(Study Abroad)$^2$: International Students Who Study Abroad

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Goals

- Identify the needs of international students who study abroad
- Provide advising tools and timelines for working with international students on study abroad
- Demonstrate the benefits of international students studying abroad
- Discuss goals and strategies related to international students on study abroad
Definitions

For the purposes of our presentation and discussion:

– “International Student” refers to a non-US citizen or pursuing a degree at a US institution

– “Study Abroad Program” refers to a faculty-led, direct enrollment/exchange, internship, research or service learning program that takes place outside the United States and for which a student earns academic credit
International Students and Study Abroad

Trends – Open Doors 2012

- Increase in overall study abroad participation
  - 53% of institutions reported increase in 2010-11
- Increase in enrollment of international students studying in US
  - 56% of institutions reported increase in 2011-12
  - 6% increase overall from 2010-11 to 2011-12
  - China was top place of origin
    - 23% increase overall from 2010-11 to 2011-12
  - Especially at the UG level
    - Outnumbered Graduate students in 2011-12
International Student Participation in Study Abroad

Statistics

- No comprehensive data on international student participation in study abroad
- Not collected in Open Doors
  - Open Doors purpose to track impact of International Education in US
    - IIE collecting data on incoming students since 1948
    - IIE collecting data on outbound students since 1986

Committee on Institutional Cooperation (CIC) Benchmarking project

- Consortium of Big 10 institutions as well as University or Chicago, new members in 2015 Rutgers University and University of Maryland
  - 9 out of 13 participating (7 of 9 met reporting deadline)
  - Get a complete picture of education abroad activity
    - Includes international students on study abroad
IIT Facts and Figures

- 7684 total students
- ~42% international students overall
- ICenter is 4 ISAs and 1 SA/CP
- About 200+ students go abroad each year
- 40% of total study abroad is international
- Strong preference for Europe
Outreach Efforts

- Pre-Arrival Emails
- International Student Orientation
- ICenter email blasts
- Presentations to international and ethnic groups
Why go abroad again?

- Easy to leave
- Can be less expensive than home school
- Foreign visa issues
- Awareness of global reputations
- Gain work/intern experience
Advising Considerations

- Need for policies in advance
  - Who can go where?
  - When?
  - How long?

- Registration issues

- Financial aid
Visa Issues

- Ensuring students stay in status
- Renewing the US visa
- Different rules for US citizens and non-US citizens
- Longer wait time
- Batch processing may not be an option
- Need acceptance letter from home institution AND host institution
Pre-Departure Information

- Be careful not to make assumptions about make-up of group going abroad
- Insurance needs abroad
- Focus on culture of host country
- Provide resources for students to do own research on host country background and its foreign relations
MSU Trends

- MSU Study Abroad Participation by International Students
  - In 2006 fewer than 30 international students studied abroad
- 153 international students studied abroad in 2011-2012
  - 5,777 international students enrolled in degree programs in Fall 2011
  - 2.6% of the total international students
- As numbers increased we had to be more proactive
By level of study

![Bar chart showing data by level of study for 2010 and 2011. The chart compares UG and Grad levels.](chart-image)
Country of Origin

China
Canada
S.Korea
India
Taiwan
Saudi Arabia
Hong Kong
Japan
Venezuela
El Salvador
Ghana
Indonesia
Italy
Kyrgyzstan
Mauritius
Mexico
Romania
Russia
Sri Lanka
Thailand
Ukraine
UAE
Vietnam
Zambia
Program destinations

- Europe: 72%
- Asia Pac: 17%
- Americas: 6%
- Africa ME: 5%
MSU Student Issues – France and Italy

**Issue 1:**

- Expired or expiring US visa
  - French consulate in Chicago has accepted an additional MSU letter explaining US visa situation; need to show ticket home after program

**Issue 2:**

- Consulate in home country won’t process visas for host country
  - One student had to withdraw, another had to come back to the US and apply for visa in Chicago
MSU Processes/Procedures

- Email to all international students, including handout
- Distribute handout in resource room and at presentations
- Special guides for international student visa issues
- Special meetings to talk about guidelines, provide needed documentation
Outcome of Changes

- More proactive approach, better timing, better success with obtaining visas
- More efficient time management with handouts, group meetings vs. individual advising
- As more international students participate in study abroad, efficiency will be important for managing workload and serving the students
Study Abroad & Student Development

📚 Student Development Theories

- Study Abroad triggers dissonance, leading to development through reconciliation of old experiences with new experiences
- Self-Authorship
- King & Baxter-Magolda present 3 Domains of development: Cognitive, Interpersonal, and Intrapersonal
Integration of Domains

**Figure 1** Domains of development

**Figure 2** Separate, related and integrated perspectives on domains of development
Research Question

Given that study abroad has been identified as a developmentally effective experience for American students, Are there observable developmental outcomes for international students who study abroad, and if so, how do they compare to developmental outcomes for American students who study abroad?
Methods

Case Study Design

Student Narrative

MSU Database was used to identify individuals who fit within our prescribed characteristics.

- 85 international students were identified as having studied abroad from Sept. 2009- March 2011
- 39 had graduated
- 38 participants were from China
- 20 students were contacted via email
Betsy

- International student from China, at time of interview was a senior.
- Experienced dissonance while adjusting to living in the US with difficulty with the language barrier and culture shock.
- Betsy often used terms of “isolation” and “lonely” when describing her transition in the United States.
“I think the program give you more idea about global diversity, global competency. You are able to work with people from different cultures, and I also learned that global competency, it doesn’t just mean that you are working with people coming from different countries but actually even people from the same country, the same area. Each person has his own culture and you’re able to have that competency to work with different people”

“…I feel that in China people are silenced…They generalize people with a disability. I feel like in the US there are still people with a disability, but they are still part of society; I mean they can still go to the bus, but in China you don’t see that.”
Stephen

- Freshman from Iran who started his studies at MSU’s Dubai international academic center.
- At the end of his freshman year he studied in Japan
  - Formal Skype class meetings facilitated introductions of all students participating in study tour before arrival in Japan. For Stephen, the new friendships played an important part in his experience on campus the following year.
- Stephen started his sophomore year in the United States at MSU’s main campus. The friends he gained on his trip to Japan became his closest friends at MSU
  - “We’ve been together ever since. We see each other every day, we hang out.”
General findings

- Cognitive Development – Academic Motivations

- Interpersonal Development – Making Connections

- Intrapersonal Development – Personal Learning
Implications

- International student development seems to be somewhat different to the theory on U.S. student development
- Small group faculty-led study abroad programs may facilitate enduring friendships between international and domestic students
- Academic motivations – international students are savvy at working the system to meet their academic goals
- Persistence – connections with faculty are important and may increase retention
Implications

🌟 Data collection – are we further marginalizing this group by not counting their participation? Need systematic data collection to assist institutions in responding to the needs of this group.

🌟 We need research on this group in study abroad as another diverse population that is becoming increasingly important to our campuses.
Discussion Questions

- Get into small groups of 2-4 people
- Each group will have one discussion question
- Small group discussion
- Report back to the whole group
- Keep in mind your own institutional context when considering the questions
Discussion Question #1

What challenges have institutions faced and what resources have been developed to ensure international students’ success on study abroad?
Discussion Question #2

What institutions have strategies in place for increasing international students participation on study abroad programs?
Discussion Question #3

How do institutions count students who study abroad in their home countries?
Discussion Question #4

Where do international students who study abroad fit into goals of diversifying study abroad?
References


MSU Handouts and Links

🌟 MSU’s Helpful Tips for Non-US Citizens Studying Abroad:

🌟 UK Visa Information:
http://studyabroad.isp.msu.edu/people/UK_visa.html

Please cite MSU or the original source if you use any of this information on your campuses. Thanks!
Thanks for your attention and participation!

Access handouts, articles and the PowerPoint presentation:
- [http://studyabroad.isp.msu.edu/about/staff_activities.htm](http://studyabroad.isp.msu.edu/about/staff_activities.htm)

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