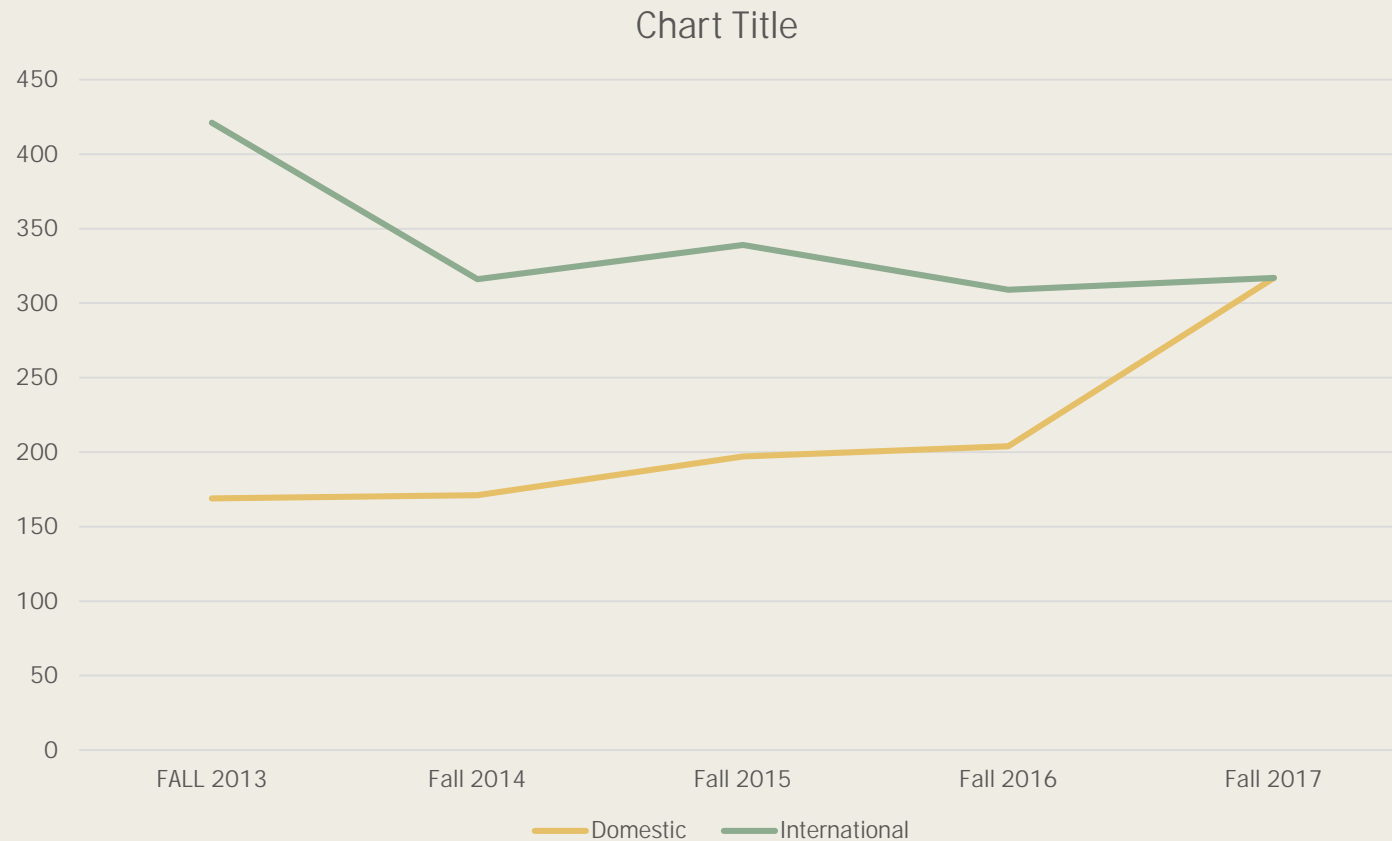




CENTER FOR

International Admission

We wanted to take a look at FTF to see what trends were happening in admissions

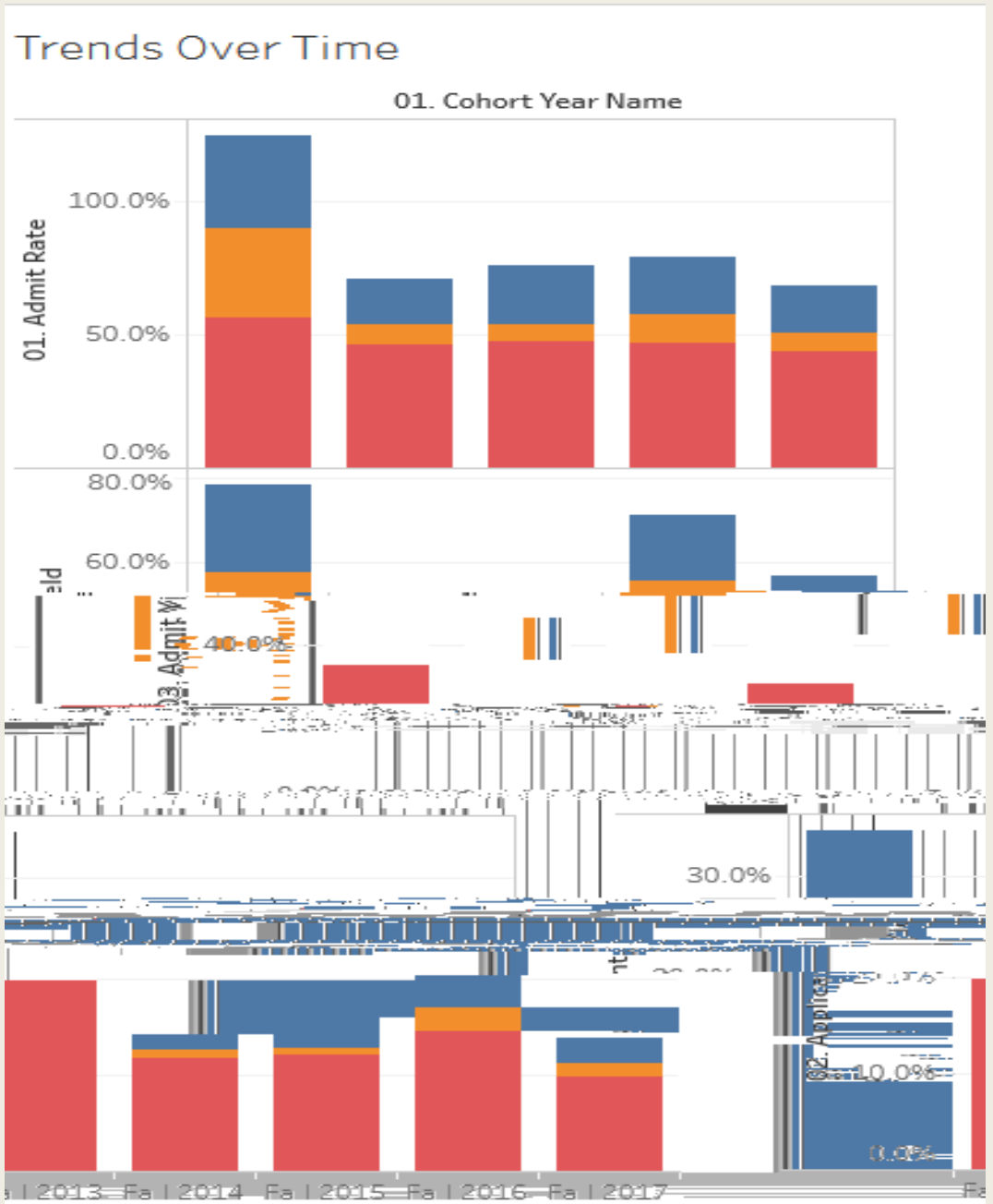


	Domestic	International
FALL 2013	169	421
Fall 2014	171	316
Fall 2015	197	339
Fall 2016	204	309
Fall 2017	317	317
	87.00%	-24.00%

Significance

As more international students are coming from domestic institutions, it is directly affecting our yield rates:

- US Non California Applicant Yield average: 2.6%
- US California Applicant Yield Average: 3.6%
- Non-US Location Applicant Yield Average: 13.6%



International Student Success

Examining the effects of admission criteria and student support on persistence

Data Sources:

- *Tableau for Admitted-Enrolled International Students*
- *CS Link reports for persistence and GPA data*

Comparison of 3 Cohorts of Admitted-Enrolled	3 year Persistence Rates & Average GPAs at 3 rd year
Fall 2013 & Spring 2014	Fall 2016
Fall 2014 & Spring 2015	Fall 2017
Fall 2015 & Spring 2016	Spring 2018 (since Fall 2018 is unavailable yet)

3 Year Persistence Rate for Admitted-Enrolled

Captured at Fall 2016, Fall 2017 & Spring 2018

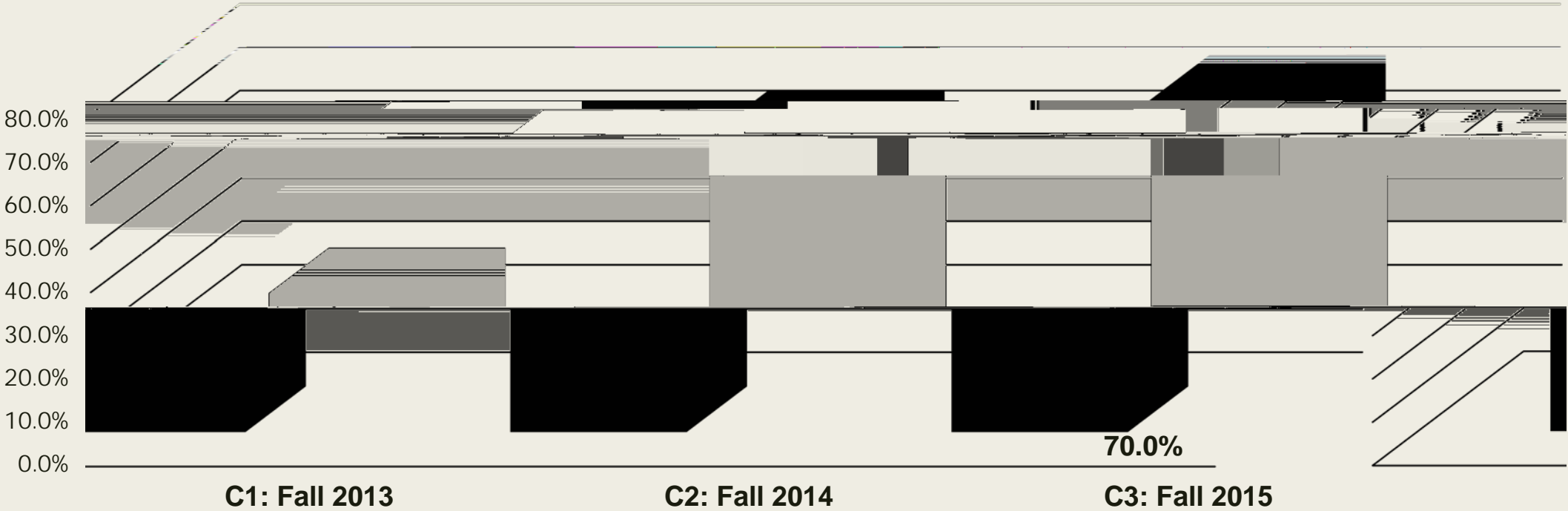


Tableau & CS Link Data

Cohort's 3-Year Persistence and GPA

Cohort Term Admitted	Admitted-Enrolled	3 Year Persistence Count	3 year Persistence rate	Cohort Avg GPA at 3rd year
C1: Fall 2013	273	87	31.9%	3.02*
C2: Fall 2014	109	74	67.9%	3.20
C3: Fall 2015	134	102	76.1%	3.21

What Happened from Fall 2013 to Fall 2014 onward?

Tightened international admissions requirements, particularly for STEM students

Campus-wide Academic Advising Initiatives

- Introduction of SSC to campus for targeted advising and streamlined appointments
- Reinforcement of various campus student success centers
- Collaboration with colleges for freshman mandatory advising & visa issues

Collaboration with AVP Academic Affairs and Enrollment Services for ELM/EPT agreement in international FTF course placements

Structural/Operational Changes

- Increased staffing at CIE
- Streamlining of document requests; revamp of ISS website

Start of the I-House Learning Community

Tracking the Impact of Study Abroad

Problem: No CMS indicator for study abroad, so how can we track its impact on student success?

Data source: Terra Dotta Systems – implemented spring 2013

- *Most common system for Education Abroad offices*
- *Captures CMS data at time of application, but data are frozen at that point in time*

Toward a solution: Creating watch lists in SSC to look at GPA, Time to Graduation

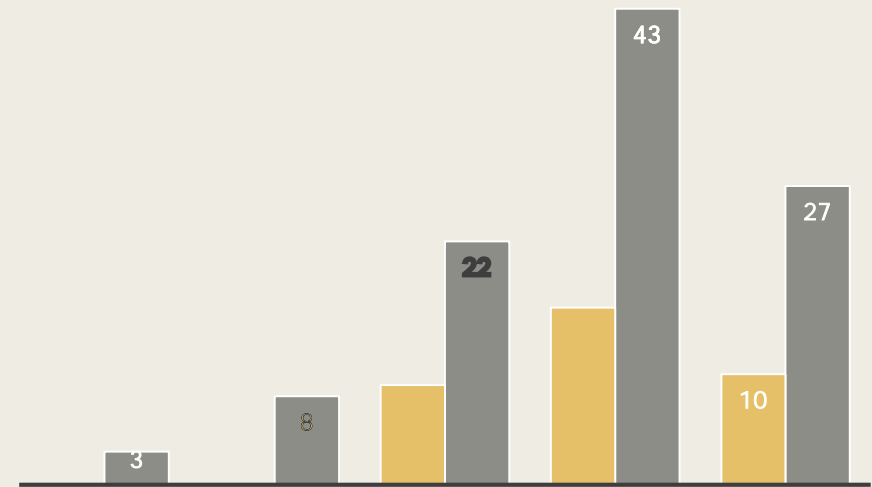
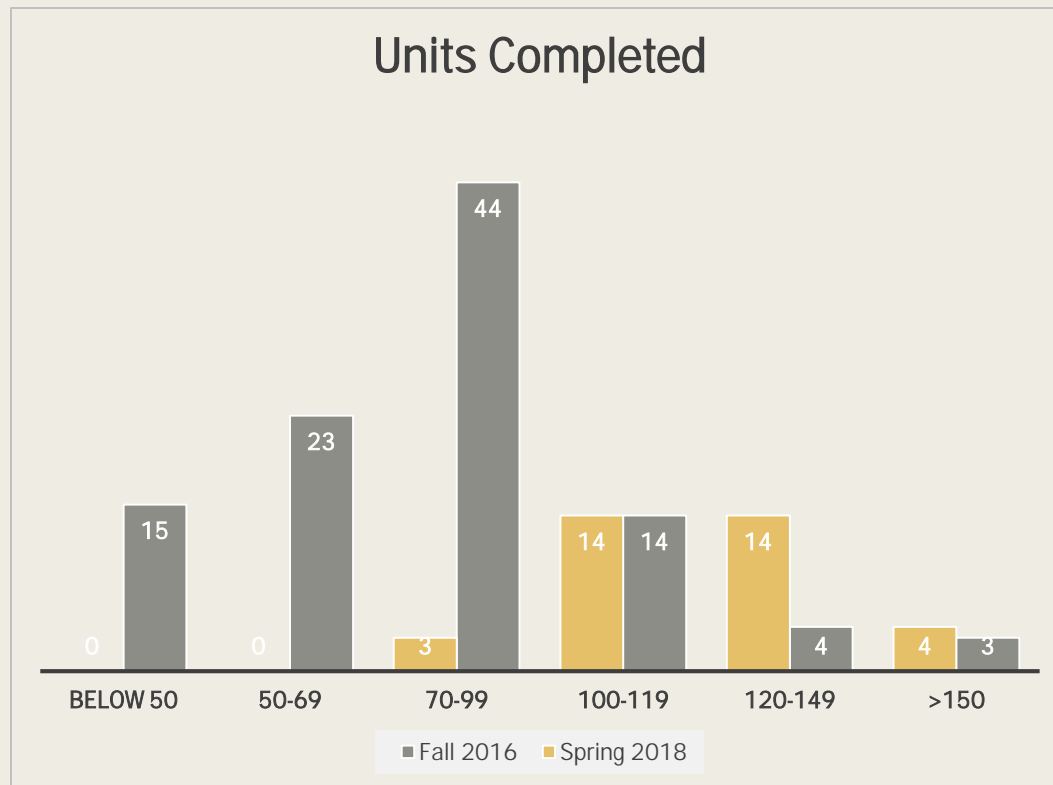
- *Manual work still required*



Watch Lists

Actions					New Watch List
<input type="checkbox"/>		Short Term Abroad Summer 2017	453		
<input type="checkbox"/>		Semester Abroad Spring 2018	150		
<input type="checkbox"/>		Semester Abroad Spring 2017	130		
<input type="checkbox"/>		Semester Abroad Spring 2016	125		
<input type="checkbox"/>		Semester Abroad Spring 2015	101		
<input type="checkbox"/>		Semester Abroad Spring 2014	81		
<input type="checkbox"/>		Semester Abroad Spring 2013	34		
<input type="checkbox"/>		Semester Abroad Fall 2017	123		
<input type="checkbox"/>		Semester Abroad Fall 2016	104		
<input type="checkbox"/>		Semester Abroad Fall 2014	83		
<input type="checkbox"/>		Semester Abroad Fall 2013	60		
<input type="checkbox"/>		Academic Year Abroad 2017-18	36		
<input type="checkbox"/>		Academic Year Abroad 2016-17	40		
<input type="checkbox"/>		Academic Year Abroad 2015-16	48		
<input type="checkbox"/>		Academic Year Abroad 2014-15	40		
<input type="checkbox"/>		Academic Year Abroad 2013-14	29		

Fall 2016 Semester Abroad



Impact of Study Abroad: What really matters?

Employability? Civic participation? Quality of life? Self Awareness?

Need for additional assessment tools

Global Perspectives Inventory (GPI)

- *Cognitive Dimension*

 - **Knowing Scale:** Recognizing the importance of cultural context in judging what is important to know and value

 - **Knowledge Scale:** Understanding and being aware of various cultures and their impact on society

- *Intrapersonal Dimension*

 - **Identity Scale:** Being aware of and accepting one's identity and sense of purpose

 - **Affect Scale:** Respecting and accepting cultural differences and being emotional aware

- *Interpersonal Dimensions*

 - **Social Responsibility Scale:** Being interdependent and having social concern for others

Conclusion

Challenge of linking data tools to look at whole student journey.

Astin's I-E-O model – understanding widely varying inputs better to inform interventions while students are at CSULB.

Connecting data tools to better understand the “why” – e.g., SEVIS data captures the reason for withdrawal – financial, medical, academic, etc.