

Leveraging Campus Stakeholders to Advance Student Mobility

**Opportunities and
Challenges**

Presenters

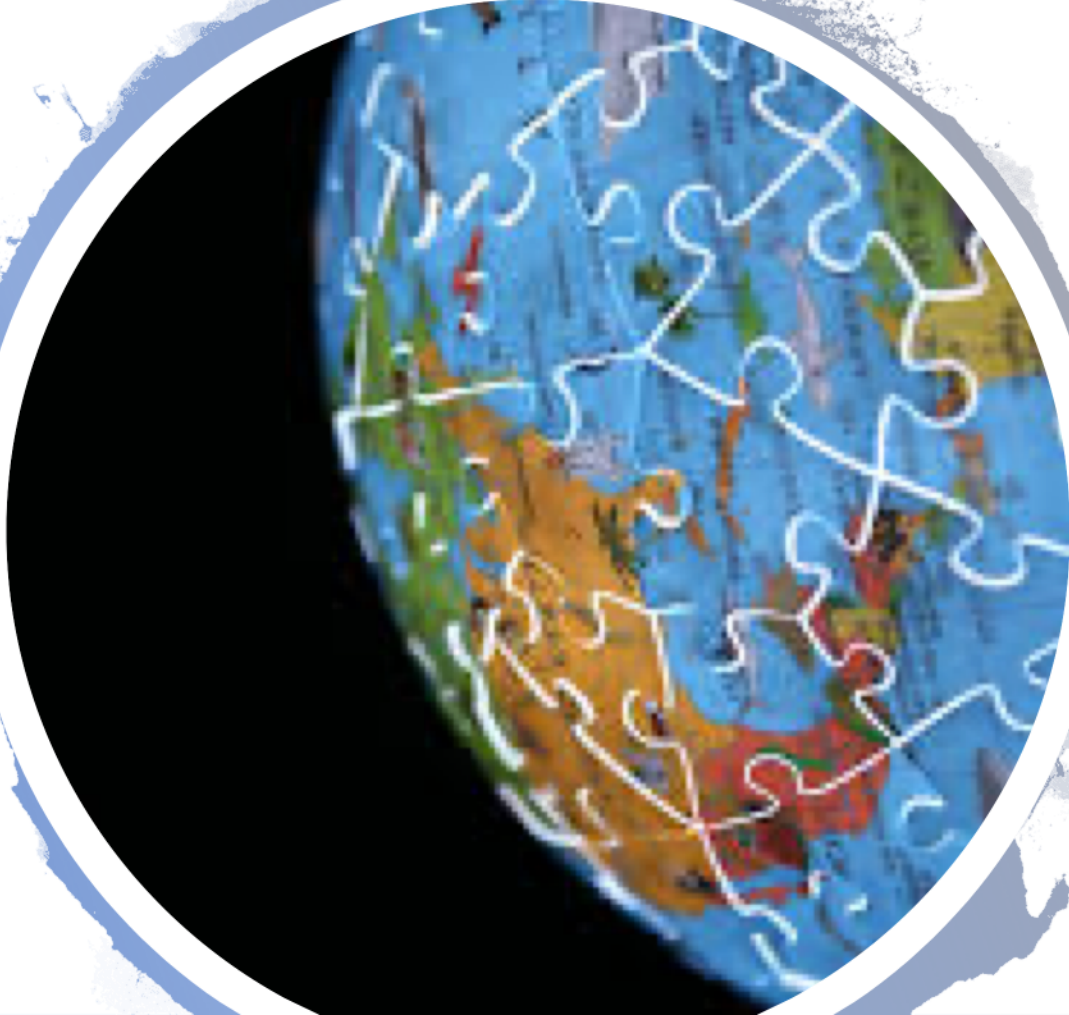
Pia Wood, PhD: Vice Provost;
Dean of International Affairs,
the University of North Texas

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



Respond at pollev.com/ar015

What is your primary responsibility in your current position?

Audience
Survey #1

Join by Web



- 1** Go to **PolleEv.com**
- 2** Enter **AR015**
- 3** Respond to activity

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**



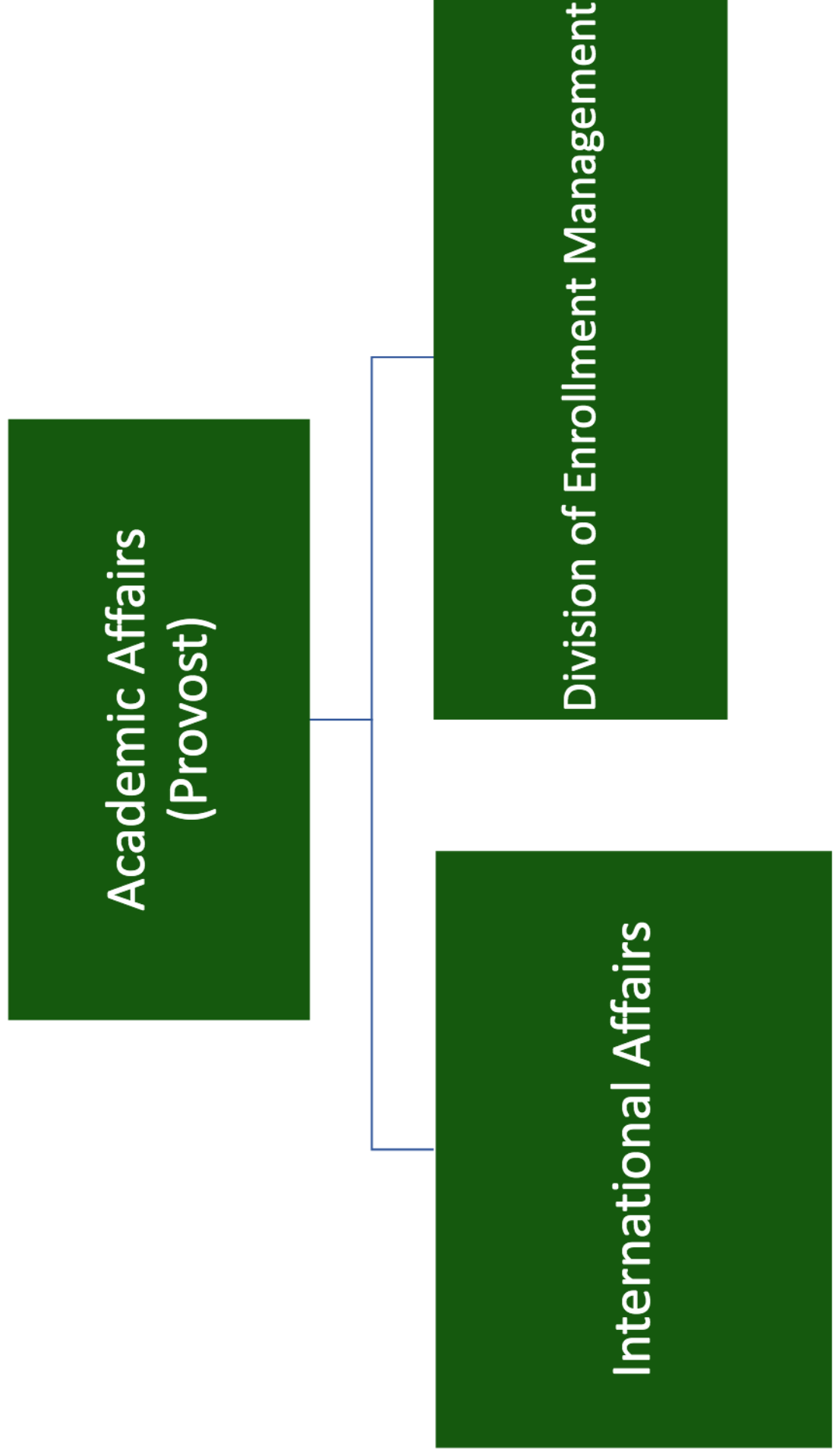
STUDY ABROAD
STUDENTS: **525**



ENGLISH LANGUAGE
INSTITUTE: **95**

University of North Texas Institutional

Structure



Respond at pollev.com/ar015

Rank your top three most important stakeholders for incoming student mobility



- Student Life
- International Recruitment Office
- Enrollment Management
- Office of Finance
- International Student and Scholar Office
- Professors
- Department Heads
- Deans
- English Language Institute



Audience
Survey #3

Respond at pollev.com/ar015

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**



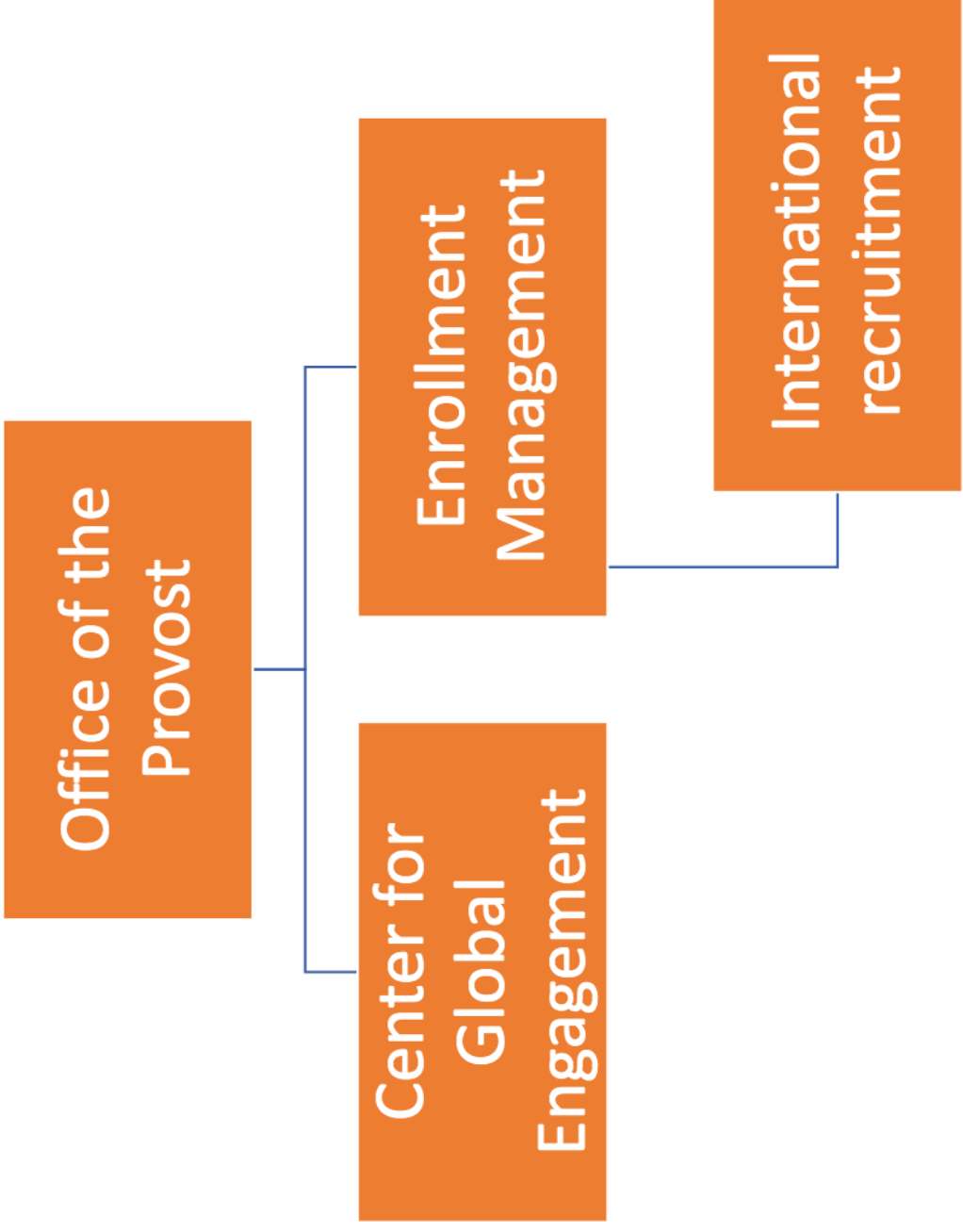
STUDY ABROAD
STUDENTS: **1,501**



ENGLISH LANGUAGE
INSTITUTE: **38**

University of Tennessee Institutional Structure

Structure



Respond at pollev.com/ar015

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

Audience
Survey #4

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

ALL STUDENTS:

PERCENTAGE POINT CHANGE IN PROBABILITY OF GRADUATING BY END OF YEAR	
5.9	17.1
Four Years	Five Years
15.2	Six Years

PERCENTAGE POINT CHANGE IN PROBABILITY OF RETURNING AFTER YEAR	
11.4	9.3
Two Years	Three Years

FIRST-GENERATION STUDENTS:

PERCENTAGE POINT CHANGE IN PROBABILITY OF GRADUATING BY END OF YEAR	
8.6	22.3
Four Years	Five Years
18.4	Six Years

PERCENTAGE POINT CHANGE IN PROBABILITY OF RETURNING AFTER YEAR	
13.1	9.3
Two Years	Three Years

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

SUMMARY:

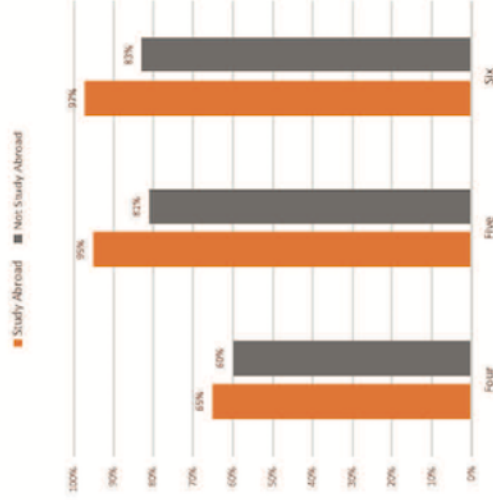
This data presents estimates of how graduation and retention rates differ among those who participated in one or more Education Abroad programs (EA) and those who did not. The analysis includes only first-time, full-time freshmen, beginning Fall 2008 or later.

The estimates represent the average change in the probability of graduation/retention associated with 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.

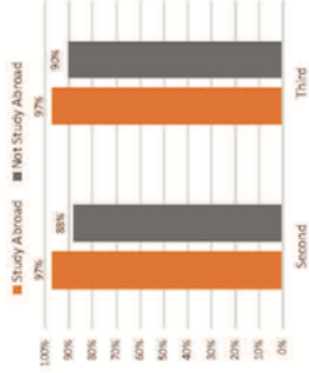
PREDICTED PROBABILITY OF GRADUATION AND RETENTION RATES

HYPOTHETICAL FEMALE STUDENT

Predicted Probability of Graduation in 4, 5 or 6 Years



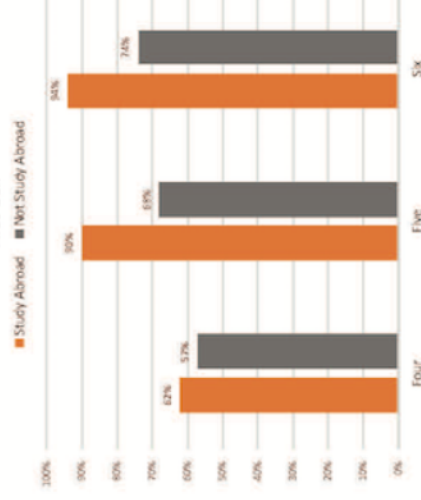
Predicted Probability of Retention After Years 2 and 3



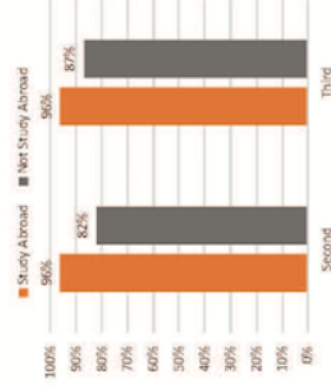
Note: Predicted probabilities calculated for hypothetical student. Hypothetical Student Profile: White, female, family AGI-\$100K/yr, HS GPA=3.75, ACT=27. Proportion of high school students with free/reduced lunch=0.3, not Pell eligible, both parents have a four-year degree, one AP course for credit

HYPOTHETICAL FEMALE FIRST-GENERATION STUDENT

Predicted Probability of Graduation in 4, 5 or 6 Years, First-Gen



Predicted Probability of Retention After Years 2 and 3, First-Gen



Note: Predicted probabilities calculated for hypothetical student. Hypothetical Student Profile: White, female, family AGI-\$100K/yr, HS GPA=3.75, ACT=27. Proportion of high school students with free/reduced lunch=0.3, not Pell eligible, both parents have a four-year degree, one AP course for credit

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**

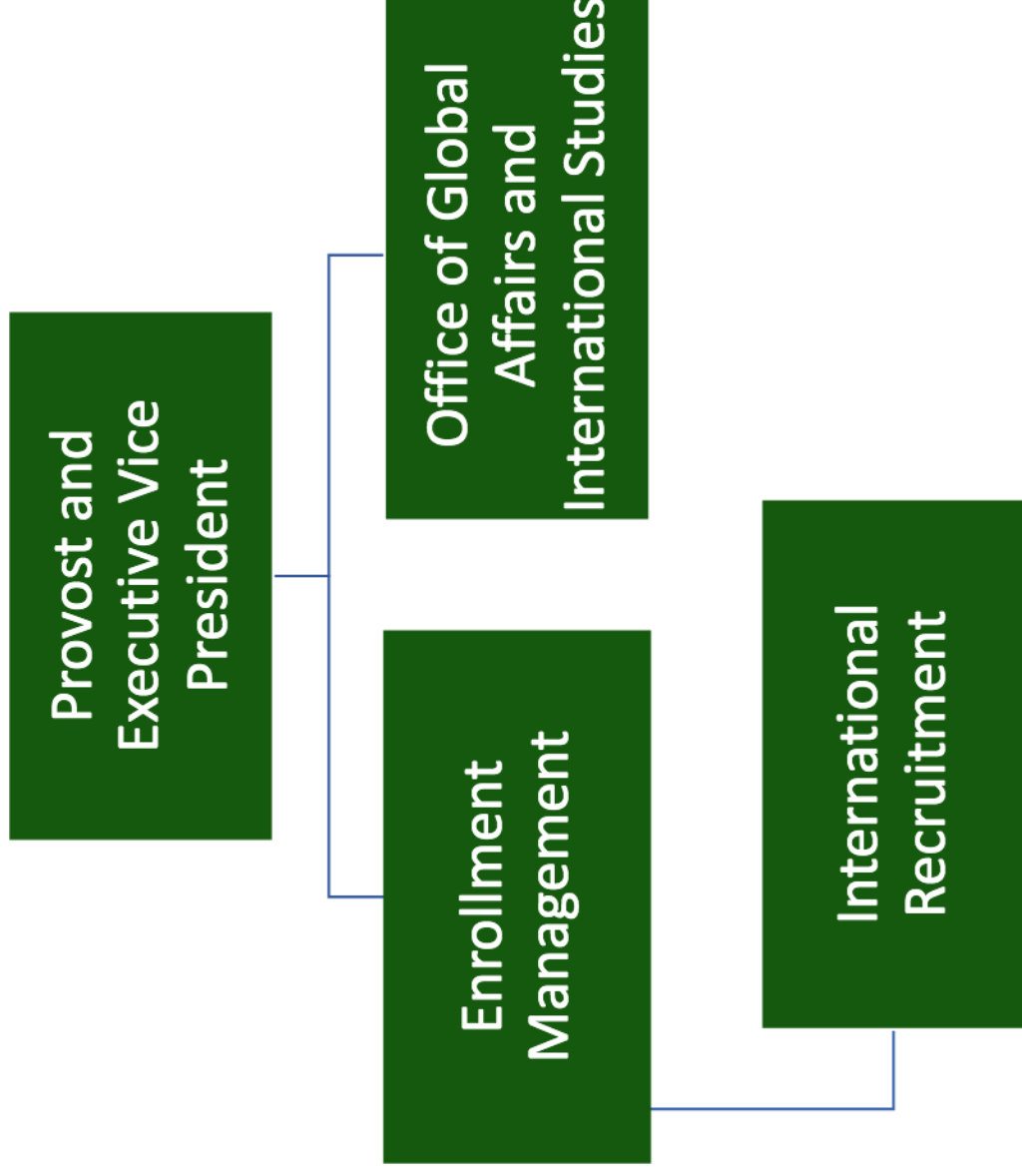


STUDY ABROAD
STUDENTS: **TBA**

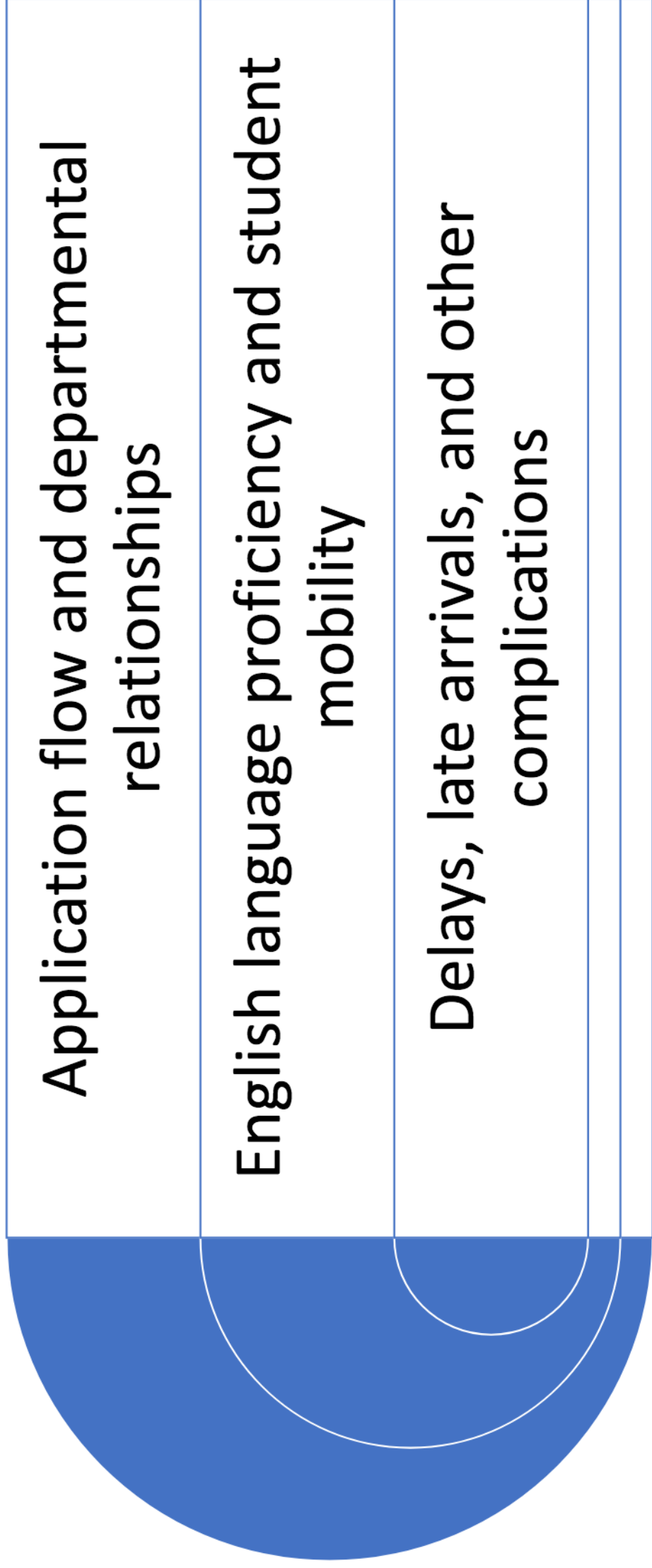


ENGLISH LANGUAGE
INSTITUTE: **60**

Ohio University Institutional Structure



Ohio University international graduate admissions: a communicative approach



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?



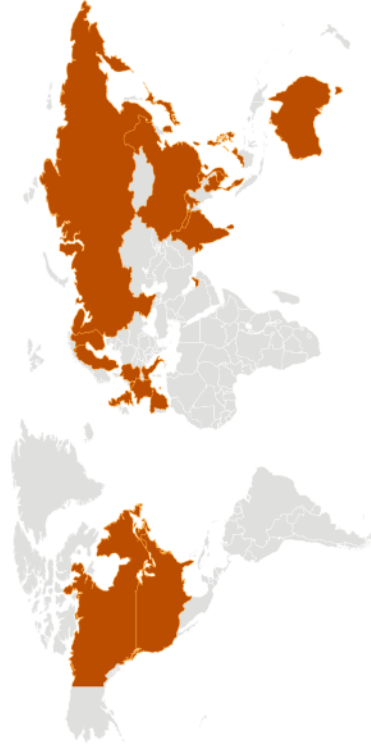
Useful articles:

Canagarajah, Suresh. "Changing communicative needs, revised assessment objectives: Testing English as an international language." *Language Assessment Quarterly: An International Journal* 3.3 (2006): 229-242.
Jenkins, Jennifer, and Constantin Leung. "Assessing English as a lingua franca." *Language testing and assessment* (2017): 1-15.

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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