

Exploring Long-term Impact of Study Abroad and Fostering a Global-Minded Workforce

Shingo Ashizawa, Toyo University

Kazuo Kuroda, Waseda University

Hiroshi Ota, Hitotsubashi University

APAIE annual conference in Melbourne

March 2, 2016



University Mobility in Asia and the Pacific
–Promoting student mobility in the region–



Shingo ASHIZAWA , *Deputy Secretary General*
UMAP International Secretariat

Toyo University

Professor, Faculty of Regional Development Studies
5-28-20 Hakusan, Bunkyo, Tokyo 112-8606
TEL : 81-(0)3-3945-8018 email : ashizawa@toyo.jp

Background of the Research

Invitation to Study Abroad



**Fulbright IEA 2014vgroup visited
our class, "Invitation to Study
Abroad"**

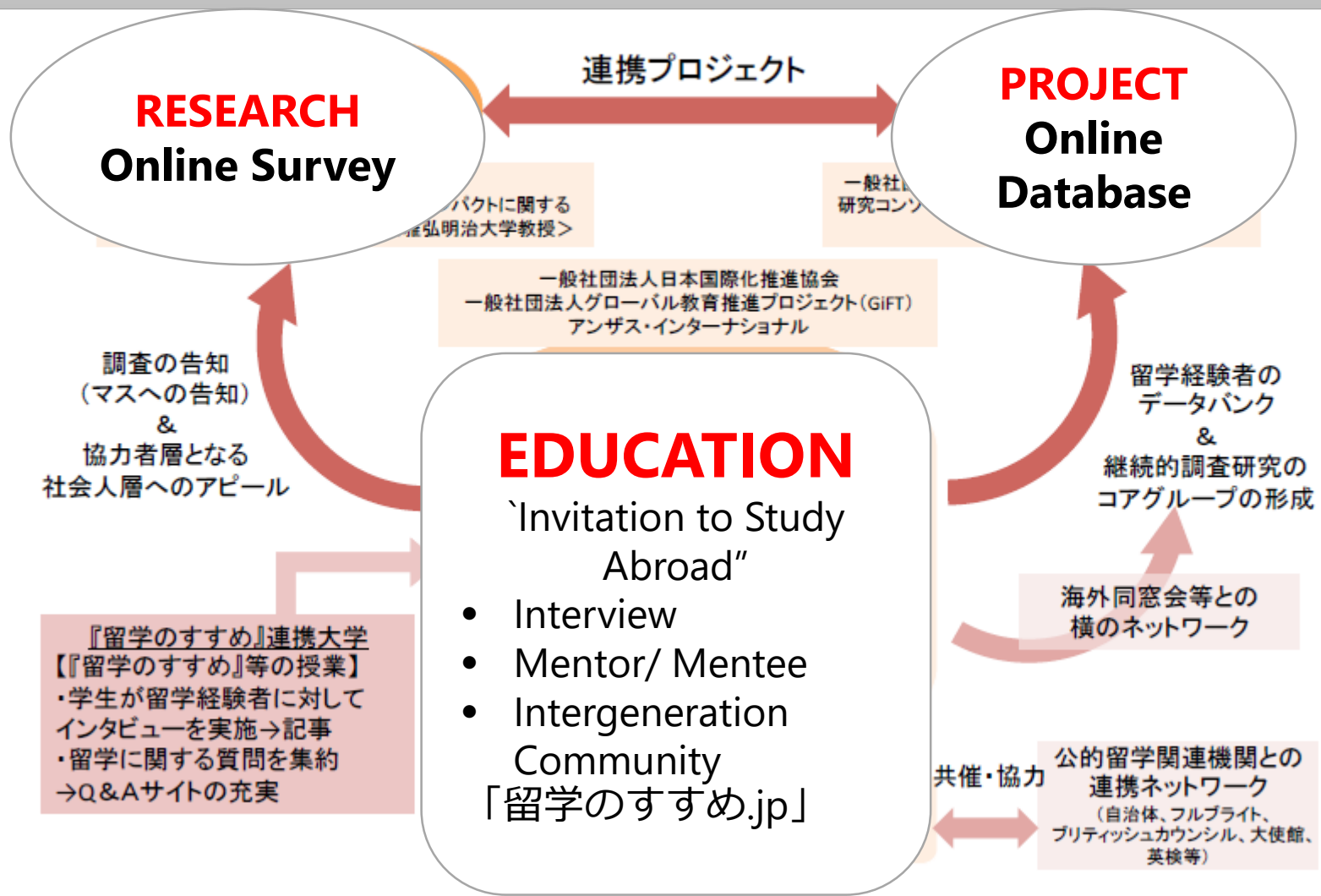


留学のすすめ.jp

～海外で挑戦するという生き方～
あなたのロールモデルを

Global JINZAI 5000: Online Database

5000 former students who studies abroad



Long term impact of study abroad

1. SAGE project

6000 former students who studied abroad
from US universities

2. Japanese SAGE project

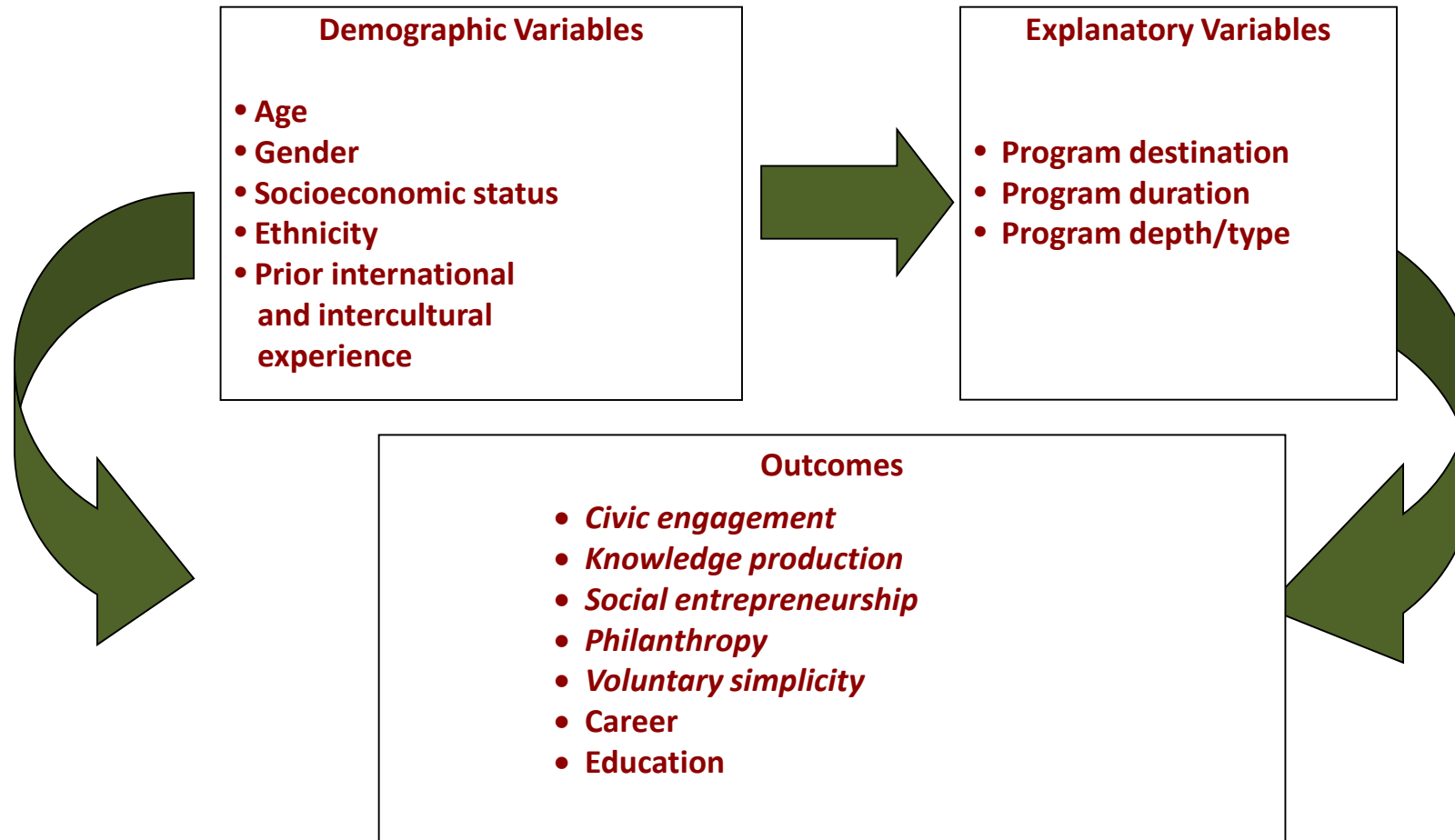
Tracer Study of 5000 mid career people
(JSPS funded research since 2013)

Previous Study : SAGE Study Abroad for Global Engagement

- Four-year U.S. Department of Education Title VI International Research and Studies (IR/S) grant (2006-2009) for University of Minnesota
- a retrospective tracer study of over 6,000 former study abroad participants from 22 U.S. colleges, universities, and education abroad providers nationwide.
- **Key values examined: civic and public engagement, global engagement contributions**

Source: Study abroad for global engagement: the long-term impact of mobility experiences (2009)

SAGE Model for Assessing the Impact of Study Abroad on Global Engagement



Source: Study abroad for global engagement: the long-term impact of mobility experiences (2009)

Impact of College Experiences on Participants' Lives

	Strong Impact	Some Impact	Little Impact	No Impact	Not Applicable
Athletics/intramural sports	16.8%	21.8%	22.1%	16.2%	22.0%
Community service/volunteer work	22.4%	37.1%	23.2%	6.6%	9.6%
Coursework	65.9%	30.0%	3.1%	2.0%	4.0%
Fraternity/Sorority	8.8%	7.8%	5.9%	11.1%	65.2%
Friendships/student-peer interactions	73.4%	21.7%	3.8%	5.0%	1.0%
Interaction with faculty	37.8%	43.4%	16.1%	2.1%	2.0%
Internship (in the U.S.)	20.9%	20.5%	9.0%	5.6%	43.1%
Religious organization	7.6%	12.8%	14.9%	22.3%	41.6%
Student clubs	13.2%	28.5%	29.1%	12.2%	16.1%
Student government	2.2%	6.7%	16.6%	28.7%	44.4%
Study abroad	83.3%	14.8%	1.4%	1.0%	1.0%
Work/employment during college	27.2%	36.9%	19.5%	5.2%	10.2%
N=6391					

Source: Study abroad for global engagement: the long-term impact of mobility experiences (2009)

Survey of Global Personnel Development and Long-term Impact of Study Abroad

- Background of the Study
 - There is a demand for personnel with the potential to play an active role in global society.
 - The question of how to ensure that the quality assurance of education and the enhancement of learning lead to the concrete outcome of global personnel development is an urgent task for the higher education sector.
- Aims of the Study
 - It aimed at examining the impact of study abroad experiences on students' subsequent career development and lives.
 - It also aimed at providing valuable implications for universities and companies working to address the urgent issue of developing personnel with global competencies.

Research Methods

Research Method: Large-scale retrospective online survey

Survey period and respondents

1. People with SA experience

Period:

January-May, 2015

Number of respondents:

4,489

2. People without SA experience

Period:

August-September, 2015

Number of respondents:

1,298

Selection Criteria

1. People with SA experience

- Studied abroad for 3 months or more after graduation from a Japanese SHS
- The aim of study abroad was to learn a language, obtain a degree, or earn credits

2. People without SA experience

- No experiences of studying or living abroad for longer than 3 months, did not live overseas as a child
- Had not acquired foreign language proficiency, did not use a foreign language at home, had not studied at an international school in Japan prior to entering a Japanese university
- Graduated from a Japanese university, housewife, or unemployed
- Working for a company located in Japan

Presentation Objective and Outline

Objective:

To Present the comparative analysis of the Study Abroad Group and Non-Study Abroad Group with undergraduate and graduate-level education

Outline:

1. Context and research problems of the study discussed in this panel session
2. Findings 1: the impact of study abroad experience on skills, values, attitudes and involvement in social engagement activities
3. Findings 2: the impacts of study abroad experience on career

Research Questions and Data

Research Questions

- Are there differences in subsequent life experience of Japanese individuals who did and did not study abroad?
- Are there differences in the impact of study abroad among the three groups of study abroad students: 1) degree-seeking study abroad undergraduate students, 2) non-degree-seeking study abroad undergraduate students, and 3) degree-seeking study abroad graduate students?

Survey Questions

Categories	Questions	Scales	# of Items
Abilities	As a result of study abroad [graduation of Japanese university], which of the following abilities do you consider improved?	4 (Strongly Agree) – 1 (Strongly disagree)	1 8
	How do you define the level of the language(s) you currently use other than Japanese? How often do you use the language(s) other than Japanese in which you are competent [the foreign language in which you are most competent] in your current job?	Foreign Language Proficiency 1 (Native Proficiency) 2 (Professional working proficiency) 3 (Limited working proficiency) 4 (Daily conversation proficiency) Foreign Language Use 1 (Often) – 4 (Never)	2
Career	To what extent do you consider that study abroad [your experiences at Japanese university] influenced your career?	4 (Strongly Agree) – 1 (Strongly disagree)	6
	To what extent do you consider that the following aspects of your study abroad [at Japanese university] experiences were valued by recruiters?	4 (Strongly Agree) – 1 (Strongly disagree)	4
	What differences do you perceive regarding career development and treatment, compared with coworkers of your age without study abroad experience? 【only for Participants with SA】	5 (Very high) – 1 (very low)	7
Perceptions/ Values	To what extent do you feel that your awareness of the following increased as a result of study abroad [graduation of Japanese university]?	4 (Strongly Agree) – 1 (Strongly disagree)	1 6
Behavior	To what degree do you consider that your involvement with the following types of activity has increased as a result of study abroad [graduation of Japanese university]?	4 (Frequently participate) – 1 (Never participate)	8
Attitudes	Please select one from the following choices which apply to you regarding the following items.	4 (Close to A) – 1 (Close to B)	8
Satisfaction with life and work	How satisfied are you with each of the following items?	4 (Strongly Agree) – 1 (Strongly disagree)	6

Participant Groups (Degree Seeking)

	Academic Profile	Length of Study Abroad	Responses	
			Number	Percentage
Those who did study abroad (SA)	Undergraduate degree abroad	More than 3 years	416	27.3%
	Undergraduate credit-bearing/other study abroad	3-12 months	757	49.6%
	Masters/PhD abroad	More than 1 year	353	23.1%
	Total		1,526	100.0%
Those who have not studied abroad	Undergraduate degree in Japan		710	57.4%
	Masters/PhD in Japan		528	42.6%
	Total		1,238	100.0%

Participant Profiles: Gender

SA Group

Categories	Male	Female	Total #
Undergraduate degree abroad	52.4%	47.6%	416
Undergraduate credit-bearing /other study abroad	50.3%	49.7%	757
Sub-Total	51.1%	48.9%	1,173
Masters/PhD abroad	58.9%	41.1%	353
Total	52.9%	47.1%	1,526

Non-SA Group

Categories	Male	Female	Total #
Undergraduate degree in Japan	47.0%	53.0%	710
Masters/PhD in Japan	54.5%	45.5%	528
Total	50.2%	49.8%	1,238

Participant Profiles: Field of Study

SA Group:

Categories	Science & Technologies	Humanities & Social Science	Health Science	Others	Total #
Undergraduate degree abroad	13.2%	72.6%	3.4%	10.8%	416
Undergraduate credit-bearing /other study abroad	8.2%	87.7%	0.8%	3.3%	757

Categories	Science & Technologies	Humanities & Social Science	Total #
Masters/PhD abroad	15.6%	84.4%	353

Non-SA Group:

Categories	Science & Technologies	Humanities & Social Science	Health Science	Others	Total #
Undergraduate degree in Japan	22.0%	60.7%	6.1%	11.3%	710

Categories	Science & Technologies	Humanities & Social Science	Total #
Masters/PhD in Japan	60.6%	39.4%	528

Participant Profiles: Age

SA Group		50s and above	40s	30s	20s and below	Total #
Undergraduate degree abroad	Male	37	99	69	13	218
	Female	19	76	76	27	198
Undergraduate credit-bearing/other study abroad	Male	71	115	109	86	381
	Female	18	93	155	110	376
Total		12.4%	32.7%	34.9%	20.1%	1,173

Non-SA Group		50s and above	40s	30s	20s and below	Total #
Undergraduate degree in Japan	Male	100	114	100	20	334
	Female	44	130	127	75	376
Total		17.0%	34.4%	34.2%	14.4%	710

Participant Profiles: Age

SA Group	50s and above	40s	30s	20s and below	Total #
Masters/PhD abroad	27.8%	37.7%	28.3%	6.2%	353

Non-SA Group	50s and above	40s	30s	20s and below	Total #
Masters/PhD in Japan	12.5%	34.5%	37.3%	15.7%	528

SA Group Profiles: Duration after studying abroad

		31 years and more	21 to 30 years	11 to 20 years	10 years and less	Total
Undergraduate degree abroad	Male	10.6%	35.3%	45.9%	8.3%	218
	Female	4.0%	24.7%	52.0%	19.2%	198
Undergraduate credit-bearing /other study abroad	Male	11.8%	24.7%	31.0%	32.5%	381
	Female	2.9%	16.5%	36.2%	44.4%	376
Masters/PhD abroad	Science & Technologies	12.7%	14.5%	45.5%	27.3%	55
	Humanities & Social Science	3.4%	23.5%	43.0%	30.2%	298

SA Group Profiles: Study Destination

		U.S.A	UK & Ireland	EU countries (except UK & Ireland)	East Asia	Oceania	Canada	Other	Total
Undergraduate degree abroad	Male	83.9%	5.0%	2.8%	2.8%	2.3%	1.4%	1.9%	218
	Female	71.7%	7.1%	3.5%	5.1%	5.1%	7.1%	0.5%	198
Undergraduate credit-bearing /other study abroad	Male	55.4%	9.7%	10.5%	8.7%	6.0%	3.4%	6.3%	381
	Female	44.9%	10.4%	10.9%	15.2%	8.0%	7.2%	3.5%	376
Masters/PhD abroad	Science & Technologies	60.0%	10.9%	14.5%	0.0%	7.3%	1.8%	5.5%	55
	Humanities & Social Science	56.7%	23.5%	6.4%	3.0%	4.7%	2.7%	3.0%	298
Total		59.4%	11.6%	7.9%	7.5%	5.6%	4.3%	3.5%	1,526

SA Group Profiles: Source of Funding

		Scholarships & Grants	Privately funded	Total
Undergraduate degree abroad	Male	4.1%	95.9%	218
	Female	4.0%	96.0%	198
Undergraduate credit-bearing /other study abroad	Male	41.5%	58.5%	381
	Female	33.5%	66.5%	376
Masters/PhD abroad	Science & Technologies	45.5%	54.5%	55
	Humanities & Social Science	23.8%	76.2%	298

Reasons to Study Abroad

Reasons	Undergraduate degree abroad		Undergraduate credit-bearing/other study abroad		Masters/PhD Abroad	
	Male	Female	Male	Female	Science & Engineering	Humanities & Social Science
To learn a foreign language at the home	33.5%	31.0%	46.2%	48.9%	1.8%	9.4%
To widen perspectives by living in a foreign country	15.6%	14.7%	13.4%	14.4%	9.1%	6.4%
To acquire knowledge and skills	8.9%	11.2%	6.9%	1.9%	14.5%	16.2%
To study at universities and countries that are in the frontier of the study	11.0%	7.6%	5.8%	4.0%	38.2%	31.3%
To learn the culture and history of a country at the home	2.8%	2.0%	8.7%	10.4%	1.8%	3.0%
To obtain a degree abroad	3.7%	7.1%	0.3%	0.3%	3.6%	18.2%
Not to be satisfied with a life in Japan	3.7%	5.1%	1.3%	0.3%	12.7%	2.0%