



Resources for Partnering With International Students

Developed by:

NCDCA International Student Work Group

Work Group Chair

Elif Balin, *Penn State University*

(Former) Shawn Utecht, *Colorado State University*

Resource Team

Jennifer Long, Co-lead, *Colorado State University*

Priyanka Raut, Co-lead, *University of Houston*

Jason Radman, *Colorado State University*

(Former) Jodi Schneiderman, *Univ. of Colorado, Boulder*

Liaisons for Other Groups

Carolyn Couch, *Wake Forest University*

(Former) Carin Usrey, *Mary Mount University*

NCDCA Board Liaison

Paul Timmins, *University of Minnesota*

Survey Team

Satomi Yaji Chudasama, Co-Lead, *Princeton University*

Elizabeth Knapp, Co-Lead, *University of Houston*

Elif Balin, *Penn State University*

(Former) Jessie Niu, *University of North Texas*

Catherine Nkonge, *Hazina Counseling*

Lily Zhang, *Massachusetts Institute of Technology*

GROUP PURPOSE & MISSION

National Career Development Association (NCDA) International Student Work Group

Under the leadership of the NCDA President for 2012-2013, Dr. Richard Feller of Colorado State University, the International Student Task Force was proposed and established during the NCDA conference in Atlanta, GA in June 2012. In his proposal, NCDA President Feller describes the desired result of this task force as follows: *“Recommend strategies tied to outcomes that will increase membership as well as retention, conference attendance, and contributions to NCDA resources and training, and a greater professional knowledge of and identity to NCDA.”*

After the successful first year, the group changed its name to the “International Student Work Group” in 2013 and currently operates under the NCDA Trustee for Higher Education Career Counselors & Specialists, Paul Timmins of the University of Minnesota.

The United States is the top international education destination for 819,644 students, who contribute more than \$24 billion to the U.S. economy, according to the Open Doors 2013 data from the Institute of International Education. A significant number of initiatives and organizations highlight international student recruitment rates and international education market strategies while only a few bring close attention to whether international students fulfill their educational and career goals in an increasingly global job market.

The NCDA International Student Work Group aims to increase the understanding of career development experiences and the needs of international students. Involving a team of dedicated career services practitioners who work with international students on a daily basis, this group advocates for the enhancement of culturally competent career development services, programs and resources that help international students create meaningful career paths in the U.S. and beyond.

This group accomplished several major tasks and gathered their outcomes in this report:

- Designed and distributed surveys for international students and for career professionals working with international students.
- Gathered and organized best practices and resources for career services professionals and international students.
- Created a new NCDA award, Service for International Students.
- Presented at the NCDA’s Global Conferences in Boston, MA (July 2013) and Long Beach, CA (June 2014).
- Reached out and sparked the interest of career services professionals in the U.S. and around the world, who requested further information, resources and peer consultation from our group members. Many also expressed their interest to contribute to and work in the group.

We, the members of the NCDA International Student Work Group team, look forward to sharing our survey results and implications for best practices through articles and other next steps. We thank the NCDA and our respective higher education institutions for their support.

TABLE OF CONTENTS

Resources for Career Services Professionals 5-13

Section Description: This section includes resources for career counseling and career services professionals to support career development of international students, specifically focused on students within the college/university setting. Resources explore:

Multicultural Counseling 5-6

- Counseling & Support Resources
- Ethics & Competencies
- Assessment

Supporting Successful Transitions 6-8

- Understanding International Students & Transitions
- Navigating Higher Education Systems

Building Career Services: Centers & Programs 8-11

- Developing Career Services
- Example Programs, Initiatives & Resources
- Professional Development, Training & Continued Learning

Career Search 11-12

- Career Path, Jobs & Internships
- Employer Relations

Resources for International Students 13-16

Section Description: This section includes resources for career counseling and career services professionals to provide directly to international students across their transition to the United States higher education system and the career development process. These websites and books provide best practices, services, and guidelines for International students who are making decisions about their academic studies and global career search. Additionally, based on survey results and expressed need from students and career professionals, a 1-page resource document is provided to share directly with international students.

- Transitional Resources..... 13
- Visa Information..... 14
- Job & Internship Search..... 14-15
- Education Resources..... 15
- 1-Page Resource Hand-out for International Students..... 16

International Student—Survey Report, 2014 17-47

Section Description: As part of the 2013-2014 NCDIA International Student Work Group, the survey group continued their work to assess and identify needs and challenges by surveying international students, as an effort to uncover need gaps, best practices, and resources to support the transition and career development of this student population. This section includes a summary of major findings, implications, and specific data collected as a result of the completed survey.

Career Services Professionals—Survey Report, 2013 48-62

Section Description: As part of the 2012-2013 NCDIA International Student Taskforce, the survey group formed to assess and identify needs and challenges of career development professionals working primarily in a higher education setting as they assist international students at their institutions. This section includes a summary of major findings, implications, and specific data collected as a result of the completed survey.

RESOURCES FOR CAREER SERVICES PROFESSIONALS

Multicultural Counseling

Counseling & Support Resources

- Arthur, N. (2004). *Counseling international students: Clients from around the world*. New York: Kluwer Academic/Plenum Publishers.

Link from Amazon: <http://www.amazon.com/Counseling-International-Students-Cultural-Psychology/dp/0306480697>

Description: Resource for designing and delivering culturally responsive counseling services for international students, introducing contributions made by international students in higher education.

- Bartram, B. (2008). Supporting international students in higher education: Constructions, cultures and clashes. *Teaching in Higher Education*, 13(6), 657-668.

Link: www.tandfonline.com/doi/abs/10.1080/13562510802452384?journalCode=cthe20#preview

Description: This article focuses on student support requirements, understanding of support, and the social constructs around support for international students in the higher education setting.

- Bartram, Brendan, & Terano, Mayumi (2011). Supporting international students in higher education: A comparative examination of approaches in the U.K. and U.S.A. *The International Journal of Higher Education in the Social Sciences*, 4(2), 30-44.

Link: <http://eric.ed.gov/?id=EJ960076>

Description: This paper discusses the differences in support in higher education settings for international students that attend universities in the UK and the USA.

- Chudasama, Satomi Yaji (2009). *Cultural blind spots in career counseling with international students*. National Career Development Association.

Link: associationdatabase.com/aws/NCDA/pt/sd/news_article/12550/PARENT/layout_details/true

Description: The author describes various cultural factors that career counselors and staff should consider when working with their international student populations.

- Crockett, Stephanie A.; Hays, Danica G (2011). Understanding and responding to the career counseling needs of international college students on U.S. campuses. *Journal of College Counseling*, 14(1) 65-79.

Link: <http://eric.ed.gov/?id=EJ922291>

Description: In this article, the authors present 3 themes regarding international students' career needs derived from the current literature: career placement needs, individual factors mediating international student career needs and barriers, and help-seeking behaviors. (Retrieved from ERIC.ed.gov)

- Leong, F.T.L., & Chou, E.L. (2008). Counseling international students. In Pedersen, P.B., Draguns, J.G., Lonner, W.J., & Trimble, J.E. (Eds.), *Counseling across cultures* (275). Thousand Oaks, CA: Sage Publications, Inc.

Link on Amazon.com: http://www.amazon.com/Counseling-Across-Cultures-Paul-Pedersen/dp/1412927390/ref=sr_1_1?ie=UTF8&qid=1394309537&sr=8-1&keywords=Counseling+across+cultures

Description: This chapter focuses on counseling techniques and skills for partnering with international students, outlining counselor competencies, strategies, and soft skills to building successful relationships.

- Mori, S. (2011). Addressing the mental health concerns of international students. *Journal of Counseling & Development*, 78(2), 137-144.

Link: <http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6676.2000.tb02571.x/pdf>

Description: The author examines the sources of international students' psychological concerns, the reasons for their underutilization of existing counseling services, and the ways to provide more culturally sensitive services.

Ethics & Competencies

- National Career Development Association, (2007), Code of ethics. Retrieved from http://ncda.org/aws/NCDA/asset_manager/get_file/3395/code_of_ethicsmay-2007.pdf.

Link: http://ncda.org/aws/NCDA/asset_manager/get_file/3395/code_of_ethicsmay-2007.pdf

Description: This resource outlines the National Career Development Association code of ethics, adapted from the American Counseling Association code of ethics.

- National Career Development Association, (2009), Minimum competencies for multicultural career counseling and development. Retrieved from <http://ncda.org/aws/NCDA/pt/fli/12508/false>.

Link: <http://ncda.org/aws/NCDA/pt/fli/12508/false>

Description: This resource provides competency guidelines for individuals practicing multicultural career counseling according to the National Career Development Association.

- United Nations Educational, Scientific and Cultural Organization, (2013), Intercultural competences: Conceptual and operational framework. Retrieved from <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>.

Link: <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf>

Description: Given increased globalization in an intercultural world, this resource highlights intercultural competencies for communication, cross-cultural relationships, and support at a global level.

Assessment

- Ishii, H., Olguin D.L., and Keim, J. (2009). Career assessment with international students: International student card sort (ISCS). Presented at American Counseling Association Annual Conference and Exposition.

Link: http://www.counselingoutfitters.com/vistas/vistas09/Article_1_IshiiOlguinKeim.pdf

Description: The authors developed the ISCS card sort to facilitate international students' career transitions by integrating Super's career archway with culture specific variables, with the purpose to identify strengths and potential career development barriers for international students.

Supporting Successful Transitions

Understanding International Students & Transitions

- Sarkodie-Mensah, K. (1998). International students in the U.S.: Trends, cultural adjustments, and solutions for a better experience. *Journal of Education of Library and Information Science*, 39(3), 214-222.

Link: www.jstor.org/discover/10.2307/40324159?uid=3739568&uid=2&uid=4&uid=3739256&sid=21100991624993

Description: This study identifies areas and frequency around the globe from which international students travel, classroom culture and counseling techniques to best support international students.

- Wadsworth, B.C., Hecht, M.L., & Jung, E. (2008). The role of identify gaps, discrimination, and acculturation in international students' educational satisfaction in American classrooms. *Communication Education*, 51(1), 64-87.

Link: <http://eric.ed.gov/?id=EJ781658>

Description: This study examined a model of international students' educational satisfaction in the U.S. Using Communication Theory of Identity as a framework, the authors proposed that personal-enacted identity gaps and personal-relational identity gaps contribute to international students' educational satisfaction. Furthermore, acculturation and perceived discrimination were hypothesized as contributing factors to those gaps.

Navigating Higher Education Systems

- College Entrance Exam Board. (2012). International student handbook 2013: All-new 27th edition. The College Board.

Link on Amazon.com: <http://www.amazon.com/International-Student-Handbook-2014-Colleges/dp/1457300214>

Description: This resource includes information on 2,900 colleges, incorporating each school's "international profile." This guide covers financial aid, Test of English as a Foreign Language (TOEFL) requirements, housing availability, and special services for international students. It includes step-by-step guidelines on how to prepare for and apply to colleges in the United States, find financial aid and obtain a student visa. This resource is valuable for both career counselors, as well as International students.

- Duffy, R.D., & Lucas, M.S. A career development profile of first year international students within the united states (Unpublished paper). The University of Maryland, College Park: MD.

Link: www.counseling.umd.edu/Infodata/cardev_fyintlstud.pdf

Description: This study explores the work values and career decisions of 327 international college students, identifying value differences between American & International students in their career search.

- International Student Lifecycle Resources- *The Higher Education Academy*

Link: <http://www.heacademy.ac.uk/international-student-lifecycle>

Description: The Higher Education Academy focuses efforts in their Resources Center on internationalization, specifically materials and resources supporting the lifecycle of an international student.

- Montgomery, C. (2010). Understanding the international student experience. New York: Palgrave Macmillan.

Link on Amazon.com: www.amazon.com/Understanding-International-Student-Experience-Universities/dp/1403986193/ref=sr_1_fkmr2_3?ie=UTF8&qid=1370022797&sr=8-3-fkmr2&keywords=Understanding+the+International+Student+Experience%3A+Preparing+for+Life+in+a+Global+Community

Description: This book presents a contemporary approach to the experience of international students in Higher Education. Using empirical and qualitative data, the book explores their social and cultural context and its impact on their learning experience.

- Zollner, E., Smith-Palinkas, B., Mohamed, A., Miranda, A., Kalaydjian K., Kosel Eckstein, L., Mitchell, D. (2003) Understanding your international students: An educational, cultural, and linguistic guide (Edition 1). Ann Arbor: University of Michigan Press.

Link on Amazon.com: www.amazon.com/Understanding-Your-International-Students-Educational/dp/0472088661

Description: This book surveys the school cultures of the many countries whose students top the international student enrollment lists in the U.S. educational institutions. This volume comprehensively addresses the educational, cultural, and linguistic backgrounds of the international students who are studying in English-speaking countries.

- Reynolds, A.L., & Constantine, M.G. (2007). Cultural adjustment difficulties and career development of international college students. *Journal of Career Assessment*, 15(3), 338-350.

Link: <http://jca.sagepub.com/content/15/3/338.full.pdf+html>

Description: This study examines how acculturative distress and intercultural competence concerns predict career aspirations and career outcome expectations of international college students, providing implications and insight into best practices for career counseling with African, Asian, and Latin American international student populations.

Building Career Services: Centers & Programs

Developing Career Services

- Engaging International Students- Ausse- Australian Council for International Research

Link: http://www.acer.edu.au/documents/aussereports/AUSSE_EG_International_Students.pdf

Description: An "Ausse Enhancement Guide" that provides suggestions about how international students and universities can enhance their engagement with this specific population.

- Gibson, E. (2005). The development of career services for international students. *Australian Journal of Career Development*- v14 n2 p19-23.

Link: <http://acd.sagepub.com/content/14/2/19.full.pdf+html>

Description: The number of international students attending Australian universities has increased markedly over the past five years and has resulted in a need for career services that adequately reflect the requirements of these students. This case study discusses these services.

- International Careers Consortium

Link: <http://www.intlcareers.org/>

Description: The mission of the International Careers Consortium is to facilitate knowledge exchange and collaboration between international student advisors, career development advisors, coop/internship counselors, and education abroad professionals by providing published materials, hosting relevant and timely conferences, sharing best practices and serving as a resource for identifying ways of increasing international career development opportunities for both domestic and international students.

- Kim, S., & Egan, T. (2011). Establishing a formal cross-cultural mentoring organization and program: A case study of international students association in a higher education context. *Journal of European Industrial Training*, v35 n1 p89-105.

Link: <http://eric.ed.gov/?id=EJ922410>

Description: The aim of this paper is to offer potential insight regarding formal cross-cultural mentoring organization and program development in higher education contexts and beyond, by elaborating regarding the founding and programmatic efforts of an International Student Mentor Association (ISMA) at a large university in North America. (Retrieved from ERIC.ed.gov)

- Whitehead, Frederika (2011). Improving the university experience for international students: Are higher education institutions doing enough for international students?, *The Guardian*.

Link: <http://www.theguardian.com/higher-education-network/2011/may/03/improving-experience-for-international-students>

Description: The author discusses the importance of placing the student experience and integration first. Specific programs designed at universities in the UK to aid in this process are mentioned.

- MacArthur, J.D. (1980). Career Services for University International Students. *Vocational Guidance Quarterly*, 29(2), 178-81.

Link to Wiley Online Library: <http://onlinelibrary.wiley.com/doi/10.1002/j.2164-585X.1980.tb01038.x/abstract>

Description: The Career Education Department assessed the career needs of international students at BYU in order to provide specific, personal ways to assist students with employment assistance.

Example Programs, Initiatives & Resources

- GoinGlobal

Link: <http://www.goinglobal.com/>

Description: This **fee-based** resource provides country-specific career and employment information, including world-wide internship and job postings, H1B employer listings, corporate profiles, and career resources for 30 countries.

- Passport Career

Link: <http://www.passportcareer.com/>

Description: This **fee-based** resource and interactive service is designed for institutions to support global job seekers with their international career and life transition; featuring detailed, country-specific resources on all aspects of the job search and alternative opportunities.

- Summary of Global Business Network

Description: This is a new initiative being developed at Colorado State University between the College of Business Career Management Center and COB Advising. This initiative will pair international students interested in learning more about the skills/knowledge need to be successful both at an American university but also in the American workforce, with American students who want to increase their international cultural competencies.

Together this group will review skills such as business etiquette, resume writing, networking, job search, team work, business practices, cultural differences, etc. and share the differences/commonalities of their individual cultural perspective. The program will bring diverse groups together to learn/experience different cultures but will really excel by providing multiple opportunities for all students to work with each other and acclimate to different cultural groups.

- Summary of Global Relations and Promotion Program

Description: The Directorate of Global Relations and Promotion (DGRP) within the Penn State University Office of Global Programs (UOGP) develops and plans a variety of programs to support international students and their families from their initial arrival until graduation. These programs range from cultural and social activities to educational and training workshops, providing students with the resources they need to succeed at Penn State. This program provides an opportunity for discussion around what counselors and the higher education system can do to help and support international student's transition.

Link: <http://global.psu.edu/global-campus-community>; <http://www.gc-cc.org/about-gc/>

- *Summary of International Student Employment Resources*

Description: University of Colorado at Boulder has created a new position, titled, "Program Manager for International Employment." The role of this position is to support international students on campus, as well as assist US students seeking to go abroad. The following goals have been developed specific to international students on campus. Hopefully, they will be official best practices in the future.

- *Conduct needs assessment on both undergraduate and graduate international students; formally with a survey and informally with ISSS and a few students.*
- *Plan at least two workshops for international students, such as an alumni panel, cross cultural communication and business etiquette, English speaking, and/or standard career development skill building. Partner with writing center on campus for special workshops related to English speaking and writing tips.*
- *Plan a workshop for employers on best practices for hiring international students, including successful employers who hire students, attorneys, and the International Office staff members.*
- *Create a LinkedIn group for the international student community.*
- *Identify, reach out and develop relationships with employers who hire international students, including multinational employers.*
- *Create a list of resources, tip sheets, FAQ documents, sample resumes and CVs, videos and/or webinars. Examples of documents include a step-by-step process of the US job search, common employers that recruit international students, and the difference between international and US resumes*

Main Tools

- *List of companies who have hired CU Boulder students for OPT and CPT (see website at careerservices.colorado.edu/students/companyInternational.aspx)*
- *List of Top H1B Visa Sponsors in 2011: www.myvisajobs.com/Reports/Top-Visa-Sponsor-2011.aspx*
- *Uniworld – Directory of both American firms in operating in foreign countries and foreign firms operating in the US. CU Boulder pays a subscription fee.*

- *Summary of Small Talk Workshop*

Description: As career counselors, we noticed that at times in our walk-in hours or initial interactions with international students on campus, there was a lack of small talk conversations among us as career counselors and the students. Also, assessments from employers confirmed that they would also appreciate conversations with our students on a more informal basis, such as at the beginning or end of an interview. With these thoughts in mind, we decided to create and present a "How to Make Small Talk" workshop for international students. The presentation was well received with at least 80 international students in attendance.

In summary, the presentation defined what small talk is as well as reasons why it is beneficial in a career-related setting. The presentation included example topics of what could be discussed in small talk as well as encouragement and resources for improving knowledge of topical areas (sports, weather, humor, cuisines etc.) The workshop ended with students working together to practice small talk with a partner and then a few of them presented informally to the group.

- **UNI WORLD**

Link: <https://www.uniworldbp.com/template1.php>

*Description: This **fee-based** resources provides up-to-date multinational business contact information with listings in over 200 countries, with the ability to locate American firms and their locations in other countries and firms based in other countries with locations in the U.S.*

Professional Development, Training & Continued Learning

- National Academic Advising Association (NACADA)

Link: <http://www.nacada.ksu.edu/>

Description: NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership. Includes, A Global Engagement Commission: <http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-II/Global-Engagement-Commission.aspx>.

- NAFSA: Association of International Educators

Link: <http://www.nafsa.org/>

Description: With nearly 10,000 members, NAFSA is the world's largest nonprofit professional association dedicated to international education. NAFSA and its members believe that international education and exchange—connecting students, scholars, educators, and citizens across borders—is fundamental to establish mutual understanding among nations, prepare the next generation with vital cross-cultural and global skills, and create the conditions for a more peaceful world.

- Overseas Association for College Admissions Counseling (OACAC)

Link: <http://www.oacac.com/>

Description: OACAC is an affiliate of the US based National Association for College Admission Counseling (NACAC). With a membership made up of over 1500 professionals from more than 90 countries worldwide dedicated to serving students as they make choices about pursuing postsecondary education. OACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the NACAC Statement of Principles of Good Practice.

- The Society for Intercultural Education, Training and Research (SIETAR)

Link: <http://www.sietarusa.org/>

Description: An educational membership organization for those professionals who are concerned with the challenges and rewards of intercultural relations. SIETAR-USA is a point of connection for people from many cultural and professional backgrounds who explore differences on many levels in multicultural or cross-cultural situations, within national borders or around the world.

Career Search

Career Path, Jobs & Internships

- Cubukcu, C. (2013). *Make your American dream a reality*. North Charleston, SC: CS Publishing.

Link: http://www.amazon.com/Make-Your-American-Dream-Reality/dp/6058610605/ref=sr_1_4?ie=UTF8&qid=1394314423&sr=8-4&keywords=International+Students+Job+Search

Description: A book, with a former international student author, focused on helping international students to land a job in the United States with H-1B sponsorship.

- Davey, Todd, Plewa, Carolin, and Struwig, Miemie (2011). Entrepreneurship perceptions and career intentions of international students. *Education & Training*, v53 n5, p335-352.

Link: www.emeraldinsight.com/journals.htm?articleid=1937566

Description: This article describes the differences in entrepreneurial interest of African and European Students. It would be a good resource for those working with business students and/or a student with the desire for starting their own business.

- Beaudry, D. (2009). Power ties: The international student's guide to finding a job in the united states.

Link on Amazon.com: www.amazon.com/Power-Ties-International-Students-Finding/dp/0557097622/ref=pd_sim_b_1

Description: The author, former head of campus recruiting at Monster.com, and former Associate Director of Corporate Recruiting at the Boston University School of Management, shares the potent job search system he has used to help many international students find U.S. employment.

- Sangganjanavanich, F.V , Lenz, S.A., Cavazos, J. Jr. (2011). International students' employment search in the united states: A phenomenological study. *Journal of Employment Counseling*, 48 (1), 17-26.

Link to Wiley Online Library: <http://onlinelibrary.wiley.com/doi/10.1002/j.2161-1920.2011.tb00107.x/abstract>

Description: This study uses a phenomenological examination to identify the perceptions and the experiences of eight undergraduate international students who participated in a 10 week support group during the employment exploration and application process.

- Steinfield, S., & Yinping, H. (2013). 3 steps to your job in the U.S.A.: International student edition. CreateSpace Independent Publishing Platform.

Link: http://www.amazon.com/Steps-Your-Job-USA-International/dp/1491079738/ref=sr_1_1?ie=UTF8&qid=1394314487&sr=8-1&keywords=International+Students+Job+Search

Description: Resources for going from an F-1 to H1B, including a practical step by step guide on how to land the best internship, OPT assignment, or H1B work opportunity.

Employer Relations

- Employing An International Student: A Guide For Employers- Kent State University

Link: <http://www2.kent.edu/iss/currentstudents/upload/employing-an-international-student-2-2.pdf>

Description: An informational guide to assist prospective employers in understanding U.S. Citizenship and Immigration Services (USCIS) work regulations as they pertain to international students who hold F-1 or J-1 visa status.

- Gardner, Phil. CERI Research Brief 1 (2013). *Employers' thoughts on international students for internships and full-time positions*

Link: <http://www.ceri.msu.edu/wp-content/uploads/2010/01/internationalseriousPart-I.pdf>

Description: Phil Gardner, Director of CERI, at Michigan State University provides results from 2000 employers surveyed regarding international employment practices. This short brief presents the basic findings from two questions: 1) How serious are employers' hiring intentions for international BA/BS and advanced degree graduates, and 2) How willing are employers to assist and support undergraduate international students by providing internships or related pre-professional work experiences.

- Moeller, R.M. (2008) Hiring international students as interns: The process demystified. *Intern Bridge*. Retrieved:

<http://www.uis.edu/career/wpcontent/uploads/sites/114/2013/04/hiringinternationalstudents.pdf>

Description: A resource developed to walk potential internship employers through the process of hiring international students.

RESOURCES FOR INTERNATIONAL STUDENTS

Transitional Resources

- Davis, Jay and Garrod, Andrew (1999). *Crossing customs: International students write on US college life and culture*. New York: Routledge Taylor and Francis Group.

Link: http://www.amazon.com/Crossing-Customs-International-RoutledgeFalmer-Education/dp/0815333951/ref=pd_sim_b_7

Description: *Thirteen international students from various countries write on their experiences at Dartmouth College and share their perspective on U.S. college culture and life based on their experience.*

- Foreign-born.com

Link: http://www.foreignborn.com/study_in_us/10-work_thru_school.htm

Description: *Web resource that walks students through moving to and living in the United States, providing insight into cultural norms, educational requirements, visa logistics and additional resources to support transition and adjustment.*

- International Student

Link: www.internationalstudent.com/resources/

Description: *Compilation of a number of helpful resources. We know that you already have enough fees to worry about with your education; this is why the majority of resources are offered are free!*

- International Student Network

Link: www.internationalstudentnetwork.com

Description: *Extensive online resource for international students around the world offering resources, information, services, and products for international students, which includes information on international student loans, student health insurance, international calling cards, and other useful information to help get students prepared for their time abroad.*

- National Association for College Admission Counseling

Link: www.nacacnet.org/studentinfo/internationalstudentresources/pages/default.aspx

Description: *NACAC's award-winning publications and other media resources, professional development programs and practical research efforts have all been designed to give counseling and admission professionals the tools they need to improve the counseling services they provide to students.*

- Lipson, C., & Goodman, A.E. (2008). *Succeeding as an international student in the US and Canada*. Illinois: The University of Chicago Press.

Link on Amazon.com: www.amazon.com/Succeeding-International-Student-Chicago-Academic/dp/0226484793/ref=pd_sim_sbs_b

Description: *Succeeding is designed to help students navigate the myriad issues they will encounter—from picking a program to landing a campus job. Based on Lipson's work with international students as well as extensive interviews with faculty and advisers, Succeeding includes practical suggestions for learning English, participating in class, and meeting with instructors. In addition it explains the rules of academic honesty as they are understood in U.S. and Canadian universities.*

Visa Information

- United States Department of Labor

Link:

www.foreignlaborcert.doleta.gov/howdoi.cfmwww.foreignlaborcert.doleta.gov/pdf/h_1b_temp_visa.pdf

Description: The Department of Labor (DOL) administers more than 180 federal laws. The Wage and Hour Division also enforces the labor standards provisions of the **Immigration and Nationality Act (INA)** that apply to aliens authorized to work in the U.S. under certain nonimmigrant visa programs (H-1B, H-1B1, H-1C, H2A).

- H1 Base Website

Link: <http://www.h1base.com/>

Description: This site includes extensive Information about the H1B Visa process, sponsorship and job searching for international students and workers. This site combines both free and fee services. Incorporated in this site is a list of "H1B Visa Sponsorship- Top Jobs and Professions Ranking" -

<http://www.h1base.com/visa/work/H1BvisaBestOccupationProfessionRanking/ref/1576/>

Job & Internship Search

- Beaudry, D. (2009). Power ties: The international student's guide to finding a job in the united states.

Link on Amazon.com: www.amazon.com/Power-Ties-International-Students-Finding/dp/0557097622/ref=pd_sim_b_1

Description: The author, former head of campus recruiting at Monster.com, and former Associate Director of Corporate Recruiting at the Boston University School of Management, shares the potent job search system he has used to help many international students find U.S. employment.

- H1visajobs.com

Link: www.h1visajobs.com

Description: Fee-based service. Series of online databases listing over 20,000 U.S. companies who have recently filed the appropriate paperwork to sponsor an international person for an H-1B visa. Useful for identifying companies to target in job search for employment on a Practical Training visa or H-1B visa.

- International Student Website

Link: <http://www.internationalstudent.com/jobsearch/>

Description: This database includes articles, tips, job postings, resume writing, personal statements, test preparation, country work guides, visa and immigration information, and more to support students around the globe with international study and work opportunities. This resource creates extensive connections to best practices and available jobs/internships to enhance next career step opportunities.

- Steinfield, S., & Yinping, H. (2013). 3 steps to your job in the U.S.A.: International student edition.

Link: http://www.amazon.com/Steps-Your-Job-USA-International/dp/1491079738/ref=sr_1_1?ie=UTF8&qid=1394314487&sr=8-1&keywords=International+Students+Job+Search

Description: Resources for going from an F-1 to H1B, including a practical step by step guide on how to land the best internship, OPT assignment, or H1B work opportunity.

- Uniworld

Link: www.uniworldbp.com/search.php

Description: Fee-based service. Find American firms and their locations in other countries and firms based in other countries with locations in the United States.

- MyVisaJobs.com

Link: www.myvisajobs.com/

Description: This web resource is dedicated to identifying employment opportunities for foreign nationals wishing to live and work in the United States and Canada. The site provides a FREE listing of employers accepting H1B Visa holders, as well additional access to job listings for a fee. In addition, the site includes extensive resources around work authorizations, job searching, and industry specific information.

- List of H1B Employers

Link: www.myvisajobs.com/Reports/Top-Visa-Sponsor-2011.aspx

Description: MyVisaJobs.com, founded by immigrants in 2006, is an information portal and online community for visa job hunters around the world. Its major services include annual and quarterly Reports for H1B Visa and Green Card, Customized H1B Visa Solution, Visa Sponsor Profile, Candidate Profile, Resume Service and Smart Apply for job applicants.

Education Resources

- College entrance exam board. (2012). International student handbook 2013: All-new 26th edition. The College Board.

Description: This resource includes information on 2,900 colleges, incorporating each school's "international profile." This guide covers financial aid, Test of English as a Foreign Language (TOEFL) requirements, housing availability, and special services for international students. It includes step-by-step guidelines on how to prepare for and apply to colleges in the United States, find financial aid and obtain a student visa. This resource is valuable for both career counselors, as well as International students.

- Education USA

Link: <https://www.educationusa.info>

Description: A network of hundreds of advising centers in 170 countries, where international students can find accurate, comprehensive, and current information about how to apply to accredited U.S. colleges and universities. Supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), which strives to foster mutual understanding between the people of the United States and the people of other countries. Education USA advisers and staff work with U.S. higher education professionals to promote international student enrollment. Also helps promote study abroad opportunities for U.S. citizens.

- Institute for International Education

Link: <http://www.iae.org>

Description: The world's largest and most experienced international education and training organization. Mission is to advance international education and access to education worldwide through managing scholarships, training, exchange and leadership programs; conducting research; facilitating policy dialogue on global higher education; protecting scholarship around the world.

**1-page Resource for International Students by the NCDA International Student Work Group, found below on p. 16*



Resources for International Students

Transitional Resources

The US cultural and employment norms may be quite different as an international student transitioning to the US. The following resources provide various information on cultural norms, educational requirements, obtaining visas, and transition information.

- Foreign-born.com (Link: www.foreignborn.com)
- International Student (Link: www.internationalstudent.com/resources)
- International Student Network (Link: www.internationalstudentnetwork.com)
- National Association for College Admission Counseling (Link: www.nacacnet.org/studentinfo/internationalstudentresources/pages/default.aspx)
- “Crossing customs: International students write on US college life and culture” by Jay Davis and Andrew Garrod (Book)
- “Succeeding as an international student in the US and Canada” by C. Lipson & A.E. Goodman (Book)

Visa Information

As you search for jobs or internships, it is important to understand the processes to employment associated with your visa. Employers may have false assumptions about visa limitations, costs, or processes, and it is important to be able to provide accurate information to potential employers. The following resources provide visa information.

- US Department of Labor (Link: <http://www.foreignlaborcert.doleta.gov/howdoi.cfm>)
- H1 Base Website (Link: <http://www.h1base.com/>)
- MyVisaJobs.com (Link: www.myvisajobs.com/)

Job & Internship Search

A job or internship takes a combination of numerous resources and strategies. The following resources provide a variety of lists of potential sponsoring employers, occupational outlooks, and job opportunities. Utilize these sources as you build your job search strategy and target employers list.

- List of H1B Employers (Link: <http://www.myvisajobs.com/Reports/2013-H1B-Visa-Sponsor.aspx>)
- H1visajobs.com (Link: www.h1visajobs.com)
- International Student Website (Link: <http://www.internationalstudent.com/jobsearch/>)
- US Department of Labor (Link: www.foreignlaborcert.doleta.gov/pdf/h_1b_temp_visa.pdf)
- H1 Base Top Occupations List (Link: <http://www.h1base.com/visa/work/H1BvisaBestOccupationProfessionRanking/ref/1576/>)
- “Power Ties: The International Student’s Guide to Finding a Job in the United States” by Dan Beaudry (Book)
- “3 Steps to Your Job in the USA: International Student Edition” by S. Steinfield & H. Yinping (Book)
- Uniworld – Fee-based service (Link: www.uniworldbp.com/search.php)

Education Resources

The following resources are helpful when exploring continuing education options, institutions, and processes.

- Education USA (Link: <https://www.educationusa.info>)
- Institute for International Education (Link: <http://www.iae.org>)
- “International Student Handbook 2013: All-new 26th Edition” by The College Board (Book)

International Student—Survey Report

June 2014

Synopsis of This Survey

As a part of the International Student Work Group, the survey team was formed to explore career development needs, interests, and challenges of international students in U.S. higher education. The group designed the survey to explore these areas as well as to better understand the career development of this student population.

Survey Team Members

- Satomi Yaji Chudasama, Survey Team Co-Lead, Princeton University
- Elizabeth Knapp, Survey Team Co-Lead, University of Houston
- Elif Balin, International Student Work Group Lead, Pennsylvania State University
- Lily Zhang, Massachusetts Institute of Technology
- Catherine Nkonge, Hazina Counseling

Data Collection

After all survey questions were reviewed and approved by the NCDA Board, the survey was sent electronically to all NCDA members and other contacts in career services and international student offices in higher education institutions nationwide in mid-March, 2014. Data collection concluded on April 7, 2014. One thousand four hundred and twenty two (1,422) students from 106 countries participated in this survey. All survey-takers responded voluntarily and anonymously.

Limitations

- While this survey garnered a large sample of 1,422 international student responses during a limited data collection time frame (between mid-March and early April, 2014), the results in this report do not represent the perceptions and experiences of all international students in the U.S.
- Since more than 60% of the respondents are from Asia, the report might reflect more of their perception and experiences in the U.S. Responses from students from other less represented regions might be overlooked.
- The certain traits and characteristics of those who responded to the survey are unknown. For example, it is possible that students, who experience more struggles in their career development, were more receptive to the survey request and shared their concerns more openly. Thus, it is important to avoid generalizations and the use of a negative language that highlight areas of concern.

Major Findings

Career Plans

- 78.4% of respondents indicated their intent to secure internship experience prior to graduation either in the U.S. or abroad.
- Over 80% of respondents hope to secure full-time employment in the U.S. upon graduation.
- More than half of respondents will need work authorization in the U.S. beyond Optional Practical Training (OPT) at some point in the future in order to work in the United States for their desired duration of time. Many indicated the need for further knowledge of OPT and job search methods in the U.S.

Past Experiences & Choices

- Over 60% of respondents stated that they have solely influenced their career choice, whereas about 25% have been influenced by family.
- Thirty percent (30%) of the respondents rely on their families when concerns arose relating to career plans or choosing a career path, while career counselors were the primary resource for 7.3% of those that responded.

- More than 70 % of the respondents have internship or full-time work experience outside of the U.S., and only 29.4% of those same respondents held those positions in the U.S. (not including on-campus jobs).

Cultural Differences

- According to students' perception, relevant skills and backgrounds were valued by employers in both the U.S. and their home countries. However, GPA and connections were considered more valued in their home countries while personality was more important in the U.S.
- At 28.7%, on-campus recruiting tended to be the most popular way to find employment in the home countries represented. This was followed by networking with alumni and professionals at 23.6%.
- Extracurricular activities are not seen as being as valuable to employers outside of the U.S. Twelve percent (12%) stated extracurricular activities were valuable to employers outside of the states whereas a larger, 30.3% stated employers in the U.S. valued extracurricular activities.
- Nearly 80% of the students indicated that their visa status was one of the challenges they faced during their internship or job search.
- Many students mentioned that they wanted to know which companies sponsored work visas and/or hired international students.
- 17.8% of students felt that lack of cultural understanding was a challenge in their search, and 13% felt that their major presented a challenge.

General Knowledge

- More than a third of the students surveyed were not familiar with the process for obtaining Optional Practical Training (OPT) or Curricular Practical Training (CPT). Both international student services offices and career services play an important role in informing international students about CPT and OPT.
- Only 5.9% of students surveyed felt very knowledgeable about searching for a job in the U.S.

Career Services

- More than 85% of respondents have no knowledge or limited knowledge of career services prior to coming to the U.S.
- While the large majority of the survey takers (80.2%) plan to work in the U.S. after graduation, more than half of them have not taken advantage of their offerings at career services at their institutions at the time of the survey.

Implications for Best Practices

Overall

- Connect with international students early by presenting at new student orientations and sending newsletters because the large majority are unfamiliar or have limited familiarity with career services prior to their arrival to the U.S. Career services offices also need to educate international students on available services and career development in the U.S.
- Career counselors have to become more knowledgeable of specific issues that pertain to international students such as challenges of obtaining visa support and cultural differences over career development and the job and internship search process and norms.
- Develop specific resources and programs targeting international students such as a list of organizations that support filing work visas, career fair preparation workshops, mock interviews for ESL students, resume and cover letter writing workshops in collaboration with the university writing centers, and international students and alumni.
- Provide more experience, including on-campus activities and responsibilities in student organizations, which can lead to more connections and improve various skills for future employment.

Counseling/Advising

- Assist students with understanding the job search and interview process in the U.S., including potential cultural differences and issues.
- Develop strategies to overcome the misconceptions and biases of employers about the work authorization options.
- Support international students in adjusting to cultural differences (particularly work culture), enhancement of communication skills, and reinforcement of strengths, which impact the effectiveness of building relationships and networking.
- Offer proactive and global guidance and strategies to make experiences in the U.S. relevant to students' home countries (or other countries of interest) as well as to maintain and develop connections in other locations.
- Since 15-20% of students first learn Curricular Practical Training (CPT) and Optional Practical Training (OPT) through career services, career services staff should have a basic understanding of CPT and OPT and develop a referral protocol to connect international students to the international student services office or immigration advisors on campus.

Programs/Events

- Provide information sessions for students on the Curricular Practical Training (CPT)/Optional Practical Training (OPT) process as well as H-1B visa in collaboration with international student services offices.

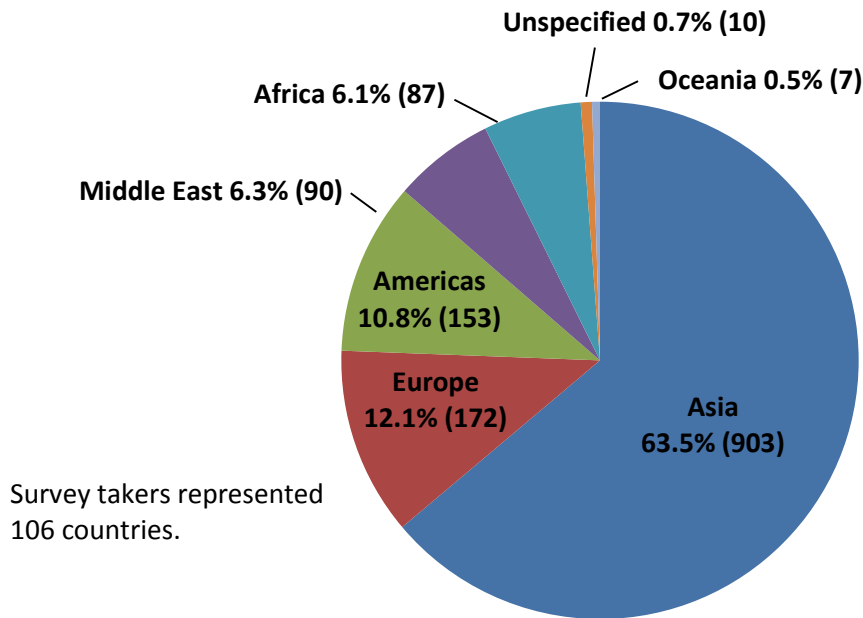
Resources

- Help students identify companies that are willing to sponsor international students with H-1B status for employment. Make relevant resources available to students, including a list of employers supporting work visas in career fair booklets.
- Create a list of alumni working in the U.S. using social media such as LinkedIn. Promote networking and mentorship groups at career events and social media to encourage more alumni and students engagement.
- Provide informational resources targeted to international students, such as a website addressing career related issues or concerns pertaining to this population. Use alternative media and tools to facilitate their learning and practice.
- Compile or develop more diverse resources for alternative funding and experiential learning opportunities related to specific academic majors and/or research areas that are not restricted by certain legal barriers such as ITAR (International Traffic in Arms Regulations).

PART I

ABOUT STUDENTS / SURVEY RESPONDENTS

Question 1: What is your country of origin? (N=1,422)



Top 5 countries where survey takers were from:

1. India – 341 (24%)
2. China – 289 (20.3%)
3. South Korea – 57 (4%)
4. Sweden – 37 (2.6%)
5. Vietnam – 37 (2.6%)

Africa:

Botswana, Burkina Faso, Cameroon, Congo, Cote d'Ivoire, Ethiopia, Gambia, Ghana, Guinea, Kenya, Libya, Madagascar, Morocco, Nigeria, South Africa, Sudan, Tanzania, Togo, Tunisia, Zimbabwe

Americas:

Argentina, Bahamas, Barbados, Belize, Brazil, Canada, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Lucia, Trinidad and Tobago, Venezuela

Asia:

Bangladesh, China (including Hong Kong and Macao), East Timor, India, Indonesia, Japan, Kazakhstan, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Philippines, Singapore, South Korea, Sri Lanka, Taiwan, Thailand, Vietnam

Europe:

Albania, Armenia, Azerbaijan, Belarus, Belgium, Bosnia Herzegovina, Bulgaria, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Italy, Macedonia, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Spain, Sweden, Switzerland, Ukraine, United Kingdom

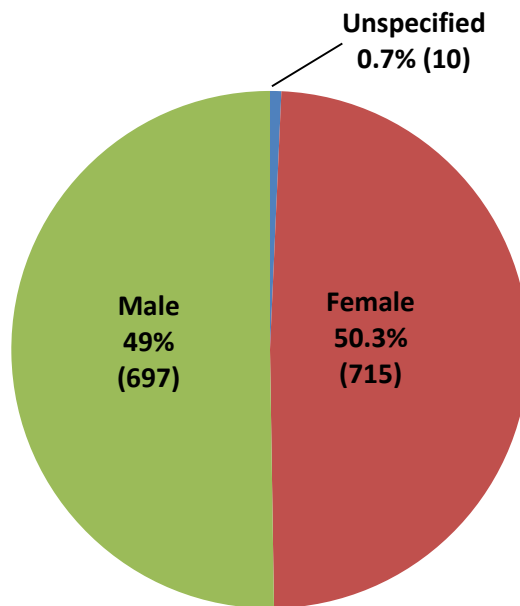
Middle East:

Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Saudi Arabia, Turkey, United Arab Emirates

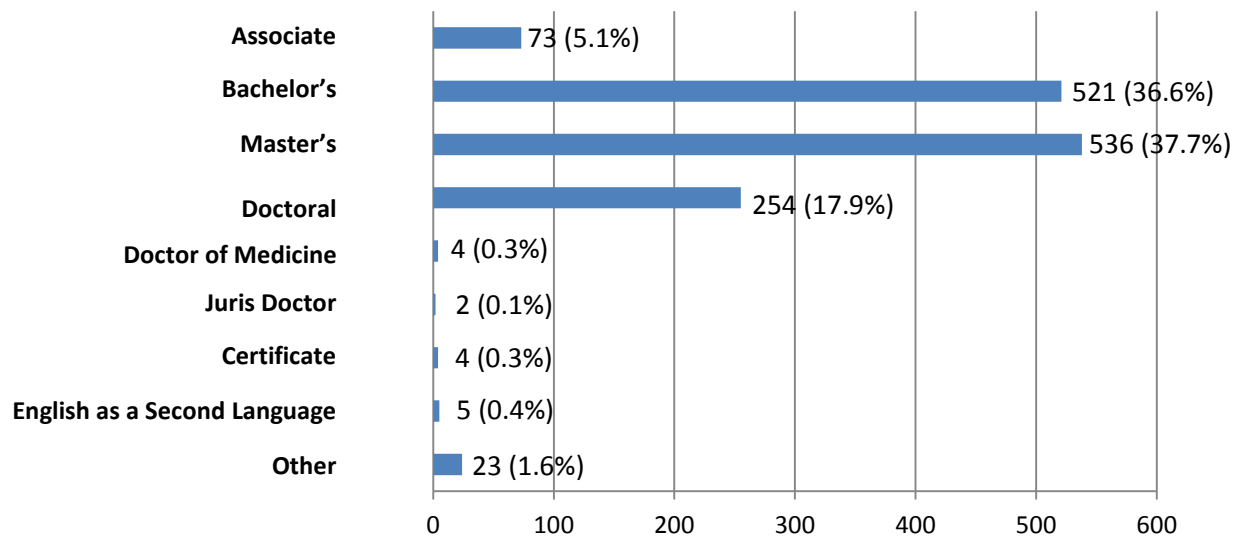
Oceania

Australia, New Zealand

Question 2: What is your gender? (N=1,422)

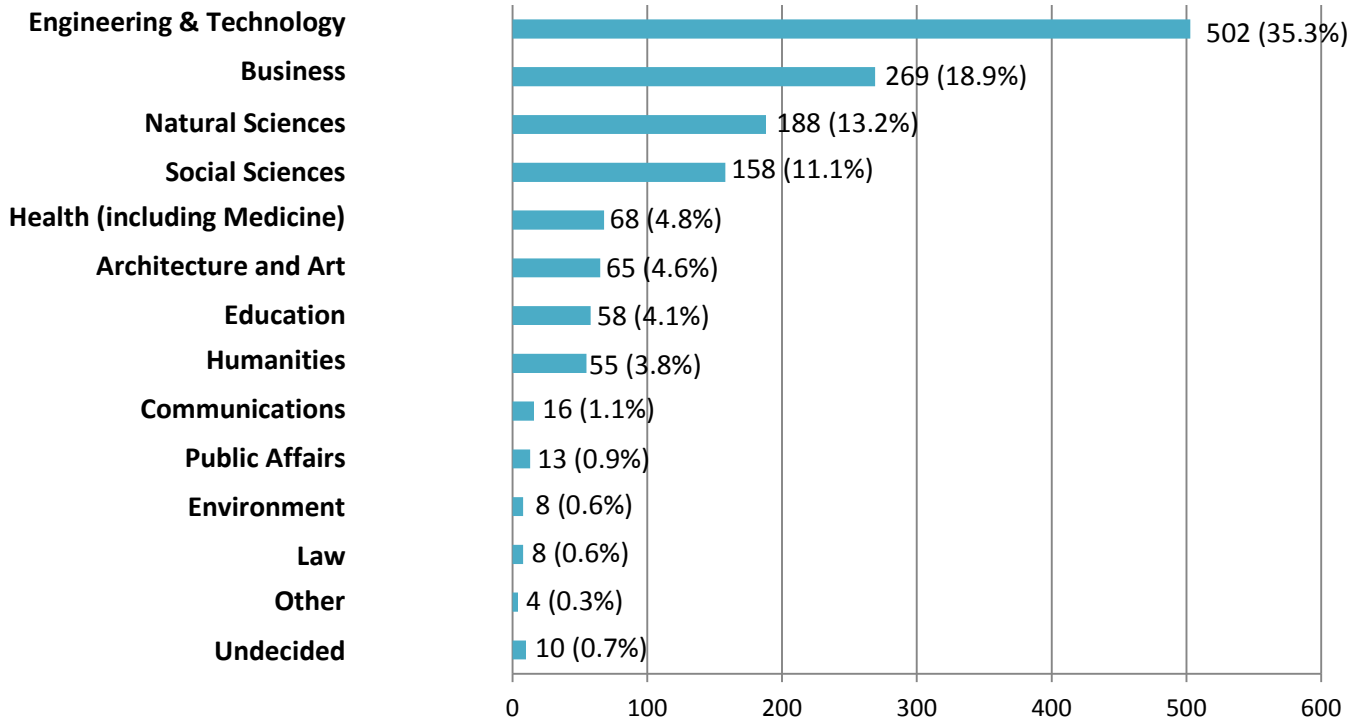


Question 3: What degree level are you pursuing in the U.S.? (N=1,422)

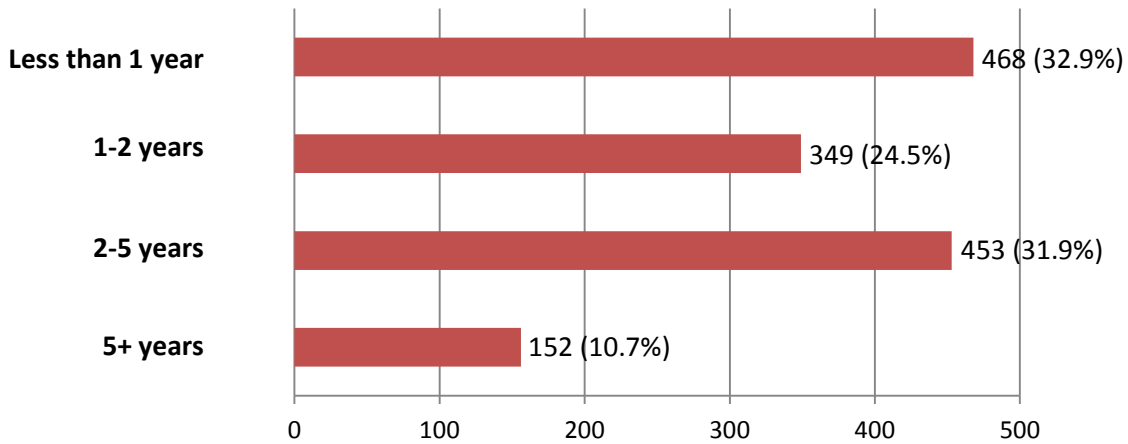


74.3% of survey respondents are currently pursuing a Bachelor's or Master's degree.

Question 4: What is your academic discipline? Choose one (1) that best describes. (N=1,422)

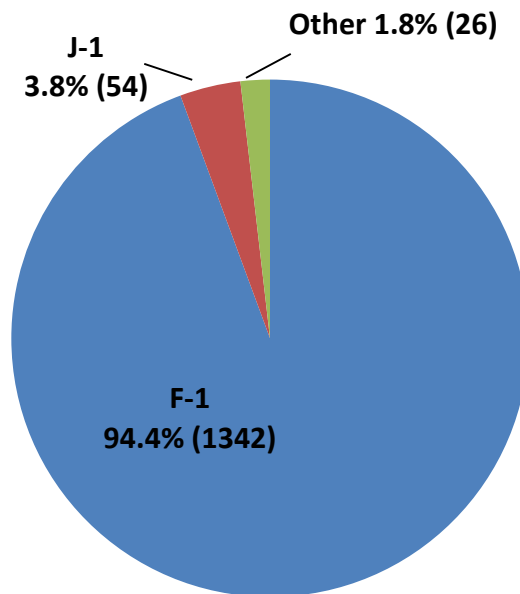


Question 5: How long have you been in the U.S.? (N=1,422)



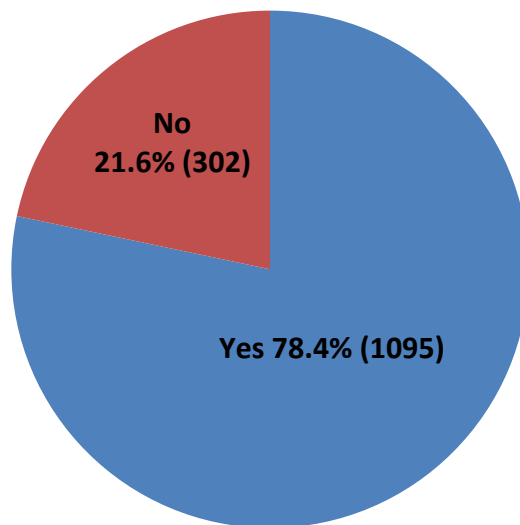
More than half of the survey takers have been in the U.S. for fewer than two years.

Question 6: What type of visa do you currently hold? (N=1,422)



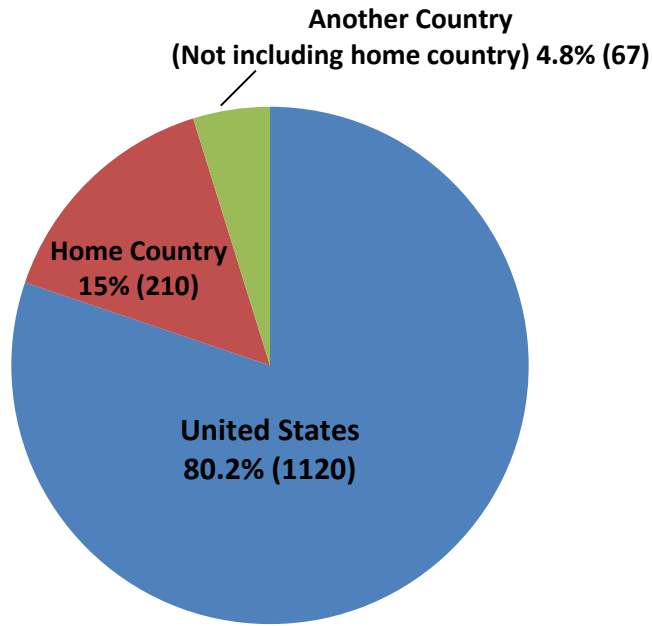
CAREER PLANS

Question 7: Are you planning to find an internship before graduation? (N=1,397)

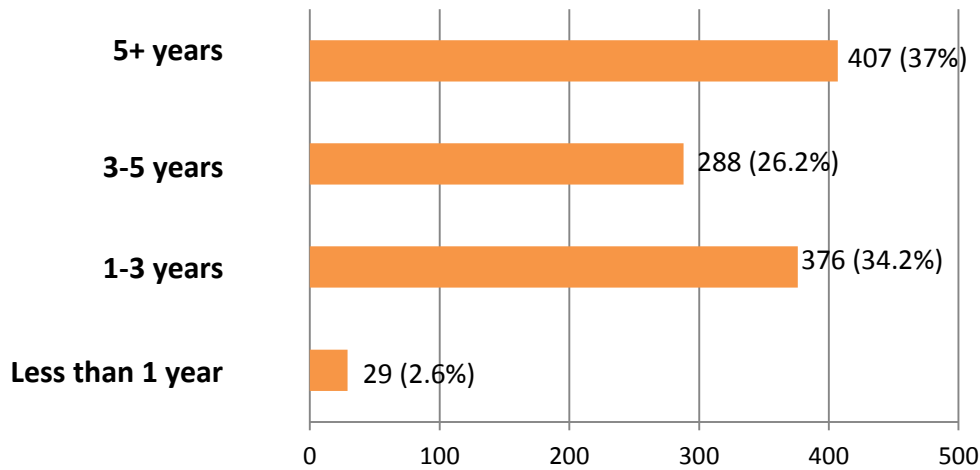


The large majority of respondents plan to intern before graduation in the U.S. or abroad.

Question 8: Where do you hope to work after graduation? Please select your first preference. (N=1,397)

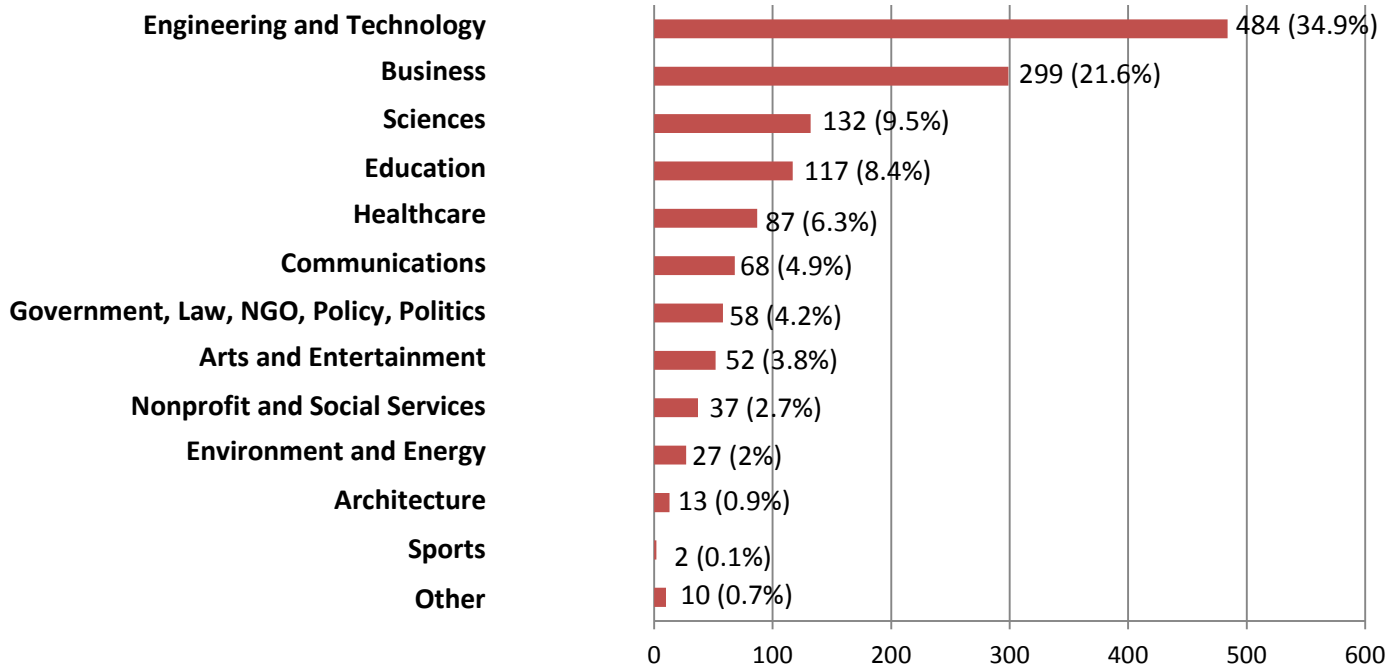


Question 9: If your answer for Q8 is the United States, how long do you plan to work in the U.S.? (N=1,100)



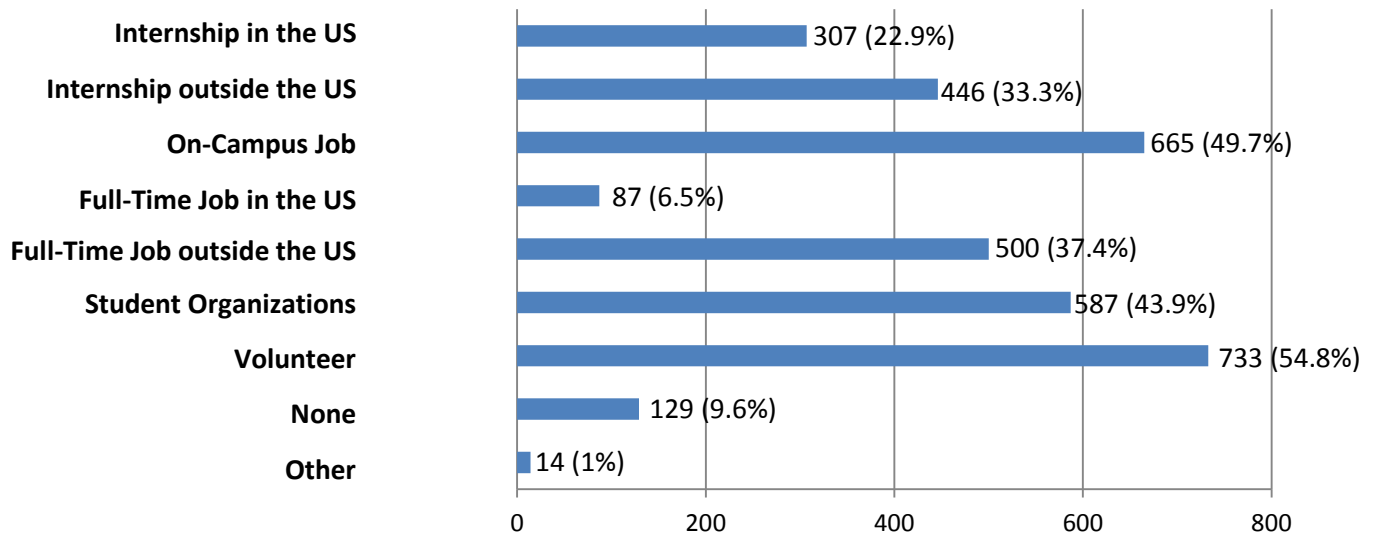
The answers here indicate that many of them will need work authorization beyond their Optional Practical Training (OPT) period at some point.

Question 10: Which industry are you most interested in pursuing your career in? Please select one (1). (N=1,386)



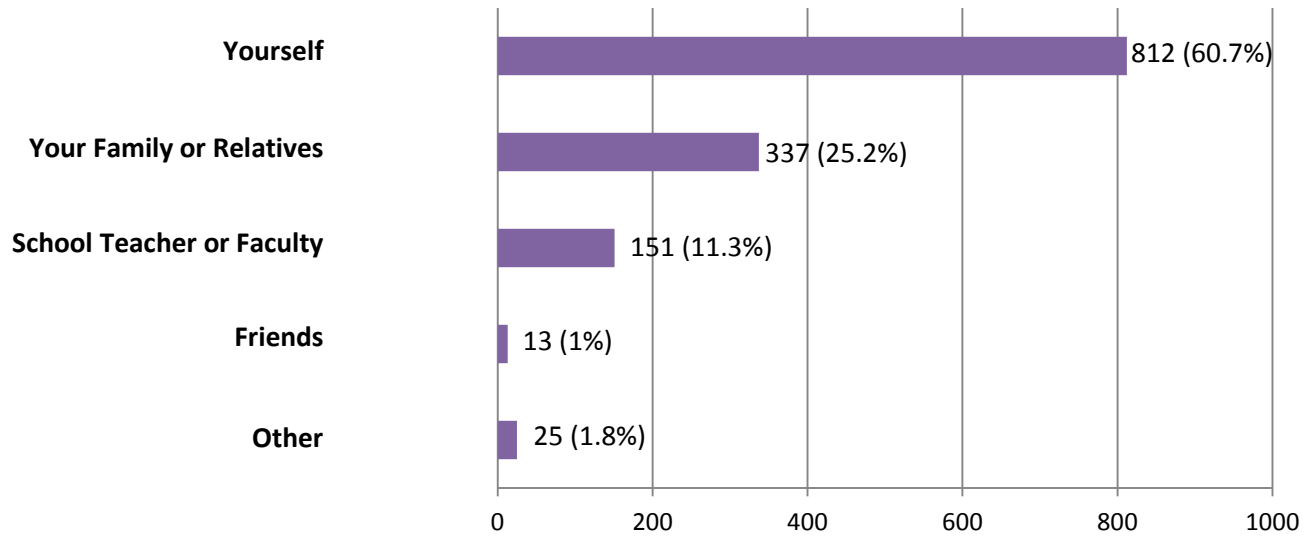
PAST EXPERIENCES AND CHOICES

Question 11: What kind of experiences have you had? Please choose ALL that apply. (N=1,338)



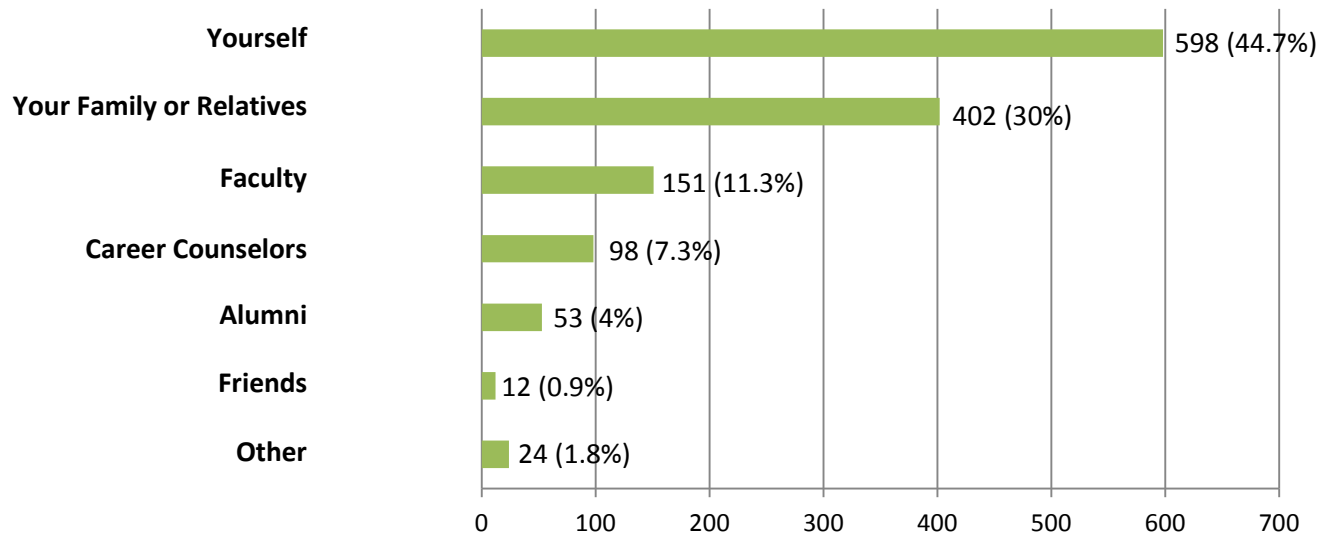
While more than 70 % of the respondents have internship or full-time work experience outside of the United States, only 29.4% of the respondents have experience in the U.S. (not including on-campus jobs).

Question 12: Who has MOST influenced or inspired your career choice? Please select one (1). (N=1,338)



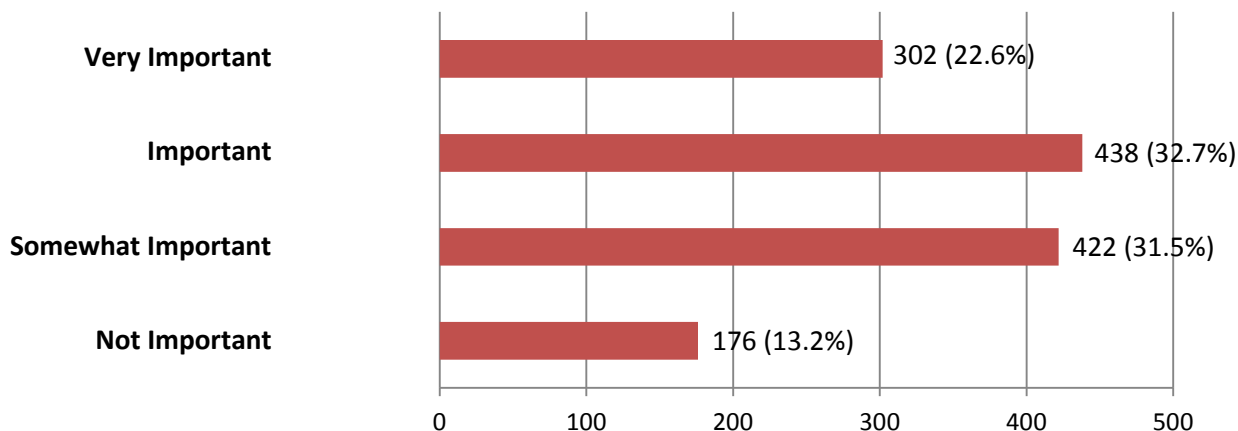
“Other” includes the economy, former and current co-workers, mentors, professionals in the respondents’ chosen fields, etc.

Question 13: When you have concerns relating to your career plans or when you are choosing a career path, who do you rely on most? (N=1,338)

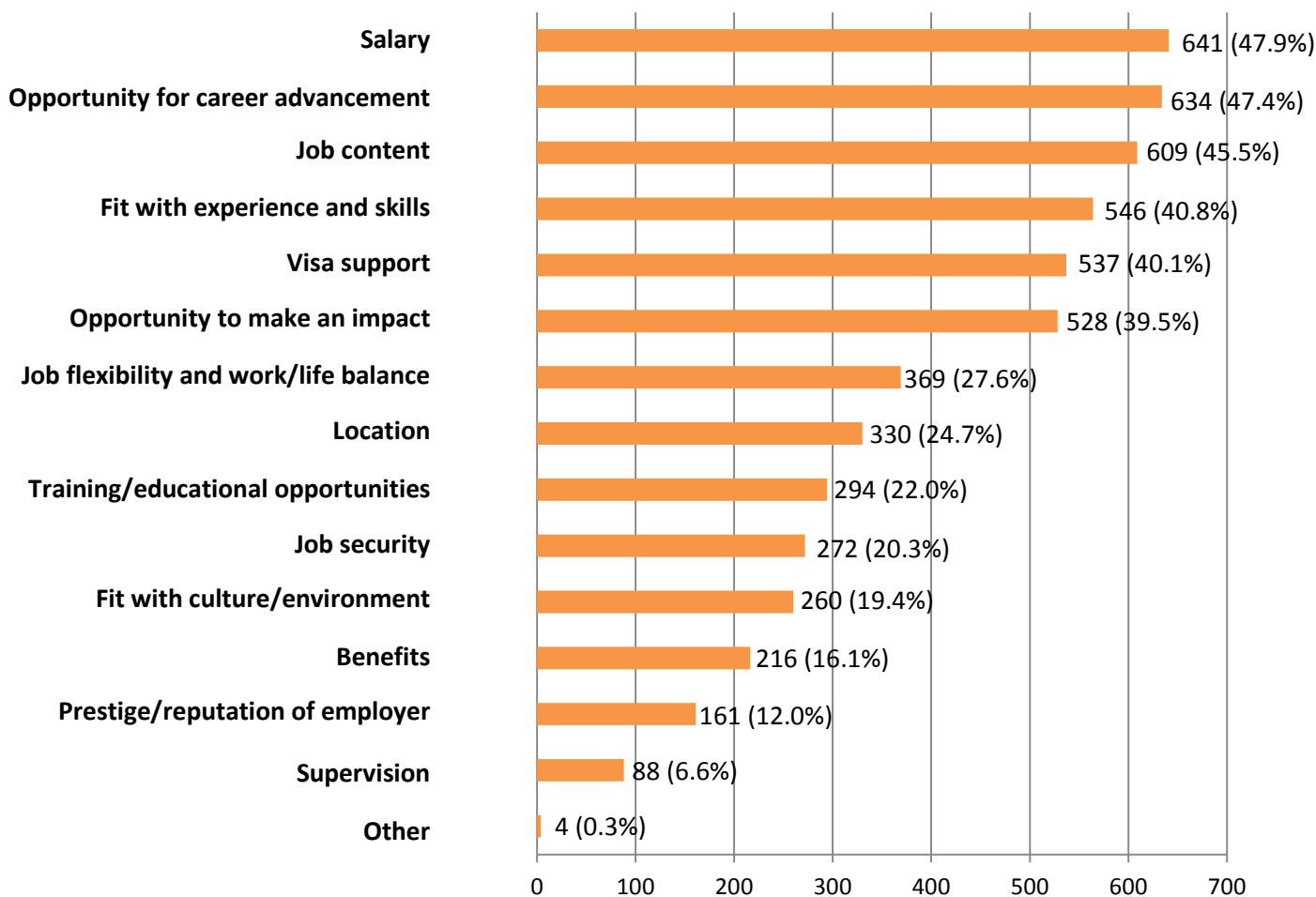


“Other” includes former and current co-workers, mentors, professionals in the respondents’ chosen fields, career fairs, etc.

Question 14: How important is it from your perspective to follow expectations of family and others in the community when one is choosing his or her career path in YOUR HOME COUNTRY? (N=1,338)

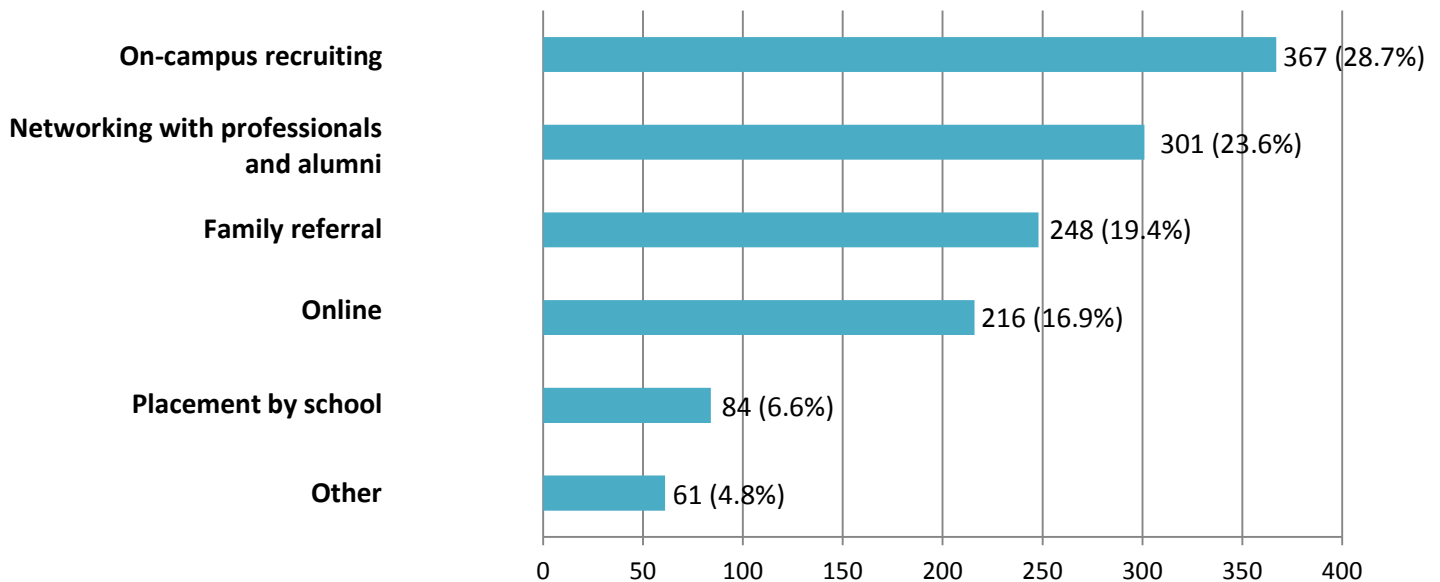


Question 15: What factors are the most important to you for making a decision about your career? Please select the top three (3). (N=1,338)



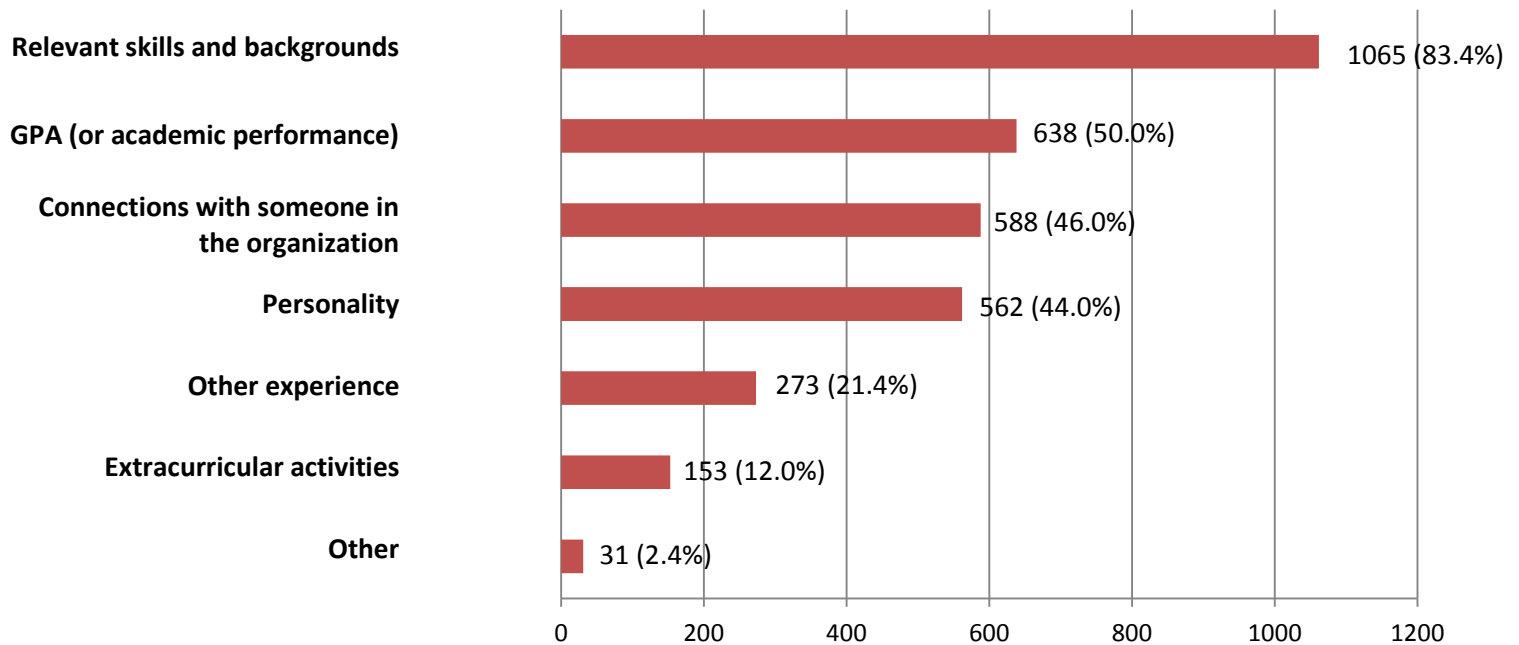
IDENTIFYING CULTURAL DIFFERENCES

Question 16: What is the most popular way that college students usually find employment in YOUR HOME COUNTRY? Please select one (1). (N=1,277)



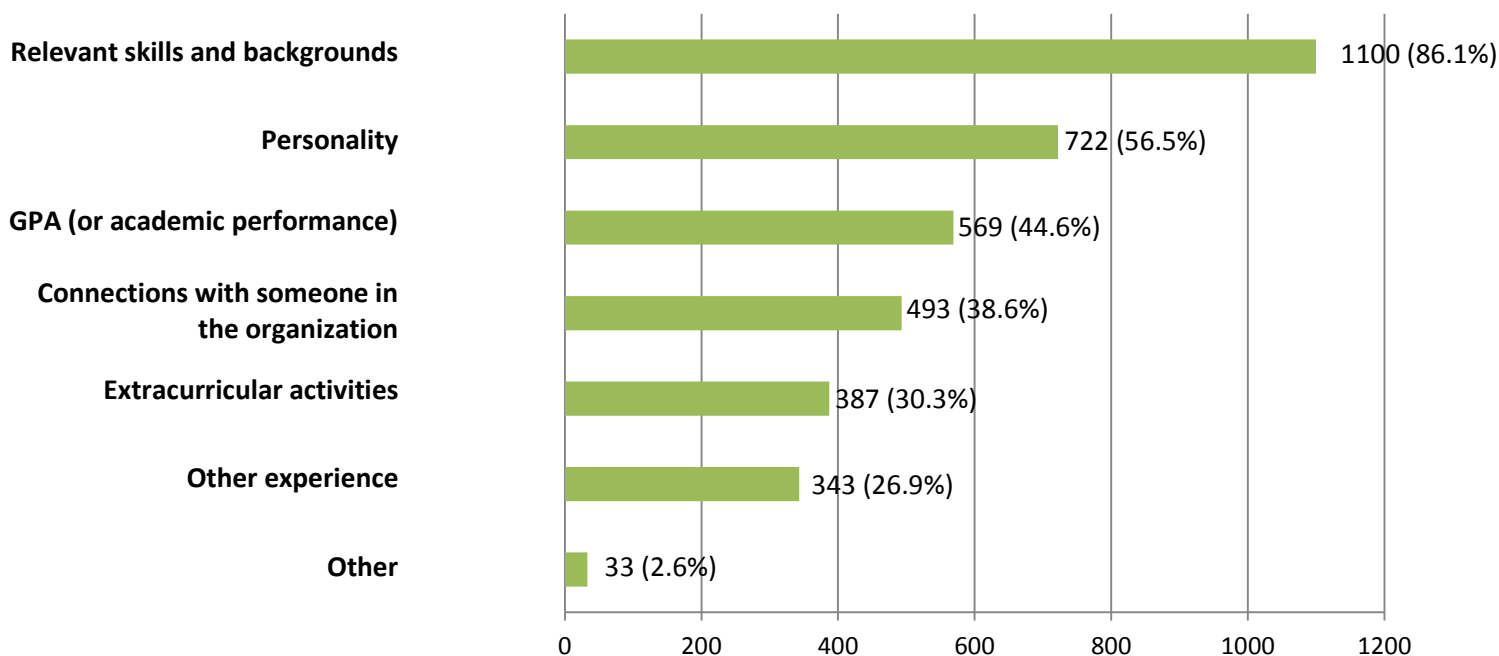
- 23.6% of the survey respondents felt networking with professionals and alumni was the most popular way to find employment in their native country, and 19.4% found family referrals the most popular way. Combined, this shows that networking in some capacity is in fact the most popular way to find employment at 43%. Some responses of students who selected “Other” included variations of networking.
- The concept of networking does not appear to be new to nearly half of international students surveyed.
- Comments in “Other” include:
 - Networking with people who have power, money, and high level connections
 - Off-campus career fairs
 - Newspapers
 - Placement by government
 - Walking into organizations of your interest

Question 17: What do you think employers value most in candidates in YOUR HOME COUNTRY? Please select up to three (3). (N=1,277)



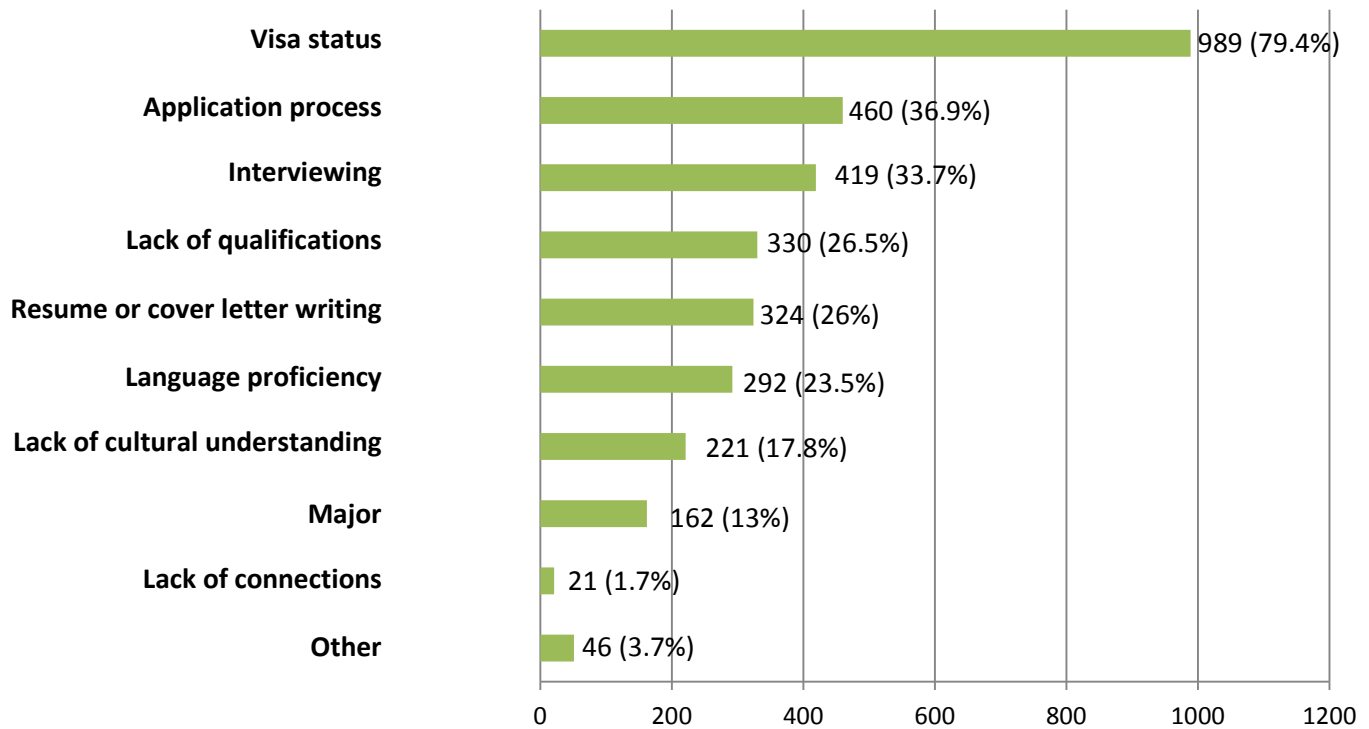
- Half or nearly half of students felt that GPA, connections, and personality are valued by employers in their home countries.
- Comments in “Other” include:
 - Willingness to learn
 - Connection with someone in the organization
 - School that a candidate attended
 - Education abroad
 - Degree
 - Social/family status
 - Foreign language skills including English

**Question 18: Based on your experience or perception, what do you think US employers value most in candidates?
Please select up to three (3). (N=1,277)**



- Similar to the question 17 about their home country, 86.1% of students responded that they experienced or perceived that U.S. employers most valued relevant skills and backgrounds in job candidates.
- A noticeable difference is that students perceived personality as more important in the U.S. than in their home countries.
- Extracurricular activities were also perceived as more important in the U.S.
- Connections are perceived as more important in their home country than in the U.S.
- Comments in “Other” include:
 - Visa status/work authorization
 - Drive
 - Good references
 - Soft skills including leadership, ability to fit into the culture, communication
 - “I don’t know”
 - School that a candidate attended

Question 19: Choose the top three (3) of the challenges you have encountered in your job/internship search in the U.S. from the list below. (N=1,245)



- 17.8% of respondents felt that lack of cultural understanding was a challenge in their search.
- 13% felt that their major presented a challenge.
- Comments in “Other” include:
 - Race, gender and age
 - Being overqualified
 - Rejections with no reasons
 - “I have not applied to any opportunities in the U.S. yet.”
 - Not having an adequate source for advice/guidance
 - (Employers’) lack of comfort to employ international students
 - Mindless bureaucracy

Question 20: What do you wish you knew about job or internship search in the US before you started seeking employment? (N=595)

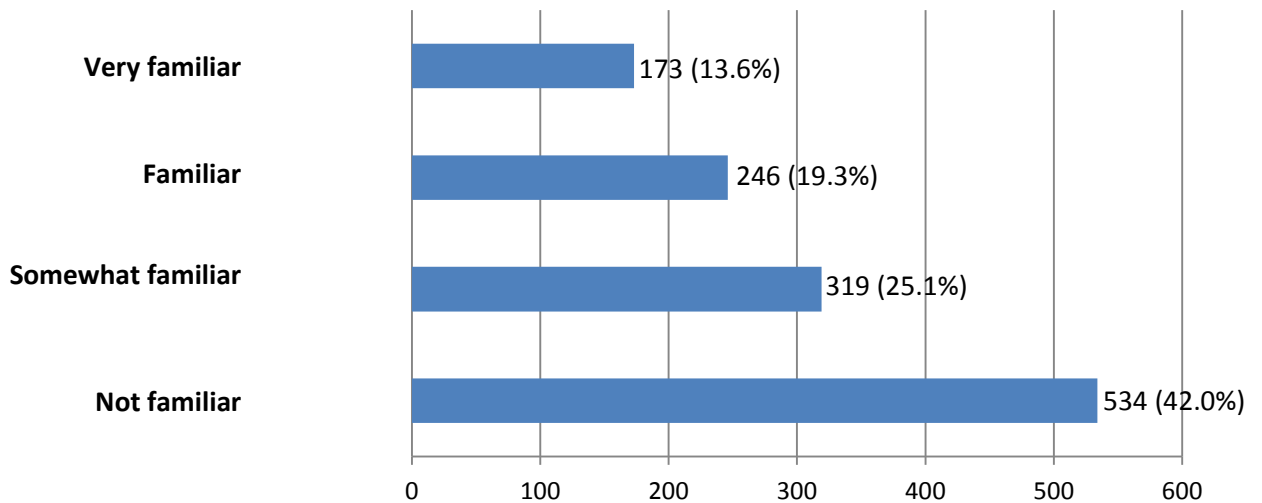
This optional open-ended question garnered 595 responses from students. Many responses focused on wishing that they knew which companies sponsored visas or how to find those employers. The importance of networking and job application materials such as resumes and cover letters was also emphasized as knowledge vital to job search in the U.S. Some students lamented the lack of resources for international students by their university or career services center and the difficulty of securing a work visa. The following is a sample of responses taken directly from the survey results.

- *“I should have known that the process of selecting an employee is very similar to that of my country. Before coming to America, I thought that here, the people get chance because of their ability, not because of their 'connection'. I was completely wrong and I was very sad when I came to know about it.”*
- *“How to write a resume and cover letter. Where should I looking for a job which is relevant my major.”*
- *“How to approach people. Wish I knew very clearly if the company is ready to sponsor my visa change.”*
- *“I wish there was a website that would help you filter employers, finding faster those who are willing to hire and sponsor foreign students instead of applying to places that won't hire/sponsor you.”*
- *“I wish there were more detailed and easily accessible resources for students to learn about applying to OPT and H1B being provided by the school earlier in advance in the college years.”*

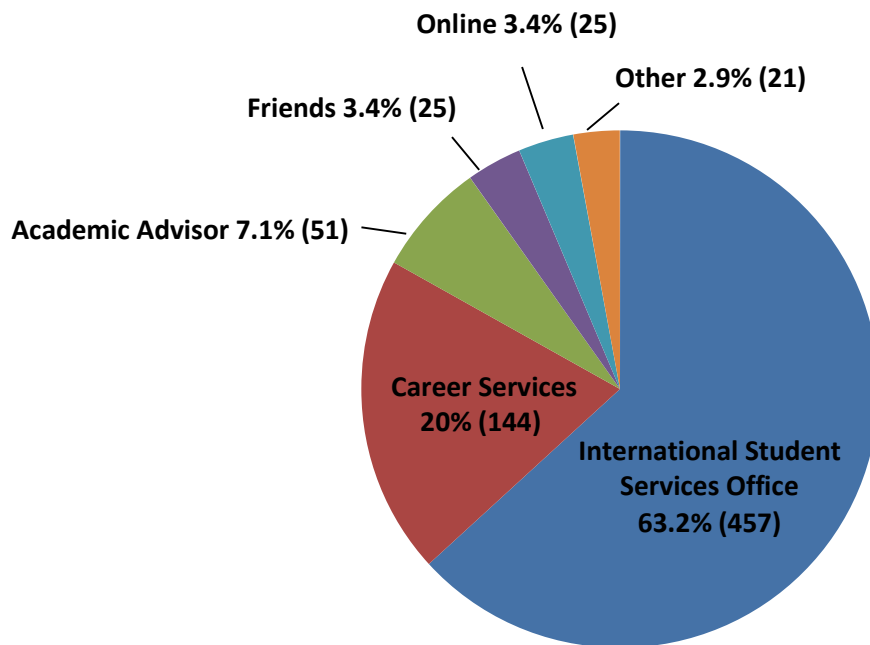
To see additional comments for this question, please refer to the addendum.

GENERAL KNOWLEDGE

Question 21: How familiar are you with the Curricular Practical Training process (CPT)? (N=1,272)

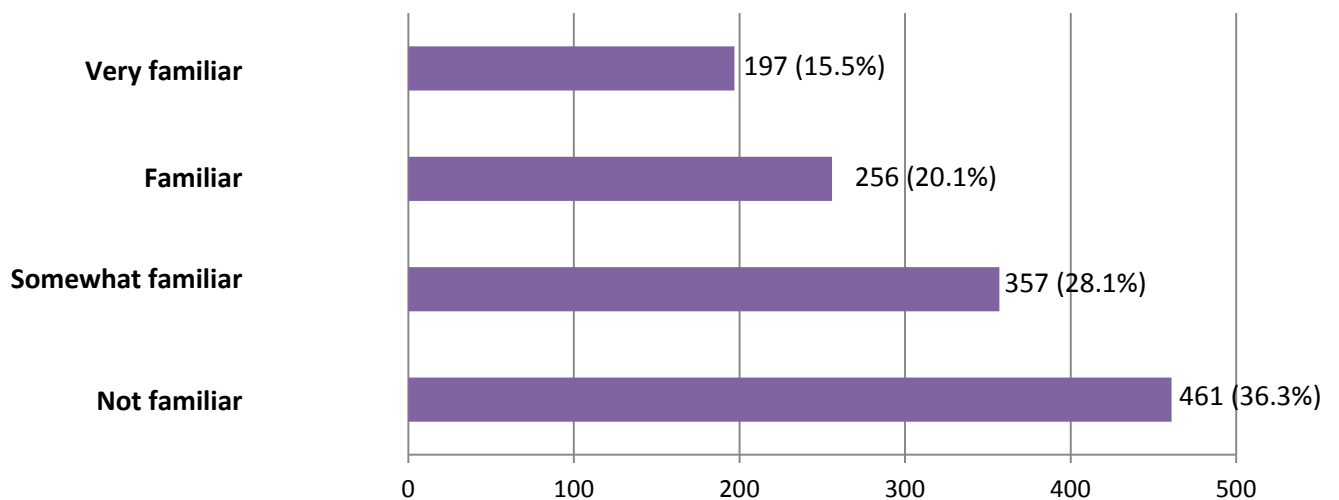


Question 22: If your answer for Q21 is “Very familiar,” “Familiar,” or “Somewhat familiar,” where did you obtain this information? (N=723)

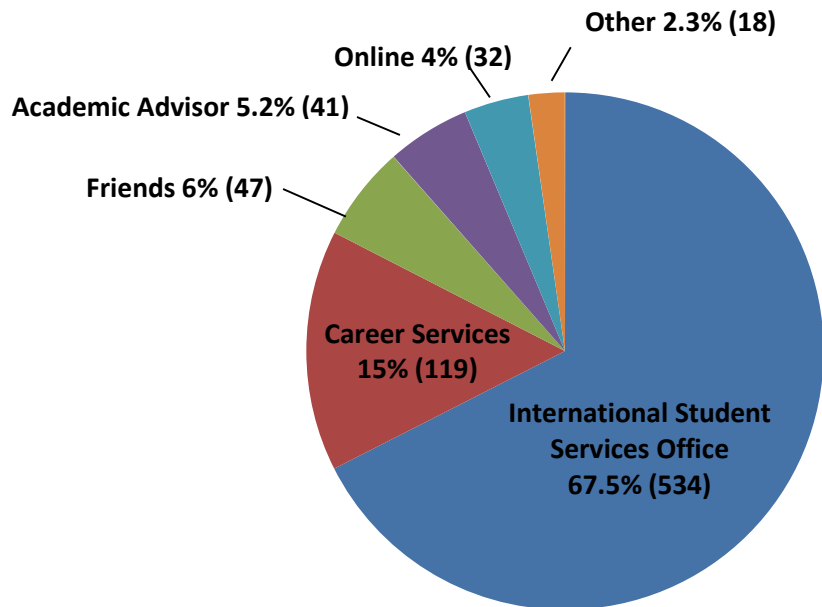


International student services offices and career services play a vital role in informing international students about Curricular Practical Training.

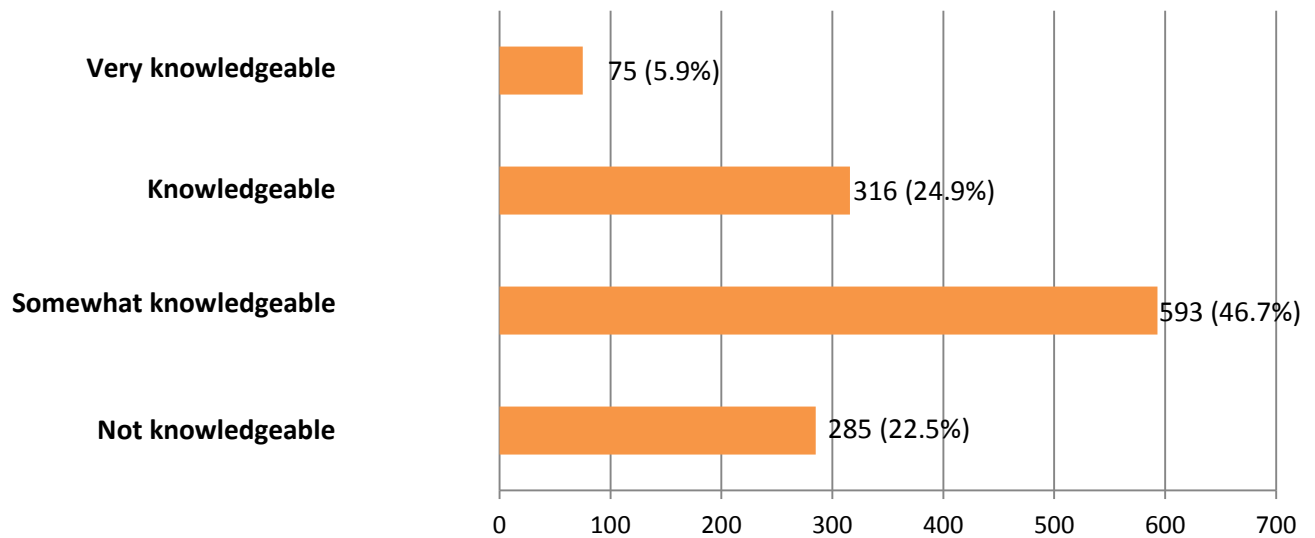
Question 23: How familiar are you with the Optional Practical Training process? (N=1,271)



Question 24: If your answer for Q23 is "Very familiar," "Familiar," or "Somewhat familiar," where did you obtain this information? (N=791)



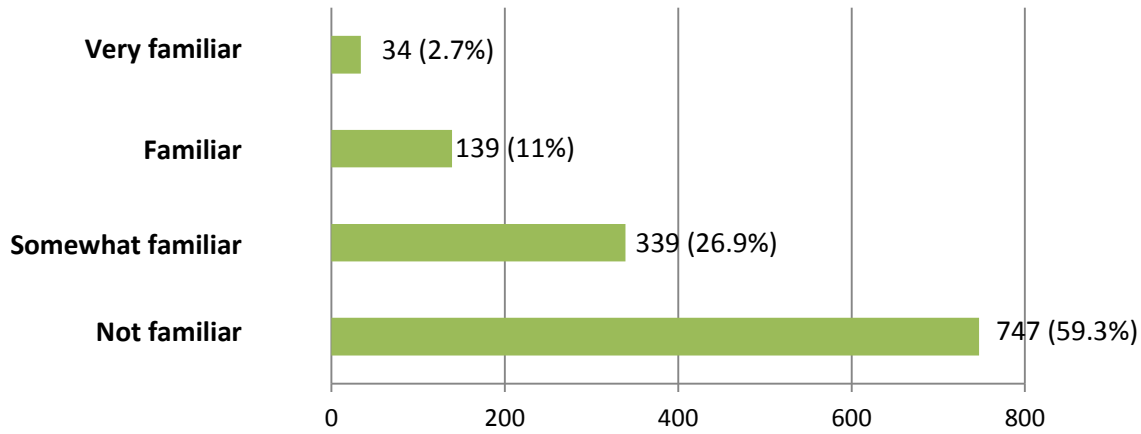
Question 25: How knowledgeable are you about searching for a job in the U.S.? (N=1,269)



71.6% of students surveyed indicated they were somewhat knowledgeable or knowledgeable on searching for a job in the U.S.

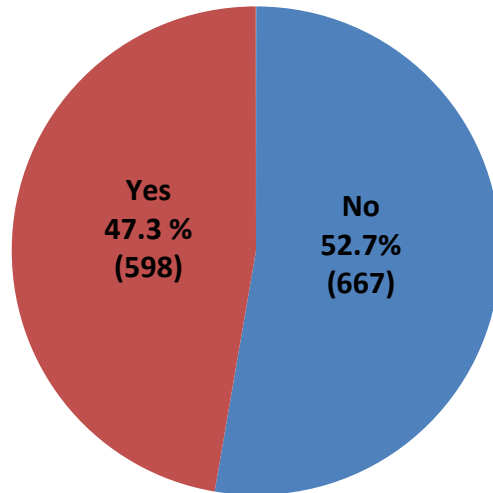
CAREER SERVICES

Question 26: Before coming to the US, how familiar were you with career services? (N=1,259)



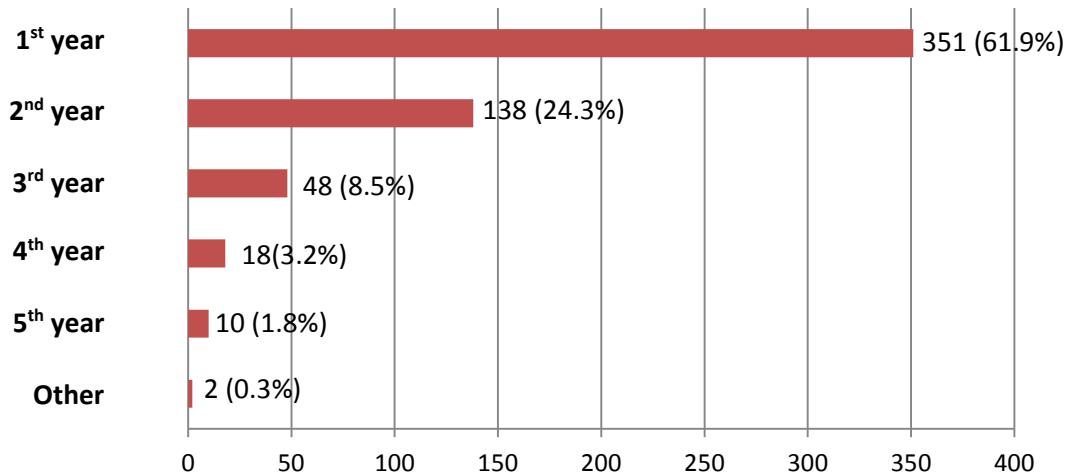
Of the 1,259 respondents who answered this question, 1,086 (or 86.2%) have no knowledge or limited knowledge of career services prior to coming to the U.S.

Question 27: Have you ever visited career services in the U.S.? (N=1,265)



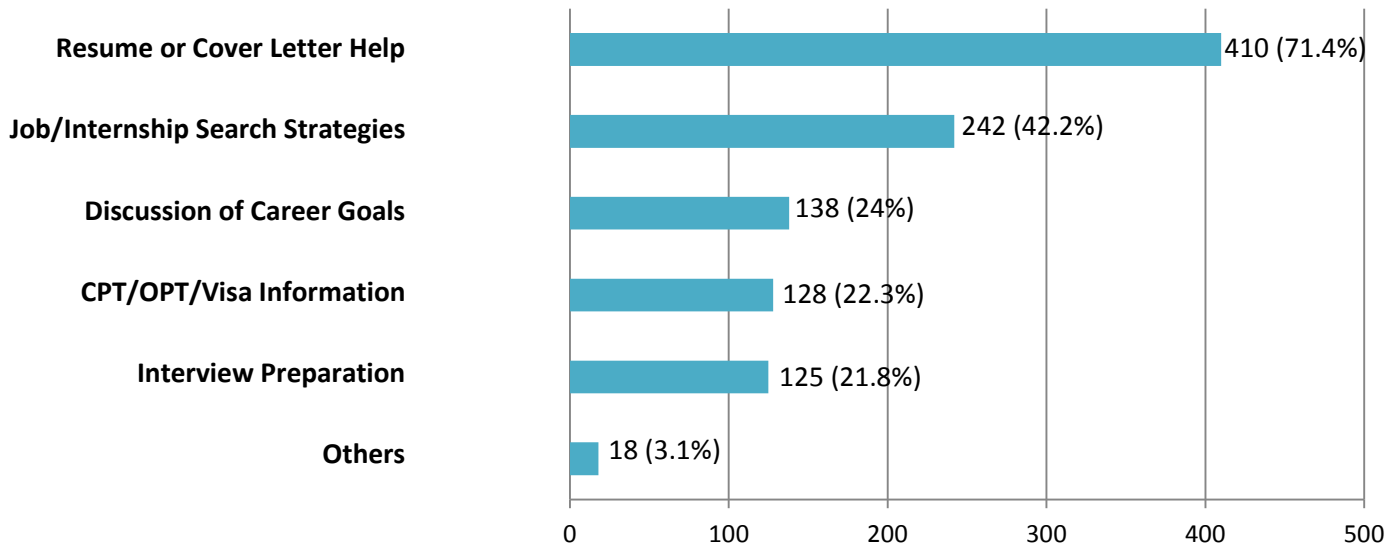
A large majority of survey takers (80.2%*) plan to work in the U.S. after graduation; however, more than half have not taken advantage of career services at their institutions. *Data from the Question 8

Question 28: If you have used career services, when did you FIRST visit career services? (N=567)



86.2% of respondents visited career services during their 1st and 2nd year in school.

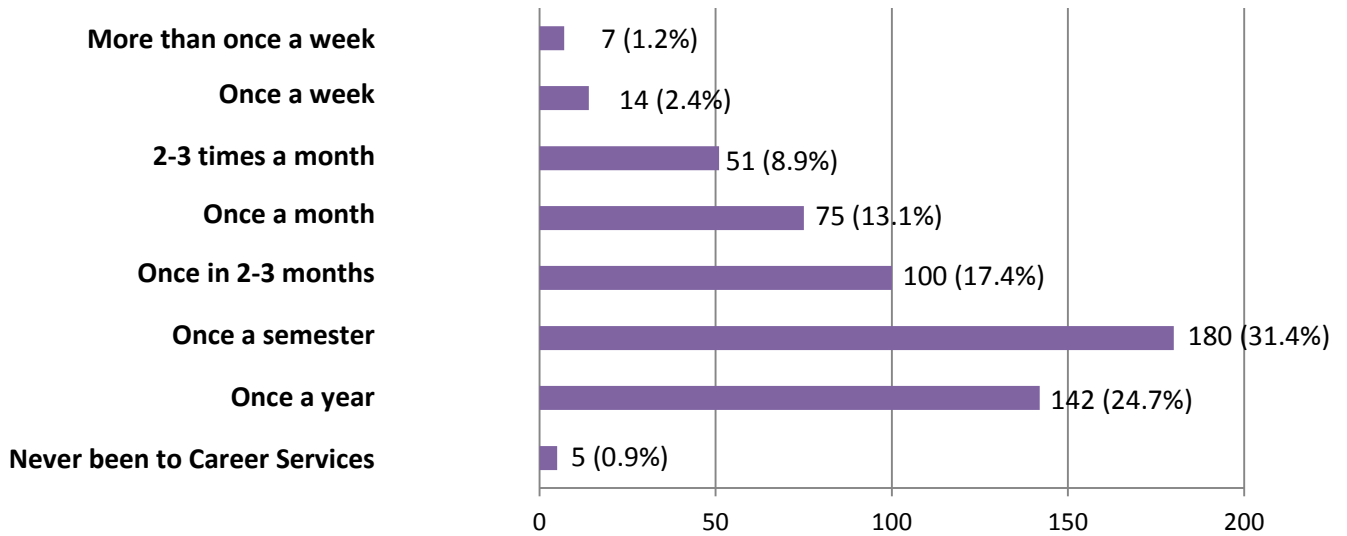
Question 29: If you have used career services, what was the purpose for FIRST visiting career services? Select ALL that apply. (N=574)



Comments in "Other" include:

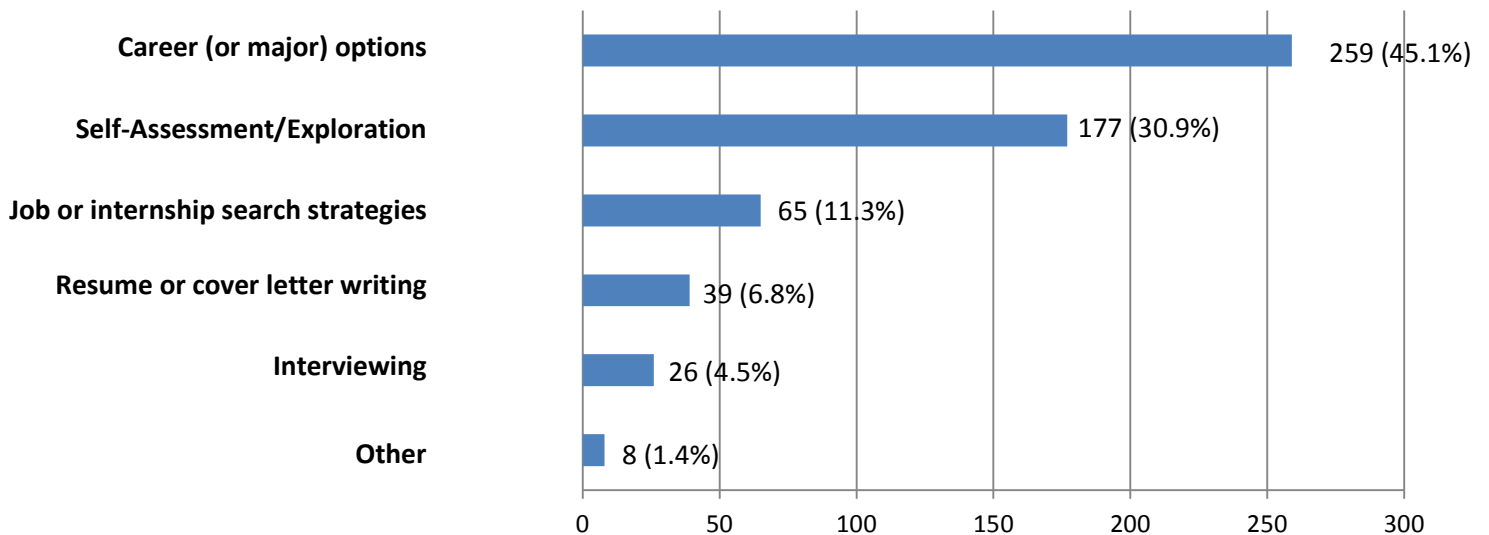
- Workshops
- Resources
- On-campus jobs

Question 30: If you have used career services, how often do you visit career services? (N=574)



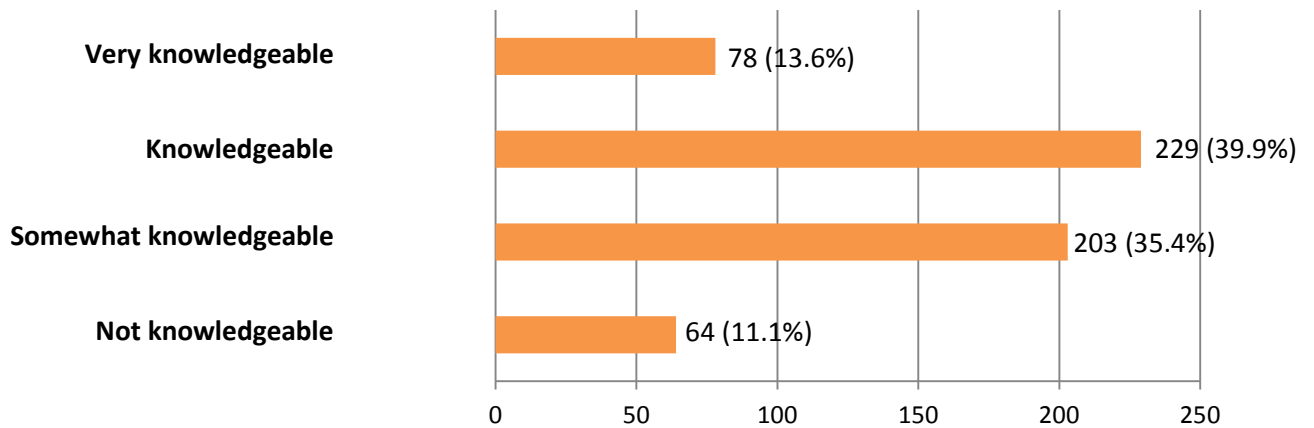
More than half (56%) of respondents utilized career services at least once a year.

Question 31: If you have used career services, what topics did you discuss with career counselors the most? Please select one (1). (N=574)



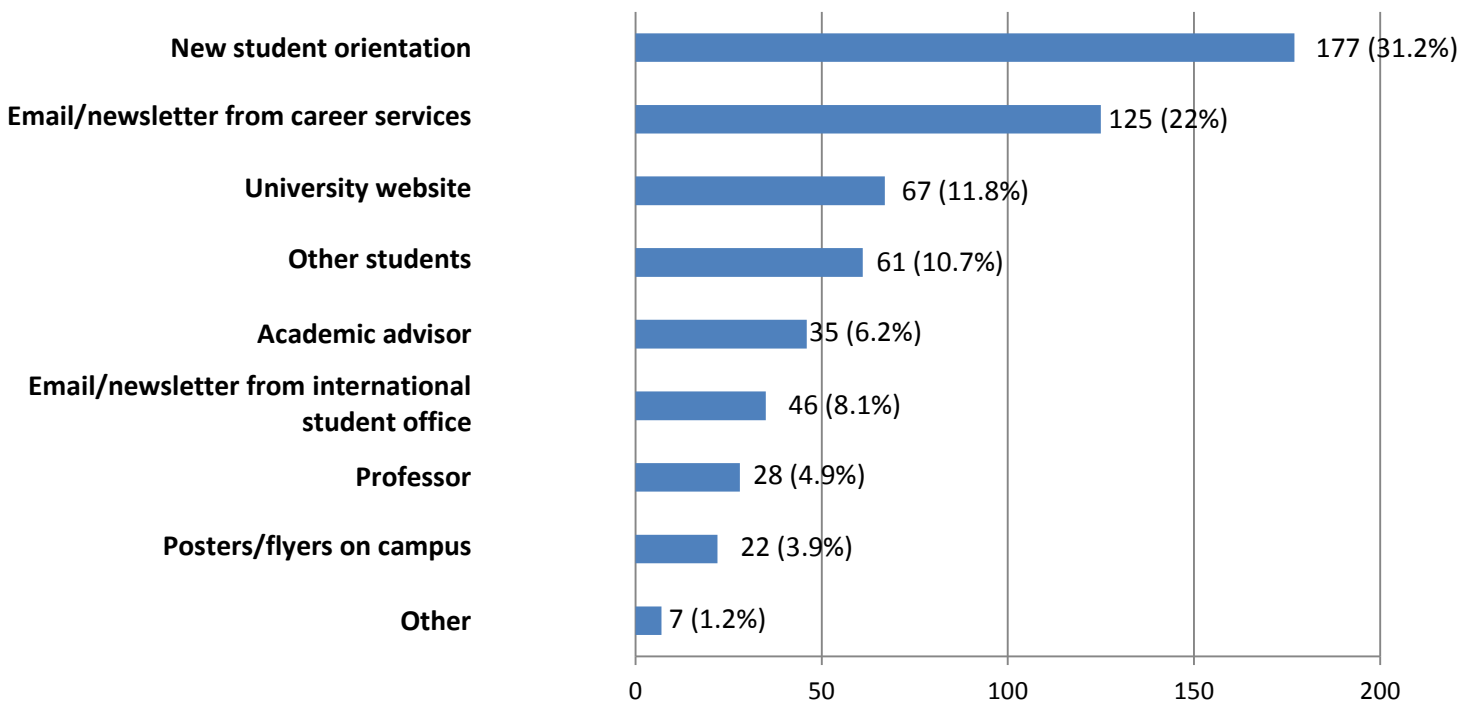
- Comments in “Other” include:
 - On-campus jobs
 - CPT/OPT/visa related questions and issues
- 80% of what respondents discussed with career counselors relates to processes or concerns for finding a job.

Question 32: If you have used career services, how knowledgeable do you find career services staff about needs of international students? (N=574)



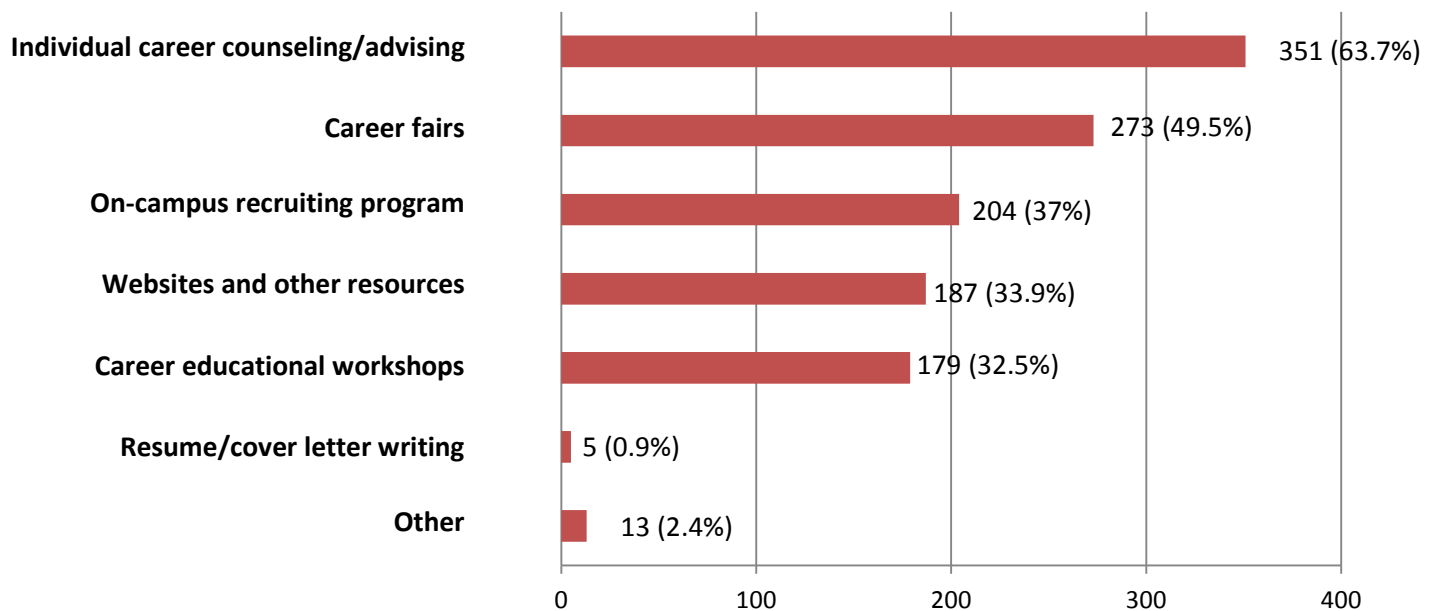
Of the 574 respondents who answered this question, 307 (53.5%) of them feel career services staff is very knowledgeable or knowledgeable.

Question 33: If you have used career services, where did you first obtain information regarding the career services office? Please select one (1). (N=568)



- Comments in “Other” include:
 - Worked there; Saw building when walking by; In lecture; College transition class Supervisor; Required for freshmen seminar for student athletes
- 53.2% of the respondents learned about career services through new student orientation and communication from career services.

Question 34: If you have used career services, what services and resources available at career services do you find most helpful? Please select ALL that apply. (N=551)



- Comments in “Other” include:
 - Assistance with resume and cover letters
 - Interview training
 - Professional stories of success
 - Second year students sharing and exchanging information with first year students

Question 35: Please share issues, needs or suggestions on improving the Career Development Services and resources for international students. (N=370)

A major need expressed by respondents was the need for more training and provision of information on the Optional Practical Training (OPT) and Curricular Practical Training (CPT) process. This can be done through information sessions or workshops. Information needs to be provided on an on-going basis and directly to international students via email or on career services websites. Students also voiced a need for assistance in identifying and connecting to employers who are willing to file H-1B applications.

To better serve and inform international students, respondents want direct communication from career services. Many of them are not familiar with career services and its services. In addition, the respondents conveyed the need for career counselors to become more knowledgeable of specific issues that pertain to international students: work eligibility requirements, rules and regulations set by the U.S. Department of Homeland Security, how visa status affects their job search, OPT/CPT process and requirements, cultural barriers, and job/internship opportunities specifically for international students.

The following is a sampling of responses taken directly from the survey data.

- *“Career counselors need to become more knowledgeable of specific issues that pertain to international students: work eligibility requirements, rules and regulations set by Department of Homeland Security, how visa status affects job searches, OPT/CPT process and requirement, cultural barriers, and job/internship opportunities specifically for international students.”*
- *“Reach out and advertise directly to international students. Many are not familiar with career development services or aware of the services they provide.”*
- *Provide opportunities for international students to come together and learn from one another. International students who have been successful in acquiring jobs can share their success stories.*
- *Develop workshops targeting international students to address their concerns, needs and issues.*

For additional comments to this question, please refer to the addendum.

PART II

REFLECTING ON YOUR OVERALL EXPERIENCE IN THE U.S.

This second part of the survey includes three open-ended questions. Students were asked to reflect on their overall experience and share their perceptions on the biggest challenges and supportive resources for their career development in the U.S. They were also given the opportunity to add any comments in the last question (Question 38). This part aimed to grasp any information that might not be covered by the other part of the survey by giving voice to international student participants. The questions in this section also provided more insight into, and examples of, the issues, needs and resources that impact international students. Please refer to the addendum for a detailed report on the results from this section, including implications and sample student responses. There, you will find a sampling of student responses to the following questions that are taken directly from the survey data. The students’ responses have not been altered to maintain the intended meaning.

Question 36: According to your perception and experiences, what were/are the biggest challenges for your career development in the U.S.?

Out of the 1,422 survey participants, 638 answered this question and addressed challenges related to their career development in the U.S. The most frequently addressed challenges include:

- Visa issues
- Funding restrictions for research and other academic activities
- Influences of cultural differences on building relationships with advisors, faculty, and employers
- Adjustment to work culture in the United States.

Students also shared concerns about their education and experiences in the U.S. not being relevant and transferable in their home countries. Some respondents expressed difficulties in adapting to a new and more competitive academic environment where they compare themselves to their American peers and struggle with issues of self-confidence in preparation for career development.

For a complete report for this question, please refer to the addendum.

Question 37: What were/are the most helpful and supportive resources for your academic and career development in the U.S.?

This question gathered 524 responses. The respondents indicated that international student services and career services are the most helpful resources for them. The responses also included other resources such as faculty, academic advisors, and mentors/mentorship programs. Moreover, some respondents expressed positive experiences with other international students and alumni. They also emphasized that hearing successful stories of career development from fellow international students and alumni was useful. Finally, there were several responses that shared experiences and feelings about the importance of persistence, perseverance and other strengths for one's career development.

For a complete list of responses for this question, please refer to the addendum.

Question 38: Please provide any additional comments or thoughts.

Participants were given the opportunity to add any additional comments and thoughts, and 187 students responded. Although all responses were important, most were already addressed in previous sections of this report. The addendum contains those voices that were not addressed already, or contain strong statements to close. The responses to this last part included several messages of appreciation for the survey. Several students emphasized that they were not aware of any efforts and support for their career development. Many of them perceived this survey as one such effort, which showed them that their career development matters, and carries importance, to their institutions in the U.S.

For a complete list of responses for this question, please refer to the addendum.

ADDENDUM

**The students' responses in the addendum have not been altered in order to maintain the intended meaning.*

Question 20: What do you wish you knew about job or internship search in the US before you started seeking employment? (N=595)

This optional open-ended question garnered 595 responses from students with responses focusing mostly on finding companies that sponsored visas, the importance of networking, and job application materials such as resumes and cover letters.

Selected Student Responses:

- *“That your university doesn't care at all to place international students into the US labor force, so I wouldn't have wasted my time at the career center.”*
- *“That it is very difficult to get employers willing to sponsor international students for H-1B visas.”*
- *“I should have known that the process of selecting an employee is very similar to that of my country. Before coming to America, I thought that here, the people get chance because of their ability, not because of their 'connection'. I was completely wrong and I was very sad when I came to know about it.”*
- *“More context! I don't know the landscape well, but I suppose that comes with time.”*
- *“That networking is really important in the job search process.”*
- *“What kind of companies are willing to hire international students.”*
- *“Figuring out easily, if there are jobs available for international students, or if you have to be a US citizen. It often takes a while to find the appropriate section on a company's website, if at all. And additionally, if the company would be willing to help with any visa requirements.”*
- *“That GPA matters a lot. Automatic screening of resumes by computer”*
- *“What resources are reliable.”*
- *“How to perform in an interview”*
- *“How to write a resume and cover letter. Where should I looking for a job which is relevant my major.”*
- *“How to approach people. Wish I knew very clearly if the company is ready to sponsor my visa change.”*
- *“If I had known that International Students will be allowed to work while studying, I would not have invested so much of personal resources into studying in the USA.”*
- *“the difficulties for international students will face in job searching. The approach or timeline to overcome (remove) those obstacles. The industries or companies 101. It's very hard to know a new company out of town without culture understanding.”*
- *“I personally think that job shadowing is helpful for international students to understand the cultural environment of a company.”*
- *“I wish there was a website that would help you filter employers, finding faster those who are willing to hire and sponsor foreign students instead of applying to places that won't hire/sponsor you.”*
- *“I wish there were more detailed and easily accessible resources for students to learn about applying to OPT and H1B being provided by the school earlier in advance in the college years.”*
- *“US interview process isn't very honest, don't want to talk about actual failings/areas to improve unlike in other countries - have to use positive negatives like, 'I work too hard'...”*

Question 35: Please share issues, needs, or suggestions on improving the Career Development Services and resources for international students. (N=370)

Respondents raised the following issues, needs or suggestions:

- *“Career counselors need to become more knowledgeable of specific issues that pertain to international students: work eligibility requirements, rules and regulations set by Department of Homeland Security, how visa status affects job searches, OPT/CPT process and requirement, cultural barriers, and job/internship opportunities specifically for international students.”*
- *“Provide information sessions or workshops on OPT and CPT, early on during 1st and 2nd year. Information needs to be also provided on an on-going basis, directly to international students, via email or on career services website.”*
- *“Develop general timelines for international students to consider in doing job search, since they have other factors to consider.”*
- *“Organize job fairs for international students separately, targeting employers that fill for H1B to be present.”*
- *“Educate employers on the H1B visa paper work so that they will be willing to take chances on international students.”*
- *“Provide guidance and strategies to help international students get jobs in the U.S. upon graduating with a F1 visa status.”*
- *“Provided guidance or resources to international students working on campus as TA, RA, etc., regarding tax filing process.”*

Question 36: According to your perception and experiences, what were/are the biggest challenges for your career development in the U.S.?

Out of the 1,422 survey participants, 638 answered this question and addressed challenges to their career development in the U.S. The most frequently emphasized challenge was visa status. Although this issue was covered in other questions throughout the survey, approximately 60% of the participants highlighted this topic in this section as well. They perceived employers’ attitudes toward visa status and sponsorship as a barrier to their career development in the U.S. They explained this issue with difficult experiences of *“convincing possible employers to invest in international students and provide visa sponsorship”* and *“getting an interview.”* Many students seem to be well aware of employers’ hesitation to go through the process for not only current visa sponsorship needs, but also potential future visa applications. This is also the case for summer internships for which international students can easily obtain a Curricular Practical Training (CPT) that does not require any additional paperwork or sponsorship from employers: *“International students can work during summer internship without visa sponsorship, but still many companies are very reluctant to hire international students because they don't want to deal with visa issues later.”*

Visa, Immigration, and Other Common Topics

The descriptions provided some insight about perceptions of the visa issue as a major challenge, which is important to understand and contextualize in helping international students from certain academic disciplines. Visa issues have a variety of implications depending on one’s academic field of study. For example, several students in aerospace engineering programs indicated that they are not able to apply most jobs due to “ITAR” (International Traffic in Arms Regulations) and other security clearance issues. Some graduate students also addressed the fact that they are not eligible to apply for NSF grants and similar fellowships: *“I am interested in high-tech experimental research in aerospace propulsion, but there are issues of security clearance which prevents me from getting into any well-equipped lab with experimental facilities. As an international student, I am also not able to apply for any NSF grants, or similar fellowships.”* Similar problems were reported by others students in STEM fields.

Visa and funding issues are large scale, systemic issues that might take several more years to create consensus and solutions for at the legislative level. It is important for international students to be aware of the circumstances such as the work authorization timelines and rules about the connection between one's academic major and job type/content before choosing education and planning a career path in the U.S. For those who choose to gain educational benefits and have academic backgrounds in the U.S., it is essential to start networking early in many other countries and institutions where one's career options are not restricted due to systemic and legal obstacles. Furthermore, academic programs and colleges can enhance experiential learning by creating more opportunities in collaboration with other university services or community groups. Career professionals should also encourage international students to explore multiple ways of building experiences and skills in the U.S. For example, some international students may not consider an on-campus job or engagement in student organizations as important experiences. They may not be quite aware of the value of transferable skills and potential networking opportunities they can gain from such experiences. Moreover, many participants reported that they struggle with networking, writing resumes and cover letters, interviewing, time management and setting priorities. Although career services professionals provide a variety of services to address these areas and needs, it is very important for students to have *experiences* that can improve their confidence and skills in building relationships, effective communication (written and oral) and work ethic.

Cultural Differences and Challenges

Another set of challenges from the results relate to cultural differences. Many students indicated that they struggled due to *"continuous cultural immersion"* and *"prejudice toward foreign people"*. Some shared their concerns more specifically: *"finding a place that is tolerant of me being a Muslim woman"* and *"American culture...how to work together with American colleagues and boss."* Cultural experiences are important to be explored and facilitated in relation to academic and career development because they, sometimes accompanied with difficulties in using language fluently, seem to impact communication skills and building relationships with faculty and advisors, which lead difficulties in networking. Some students also expressed their challenges with *"adjustment to the work culture in the U.S.,"* which they exemplified with a very small amount of vacation time and *"expected unpaid overtime."* As career services professionals, we need more in-depth understanding of the influence of cultural difference perceptions and experiences on the career development of international students. Career services professionals should be open and competent to help students explore these cultural challenges and to assist them with navigating in building professional connections and obtaining experiences in the U.S.

Making Education and Career Options Relevant in Other Contexts

Some participants addressed concerns about the relevancy of their education and experience in the job market of their home country as a challenge: *"A big challenge is deciding whether the experience I am acquiring in the US will be looked upon favorably back home in India. Here, if I get experience at a startup that eventually fails it is still considered valuable experience, not so much back home."* Students should be supported by career services to set strategic goals and develop backup plans that are meaningful in their home countries. As previously mentioned, experiential learning curriculums can be enhanced, and students can be more encouraged to apply their education in the context and for the needs of their home country through creative projects, field research, networking events, summer internships and so forth, if they are interested in working in their home countries. Furthermore, the work authorization (e.g., CPT, OPT, H-1B) requires students to find experience related to their academic majors in the U.S. However, there are many majors that may lead to various career options with no clear implications for job types or categories (*"I hate to see that my internship/job has to be directly related to my major but what if my major is social science/humanities in liberal arts college?"*). For example, many participants in this survey mentioned that opportunities and resources for students in social sciences and liberal arts are limited compared to those in STEM fields. Experiential learning and resources for internship and job search are particularly needed for non-STEM students: *"I think many professors in the social sciences expect that international students will return to their own country after completing the degree. Even though they are very supportive if international students want to find a job in US, they do not have many practical advice."*

On the other hand, career interests of students might change due to tremendous personal and cultural experiences in the U.S. When they change their academic majors or career plans, they may encounter bureaucratic and financial crises if they are in the U.S. with government scholarships from their countries. This is because these scholarships require them to specialize in certain fields and to go back to their home countries upon graduation. Such students come to the U.S. on J-1 visa, and they do not have the same options with the F-1 students who are entitled to take advantage of Optional Practical Training. Their routes to employment in the U.S. might be more challenging and complicated as well. For example, a significant number of J-1 students are graduate students who already have faculty position assignments in their home countries. However, their experiences in a new education system and comparing the life-work conditions in the U.S. to their home country make some want to stay in the U.S.

As career development professionals, we need to understand and support both legal and psychological processes of changes in one's career and life direction. Another group of graduate students shared concerns about not finding help in exploring alternative careers: *"my department is more geared to making academics/professors out of its graduate students, and there is no guidance/mentorship on finding the kind of jobs I want to pursue i.e. in the nonprofit sector."* An academic job, and particularly a tenure-track position, is one of the top career options that would help an international graduate student obtain H-1B visa and possibly permanent residency in the U.S. Thus, it is important for students and career services professionals to be aware of such opportunities and limitations by exploring other industries and organizations, according to academic fields or specializations of graduate students.

Adjustment to a New Academic Environment and Self-Confidence

Another challenge that was expressed by some students was about comparing their performance and qualities to those of domestic students: *"This has to be definitely feeling like I am not adequate enough. I think it's all in the mind and the fact that Americans are very learned makes me feel like I am not as great as I should be. SO I can say self-inhibition of the mind has been my biggest challenge. I mean I got a job at the school and it has been amazing coz the environment is very conducive and I don't take it for granted I got the opportunity but at times I still feel like I don't meet the standards"*. Many other students shared similar concerns when they listed their challenges as disadvantages in many areas (e.g., *"language and interviewing skills, lack of connections/network in the U.S., struggle to work and build experience while in school, and not knowing about the employment law and regulations in the U.S."*) in comparison to students from the U.S. A large number of international students are high achievers in their home countries, and they accomplish several steps to be able to come to the U.S. Some of these students experience a different environment of academic competition in a new education system and in a new cultural environment. It is critical to help students set personally and professional goals. It is also essential to support students in managing academic stress and performance anxiety by reinforcing a more comprehensive understanding of career development. This is an important point that should remind career development professionals that the intersection of personal and career needs often relates to lives of many international students.

Question 37: What were/are the most helpful and supportive resources for your academic and career development in the U.S.?

Out of the 1,422 survey participants, 524 answered this question and shared most helpful and supportive resources for their career development in the U.S. Compared to the responses for the question 36 which asked about challenges, the responses were fewer in number and shorter with less detail. The most frequently mentioned resources were international student services (e.g., *"obtaining CPT, help with OPT application, meeting with immigration lawyers or future employers"*) and career services (e.g., *"information about companies that offer visa sponsorship, help with resume and cover letters, getting help about networking and interviewing"*).

Besides the resources covered in the earlier parts of the survey, this question was helpful in learning about some particular resources and provided further ideas to enhance future programs and services for international students. For example, some students mentioned *"getting mentorship"* and *"having a mentor"* as a resource that supports their

career development. Although there were a greater number of students who indicated other resource people such as advisers and faculty, it is important to identify the alternative resources that students find useful and to explore how a mentor is more effective than an academic adviser or faculty in some cases. There were also many students who reported their challenge relating to the lack of support and useful guidance from advisers and faculty in their response to the question 36.

Several students indicated that *“hearing some good experiences from others”* was very helpful. They listed alumni and other international students as important resources to learn from similar experiences: *“Online guidance of how to prepare documents for job applications and advice from instructors. But most of all, I learned a lot from personal experience. As one would say, seeing is believing, applying and experiencing is the best advice, I would say. So if students had experience shared from other students, it might be helpful. Although though being helped need to be aware that conditions /processes differ from person to person.”* Experience was another theme that several students addressed in their responses. They pointed out the importance of building experience for their career development: *“I find participation in case studies and extracurricular activities a good way to showcase one's talent,”* as well as the life and work balance, which is related to the importance of personal and social domains in career development as discussed earlier: *“Collect working experience and organize the life and work balance.”*

Some participants emphasized areas of self-strengths as resources: *“My constant desire to rectify my weakness,” “perseverance,” “dedication” and “confidence.”* Compared to certain challenges such as feelings of inadequacy and incompetence reported in the previous part, these responses provide insight about the importance of attending to their own strengths in career development, which career services professionals should reinforce while assisting international students. There are a growing number of literatures about the role of hope in career development as well as the strengths-based career assessment and counseling strategies, which would be useful for career professionals working with international students.

Question 38: Please provide any additional comments or thoughts.

Participants were given the opportunity to express any additional comments and thoughts, and 187 students responded. Although all responses were important, they were mentioned in the earlier sections for the most part. Thus, this particular section will give a space to some of the voices which emphasize issues, suggestions and thoughts that were not addressed before or are strong statements to close with:

- *“It is better to tell students which jobs need people and more details.”*
- *“During my last three years in the U.S., I have been to many job interviews. Most of the interviewers seem to acknowledge the fact that I am an international student, though usually don't pay enough interest in hearing the story of a 17-year old boy making the decision to leave his home country all by himself in pursuit of a higher education in a totally strange environment. Even when the story is told with real experienced circumstances and unique acquired lessons and skills, the interviewers still often think: he is just another one of those. Now..... let's say the interviewee is an American student whose resume writes: ‘Ten-day faculty-led trip to France this past Spring Break.’ What do you think will happen differently?”*
- *“I just wish that work authorization was not so hard to obtain and that it did not have to take up so much time and effort, as well as the added stress. I am constantly worried about having to leave, because I want to stay more than anything. I feel at home and have my life here now, and I want to be able to put my skills to use in the same language and environment in which I learned them.”*
- *“I'm wondering if I have a possibility to get a job in the US. I've never worked even in my country, so I have no idea what the process is, what the system of employment is, or anything.”*
- *“Even though international students fill out such survey, no one will truly care for us in terms of finding the jobs when the economy in the States is so unstable. Further, the students do get a job, there are more chances that they get deported at the end of their OPT contract expires. No matter how much information international students put it, no or less change will be made. But, I sincerely thank you for make a step to this long journey.”*

- *“Thank you very much for this opportunity to express my opinion - I was not really asked about anything regarding this topic in almost 5 years I've been here...that is another point and a part of the problem - try to have more feedback - I welcome this survey as an attempt to do so.”*
- *“I appreciate so much this initiative. I never thought that someone one day would care about career well-being. I hope that your efforts to make a difference for international students will be visible and effective. Thank you.”*

These as well as many other similar statements support the need for more comprehensive assessment of career development of international students. Career services professionals can act as change agents in helping this population prepare for the job search and to promote more hiring of this group amongst employers.

Summary for the Questions 36-38

The responses from the second part of the survey have implications for:

- (1) Advocating for the experiential learning, internship and work authorization rights of international students in the U.S. by making more employers better informed about the accurate amount of paperwork and timeline needed for the Curricular Practical Training (CPT) and Optional Practical Training (OPT), and H-1B
- (2) Reinforcing early networking and enhancing communication skills through diverse media (e.g., online tutorials, videos) among international students, which can help them market their unique qualities to employers
- (3) Encouraging international students proactively explore both opportunities and limitations for employment in relation to their visa categories and academic majors to develop backup plans in the U.S. and other countries
- (4) Developing mentorships, peer support systems, and alumni groups that can provide positive experiences and guidance for international students
- (5) Facilitating the navigation of cultural differences and its influence on career development through special programs and culturally-competent career counseling practice
- (6) Integrating strengths-based approaches and infusing hope in our services and work with international students

Lastly, it is important to acknowledge some of the potential limitations. We do not know what type of students responded to the questions in this second, qualitative part of the survey. For example, it is possible that students who experience more struggles in their career development were more receptive to this part and shared their concerns. Although nearly 50% of the participants expressed their challenges, there are many other students whose experiences can be different under diverse circumstances and in the presence of several strengths and resources. Thus, it is critical to avoid generalizations and the use of a negative language that highlight problem areas. As previously stated, career services professionals need to explore and reinforce students' strengths and available resources in working with international students, which can help career professionals to infuse hope and creativity to their practice and services.

Career Services Professionals—Survey Report

July 2013

Synopsis:

As part of the NCDIA International Student Task Force, the survey group was formed to assess and identify needs and challenges of career development professionals working primarily in a higher education setting as they assist international students at their institutions.

Survey Team:

- Shawn Utecht, Chair of the International Student Task Force (Colorado State University)
- Satomi Yaji Chudasama, Lead for the Survey Team (Princeton University)
- Elif Balin (Pennsylvania State University)
- Elizabeth Knapp (University of Houston)
- Jessie Niu (University of North Texas)
- Paul Timmins, NCDIA Board Liaison (University of Minnesota)

Data Collection:

The survey was first sent electronically to members of the National Career Development Association in mid-April. Following that, individual outreach to career development colleagues in higher education and other professional organizations was sought. Data collection concluded on May 17, 2013. Three hundred and seventy three (373) individuals participated in this survey.

Limitations:

Since we surveyed individuals, we do not know which individuals are from the same institution. Therefore, some information, including the percentages of programs offered, etc., does not reflect the percentage of institutions.

Summary of Major Findings:

❖ You as a Career Services Professional

- Approximately 81% of survey participants are directors and advising staff.
- Nearly 80% of participants have worked with the international student population for more than three years.
- 88% of respondents work with international students at least a few times a month.
- What individuals are interested in learning more about includes finding employment, professional connections and visa support.

❖ Your Office and Institution

- Almost 90% of survey participants work in four-year institutions.
- Only 25.1% of participants have a staff member dedicated to working with international students in their offices. Many of those who do not have staff dedicated to working with international students would like to have such a position or a “Diversity Career Counselor” in their offices.

❖ International Students at Your Institution

- 37% works in institutions where more than 11% of the student population is international.
- 18% are not familiar with the number of international students on their campuses.

❖ **Counseling and Advising**

- Some of the issues that are noted when working with international students include returning home (i.e. job search in their home countries, managing expectations from their families and others in home countries) and a need for culturally sensitive career assessment tools that are appropriate for international students.

❖ **Immigration**

- More than 50% of the participants perceived their level of knowledge in work authorization and work visa issues moderate to very strong.
- More than 70% of the participants reported that they make referrals to immigration specialists such as international student offices and immigration attorney off-campus.

❖ **Services and Resources**

- 41.2% of survey participants currently offer specialized programming for their international student population. Many of them are already partnering with international student offices.
- 65% of participants responded that they have at least 6% of international students at their institutions.
- Top Countries represented: China, India, South Korea, Japan, Saudi Arabia
- Most significant concerns: Finding employment (77.1%); Professional connections (55.7%); Visa support (53.6%); Cultural adjustment (39.3%) and Language proficiency (35.4%)
- 83 % of respondents feel that they have no knowledge to moderate knowledge of Optional Practical Training (OPT), Curricular Practical Training (CPT), and H-1B (No knowledge 12.6%; Little knowledge 30%; Moderate knowledge 40.3%).
- Approximately 59% of participants currently offer customized programs for international students. Popular topics that they cover include 1) job search (47.1%), 2) immigration (37%), 3) resume & cover letters (33.6%), 4) networking (29.4%), 5) interviewing (25.2%), and 6) culture-related topics and etiquette (23.5%). About 44% of them work with international student offices 1-2 times a year. Combined with those working with these offices 3-4 times or more each year, the number goes up to 93.5%.
- More than 75% of participants who do not currently offer customized programs wish to offer them in the future.
- Popular resources to assist international students: 1) GoingGlobal (36%), 2) alumni related resources (23.5%), 3) other off-campus resources (19%), and 4) MyVisaJobs.com (12%).
- Overall comments from survey participants include; 1) hiring international students remains challenging, 2) we need more resources and ideally someone who specializes in working with this population or a diversity career counselor, and 3) we need tools to educate employers.

Implications:

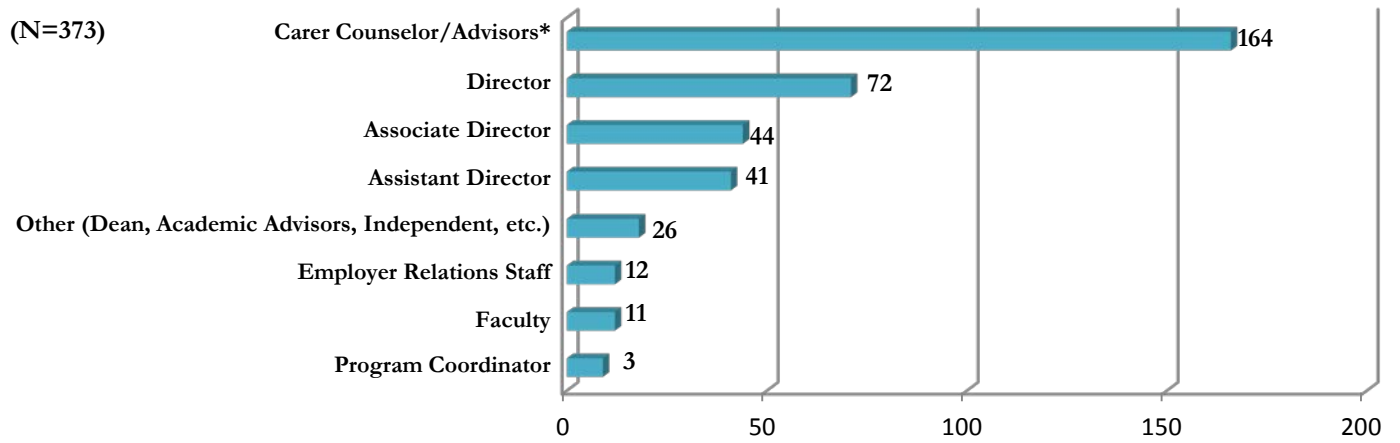
Based on the survey responses, participants are looking for...

- Diverse ideas for topics and program styles
- More ideas for useful resources specific to assist international students
- Updated/enhanced knowledge of career development of international students such as visas, employment, cultural transition, etc.
- More collaborative effort across the campus to support international students
- More research, education and training to guide career counseling/advising professionals in integrating attitude, knowledge and skills of internationalization into their roles/work in higher education

Through this survey, it has become clear that, while much effort has been made to assist this population, there is still so much to learn about how to better support the job search and career development of international students in a higher education setting. The efforts need to continue, and a place where career development professionals in higher education can exchange ideas and learn from each other would be beneficial and should be created.

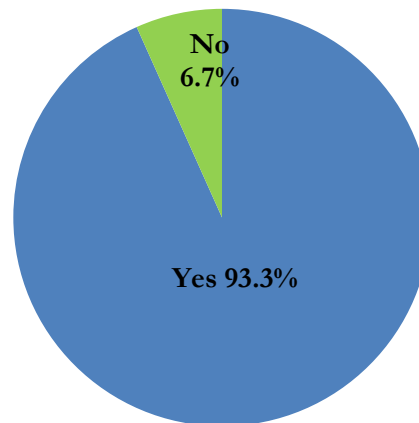
SECTION 1: You as a Career Services Professional

Question 1: What is your current role?

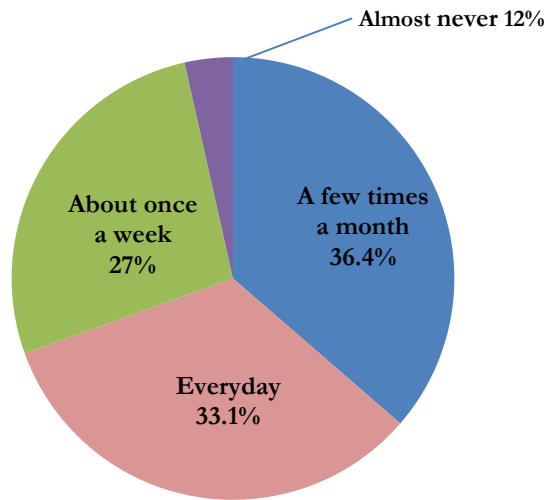


**includes graduate career counselor/advisor interns*

Question 2: Do you work with international students?

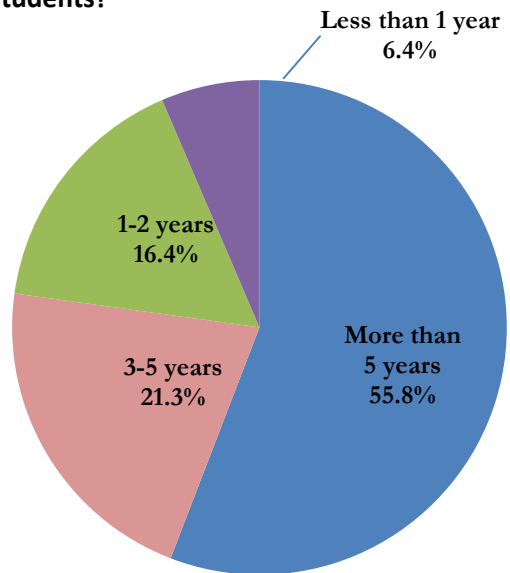


Question 3: How often do you work with international students?



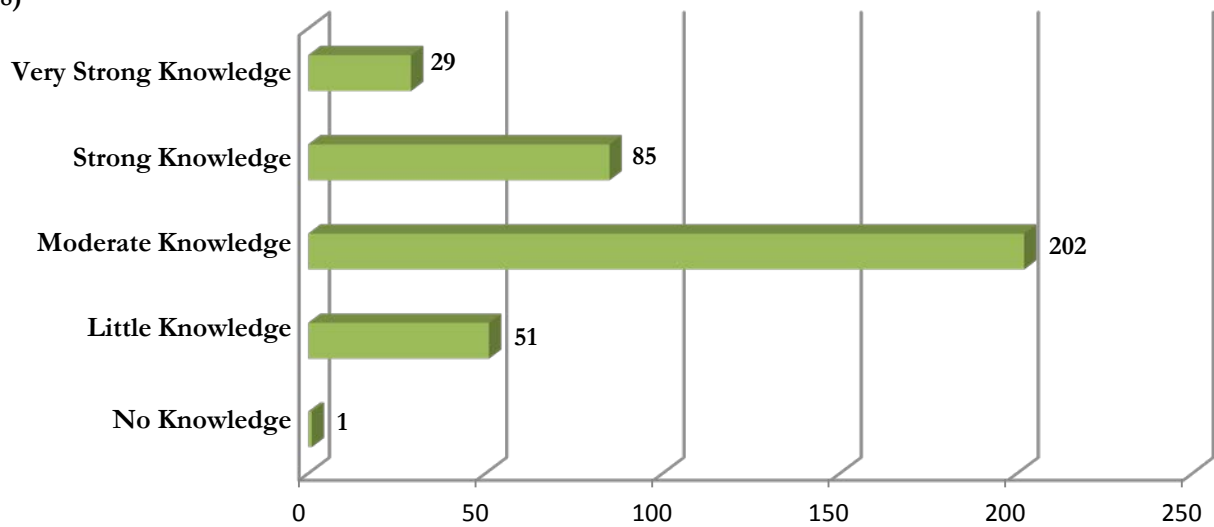
Question 4: How long have you worked with international students?

The large majority of survey participants who answered this question have worked with international students for more than three years. This question was asked to assess overall familiarity of working with international students within and outside of a career services setting.



Question 5: How would you rank your current knowledge of career issues and information concerning this population?

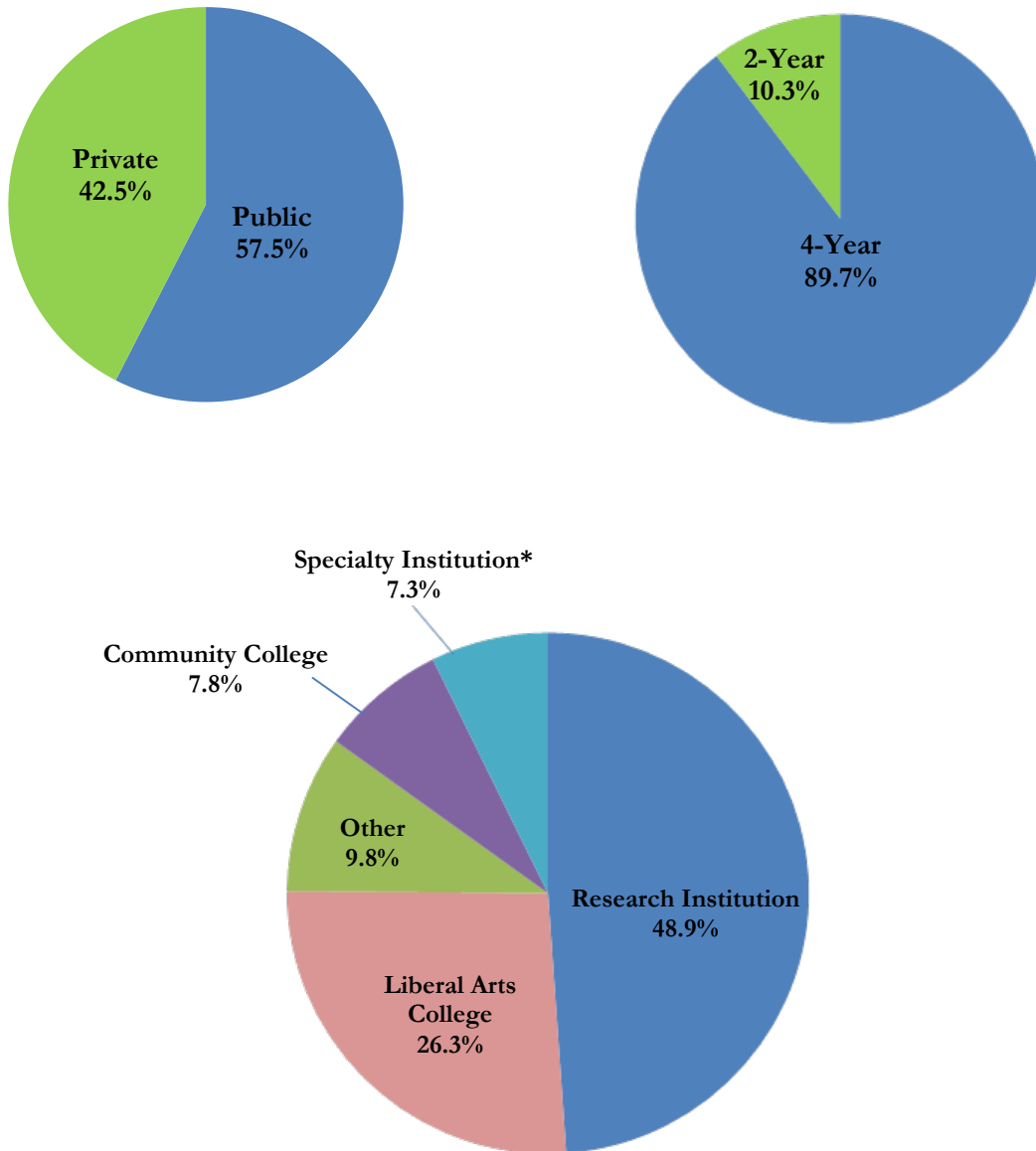
(N=368)



The majority of survey participants who answered this question (85.9%) have at least moderate knowledge of career issues and relevant information surrounding international students. Some of them who have very strong or strong knowledge not only have worked in the career services capacity but also were former international student advisors or international students. Some of those who indicated no knowledge to moderate knowledge expressed that they would like to further their knowledge of working with international students.

SECTION 2: Your Office and Institution

Questions 6-8: What is the type of your institution?

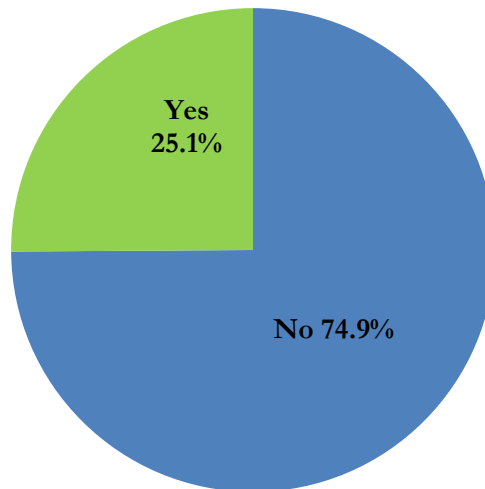


All respondents were required to indicate types of their institutions; public or private institution; 2-year or 4-year institution; research, liberal arts, community college, or specialty institution*.

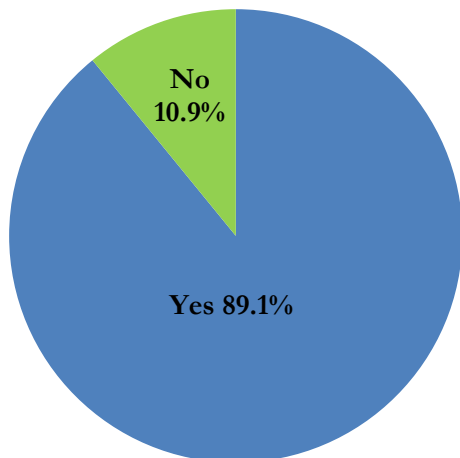
**Specialty institutions include those focusing on law, engineering, business, and other career/vocational training.*

Question 9: Does your office have a staff member who is dedicated to working with the international student population?

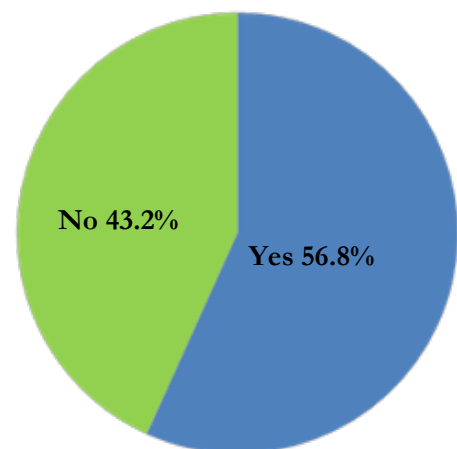
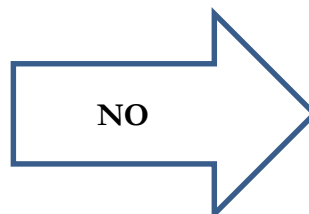
The large majority of respondents (almost 75%) work in offices where there is no staff member who is dedicated to working with international students. This indicates that, in order to assist the international student population effectively, staff needs to have some level of understanding of needs and challenges that these students encounter.



Question 10: Do you have an international student services office on campus?



Question 11: If no, is there at least one individual on your campus that helps matriculate international students through the university?

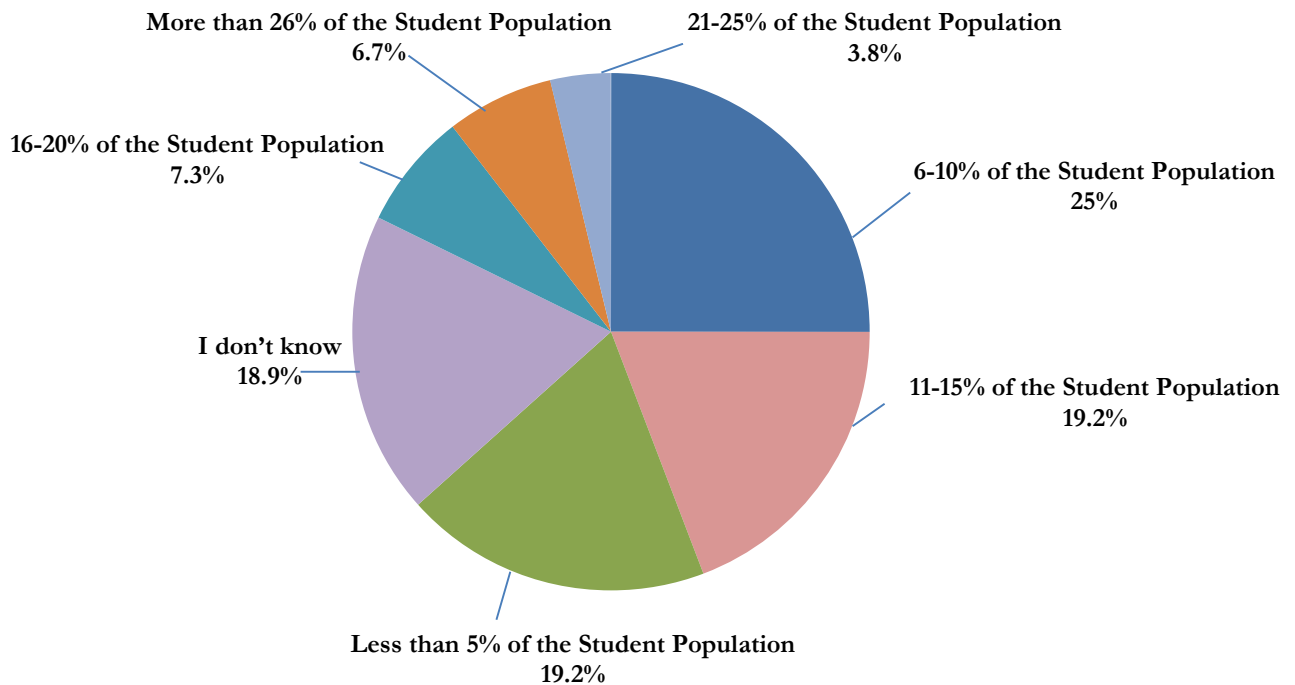


While it is not so common to have a dedicated staff member in their career services offices at survey respondents' institutions, most of them have either international student offices or individuals who help matriculate international students at their institutions.

SECTION 3: International Students at Your Institution

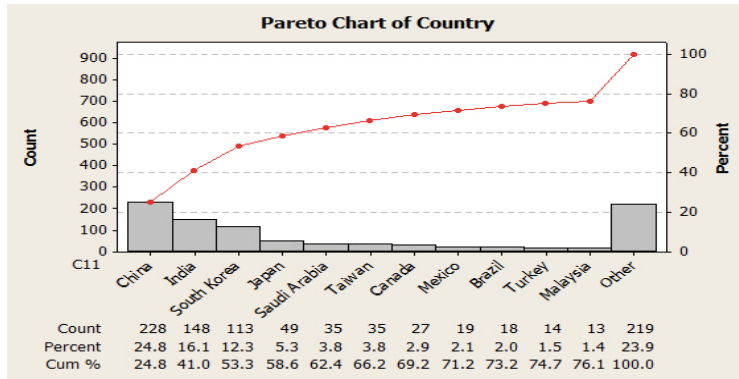
Question 12: What percentage of international students do you have at your institution?

Out of 344 participants who answered this question, 293 (or 62%) of them work at institutions where at least 6.0% of the student population is international students. As the chart below shows, it is significant that 18.0% of the participants did not know about the rate, which may or may not be a result/reflection of lack of international students or a very small number of international students.



Question 13: Which countries are most represented in your international student population? Please list the top five.

275 participants answered this question. According to their responses, the top five most represented countries are **China, India, South Korea, Japan and Saudi Arabia**. A total of 58.5% of international students at these participants' institutions are from Asia. Other countries include, but not limited to: Afghanistan, Australia, Bangladesh, Bulgaria, Chad, Chile, Czech Republic, El Salvador, France, Germany, Ghana, Guatemala, Haiti, Hungary, Indonesia, Iran, Italy, Jamaica, Kenya, Kuwait, Mongolia, Nepal, Nicaragua, Nigeria, Norway, Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Romania, Rwanda, Singapore, Spain, Sri Lanka, Sweden, Thailand, Trinidad, Venezuela, Vietnam, UAE, Uganda, UK, and Ukraine.

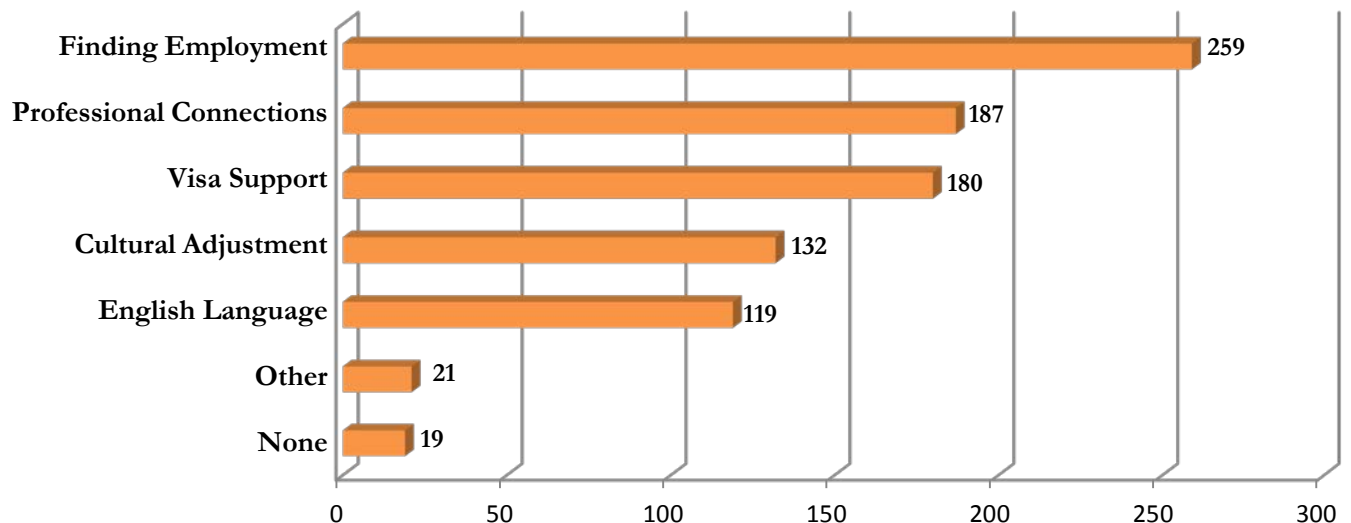


SECTION 4: Counseling and Advising

Question 14: Are there any topics in the area of working with international students that you would like to know more about?

The 336 participant responses to this question showed that the top three areas that they would like to know more about are “finding employment, professional connections and visa support,” followed by cultural adjustment and English language proficiency. Twenty one (21) people noted additional topics. Among these, seven people still addressed employment and internship search, which is relevant to the topic, “finding employment,” with the highest percentage of report rate. Two of these notes mentioned that the need to know more about “career opportunities in home countries,” as well as “degree and employment expectations from home country.” Two employment-related comments specified the need for learning about finding the particular employers who seek or are open to international students. The next frequently addressed theme can be named as “socio-cultural issues and needs” because five people expressed their need to know more about social and cultural aspects such as “family influence on career goals,” “being more supportive and culturally sensitive to their needs in a Higher Ed. Health Care Setting,” “support in the community,” “best practices to outreach to this population in relation to culture and help seeking,” and helping international students about “social behaviors” and “cultural-communication and relationship skills with advisers and faculty.” Other topics included “career assessments helpful for international students,” “personal statements for graduate school - how much do we edit?” and “how International Office and Career Center can work together to better support international students overall academic support, especially their cultural communication and relationship skills with advisers and faculty.”

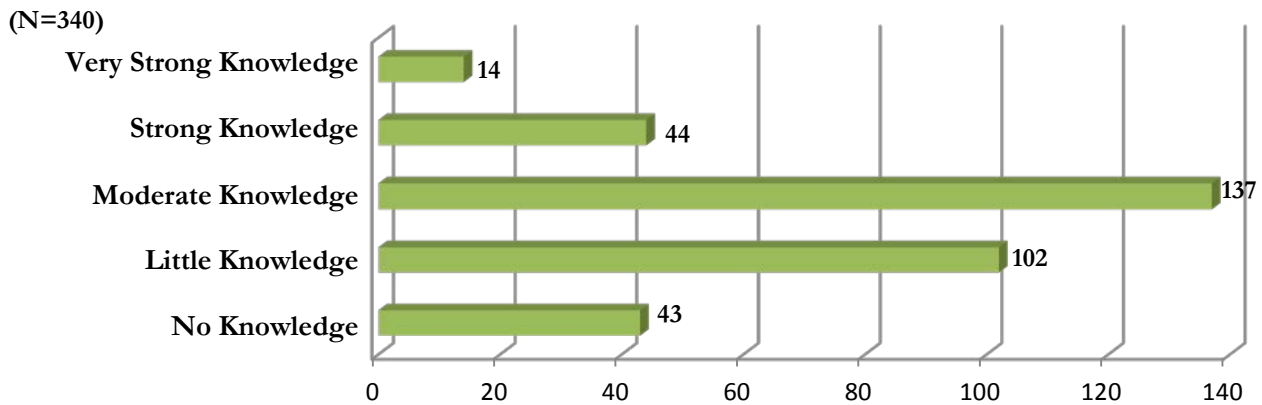
(N=336)



SECTION 5: Immigration

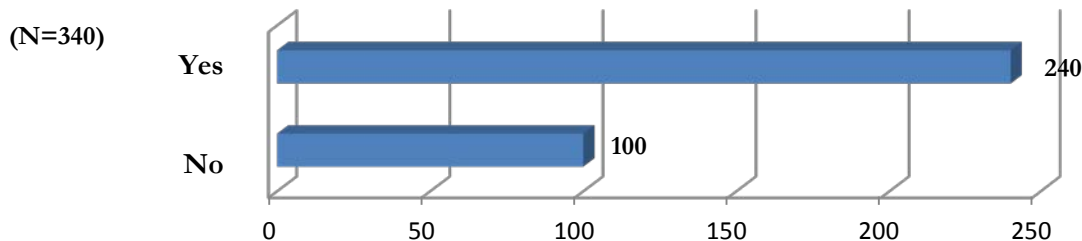
Question 15: How do you rate your level of knowledge of OPT, CPT, and H-1B?

A total of 340 participants provided their answers to this question. More than 50% of the participants perceived their level of knowledge in work authorization and work visa issues moderate to very strong. The 40% reported moderate knowledge, which seems to be somewhat close to the results in question 14, where 53% of participants reported that they would like to know more about the visa support. Out of all the additional comments from 17 participants, 10 mentioned that they refer international students to International Student Services and the advisers at such offices for issues related to CPT, OPT, H-1B visa, etc. Two participants reported direct and positive connection with such offices through liaison, knowing a particular specialist and co-created resources. One participant disclosed that s/he “had to look it up online to know what it was.” Another participant took attention to the changes in the information system about international student work authorization and work related visa issues: “Things keep changing; there was a time when my knowledge was pretty good.”



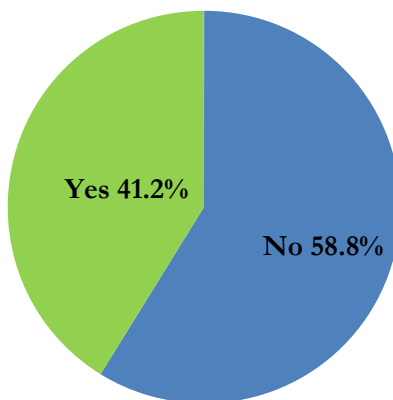
Question 16: Does your office make referrals to immigration specialists (i.e., international student office, immigration lawyers)?

Out of 340 respondents, 240 of them (or 70.6%) reported that they make referrals to immigration specialists.



SECTION 6: Services and Resources

Question 17: Do you currently offer customized career programs for international students?



Of 340 participants who answered this question, 140 of them (or 41.2%) currently offer customized career related programs for international students. The next two questions (Q18 “What topics do you cover in these programs?” and Q19 “How often do you (or does your office) collaborate with international student office in organizing these programs?”) target those 140 individuals who offer customized programs.

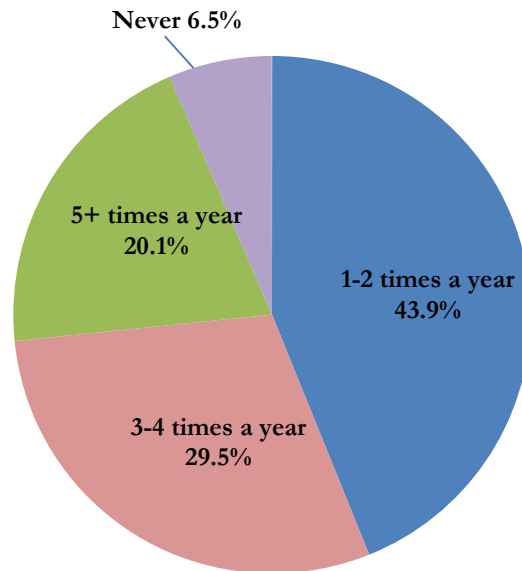
Question 18: If yes for Question 17, what topics do you cover in these programs?

Of 140 individuals who currently offer customized workshops for international students, 119 provided the topics they cover as appeared in the below chart.

Topic	Response Count
Job Search	56
OPT/CPT/Visa/H1-B/Immigration	44
Resume / Cover Letter	40
Networking / Connection	35
Interview	30
Culture / Cultural Issues / Etiquette	28
Internships	20
Self-Marketing	11
Career Fairs	9
Alumni Panels	8
Language Skills / Communications	7
Choosing a Major	3

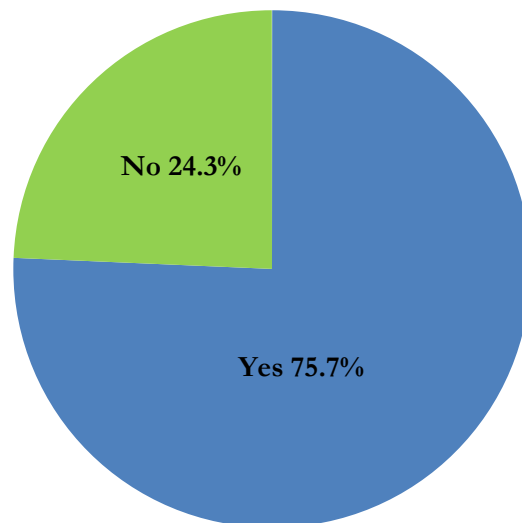
Question 19: If yes for Question 17, how often do you (or does your office) collaborate with international student office in organizing these programs?

Of 140 survey participants that offer customized programs for international students, there are 130 (93.5%) who collaborate with international office in organizing these programs. In addition, most of those collaborate with the international office between 1-4 times each year.



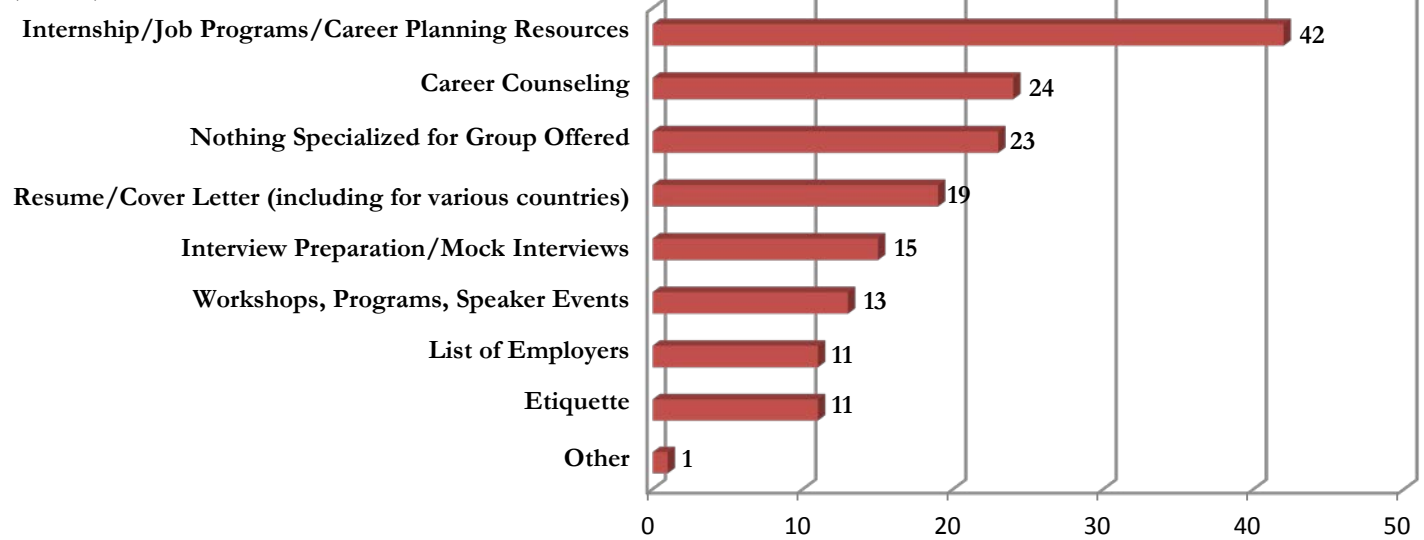
Question 20: If no for Question 17, would you like to offer customized programs in the future?

This question was asked of 200 survey participants who currently do not offer customized career programs for international students (Q17), and 181 of them answered the question. 137 of them (75.7%) are interested in providing customized career programs for international students in the future.



Question 21: What other services have you offered for international student career development at your institution and/or your career services, if any? Please describe.

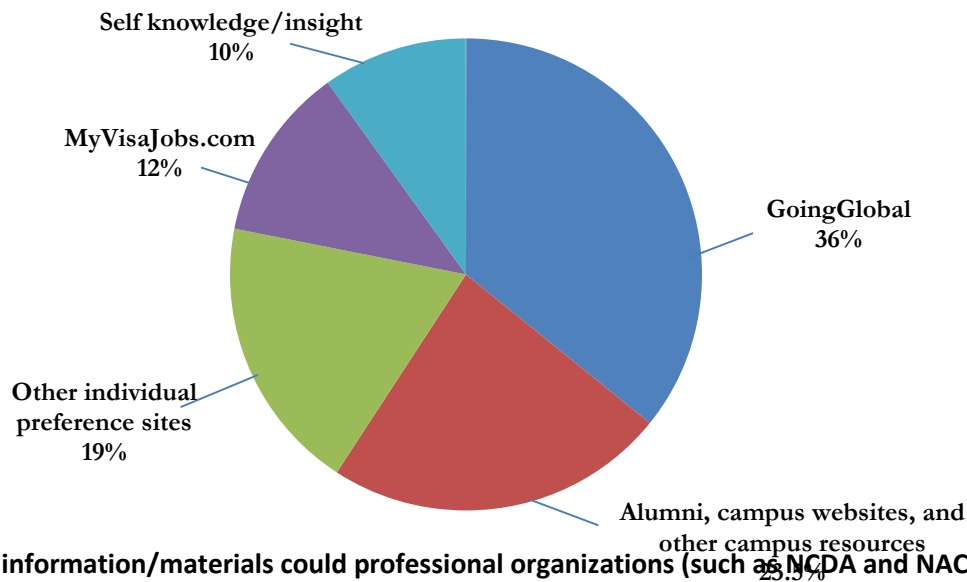
(N=159)



A sample of specific examples of these services includes:

- Partnerships with international alumni who can be a resource and alumni mentoring program
- Dedicated website pages and handouts for international students
- International LinkedIn groups
- Workshops on acculturation and American business culture and etiquette
- Guest speaker programs (e.g., Dan Beaudry)
- Workshops for employers explaining the international student hiring process
- Support groups such as networking and job search success
- Participation in international student orientation
- List of employers/companies hiring international students and foreign based organizations operating in the U.S.

Question 22: What are your top two favorite tools you utilize when assisting international students? Please describe.

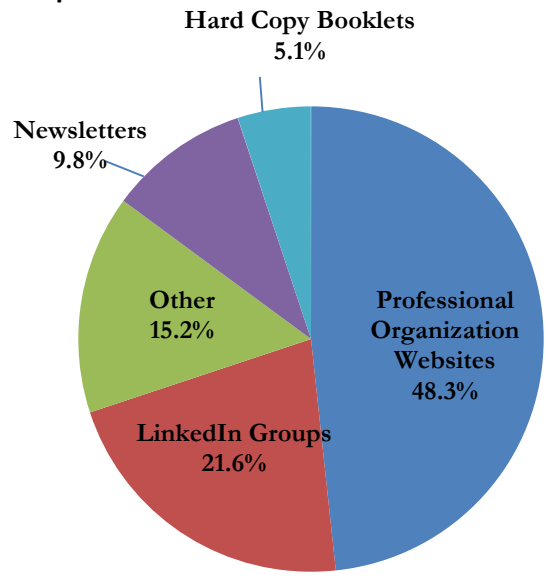


Question 23: What information/materials could professional organizations (such as NCDA and NACE) provide that your office would benefit from with regards to the international student population? Please describe.

Career Counseling/Resources	30 responses
Hiring Process/Visas	29 responses
Companies Hiring International Students	28 responses
Job Search	23 responses
Cultural Adjustment/Information (about/for international students)	12 responses
Other	10 responses

- Career Counseling Resources
 - Specific information such as roles of family, culture in career decision making, coaching students about interpersonal communication to general resources, tips and advice
- Hiring Process/Visas
 - Different visa types, limitations, information on what employers need to know to hire international students
- Companies Hiring International Students
 - Federal documentation of companies that have recently hired international students
 - Updates from employers on international hiring and visa support trends
 - Employment resources (target list of companies by state), visa information, career pathways for different disciplines
- Job Search
 - Information about applying for jobs either in the student's home country or abroad
 - A summary of best practices for international students to find employment in the U.S.
 - Information (including some statistics) about how many international students attending U.S. colleges and universities graduate with a job in the U.S.
- Cultural Adjustment
 - Workshops or webinars about cultural adjustment and best ways to work with international students on their job search
 - Information about educating international students on American business norms and culture and how to help them set reasonable expectations for employment after graduation

Question 24: Where would you most likely access additional resources for working with the international student population? Please select from the options below.



**©Copyright 2014 by the National Career Development Association
305 N. Beech Circle
Broken Arrow, OK 74012
918-663-7060 E-Mail: info@ncda.org**