

# The Truth About Education Abroad: How Data Can Inform Practice

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# Agenda

1. How can data inform and advance Education Abroad
2. How data can be used as a change-agent for campus initiative
3. How data can be used to increase participation of under-represented students
4. Data Activity



# Framework: How can data inform and advance Education Abroad?

## Strategic Planning

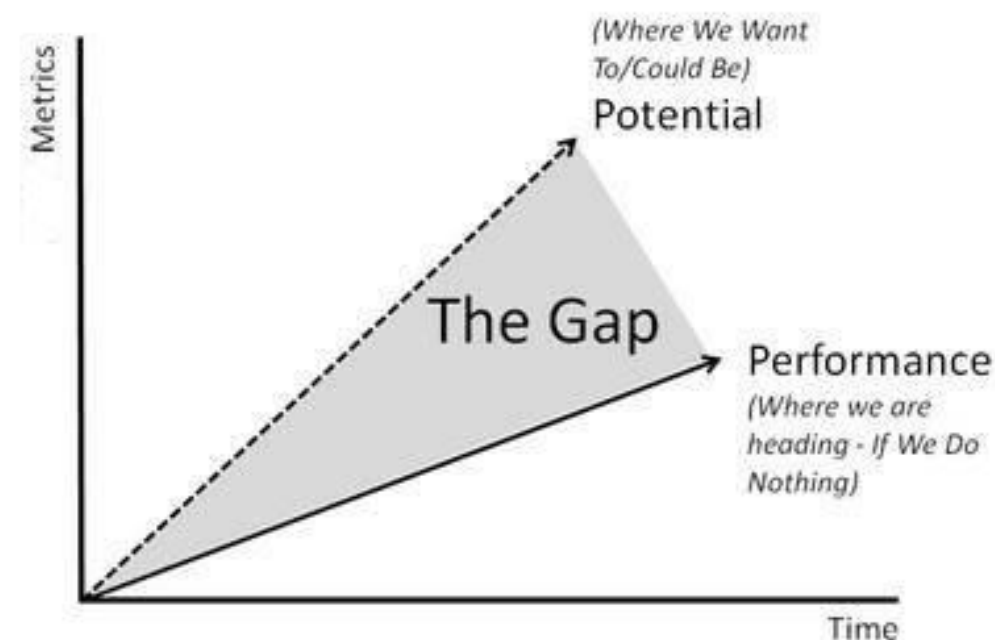
- Gain insights to create or achieve goals
- Align office strategy with that of institution's
  - Ex: Institution has a strategic goal of internationalizing
    - Use data to position EA to fit into this goal
    - Creates buy-in from the top down for EA



# Framework: How can data inform and advance Education Abroad?

## Conduct GAP Analysis in programming

- Identifying what needs to be done
  - Ex: Curricular mapping to help guide the creation of programs
    - which programs can most effectively fulfill degree requirements?



# Framework: How can data inform and advance Education Abroad?

## Increase Enrollment in EA

- Overall and across demographics  
Ex: Using data to increase underrepresented student participation
- Improve recruitment strategies  
Ex: Using data to drive marketing points





**44%**  
OF THE CLASS OF  
2018 STUDIED AWAY

- » 34% of Pratt students
- » 46% of Trinity students

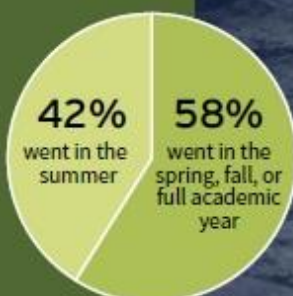
### TOP 5 MAJORS

The top five majors represented across study away program participants in 2017-2018:

1. Public Policy
2. Economics
3. Computer Science
4. Psychology
5. Biology

### WHEN DO DUKE STUDENTS GO?

Of all Duke students who studied away in 2017-2018 and the following summer:



**EARN COURSE  
CREDIT ALL  
AROUND THE  
WORLD.**

### Find Out More About Who You Are

Reaching outside your comfort zone is a powerful way to increase self-awareness, build character, reexamine your place in the world, and define what's important to you.

### Experience Authentic Intercultural Immersion

When you study at the source, in context and in real time, with access to resources indigenous to the host location, you'll learn at an unmatched intensity.

As international education professionals, we in the Duke Global Education Office believe that the best possible study away experience offers students high caliber academics, a strong support system, and the chance to integrate intellectual inquiry into a mosaic of cultural and personal experiences.



"Your opportunities at Duke span the globe. We believe that the chance to study and learn in a different culture is an integral part of your education."

A global program gives you a new perspective on the world, and on your academic pursuits, putting your education in action as you discover new ways of looking at issues, ideas and cultures. And our global programs are accessible to all Duke students: both federal and university financial aid is fully portable – it goes wherever you go.

Make this the year that your Duke experience goes global."

Vincent E. Price  
President, Duke University

### 11 TIMES YOU COULD STUDY AWAY

There are 11 terms in a typical four-year undergraduate career in which you could plan to study away: Six summer sessions and five semester terms.





## 40 DUKE-ADMINISTERED PROGRAMS (DUKE-INS)

- Earn regular Duke credits and grades in most cases (transfer credit in some)
- Administered by Duke (in full or in part)
- Duke faculty directly involved

## 130 DUKE-APPROVED PROGRAMS

- Earn transfer credit
- Sponsored by other U.S./foreign universities and providers
- Reviewed and approved by a committee of Duke faculty and staff

## CREDITS IN A WIDE RANGE OF SUBJECTS

You don't have to be a foreign language major/minor – or even have knowledge of a foreign language – to study away. In fact, many programs are taught in English and offer credits in a variety of subjects like economics, public policy, biology, and computer science, just to name a few.



## USE YOUR FINANCIAL AID OR SCHOLARSHIP TO STUDY AWAY.

### Don't let cost deter you.

Duke has established robust financial aid programs to support students' global academic endeavors. Duke financial aid, as well as federal financial aid, can be used to study away.

Scholarship funding is also an option. Consider applying to a scholarship awarded uniquely to study away participants; or inquire about using funds from your general scholarship to pursue a study away program.

An estimated  
**40%**  
of students who study  
abroad each year are  
on financial aid.

### COST STRUCTURES

	Duke-In Programs	Duke-Approved Programs
Tuition + Fees	Standard Duke tuition plus program fee	Tuition and fees of host institution
Other Fees	Housing fee for some U.S.-based programs	Duke study abroad fee (2018-19 fee: \$4,580 per semester)
Additional Expenses	Varies by program. Research what's included in the program fee and what you'll have to budget to pay on your own. Some common additional expenses are: airfare, visa/residency permit, books, mobile phone, public transportation, laundry, weekend meals, personal travel outside the program itinerary, etc.	

### FINANCIAL AID

Consult [financialaid.duke.edu](https://financialaid.duke.edu) or call (919) 684-6225 for more information. Non-Duke students should consult their home institution regarding financial aid.

	Duke-In Programs	Duke-Approved Programs
Financial Aid for Semester Programs*	Your family contribution will remain the same as a semester on campus, even if the budgeted cost of your program is more expensive.	Your family contribution will remain the same, provided the cost of the program doesn't exceed the cost of a semester at Duke.
Financial Aid for Summer Programs*	You may receive financial aid for up to two Duke-In summer programs (and/or summer sessions in Durham).	No institutional aid provided for non-Duke summer programs.

\*Available to undergraduate Duke students already receiving federal or institutional aid for study on the Durham campus. Eligibility varies per cost of program and family contribution.



# Framework: How can data inform and advance Education Abroad?

## Improve quality of programs

- Using not only quantitative data, but qualitative data to make improvements to programming  
Ex: Pre-post programmatic surveys/assessments, program reviews, focus groups

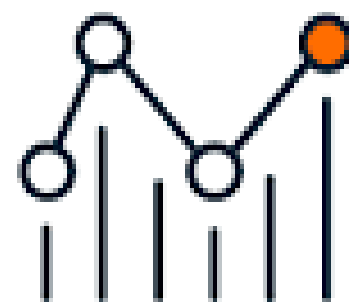




# Framework: How can data inform and advance Education Abroad?

## Improve workflows and practices/policies

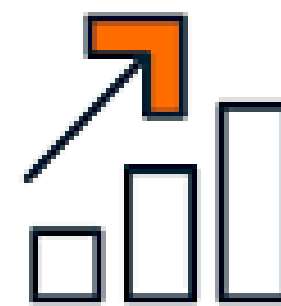
- Ex: advocating for more positions in your office, reorganization of office workloads, revising policies for efficiency



Monitor

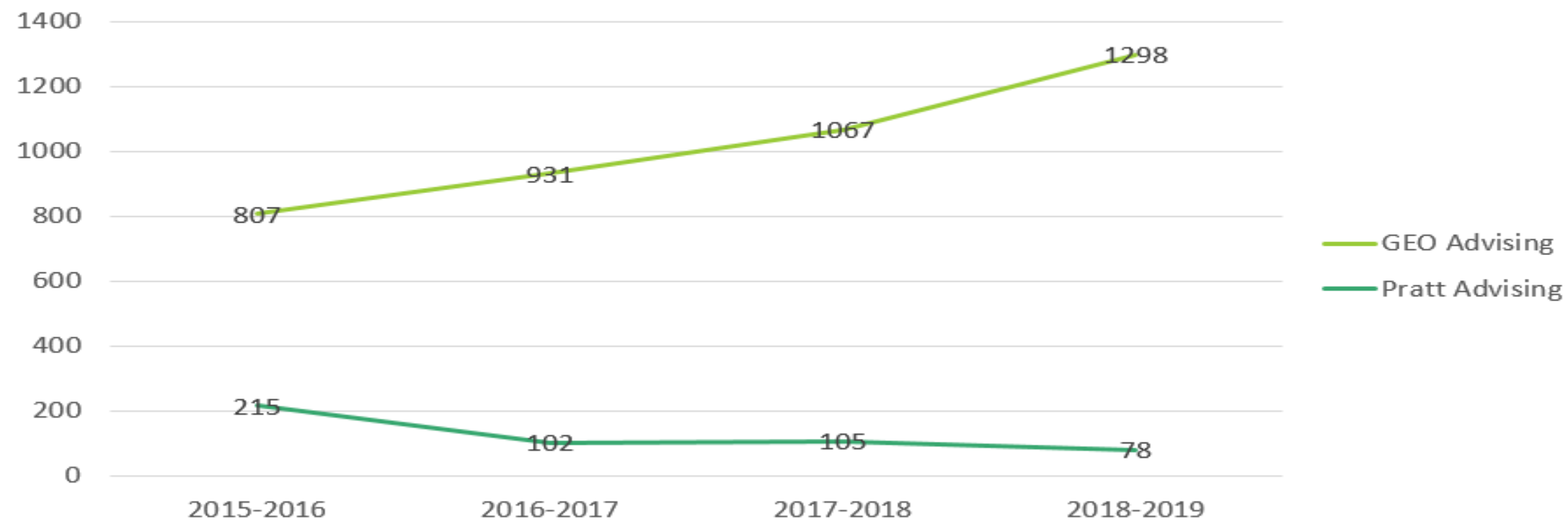


Analyze



Improve

# Increase in Regional Advising at GEO over the past 4 years



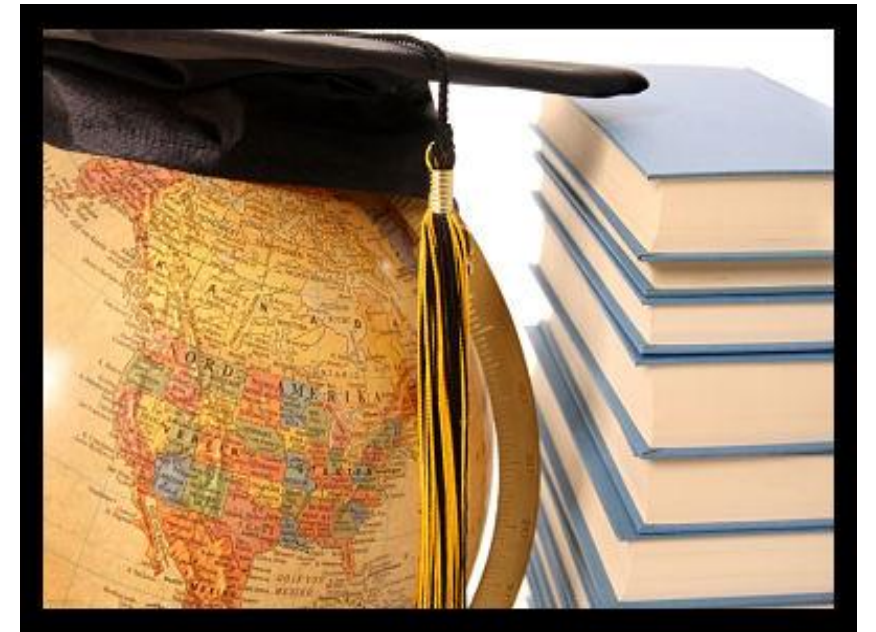
From 2015-2016 to 2018-2019, Regional Advising at GEO has increased by **61%**



# Framework: How can Data Inform and Advance Education Abroad?

## Measure impact of education abroad

- Using different instruments/variables to measure the impact of EA on your campus
  - AAC&U Intercultural Knowledge and Competence value
  - Global Perspectives Inventory
  - Intercultural Development Inventory
  - Global Competencies Inventory
  - Global Competence Aptitude Assessment
- Ex: Data has shown that EA improves retention rates, language learning, graduation rates, employability and career skills, etc.



And more.....

# Northern Arizona University

- Public, high research institution
- 38,000 students
- 1,151 FT faculty
- 95 baccalaureate degrees
- 76 graduate degrees





# Global Learning Initiative (GLI)

- Reposition Study Abroad  
Undergraduate curricula
- Across-the-curriculum  
Global Education initiative



# Global Learning Initiative (2010)

**Diversity Education**

**Sustainability**

**Global Engagement**



# Global Learning Initiative

- All undergraduate programs
- Liberal education program
- Co-curricular experiences



# Global Learning Initiative

Community Organizing strategies:

- Power mapping, one-on-one meetings, etc.
- Key faculty - Key departments
- Funded department/program curricular faculty teams



# Global Learning Initiative

- Program level SLOs  
Disciplinary practice and discourse
- Assessments strategy
- Scaffolded learning experiences
- Study abroad

# Global Learning Initiative

- Individual faculty courses
- Large, flat, flexible democratic frameworks
- Diversity Collaborative
- Sustainability Collaborative
- 80%+ of all undergraduate programs participated in GLI (Fall 2013)



# Global Learning Initiative

## 2012 Senator Paul Simon Award for Campus Internationalization



Association of  
International Educators



Center for International Education



# Global Learning Initiative

*More on GLI implementation using Community Organizing strategies:*

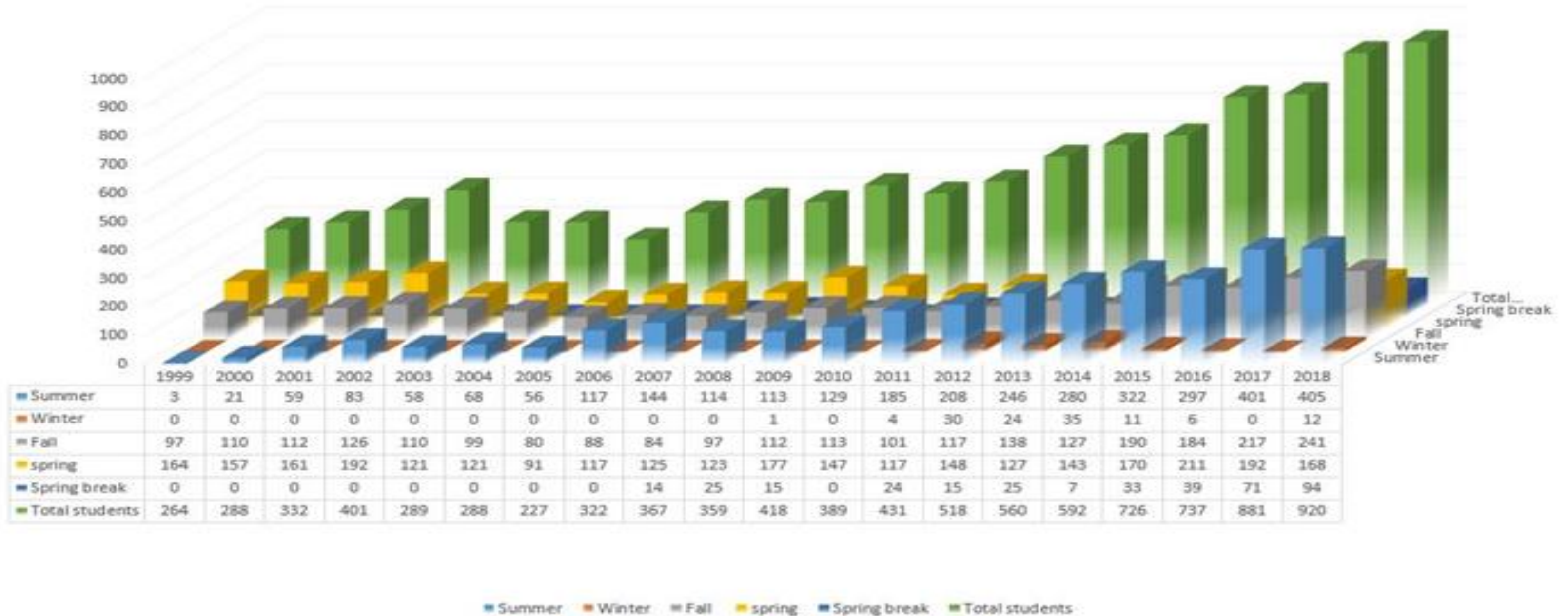
**“Global Learning Pedagogy: Elements of Successful Curriculum Internationalization”**

Jiangyuan Zhou (Stockton University), **Blase Scarnati (Northern Arizona University)**, Julie Medlin (University of South Carolina-Columbia), and Monique Abbenbroek (Rotterdam University of Applied Sciences, Netherlands)

***Friday, 10:00-11:15 AM, WCC, Room 144AB***



## NUMBER OF NAU STUDENTS ABROAD



# A Closer Look

	Summer	Winter	Fall	Spring	Spring break	Total students	Increase %	
2010	129	0	113	147	0	389	47% over 10 years	
2011	185	4	101	117	24	431	11%	
2012	208	30	117	148	15	518	20%	GLI Implementation, 2 extra staff (including an Assistant Director)
2013	246	24	138	127	25	560	8%	
2014	280	35	127	143	7	592	6%	
2015	322	11	190	170	33	726	23%	Scholarship increase of 80k and 2 extra staff approved and new exchange partnerships increased
2016	297	6	184	211	39	737	2%	
2017	401	0	217	192	71	881	20%	Faculty led program opportunities increased and IGP numbers more than doubled (17 to 40)
2018	405	12	241	168	94	920	4%	
							136% increase over 8 years	



# Graduation Rates

NAU overall graduation rate = 54%

- Students who studied abroad = 87% (based on those who started at NAU from Fall 2010 and Fall 2014)
- 33% of students who did not graduate were in Nursing and STEM fields (50 students).
- **23%** of students who did not graduate were from **Social and Behavioral Science (34 students primarily from psychology and anthropology)**
- **16%** of students who did not graduate were from **Business (24 students)**
- **5%** of students who did not graduate were **undeclared (8 students)**
- **23% remaining were from humanities (34 students primarily from Communications, Art, and Philosophy)**

# Graduation Rates by College Fall 2017 - 2018

- **Arts and Letters:** 384 graduated - 172 studied abroad **45%** --  
**GLC 80% of German and French and almost 90% for Spanish -- goal of 100%**
- **Business:** 804 graduated – 220 studied abroad **27%**
- **Sciences:** 799 graduated - 207 studied abroad **26%**
- **Social Science:** 1173 graduated – 238 studied abroad **20%**
- **Education:** 494 graduated – 51 studied abroad **10%**
- **Engineering:** 465 graduated – 40 studied abroad **9%**
- **Health Sciences:** 1031 graduated – 78 studied abroad **8%**
- **Total:** 5150 graduated – 881 studied abroad **17%** **Of the total student population 881 out of 29,000 for 2017 = 3%**



# What Does This Data Provide?

## Bragging Rights

**Opportunity** for cross campus collaboration for that magical word “**retention**”.

- Creation of college data sheets for discussion with deans
- Creation of Global Tracks
- Creation of Faculty led programs
- Conversations and collaboration with academic advisors, faculty, Department Chairs, and Deans

# How data can Inform practice - Data Sheets

## Engineering

1. Internships and faculty led
2. Language programs
3. Strategic international partners with courses that align with ours
  - Typically students add a year to their program when going for a semester or academic year. Knowing this, what initiatives/programming can you provide? Double major in a language? IGP as model.

## Health and Human Services

1. Faculty led service learning programs
2. Service internships
3. Language programs

# How Data Can Inform Practice - Global Tracks

1. Started with HRM in Germany. With thoughtful promotion, we doubled our numbers from 3 to 6 students with this partner in one year. **THEY KEY IS continued promotion.**
2. It is a process. Don't give up after the first go!
3. Identify partners based on already approved courses within a major where you hope to see increase.
4. Create a Global Track for those partners you need to send more students AND do all of this in **reverse**! Help your partner institutions with syllabi and other tips for getting students enrolled into required courses to increase participation.



# How Data Can Inform Practice - Collaboration

**NAU Goal #3 - Become the nation's leading university serving Native American students**

**Improving Native American student mobility**

**7 students to 37 students from 2013 to 2018 19% growth in five years**

- Providing data to Director of NACC
- Financial support for NACC international initiatives
- Collaborations with international partners for faculty led
  - Navajo Reservation study away program
  - Global Track in Education in Australia

**Thursday 1:30 - 3:30 Poster presentation on increasing indigenous student mobility!**

# Case Western Reserve University

- Private, non-profit
- Founded in 1896
- Rankings: #37th among National Universities, 146th among global universities
  - U.S. News and World Report Best Colleges, 2018
- 95 Undergraduate degrees
- 135 Graduate & Professional degrees
- 5,262 Undergraduates
- 6,629 Graduates
- 11,891 Total Enrollment
- 94.4% retention



# How data can be used to increase participation of under-represented students

Quantitative and Qualitative data for Advocacy, Collaboration, and Engagement

- Advocate for Education Abroad
  - Scholarships
  - Program Development
- Develop Strategies to Increase Under-Represented Students
- Develop Targeted Marketing Strategies
- Conduct Gap Analysis
- Develop Curriculum Mapping



# How data can be used to increase participation of under-represented students

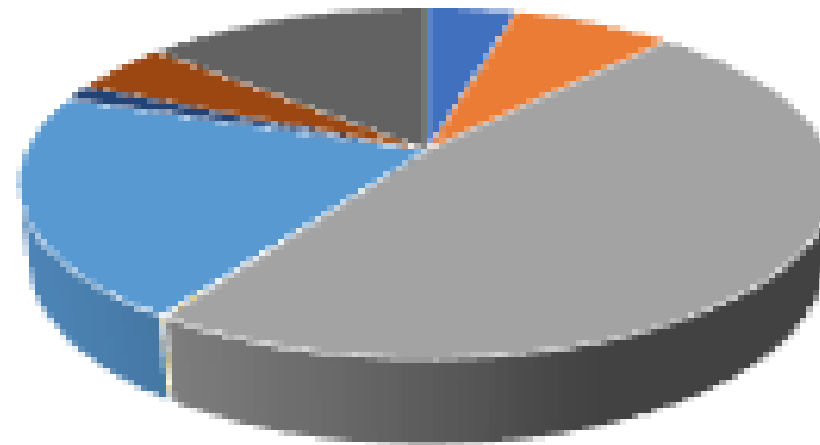
- Quantitative Data
  - Data Sheets by College
- Qualitative Data
  - Focus groups
  - Surveys

# Retention Data

	Cohort Size		Return Fall 2nd Year		Return Fall 3rd Year		Return Fall 4th		Grad 4 or Less		Return Fall 5th	
Cohort	SA	Not SA	SA	Not SA	SA	Not SA	SA	Not SA	SA	Not SA	SA	Not SA
2008	32	992	31	906	28	851	29	817	20	631	10	180
	3%	97%	97%	91%	88%	86%	91%	82%	63%	64%	31%	18%
2009	106	859	104	787	102	719	102	689	71	538	34	155
	11%	89%	98%	92%	96%	84%	96%	80%	67%	63%	32%	18%
2010	233	786	231	717	229	645	224	615	185	470	45	156
	23%	77%	99%	91%	98%	82%	96%	78%	79%	60%	19%	20%
2011	266	635	258	568	252	527	244	505	206	388	43	109
	30%	70%	97%	89%	95%	83%	92%	80%	77%	61%	16%	17%
2012	418	952	413	879	406	806	397	773	335	552	60	229
	31%	69%	99%	92%	97%	85%	95%	81%	80%	58%	14%	24%
2013	399	849	391	772	386	700	378	679	325	523	55	154
	32%	68%	98%	91%	97%	82%	95%	80%	82%	62%	14%	18%
2014	348	934	348	856	338	804	323	768	268	592	67	183
	27%	73%	100%	92%	97%	86%	93%	82%	77%	63%	19%	20%
2015	346	910	343	808	336	752	319	720	14	15		
	28%	72%	99%	89%	97%	83%	92%	79%				
2016	266	998	264	905	260	851						
	21%	79%	99%	91%	98%	85%						
2017	186	1123	181	1055								
	14%	86%	97%	94%								
Total	2676	10355	2564	8253	2337	6655	2016	5566	1424	3709	314	1166
	21%	80%	99%	91%	97%	83%	94%	81%	78%	62%	17%	19%

# Case Western Reserve University

CWRU Students by Race/Ethnicity



- Black
- White
- Asian
- Race Unknown Race/Ethnicity
- Non-resident Aliens
- Hispanic/Latino
- American Indian/Alaska Native
- Hawaiian/Pacific Islander
- Two or More Races



# How data can be used to increase participation of under-represented students

- Build Relationships with partners and students
  - Collaborate with departments/units on events
- Go where they are:
  - Student organizations
  - Multicultural Center
  - LGBTQ Affairs
- Offer Scholarship workshops
- Use Technology (Ask Sparta)

# Activity

Think about the models you have heard today. Discuss at your table and write down your experiences:

1. How have you used data to effect change?
2. What data do you need to achieve your goals going forward?

# Resources

- Storytelling with Data

<http://www.storytellingwithdata.com/>

- NAFSA: independent research on measuring impact on study abroad

[https://www.nafsa.org/Policy\\_and\\_Advocacy/Policy\\_Resources/Policy\\_Trends\\_and\\_Data/Independent\\_Research\\_Measuring\\_the\\_Impact\\_of\\_Study\\_Abroad/](https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/)

- Tools for assessing intercultural and global competence

<http://www.crlt.umich.edu/interculturalcompetence>



# Presenter Contacts

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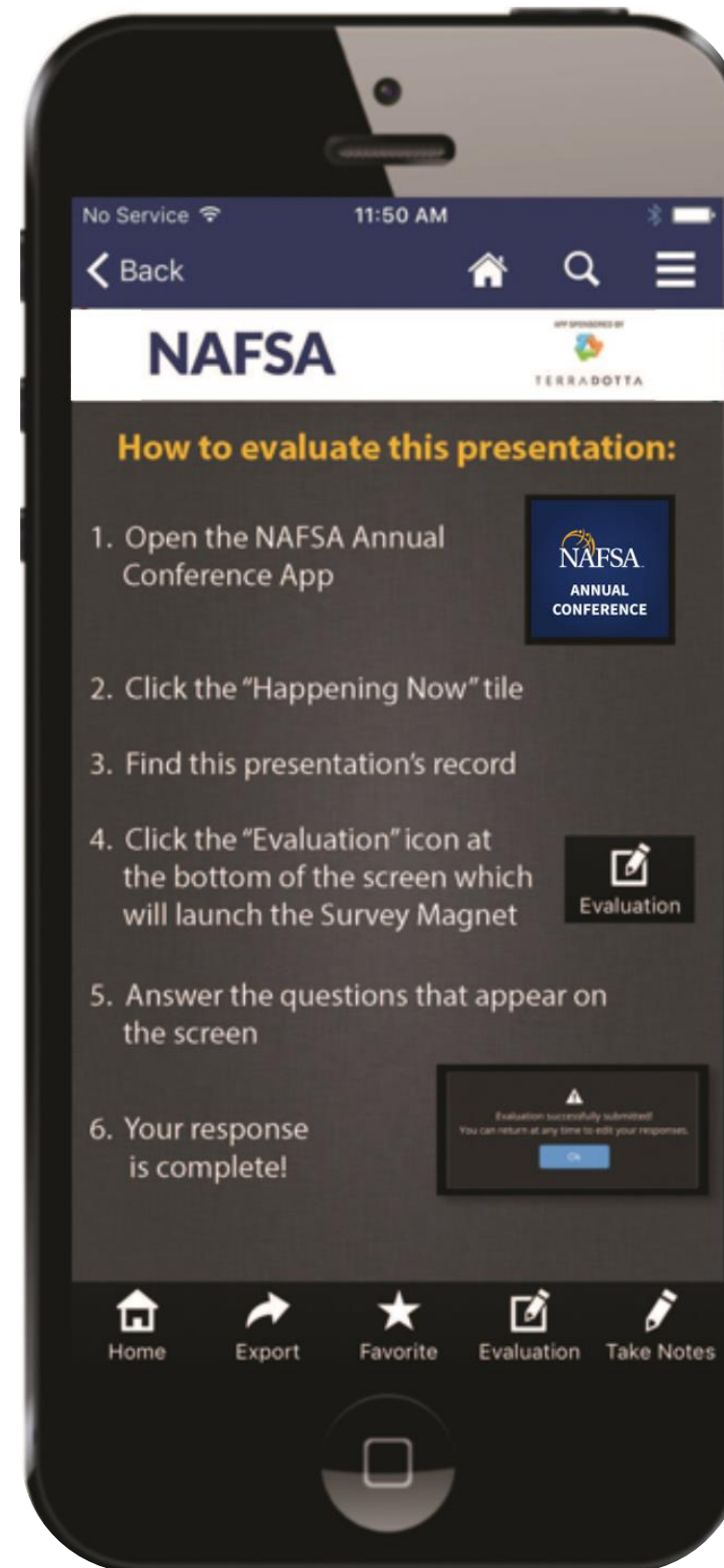
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Please  
complete  
this session  
evaluation  
NOW!



★ Or FAVORITE now  
and EVALUATE later!