

Asking the right questions: career relevance of education abroad



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- The Career Value of Education Abroad NAFSA 2007
- Study Abroad's New Focus is Job Skills: Colleges strive to translate students' experience for employers Chronicle 2010
- **Go abroad, get hired:** Corporate recruiters value study abroad experience Boston 2012
- Career Booster – Education Abroad: Helping Students Translate the Value of Study Abroad to Their Job Search After Graduation NAFSA IE 2014
- NAFSA Study Abroad Career Plan NAFSA 2013
- U.S. Dept. Ed Intl Strategy 2012-16 - #1 reason – **economic competitiveness and jobs**

CULTURE AT WORK

The value of intercultural skills in the workplace

www.britishcouncil.org

Employers: Improve process to assess intercultural skills in recruitment process.

Job seekers: present evidence of strong communication skills, foreign language abilities and international experiences.

9 countries n=367



2005 Lincoln commission

Overwhelming numbers of graduates who have studied abroad agree that the experience enhanced their interest in academic work, helped them **acquire important career “skill sets,”** and continued for decades to influence their perspective on world events.

2014 Generation Study Abroad

Tomorrow’s college graduates are just as likely to work with people from as far away as Beijing and Bangalore as they are with those from Boston or Boise. The ability to work across cultures is no longer a nice-to-have skill set for elite executives or diplomats; **every year it becomes more essential to finding any job at all.**

GOALS

Increase outreach to first-gen, high-need, and under-represented minorities as part of our university-wide early student success focus on High Impact Learning Strategies.

- - Double enrollment by 2020 for the following:
 - **Internship, volunteer, work abroad, including community engagement**
 - Undergraduate research abroad
 - Graduate education abroad
 - Semester programs abroad
 - International students abroad
 - **Reporting of non-credit learning abroad experiences**
- Double MSU endowments for Study Abroad Scholarships



“
Students are on
the front lines
of charting the
future of our
relationship.

- Hillary Clinton



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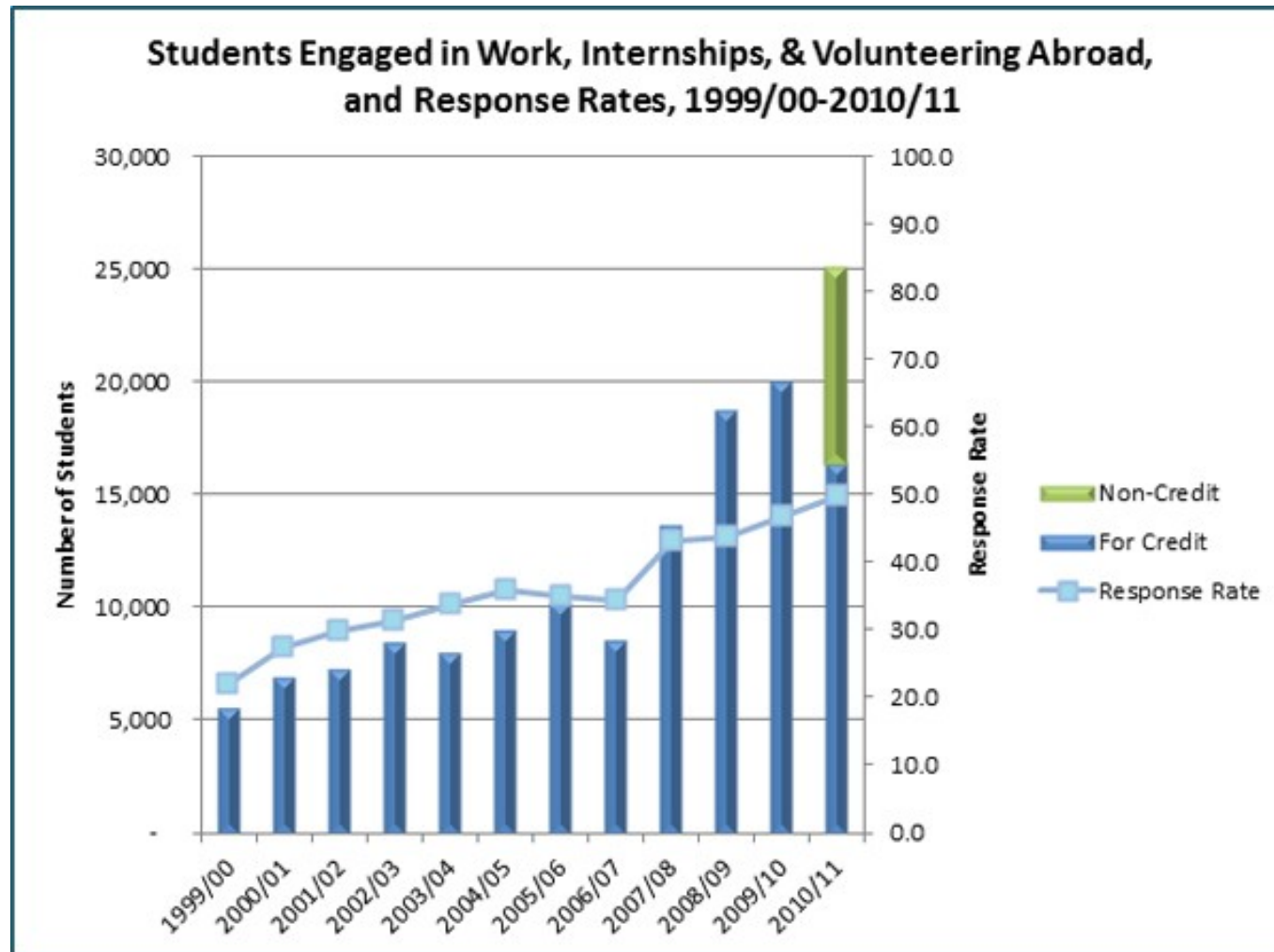


IIE links non-credit experiential reporting to career relevance

Growth in volunteering and service learning, independent research projects, teaching programs – “growing desire of students to have better career prospects”. “making them more marketable for jobs in the global economy” Only 40% reporting but growth area.

IIE 2013 report on China 100k strong metrics

Changing modes of study for US students





Focus on career advantage

Short video of student focus on career benefit

How do you / your institution articulate the career value of learning abroad?



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

In today's global economy, study abroad can be a defining element to every student's undergraduate degree. Many companies increasingly desire leaders with the ability to live successfully in a variety of countries and work with people of various cultural backgrounds. Study abroad can provide the structure for students to build these skills and give them an edge over the competition. The distinction of having studied in a foreign country for a session, semester, or year **can be invaluable to your student's future career in today's competitive job market.**

**Professional
development**

**Personal
growth**

**Intercultural
competence**

**Self-
awareness &
C1**

**Intellectual
growth**

Evidence
of career
impact?

sources

- Alumni surveys
- Large-scale consortium projects
- Employer surveys
- National agenda
- Dissertations



Half-Moon Bay Antarctica



What Statistics Show about Study Abroad Students

<http://studyabroad.ucmerced.edu/study-abroad-statistics/statistics-study-abroad>



Study Abroad and Careers, Salaries, and Job Skills

- 97%** of study abroad students found employment within 12 months of graduation, when only 49% of college graduates found employment in the same period. [\(1\)](#) That means they were twice as likely to find a job. Among study abroad alumni, 90% landed a job within 6 months. [\(2\)](#)
- 25%** higher starting salaries: that's how much more study abroad students earn than those college graduates who do not study abroad. This equates to \$7,000 annually. [\(1\)](#) Maintaining this earning advantage translates to earning an extra \$567,500 over one's career. [\(3\)](#)
- 90%** of study abroad alumni who applied got into their 1st or 2nd choice grad school. [\(1\)](#)
- 84%** study abroad alumni felt their studies abroad helped them build valuable skills for the job market. [\(4\)](#) A second study confirms this at 85%. [\(10\)](#)
- 80%** of study abroad students reported that study abroad allowed them to better adapt better to diverse work environments. [\(4\)](#)
- 70%** of study abroad alumni claimed that because of study abroad they were more satisfied with their jobs. [\(4\)](#)
- 59%** of employers said study abroad would be valuable in an individual's career later on with their organization. [\(11\)](#)
- 34%** of study abroad alumni claimed that study abroad helped them choose their career field. [\(4\)](#)



Study Abroad and Graduation and Academic Performance

- 100%** greater improvement in GPA post-study abroad. Student GPAs tend to rise as they approach the completion of their undergraduate degree. Students who studied abroad saw their GPAs rise twice as quickly as a result of going abroad compared to students who stayed in town according to a Georgia study. [\(8\)](#)
- 19%** more likely to graduate: that describes how study abroad participants are more likely to graduate than non-participants by six years. Even at four years, study abroad participants are 15% more likely to graduate based on a UC San Diego study. [\(5\)](#) UT Austin and Georgia data show a similar trend. [\(6,7\)](#)

Study Abroad and Personality

- + A German study compared personality development and found that students who studied abroad showed improvements in five core traits compared to their peers who did not study abroad: openness, conscientiousness, extraversion, agreeableness and emotional stability. [\(9\)](#)



Resources

- 1 [Career Benefits of Study Abroad](#)
- 2 [New Survey Shows College Graduates Who Study Abroad Land Career-Related Jobs Sooner, with Higher Starting Salaries](#)
- 3 [How Higher Education Affects Lifetime Salary](#)
- 4 [AIFS Study Abroad Outcomes](#)
- 5 [UC San Diego Study: 2011 EAP and OAP Retention, Graduation, & Time-to-Degree Combined](#)
- 6 [UT Austin Study: Go Abroad and Graduate On-Time: Study Abroad Participation, Degree Completion, and Time-to-Degree](#)
- 7 [Georgia Learning Outcomes of Students Studying Abroad Research Initiative: The Effect of Study Abroad on College Completion in a State University System](#)
- 8 [Study Abroad May Lead to Better GPA, Graduation Rates](#)
- 9 [Studying Abroad Boost Students' Emotional Development](#)
- 10 [The Impact of Studying Abroad on Recent College Graduates' Careers](#)
- 11 [Employers Value Candidates Who Study Abroad](#)

BUT.....Is IES a valid comparison group?

Member Schools

- Austin College
- Barnard College - Columbia University
- Bates College
- Bowdoin College
- Brandeis University
- Brown University
- Bucknell University
- Carnegie Mellon University
- Catholic University Of America
- Claremont Mckenna College
- College Of Wooster, The
- Connecticut College
- Cornell University
- Denison University
- Depauw University
- Dickinson College
- Drake University
- Emory University
- Fordham University
- Franklin & Marshall College
- George Washington University, The
- Grinnell College
- Gustavus Adolphus College
- Haverford College
- Hope College
- Illinois Wesleyan University
- Indiana University
- Ithaca College
- Kenyon College
- Lafayette College
- Lawrence University
- Loyola University Of Chicago
- Millikin University
- Morehouse College
- Northwestern University
- Occidental College
- Pacific Lutheran University
- Penn State University
- Pomona College
- Purdue University
- Rice University
- Santa Clara University
- Skidmore College
- Southern Methodist University
- Southwestern University
- Spelman College
- Texas Christian University
- Trinity University
- Tulane University Of Louisiana
- University Of California - San Diego
- University Of Denver
- University Of Illinois At Chicago
- University Of Illinois Urbana-Champaign
- University Of Iowa
- University Of Minnesota
- University Of Missouri - Columbia
- University Of North Carolina
- University Of Pittsburgh
- University Of Portland
- University Of Puget Sound
- University Of Redlands
- University Of Richmond
- University Of Rochester
- University Of St. Thomas (Mn)
- University Of Texas - Austin
- University Of The Pacific
- University Of The South
- University Of Tulsa
- University Of Vermont
- University Of Virginia
- Villanova University
- Wake Forest University
- Washington University
- Whitman College
- Williams College
- Wittenberg University
- Wofford College
- Yale University



VALERA value of ERASMUS Mobility

Vertical professional value only for Central and Eastern Europe. Horizontal value for all. Time to job shorter, international assignment or international work earlier.

BENEFIT – long-term career development

Bracht, Engel, Janson, Over, Schomnberg & Teichler (2006). The professional value of ERASMUS mobility, final report.

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2013-14 campus discussion *Study Abroad in a New Global Century*

Twombly, Salisbury, Tumanut, and Klute, 2012

outcomes

- Drive SA design
- SA equals IC

integrated

- In educational sequence
- Developmental learning model

assess

- Reframe unit
- Not 'how many' but 'which ones'

BACKGROUND & HISTORY

- 1998** Reality check: employers don't value "Study Abroad"
- 1999** Truth in advertising?
- 2002** First "Unpacking" workshop: "It's the skills, stupid!"
- 2003** Changing the research question
- Since '02*** 2 workshops each semester; on-demand sessions; train-the-trainers; special Freshman Seminars Abroad workshops; pre-departure "packing" sessions

A SYNERGY OF MISSION

A high quality [study abroad] [career services] program must take seriously the responsibility of helping students to make connections between their experiences and their future academic and professional careers.

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A TYPICAL UNPACKING SESSION

- Introduction to skills and competencies employers value
- Introduction to authentic reflection
- Mock interview(s) with student volunteers
- Student peer interviews

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**WORKSHOP
MATERIALS**

**12 Essentials
for Success**

**Institutional
Learning
Goals**

**Skills and
Competencies
lists**

**Reflective
Questions**

**P-A-R-K
Method**

GLOBAL COMPETENCY (MSU EXAMPLES)

- Understands the complexity & interconnection of global processes
- Open to people from other cultures to foster personal and professional development
- Understands how personal behavior impacts global systems
- Recognizes the influence of culture on communication
- Frames judgments from multi-disciplinary perspectives & worldviews

THE 12 ESSENTIALS

- Developing professional competencies
- Communicating effectively
- Solving problems
- Balancing work and life
- Embracing change
- Working effectively in a team
- Working in a diverse environment
- Managing time and priorities
- Navigating across boundaries
- Acquiring knowledge
- Thinking critically
- Performing with integrity

WHAT SKILLS DO EMPLOYERS VALUE FROM EMPLOYEES WHO HAVE STUDIED OR INTERNED ABROAD?

Skill Group #1

45% + employer response range

- Interacting w/ people who hold different interests, values, perspectives (60%)
- Understanding cultural differences in the workplace (53%)
- Adapting to situations of change (50%)
- Gaining new knowledge from experiences (45%)

Skill Group #2

All clustered in 30% employer response range

- Ability to work independently
- Undertaking tasks that are unfamiliar
- Applying information in new or broader contexts
- Identifying new problems/alternatives solutions
- Working effectively with co-workers

THE P-A-R-K METHOD

Problem: *lost my way in Tokyo*

Action(s): *consulted maps, communicated non-verbally, found English-speaking students*

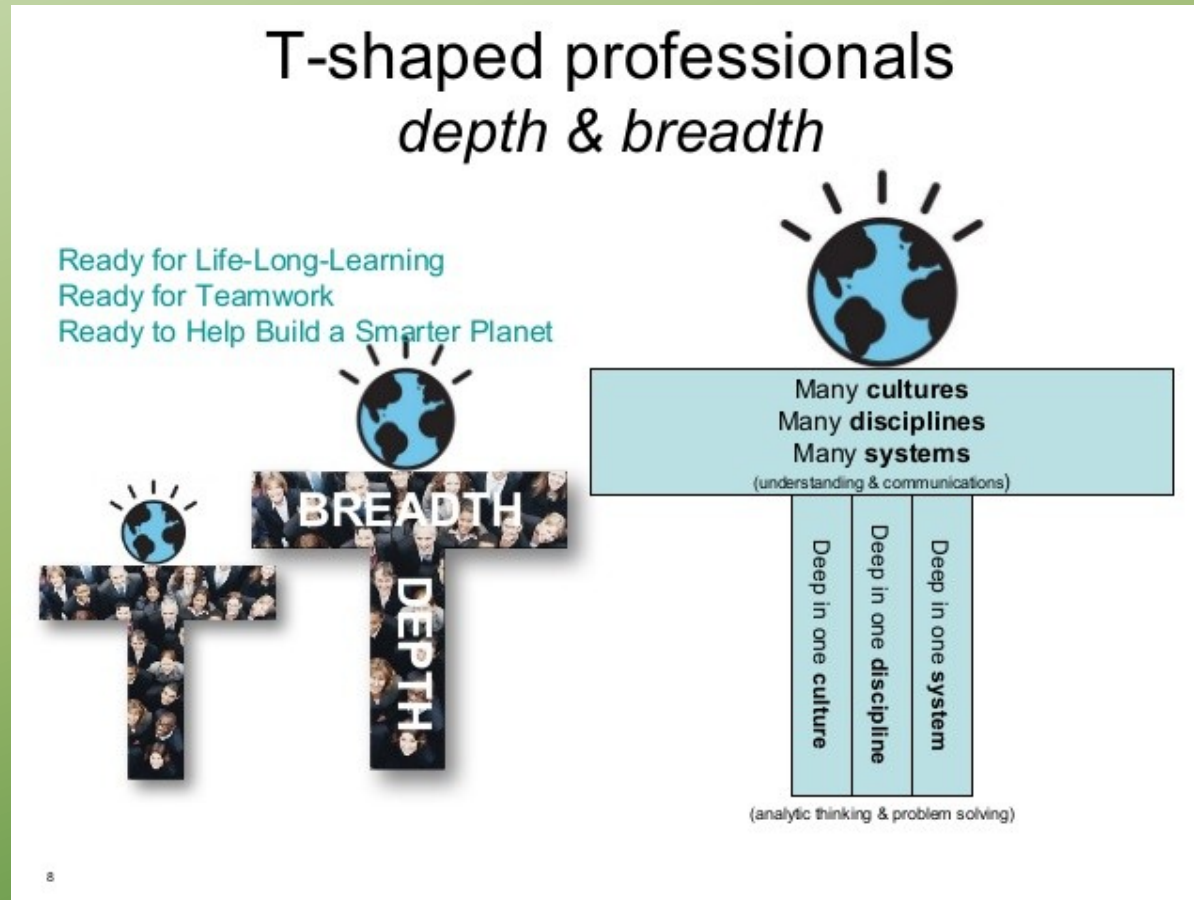
Result(s): *successfully returned to my dorm*

Knowledge or skills: *resourcefulness, initiative*

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IBM's T-shape concept moves to mainstream university strategy

Strategy proposed by Career Services (Phil Gardner)



IBM University Programs What's UP at IBM? University Programs! The 6 R's helping to build a Smarter Planet: Research, Readiness, Recruiting, Revenue, Responsibility, Regions Jim Spohrer, Director IBM University Programs (IBM UP)

<http://www.ibm.com/university> June 28, 2013 06/28/13 © IBM

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REFRAMING STUDENTS' MINDSETS

- Students overestimate the value of education abroad to employers
- Students tend to have a “checklist” approach to education
- Students tend to compartmentalize their experiences

*Our workshops help students make connections so they can **identify and articulate the transferable skills** they've gained*

- critical analysis of evidence
 - calibrate our rhetoric to evidence – set realistic expectations
 - larger collaborative data sets
 - flesh out types of experiences
 - combine elements from IES, CERI, Minnesota, Teichler et al., etc.
- stronger metrics
 - high-demand for non-credit activities we aren't counting
 - redefine learning mobility connected to institutional mission
- encourage cross-training career services and ed abroad
 - career services on program evaluations
 - ed abroad in career services training & programming
 - joint research with institutional analysis
- set expectation for career relevance and engineer into program design
 - include career advising pre-departure and post-program

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DISCUSSION