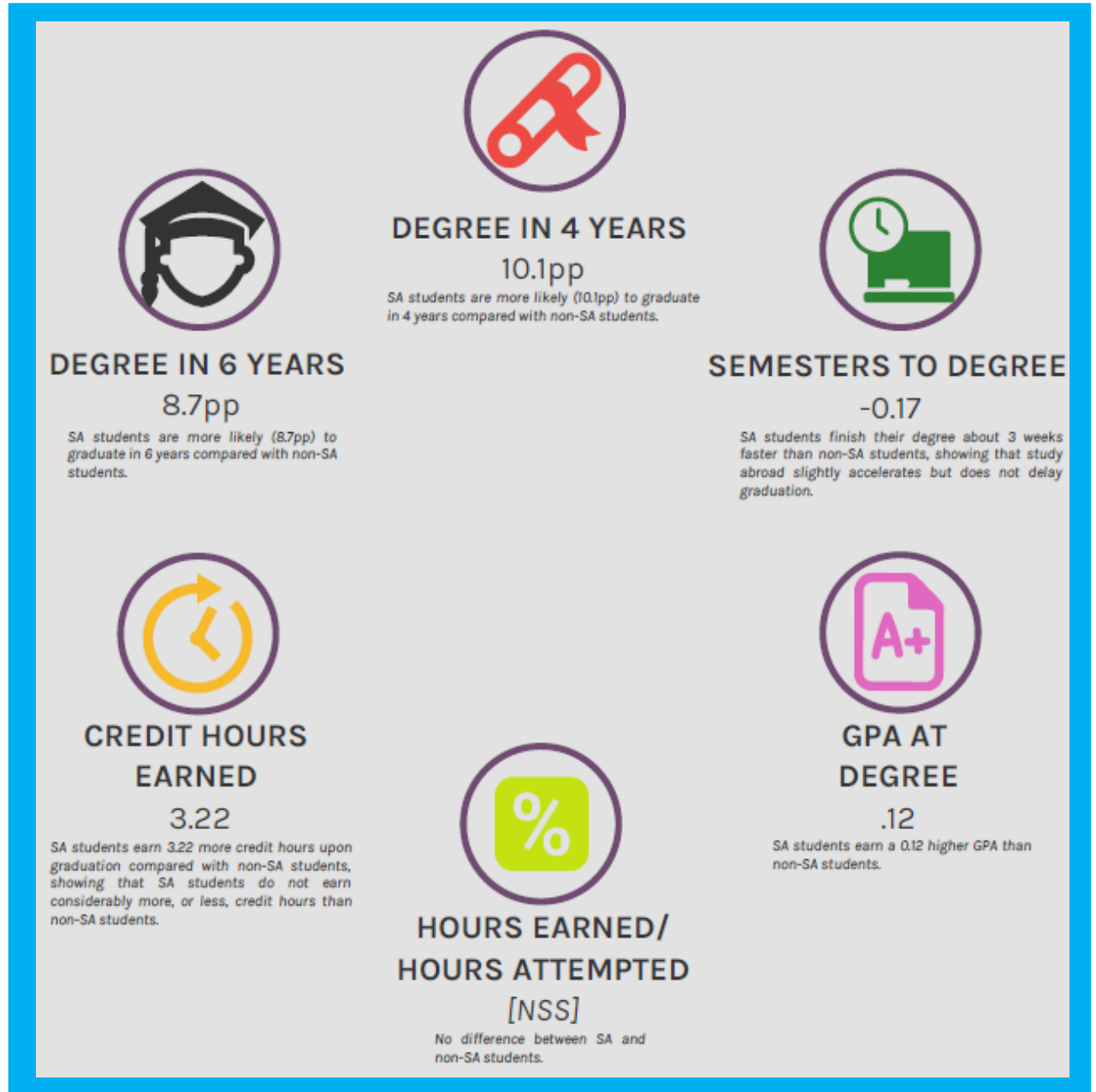


DID NOT STUDY ABROAD

-  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.

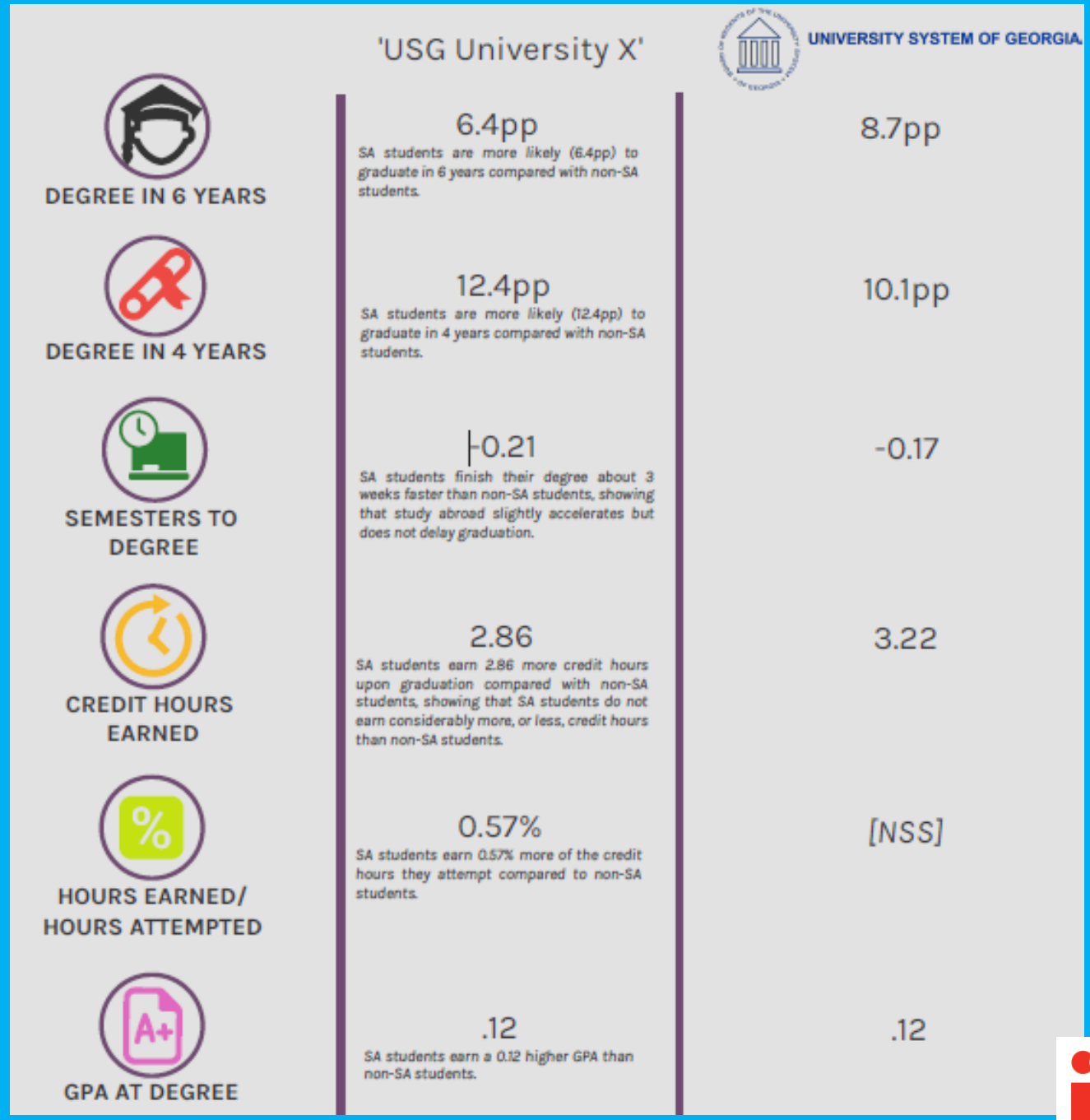
Matching Analysis Outcomes (DRAFT)



Institutional Infographic



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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



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
- Outcomes for different international ed program types can suggest changes in emphasis for administrators
- Essential in advocacy for institutional and government funding



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