Moving Beyond Narrow Definitions of Learning

Mobility: CIC Collective Benchmarking

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Goals

• Identify important areas not addressed by U.S. mobility benchmarking, institutionally and nationally.

• Open dialog with participants to prioritize areas for data collection work

• Report on collective benchmarking efforts
U.S. data collection

• Open Doors — Institute of International Education, since 1948, outbound since 1986

• Not reporting:
  – Non-credit outbound (new question 2012 for China)
  – Service learning, volunteer
  – Non-degree inbound; TNE
  – Diversity groups; SES; international students
Counting Non-Credit

Brook Blahnik, Learning Abroad Center • University of Minnesota
Does Credit Equal Quality?
YES
What Defines a Learning Experience?
Teaching
Research
Volunteering
Hands On
Experiential
Helping Prepare Graduates
Because it’s Hard
Definition
ANY documented non-credit activity abroad that meets ONE of the following criteria:
An activity that fulfills a University of Minnesota academic degree requirements, such as research for a senior project.
A work, intern, or volunteer experience of at least three weeks in duration.
A work, intern, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
Sponsored research abroad (e.g., UROP-funded)
Other experiences abroad that the student’s home college has defined as educational
3 Avenues
Health Insurance Requirements
3 Avenues
Health Insurance Requirements
WIV Tracking Tool
3 Avenues:
Health Insurance Requirements
WIV Tracking Tool
Affiliate Partners
SO
WHAT?
2,322
from 7 institutions
14.7% of our students abroad were on non-credit programs
Estimated under reporting of 30% - 90%
Add 30% - 40%
Email:

“We have had 45 University of Minnesota students volunteer with us in the last 2 years and would love to provide...”

There are less than 10 in our database.
Canada
Germany
China
United Kingdom
India
Italy
What is the CIC?

- 13 major research universities
- 8% of U.S. study abroad (>20k).
- >1/2 unis in top 20 SA list.
- Consortium to share SA programs
- SA research collaboration (GLEO)
- 175,945 faculty and staff
- .5m students
- $9.4bn funded research
- 15% of U.S. PhDs
- 90m book volumes
- 1/3 of Title VI funding.
Previous CIC SA benchmarks

- Organizational:
  - Staffing organization, levels, salaries, etc.

- Financial:
  - Salaries, faculty compensation, funding of SA office, handling of exchange tuition, administrative fees, etc.

- Risk Management:
  - Evacuation insurance, travel warnings, travel assistance, insurance, Israel policies, pandemic response, etc.

- Process:
  - Posting SA credit (CIC registrars)
CIC pilot benchmarking study abroad

• Regular cycle to establish baseline

• Professionally staff effort
  – StudyMove: Keri Ramirez, Dimity Huckel, Davina Potts

• 9/13 participated in pilot phase. 7 met reporting deadline
<table>
<thead>
<tr>
<th>Student classification</th>
<th>CREDIT</th>
<th>NON-CREDIT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. U.S. resident participants - citizens and permanent residents (from your institution)</td>
<td>11,910</td>
<td>1,425</td>
<td>13,335</td>
</tr>
<tr>
<td>B. International student participants (from your institution)</td>
<td>821</td>
<td>396</td>
<td>1,217</td>
</tr>
<tr>
<td>C. All students from other institutions (both U.S. and international)</td>
<td>793</td>
<td>17</td>
<td>810</td>
</tr>
<tr>
<td>D. Other or unknown</td>
<td>2</td>
<td>484</td>
<td>486</td>
</tr>
<tr>
<td><strong>TOTAL ALL PARTICIPANTS</strong></td>
<td>13,526</td>
<td>2,322</td>
<td>15,848</td>
</tr>
</tbody>
</table>

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]
Chart 1

Total number of learning abroad students (All students)

- **Average**: 1,701
- **Median**: 2,245
- **OD Average**: 2,264
Chart 6
Percentage of participation rate based on the number of Undergraduate degrees awarded
Chart 7a

Percentage of international students on Learning Abroad Programs from the total of students in a Learning Abroad Program
### Table 12

**Other Diversity Groups (All students)**

<table>
<thead>
<tr>
<th>OTHER DIVERSITY GROUPS</th>
<th>FOR-CREDIT UNDERGRADUATE</th>
<th>FOR-CREDIT GRADUATE</th>
<th>FOR-CREDIT TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell-eligible students</td>
<td>1,345</td>
<td>Does not apply</td>
<td>1,345</td>
</tr>
<tr>
<td>First generation students</td>
<td>1,134</td>
<td>13</td>
<td>1,147</td>
</tr>
<tr>
<td>Adult students (over 25 years)</td>
<td>600</td>
<td>336</td>
<td>936</td>
</tr>
<tr>
<td>Students with a child/children</td>
<td>Not available</td>
<td>Not available</td>
<td>0</td>
</tr>
<tr>
<td>Transfer students</td>
<td>404</td>
<td>Does not apply</td>
<td>640</td>
</tr>
<tr>
<td>LGBT students</td>
<td>Not available</td>
<td>Not available</td>
<td>0</td>
</tr>
<tr>
<td>Part-time students</td>
<td>82</td>
<td>0</td>
<td>240</td>
</tr>
<tr>
<td><strong>TOTAL OTHER DIVERSITY GROUPS</strong></td>
<td><strong>3,565</strong></td>
<td><strong>349</strong></td>
<td><strong>4,308</strong></td>
</tr>
</tbody>
</table>

[Note: due to data limitations, this table is likely to understate the actual participation levels of some diversity groups]
Chart 11

Percentage of Pell-eligible students in Learning Abroad Programs compared to the total

13.9%  15.5%
<table>
<thead>
<tr>
<th>DURATION</th>
<th>Aggregate</th>
<th>Average</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHORT-TERM</td>
<td>69.3%</td>
<td>69.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>A. Summer: More than eight weeks</td>
<td>4.3%</td>
<td>4.8%</td>
<td>2.9%</td>
</tr>
<tr>
<td>B. Summer: Six to eight weeks</td>
<td>11.0%</td>
<td>11.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>C. Summer: Two to six weeks</td>
<td>26.4%</td>
<td>29.7%</td>
<td>31.3%</td>
</tr>
<tr>
<td>D. Summer: Less than Two Weeks</td>
<td>2.0%</td>
<td>2.7%</td>
<td>1.2%</td>
</tr>
<tr>
<td>E. January Term</td>
<td>5.5%</td>
<td>6.4%</td>
<td>3.0%</td>
</tr>
<tr>
<td>F. Two to Eight Weeks during the Academic Year</td>
<td>10.8%</td>
<td>7.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>G. Less than Two Weeks during the Academic Year</td>
<td>7.1%</td>
<td>7.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>MID-LENGTH</td>
<td>27.8%</td>
<td>27.9%</td>
<td>30.1%</td>
</tr>
<tr>
<td>H. One Quarter</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I. Two Quarters</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>J. One Semester</td>
<td>27.8%</td>
<td>27.9%</td>
<td>30.1%</td>
</tr>
<tr>
<td>LONG-TERM</td>
<td>1.6%</td>
<td>1.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>K. Academic Year</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>L. Calendar Year (e.g. 2011 Southern Hemisphere programs)</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>OTHER</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>M. Other (please specify below)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>DO NOT KNOW</td>
<td>1.2%</td>
<td>0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N. Do Not Know</td>
<td>1.2%</td>
<td>0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>CREDIT</td>
<td>NON-CREDIT</td>
<td>TOTAL</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>UG</td>
<td>GRADUATE</td>
<td>UG</td>
</tr>
<tr>
<td>A. Regular classes via faculty-led program, host institution etc.</td>
<td>7,118</td>
<td>1,037</td>
<td>9</td>
</tr>
<tr>
<td>B. Internship, professional practicum</td>
<td>628</td>
<td>173</td>
<td>130</td>
</tr>
<tr>
<td>C. Service learning/community engagement</td>
<td>479</td>
<td>200</td>
<td>0</td>
</tr>
<tr>
<td>D. Volunteering</td>
<td>2</td>
<td>1</td>
<td>341</td>
</tr>
<tr>
<td>E. Research</td>
<td>194</td>
<td>62</td>
<td>37</td>
</tr>
<tr>
<td>F. Conference presentation</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>G. Leadership event, international competition</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>H. International joint or dual degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I. Other</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,253</td>
<td>1,475</td>
<td>525</td>
</tr>
</tbody>
</table>

[Note: due to data limitations, this table is likely to understate the actual participation levels of some program categories]
Table 23

Percentage of students in post-graduation activities

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Aggregate</th>
<th>Average</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Peace Corps (active volunteers from last reporting cycle)</td>
<td>390</td>
<td>65</td>
<td>78</td>
</tr>
<tr>
<td>B. Fulbright (all program types)</td>
<td>90</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>C. DAAD program</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Other</td>
<td>54</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>536</td>
<td>89</td>
<td>82</td>
</tr>
</tbody>
</table>

[Note: due to data limitations, this table is likely to understate the actual participation levels in these programs]
Chart 17

Destination - China (Credit and non-credit) (All students)
Chart 27

Number of Applications, Acceptances and Participants

- **Applications**
  - Average: 3,004
  - University 1: 2,400
  - University 2: 1,623
  - University 3: 3,361
  - University 4: 5,676
  - University 6: 1,960

- **Acceptances**
  - Average: 2,631
  - University 1: 2,200
  - University 2: 1,430
  - University 3: 3,024
  - University 4: 5,619
  - University 6: 882

- **Participants**
  - Average: 1,923
  - University 1: 1,680
  - University 2: 878
  - University 3: 2,600
  - University 4: 3,734
  - University 6: 724
Takeaways

Data is power – ADVOCACY

If it matters, count it. If it’s counted, it matters.

Collective benchmarking – start small, define the issue, stick with it.
Q&A

• Data collection efforts on your campus?
• Priority areas for collective efforts in data collection?

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