


Spring 2018

Connecting Study Abroad to Careers, Graduate School, and Fellowships: An Advising Program for Yale-NUS College

Beth Uding

SIT Graduate Institute, beth.uding@mail.sit.edu

Follow this and additional works at: <http://digitalcollections.sit.edu/capstones>

 Part of the [Academic Advising Commons](#), [Higher Education Administration Commons](#), and the [International and Comparative Education Commons](#)

Recommended Citation

Uding, Beth, "Connecting Study Abroad to Careers, Graduate School, and Fellowships: An Advising Program for Yale-NUS College" (2018). *Capstone Collection*. 3105.

<http://digitalcollections.sit.edu/capstones/3105>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

Running head: AN ADVISING PROGRAM FOR YALE-NUS COLLEGE

CONNECTING STUDY ABROAD TO CAREERS, GRADUATE SCHOOL, AND
FELLOWSHIPS:
AN ADVISING PROGRAM FOR YALE-NUS COLLEGE

Beth A. Uding

IELR 76

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

May 7, 2018

Adviser: Linda Drake Gobbo, Professor of International Education

AN ADVISING PROGRAM FOR YALE-NUS COLLEGE

Consent to Use of Capstone

I hereby grant permission for World Learning to publish my Capstone on its websites and in any of its digital/electronic collections, and to reproduce and transmit my CAPSTONE ELECTRONICALLY. I understand that World Learning's websites and digital collections are publicly available via the Internet. I agree that World Learning is NOT responsible for any unauthorized use of my Capstone by any third party who might access it on the Internet or otherwise.

Student name: Beth A. Uding

Date: May 7, 2018

Table of Contents

ABSTRACT	1
Introduction	2
Theoretical Foundations and Literature Review	6
Theoretical Foundations	6
Literature Review	8
Needs Assessment	10
Survey of Students/Recent Graduates	10
Interviews with CIPE Colleagues	12
Action Plan	14
Goals and Objectives	16
Program Goals and Objectives	16
Learning Outcomes for Students	16
Phase One: Before Study Abroad	16
Phase Two: During Study Abroad	17
Phase Three: After Study Abroad	17
Program Description	17
Program Scope	17
Program Timeline	18
Potential Participants	19
Curriculum	20
Phase One: Pre-Departure Goal Setting for Semester Study Abroad	20
Goal Setting Workshop.....	20
Canvas Assignment.....	21
Phase Two: Mid-Program Check-in (During Semester Abroad)	22
Canvas Assignment.....	22
Skype Advising.....	22
Phase Three: Unpacking Your Semester Abroad & Connecting the Dots	22
Re-entry Workshop.....	22
Canvas Assignment.....	23
Staffing Plan	23
Program Marketing	23
Logistics	24
Attendance/Participation	24
Workshops	24
Health and Safety Plan	25
Crisis Management Plan	25
Budget	26
Budget Notes	27
Evaluation Plan	28

AN ADVISING PROGRAM FOR YALE-NUS COLLEGE

Conclusions and Implications 30
References 31
Appendix A: CIPE Organizational Chart 33
Appendix B: Advising Resource 34
Appendix C: Survey Instrument 39
Appendix D: Interview Guide..... 41
Appendix E: Overview of Existing Pre-Departure & Re-Entry Programming..... 42
Appendix F: Lesson Plan for Goal Setting Workshop 44
Appendix G: Handouts for Goal Setting Workshop 46
Appendix H: Mid-Program Reflection Prompts..... 49
Appendix I: Lesson Plan for Re-Entry Workshop 50
Appendix J: Evaluation Surveys for Students 52

ABSTRACT

A growing body of research affirms the positive impact of education abroad on career development, however, the value of this connection relies on students' ability to intentionally "connect the dots" between study abroad and their bigger-picture academic and professional goals. Education abroad advisors, along with their counterparts in career services and other professionally-oriented advising, must consider how to help students identify transferrable skills from study abroad and translate them for external audiences such as employers and graduate schools. The program proposed in this course-linked capstone is designed as a companion for semester-long mobility programs at Yale-NUS College. Informed by a survey of study abroad returnees and interviews with career services, graduate school, and fellowships advisors at Yale-NUS, the pilot program is structured in three phases: before, during, and after study abroad. Through in-person and web-based activities, it engages students in goal setting, observation and reflection, unpacking study abroad, and articulating their skills and experience to external stakeholders.

Introduction

Today's students may choose to study abroad for a myriad of reasons, both academic and non-academic. "Language acquisition, cultural immersion and personal growth are still goals for study abroad programs, but part of the case today for study abroad also stresses its role in preparing students for a globalized world and a tight labor market" (Craig, 2016, para. 5). Many studies have explored the connection between study abroad and employability, including students' development of transferrable skills. A recent study from the Institute for International Education showed that study abroad has "an overall positive impact on the development of a wide range of 21st century job skills" (Farrugia & Sanger, 2017, p. 5). The National Association of Colleges and Employers (2016) Job Outlook 2017 report outlines the top attributes or skills that employers look for on job candidates' resumes. Many of the top attributes from this list, including problem-solving skills, communication skills, initiative, and flexibility, are skills that students often develop while studying abroad, whether they are cognizant of it or not.

The conversation about study abroad and employability is gaining momentum in the international education community, with some notable leaders guiding the way. One example is the University of Minnesota Learning Abroad Center's career integration initiative, designed to

help students do a better job articulating their learning abroad experiences and why it matters, including transferable skills developed and how those can be leveraged in the workplace and to also expand resources and support for returned students in communicating and articulating the value of their specific experience abroad (UMLAC, 2018, para. 2).

The Learning Abroad Center and CAPA The Global Education Network (CAPA)—a third party program provider based in Boston—have jointly hosted two higher education conferences on career integration in 2014 and 2016 and released two subsequent publications on the impact of experience abroad on employment (UMLAC, 2018).

As demonstrated by the Learning Abroad Center's initiative, understanding study abroad as an investment in students' employability should inform an institution's approach to advising. This means creating advising tools to help students choose opportunities to explore or build skills in areas of professional interest, identifying students' career interests and goals early in the pre-study abroad phase, and helping students to maximize career reflection and opportunities while they are in the host country (UMLAC, 2018, para. 1). These strategies support an overall understanding that an effective approach must commence early on—from the initial stages of study abroad outreach and advising—and should remain a consistent thread throughout the program and post-program advising.

With over 70 percent of students participating in semester study abroad, Yale-NUS College in Singapore presents a unique case study for advising. Founded in 2011 as a collaboration between Yale University and the National University of Singapore, Yale-NUS is Singapore's first liberal arts college. Yale-NUS is an autonomous college within the National University of Singapore and is not a branch campus of Yale University, though it maintains close ties to Yale through several concurrent-degree programs, visiting faculty, and study abroad opportunities. Through an innovative curriculum, designed with an East-meets-West philosophy, students encounter “the Bhagavad Gita alongside Socrates, political science alongside chemistry, and quantitative reasoning alongside history” (Yale University Admissions, 2018, para. 4). Currently, the fully residential Yale-NUS has approximately 800 enrolled students. This number will continue to grow until the College reaches full capacity at 1,000 students.

In the Centre for International & Professional Experience (CIPE) at Yale-NUS, traditionally separate components of experience-based learning, including study abroad, career services, research, leadership and social impact, graduate school and fellowships advising, are

housed together under one roof. Integrating these areas reflects an intention to provide more comprehensive and holistic advising for liberal arts students. CIPE's philosophy is that experiences like study abroad or internships do not exist in isolation. The goal is to help students see these experiences as part of a cohesive trajectory throughout their time at Yale-NUS.

The CIPE staff at Yale-NUS is organized into four smaller teams: Leadership and Global Citizenship, Career Services, International Programs, and Co-Curricular Programs. An organizational chart is available in Appendix A, which provides a visual overview of CIPE. For the purposes of this paper, the generic term "CIPE advisors" refers to all advisors across all four teams. The following terms will be used for CIPE advisors who specialize in particular areas of advising relevant to this paper:

- "Career Services advisors" (from the Career Services team)
- "Study Abroad advisors" (from the International Programs team)
- "Graduate School and Fellowships advisors" (from the Leadership and Global Citizenship team)

While each CIPE advisor has an area of specialization and a portfolio of programs they manage (Appendix A), they also have a foundational understanding of all CIPE areas and programming. Advisors talk to one another, share advising notes, and consider the "bigger picture," outside of their own programs. This contributes to the uniquely comprehensive and student-centered advising that CIPE is able to provide.

As a member of the International Programs (study abroad) team at CIPE, I frequently have the opportunity to collaborate with colleagues from the other CIPE teams. In developing our re-entry programming for study abroad, my International Programs colleagues and I have realized how much we need the support from our colleagues in Career Services, Graduate

School, and Fellowships advising, if we are to help students identify transferrable skills and draw connections between their study abroad experiences and their ongoing academic and professional plans. Last year, my colleague Lindsay Allen and I created a resource for Career Services, Graduate School, and Fellowships advisors (Appendix B) to help guide their conversations with students before, during, and after study abroad. The resource includes advising goals and prompts for advisors as they help students “connect the dots” (Tillman, 2016).

While the existing resource for advisors has provided a good starting point, the extent to which students are benefiting from this kind of advising depends entirely upon whether they actively seek advising before, during, and after their study abroad experiences. There are currently no structures in place to ensure that students connect with advisors at these stages. While we try to involve our Career Services, Graduate School, and Fellowships colleagues in pre-departure and re-entry programming, these brief interactions in a group setting do not allow for in-depth or individualized exploration of the connections between study abroad and students’ ongoing plans.

We also recognize that a resource for advisors places the primary responsibility in the hands of the advisor, rather than the student. To address this point and to advance our efforts beyond the existing resource for advisors, this Capstone proposes the introduction of a formal advising program—designed for a Yale-NUS student audience—on the topic of “Connecting Study Abroad to Careers, Graduate School, and Fellowships.” While not a mobility program in itself, the advising program is envisioned as a companion to semester-long mobility programs at Yale-NUS.

Theoretical Foundations and Literature Review

Theoretical Foundations

The case for linking study abroad and employability begins with an understanding of human capital formation theory (Kubow & Fossum, 2007), which draws a connection between investing in education and reaping the desired outcomes—employment or achievement of other professional goals. In this case, the theory can be used to justify the belief that international experiences like study abroad can have a positive impact on students’ career prospects and future plans. The mission of the Centre for International & Professional Experience (CIPE) at Yale-NUS reflects human capitalist theory as well. CIPE’s portfolio of global opportunities is designed to “enhance students’ academic learning, broaden their perspectives, and hone the skills and character they need to succeed as students today and leaders tomorrow” (Yale-NUS College, 2018a, para. 1). The College invests in making international opportunities like study abroad, internships, and other global programs available to all Yale-NUS students because of an understanding that such experiences prepare students for the global workplace.

The goal of advising—whether academic, career services, study abroad, etc.—is to generate learning, growth, empowerment, and self-authorship (Love & Maxam, 2010). Self-authorship is defined as “the internal capacity to define one’s own beliefs, identity, and social relations” (Magolda, 1998, as cited in Metz, 2017, p. 119). Education abroad can help put students on the path to achieving self-authorship, as it prompts self-reflection and requires students to navigate challenging and unfamiliar situations. As an outcome of education abroad, self-authorship also helps to prepare students for the workforce (Metz, 2017). They are able to “more adequately develop their own visions and goals for the future, learn how to effectively

collaborate with others, develop strategies on how to communicate with diverse others, and learn how to take responsibility for their own actions” (Magolda, 1998, as cited in Metz, 2017, p. 121).

Hably (2000, as cited in Love & Maxam, 2010) provides a list of goals for academic advising which also translate to the comprehensive advising that CIPE aims to provide. A few of the most relevant goals from this list include:

- Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education;
- Assisting students in developing an educational plan consistent with their life goal and objectives;
- Assisting students in developing decision-making skills; and
- Assisting students in evaluating or reevaluating progress toward establishing goals and educational plans.

Supporting Yale-NUS students in developing a plan that is consistent with their goals and objectives and then helping them to evaluate or reevaluate their progress toward these goals is what CIPE advisors are trying to do when helping students to connect their study abroad experiences to their ongoing plans, including careers, graduate school, and fellowships.

Another central goal of adult education is the development of autonomous thinking, which can be developed through transformative learning (Mezirow, 1997). “The essential learning required to prepare a productive and responsible worker for the twenty-first century must empower the individual to think as an autonomous agent in a collaborative context” (Mezirow, 1997, p. 8). This emphasis on empowering autonomous thinkers echoes the mission of Yale-NUS and of the liberal arts, which encourage habits of creativity, curiosity, and critical

thinking (Yale-NUS College, 2018b). Study abroad and other experiential programs provide students with opportunities for transformative learning, however, they may require support in transforming their frames of reference and making sense of their experiences. Advisors can further transformative learning by helping students to reflect on and reframe questions according to their current level of understanding (Mezirow, 1997).

Literature Review

A review of the recent literature on study abroad and career integration provides several recommendations for the development of the advising program. Farrugia and Sanger (2017) found that intentional goal setting and reflection on skill development leads to a higher impact of study abroad on employment. “Having career prospects in mind prior to choosing to study abroad had an overall positive impact on the ability of those interviewed to articulate their skill development and the impact it had on their career” (p. 6). These findings highlight the importance of “student intentionality” and of getting students to think about goal setting and how their study abroad experience relates to their professional goals well in advance of study abroad. Also among Farrugia and Sanger’s recommendations is to coach students on effectively communicating to employers the skills learned through study abroad. Career services and study abroad teams need to work together to “help students explicitly identify the transferrable skills they hope to gain through study abroad” (Farrugia & Sanger, 2017, p. 19).

In their work on study abroad and vocational identity, Kronholz and Osborn (2016) echo the recommendation that career practitioners and international educators work together to help students engage in their study abroad experience more thoughtfully and intentionally. Specifically, they suggest pre-departure programming that allows students to develop a career-related study abroad plan, to encourage greater personal responsibility and awareness in the

career development process. They also recommend that colleges and universities consider developing “courses or capstone experiences that teach students how to translate their global involvements to real-world applicability” (Kronholz & Osborn, 2016, p. 78). Such programming allows students to synthesize their international experiences and professional plans more intentionally.

Among the best practices of the education abroad field is the re-entry workshop or “unpacking session,” which typically follows the study abroad participants’ return to campus. At Michigan State University (MSU), the workshop begins with an overview of skills and competencies often sought by employers, followed by skills and competencies closely associated with study abroad. “By introducing the skills and competencies early, we shift the focus away from the academic confines of campus to the world of work” (Gardner, Gross & Steglitz, 2008, p. 7). For workshop participants who plan to attend graduate school, the workshop also addresses skills and competencies relevant to the personal statement commonly required for graduation school applications.

After allowing some time for individual reflection, the MSU workshop facilitators engage two student volunteers in a debriefing or unpacking interview, for approximately 30 minutes per volunteer. The goal of the interview is to identify relevant skills and competencies and to draw connections to the students’ stated career goals or interests. “By the end of their interview, they typically have a list of bullet points describing knowledge and skills gained that they can incorporate into a resume or a personal statement” (Gardner et al., 2008, p. 7). The interview should “help the student increase conscious learning, transferable skills awareness, and have the means to articulate it with concrete examples they can use in interviews with employers” (p. 7). Ideally, one student volunteer should be pursuing a job or internship, while the second should be

applying for graduate school. This allows the student audience to see an example for each context. Following the interviews with the two volunteers, all students participate in an exercise that allows them to practice the unpacking exercise in small groups.

In these kinds of unpacking sessions, career practitioners and international educators must also coach students on the importance of bringing up their study abroad experience during interviews even when employers do not. Trooboff, Vande Berg, and Rayman (2008) noted that returnees are more likely to discuss the place where they studied than they are to discuss learning outcomes—the specific knowledge, skills, and perspectives they gained from the experience.

Needs Assessment

The needs assessment for the proposed advising program included an online survey of current Yale-NUS students and recent graduates who studied abroad for at least one semester. The same survey was sent to both current students and recent graduates, and the responses were collected anonymously and combined. Of the 253 students and recent graduates who were invited to participate in the survey, thirty-two submitted a response. The survey questions (Appendix C) inquired about what kind of preparation, advising, and resources related to career integration would have been helpful before, during, and after study abroad. Six in-person interviews with CIPE colleagues from Career Services, Graduate School, and Fellowships also helped to identify the gaps in current advising and inform the program design (see Interview Guide in Appendix D). This section explores central themes from both the survey and interviews.

Survey of Students/Recent Graduates

The results of the survey suggest that the majority of semester abroad participants are considering how study abroad might benefit their longer-term goals in advance of applying for

the program. While this suggests a certain amount of intentionality on the part of Yale-NUS students, the data also shows room for improvement. Three respondents (nine percent of survey participants) never considered the connection between study abroad and their longer-term academic and professional goals. While this number is a small minority, it identifies a gap in the current advising structure, which could be improved by a more structured advising program that would reach all semester study abroad participants.

Eighteen survey participants (56 percent) reported that they did receive advising from CIPE related to connections between their study abroad and careers/graduate school/fellowships at any point before, during, or after their semester abroad. Of this 56 percent, approximately half found the advising helpful. One of these students shared: “I learned to think about my broader narrative and how to weave my study abroad experiences into my graduate school applications.” Another student who found the advising helpful suggested that more guided reflection questions might make it easier for students to draw connections.

Survey participants who said they did not receive this kind of advising from CIPE offered suggestions for what they would have found helpful. The two most recurrent suggestions were for pre- and post-program advising and reflection. Specifically, students mentioned the opportunity to reflect and brainstorm with CIPE advisors before leaving for study abroad, as well as the chance to unpack the study abroad experience with advisors upon return. As one student wrote:

I think if CIPE could have helped me to process/reflect more deliberately on the study abroad experience once I returned to Singapore, (what I learned, how I grew, how my thinking about further studies/careers had changed, what kind of possible paths/professions I had encountered), that could have helped me to more explicitly understand the ways that my study abroad changed/influenced my future hopes and ambitions.

This and other similar responses affirm the need for more intentional advising at critical points in the semester study abroad advising cycle.

Interviews with CIPE Colleagues

While the structure of CIPE lends itself well to collaborative advising, colleagues from CIPE's Career Services, Graduate School, and Fellowships advising teams shared several common challenges that they experience in helping students connect study abroad to careers and other post-graduation plans. As one colleague from Career Services (Interview 4, personal communication, March 20, 2018) pointed out, the individual teams within CIPE operate rather autonomously, even though efforts are made to share advising notes in a central database and communicate across teams. She also pointed out that different CIPE teams are likely to see students at different stages in the advising cycle. While the International Programs team is more likely to advise students in their first and second year while they are considering study abroad, colleagues from the Career Services team tend to see students in their third and fourth years, as they search for internships and jobs. Some proactive students may also consult the Career Services team early on while planning for study abroad, but colleagues reported that this is more likely to happen later, after study abroad.

Another challenge is that Yale-NUS students tend to approach study abroad as a primarily academic experience. Many students feel motivated to apply to the most prestigious institutions for semester abroad. Being able to take specific courses—often courses that they cannot take at Yale-NUS—is frequently an important factor in a student's decision-making process. While this focus on the academic coursework can lead to positive outcomes—for example, a student connects with a top professor from a given field and secures a research attachment during the semester abroad—it may also result in students over-prioritizing the

classroom experience and missing out on valuable experiences and transferrable skills gained outside of the traditional classroom. A Career Services advisor (Interview 3, personal communication, March 20, 2018) recommended that all advisors be more intentional about helping students think about relevant experiences outside of the classroom: extra-curricular activities they participated in, involvement in the local host community, etc.

The same advisor also noted that because the CIPE team is so easily accessible and available, students are less incentivized to utilize the many resources on the CIPE website (Interview 3, personal communication, March 20, 2018). Ideally students would access these resources first and then approach advisors for one-on-one sessions. If we were to develop an advising program, we would have the opportunity to lead students to these resources up front and have them engage in self-reflection and information gathering before we see them in advising. This could lead to more efficient, productive use of face-to-face advising time, whether in a group or individual setting. Some colleagues have already tested this strategy—for example, students must fill out a pre-advising questionnaire or submit a writing exercise before coming in for graduate school or fellowships advising (Interviews 2 & 5, personal communication, March 20 & 21, 2018). Such an approach may work well in the study abroad setting as well.

When asked if they are currently using the “Connecting Study Abroad to Career, Graduate School, and Fellowships Advising” resource for advisors, interviewees shared that the advising prompts in the resource are very similar to the questions they already pose to students. Though they are not actively using the resource, advisors understand the importance of this advising and support the International Programs team’s efforts to improve advising in this area. They have read the advising resource and see it as a good starting point. One advisor (Interview 4, personal communication, March 20, 2018) noted that it would have been particularly useful

several years ago when she joined the CIPE team, but now she is already integrating many of the advising prompts into her sessions with students as a matter of routine.

Further feedback on the advising resource is that it needs to be translated into content that is actionable for students (Interview 1, personal communication, March 16, 2018). While a resource for advisors may have been the starting point for CIPE, content directed at students may be an effective next step. The colleague who provided this recommendation also highlighted the need to be more explicit about transferable skills. She recommended developing a list of transferrable skills from study abroad that both advisors and students could reference and utilize for goal setting, reflection, and assessment purposes.

Action Plan

The introduction of a structured advising program delivered in three stages: before, during, and after study abroad is a way to address each of the gaps highlighted above. It allows for more intentional collaboration and communication across CIPE teams and provides an opportunity for students to consult a range of advisors at times when they are making critical decisions not only about study abroad but about applications processes and timelines for internships, jobs, graduate school, and fellowships. It encourages students to view study abroad as more than just an academic experience, provides time and space for reflection and goal setting, and empowers students to take ownership of their learning and development. These are areas that the study abroad team tries to incorporate in its pre-departure and re-entry programming, however, without setting aside extra time for these activities, it is difficult to cover them with much depth in the existing programming. An overview of the existing pre-departure and re-entry programming for semester study abroad at Yale-NUS is provided in Appendix E.

One of the Career Services advisors (Interview 6, personal communication, March 22, 2018) shared that her team is currently rethinking and redesigning the pre-departure orientation sessions for the upcoming summer internship programs. They would also like to incorporate more pre-departure goal setting, in addition to mid-program check-ins. This information serves as a reminder that the proposed advising program may be relevant to more than just semester study abroad programs. The content could easily be adapted for other CIPE programs, including overseas internships or fellowships.

As Davina Potts (2015) concluded: “Learning abroad is just one piece of the education process, which has been happening for at least 12 years before an individual reaches university, and is influenced by a wide range of background variables and personal characteristics” (p. 1). A colleague from Career Services echoed this point when providing feedback on the initial advising resource. He asked:

How many of the benefits of study abroad are really attributable to whatever time they spend “abroad” through us (which for some is even in their home country!) Is it possible that they would have (or should have) derived the benefits of study abroad, even if they stayed at Yale-NUS all eight semesters (personal communication, November 8, 2017)?

His point was that approximately 40 percent of the student body is made up of international students who are already “studying abroad” for four years in Singapore. Sometimes international students elect to “study abroad” for a semester in their home country. While these features of the Yale-NUS student population may be somewhat unique, it is important to note that they do not lessen the need for this kind of advising. Whether it is a semester study abroad experience, a summer internship abroad, or an international student’s four years in Singapore, there is value in helping students to draw connections between their international experiences and their longer term professional goals. While the pilot advising program is a companion to semester study abroad, the program model the concepts could be applied in many other contexts. This is because

the value of the advising program is in the skills that students will gain. These skills (and overall learning outcomes) will be discussed in the next section.

Goals and Objectives

Program Goals and Objectives

The goals and objectives of the proposed advising program are to:

- help students get more out of their study abroad experiences;
- strengthen students' applications for internships, jobs, graduate school, and fellowships;
- contribute to overall employment, graduate school, and fellowship outcomes for Yale-NUS; and
- raise the profile of semester study abroad at Yale-NUS by helping students to articulate the impact of study abroad to both internal audiences and external audiences (e.g. faculty, senior administrators, employers, graduate schools, etc.).

Learning Outcomes for Students

Phase One: Before Study Abroad

Upon completion of Phase One of the program, students will be able to:

- understand study abroad as an integrated part of their college experience at Yale-NUS;
- articulate why they chose their study abroad program and how it relates to their bigger-picture academic and professional interests;
- identify specific skills and competencies that they would like to develop or deepen while studying abroad; and

- formulate specific learning goals and concrete action steps for working toward each goal.

Phase Two: During Study Abroad

Upon completion of Phase Two of the program, students will be able to:

- reframe setbacks and challenges as opportunities;
- assess their own progress toward the goals set during Phase One; and
- demonstrate accountability for their own learning and development.

Phase Three: After Study Abroad

Upon completion of Phase Three of the program, students will be able to:

- articulate how their goals may have evolved or changed as a result of their study abroad experience; and
- identify transferable skills from the study abroad experience and translate them for employers and other stakeholders who may not understand the connections between international experience and skills development.

Program Description

Program Scope

The advising program offers Yale-NUS College students the opportunity to explore and develop connections between their study abroad experiences and their longer-term academic and professional goals. Designed as a non-credit bearing program, it will include both in-person workshops and Canvas-based online learning. Canvas is an online learning management system already in use at Yale-NUS College. The platform will provide a centralized place for students to engage with program content and with one another, particularly while they are overseas.

Program content will include: goal setting, observation and reflection, unpacking the study abroad experience, and articulating skills and experience to external audiences. This content will be delivered across the advising program's three distinct phases, as outlined below in the Program Timeline.

Facilitated by CIPE staff from International Programs, Career Services, Graduate School, and Fellowships advising, the pilot program will serve as a companion to semester study abroad. For the pilot run, participation in the advising program will be mandatory for all semester study abroad participants. The program will be structured in three phases: before, during, and after study abroad, which means that the program will span across three consecutive semesters. The first phase of the program occurs at the end of the semester that precedes the semester abroad. The second phase occurs during the semester abroad. The third and final phase of the program takes place upon the students' return to campus in the semester following their time abroad (see detailed timeline below). The pilot program will be implemented for students studying abroad in Semester One (Fall) of Academic Year 2019-2020. This means that the program will begin with Phase One in April 2019 and end with Phase Three in January 2020.

Program Timeline

Timeline	Description
Semester 2 (Spring) of Academic Year 2018-2019	Before Study Abroad: Program commences for those who will be studying abroad in Semester 1 (Fall) of AY 2019-2020
April 2019	Phase One: Pre-Departure Goal Setting for Semester Study Abroad <ul style="list-style-type: none"> • In-person goal setting workshop led by CIPE International Programs, Career Services, Graduate School, and Fellowships advising teams • Students submit study abroad action plans on Canvas

Semester 1 (Fall) of Academic Year 2019-2020	During Study Abroad
October 2019	Phase Two: Mid-Program Check-In <ul style="list-style-type: none"> • Advisors post a check-in video and reflection prompts on Canvas • Optional Skype check-ins
Semester 2 (Spring) of Academic Year 2019-2020	After Study Abroad: Students have returned to Yale-NUS College
January 2020	Phase Three: Unpacking Your Semester Abroad & Connecting the Dots <ul style="list-style-type: none"> • In-person re-entry workshop led by CIPE International Programs, Career Services, Graduate School, and Fellowships advising teams • Students post final reflections on Canvas • Individual follow-up advising with specialized advisors

Potential Participants

As mentioned above, participation in the advising program would be mandatory for all students participating in semester study abroad. Currently, the number of students going abroad each semester is approximately 70 to 100. These students typically represent 14 different majors across three academic divisions at Yale-NUS—science, social science, and arts and humanities. Students can study abroad in the second semester of their second year or either semester of their third year, so participants in the advising program would be sophomores and juniors at the time the program commences.

It also worth noting some unique features of the Yale-NUS student population. Overall, the student body is approximately 60 percent Singaporean and 40 percent international, with over 60 different nationalities represented (Yale-NUS College Admissions, n.d.). Though the

international students are already “studying abroad” by coming to Singapore to complete their undergraduate degree, they are no less likely to participate in semester study abroad during their time at Yale-NUS. In any given semester, the CIPE International Programs team supports a diverse group of students in studying at a wide range of host institutions and programs around the world.

Curriculum

As indicated in the program timeline above, the curriculum will include two in-person workshops and several web-based components. It is structured in three distinct phases and spans across three consecutive semesters—before, during, and after study abroad.

Phase One: Pre-Departure Goal Setting for Semester Study Abroad

Whereas CIPE’s pre-departure orientation covers the full range of logistical matters for semester study abroad (e.g. academic planning, credit transfer, health and safety, finances, etc.), the first phase of the advising program is meant to provide an opportunity for self-reflection and goal setting.

Goal Setting Workshop.

In April 2019, at the end of the semester preceding the semester abroad, all participants will meet on campus at Yale-NUS for the first in-person workshop. The International Programs team will facilitate the goal-setting workshop, with support from the Career Services, Graduate School, and Fellowships advising teams. Facilitators will encourage students to think of study abroad as an integrated part of their Yale-NUS experience, seeing it as more than a travel opportunity, a chance to build prestige by attending another brand name institution, or a purely academic experience. As outlined on the workshop lesson plan (Appendix F), students will spend

time on written reflection prompts (Appendix F) and share in small groups how their study abroad plans are related to their academic and professional interests.

Representatives from the Career Services, Graduate School, and Fellowships advising teams will provide suggestions for how students can maximize their study abroad experiences—for example, making connections and building their networks. A student might connect with a faculty member at their host institution to discuss a possible research attachment or end up asking a faculty member from the semester abroad for a letter of recommendation for graduate school applications.

Several Yale-NUS study abroad returnees will be part of the workshop as well to share their experiences and advice with their peers. There will be a short panel discussion where each of the returnees can share their experiences and then a chance for the advising program participants to ask questions of the returnees.

At the end of the workshop, students will complete a personalized Study Abroad Action Plan (Appendix G), which identifies several specific competencies and skills they will work on developing during the semester abroad, as well as concrete action steps for working on each skill.

Canvas Assignment.

Students will be asked to post their completed Action Plans on the Canvas site and to provide written feedback on three of their peers' Action Plans. The Canvas site will also serve as a centralized place for students to ask questions of the CIPE advisors facilitating the advising program.

Phase Two: Mid-Program Check-in (During Semester Abroad)**Canvas Assignment.**

Mid-way through the semester abroad, in October 2019, the program team will post a check-in video and a series of mid-program reflection prompts on Canvas (Appendix H). Students will be asked to post an update on Canvas, tracking their progress toward the action plan goals.

Skype Advising.

The program team will offer students the option to check in with an advisor via Skype, if they would like to have a more in-depth discussion at this stage.

Phase Three: Unpacking Your Semester Abroad & Connecting the Dots**Re-entry Workshop.**

The second in-person workshop will take place once students have returned to Yale-NUS in January 2020. It will once again be led by the International Programs, Career Services, Graduate School, and Fellowships teams and will be focused on helping students to debrief or unpack the study abroad experience and articulate transferable skills and experience to external audiences.

The re-entry workshop lesson plan (Appendix I) provides an overview of the session, which will include individual reflection and sharing in small groups, a mini-workshop on incorporating study abroad on resumes and LinkedIn profiles, and an activity that allows students to practice “storytelling”—verbally articulating a specific experience from study abroad as if they were in an interview with a prospective employer, graduate school, or fellowship provider.

Finally, students will be encouraged to schedule individual follow-up advising sessions with specialized advisors. The program team will also highlight to students upcoming CIPE programming that is relevant to the group (e.g. Rapid Resume Review sessions in the dining halls or a session on writing personal statements for graduate school applications).

Canvas Assignment.

Students will be asked to post a final reflection on Canvas, based on several reflection prompts. They will also respond to at least two of their peers' final reflections.

Staffing Plan

The staffing plan for the advising program utilizes existing the CIPE team, as well as an Educational Technology Specialist from Yale-NUS to support the web-based learning components. As the program is a companion to semester study abroad, the International Programs team will take on the role of primary facilitators. They will work with the Yale-NUS Educational Technology Specialist to set up the Canvas site and will coordinate workshop logistics. They will work closely with the Career Services, Graduate School, and Fellowships Advising teams to develop and deliver the two in-person workshops and other parts of the program that require the specialized knowledge of these teams.

Program Marketing

Though the advising program will be mandatory for all semester study abroad participants, it is important that the program be introduced to students well in advance of their participation. Students should understand that when they commit to semester study abroad, they are also committing to participation in the advising program. Marketing is also an opportunity to

share the rationale for the program and to generate excitement and buy-in among students. Promoting the program on the CIPE website—specifically on the semester study abroad webpage—and at the semester study abroad information session will be good avenues for getting the word out.

Logistics

Attendance/Participation

As noted in the Potential Participants section above, participation in the advising program will be mandatory for all semester study abroad students. The program is non-credit bearing and ungraded, so it will be necessary to incentivize student participation through other means—in this case, by making completion of the program a requirement for credit transfer. The CIPE International Programs team and Registry Office will agree not to approve and process a student's credit transfer from the semester abroad until the student has submitted all assignments for the advising program. The International Programs team will relay to the students the key instructions for the credit transfer process during the Re-entry Workshop. The team will take attendance at both in-person workshops and track submission of all assignments on Canvas. Students whose internet access may be limited during their time abroad (Phase Two) will be granted extensions as needed for online assignments.

Workshops

As primary facilitators, the International Programs team will ensure that appropriate classroom space is booked for the two workshops and that catering is arranged in advance. They will select the study abroad returnees to invite for the Goal Setting Workshop panel discussion and brief these students in advance, so that they are prepared for the session. They will

coordinate the printing of all workshop handouts, save PowerPoint presentations for all teams/speakers in a central place, and oversee the schedule/itinerary for each of the workshops.

It would not be necessary for the full Career Services, Graduate School, and Fellowships advising teams to participate in every workshop. The goal would be to have at least one representative from each of the designated areas—Career Services, Graduate School, and Fellowships advising—at each in-person event. One representative from each of these three teams, plus the three International Programs team members would assemble a core program team of six to support the group of 70 to 100 advising program participants.

Given the attendance requirement, the workshops must be scheduled at a time when students do not have class. While evenings would generally be possible, the workshops may still clash with a variety of student activities and commitments. For this reason, the workshops will be held on Saturdays. Each workshop will be scheduled for three hours, including short breaks.

Health and Safety Plan

As the advising program is not a mobility program, this section is not applicable. The existing health and safety plan for Yale-NUS College CIPE would apply as needed.

Crisis Management Plan

As the advising program is not a mobility program, this section is not applicable. The existing crisis management plan for Yale-NUS College CIPE would apply as needed.

Budget

Semester Study Abroad Advising Program

Program Details	
Program Title	Connecting Study Abroad to Careers, Graduate School, and Fellowships
Proposed by	Beth Uding
Administered by	Centre for International & Professional Experience (CIPE)
Program Dates	April 2019 - January 2020
Estimated Number of Students	100

Projected Spending

Revenue				
Budget Item	Cost per unit or person	No. of unit or people	No. of days	Subtotal
Program fee	\$0.00	100		\$0.00
TOTAL REVENUE				\$0.00

Direct Expenses - Staff				
Budget Item	Cost per unit or person	No. of unit or people	No. of days	Subtotal
Catering for workshops	\$10.00	6	2	\$120.00
SUBTOTAL DIRECT EXPENSES - STAFF				\$120.00

Direct Expenses - Students				
Budget Item	Cost per unit or person	No. of unit or people	No. of days	Subtotal
Print materials	\$5.00	100	2	\$1,000.00
Catering for workshops	\$10.00	100	2	\$2,000.00
SUBTOTAL DIRECT EXPENSES - STUDENTS				\$3,000.00

Indirect Expenses				
Budget Item	Cost per unit or person	No. of unit or people	No. of hours	Subtotal
Canvas access	\$20.00	106		\$2,120.00
CIPE staff time	\$45.00	6	50	\$13,500.00
Educational Technology staff time	\$45.00	1	10	\$450.00
SUBTOTAL INDIRECT EXPENSES				\$16,070.00

TOTAL EXPENSES	
Total Direct Program Expenses	\$ 3,120.00
Total Indirect Program Expenses	\$ 16,070.00
TOTAL PROGRAM EXPENSES	\$ 19,190.00
Program Budget Balance	\$ (19,190.00)

Budget Notes

Currency

The budget is provided in Singapore dollars (SGD).

Revenue

The advising program is designed as a companion to semester study abroad and will be financed through the CIPE International Programs team's annual budget. No additional program fee will be charged to students, therefore there is no revenue to offset the program costs.

Direct Expenses - Staff

The program utilizes existing CIPE staff, as well as one member of the Educational Technology department at Yale-NUS. There are no direct salary expenses involved in implementing the advising program, however the indirect staffing costs are detailed below. The only direct expense for staff is the per-person catering cost for the six CIPE staff members attending the workshop. For each workshop, catering includes a lunch buffet and a coffee/tea break.

Direct Expenses - Students

Print Materials: These are the funds needed to print handouts for the two in-person workshops. Catering: This is the cost of catering for student participants. For each workshop, catering includes a lunch buffet and a coffee/tea break.

Indirect Expenses

Canvas access: This represents the cost of Canvas licenses for all student participants and CIPE staff working on the program. CIPE staff time: Though all staff salaries are covered by CIPE's annual operating budget, it is important for evaluation purposes that the indirect expense of staff time be reflected in the budget. The six CIPE staff working on the program would each

contribute approximately 60 hours total over the course of the pilot. This includes 24 hours for planning and preparation, six hours for in-person workshops, 10 hours for Canvas moderation and engagement, and 10 hours for Skype advising. An average salary rate of SGD 45 per hour is used to calculate the cost of staff time. Educational Technology staff time: The program also requires the support of one Educational Technology Specialist to set up and maintain the Canvas site. The Educational Technology Specialist's salary is covered by the their department's annual operating budget, however, an indirect salary rate has been calculated for program evaluation purposes. Ten hours are estimated for set up and maintenance of the Canvas site over the course of the pilot program. The same average salary rate of SGD 45 per hour has been used for this calculation.

Evaluation Plan

The evaluation strategy for the advising program will utilize a mixed-methods approach, including a (primarily quantitative) survey for student participants at the end of each phase of the program and a (qualitative) focus group with the advisors from the Career Services, Graduate School, and Fellowships teams who were involved with the program at the end of Phase Three. The purpose of the evaluation will be to assess the degree to which the program goals and learning outcomes were met and how future iterations of the program can be improved. The following evaluation questions and sub-questions will guide the evaluation process:

1. How does the program further the goals of CIPE and Yale-NUS College?
 - How has the advising program helped students to get more out of their study abroad experiences?

- How has the advising program impacted students' applications for internships, jobs, graduate school, and fellowships?
- How has the program contributed to overall employment, graduate school, and fellowship outcomes for Yale-NUS?
- How has the program affected different stakeholders' (e.g. faculty, senior administrators, etc.) perceptions of semester study abroad at Yale-NUS?

2. How does the program impact participants' knowledge, skills, and development?

- What knowledge and skills have students gained as a result of their participation in the advising program?
- What new insights have students gained in terms of their bigger-picture academic and professional goals?
- How has participation in the advising program helped students to identify and articulate transferable skills from study abroad?

3. How can the program be improved for future iterations?

- Is the program effective? Why or why not?
- Is the program sustainable? Why or why not?
- What changes would make the program more effective and more sustainable?

Upon completion of each of the program's three phases, all student participants will be required to complete a short evaluation survey (Appendix J) with questions specific to each phase. The International Programs team will also conduct a focus group with the advisors from the Career Services, Graduate School, and Fellowships teams who were involved with the program at the end of the pilot program. Feedback from the student surveys and advisor focus

group will be used to determine the future of the program. If the program is to continue, the feedback will help to inform the ongoing program design and delivery.

Conclusions and Implications

While CIPE is uniquely positioned for integrated advising and committed to helping students connect the dots, a persistent challenge is finding the right format to deliver this kind of advising to a large cohort of students studying abroad each semester. The advising program proposed in this capstone reflects the need for more intentional collaboration and communication across CIPE teams and provides an opportunity for students to consult a diverse team of advisors at times when they are making decisions not only about study abroad but about applications processes and timelines for internships, jobs, graduate school, and fellowships. It encourages students to view study abroad as more than just an academic experience, offers time and space for goal setting and reflection, and empowers students to take ownership of their learning and development. By taking part in the program, students practice internationality in leveraging their study abroad experiences for professional development.

References

- Craig, T. (2016, December 27). World insight: building a study abroad programme that works. Retrieved from <https://www.timeshighereducation.com/blog/world-insight-building-study-abroad-programme-works>
- Farrugia, C., & Sanger, J. (2017). Gaining an employment edge. Retrieved from <https://www.iie.org/Research-and-Insights/Publications/Gaining-an-employment-edge---The-Impact-of-Study-Abroad>
- Gardner, P., Gross, L., & Steglitz, I. (2008). Unpacking your study abroad experience: Critical reflection for workplace competencies. *CERI Research Brief*, 1(1), 1-10.
- Kronholz, J. F., & Osborn, D. S. (2016). The impact of study abroad experiences on vocational identity among college students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 27, 70-84.
- Kubow, P. & Fossum, P. *Comparative education: Exploring issues in international context*. Prentice Hall, 2007.
- Love, P., & Maxam, S. (2010). Advising and consultation. *Student services: A handbook for the profession*, 4, 507-524.
- Metz, A. (2017). The Advantage of Self-Authorship for Career Readiness. *Career Integration: Reviewing the Impact of Experience Abroad on Employment*. No. 2 (April 2017), pp. 119-121.
- Mezirow, Jack (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education* 74 (Summer 1997), 5-12.

National Association of Colleges and Employers (2016, December 7). The attributes employers seek on a candidate's resume. Retrieved from [http://www.nacweb.org/talent-](http://www.nacweb.org/talent-acquisition/candidate-selection/the-attributes-employers-look-for-on-a-candidates-resume/)

[acquisition/candidate-selection/the-attributes-employers-look-for-on-a-candidates-resume/](http://www.nacweb.org/talent-acquisition/candidate-selection/the-attributes-employers-look-for-on-a-candidates-resume/)

Potts, D. (2015). Understanding the early career benefits of learning abroad programs. *Journal of Studies in International Education*, 19(5), 441-459.

Tillman, M. (2016, April 15). "Connecting the dots: How study abroad impacts employability."

Retrieved from <https://blog.nafsa.org/2016/04/15/connecting-the-dots-how-study-abroad-impacts-employability/>

Trooboff, S., Vande Berg, M., & Rayman, J. (2008). Employer attitudes toward study abroad.

Frontiers: The Interdisciplinary Journal of Study Abroad, 15, 17-33.

University of Minnesota Learning Abroad Center. (2018). What is career integration? Retrieved

from <https://umabroad.umn.edu/professionals/career-int/what-is-career-integration>

University of Washington College of Engineering. (2018). Undergraduate Engineering

Internship Course Syllabus. Retrieved from

https://www.engr.washington.edu/sites/engr/files/career/docs/Syllabus_ENGR321.pdf?v=2018-02-07

Yale University Admissions. (2018). Yale-NUS College. Retrieved from

<https://admissions.yale.edu/yale-nus>

Yale-NUS College. (2018a). About CIPE. Retrieved from <https://cipe.yale-nus.edu.sg/about/>

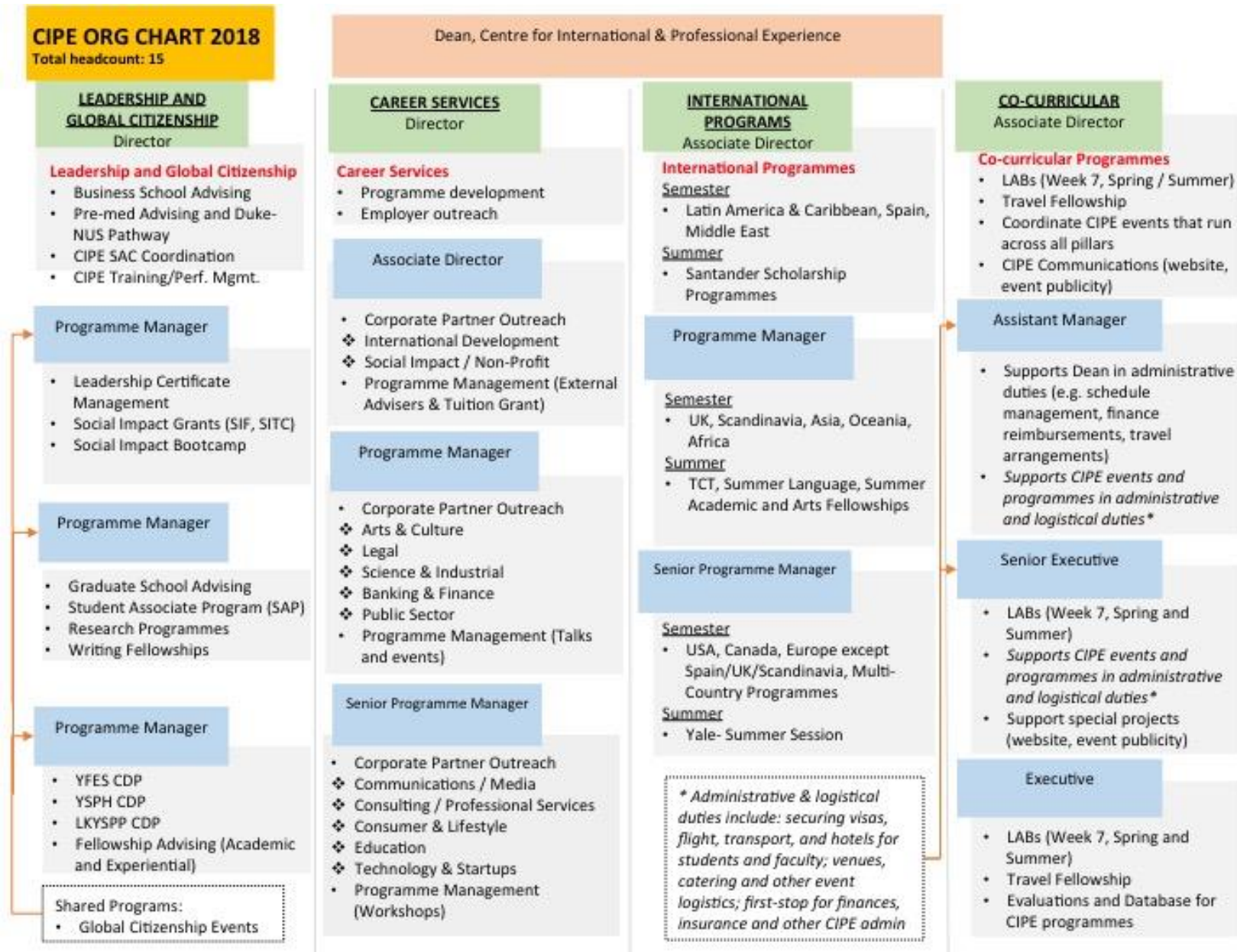
Yale-NUS College. (2018b). Vision and mission. Retrieved from [https://www.yale-](https://www.yale-nus.edu.sg/about/vision-and-mission/)

[nus.edu.sg/about/vision-and-mission/](https://www.yale-nus.edu.sg/about/vision-and-mission/)

Yale-NUS College Admissions. (n.d.). Students. Retrieved from [http://admissions.yale-](http://admissions.yale-nus.edu.sg/discover/the-community/)

[nus.edu.sg/discover/the-community/](http://admissions.yale-nus.edu.sg/discover/the-community/)

Appendix A: CIPE Organizational Chart



Appendix B: Advising Resource

Connecting Study Abroad to Career, Graduate School, and Fellowships Advising
Yale-NUS College
Centre for International & Professional Experience
Created by Beth Uding & Lindsay Allen

Why Students Study Abroad

When deciding whether and where to study abroad, our students tend to think of the experience as primarily an academic one. While this is certainly true - and we want them to choose a program that fits their academic path and take their academics seriously while abroad - we also want to encourage them to think bigger picture about how a semester abroad might benefit their longer-term goals, including career, graduate school, and fellowships.

We know that study abroad can benefit our students in a myriad of ways, both academic and nonacademic. It can allow them to:

- supplement the Yale-NUS curriculum with courses related to their majors that they can't find here,
- pursue fields of study entirely unrelated to their majors,
- gain depth and experience in a particular country or region of the world,
- immerse themselves in a language that they are studying,
- become more independent,
- experience a different type of institution,
- build their personal and professional networks,
- and gain a range of new skills, among many other things.

We also know that in many cases, students' intended goals for their semester abroad and their actual learning outcomes may not be the same. Before studying abroad, they may not be aware of the ways in which they can benefit from the experience. Because of this, we as CIPE advisors are in a unique position to help students think about their goals for study abroad and to encourage them to see study abroad as part of a larger set of experiences (internships, fellowships, LABs, research, leadership programming, etc.) that can collectively help them to achieve their goals for the future.

Transferable Skills from Study Abroad

Many studies have cited the various benefits of study abroad. Research by the Kellogg School in 2009 showed that those who had experience living abroad had greater creative insights in tests of problem-solving ability and negotiation skills.

Other studies have shown connections between study abroad participation and both on-time graduation and academic performance. Students returning from study abroad often point to increased intercultural communication skills, broader worldviews, greater self-confidence, and

host of other benefits, in addition to more tangible gains in areas such as language proficiency or content knowledge.

The NACE Job Outlook 2017 report outlines the top attributes or skills that employers look for on job candidates' resumes. Some skills that are very obviously connected to a study abroad experience, such as fluency in a foreign language, do not rank particularly highly (only 4.5% of employers cite this particular skill as important). However, many of the top ten skills are areas in which students may grow during a semester abroad.

Below are five of the top ten:

Problem-solving skills: 77.3% of employers

Communication skills (written & verbal): 75% and 70.5% of employers respectively

Initiative: 65.9% of employers

Flexibility/Adaptability: 63.6% of employers

These are skills that students who study abroad often develop while abroad, whether they are cognizant of it or not. Our advising can help them to see their growth and skills in these areas and translate them for employers, who also may not understand the connections between international experience and skills development. The prompts below can help to draw this out of students in advising sessions before, during, and after study abroad.

Purpose of this Advising Resource

All CIPE advisors at Yale-NUS have the opportunity to advise students before, during, and after a semester abroad. This resource was created by the study abroad team to help equip all CIPE advisors to better advise students about the connections between their study abroad experiences and their longer-term goals. It includes prompts for us to use in advising sessions as well as a checklist for students at each stage of the process: before, during, and after study abroad.

Before Study Abroad

Advising Goals

Encourage students to think of study abroad as an integrated part of their college experience, seeing it as more than a travel opportunity, a chance to build prestige/collect another brand name, or a purely academic experience.

Advising Prompts

- How do your program start and end dates align with opportunities and dates for internship, graduate school, and/or fellowship applications?
- Are there are opportunities to complete an internship in your host country before or after your program?
- What skills or proficiencies do you hope to gain or further develop while studying abroad? These could be academic, life skills, leadership skills, etc.
- Students may not know how to answer this question. Advisors can ask follow up questions, such as, "What would you be proud to tell a family member or friend that you accomplished during your time abroad?" It may also be helpful to provide examples, e.g.

“I gained confidence approaching new people and building my network” or “I lived on my own for the first time and became more independent.”

- What are some of your strengths? How can you use and develop your strengths while abroad?
- How might you go about making connections and building your network in a meaningful way?
- Students may need more guidance with this question. Advisors can preface this with questions like: “Which are the key organizations in your professional field? Who are the main stakeholders? Where do you go to find relevant networks? Are there events overseas you can attend in your professional network? Who at Yale-NUS (staff or faculty) might be able to provide introductions to those communities?”

Student Checklist

- Research visa requirements--would you be eligible to do an internship, conduct research, etc. while abroad?
- Talk to your faculty members about your study abroad plans. Do they have any contacts or know of any opportunities you could take advantage of?
- Talk with your CIPE advisor about the skills you want to develop while you are abroad. E.g. “I would like to take ownership of a project for the first time” or “I would like to gain confidence in approaching new people in a social setting.”

During Study Abroad

Advising Goals

Encourage students to follow through on goals, turn disappointments and challenges into opportunities, take initiative, and be accountable for their learning.

Advising Prompts

- In what ways is your study abroad experience different from what you expected? How are you adapting to those differences?
- What opportunities do you see to build your network at your host university or in your host city?

Student Checklist

- Build your network, utilizing both personal and professional contacts
- Set up informational interviews
- Attend talks or events in your area(s) of interest
- Take advantage of your professors’ office hours
- Get involved in relevant extracurricular activities (student organisations, volunteering, etc.)
- Spend time reflecting and journaling on your intercultural experiences, observations, challenges, etc.
- Practice talking about your experiences by sharing with others

After Study Abroad

Advising Goals

Encourage students to think about how their longer-term goals may have evolved or changed as a result of their study abroad experience. Help them identify transferable skills and practice communicating these to external audiences.

Advising Prompts

- Questions to help draw out this learning:
- What challenges did you successfully overcome while abroad? Why do you think you were successful in these situations? What skills did you use?
- How have you changed? Have friends or family commented on differences they see in you?
- In what ways was your study abroad experience different from what you expected? How did you adapt to those differences?
- Have your longer-term goals evolved or changed as a result of a class or a co-curricular experience abroad? In what way?
- The study abroad experience may also allow students to eliminate options by having a trial of their ideal career, for instance when they take a research-intensive course and realise that the lifestyle of an academic may not suit them.

Questions to help students connect their study abroad experience to their future plans:

- How does your experience abroad relate to your academic and professional interests?
- Which stories/anecdotes highlight new skills and learning from your experience overseas?
- Students may need practice adjusting their tone/choice of words when speaking to a potential employer/fellowship or graduate school committee, as opposed to a friend.
- It may also help students to use the A-C-R (Action-Context-Result) framework to illustrate their skills and learning.
- Who did you meet while abroad who inspired you? What are you doing to keep in touch with these contacts? What projects are they working on now? Is there anything you can do that would be helpful to them (collaborate on research, etc.)?

Student Checklist

- Attend the “Welcome Back” re-entry session hosted by the International Programs team
- Meet with your CIPE advisor (and/or the Career Services team/Graduate School Advisor/Fellowships Advisor) to update your resume
- Reconnect with personal and professional contacts from abroad (e.g. connect on LinkedIn or send a follow-up email)
- Use terminology that will be relevant to your future employer (e.g. “adapting to change” rather than “cultural adjustment”)
- Come up with and practice a few short, professionally appropriate anecdotes about your time abroad that may be relevant in an interview. Record yourself and share with a CIPE advisor for feedback, or come in for a mock interview.

Advising Resource References and Resources

- Kellogg News and Events (2009, April 23). Living outside the box. Retrieved from http://www.kellogg.northwestern.edu/news_articles/2009/galinskyresearch.aspx
- NAFSA: Association of International Educators (2013). Study abroad career plan: A guide for advising students. Retrieved from http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/StudyAbroadCareerPlan.pdf
- National Association of Colleges and Employers (2016, December 7). The attributes employers seek on a candidate's resume. Retrieved from <http://www.naceweb.org/talent-acquisition/candidate-selection/the-attributes-employers-seek-on-a-candidates-resume/>
- Redden, E. (2012, July 10). Study abroad, graduate on time. Retrieved from <https://www.insidehighered.com/news/2012/07/10/new-studies-link-study-abroad-time-graduation>
- University of Minnesota Learning Abroad Center (2013). Connecting learning abroad and your career. Retrieved from https://umabroad.umn.edu/assets/files/PDFs/Career%20Integration/CareerIntegration_13.pdf
- University of Minnesota Learning Abroad Center (2013). Define your experience for employers. Retrieved from https://umabroad.umn.edu/assets/files/PDFs/students/returnedStudents/DefExpEmp_13_Link.pdf
- University of Minnesota Learning Abroad Center (2015). Career integration resources. Retrieved from <https://umabroad.umn.edu/professionals/career-int/resources>

Appendix C: Survey Instrument

Dear students/alumni who participated in semester study abroad:

You are invited to participate in an online survey as part of my capstone project for the Master's program I am currently completing at SIT Graduate Institute in Brattleboro, Vermont. The project explores the topic of study abroad and career integration—specifically, how advisors in an office like CIPE can support students in making connections between their study abroad experiences and their longer-term goals, including careers, graduate school, and fellowships.

This survey is part of a needs assessment that will help me to understand student experiences in this realm and generate some ideas that CIPE may consider implementing. The results of this survey will be shared with CIPE and may be used to further develop advising around study abroad and its connections to careers, graduate school, and fellowships.

The survey should take approximately 15 minutes to complete. Your participation is completely voluntary. You may refuse to take part in the research or exit the survey at any time. You are free to decline to answer any particular question you do not wish to answer for any reason.

Survey responses are submitted anonymously and will remain anonymous.

The survey will be open until Friday, 23 March 2018. Thank you so much for your time!

Beth Uding

1. At what point did you first consider how study abroad might benefit your longer-term goals, including career, graduate school, and/or fellowships?

- I never thought about this.
- I thought about this in advance of applying for semester abroad.
- I thought about this once my semester abroad was confirmed, before the program began.
- I thought about this once I was overseas on my program.
- I thought about this once I returned to Yale-NUS.

2. How did your study abroad semester relate to your academic and professional interests?
(open-ended response)

3. What skills or competencies did you hope to gain or further develop while studying abroad?
(open-ended response)

4. What actions did you take while studying abroad to develop or deepen these skills/competencies? (open-ended response)

5. Did your career goals evolve or change as a result of your study abroad experience?

Yes/No

Please explain why or why not:

6. Did your graduate school and/or fellowships goals evolve or change as a result of your study abroad experience?

Yes/No

Please explain why or why not:

7. Did you receive any advising from CIPE related to connections between your study abroad and careers/grad school/fellowships at any point before, during, or after your study abroad semester?

Yes/No

IF YES TO #7:

8. Did you find this advising helpful? Why or why not? Is there anything that would have made it more helpful?

IF NO TO #7:

9. Specifically what kind of advising from CIPE (related to connections between study abroad and careers/graduate school/fellowships) would have been helpful?

Appendix D: Interview Guide

Questions for interviews with colleagues from Career Services, Graduate School, and Fellowships advising:

1. We have talked about helping students connect their study abroad experiences to their longer-term goals (careers/graduate school/fellowships). What challenges do you think we face with doing this? What unique opportunities do you see for us to do this?

2. Have you tried using our advising resource “Connecting Study Abroad to Career, Graduate School, and Fellowships Advising” in your meetings with students before/during/after study abroad?

If yes, can you please share your experiences with it thus far? What has worked well? How can we improve and expand it?

If not, why not?

3. If our teams were to collaborate on the creation of an advising program for Yale-NUS students called “Connecting Study Abroad to Career, Graduate School, and Fellowships Advising,” what specific topics, exercises, and activities would you want to include?

4. Any additional feedback/advice, based on your experience with our students?

Appendix E: Overview of Existing Pre-Departure & Re-Entry Programming

To understand the gap that the advising program attempts to fill, it is helpful to know what the existing pre-departure and re-entry programming for semester study abroad at Yale-NUS looks like. This appendix provides a brief overview of the current programming.

Pre-Departure Briefing

At the end of the semester preceding a student's semester abroad, they attend a mandatory pre-departure briefing. This hour-long session includes a presentation by the CIPE International Programs team, as well as Q&A. The presentation focuses on pre-departure logistics (visas, important documents, etc.), cultural adjustment, health and safety, insurance, academic planning, credit transfer, and finances. There is a brief section on "Career Connections," in which the International Programs team presents a few slides on behalf of the Career Services, Graduate School, and Fellowships advising teams. Students are encouraged to think about how their study abroad experience connects with their potential career interests. Unfortunately there is not enough time for students to spend time writing down their thoughts or discussing with a partner. The slides provide a basic introduction to the topic of "connecting the dots" and encourage students to stay in touch with the various CIPE teams, including Career Services, Graduate School, and Fellowships, while they are overseas.

Re-Entry Programming: Welcome Back Lunch & Credit Transfer Sessions

The primary re-entry session for semester study abroad returnees is a Welcome Back Lunch, held at the start of the semester, shortly after their return to campus. This hour-long session includes a short presentation by the International Programs team, brief comments from a Career Services representative, and both small and large group discussion. All returnees are encouraged to attend, however, some students inevitably have class or other commitments during

this time and cannot make it. Experience has shown that the best chance of reaching as many students as possible is to hold the session over the lunch hour. Given the limited time at the Welcome Back Lunch, reflection questions are shared via email, so that students can begin their individual reflection in advance of the event.

The short presentation by the International Program team covers the topics of reverse culture shock, wellness and mental health resources, and tips for reintegrating in the campus community. The Career Services representative speaks with students for about five minutes. Similar to the pre-departure session, this provides a brief introduction to the topic, but it is not enough time to really engage students in making career connections or thinking about transferable skills. It is up to the students to reach out to advisors to set up one-on-one advising, which may or may not happen.

Students then break out into small groups of three or four to discuss the reflection questions:

1. In what ways do you think you have changed or grown through your study abroad experience?
2. What accomplishment are you most proud of from your semester abroad?
3. Do you see Yale-NUS/Singapore differently after your semester abroad? In what ways?
4. What aspects of your semester abroad experience do you hope to bring back to your life at Yale-NUS?
5. How does your experience abroad connect to your academic and professional goals?
6. What advice would you give to other students who are considering semester study abroad?

Finally, everyone comes back together for a large group discussion. Each small group shares some of the salient ideas from their discussion.

The second re-entry component is the Credit Transfer Session. The International Programs team hosts several of these at the start of each semester and returnees are required to attend one. This session focuses solely on the logistics and paperwork for credit transfer from study abroad.

Appendix F: Lesson Plan for Goal Setting Workshop

Introduction to the Advising Program	Overview of the three phases of the program, expectations and assignments for each phase.	15 minutes
Introduction to Phase One: Why Study Abroad?	Overview of the many reasons to study abroad: personal, academic, and professional.	15 minutes
Reflection and Sharing	Students receive handout with reflection questions (Appendix G). They have time to respond to the reflection questions in writing (20 minutes). Then they pair up and share with their partner how their study abroad plans are related to their academic and professional interests (10 minutes).	30 minutes
How to Maximize Your Study Abroad Experience	Representatives from Career Services, Graduate School, and Fellowships share suggestions for how students can make the most of their time on study abroad.	30 minutes
Break		15 minutes
Peer Advising Panel Discussion with Study Abroad Returnees	Semester study abroad returnees share their personal experiences and advice with the group. After moderated panel discussion, students can ask questions of the returnees.	30 minutes
Transferable Skills	Students receive the Competencies/Skills handout (Appendix G). The Career Services representative provides an introduction to the concept of transferable skills, how to identify them, and why they matter.	15 minutes

Study Abroad Goal Setting and Action Plan	Students receive the Study Abroad Action Plan handout (Appendix G). They have time to begin a first draft of their Action Plan.	15 minutes
Wrap Up	A few student volunteers share their Action Plans. Final comments from the program team. Final Q&A.	15 minutes

Appendix G: Handouts for Goal Setting Workshop

Study Abroad Goal Setting & Action Plan

Reflection Questions:

- Why are you studying abroad?
- How are your study abroad plans related to your academic and professional interests?
- What are some of your strengths? How can you use and develop your strengths while abroad?
- How might you go about making connections and building your network in a meaningful way while you are overseas?

Study Abroad Action Plan:

Choose three *skills* from at least two different **competencies** (see list on the next page). Then complete the Action Plan template below for each of your three *skills*.

- Competency #1:
- Skill #1:
- Rationale: Why did you choose this skill? How does it relate to your bigger-picture academic and professional goals?
- What is your specific “learning goal” associated with this skill?
- Describe at least two concrete actions you can take while studying abroad to work on this skill.
- On a scale of 1 (low) to 5 (high), what is your current self-assessed capacity with this skill?

- Competency #2:
- Skill #2:
- Rationale: Why did you choose this skill? How does it relate to your bigger-picture academic and professional goals?
- What is your specific “learning goal” associated with this skill?
- Describe at least two concrete actions you can take while studying abroad to work on this skill.
- On a scale of 1 (low) to 5 (high), what is your current self-assessed capacity with this skill?

- Competency #3:
- Skill #3:
- Rationale: Why did you choose this skill? How does it relate to your bigger-picture academic and professional goals?
- What is your specific “learning goal” associated with this skill?
- Describe at least two concrete actions you can take while studying abroad to work on this skill.
- On a scale of 1 (low) to 5 (high), what is your current self-assessed capacity with this skill?

The list below contains seven **competencies** with associated *skills*. Select three *skills* from at least two different **competencies** to complete your Action Plan. You may also select skills and competencies that are not on this list.

Learning and Reasoning

- *Content knowledge in major/minor*
- *Research*
- *Problem solving*
- *Analysis*
- *Fieldwork*
- *Self-directed learning*

Intercultural Understanding

- *Regional knowledge*
- *Language skills*
- *Intercultural communication*

Self-Awareness/Development

- *Feedback*
- *Contributions*
- *Identity formation*
- *Self-confidence*
- *Self-development*

Interpersonal Interaction

- *Collaboration*
- *Providing feedback*
- *Group development*

Civic Responsibility

- *Diversity*
- *Inclusion*
- *Social justice*
- *Social responsibility*

Communication

- *Language skills*
- *Public speaking*
- *Facilitation*
- *Writing*
- *Advocating for a point of view*
- *Building a network*

Personal Behavior

- *Initiative*
- *Independence*
- *Flexibility*
- *Resiliency*
- *Responding to ambiguity*
- *Responding to change*

Adapted from the University of Washington ENGR 321
Undergraduate Engineering Internship Course Assignments

University of Washington College of Engineering. (2018).
Undergraduate Engineering Internship Course Syllabus. Retrieved
from
https://www.engr.washington.edu/sites/engr/files/career/docs/Syllabus_ENGR321.pdf?v=2018-02-07

Appendix H: Mid-Program Reflection Prompts

1. In what ways is your study abroad experience different from what you expected? How are you adapting to those differences?
2. What opportunities do you see to building your network at your host university or in your host city?
3. Take a few moments to review your Study Abroad Action Plan. How have you made progress toward each of your learning goals thus far? What action steps will you prioritize in the weeks ahead?

Appendix I: Lesson Plan for Re-Entry Workshop

Introduction to Phase Three: Unpacking Your Semester Abroad & Connecting the Dots	Overview of the workshop agenda and goals.	15 minutes
Small Group Reflection and Sharing	Students break into groups of 7-10 to discuss the reflection questions (Appendix J). Each group is facilitated by a member of the program team.	30 minutes
Mini-Workshop on Resumes and LinkedIn	The Career Services representative leads a session on how to incorporate study abroad into one's resume and LinkedIn profile.	30 minutes
Break		15 minutes
Individual Reflection	Students have time to review their pre-departure reflection questions, Study Abroad Action Plans, and mid-program reflection questions.	15 minutes
Storytelling Activity	In this activity (Appendix J), students are asked to verbally articulate a specific experience from study abroad as if they were in an interview setting. Students first have time to brainstorm and take some notes before pairing up with a partner to practice their storytelling. Each partner practices and receives feedback. Finally, several volunteers practice their storytelling in front of the full group and receive feedback from their peers and from the program team.	60 minutes
Upcoming CIPE Events and Wrap Up	The program team shares with students relevant	15 minutes

	upcoming CIPE workshops and events. Students are also encouraged to set up one-on-one advising.	
--	---	--

Appendix J: Evaluation Surveys for Students

Phase One: Administered at the completion of Phase One

1. The advising program helped me to articulate why I chose my study abroad program and how it relates to my academic and professional interests.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

2. The advising program helped me to identify relevant skills and competencies that I want to develop and/or deepen while studying abroad.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

3. The Study Abroad Action Plan exercise was useful in setting specific goals and action steps for my semester abroad.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

4. What did you find most effective or worthwhile during Phase One and the Goal Setting Workshop?

5. What would you change about this phase of the program to make it more effective for future groups of students?

Phase Two: Administered at the completion of Phase Two

1. It was helpful to hear from and interact with CIPE (on the Canvas site) during my semester abroad.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

2. Did you participate in the optional Skype check-in with CIPE? Why or why not?

3. What did you find most effective or worthwhile during Phase Two?

4. What would you change about this phase of the program to make it more effective for future groups of students?

Phase Three: Administered at the completion of Phase Three

1. The advising program helped me to identify transferable skills and competencies from my study abroad experience that are relevant to my ongoing academic and professional goals.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

2. I was success in reaching the goals I set for myself in my Study Abroad Action Plan.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

3. Following the advising program, I feel more confident speaking about my study abroad experience to a potential employer, graduate school, or fellowship provider.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

4. My overall study abroad experience was enhanced by my participation in the advising program.

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

5. What did you find most effective or worthwhile during Phase Three and the Re-entry Workshop?

6. What would you change about this phase of the program to make it more effective for future groups of students?