



International Education and Student Transformation: Defining Paradigms and Measuring Change

Associate Provost, Academic Affairs

Executive Director, Office of International Programs

Professor, Graduate Psychology

President, International Network of Universities



Internationalization of Higher Education

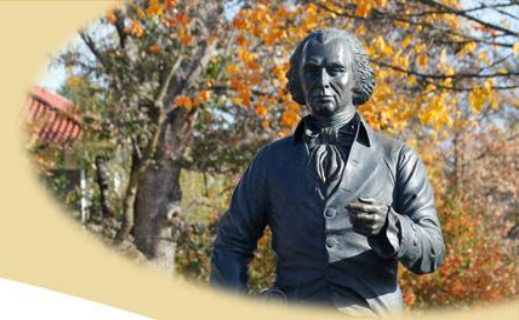
- This process requires the integration of an international or intercultural dimension into the tripartite mission of teaching, research, and service.
- To understand the relationship of international education and student transformation, we must understand core paradigms that are at play as well as the crucial role of measurement.



The Practicality Paradigm

Leaders of HEIs are motivated by economic, political, academic, and socio-cultural reasons:

- Needs/demands of the global marketplace
- Movement of money, trade, knowledge, and skills
- Rise of the Internet and the movement of ideas
- Global demand for recognition of qualifications and degrees
- Shared resources, including research collaboration
- Global demand for access to higher education
- English as the international language of commerce
- Desire to create global citizens or globally-engaged students



The Programming Paradigm

What are the mechanisms for internationalizing higher education?

- Recruitment of foreign students and faculty members
- Student and staff mobility
- On-campus programming
- Support for faculty to engage in research, performance, teaching, etc., abroad (cross-border)
- Dual-degree programs
- University consortia
- And more...



The Mobility Paradigm

Trends:

- ICEF report (2014) that 5 million students studied abroad
- UNESCO estimate that international education demand will grow from 2 million in 2000 to 7.2 million in 2025.
- Demand from Asia and other emerging markets
- Shifting nature of competition
- Demand of market forces for post-graduation and training programs
- Effect of changes in worldwide birth rates
- OECD report (2011) that almost half of all foreign students were enrolled in the top five destinations: USA (17%), UK (13%), Australia (6%), Germany (6%), and France (6%)



Global Flow of Students to and from Japan



Japan



Japan and Study Abroad

According to the ICEF, in 2015 Japan hosted 135,803 students and sent 32,332 abroad.



Obstacles to Studying Abroad for Japanese Students

- Funding
- Delayed graduation
- Insufficient university support systems
- Not perceived as important



The Impact Paradigm

A wonderfully transformational and “high impact” experience for students:

- Life-changing
- The best/most important thing I did at university
- Greater sense of mastery, confidence, openness to others, better critical thinking skills, and many other benefits



The Specifics

- 97% of study abroad students found employment within 12 months of graduation.
- 25% higher starting salaries for students who have studied abroad.
- 90% of study abroad alumni who applied got into their 1st- or 2nd-choice grad school.
- 84% of study abroad alumni felt their studies abroad helped them build valuable skills for the job market.
- 80% of study abroad students reported that study abroad allowed them to adapt better to diverse work environments.
- 70% of study abroad alumni claimed that because of study abroad they were more satisfied with their jobs.
- 59% of employers said study abroad would be valuable in an individual's career later on with their organization.

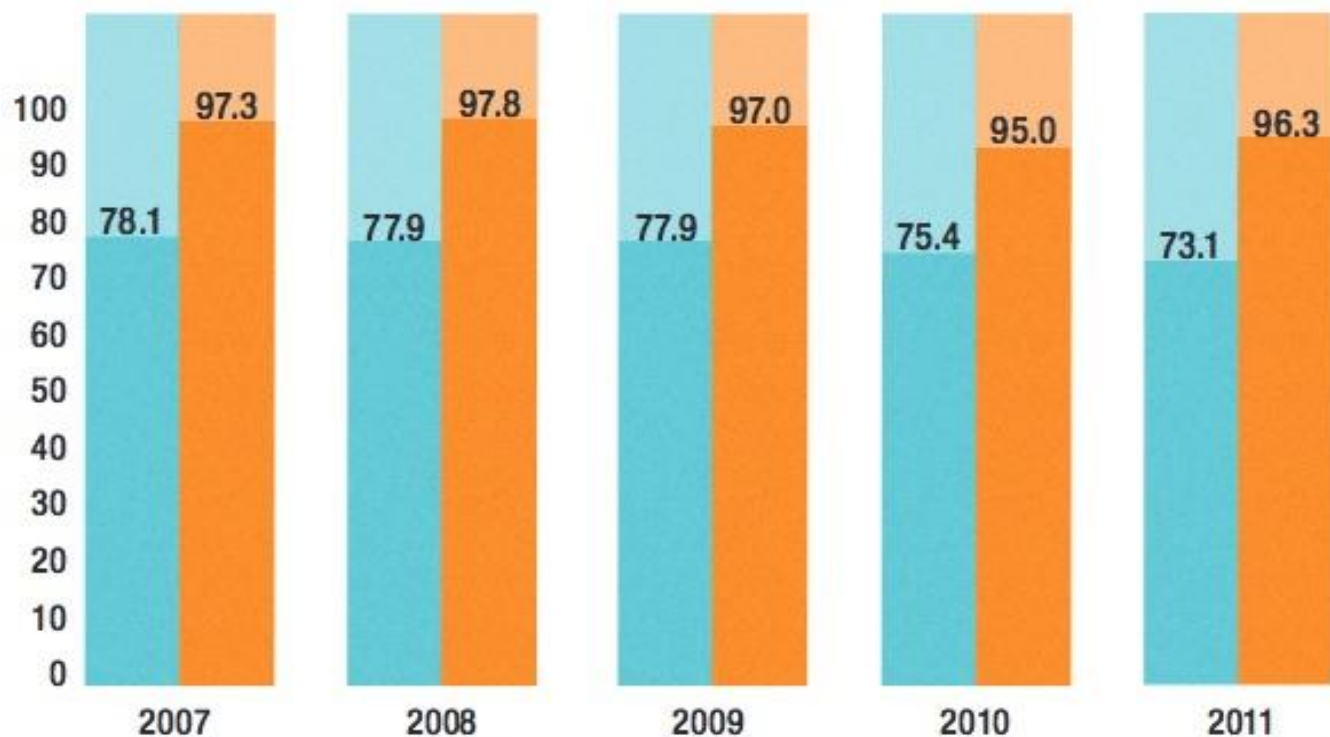


Study Abroad and Academic Performance

100% of students who studied abroad saw their GPAs rise twice as quickly as a result of going abroad compared to students who stayed on their home campus.



Study Abroad and Graduation Rates



All Undergraduates vs. Undergraduates who studied abroad (by entering class year).

■ All JMU Undergraduates ■ JMU Undergraduates who studied abroad



Study Abroad and Personality

- 97% of University of Maryland study abroad alumni attributed study abroad to increased maturity.
- 96% of study abroad alumni claimed an increase in self-confidence attributed to study abroad.
- 89% of study abroad alumni reported that study abroad facilitated a greater tolerance for ambiguity.
- Results of German study: students who studied abroad showed improvements in five core traits – openness, conscientiousness, extraversion, agreeableness, and emotional stability.



The Measurement Paradigm

Faculty, students, parents, faculty, administrators, and policy makers may not know the impact of study abroad because it often is poorly evaluated.

Student satisfaction questionnaires or checklists are not enough.



What We Need

- Sustained institutional commitment to assessment
- Linkage of assessment to student/institutional goals, processes, and outcomes
- Comprehensive measurement that is ecologically valid
- Measurement of “who learns what and why, and under what circumstances”
- Data analysis with a practical purpose
- A powerful case for the transformational and measurable impact of study abroad