Big Data, Little Data, No Data

working together to develop a research agenda for global internships
More...capital?

- Human
- Social
- Cultural
- Scholastic
- Career
- Mobility

Before

After
Global employability

2  Little Data

3  No Data

1  Big Data
Data collection through the 2011 and 2012 QS Global Employer Survey

Survey breaks new ground and delivers the first global map on how employers value international study when recruiting

N=25,564 over 3 years. 120 countries. 12 languages.

Organizations over 100 employees

On-line survey

Important step in developing the evidence base on international education

Primary question: Do you actively seek or attribute value to an international study experience when recruiting?
Only considering countries with a minimum of 20 responses.
9 FURTHER LINES OF ENQUIRY

CANDIDATE QUALITY
- New hires with international study experience can command higher starting salaries than those without [1,439]
- Candidates with international experience generally outperform those without [3,858]
- New hires with international study experience are more likely to progress their careers faster than those without [1,434]

RECRUITMENT PROCESS
- It is a formal part of the shortlisting/interview process [3,868]
- It is applicable for all new hires [3,842]
- It is only applicable for those expected to work internationally [3,817]
- We measure inter-cultural communication skills as part of the recruitment process [3,845]
- We screen for language skills [3,833]
- We distinguish between different types and duration of international study experience [3,839]
GLOBAL SCORES (1-5 LIKERT SCALE)
Education to Employment: Designing a system that works - McKinsey

- Seventy-five million youth are unemployed

- Half of youth are not sure that their postsecondary education has improved their chances of finding a job*

- Almost 40 percent of employers say a lack of skills is the main reason for entry-level vacancies**

* Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. How can a country successfully move its young people from education to employment? What are the problems? Which interventions work? How can these be scaled up? These are the questions we ask in this article.
Education to Employment - McKinsey

- 9 countries – Brazil, Germany, India, Mexico, Morocco, Saudi Arabia, Turkey, UK, USA
- 2,832 employers
- 8,000 youth (not only higher education graduates)
- 908 education providers (post high school)

Recommendations based on the evaluation of initiatives in 25 countries (eg. Colombia)
## Education to Employment - McKinsey

<table>
<thead>
<tr>
<th>Objective</th>
<th>Public open access</th>
<th>Public selective</th>
<th>Private for profit</th>
<th>Private not for profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining a relevant, up-to-date curriculum</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Attracting students</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Attracting and retaining faculty/instructors</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
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<td>Increasing graduation and completion rates</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
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<td>Developing partnerships with companies</td>
<td>5</td>
<td>4</td>
<td>8</td>
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<tr>
<td>Helping students/graduates find employment</td>
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<tr>
<td>Partnering with other education institutions</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
British Council – Culture at Work

• 9 countries. Phone or in-person survey n=367.
• Lack of IC skills can damage business. But low % employers encourage study abroad to improve IC skills.
Collegiate Employment Research Institute

www.ceri.msu.edu

- Employer survey late 1990s
- ‘unpacking’ & pre-packing work
- Pre-packing work
- CERI Research Brief March 2008 – online

2000 Selected Student Engagement, including Study Abroad (N=320)
- Career-related work
- Internship
- Co-op
- Leadership in an organization
- Student organization membership
- Community service
- Diversity training
- Athletic participation
- Study abroad

NB: Included in 2011 survey, similar results expected N=6,000
skills 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**

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

Chronicle survey

- Experience (internships & work during school) > academic credentials, including GPA and major
- Science/Technology, Services/Retail, and Media/Communications segments tilt the scale toward experience more than other industries.
- An internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments.
The attitudes and perceptions of Australian employers towards an overseas study experience. 2006.
Queensland Education and Training International and the International Education Association of Australia (IEAA)
Australian survey 2006

Overseas study not ranked high as discrete criterion in recruitment process.
   BUT
81% believe overseas study/internship brings extra skills to company.
Enhances interpersonal ‘soft’ skills.
Enhanced accelerated career progression
90% feel 6 months or more needed for career benefit
Candidates have to connect the dots and demonstrate value of the experience.

What is our role as educators in this process?
MSU ‘unpacking’ methodology
Recent Graduates Survey: The impact of studying abroad on recent college graduates’ careers - IES

The main objective of the IES Abroad Recent Graduate Study was to understand the potential impact that studying abroad has on a recent graduate’s prospects in securing employment and/or going to graduate school directly after earning a degree from a 4-year college or university in the US.

“We believe that more and more employers are realizing the extraordinary benefits of study abroad, and are seeking out graduates who have had study abroad experiences. Key jobs skills such as adaptability, global understanding and tolerance, leadership, and independence are directly fostered by learning and living abroad,” said Dr. Mary M. Dwyer, President and CEO of IES Abroad. “For parents concerned about the return on their investment, studying abroad offers some very clear benefits for graduates.”
Recent Graduates Survey - IES

1008 responses
IES program participants
Quantitative
On-line survey
Recent Graduates Survey - IES

$7,000  Amount more IES Abroad alumni earn, on average, in starting salaries, compared to recent U.S. college graduates from the general population.

97%  Percentage of alumni who secured a job within one year after graduation, compared to only 49% of respondents in the general college graduate population.

90%  Percentage of alumni who got into their 1st or 2nd choice graduate or professional school.

84%  Percentage of alumni who felt that studying abroad helped them build valuable job skills, such as language proficiency, cultural training, tolerance for ambiguity, adaptability, and communication.
BUT......Is it 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
RMIT

• Institutional example of the use of a previous study to look at long-term outcomes
• Based on Dwyer (2004) Charting the impact of study abroad – 50 year alumni study
• Breakdown by type of program
UCSC

- Qualitative study using indepth interviews
- Approx 20 employers
- Built on previous research
- Will provide perspectives on program types, locations, durations etc.
- Possible basis for a larger survey in future
- Presentation at GIC 2014
Dissertation database

QUANT:

QUAL:
Where to start? You’re probably not alone.

Network

- Global career compass (Tillman)
- NAFSA WIVA book
- Linked in groups (research, WIVA, etc.)
- Google alerts

Conferences:
GIC, Forum, NAFSA, EAIE emploi sig, IARSLCE, NSEE, CAFCE, NACE, etc.

Partners on-campus

- Career services
- Institutional research
- Graduate programs tracking placement rate
- CIBER
- Partner with specific college or program
- Education department for qualitative research
GIC Peer Review track

- Benedict-Augustine
- Bosley
- Gardner & Gross
- Mumin
- Tsunematsu

http://gic.isp.msu.edu
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