Re-Thinking Diversity in a Data-Driven Age

CIEE Barcelona 2018
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Today

• Setting the Stage (Intros, Who’s in the Room?, Key Questions)
• Gilman Strategy & Impact
• University of Maryland Case Study
• Via TRM Market Report
• Market Report Data
• 3 Guideposts on Data Ethics and Data
• Q&A
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Before...
CEO, LPO Global
Asst. Professor, University of Southern California
Assoc. Dean, School of Int’l. Service at American University
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Before...
Study Abroad Advisor at SUNY New Paltz
Program Coordinator at IEP Jacksonville University
Youth Exchange Coordinator, Rotary International
Rotary Ambassadorial Scholar, N. Ireland
Gilman Scholar, Cyprus
How can data help us diversify education abroad?
Gilman Strategy

Why is it housed at U.S. Department of State in the Bureau of Education and Cultural Affairs?

What is the program designed to do?

How do we know if it is achieving its purpose?
Gilman Scholars' Academic Choices

- 48% chose concentration or specialization with international/cross-cultural focus.
- 36% studied abroad again and/or pursued international field research.

- 79% studied a foreign language during their academic program overseas.
- 82% sought opportunities to speak the language they had studied when they returned home.
- 83% said that the Gilman Scholarship enabled them to undertake academic opportunities overseas that could not be pursued at home.
Diversity in the Gilman Program

Increasing the diversity of students studying abroad is a priority for the U.S. Department of State, and the Gilman Program is vital in reaching that goal. According to the Open Doors Survey, Gilman Scholarship recipients are significantly more diverse compared to the national pool of U.S. students studying abroad.

44% of Gilman Scholars are first generation college students
Comparison of 2013-2014 Gilman Students to the 2014 Open Doors data on all U.S. students studying abroad for credit.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gilman Recipients</th>
<th>All U.S. students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/Non-Hispanic</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>32%</td>
<td>76%</td>
</tr>
<tr>
<td>Multi Racial/Other</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>No Response</td>
<td>9%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
International and Cross-Cultural Activities after Studying Abroad

- 84% Maintained relationships with people from the country where studied
- 79% Followed media coverage on the country or geopolitical region where studied
- 74% Kept active interest in culture where studied
Gilman’s Impact on U.S. Higher Education

One-third of U.S. college and university representatives interviewed credited the Gilman Scholarship directly for changes in their institutions' study abroad offerings and for contributing to internationalization efforts, allowing them to expand study abroad programs to more diverse locations in Africa, Asia, Latin America, and the Middle East.
Gilman Applicants in Fall 2015

• 10,025 applicants
• 2,800 scholarships

What can we do to close the gap?
University of Maryland Case Study
Gilman Applicants at UMD

What can we do to motivate UMD students to apply for the Gilman in fall of 2018?

Apprx. 6,000 UMD students are Pell eligible

29.3 fall applicants between 2015-2017
Gilman Fall 2018 Strategy at UMD

- Invite ECA to campus to meet stakeholders
- Provide financial incentive
- Hold workshops
- Require in-person advising
- Make more winter term courses eligible
UMD Gilman Applicants: Fall 2018

- Fall 2017 28 applicants
- Fall 2018 62 applicants

121% increase - record number for UMD
Via TRM Market Report
Purpose of the Market Report

• Understand more about students of today!

• Open up new questions & insights about why & how students engage in the education abroad process

• Highlight areas for improvement in user experience, question design, & data collection environment

• Generate discussions across the US
Market Report Basics

- Bi-annual release (May 2018, November 2017)

- Represents 7,000 and 10,000 undergraduate & graduate students from public & private universities anonymized across the user base from. Participation from 2 year colleges is unknown.

- Psychographic profiles (e.g. attitudes, readiness, goals, motivations, fears) and demographic, geographic, behavioral data
Data Collection Approach

- Combination of Self reported and Data Sync with Student Information Systems (SIS)

- Game Mechanics
  - “Make it impossible to fail and easy to succeed”
  - Visual Progress Indication
  - Surprise & Delight
  - Personal reward for completion (Program Matching)
77% of students answer 25 questions to be in the Choosing Programs or beyond stages!
PERCENTAGE RECEIVING FINANCIAL AID

5,737 Traveler Responses
One Answer/Traveler

- Yes: 66.8%
- No: 22.3%
- Not Sure: 11.0%
PASSPORT STATUS

5,567 Traveler Responses
One Answer/Traveler

- Current Passport: 77.0%
- No Passport: 15.3%
- Expired Passport: 5.8%
- Passport Unknown: 1.9%

5,567 Travelers responded to the survey with their passport status.
TRAVELERS’ DESIRED PROGRAM TYPES

Travelers who create an account in Wu TRM are able to indicate the types of programs they are searching for in their exploration of global opportunities.

9,329 Traveler Responses
Multiple Answers/Traveler

Study Abroad: 2,644
Internship: 1,289
Group Travel: 909
Volunteer: 837
Exchange: 820
Working: 680
Research: 508
Service Learning: 603
Teaching English: 530
Other: 377

Number of Travelers

0 1000 2000 3000
TOP TRAVEL BARRIERS REPORTED

19,183 Traveler Responses
Multiple Answers/Traveler

- Program Acceptance
- Cost
- How much time I have to apply and to plan to go
- Academic credit
- Housing
- Picking the right program
- Dietary Issues
- That I won't know anyone on my program
- Health/Safety Issues
- Missing out on something back home
- Leaving my friends or family behind
- Discrimination or identity concern
- An unsupportive parent, teacher or mentor

Number of Travelers
COMPARISON IN TOP TRAVEL BARRIERS REPORTED BETWEEN FALL 2017 & SPRING 2018

During the intake process for Via TRM, travelers can indicate barriers to going abroad. The following fields were added after Oct 1, 2017: 'Other,' 'No Concerns or questions at this time,' 'Health and Safety,' and 'Discrimination or Identity Concern.'
TRAVELERS’ TOP MOTIVATIONS FOR STUDYING ABROAD

30,399 Traveler Responses
Multiple Answers/Traveler
TRAVELERS WHO HAVE BEEN OUTSIDE OF HOME COUNTRY

Below are travelers' responses to the question “I have been outside of my home country.”

5,830 Traveler Responses
One Answer/Traveler
TRAVELERS’ LEVEL OF CERTAINTY ABOUT GOING ABROAD

During the initial intake process, travelers are able to indicate their level of certainty about going abroad.

5,838 Traveler Responses
One Answer/Traveler

- I will go: 2040
- I’m going no matter what!: 1999
- I want to but I don’t know if I can: 970
- I may go or stay if my questions are answered: 575
- Just curious: 254

Number of Travelers
TRAVELERS’ TOP 10 DESIRED SUBJECT AREAS

Note: As of November 1, 2017, two Via TRM partners are graduate schools of business. The data below will reflect these particular subject area interests.
FIRST PRIORITY LISTED

The data below shows the priority and the corresponding number of travelers who choose a particular priority as their First Priority. For example, in the graph below, 1,732 travelers choose “location” as their First Priority, 424 chose “subject area” as their First Priority and 67 travelers chose “program type” as their First Priority.

SECOND PRIORITY LISTED

The data below shows the priority and the corresponding number of travelers who choose a particular priority as their Second Priority. For example, in the graph below, 1,098 travelers choose “level of support” as their Second Priority, 447 chose “location” as their Second Priority, 446 chose “subject area” as their Second Priority and 316 travelers chose “program type” as their Second Priority.
Guideposts for Data Ethics & Security

1: Causation vs. Correlation *(know the difference!)*

2: No “one size fits all” or “did it and done”!

3: The data landscape is constantly changing.
• What is one problem you would like to solve and what data would you need to solve that problem?

• Which student group(s) would you like to reach and what data would you need to more effectively reach them?

• What data could we or might we collect as a field to inform our practice and diversify participation?
Thanks!

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