Sharing Data for Successful Collaborations Across Institutions

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Sharing data for successful collaborations across institutions

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MARCH 2018
1. INTERNAL BENCHMARK
2. VS. COMPETITORS
3. OTHER INDUSTRIES
Sharing data for successful collaborations across institutions
<table>
<thead>
<tr>
<th></th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIGGER PICTURE</td>
</tr>
<tr>
<td>2</td>
<td>BEST PRACTICE &amp; DEEPER COLLABORATION</td>
</tr>
<tr>
<td>3</td>
<td>NATIONAL POLICIES</td>
</tr>
</tbody>
</table>
Almost 16,000 learning abroad experiences.

1. Size:
   - 50% of the total in Australia
   - 5% of the total in Open Doors

3. Quality:
1. STUDENT DEMOGRAPHICS
1. STUDENT DEMOGRAPHICS

- GENDER
- PROGRAM DURATION
- STUDY LEVEL
- CREDIT VS NON CREDIT
- PROGRAM TYPE
Percentage of female and male students in Learning Abroad Programs – 2015

GENDER

Chart 4
Percentage of students on Learning Abroad Programs by fields of study

- Society and Culture 31%
- Management and Commerce 19%
- Health 11%
- Natural and Physical Sciences 9%
- Do Not Know 6%
- Other 6%

Note: due to data limitations, this table is likely to understate the actual participation levels in non-credit programs
Chart 4
Percentage of students on Learning Abroad Programs by fields of study

ALL UNIVERSITIES

Society and Culture 31%
Management and Commerce 19%
Natural and Physical Sciences 9%
Health 11%
Do Not Know 6%
Other 6%

UNIVERSITY OF AUCKLAND

Society and Culture 22%
Management and Commerce 3%
Health 26%
Engineering and Related Technologies 23%
Natural and Physical Sciences 20%

Note: due to data limitations, this table is likely to understate the actual participation levels in non-credit programs.
CREDIT VS NON-CREDIT

All seven universities reported an average of 83.7% students in Learning Abroad Programs for credit in 2015.
Chart 3
Percentage of students on Learning Abroad Programs for credit

Note: due to data limitations, this table is likely to understate the actual participation levels in non-credit programs.
2. Destination

- Europe: 45%
- Asia: 17%
- North America: 17%
- South America: 4%
- Central America and Caribbean: 2%
- Sub-Saharan Africa: 2%
- MENA: 2%
- Oceania: 6%
3. NATIONAL POLICIES

• Country targets or goals
• National programs to support participation
• Limitations
CHALLENGES - LESSONS

1. CHOOSE YOUR PARTNERS
2. DATA LIMITATIONS
3. IT TAKES TIME
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University of Melbourne: Overseas study profile

- Undergraduate students: approximately 1 in 5 studies overseas (2016)
- Total participation 2012-2016
- Institutional target: 25% of undergraduates by 2020
Chart 1
Total number of learning abroad students (All students) – 2015

- Average: 2,284
- Median: 2,208
Chart 5
Total number of learning abroad students (All students) – 2015

Average: 18.7%
Median: 26.3%
University of Melbourne: All students

In total, 44,045 students across all levels undertook an international study experience. Numbers of learning abroad experiences at the 35 universities ranged from 25 to 4,115 with a mean of 1,258 and a median of 901.
University of Melbourne: Undergraduate students

In total, 31,706 undergraduate students undertook an international study experience. Numbers of learning abroad experiences at the 35 universities ranged from 25 to 2,877 with a mean of 906 and a median of 686.
University of Melbourne: Undergraduate participation

In total, 31,706 undergraduate students undertook an international study experience, representing 18.7% of the 2016 graduating UG cohort at participating universities.
University of Melbourne: Access to opportunities

Population / Exchange / Short by SES

University of Melbourne

- Population: 51%, Exchange/Long: 77%, Other/Short: 69%

University of Western Australia

- Population: 50%, Exchange/Long: 57%, Other/Short: 57%

University of Adelaide

- Population: 39%, Exchange/Long: 55%, Other/Short: 42%

Western Sydney University

- Population: 18%, Exchange/Long: 58%, Other/Short: 24%
University of Melbourne: New Colombo Plan

Population / mobile / NCP by SES
University of Melbourne: Scary chart

University of Melbourne 2016

Unimelb pop
Unimelb UG Mobile
Unimelb grant
Unimelb NCP

High
Medium
Low
University of Melbourne: Access to opportunities

**Structural barriers**
- Eligibility requirements
- Rolling deadlines for access scholarships
- Short-term programs as enablers
- Curriculum integration

**Information barriers**
- New website
- Finance – grants and scholarships
- A range of options and costs (how do do it cheaply)
- Target strategies for population eg. Indigenous

**Motivation barriers**
- Link to employability
- Normalising
- Prospective student recruitment
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SHARING DATA FOR SUCCESSFUL COLLABORATIONS ACROSS INSTITUTIONS

Gianluca Samsa – Associate Director, Education Abroad APAIE Conference, Singapore – March 27, 2018
Università Cattolica del Sacro Cuore - Italy

Largest non-state University in Europe

4 campuses:
- Milan
- Rome
- Piacenza-Cremona
- Brescia

12 Schools
- 41 Bachelor degrees
- 6 Single-cycle degrees
- 42 Master degrees
- 100 Specializing Masters
- 16 Double Degrees

Students
- 40,000 students
- 10,000 new graduates every year

Faculty
1,650 faculty members

Postgraduate & Research
- 17 Doctoral programs
- 27 Departments
- 43 Institutes
- 85 Research centers
- 7 Spin-offs
The Italian Higher Education System

Before 2013

- No active education agency/consortium providing HE institutions with guidelines
- Public vs Private
- No consistent data collection process
Then the strategic reform came up...

Source: The Simpson's
Accreditation process in 2017

MIUR – Italian Ministry of Universities

ANVUR – Italian government agency for evaluation of universities and research

Set of indicators → Benchmarking
Starting MS-DOS...
Accreditation process

A

Autovalutazione
SELF ASSESSMENT (UNIVERSITIES)
Monitoring of programmes and campuses

V

Valutazione
ASSESSMENT (ANVUR)
Periodic assessment by Universities of efficiency and outcomes of academic activities and research

A

Accreditamento
Iniziale e periodico
ACCREDITATION - initial and periodic (MIUR)
Authorisation to activate campuses and programmes, and checking whether prerequisites are constant over time
ACCREDITATION PROCESS

University vision, strategies and policies regarding quality of academic activities and research

Effectiveness of University QA policies

Quality of academic programmes

Indicators on Internationalization

Quality of research and third mission activities

University Initial Accreditation
Indicator R3.B

R3.B indicator – The academic program encourages student-centred academic activities and the use of methodologies which are up-to-date, flexible and can correctly identify acquired competencies.

Il CdS è chiamato ad attivare un servizio di orientamento e tutorato che segua l’intero percorso di studio degli studenti, dal momento dell’iscrizione al conseguimento del titolo. In particolare, in entrata il CdS assicura che siano chiaramente comunicate le conoscenze necessarie per intraprendere gli studi, che siano rilevate le conoscenze in possesso degli studenti e che siano proposte iniziative volte al recupero delle carenze. Il CdS assicura anche un’organizzazione flessibile della didattica, in cui gli studenti possano trovare assistenza, tutoraggio e accesso a percorsi adatti alle proprie specifiche esigenze, intese non soltanto come limiti, ma anche come potenzialità (e/o eccellenze) da valorizzare.

Il CdS, inoltre, garantisce e promuove l’accesso a opportunità di studio e tirocinio all’estero. Infine, il CdS dichiara in maniera trasparente i criteri di verifica dell’apprendimento, le modalità di attribuzione degli esiti delle prove finali e intermedie e le modalità di comunicazione agli studenti.

R3.B.4 Point to note – Internationalisation of academic activities

The academic programme encourages initiatives intended to strengthen student mobility for periods of study or internships abroad (including alongside the Erasmus Program) and, with particular regard to international courses and Universities for Foreigners, ensures that the international aspect of academic activities are effectively addressed by ensuring that a satisfactory number of teaching hours is delivered by foreign experts and that there is a suitable number of international students on the programme.
Benchmarking on...

Percentage of graduates (with Bachelor’s degrees, Master’s degrees, and single-cycle Master’s degrees) who have acquired at least 12 credits abroad within the prescribed programme length.

Credits acquired abroad by enrolled students as a percentage of total credits acquired within the prescribed programme length.

Percentage of students enrolled on the first year of an undergraduate programme (Bachelor’s) and Master’s (including single-cycle Master’s programme) who obtained their previous qualification abroad.

MIUR - Additional indicators

Tables released annually
Universities of the North West
Piemonte, Valle d’Aosta, Liguria, Lombardia

...on each and every
Academic program

Avarage in Italy

NB In the future: Individual Institution to Individual Institution
### Gruppo B - Indicatori Internazionalizzazione (DM 987/2016, allegato E)

<table>
<thead>
<tr>
<th>Indicatore</th>
<th>Anno</th>
<th>CdS</th>
<th>Media Ateneo</th>
<th>Media Area Geog.</th>
<th>Media Italia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Num</td>
<td>Den</td>
<td>Ind</td>
<td>Num</td>
</tr>
<tr>
<td>iC10</td>
<td>2013</td>
<td>1711</td>
<td>118353</td>
<td>14,46</td>
<td>130,86</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>2620</td>
<td>122758,5</td>
<td>21,34</td>
<td>111,29</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>2371</td>
<td>130152</td>
<td>18,22</td>
<td>143,98</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>nd</td>
<td>nd</td>
<td>nd</td>
<td>43</td>
</tr>
</tbody>
</table>

| iC11       | 2013 | 38 | 455 | 83,52 | 2,83 | 79,67 | 35,56 | 25,54 | 136,29 | 187,4 | 9 | 71,62 | 125,57 |
|            | 2014 | 52 | 532 | 97,74 | 3,83 | 88,17 | 43,43 | 26,96 | 142,83 | 186,74 | 9,8 | 78,96 | 124,13 |
|            | 2015 | 90 | 619 | 145,4 | 4,5 | 86,67 | 51,92 | 31,83 | 151,55 | 209,86 | 12,06 | 88,83 | 135,74 |
|            | 2016 | 94 | 675 | 139,26 | 4,5 | 86,67 | 51,92 | 31,83 | 151,55 | 209,86 | 12,06 | 88,83 | 135,74 |

| iC12       | 2013 | 37 | 973 | 38,03 | 2,14 | 162,29 | 13,2 | 9,48 | 313,44 | 30,25 | 5,61 | 270,05 | 20,77 |
|            | 2014 | 42 | 970 | 43,3 | 3,5 | 187,5 | 18,67 | 15,46 | 320,19 | 48,29 | 7,29 | 269,99 | 27,01 |
|            | 2015 | 15 | 971 | 15,45 | 9,29 | 171,29 | 54,21 | 18,67 | 317,81 | 58,73 | 8,31 | 273,47 | 30,38 |
|            | 2016 | 22 | 970 | 22,68 | 9,29 | 171,29 | 54,21 | 18,67 | 317,81 | 58,73 | 8,31 | 273,47 | 30,38 |
INTERNATIONAL OUTREACH
3,460 International Students (100 different nationalities)
2,300+ students per year go on study or work abroad programs
More than 100 types of programs
Outbound Student Mobility

- Students with credits
- Students without credits

<table>
<thead>
<tr>
<th>Year</th>
<th>Students with credits</th>
<th>Students without credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/09</td>
<td>1101</td>
<td>600</td>
</tr>
<tr>
<td>2010/11</td>
<td>1585</td>
<td>150</td>
</tr>
<tr>
<td>2012/13</td>
<td>2172</td>
<td>200</td>
</tr>
<tr>
<td>2014/15</td>
<td>2264</td>
<td>400</td>
</tr>
<tr>
<td>2017/18</td>
<td>2308</td>
<td>200</td>
</tr>
</tbody>
</table>
Benchmark with Universities which have similar internationalization agenda → i.e. % of the Graduating cohort
WHY INTERNATIONAL MOBILITY BENCHMARK?

Benchmark with Universities which have similar internationalization agenda
→ i.e. % of the Graduating cohort

Benchmark on indicators more relevant to inform policies
→ i.e. Credit VS not for credit
→ Short-term VS Long-term
WHY INTERNATIONAL MOBILITY BENCHMARK?

Benchmark with Universities which have **similar internationalization agenda**
→ i.e. % of the Graduating cohort

Benchmark on indicators more relevant to **inform policies**
→ i.e. Credit VS not for credit
→ Short-term VS Long-term

Discover **Regional strategies** adopted by other Unis
→ i.e. UoM, UoA strong engagement in Asia
<table>
<thead>
<tr>
<th>REGION</th>
<th>Aggregate 2015</th>
<th>Average 2015</th>
<th>Median 2015</th>
<th>YOUR UNIVERSITY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>17.1%</td>
<td>14.0%</td>
<td>11.1%</td>
<td>5%</td>
</tr>
<tr>
<td>Central America and the Caribbean</td>
<td>1.4%</td>
<td>1.0%</td>
<td>0.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Europe</td>
<td>45.1%</td>
<td>47.9%</td>
<td>47.5%</td>
<td>56%</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>2.5%</td>
<td>1.9%</td>
<td>1.5%</td>
<td>6%</td>
</tr>
<tr>
<td>North America</td>
<td>16.8%</td>
<td>17.7%</td>
<td>19.5%</td>
<td>24%</td>
</tr>
<tr>
<td>Oceania</td>
<td>6.5%</td>
<td>7.4%</td>
<td>6.9%</td>
<td>5%</td>
</tr>
<tr>
<td>Other (Includes Multi-Destination and Do not know)</td>
<td>4.8%</td>
<td>5.8%</td>
<td>0.6%</td>
<td>0%</td>
</tr>
<tr>
<td>South America</td>
<td>3.6%</td>
<td>2.6%</td>
<td>2.2%</td>
<td>2%</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>2.1%</td>
<td>1.6%</td>
<td>1.1%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>100.0%</strong></td>
</tr>
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Discover Regional strategies adopted by other Unis
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Compare staffing ratios
→ # FTE
→ Conversion rates

Institutional support
Fund raising for scholarships
Workload – Number of FTE staff required to service 1,000 applications (SAO only) - 2015

Workload – Number of FTE required to service 1,000 participants (SAO only) – 2015
Questions?

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