Leveraging Campus Stakeholders to Advance Student Mobility

Opportunities and Challenges
Presenters

Pia Wood, PhD: Vice Provost; Dean of International Affairs, the University of North Texas

Noah Rost: Director of the Programs Abroad Office; Associate Director of the Center for Global Engagement, the University of Tennessee

Andy Ray, PhD: International Director of the Graduate College, Ohio University
Themes of this session

• Improving the student experience through student mobility: diversity, intercultural understanding, global awareness
• Strategies to gain support and participation of campus stakeholders including academic units
• How to present funding arguments to engage upper level administration and deans on student mobility
  • Mobility as a brand-building tool
What is your primary responsibility in your current position?

Join by Web

1 Go to PollEv.com
2 Enter AR015
3 Respond to activity

Respond at pollev.com/ar015
Three perspectives

• **Pia Wood**: Working with deans and upper administration.
  • SIO
  • Large, public institution with a significant number of international students and a small number of outgoing students.

• **Noah Rost**: Working with faculty and mid-level administration on outgoing student mobility.
  • Director of study abroad.
  • Large, public, flagship institution with a substantial number of outgoing students and a significant but not large number of international students.

• **Andy Ray**: Working with mid-level administration, incoming students, and faculty on international graduate admissions
  • International Director of the Graduate College
  • Medium-size, public institution with medium numbers of outgoing and incoming students.
Institutional snapshots: 2018-2019

Pia Wood: University of North Texas

TOTAL NUMBER OF STUDENTS: 40,000
INTERNATIONAL STUDENTS: 2,633
STUDY ABROAD STUDENTS: 525
ENGLISH LANGUAGE INSTITUTE: 95
University of North Texas Institutional Structure

Academic Affairs (Provost)

International Affairs

Division of Enrollment Management
Rank your top three most important stakeholders for incoming student mobility

<table>
<thead>
<tr>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life</td>
</tr>
<tr>
<td>International Recruitment Office</td>
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<tr>
<td>Enrollment Management</td>
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<tr>
<td>Office of Finance</td>
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<tr>
<td>International Student and Scholar Office</td>
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<tr>
<td>Professors</td>
</tr>
<tr>
<td>Department Heads</td>
</tr>
<tr>
<td>Deans</td>
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<tr>
<td>English Language Institute</td>
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</tbody>
</table>
Rank your top three most important stakeholders for outgoing student mobility

Study Abroad Office Deans Department Heads Professors Parents
Institutional snapshots: 2018-2019

Noah Rost: University of Tennessee

- **Total number of students:** 28,894
- **International students:** 1,171
- **Study abroad students:** 1,501
- **English Language Institute:** 38
University of Tennessee Institutional Structure

Office of the Provost

Center for Global Engagement

Enrollment Management

International recruitment


#4: What are your most significant institutional barriers to increasing outbound student mobility?

Join by Web

1. Go to PollEv.com
2. Enter AR015
3. Respond to activity
Using Data to Tell a Story about Education Abroad
## Education Abroad Participation & Graduation Retention Rates

### Average Effect of Education Abroad Participation on Probability of Graduation

<table>
<thead>
<tr>
<th></th>
<th>Percentage Point Change in Probability of Graduating by End of Year</th>
<th>Percentage Point Change in Probability of Returning After Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Years</td>
<td>5.9</td>
<td>11.4</td>
</tr>
<tr>
<td>Five Years</td>
<td>17.1</td>
<td>9.3</td>
</tr>
<tr>
<td>Six Years</td>
<td>15.2</td>
<td></td>
</tr>
<tr>
<td><strong>First-Generation Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Years</td>
<td>8.6</td>
<td>13.1</td>
</tr>
<tr>
<td>Five Years</td>
<td>22.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Six Years</td>
<td>18.4</td>
<td></td>
</tr>
</tbody>
</table>

*First-generation college student is defined as neither parent reported obtaining four-year degree.

### Summary

This data presents estimates of how graduation and retention rates differ among those who participated in one or more Education Abroad programs (EA) and those who did not. The analysis includes only first-time, full-time freshmen, beginning Fall 2008 or later.

The estimates represent the average change in the probability of graduation/retention associated participation in EA. These estimates hold constant various measures of academic preparation and success, including high school GPA, ACT/SAT super score, AP courses taken, and first-generation college student status. Other demographic factors held constant include gender, race, family income, Pell eligibility, and proportion of students in one's high school receiving free/reduced lunch.
Using Data to Tell a Story

- Importance of data
- Education abroad as seat management tool
- Education abroad as student success tool
- Education abroad salary as retention tool
Institutional snapshots: 2018-2019

Andy Ray: Ohio University

- Total number of students: 20,073
- International students: 1,122
- Study abroad students: TBA
- English language institute: 60
# Ohio University international graduate admissions: a communicative approach

<table>
<thead>
<tr>
<th>Application flow and departmental relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language proficiency and student mobility</td>
</tr>
<tr>
<td>Delays, late arrivals, and other complications</td>
</tr>
</tbody>
</table>
Applications Flow and Departmental Relationships

Utilizing departmental requests to dedicate more time to applicants of interest.

Improve messaging to departments.

- Get in their flow!
- Communicate clearly.
- Justify and cite.
English Language

What are we measuring and why?

How can we rethink English language proficiency?

Useful articles:
Challenges: A Case Study

The Coronavirus (2019-nCoV)

- IELTS and ETS have recently announced cancellation or postponement of their exams.
  - Students in China, Hong Kong, and Macau.
- Challenges:
  - Can students be admitted without these exams?
  - Late arrivals
  - How is this communicated to:
    - Departments
    - Students
    - Admissions Offices
    - International Student Services Offices
  - Who decides?
Thank you!

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