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International Student Transitions After Yale (iSTAY): Career Development and Post-Graduation Transition Program for International Students

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International Student Transitions After Yale (*iSTAY*):
Career Development and Transition Out Program for International Students

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PIM 75

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

August 2017

Advisor: Lynée Connelly

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Date: June 28th 2017

Table of Contents

| | |
|--|----|
| Abstract | 3 |
| Program Background | 4 |
| Situating the Program | 5 |
| Program Rationale | 7 |
| Literature Review | 8 |
| International Student Mobility | 9 |
| Career Development and Counselling for International Students | 12 |
| Acculturation and International Student Success | 14 |
| Current Practices and Suggestions | 16 |
| Needs Assessment | 20 |
| SWOT Analysis | 21 |
| Program Description | 23 |
| Goals and Objectives | 24 |
| Curriculum Design | 26 |
| Staffing Plan | 35 |
| Program Marketing, Recruitment and Admissions | 36 |
| Logistics | 37 |
| Health and Safety Plan | 38 |
| Crisis Management Plan | 39 |
| Budget Narrative | 40 |
| Budget | 41 |
| Budget Notes | 42 |
| Evaluation Plan | 43 |
| Limitations and Implications for Future Research | 44 |
| Conclusion | 46 |
| References | 47 |

Abstract

International mobility is a significant aspect of internationalization with international student enrollment increasing exponentially on U.S campuses. A major motivator for studying in the U.S. is the correlation between international education and employment prospects. Through pursuing quality education in a globalized context, students, along with many other stakeholders, strive to be competitive in the globalizing workplace and accomplish social mobility through gaining intercultural competence and cultural capital. However, a review of literature and research indicates a void in scholarly understanding and comprehensive programs for international student support in career development and post-graduation transitions. The research demonstrated a need for career development resources and practices that is reflective of international student-specific challenges through a collaborative structure between international student services and career offices.

Yale University, an elite, Ivy, research university in New Haven, Connecticut is no exception to these trends and challenges. A needs assessment of current programs and institutional visibility of international students revealed a need for a comprehensive program that promotes post-graduation international student success. The proposed program, *International Student Transitions at Yale (iSTAY)* will use the experiential learning theory as a foundation to create a program that helps students develop career efficacy while building the capacity for self-authorship in their personal and professional plans after graduation. The academic year-long program for international undergraduate students will not only equip students with practical tools to get a job in the U.S., but also create a space for students to reflect upon their cross-cultural experience and international identity and be able to approach the transition from student to professional in a holistic and experiential way.

Program Background

Yale University is a large research university located in New Haven, Connecticut with a “a wide array of programs, departments, schools, centers, museums, and many affiliated organizations” (Yale Facts, n.d). Yale is known as an elite, Ivy League university with Yale College, the four-year undergraduate program, as well as several graduate and professional schools, from the Graduate School of Arts and Sciences to the Yale Medical School. Each school functions as its own entity, with a set of missions and values, and operates individually from the admission process to providing student life services. The proposed program will primarily focus on Yale College, while utilizing the full extent of knowledge and resources that Yale as an institution offers for its students and community.

Yale College has an enrollment of 5,453 undergraduate students and a student faculty ratio of six to one. Yale College is based on the liberal arts philosophy through which “students think and learn across disciplines, literally liberating or freeing the mind to its fullest potential.” (A Liberal Arts Education, n.d.) “The essence of a liberal arts education is not what you study but the result – gaining the ability to think critically and independently and to write, reason, and communicate clearly – the foundation for all professions” (A Liberal Arts Education, n.d.) The educational philosophy presents values of a comprehensive learning experience where the purpose of studying is not to gain professionalized knowledge in one area but to foster a critical and holistic perspectives that will be applicable for all professions.

The academic and social experience for Yale undergraduate students is constructed around the residential college system, which is based off of British higher education institutions like Oxford and Cambridge. There are twelve residential colleges where students are randomly assigned at the beginning of their academic career. Students generally live on-campus in the

residential colleges throughout their college experience and this structure of student life “allow students to experience the cohesiveness and intimacy of a small school while still enjoying the cultural and scholarly resources of a large university; the residential colleges do much to foster spirit, allegiance, and a sense of community at Yale” (Residential Colleges, n.d.) Every residential college has a master and dean, both of whom are Yale faculty members, and live in the college with their families. The role of the master and dean are in providing academic advising and emotional support, as well ensure the physical well-being and safety of the students as well as cultivating the culture and character of the college. Additionally, each college has “frocos” who are upperclassmen counselors for freshmen to provide peer mentorship to a caseload of students.

Yale College has a unique design where students receive layers of social and academic support through the internal resources within the college. As a result of this institutional support system, international students find their home easily at Yale through the residential and often finds affinity with their own college community. The specialized and decentralized structure of student support is important to note in understanding the organizational context and the visibility of international student needs.

Situating the Program

For the past year, I have been working at the Office of International Students and Scholars (OISS) at Yale. According to the OISS website, “Over 5000 international students and scholars from more than 120 countries call Yale University their home away from home.” (About OISS, n.d.) Out of this larger picture of the international population at Yale, there are 610 international undergraduate students (Gustafson, 2016). Within Yale College, international students represent 11.5% of the population and are spread out throughout the different residential

colleges during their time at Yale. As a result of the aforementioned residential college structure and support system, the role of OISS with Yale College international students is heavily immigration-based with programs focused heavily on freshmen such as Orientation for International Students (OIS) and peer liaisons, who serve as peer mentors for first-year international students.

As the graduate intern at OISS, I had the chance to run a workshop on intercultural communications in the job search process with a colleague in the School of Management who was a career advisor for international students. In the process of organizing this program and connecting with other career-related departments on-campus, the particular challenges faced by international students during the post-graduation and job search process was evident. Whether it was due to logistical reasons such as navigating the visa situation, or addressing expectations and differences of professional etiquette or norms, there was a need to demystify the job search process. Additionally, the current rhetoric around career development needs for international students was based on a deficit model with the assumption that international students lacked certain knowledge or skills for the U.S. job market or had limited access to opportunities because of their nonimmigrant status. For soon-to-be recent graduates, the process was ridden with negativity and disempowerment and lacked an empathetic understanding of the complication of factors involved in the process.

Based on these observations and experiences, the following comprehensive career development program, *International Student Transitions After Yale (iSTAY)* will equip the students with not only practical tools to get a job in the U.S., but also create a space for students to reflect upon their cross-cultural experience and international identity and be able to approach the transition from student to professional in a holistic and experiential way.

Program Rationale

International mobility is a significant aspect of internationalization, with the inbound international student population being a major benefactor to the U.S. economy. International students in the U.S. contributed \$35.8 billion in 2014/15 alone, 67% of which was from personal and family finances, and provide a major income source for various higher education institutions (Institute of International Education, 2016). Apart from the economic benefits, advocates of international education recognize that internationalization contributes to “training and providing to the labour market professionals who can work in international and multicultural settings” (Pandit, 2009, as cited by Severino et al, 2014). Similarly, Gibson (2005) states that the major drivers of growth in international education are the “quality of education and employment prospects” (p. 19). Furthermore, pursuing an international education and experience promotes the notion of being competitive in the globalizing world and promoting vertical and horizontal social mobility. According to Severino et al (2014), “student mobility is important not solely for learning processes, but also for positive impact on life and career after graduation.” (p.89.)

Based on this motivator of international education as a key to social mobility and success, the quantity and impact of international student mobility is visible in the 2016 Open Doors Report. According to the Institute of International Education (IIE), there are 1,043,839 international students currently studying in U.S. colleges and universities, which has been an increase of 7.1% from the previous year (IIE, 2016.) Of the total number of international students, 427,313 are at the undergraduate level, representing almost a half of the international student population, and 147,498 students are in the U.S. for OPT, implying the students are pursuing professional opportunities in the U.S. directly after graduation. At Yale, the “use of post-completion optional practical training (OPT) has increased by 140% in the last 10 years”

with 19% of OPT students who have applied for and are working in the U.S. under the STEM extension¹ for OPT (Gustafson, 2016).

The research and data indicate a continued increase in the number of international students within the U.S. higher education landscape and a demonstrated interest in pursuing jobs within the U.S. after graduation. Therefore, it is important to consider what kind of resources and support services are being offered to this population after graduation. Moreover, the current political climate and anti-immigrant sentiment has flooded narratives questioning the expectations and future of international students' post-graduation and the availability of opportunities. With the turbulence in immigration policy and hostile rhetoric towards international students for 'taking away American jobs', as expressed by the travel ban ²and the suspension of H-1B premium processing, being an international student in the U.S. has been filled with uncertainties and hostility. The political climate is threatening to not only the safety and sense of belonging of current and prospective students but also their prospective future plans and opportunities.

Literature Review

To situate the program topic in the context of theory and practice, the program design will be based on a review of literature and research. The academic and theoretical foundation will focus on topics such as international student mobility and career development practices and the perspective of counselling services and acculturation. Common themes appearing in the

¹ "International students in F or J status may remain in the U.S. under Yale's visa sponsorship after graduation for a temporary period of practical training employment (12 months for F-1 and up to 18 for J-1. F-1 Students in a STEM field employed by an e-verify employer may extend the OPT period for an additional 24 months" (Gustafson, 2016).

² Executive Order 13769 titled "Protecting the Nation from Foreign Terrorist Entry into the United States" was issued on January 27th 2017 by President Donald Trump which consist of a travel ban for Iran, Libya, Somalia, Sudan, Syria and Yemen and suspended various federal immigration programs such as the U.S. Refugee Admissions Program (USRAP). Since the issuance, the executive order has been blocked by the appeals court rules as unconstitutional.

literature run the gamut from cultural context in vocational aspirations to the correlation between acculturation to career outcomes, but considering the scope of the program, the most relevant among them include career development needs for international students and its relations to acculturation and post-graduation migration intentions.

International Student Mobility

In order to situate career development and post-graduation support for international students, it is imperative to take into account trends in international student mobility and migration and address the inquiry: where do international students go after they graduate? Most literature took a binary approach, looking at post-graduation plans as either staying in the U.S or returning to the home country. Leong and Sedlacek (1989) focused on re-entry stating that students need to be ensured that the “academic and vocational training in this country [U.S.] will be appropriate and relevant to the circumstances in their home country” (p. 110). Spencer-Rodgers and Cortijo (1998) who conducted a study to identify salient vocational needs of international students found that while students were considering employment opportunities in both the U.S. and their home country, students appeared to be focused “primarily on the American, rather than the foreign, job market (p.511). However, the motivators behind the migration intention painted a more complex picture demonstrating that student intentions for post-graduation mobility plans are not as black and white.

Hazen and Alberts (2006) found that “economic and professional factors typically dominate among incentives to stay in the US, while personal and societal factors tend to draw the students back to their home countries” (p. 213-214.) In short, students did not arrive on campus with the intention to immigrate, and their decision making process was influenced by the quality of their experience while studying in the U.S. Similarly, Wu and Wilkes (2017) mention that a

positive experience and social network on campus and in the U.S. during the duration of study cultivates a sense of home in the host country - in this case, the U.S. The correlation between cultural adjustment to campus life and career aspirations resonate throughout literature on international student success and support (Reynolds & Constantine, 2007).

Wu and Wilkes (2017) found that the conceptualization of home had an impactful role in the student's' post-graduation migration decisions. In *International students' post-graduation migration plans and the search for home*, Wu and Wilkes (2017) provide a comprehensive model for the conceptualization of migration and its causes for post-graduate mobility. Instead of a 'home-or-host country' model, they found that students' post-graduation migration decisions are dependent on their conceptualization of home and their experience while abroad. They present four models of home: host, ancestral, cosmopolitan and nebulous. Students that decide to stay in the host country desired to stay either due to emotional attachment and local interpersonal relationships or because they were unhappy or concerned about the "political, social and natural environment" in the home country and planned to bring their family to the host country for a better life and opportunity (Wu and Wilkes, 2017, 128.)

On the other hand, some students considered their home in terms of ancestry and despite living in another country for several years and planned to return to the home country after the completion of their studies. Students that identified with the "ancestral" home considered social and family ties to be important and wanted to be close with the social network back home. Besides familial consideration, some students identified with the "ancestral" home due to negative cultural adjustment experiences, whether it was due to culture shock, discrimination or language difficulties, and found it difficult to fit into the local culture (Wu and Wilkes, 2017, 128.)

Additionally, Wu and Wilkes (2017) identified the concept of a “cosmopolitan” home where the student is eager to pursue a global career. They found that students who felt empowered by their “strong educational backgrounds and rich overseas experiences” were eager to travel, explore their potential and develop their self-identity (p. 129). These students identified home to be in multiple places and the post-graduation destination and decisions were often based on where there was social, economic, and cultural resources and opportunities (Wu and Wilkes, 2017, p.129). Lastly, Wu and Wilkes reported of a sizeable group of international students, or “third culture kids” (TCK) who have migrated throughout their lives and often have multiple citizenships. While some TCKs identified with the “cosmopolitan” home (which Wu & Wilkes notes that “it is a part of their privilege”), there were individuals who “do not feel like they fit in anywhere” (p. 129). The feeling of displacement is a result of “identity confusion, displacement, and rootlessness” due to the frequent migration and the absent self-concept of home. Given the complexity and multidimensional factors involved in the conceptualization of home for international students, Wu and Wilkes (2017) emphasizes that educators should “not overlook this diversity in migratory categories” and the differences in students’ definition of “home” is “instrumental for understanding and even predictability of international student’s migratory behaviors” (p.130).

Overall, all of the scholars echoed a similar criticism on the lack of research and data on international student mobility after graduation both in international education and mobility studies, despite the fact that this population holds various economic and social implications in the context of globalization and the exchange of knowledge and culture. Spencer-Rodgers and Cortijo (1998) discovered that contradictory to past studies which has “historically stressed the value of pre-return preparation and counseling,” international students desired “specialized

assistance in preparing for temporary to long-term employment in the U.S. (p. 512). Yang (2002) describes how despite the continuous increase in international student populations, little research has been conducted on the career needs of international students, and suggest a shift from career services that only treats students equally, but is reflective of the multicultural diversity of the student body and their corresponding needs.

Career Development and Counselling for International Students

In consulting literature on career development strategies and counselling suggestions for international students, a common theme was providing support and advice based on cultural context such as traditional values or familial expectations (Yang, 2002; Leong and Sedlacek, 1989). However, the identification of a cultural context based on race, ethnicity or nationality demonstrated limitations in its understanding of the international student identity. Most literature refer to career development and counselling services that are intended for underrepresented groups in the U.S. context. For instance, Yang's (2002) research methodology of developing career services for international students at the University of Missouri-Columbia started with developing services for Asian and Asian-American students.

Through this approach, Yang (2002) notes the importance of cultural context in career services in identifying differences in culture and value and how it affects students' decision making process and career-related behaviors. For instance, she uses the value of individualism versus collectivism, and how the career choices of Asian students must be of interest to them and acceptable to their parents (Yang, 2002, p. 206.) This approach is visible in other literature, where authors cite literature pertaining to career and counselling services for underrepresented groups in the U.S. to present a framework for understanding the needs of international students as a minority in the U.S. campus and job market. Similarly, Leong and Sedlacek (1989) used a

comparative assessment system stating that “comparisons to U.S. students provide data that are much more useful for planning differential programs for international students given their special needs” (p. 106).

However, Yoon and Portman (2004) criticizes this approach and laments the scarcity of assessment tools in measuring the social emotional functioning of international students.

According to Yoon and Portman (2004), the use of instruments development for American or American minority individuals “can result in misleading interpretations due to lack of construct validity across cultures” (p.40.) Furthermore, Yoon and Portman (2004) notes that while researchers may be aware of the limitation of using a development measure that is based on western values, it is equally important to be cognizant of the fact that this kind of comparative study portrays international students as being “developmentally inferior to U.S. students” and is not “appropriate and fair to use with a particular group of international students” (p.40.)

As evidenced by the aforementioned literature, there’s a lack of understanding or framework when it comes to understanding international student needs due to the multitudes of social and cultural variables involved in the process of their development. While the students share intersecting social identities and may experience similar situations and challenges such as discrimination and lack of representation, the U.S-centric lens does not take into account the international student specific challenges that students face in their post-graduation transition, such as immigration status and the conceptualization of home. Based on this common thread, the program design will take into consideration the challenges that are international student specific as a result of their mobility status and take a holistic and experiential approach in unpacking and supporting the individual cultural contexts and needs that are constantly changing in their sojourn and study in the U.S.

Acculturation and International Student Success

Most literature on career development needs for international students focus on around the lack of skills and familiarity to U.S. culture as an obstacle. Kisch (2015) in *Helping International Student Navigate Career Options* express that “international students have a difficult road, dealing with issues their domestic counterparts do not: adjusting to a new country’s norms and culture, learning new skills, and abiding by numerous regulations to find work upon graduation” (p. 66). Spencer-Rodgers and Cortijo (1989) identified three main areas of vocational need which were work experience, job-search skills and career planning and preparation.

Additionally, students expressed concern and fear about immigration and visa status as during the job search process, such as anxiety of unintentionally violating the terms of their F-1 student visa requirements (Spencer-Rodgers and Cortijo, 1989). Limited knowledge of these rules and regulations and dealing with the unknown made students feel less competitive or disadvantaged to their domestic counterparts (Sangganjanavanich et al, 2011). The challenge of employment authorization and restriction were tied to other concerns for discrimination in the job search process from “illegal and discriminatory interview questions” and “barriers to self-expression” due to foreign accent or lack of proficiency in English (Spencer-Rodgers and Cortijo, 1989, p.511).

In addition to challenges regarding immigration status and familiarity with the U.S job search process, literature reported the impact of international students’ mindset and self-esteem in relations to their acculturation and cultural adjustment on campus. According to Sangganjanavanich et al (2011), acculturation to the U.S. plays an important role in the job search process where the issues that students struggle with in the classroom and on campus extended to their frustration and discomfort after graduation. These issues varied from “language

barriers, immigration concerns, and cultural differences” to discriminatory experiences such as “interpersonal isolation, intercultural confusion, and stereotyping” during both their education and outside of academic contexts. Language barrier was a common theme as a stressor for acculturation for both academic performance and career decision making, with students “viewing their limited English ability as a potential career barrier,” hesitating to “pursue careers that entail communicating in English” and feeling a general lack of confidence (Spencer-Rodgers and Cortijo, 1989, p. 511.) Students also expressed that “lack of fluency in English inhibited their full self-expression in application materials as well as communications and interactions with potential employers” posing logistical challenges in the job search process and career development literacy.

Another challenge experienced by international students was the lack of familiarity with U.S culture, especially in the networking and interview process. According to Sangganjanavanich et al (2011), students struggled to manage their cultural backgrounds and expectations in the U.S., which impeded their “communication styles and behaviors, including nonverbal communication (e.g., how to conduct oneself during an interview and what are culturally appropriate and accepted behaviors) and verbal communication (e.g., what to share and how much information to share)” (p. 21). Additionally, student expressed that “adjusting one’s behavior to fit a foreign cultural context led to feelings of discomfort, incongruence, and awkwardness,” further impeding their ability to effectively communicate and successfully manage the job search and interview process. (Sangganjanavanich et al, 2011, p. 21)

Furthermore, the acculturative stress pertaining to adjusting to college life in the U.S can prevent students from focusing and connecting their experience in school to career aspirations and plans and make it “difficult at times for [students] to prioritize the deliberate reflecting and

planning that career development requires” (Reynolds & Constantine, 2007, p. 344). The correlation between cultural adjustment and career success is supported by the needs assessment conducted by Leong and Sedlacek (1989) which found that “international students tend to place a greater emphasis on the academic and vocational aspects of a college education than the social and extracurricular aspects” (p.108.)

Moreover, balancing expectations and familial pressure for academic and career success was another factor impeding students’ career planning process. The expectation of a return on investment, such as the cost of education, resulted to familial and cultural pressure where a “respected position that earns a good salary may trump what the student is passionate about.” (Kisch, p. 66). Given the challenges and pressure from both the acculturative stress from the U.S. and the cultural and familial pressure from their home country, it is important for counselors and educators to “understand the developmental nature of the acculturative process and choose interventions that best address the unique and developing needs of the international students” (Reynolds & Constantine, 2007, p. 348.)

Current Practices and Suggestions

While there is limited research in regards to the mobility trends and career expectations of international students, different literature and practitioners recommend formal and informal approaches to developing career development programs and practices for international students. Yang et al (2002), who developed the *Career Services for International Students (ISCS)* at University of Missouri-Columbia, placed greater importance on “behavioral skills for obtaining work experiences than on career decision making skills” (p.207). Leong & Sedlacek (1989) and Spencer-Rodgers (1998) both echo the prioritization of practical career resources over job exploration or career planning. Bikos and Furry (1999) in his evaluation of the Job Search Club

for international students found that specific skills such as writing a resume and cover letter or practicing interviewing skills were reported to be more helpful than skills for evaluating job offers or reviewing resources for finding job openings. Gibson (2005) also reported that emphasis needs to be placed on “job seeking skills, the international job market and employment networks [in home countries], rather than on career decision making.” (p.20).

In terms of introducing elements of the U.S. job search process, Kisch (2015) recommends enhancing job skills of international students, from learning to write resumes and cover letters, interview, and network “in the American way,” as well as addressing cultural differences in navigating career paths and opportunities. She mentions mock interviews as a way to help students increase self-confidence in the interviewing and networking process, as well as helping student become comfortable with the small talk that often happens during interviews. Furthermore, Kisch (2015) recommends panel discussions, career symposiums and informal get-togethers with alumni and potential employers to provide opportunities for international students to network and make contacts. For instance, the international student organization at Berkeley organized a panel discussion made up of current international students who had internships or job offers to provide a peer perspective, and also incorporated alumni and employer insights to inspire students in seeking out more opportunities.

Reynolds and Constantine (2007) suggests “peer counseling, support groups, and other group interventions as excellent ways to reach international students.” (p 347.) Instead of waiting for international students to seek career counseling, offices can proactively provide services by expanding visibility and accessibility of career services to spaces that are familiar and comfortable to international students. According to Sangganjanavanich et al (2011), “talking with other international students may not only enhance their career development, but also assist

them with acculturation issues” (p. 25). When using peer support groups or peer mentoring program, students may feel more “comfortable sharing their personal experiences with people who have been through similar dilemmas and challenges” (Sangganjanavanich et al, 2011, p. 25.) Yang (2002) also emphasizes the importance of peer liaisons and representation and recommends collaboration with the international student organizations for outreach, and employing international students as career center staff to ensure that the international student voice and perspective is represented in the services.

On an institutional and organizational level, increased visibility and awareness of international student needs and the specialization of career development for international students could provide a comprehensive and inclusive support system in the career service offices. According to Sangganjanavanich et al (2011), students indicated that “career counselors were neither emphatic about their situation nor knowledgeable about resources that applied to international workers.” Students expressed dissatisfaction with the career development services due to the “lack of information and resources from career practitioners [which] had an impact on [our] participants’ career options and decision making” (Sangganjanavanich et al, 2011).

To address this void, collaboration between career offices and international student and scholar services (ISSS) is a widely suggested practice, as the two departments offer differing but relevant support for the international student population. While career offices address “vocational aspirations, developing skills, and providing contacts,” ISSS handles “compliance issues such as visas, employment records, and employment authorization.” (Kisch, 2015, p. 66.) Through the joint effort, students can access both career and immigration advice and get their questions answered in one place.

Leong and Sedlacek (1989) also suggest specialization of career advisors and designation of a specific counselor to work with international students, similarly to how some schools have specific career advisors for field of study like law and business. Kisch (2015) also recommends this personalized approach, mentioning Berkeley and the business school in Colorado as having a designated career counselor for international students.

The literature review indicates that current research and practice on career development for international students is centered around preparation for seeking employment in the U.S after graduation. This trend is based on the eligibility of OPT and the tendency for student interest and expectation to be focused on finding a job in the U.S. However, there is lack of findings that explain what the expectations and intentions of mobility are for international students during this process, and how many students are “successful” in seeking permanent employment in the U.S. The reality is that students face various challenges, from visa-related obstacles to discrimination or lack of personalized resources that is reflective of the personal and cultural factors at play in the career development and decision making process.

In designing *International Student Transitions After Yale (iSTAY)*, the various practices recommended by practitioners in providing practical career advice and support are taken into account to help graduating international students reach their desired goal. In addition, *iSTAY* will also take a holistic outlook in looking at career development support as a larger student development opportunity to guide students through the post-graduation planning process and equip students with the foundation for a global job market and as well as a wide range of personal and professional opportunities.

Needs Assessment

Based on the liberal arts philosophy described in the mission of Yale College, the institution is committed to providing an educational experience that is the foundation for all professions. The educational philosophy is practiced by not having required courses and encouraging students to learn broadly and deeply. In addition to a distribution requirement that encourages flexibility and enforces breadth of study, students are also encouraged to study, research, or work abroad as part of their education at Yale. In 2003, President Levin announced his internationalization plan, stating that “being an educational leader in this century requires our students to experience other countries as well as study them.” (Office of International Affairs, 2003).

The Center for International and Professional Experience (CIPE) offers a diverse array of study abroad opportunities, ranging from faculty-led programs, study abroad opportunities in Yale-affiliated sites to non-Yale programs. The Office of Career Strategy (OCS), which offers career advising and employment opportunities also provides Yale-coordinated internship programs where students have the opportunity to work and live in a foreign country for the summer in various professional areas. All students, international and domestic, and have access to the programs and opportunities provided by CIPE and OCS and take advantage of the opportunity to expand their international experience.

In terms of career resources for Yale College students, OCS offers a variety and medium of career development tools. From webinars, handbooks, in-person workshops, job fairs and panels involving alumni, employers and recruiters, OCS provides individualized advising and industry focused resources. However, the general career development program at OCS is developed from a U.S-based perspective with the definition of international being primarily outbound. Currently, there is no pre-existing and recurring program focused on international

students' needs and opportunities for collaboration between OCS and OISS occurs sporadically without a comprehensive structure or approach.

Within the institution, the OISS is the designated office for all things related to inbound international mobility. The range of operational function spans from the pre-arrival process, providing support for all immigration advising and processing for B, F, H, J, O, P, TN visas and green cards to resources on U.S regulations and cultural transitions. Additionally, OISS organizes programs for students, scholars, as well as their families and dependents with service such as English language support, employment and volunteer opportunities and creating space for community during their time at Yale and New Haven.

For international students in Yale College, the OISS is primarily involved with advising in immigration regulations. Beyond first-year international student programming such as Orientation for International Students (OIS) and peer liaisons for first year students, the only annually programmed support is about taxes and applying for work authorization for post completion OPT. The involvement of OISS in the off boarding process is advising students on OPT compliance and maintaining status, and also fulfilling the role of the Designated School Official (DSO) in reporting employer information and student status to Department of Homeland Security while the student is on OPT. In addition, OISS has also invited immigration attorneys for workshops on different employment-based visa types to provide legal and technical information about visa options, eligibility and the logistics of the process.

SWOT Analysis

The following Strengths, Weaknesses, Opportunities, and Threats (SWOT) Model can be used to guide the process of needs assessment for developing a new program at Yale University.

In this model, the strengths and weaknesses are internal to Yale while the opportunities and

threats are external. The components of this model will be used to anchor the decision making process in a realistic frame setting up the program up for success

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| <p style="text-align: center;">Strength</p> <ul style="list-style-type: none"> - Immigration advising resources available through OISS - Access to international opportunities and networks through CIPE and OCS - Culturally integrative system of academic and social support through residential college community - Institutional mission and commitment to education as a lifelong process applicable across all profession - Internationalization plan dedicated to preparing students for “leadership and service in an increasingly interdependent world” (Internationalization Plan, 2013) | <p style="text-align: center;">Weakness</p> <ul style="list-style-type: none"> - Decentralized institutional structure resulting in services offered in a siloed manner - Lack of collective visibility of international student-specific needs and challenges - OISS programming for Yale College is heavy on immigration and first-year adjustment - Lack of cohesive community and collective consciousness as an international student community - Focus of career development and resources on U.S based employment and immigration regulations. |
| <p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> - Yale network and the social capital of the Yale name value (elite, Ivy league) - Strengths and soft skills gained by the international student experience (bilingualism, international work and life experience, cross-cultural communication skills) - 64% of undergraduates participate in international study, research and/or internships (International Experiences) - Increased visibility and credibility of international student career support and success as a positive factor for future recruitment strategies | <p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> - Immigration policies and challenges in U.S employment - Uncertainties with the current administration for international students (both in climate and practical opportunities) - Increasingly competitive job market that makes it difficult for bright international students from getting hired - Environmental factors impeding students’ confidence and self-esteem towards career aspiration and planning - Discrimination faced by students in the job search process and often in the workplace |

Based on the knowledge of existing programs and resources at Yale and insights from the SWOT analysis, *iSTAY* addresses the void in structured career development and post-graduation planning for international undergraduate students. Through this program, which will consist of a

series of modules, workshops, and dialogues, participants will be able to gain practical and experiential knowledge in preparation for the job search process as well as deliberate and reflect on their post-graduation plans from a personal and professional perspective. Participants will be introduced to networking skills and storytelling tools to capture the essence of their international student experience and translate it into skill sets while being empowered through a holistic and reflective identity development process. The goal of the program is to equip students with career development tools while also encouraging students to apply their international student identity in the context of their post-graduation aspirations.

Program Description

International Student Transitions After Yale (iSTAY) will be an academic-year long, career development program for international students at Yale College. *iSTAY* will target students in their senior year who will be at the beginning of the post-graduation planning process. The program will be implemented by the Office of International Students and Scholars (OISS) and involve interdepartmental collaboration with Office of Career Strategies (OCS), Center for International and Professional Experiences (CIPE) and other student organizations and campus partners. In consideration of the trends and recommendations of the literature review as well as the needs assessment, the program will provide students with not only practical tools to get a job in the U.S., but also create a reflective space for students to be able to approach the transition from student to professional in a holistic and experiential way.

iSTAY will provide a comprehensively designed series of career development modules which will be structured with the guiding principles of Kolb's experiential learning theory. The individual modules within *iSTAY* will be responsive to international student-specific needs and challenges, while the program structure will create a safe and supportive space for students to

prepare for the transition from being a student to a professional. *iSTAY* provides an opportunity for participants to build and practice their career development skills, leadership and teamwork, while immersing themselves in community development with their international student cohort.

Goals and Objectives

The goals of *iSTAY* will be used as a foundation to the program curriculum as well as the participants of the program. The objectives of *iSTAY* will provide details of tasks or steps that will be taken to reach the goal. Below are the goals and objectives for both the overall program as well as for the student participants.

Program Goals:

1. Further the Yale College philosophy of a liberal arts education as a foundation for all professions
2. Prepare students for “leadership and service in an increasingly interdependent world” (Office of International Affairs)
3. Provide career development services that is cognizant and relevant to international student-specific needs and challenges
4. Create a space for goal setting and reflection to guide participants’ transition from being a student to a professional and other upcoming transitions

Program Objective:

1. Synthesis of skillset and mindset modules will encourage participants to approach the job search process in a critical and holistic manner beyond simply getting a job
2. Reflective discussions and modules will focus on obtaining competence to function in an intercultural environment and globalizing workforce

3. Program curricula and staff will exhibit awareness of international student specific challenges, such as visa status and cultural dexterity, and incorporate actionable plans that are relevant to participants' needs and interests
4. Mindset modules will encourage participants to approach their career development in a holistic manner while considering personal, cultural, social, academic and professional elements that factor into the post-graduation planning process

Participant Goals

1. To increase career efficacy and vocational competence
2. To develop the ability to communicate effectively about the value and skills relevant to their international student experience
3. To build the practical skills that are involved in the career development process
4. To gain a sense of empowerment and confidence towards the uniqueness and marketability of the international student experience

Participant Objectives:

1. Skillset modules will provide students the opportunity to prepare and practice career development skills and be confident in their vocational competence
2. Participants will practice applying and articulating their international student experience into a unique skillset that is attractive and appropriate in a globalizing world
3. Participants will be able to use the skills taught in the skillset modules during the interactive workshops and in the actual job search process
4. Mindset modules will create space for students to reflect on how their international experience has shaped their identity and determined their post-graduation aspirations

The goals and objectives above will be integrated into the curriculum detailed below. The curriculum will focus on two topics: developing career development skills and fostering identity awareness and empowerment. By incorporating intentional spaces for reflection and identity awareness, the program will ensure that students have an opportunity to engage in the career development process not simply with the end goal of getting employed, but with a broader scope of career aspirations that align with their international experiences and follow Yale's mission statement and liberal arts philosophy of a life-long learning process across all professions.

Curriculum Design

The target population of the program will be undergraduate international students in their senior year. The program aims to engage participants to deliberate the correlation between their academic and professional interest with their personal and sociocultural preferences. By challenging and supporting the participants' psychosocial profile and social identity development, participants will be encouraged to reflect on the experiences and factors that have molded their identity as an individual, whether it is their social identity such as race, gender, nationality, sexual orientation, or being an international student and immigrant, or being a young professional in their field. As Baxter Magolda (2009) demonstrates in her holistic student development theory, participants will be pushed towards the *crossroads* stage, "[where] they gain an awareness that knowledge may be uncertain, begin to take stands that differ from the authority figures in their lives, and recognize the limits of dependent relationships" (para. 7).

iSTAY provide an intentional space for reflection as participants arrive at this stage through their post-graduation planning and be prepared to approach their decision making process in a comprehensive way that considers all their personal and professional needs. It will be critical to create opportunities for participants to take *self-authorship* of this process, not only

in approaching their plans right after graduation, but in terms of their life. The content and delivery method of *iSTAY* will focus on creating an experiential learning opportunity for the participants in order to ensure that career development becomes not only about building practical skill sets, but also about continuing the learning process throughout their professional trajectory.

The curriculum will be divided into two categories: skillset and mindset. Skillset modules will address practical tools and skills that are essential to the job search process in the U.S. and beyond, covering topics from the basics of resume and cover letter writing to communicative job search skills such as networking, interviewing and story-selling. The goal of the skillset modules will be to provide an overview of the basic career development tools to be a polished and articulate professional and proactively address international student specific obstacles such as immigration and cultural differences in a responsive way.

On the other hand, the mindset modules will provide a student and identity development approach and utilize reflective practices and empowering strategies to boost participants' confidence in the transition process and focus on strengths of their international and intercultural experience. The goal of the mindset modules will be to cultivate a safe and supportive space for participants to practice and explore the career development process and encourage a synergy of empowerment and community building to celebrate and emphasize the positive uniqueness of the international student experience.

Each module will take place on a weekday evening at the International Center. The module will be a two-hour interactive workshop, with informational presentations, speakers, activities and dialogue. The module structure will ensure that students receive the necessary information and have the opportunity to practice and implement the career development strategies. Each session will end with a 'next-steps' discussion where participants in small

groups will set goals and actionable plans based on the content of the module. The module structure will ensure that the content of the program is applicable and relevant to the participants' current needs and job search process.

The experiential learning cycle will serve as a foundation for the structure of the module. The first part of the module will be in the form of a presentation, occasionally with special guest speakers to provide diverse perspectives and knowledge to engage participants. The second part of the module will consist of interactive activities and dialogue to practice and process the content of the module. The workshops introducing each module topic will be concrete experience for participants. The dialogue and reflection sessions built into each module and through various checkpoints of the program will serve as opportunities for reflective observation and abstract conceptualization. Finally, the actual job search process of practicing the skillsets while embodying the mindsets of the program will provide numerous opportunities for active experimentation. Program schedule and content follows:

| Date | Module | Facilitators | Location |
|----------------|--|---|-----------------------------|
| Mid-September | Goal-Setting and Expectations | OISS, OCS | International Center (OISS) |
| Early October | Job Search 101 | OISS, OCS | International Center (OISS) |
| Mid-October | Storytelling and Storyselling | OISS, OCS, AYA | International Center (OISS) |
| Early November | How to Talk to Employers About Immigration | OISS, OCS | International Center (OISS) |
| Mid-November | Intercultural Communications in the Job Search | OISS, OCS | International Center (OISS) |
| December | Interviews and Job Offers | OISS, OCS | International Center (OISS) |
| January | Mid-Program Check In | OISS, OCS | International Center (OISS) |
| February | Use Your Difference | OISS, OCS, Alumni guest (based in U.S.) | International Center (OISS) |
| March | Charting Your Path As Global Citizens | OISS, OCS, Alumni (virtual panel), CIPE | International Center (OISS) |

| | | | |
|-------|--|-----------------------------|-----------------------------|
| March | Defining Home and Going Home | OISS, OCS, Student Wellness | International Center (OISS) |
| April | Mind Fair/Participant-led Workshop | Student-led, ISO, OISS, OCS | International Center (OISS) |
| May | Closing Celebration: S'mores and Stories | OISS, OCS | Branford College Courtyard |

Fig. 1 Overview of Program Schedule

In considering the order and schedule of the modules, the curriculum design reflects the hourglass model of liberal arts education where students start broadly and gradually dive in to the depth of study, and then ultimately broaden out the application of the knowledge and skills gained from the learning process. The beginning of the program will set the foundation for professional goals and career planning and gradually focus on specific skills and topics through the skillset modules. Modules in the second half of the program schedule will broaden the scope and application of the skillsets and encourage participants to apply the skillsets learned in a personal and global context.

Skill Set

➤ **Module 1: Job Search 101:**

This module will be an overview of the job search process, from research, networking and relationship building, preparing the application, interviewing and to getting the job. The session will be facilitated by a career advisor from OCS and OISS staff to discuss international student specific obstacles or concerns in approaching the job search process from both the career-focused perspective and the international student perspective. The purpose of this program and module is not to replace or recreate currently existing career services and programs, but to proactively make them visible and accessible to international students and customizable to international student needs.

➤ **Module 2: Storytelling and Storyselling**

This module will address how to develop your story or elevator pitch when it comes to communicating and marketing your career interests and aspiration. Participants will learn how to build a story, see examples of stories used in a professional setting, and have a chance to build their story with the guidelines. The module will involve an interactive activity of practicing telling the story to multiple groups in the program, incorporating their international and intercultural background and receive immediate feedback and practice.

Additionally, OCS will discuss informational interview strategies place-based networking and building. The Association of Yale Alumni (AYA) will be invited to speak about how participants can use Yale network of alumnus and partners to identify networking opportunities and contacts.

➤ **Module 3: How to Talk to Employers About Your Immigration Status**

This module will be an immigration regulation workshop with a focus on employment-based visas for post-graduation employment in the U.S. Participants will be informed about the different categories of visas that may be an option for them (such as OPT, H-1B, TN, L-1, O-1...etc), and when and how to effectively talk to employers about their immigration status.

➤ **Module 4: Intercultural Communication in the Job Search**

This module will address how to effectively communicate in the job search process, from verbal to nonverbal communication to email protocols and networking etiquette. U.S cultural behavior and norms for the job search process will be discussed. Hofstede's cultural dimension theory will be used to understand the spectrum of cultural differences and where personal preferences and backgrounds are positioned. Participants

will reflect upon their cultural background and communication styles and its relation to the U.S, and discuss how to develop global dexterity to effectively express oneself in the U.S context without sacrificing personal values and preferences.

➤ Module 5: Interviews and Offers

This module will talk about the interviewing process and how to best represent yourself. The session will provide a checklist of interview tips and advice from OCS, along with discussing strategies to incorporate small talk and other communication styles that will make your interview memorable to the employer. The module will also provide a practical matters toolkit, with an overview of immigration policies, rights as international workers, and general tips and advice for young professionals.(Adulting toolkit for end of program)

Mindset

➤ Module 1: Goal Setting and Expectations

This module will be scheduled at the beginning of the program and provide an overview of the program schedule and curriculum. Participants will be asked to set goals and expectations for both personal and professional aspirations. Information on SMART³ goal setting will be introduced and utilized to complete this task. Students will also write a letter to themselves about their concerns, excitements and short term and long term goals, which will be opened at the end of the program in May.

➤ Module 2: Use Your Difference

This module will address transforming what is perceived to be disadvantages as the ‘outsider’ and ‘foreign’ to unique, personal skills and characteristics that is desirable in the workforce and in the globalizing world. Participants will learn to articulate and

³ SMART stands for: specific, measurable, attainable, realistic, and timely.

convey the international experiences and intercultural skills they have developed in their time as an international students and how to communicate the skills acquired in the experience. The module will content will refer to Nancy Arthur's *Career Competency for Managing Cross-Cultural Transition* and her research on the desired repertoire and qualifications of employers in the global job market. Three international alumni who are working in the U.S will be invited to share their experiences and lead small group discussions on leveraging the international student experience in workplace.

➤ Module 3: Charting Your Path as a Global Citizen

This module will look at individual positions as global citizens, and what does it mean to juggle the conceptualization of home, responsibilities as a global citizen and how it fits with your personal/professional aspirations. Participants will map out long-term goals and desires both academically and professionally, and how it relates to the impact that students will make as practitioners in the world.

The director of CIPE will present an overview of Yale-affiliated organizations and professional opportunities outside the U.S. and how participants can utilize the global Yale network. The module will include a virtual panel of international alumni who are working in international sectors and organizations to talk about their transition from being an international student at Yale to making global impact as a professional and citizen of the world.

➤ Module 4: Defining Home and Going Home

This module will talk about transition shock and strategies and tools for navigating the transition, not solely cultural, but from being a student to a professional, from moving from Yale, a place they have considered to be home for four years, to a new

location and community. Participants will discuss how to successfully navigate the transition and continue to develop intercultural competence and resilience throughout the series of upcoming transitions. Participants will have a chance to reflect on how their identity has evolved since coming to Yale and the U.S., and have a space to share where ‘home’ is and how it relates to their personal and professional aspirations. Student Wellness will be present at this module to introduce support resources at Yale as well as self-care strategies in coping with transition.

➤ Mindset Module 5: Mid-Program Check In

As participants return from winter break, the first module of the Spring semester will be a mid-program check in to revisit goals and objectives and share personal updates or accomplishments in the job search process. Participants will also be informed about the planning process for the participant-led module in April and start the brainstorming process for content and implementation.

End of Program Sessions:

➤ Mind Fair or Participant-led workshop

As a wrap-up to the program modules, there will be an end of program project structured into the program curriculum. The project will be in the form of a student-led workshop that presents what participants have learned and developed throughout the program. Participants will be asked to brainstorm a set of tips, tricks and words of wisdom for the incoming cohort, and create a program or platform to share their reflective process and realizations with their peers.

For the pilot year, OISS will have a template workshop in mind called *Mind Fair*, which will be in the form of a poster session at a conference where participants create a portfolio that shares resources and information on career development for international students. Additionally, OISS will work with the participants to identify and invite five international alumni who are working in the U.S. and facilitate a roundtable in which participants will prepare and moderate the conversation. As the program develops each year, participants will have the freedom to develop their own format of this module.

Through this module, students will have a chance to synthesize the content and reflections from the skillset and mindset modules and practice knowledge sharing with their peers. By putting their learning into action and advice, this module will build capacity for leadership and future mentorship and have a chance to put their skills to practice. Through student involvement, this module will help generate future curricular materials as well as have direct student involvement and feedback in development topics and workshops.

➤ Closing Celebration: S'mores and Stories

To celebrate the end of the program and the completion of studies for the participants, there will be a closing celebration with a small bonfire and s'mores at the Branford College courtyard. Participants will revisit the goals and objectives from the first module of the program, *Goal Setting and Expectations*, and open the letter they wrote to themselves in September. Participants will reflect and share stories and memories from the program as well as the past four years at Yale and have the space to come together as the international community for the last time.

Staffing Plan

iSTAY will be implemented by a core staff from OISS and OCS: Assistant Director of Programs at OISS, OISS Graduate Intern, international student advisor for Yale College and an OCS career advisor. While the logistics of *iSTAY* will be organized and executed by the OISS staff members, the content and recruitment of speakers and resources will be developed through collaboration with campus partners and close consultation with the OCS and CIPE. This collaborative staffing plan will ensure a fluid communication between the two departments and to overcome the decentralized operational structure of the institution.

All current programs and events for international students and scholars are organized and implemented by the Assistant Director of Programs and the OISS Graduate Intern. They will be responsible for the marketing, recruitment, logistical planning and support, and evaluation of the program, which will look similarly to the current job responsibilities of the staff members. The international advisor of Yale College will serve as a liaison between the undergraduate college system and the OISS and provide additional support in recruiting participants as well as panelists, using their knowledge and network within the institution to invite and engage more resources and connections to the program. The OCS career advisor will act as a liaison between the OISS and career services in providing career development focused advice and knowledge, while also building capacity for a sustainable working relationship between the OISS and OCS. Furthermore, through the additional engagement with international students in an informal, group setting, both advisors will be able to provide support and advising for students in a comprehensive manner, beyond the traditional student-initiated one on one advising meetings.

During the program sessions, the core staff members will lead the program activities and agenda. The logistical duties and responsibilities, from program planning, recruitment and marketing to the actual implementation of modules complement the current job descriptions of

each position and ensure that the execution of the program occurs in an immersive way to the participants as a Yale College and international student. The elements of *iSTAY* such as international student support, cultural adjustment and transition support, intercultural communication building and community engagement activities, are aligned with the quality of services and support that the OISS aims to provide for their population.

Program Marketing, Recruitment and Admissions

Marketing and student recruitment for the program will begin over the summer and at the beginning of the fall semester as student return to campus. The marketing materials, which will include the program description, mission, and application process, will be sent to all rising senior international students over the summer in early August. The program will also be marketed through the International Student Organization and their social media and online newsletter as well as the OISS and OCS social media platforms to communicate the program and application information. The program staff will reach out to other stakeholders on campus who are involved in advising undergraduate students such as the dean of the residential colleges, advisors at OCS and CIPE and peer liaisons to expand the pool of applicants.

The pilot of *iSTAY* will target international students who are interested in career development and are planning to apply for OPT to get a job in the U.S. after graduation. In order to sign up for the program, participants will fill out a Qualtrics form that collects initial information about the student's major, academic and professional interest, preliminary attitudes and concerns towards the job search process and questions or topics they are interested in having addressed through the program. Additionally, participants will be asked to attach their resume to the application to measure career readiness and efficacy prior to the program.

Logistics

In terms of logistics, the dates for all of the modules will be scheduled at the beginning of the Fall semester in conjunction to the recruitment of participants. Since dates and time of the program will be set 8 months in advance, students will be able to consider the timing of the program when they make course selections and extracurricular commitments. All of the modules will take place in the International Center, which has an open space that can accommodate up to 60 people.

The OISS graduate intern will be responsible for reserving the space through the OISS internal shared calendar. In the case that the program has to take place in a different space on-campus, the intern will reserve rooms in advance through Yale's room reservation system. The Assistant Director for Programs and OISS graduate intern will set-up the space 30 minutes before the start time of the module. The set up will reflect the interactive and group discussion based curriculum and ensure that there is adequate space for scheduled activities. All sessions will have coffee, tea and water, which are the standard refreshments in the International Center, and the program staff will order snacks in advance for the modules.

Students will be responsible for arriving to the International Center (or a designated location on-campus) for the session. Most of the participants will reside in residential colleges or off-campus housing, which are accessible by walking or using the Yale transit system. Participants will have a full-detail schedule at the beginning of the program indicating the time and location of the modules. If there is an update in the schedule, the graduate intern will be in charge of notifying participants via email and social media groups.

Health and Safety Plan

As a career development and student services program conducted on-campus, *iSTAY* will utilize resources for health and safety that are in place and align with the institutional policies at Yale. Program staff will make sure that during and throughout the program sessions, participants are informed of the availability and location of these resources, should any health and safety situations arise outside the time frame of the program.

All students at Yale are enrolled in an insurance with Yale Health and will be able to access all of their services, 24/7, with a comprehensive intake process that involves communication between the health care provider and their Dean of the College. The institutional health insurance policy ensures that students are insured for both on and off campus, comprehensive coverage for both emergency and nonemergency situations, and Yale Health facilities and the Yale-New Haven hospital is one of the largest medical providers in the area.

To be proactive regarding mental health, the program staff will collaborate with Student Wellness to ensure that program staff are aware of the most up to date services and resources to support participants. Additionally, the partnership will create opportunities for larger and long term discussions about wellness support for international students. With the program population being undergraduate students in the senior year, they are facing multitudes of stress, from working on their senior thesis to job searching and general preparation for post-graduation life, which may induce certain concerns and anxieties about the process. I broke the paper up here

Furthermore, given that *iSTAY* will emphasize reflection of personal social identities and its relations to academic and professional aspirations, students will be pushed towards Baxter Magolda's cross-roads stage during the program, where they will face situations and instances of decision making and self-authorship. With this transitional state in mind, mental health awareness is critical in this process. The program structure will create a safe and empathetic

space where students can process their transition from student to professional. In order to cultivate this culture and space, participants and program staff will set group norms and discussion dialogue methods.

Additionally, the program will comply with and be aware of all Title IX regulations. In the admissions application, OISS will collect relevant medical information such as allergies, health concerns, and accommodations that the participants would like to request. Furthermore, the program staff will ensure that marketing recruitment, and application materials are accessible and available with multiple means of representation. The application will include a disclaimer encouraging participants to seek disability accommodations and support services. Program staff will work with Disability services on accommodation as necessary, but also be mindful of the principles of Universal Design in planning the sessions, dialogues and reflection activities.

Crisis Management Plan

At the start of the program, participants will be reminded of the procedures and resources available through the Yale Emergency Department. These will include situations and responses in case of: active shooter, bomb threat, evacuation, flooding, fire/smoke/explosion, hostage situation, severe weather, hurricane, winter weather, power failure, unwanted person medical emergency and personal safety tips (Yale Emergency, n.d). These procedures remain the same all year-round, 24/7, whether or not the campus is open or not, and whether students live on campus or off campus.

Additionally, program staff will review the “Special Event Emergency Planning” guide provided by Yale Emergency Management to ensure the safety of the participants, as well as visitors and other individuals involved in the program (Special Event Emergency Planning, n.d). As instructed by the guide, the Assistant Director for Programs will be the point person that will

have the Yale ALERT number on their phone to be advised of any incidents on-campus and communicate the instructions with everyone at the event (such as “shelter in place” or “evacuate.”) Given that the International Center, where most of the events will take place, is a public building that will be open without access during the sessions, there will be an Unwanted Guest Procedure, where program staff will have a code word that is used to communicate with each other to address unwanted guests in the building.

Budget Narrative

The budget for this program is categorized based on the different phases of the program: Pre-program, program modules (total of 10), participant-led workshop at the end of the program, and the closing celebration. In the pilot year, the program will involve 30 participants and will be staffed by three OISS administrators and an OCS career advisor. The program will be funded through the student activities and programming budget from the Office of International Students and Scholars, Office of Career Strategy, and Yale College. The funding will originate from the operating costs of the institution that is designated for the two offices and the student affairs sector of Yale College. There will be no cost for students to participate in the program.

Budget

| <i>iSTAY Budget</i> | | | |
|--|------------|------------|-------------------|
| Fixed/Direct Costs | | | |
| Pre-Program Fixed Costs (Marketing and Recruitment) | | | |
| Unit | # of Units | Cost/Unit | Total Cost |
| Marketing Materials | 1 | \$50 | \$50 |
| Social Media Promotion | 1 | \$15 | \$15 |
| Total for Pre-Program | | | \$65 |
| Program Module (10 Modules Total) | | | |
| Unit | # of Units | Cost/Unit | Total Cost |
| Participants Snacks | 10 | \$60 | \$600 |
| Program Supplies and Materials | 10 | \$20 | \$200 |
| Journals for Participants | 30 | \$5 | \$150 |
| Honorarium for Alumni Guests | 3 | \$75 | \$225 |
| Total for Program Modules | | | \$1,175 |
| Mind Fair/Student-Designed Program | | | |
| Unit | # of Units | Cost/Unit | Total Cost |
| Lunch for Participants and Module Attendees | 60 | \$7 | \$420 |
| Honorarium for Alumni Guests | 5 | \$75 | \$375 |
| Program Supplies and Materials | 1 | \$100 | \$100 |
| Total for Mind Fair | | | \$895 |
| Program Closing Event (S'mores and Stories) | | | |
| Unit | # of Units | Cost/Unit | Total Cost |
| Snacks and S'mores Ingredients | 1 | \$60 | \$60 |
| Program Supplies and Materials | 1 | \$40 | \$40 |
| Total for Program Closing Event | | | \$100 |
| Other Direct Costs | | | |
| Unit | # of Units | Cost/Unit | Total Cost |
| Program T-shirts | 48 | \$8 | \$384 |
| Miscellaneous Program Materials | 1 | \$50 | \$50 |
| Total Other Direct Costs | | | \$434 |
| Total Direct Costs | | | \$2,669 |
| Indirect Costs/Overhead | | 25% | \$667.25 |
| Total Direct and Indirect Costs | | | \$3,336.25 |

Budget Notes

- ❖ **Marketing Materials:** Marketing materials include printing flyers, posters and promotional brochures which will be passed out to students and campus partners
 - **Social Media Promotion:** OISS will create a promotional post on the OISS Facebook Page and pay to boost the program for the target population
- ❖ **Food and snacks:** Program will provide snacks for participants at each of the modules. Snacks will be ordered in advance and in bulk through the institutional supplier.
 - **Mind Fair/Student-Led workshop:** The last module of the program will be a half day event organized by program participants and will be attended by their peers and open to members of the Yale community. There will be a lunch catered by a local restaurant for this event with the expected registration of 60 attendees total.
 - **Closing Celebration:** For the closing event of the program, OISS staff will organize a “S’mores and Stories” event for participants. The ingredients for the s’mores and other snacks will be purchased and prepared by program staff.
- ❖ **Program supplies and Materials**
 - Program supplies and materials include print and copy costs for module materials and hand-outs which will be utilized during presentations, interactive activities, dialogue, program follow up and evaluation. Examples of supplies are flip charts, notebooks, poster boards, construction paper, markers and pens.
- ❖ **Honorariums:** An honorarium will be given to international alumnus invited to present at the program. The honorarium is intended to cover part of the travel and cost for accommodation, but not in its entirety. There will be a total of 8 international alumnus in the program; three at the “Use Your Difference” module and five at the Mind Fair.
- ❖ **Other direct costs:** This includes cost for additional program supplies and materials for the program implementation and does not pertain to a specific day or activity.
 - **Program T-shirts:** Program T-shirts will be provided for all program participants and program staff. Extra t-shirts will be ordered and used as thank-you gifts for campus partners who facilitate in the modules and for alumnus guests.
- ❖ **Facilities (excluded):** All program will take place on locations on-campus, such as the International Center (OISS) and the courtyard of Branford College for the closing celebration. No cost will be incurred from using on campus facilities.
- ❖ **Staff Salary and Benefits (excluded):** Staff salary and benefits were not included in the budget because the program will be staffed by current administrative staff whose job descriptions already involve working with Yale College students and implementing support services and programs. Name of Program will be added to their general work duties and responsibilities. Staff will not need additional remuneration and will adjust their schedules as needed.
- ❖ **Indirect Cost Rate⁴:** At Yale University, the overhead cost is calculated at 25% of the total direct cost.

⁴ The Indirect Cost Rate is calculated based on a percentage of the total direct cost set by the institution. The 25% rate that is set in this budget are estimates, as the actual financial information of Yale University is not included in this capstone.

Evaluation Plan

The evaluation *iSTAY* will be tied to measuring the success of achieving the goals of the program. The program staff will conduct formative evaluations during the pre-program phase, and summative evaluations after the completion of the program.

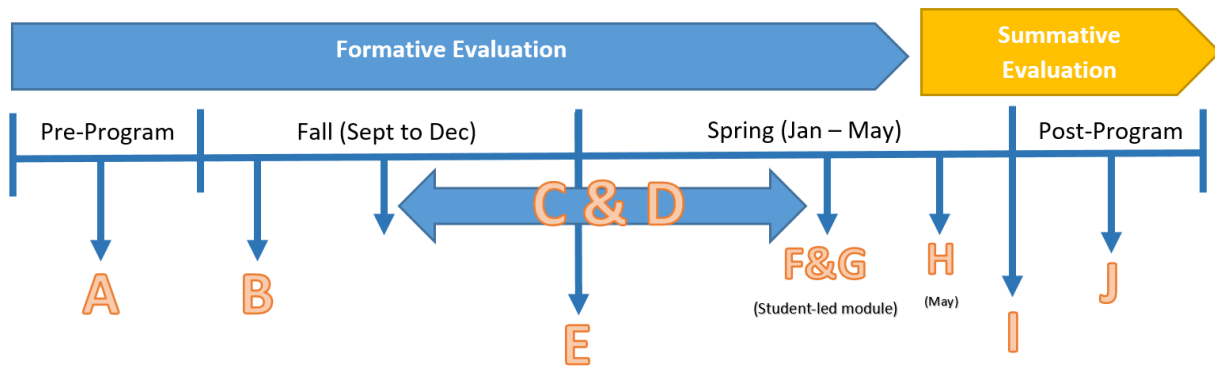


Fig 2. Timeline of Evaluation Plan

Formative evaluation will consist of:

- A. Pre-program qualtrics application will collect information on student intention of post-graduation migration, area of professional interest, and areas of concerns (i.e personal: social, familial, cultural, and structural: academic, vocational, financial, political)
- B. Mindset module #1 on “Setting Goals and Expectations” will record of goals, career interest/expectations, and pre-program attitudes towards career planning and post-graduation plans
- C. Post-module surveys capturing participant satisfaction and feedback for content and structure of module and discussion
- D. Reflective activities and conversation facilitation, such as dialogue and debriefs will be closely monitored by staff to record ongoing participants’ growth and engagement

- E. Mindset module in January will serve as a mid-program check point for participants to revisit goals and objectives of the program to track and assess progress

Summative evaluation will consist of:

- F. The final mindset module will consist of an end of program portfolio or presentation that consists of participants' career development skills and reflective process that has guided them through the program and the job search process
- G. Post-program survey of non-program participants (peers) who attended the end of program module and their feedback on the relevance and content of the program
- H. Post-program survey assessing participants' shift/transformation of goals, career interest/expectations and attitudes towards career planning and post-graduation plans
- I. Various tracking and quantifiable through student record of OPT employment and post-graduation plans through the international student database
- J. Post-program check-in survey three months after graduation to gain feedback on the use and effectiveness of program modules

Limitations and Implications for Future Research

There are limitations to this research. The program design did not take into account student perspectives and surveys to understand the actual social, cultural and professional need and expectations of the undergraduate population at Yale. Ideally, the program would incorporate a needs assessment that pertains specifically to the targeted population and institutional structure. In the case of this research, the timing did not work out as students were either graduating or leaving for summer as the research was taking place.

The program design is not intended to be a 'one-size-fits-all' model and the curriculum and module content does not serve a universal need. Student expectations and program curricula

may vary based on the institution's mission and educational philosophy. In the case of Yale College, the career development took a more holistic and overarching approach rather than targeting certain industries or profession to reflect the mission of the liberal arts philosophy. However, for professional schools, such as the school of management, the modules may be more focused on certain industries or preparing for particular hiring processes as participants may have a different set of goals and expectations in the job search process. Depending on the characteristics of the target population, such as level of education and academic concentration, content and focus of the modules will vary.

Furthermore, as demonstrated in the literature review, current research on international student mobility patterns and post-graduation intentions does not provide a clear picture of what international students' personal and professional plans.

Due to the dearth of comprehensive understanding, as well as the complexity of the personal and environmental factors involved in decision making and career planning for international students, it is challenging to determine what success would look like for the various stakeholders, from students to the institution. Furthermore, as environmental factors such as immigration policies and political climate continue to shift and change the circumstances of the job search process for international students, one must consider the discrepancies between expectation and reality.

iSTAY is not fully developed and will continue to be a work in progress that will be evaluated and modified if it is to be implemented in the future. My contribution was not to design a complete, one-size-fits-all program but instead to demonstrate the need for a program through research and create a basic example of what the program would look like that could be further developed and built upon.

Conclusion

The creation of a career development and post-graduation transition program for undergraduate international students at Yale College would not only benefit the students that participate in the program but also the greater Yale community. The program is designed to address specific needs of the cohort of participants through direct and indirect engagement with campus partners, peers, alumni and professional mentors. Through these curated interactions and skill building, participants will not only receive support and resources from a diverse range of perspectives and backgrounds, but also build and expand their personal and professional network through the program. Additionally, by incorporating a reflective and community engagement model, the program will build capacity for an even larger network of program partners as participants graduate and continue to be involved in the program through their professional position and as alumni mentors for the next cohort.

The program reflects an understanding of the evolving identity and the complex factors involved in the decision making process as students approach their next journey from a student to a professional. By providing support and resources for students towards the end of their academic career at Yale, in a similar way the OISS and the residential colleges prepared them in the beginning through orientation and first-year programming, students will be better equipped in both practical skills and empowering mindset to approach the life after Yale in a critical and holistic manner.

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