

Views and Suggestions on the Career Center based on the Perspective of Chinese Undergraduate Students in the UW-Madison School of Education (SoE)

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Introduction

Globalization is a process at work in our present-day interconnected world, evident in advanced technology that enables easy cross-border communications, accessible and affordable transportation, and frequent international cooperation. Due to this, it also facilitates an increasing number of students who choose to study abroad. The substantial number of international students around the world demonstrates how higher education is a global enterprise. In fact, the number of students pursuing higher education degrees in foreign countries more than doubled between 2000 and 2017 to reach 5.3 million (Bound et al., 2021), and it is likely that this studying abroad trend will only flourish further. As Bohm, Davis, Meares, and Pearce (2002) recently argued, international students enrolled in institutions of higher education will probably exceed 7 million by 2025 (Cudmore, 2005).

Among international students who attend universities in the United States, a leading destination for foreign-born students, Chinese students constitute one of the largest groups (Yan and Berliner, 2011). The educational exchanges between the U.S. and China can be traced back to the late 1970s when the government of the People's Republic of China promoted modernization by international scholarly and technological exchanges, which further facilitated US-China educational exchanges (Yan and Berliner, 2011). After additional agreements between the two countries on the international scholarly exchange programs, more Chinese students pursued their degrees in the U.S. In the academic year of 2008-2009, there were 98,510 students from China enrolled in higher education institutions in the U.S. (Yan and Berliner, 2011). In the 2019-2020 academic year, the number rose to 372,000, accounting for 35% of the total international student population in the world (McGregor, 2021). At the University of Wisconsin-Madison (UW-Madison), in 2020-2021, the number of Chinese international undergraduates was 1,813, which accounted for 60 percent of total international undergraduates at the university. These data indicated that Chinese students represent the largest group of international undergraduates at UW-Madison and thus deserve attention from the university.

Because international students enter a globalized world and face worldwide competition, they are focusing more on attention to their career development and employability to ensure their competitiveness in the labor market and to have sustainability in their long-term career development. In this paper, we define employability as the knowledge of labor markets and related academic fields, and the social relationships and resources related to career development that could help students gain employment and be successful in their chosen occupations. For international students, employability is the information and knowledge needed to compete in a global labor market and the social networks that they may be unable to access in their home countries and that they may lack in their place of study. International students start to find internships and part-time jobs as early as in their second and third years in universities, and after graduation, they will face choices of staying where they study or going back to their home countries. These factors and concerns about employability contribute to the need for career services at campuses like UW-Madison to help international students with their career development.

On the website of the School of Education (SoE) Career Center at UW-Madison, the vision of the career center is described as, “Equipping all School of Education students to successfully launch and exceed their career expectations”, which reflects a goal of helping students develop career ideas and goals after graduations and enhance their employability.

Even though there are increasing amounts of international students in U.S. higher education institutions, especially those from China, little scholarly attention is given to Chinese international students’ experiences with campus career centers and whether they are helping to enhance their employability. Instead, more attention has been paid to local U.S. students. For example, Hart (2019) illuminates how employers in the career service offices in the U.S. midwestern public universities understand the value of their work and help students to increase their employability and address local American students with perspectives of staff in the career centers. Indeed, there are some studies where international students are the focus of campus career-related initiatives, such as Terzaroli and Oyekunle (2019) and Fakunle (2021) who examine the experiences of international students in career centers at universities in Nigeria and some European countries. Yet, few studies highlight the experiences of Chinese international students with career centers in U.S. universities. In this paper, we discuss the career development needs of Chinese international students’ perspectives that we hope will help to fill this gap in the literature.

Our paper aims to explore Chinese international students’ career development needs and whether the SoE Career Center at UW-Madison can help them with their needs. This project will first present interviews with seven undergraduate Chinese students in the School of Education at the UW-Madison in the U.S. that show their real experiences in the SoE Career Center. Next, relating students’ perceptions about their career pathways and the help they need to develop these pathways to their experiences in the SoE Career Center, this paper will then discuss limitations of the SoE Career Center’s approach to supporting Chinese international students’ career development needs. This article concludes with some specific suggestions to both the SoE Career Center and the SoE leadership based on feedback given by our interviewees, which might be useful for career advisors to improve their services. The suggestions could also allow SoE leadership to get a better understanding of the employability-related needs of Chinese students in the School of Education, which could advance the development of employability for Chinese students.

Methods

For this project, we conducted structured interviews with seven Chinese students at UW-Madison to examine their career development needs and their attitudes toward the SoE Career Center. The seven interviewees are all Chinese-born undergraduate students with a primary major of education studies in the School of Education at UW-Madison. They have all been to the SoE Career Center in the School of Education at least once during their college years. Among the seven interviewees, five of them are female and two of them are male. Five of the interviewees are seniors who are at the school-to-work transition stage and two of them are juniors who are also approaching this critical stage of life. The interviewees were recruited through snowball sampling, as recruiting respondents from personal social networks is time-efficient for the interviewers to find appropriate interviewees. Also, with the referral of friends, interviewees are more willing to express their real thoughts and attitudes on this topic.

The structured interview protocol included six questions, which were directly related to the student's career development needs and their overall satisfaction with the services provided by the SoE Career Center. All the interviewees were asked the same questions. For example, "What help do you need to explore your future career path?", "What specific service did you receive in the SoE Career Center?", and "What aspects do you think can be improved to better meet your needs?" Each interview lasted around 30 minutes and was conducted via Zoom. All the interviews were recorded for later transcription and data analysis. For the data analysis, we went through the process of theme identification by the three interviewers to ensure the reliability of the results. Since the original interviews were conducted in Chinese, the data analysis was based on the Chinese transcriptions to eliminate the possibility of misconceptions because of translation errors.

Findings

In this section, we present our findings on three main topics. First, we discuss the factors that impact Chinese international students' career development, such as personal interests and family. Next, we report how interviewees sought help from different agencies both across campus and from their families for career development needs. Third, we categorize Chinese international students' negative impressions and dissatisfaction with the SoE Career Center into four themes: cultural differences between students and advisors, the limited knowledge base of career advisors of specific fields, insufficient communications between students and the office, and institutional limitation to build social networks for students. We find that the SoE Career Center in the School of Education in UW-Madison does not satisfy Chinese international students' needs in building career pathways, and these above-mentioned limitations in the SoE Career Center will further negatively impact students' employability and their future career paths.

Factors Influencing Students' Career Goals and Development

We found that many factors can influence the career development of Chinese international students at UW-Madison. Six out of seven interviewees indicated that the primary factor that influenced their ideas about career development was a personal interest in a profession or discipline. For instance, one interviewee said that he was really interested in Social Sciences since childhood, which contributed to his choice to major in Education Studies at the university (Y. Li, personal communication, November 28,

2021). Some of them got exposed to certain areas in high schools that stimulated their interest in pursuing a career in those fields, and some developed their interests through various experiences like volunteer teaching and working as a member in department offices. Therefore, personal interests play a crucial role in shaping students' career trajectories.

Moreover, location is another significant factor involved in the career decisions of Chinese students, as well as other international students. Regarding the question of whether to return to China to work or stay in the U.S., students held different ideas. For example, one interviewee indicated that "the policies in the United States regarding immigration can determine whether I can work here, but they are changing constantly, so I cannot have an absolute answer right now" (R. Shi, personal communication, November 27, 2021). Besides immigration policy, we found that the work location can also influence what kind of job the interviewees are going to pursue. One interviewee said that "If I stay in the U.S., I want to teach Chinese or to be an elementary school teacher in public schools and get a teaching certificate. If this option does not work, I will stay in the U.S. to get a Ph.D. degree" (Y. Yu, personal communication, November 23, 2021). She also mentioned that the policies in China and the U.S. regarding the development of the industry she wants to enter will impact her decisions about where to develop her career. Therefore, determining the work location to work is always a primary decision in the career development of Chinese international students.

In addition to personal interests and locations, some interviewees brought up the importance of emotional support and attachment to families when choosing where to work. One interviewee said that "My family and friends are all in China and I am very attached to my family, so I would like to live in the same country with them" (M. Zhang, personal communication, November 27, 2021). Due to being away from home and having few supportive relationships in the host country international students feel frustrated when they are studying abroad. Especially due to the fact that China is a country that values familial relationships, the family has become a common factor that impacts career decisions for Chinese students.

Furthermore, many interviewees talked about the impact their professors have on their career planning. One interviewee said that she got some inspiration from one of the professors in the School of Education. "I didn't know what I wanted to do for a living at the time, and after taking her class, I got to know about her research experience in Asian American studies which involves school districts and local communities to make differences in policies regarding Asian minority students. This experience fits well with my own interests" (L. Chen, personal communication, November 24, 2021). Such a career exploring process is crucial for college undergraduates since taking classes can be one efficient way for them to reach out to many experienced people like their classmates and professors and obtain career development experiences from them. As can be seen, various factors can influence students' plans for career development, so knowing the influential factors allows students to better determine their career development needs.

The Help Needed for Career Development

Our next finding is that students need help from different agencies during the stage of career exploration stage. First, six out of seven interviewees stated that the help they needed the most was in establishing social and professional networks. One interviewee mentioned, "If I can get some advice from people in the same major or from those who have graduated or know about their career trajectory development, I will be able to have more idea of my career development" (Y. Sun, personal communication, November 27, 2021).

By developing social networks with students in the same major and other people who have experience working in the same field, students can explore different career trajectories from others' experiences and gain more motivation. Another interviewee also discussed her wish to build connections with experienced people, "I hope that some people who already know the career development in this field can share their experiences with me" (Y. Yu, personal communication, November 23, 2021). Based on their concerns about building social networks, we found that most of the interviewees were uncertain about career development and did not know the possible career trajectories in certain fields during college years. As such, they strongly valued the experiences of others during the process of exploration.

In addition, support from family is frequently mentioned by interviewees as well. Some interviewees indicated the significance of their families in providing them with financial support that is not only the basis for living in a foreign country but also can help them to explore their interests in careers without pecuniary concerns. Also, experiences and advice from families are valued by interviewees. One interviewee said that "my parents are way more experienced than me, so they can give me much advice. For example, I majored in food science before, and my parents helped me gather information about the possible career paths for this major. I got to know the limitations of food science in China, which became one of the main reasons why I changed my major" (M. Zhang, personal communication, November 27, 2021). Similarly, another interviewee expressed her concerns about not being able to get enough help from her parents for career development. "My family is composed of accountants and engineers, so when I want to explore possible careers in education, I cannot get any advice or information on what possible careers are there for a student majoring in education, so I need to explore it completely on my own" (Y. Sun, personal communication, November 27, 2021). Because parents can be the primary sources for students to get to know about careers, their experiences are valuable resources for students. Nevertheless, when it comes to unfamiliar professions, parental support can be less important for students, which makes campus career services even more crucial.

The fourth kind of help interviewees regarded as significant in developing their career paths is the career center support. On this point, one interviewee mentioned: "The help that I hope I can get from the career center is a clear plan of my college years and how I can improve my skills and abilities to be more prepared for my future careers" (M. Zhang, personal communication, November 27, 2021). With a certain agency in university that aims to help students better develop their careers, many students choose to go to the SoE Career Center to request help and expect to get useful assistance in their career development. All these four kinds of help needed by our interviewees suggest that the career development support is needed from different parties that can help individuals to discover and develop their career paths.

Experiences with the SoE Career Center: Factors influencing student satisfaction

Cultural Differences

We first find that the cultural difference in the way of advising plays a role in students' satisfaction with career services. Two of our interviewees mentioned ambiguity in the advice given by career advisors. For example, one interviewee said, "Maybe because the U.S. is a democratic country, the way the advisor talked to me was so positive that I only got compliments from her except for the fact that I desired more neutral and specific comments" (R. Shi, personal communication, November 27, 2021). Another interviewee

also inferred overly positive comments from her advisors by complaining “the lack of pertinent and clear suggestions” (Y. Yu, personal communication, November 23, 2021). Democracy is the central tenet in U.S. society where a cultural norm is to encourage individuality and personal choices beyond political systems, so students will be also given full respect and rights in colleges. It is understandable for advisors to praise students all the time because in this way students can gain more encouragement and confidence. In addition, sometimes advisors feel it is better not to interfere with students’ choices to show their respect for students’ rights. However, these two interviewees are unsatisfied with this style of advising because they want neutral and practical suggestions instead. This desire may ascribe to the overall environment in Chinese schools where students are criticized to improve, which is a special culturally valued knowledge for Chinese students. If the SoE Career Center’s advising approach does not work for Chinese students due to the cultural differences between the U.S. and China, then Chinese students will have fewer chances to get useful advice from their advisors. This will not only dramatically decrease the efficacy of advising sessions but also lead to further loss of resources that are valuable for students to pursue and develop their career pathways in a foreign country.

Knowledge Base of Advisors for Specific Careers

We find that the second reason why interviewees had some challenges with the SoE Career Center is the limited knowledge base advisors have in fields where students want to gain advice. In interviews, three out of seven interviewees pointed out the shortage of knowledge about applications of post-undergraduate programs in advisors in the SoE Career Center. A student claimed that “our career advisors do not pay enough attention to the application of master’s programs” (Y. Yu, personal communication, November 23, 2021). Another interviewee also complained that “When I asked questions about applying for graduate school, the career center just suggested me to contact relevant departments and discuss with my family. I did not gain any effective advice as I expected” (Y. Sun, personal communication, November 27, 2021). Another interviewee shared that, as a Ph.D. applicant, he thought that the SoE Career Center only gave “a general sense of the application process” (Y. Li, personal communication, November 28, 2021). When students expected more detailed information about the application process, advisors referred students to other agencies that might be helpful instead of directly offering clear guidance. Another point made by our interviewees about career advisors’ knowledge in applications of graduate schools is that advisors know little about programs in other institutions besides UW-Madison. One student mentioned that “Advisors seem to know only about the graduate programs in our university, not the programs in other institutions. I expected them to update information about programs in other schools to me when I visited the career center.” (Y. Yu, personal communication, November 23, 2021). Students are likely to apply for programs in other universities besides UW-Madison, so understanding and updating information about programs in other schools and other states should be the responsibility of the SoE Career Center. After all, pursuing a post-undergraduate degree in a top program brings a tremendous enhancement of competitiveness in employment. In this case, only with a sufficient knowledge base about post-undergraduate application processes and other-school programs can the SoE Career Center help students enhance employability in the way of acquiring ideal higher degrees.

In addition to the application process of graduate schools, some advisors in the SoE Career Center also have limited knowledge in the field of research. In the School of Education, besides choosing teaching

as a career pathway, many students want to become researchers. For instance, during the interview, one interviewee highlighted the significance of research by saying that “Research is important for me. My interest, future study, and career plan all motivate me to start researching at the undergraduate level” (Y. Yu, personal communication, November 23, 2021). However, when students like this interviewee came to the SoE Career Center and looked for help on how to start or what should be prepared, nearly no career advisors showed strong backgrounds in the field of research. One student complained that “the career center is too short of knowledge and resources in research” (L. Chen, personal communication, November 24, 2021). Another interviewee also mentioned during our interview that “I never got any useful information about research during my several visits to the SoE Career Center” (R. Shi, personal communication, November 27, 2021). It means that when students come with the desire to explore the possibilities of doing research or even possibly become future researchers, the SoE Career Center lacks the knowledge needed to meet their needs. Since such knowledge and experience are quite essential for some students in the School of Education who regard conducting research as their potential career trajectory, the SoE Career Center’s limited knowledge of research will make it difficult for them to improve the employability of this group of students.

Besides limited information on post-undergraduate programs and research, four out of seven interviewees thought that the SoE Career Center is equipped with limited knowledge about the Chinese and international labor market. A student stated that “current advisors in the SoE Career Center cannot offer any advice for my long-term development after returning to China.” (K. Yin, personal communication, November 21, 2021). Similarly, another interviewee expressed that “career services do not target international students” and expected more career advisors to “have Chinese or international background, or at least have work experience in a foreign country” (L. Chen, personal communication, November 24, 2021). Our interviewees who intend to seek jobs in China as returnees expect the SoE Career Center to have some level of knowledge about the Chinese or, at least, international labor market. Returning to China to work is a trend among Chinese international students regardless of majors. In 2012, a study conducted by the Guanghua School of Management, Peking University, found that 32.5 percent of 499 Chinese international students expressed their intentions of returning to China to find jobs (as cited in Mok et al., 2016). Under such conditions, if the SoE Career Center knows what the international labor market looks like, its services will better target the employability enhancement of all students including Chinese returnees and other international students.

Based on the interviewees’ experiences, the SoE Career Center has limited knowledge of immigrant policies and work authorization in the U.S. One interviewee shared his experience of asking advisors about CPT (Curricular Practical Training) and OPT (Optional Practical Training) and questions concerning the immigration status of international students in the interview. He recalled that “the advisor just referred me to ISS without providing any helpful information” (R. Shi, personal communication, November 27, 2021). Another student gave similar feedback, “Advisors are not fully aware of the situation of international students. They do not have information regarding CPT, OPT, and job opportunities specifically for international students in the U.S.” (Y. Li, personal communication, November 28, 2021). For international students, even minor changes in work authorization and immigrant policies may alter one’s career trajectory. Just as other factors mentioned above that influence students’ career development, these policies can have a great impact on Chinese students’ experiences of seeking internships or short-term employment opportunities in the U.S. after graduation. Unable to explain and update the policies,

the SoE Career Center may cause confusion for Chinese students and thus negatively influence their career prospects in the U.S. To avoid such inconvenience, the SoE Career Center shall know more about immigration policies and work authorization to better help Chinese students in the SoE who intend to stay in the U.S.

Information Availability

We find that students were dissatisfied with career services also because of the poor flow of information between the SoE Career Center and students in the School of Education. Career advisors did not share all the information they have that might be helpful to students. For instance, two interviewees were both discontented with their experiences of finding internships in the career center because their advisors “only gave two websites and asked us to explore on our own” (M. Zhang, personal communication, November 27, 2021). However, during the interview with another student, we heard that she once made a website for the SoE Career Center to provide resources for job searching for international students, which was shown to neither two undergraduates during their advising. Students may lose precious opportunities resulting from such a weak circulation of information. Unless they explore by themselves and are lucky enough to obtain the information, they may never know these resources.

In addition, many interviewees pointed out that there is little promotion of the SoE Career Center. For example, one interviewee only got to know the existence of the career center during the summer break before his last year in college, “I know there is something on the basement floor in our Education Building, but no one told me what it is” (Y. Li, personal communication, November 28, 2021). For him, it was so late to know about the SoE Career Center that he was unable to get enough assistance during the process of career exploration. Similarly, another student did not know about the career center until her friend told her, “My roommate is in the College of Letters & Science. She once went to the SuccessWorks in her department and shared her experience with me. Only after that could I know there is a career center in our School of Education” (Y. Sun, personal communication, November 27, 2021). What she mentioned as SuccessWorks is the career advising for students at the College of Letters & Sciences. As another student said during her interview, “SoE career center is unable to proactively reach out to students” (K. Yin, personal communication, November 21, 2021) and share available information with them, which could impede students from developing their career pathways.

Social Network

The SoE Career Center lacks sufficient connections with other parties as well, which may hinder students from meeting their career development needs. First, three of our interviewees mentioned that weak connections with their peers or with graduates of the same major limit their visions in the development of potential career trajectories. Many students talked about their confusion over careers they could pursue with a major that provides them with highly theoretical knowledge. And they complained that SoE and the SoE Career Center fail to build close connections between current students and former students. In the interview, one student who changed her major to Education Studies in her sophomore year talked about her challenges as a new student in the School of Education. “I transferred from a science major to a liberal arts major, so I want to know more from my peers in the same major about their plans, both in courses and career pathways” (M. Zhang, personal communication, November 27, 2021). Especially for students who just changed their majors or transferred to a new department, getting to know their peers

having the same major can be helpful for their future planning. Building connections with peers can not only help students to get more thoughts and advice on course planning but can also obtain information about career development. Another interviewee said that “I would like to know what career paths students graduating from the School of Education have, and it is best to know what Chinese seniors in the same major are doing to have a template to follow” (R. Shi, personal communication, November 27, 2021). The lack of network with peers and alumni can lead to the limited information that students need in their career development, so the career center is responsible for building such connections for their students. This finding corresponds with Tomlinson’s (2017) idea about social capital within the graduate capital model. Social capital can be considered as the resources and opportunities that are made available for individuals through the “bonding ties” between members of a group. And the article indicates that university career practitioners can help build weak ties for graduates through their knowledge and guidance. Therefore, the SoE Career Center is responsible for helping students build social ties to increase their social capital, which leads to further growth of employability.

Moreover, having poor linkages between the SoE Career Center and other departments in the university is another problem that was brought up by interviewees. For international students, one of the most concerning problems that they encounter in career development is immigration policy, such as OPT, which is the temporary employment for F-1 students to remain student status and be authorized to work for a U.S. employer in their field of study. Students often link immigration policy to employment, so when they want to know more about employment in the U.S., they often come to the career center to ask for help. However, they found that the career center cannot offer any help regarding immigration, and they were referred to ISS. One interviewee mentioned this issue in the interview: “They are not knowledgeable about international students, such as how to apply for OPT and what kind of job that could offer OPT to international students” (Y. Li, personal communication, November 28, 2021). Continuing with the example of OPT, applying for OPT not only needs knowledge about immigration policies in the U.S. but also requires finding a job that is related to a certain field of study. Thus, it is not the sole responsibility of ISS but also a shared duty of the Career Center to help students find jobs so that they can successfully continue their career developments in the U.S. It is then necessary for the SoE Career Center to closely connect with ISS and be able to exchange information related to immigration policies.

Suggestions for Improving Career Service Engagement with Chinese International Students

Table 1. Suggestions for the SoE Agencies

Theme	Agency	Suggestion
Cultural Difference	Advisor	Give objective advice instead of always praising and being neutral
		Give individualized and detailed suggestions on application materials
Knowledge Base	Advisor	Know other institutions and programs besides UW-Madison
	SoE Career Center	Establish an advising office only for applying to post-undergraduate programs
		Hire advisors with professional knowledge of the program application process
		Hire advisors to offer specific advice for each major
		Invite professors and students to answer questions about research
		Recruit advisors with cross-cultural experience or international working experience
		Collaborate with ISS to exchange information about immigration policies (CPT/OPT)
Information Availability	SoE Career Center	Promote and introduce the SoE Career Center during the SOAR Orientation
		Hold information sessions about potential careers for students in each major
		Collaborate with SoE Student Services and ISS to hold Career Talks that provide information on career prerequisites: skills, courses, and immigration policies
		Emphasize more about the advisor’s respective professional fields on Starfish
		Create websites to share job and internship resources only for Chinese students
		Change the layout of the web pages to highlight important information

Theme	Agency	Suggestion
Information Availability	SoE	Provide rich resources in career fairs for students who major in education studies
		Send out weekly newsletters in the name of SoE to attract more attention from students
		Hold weekly guest speeches at more appropriate times than lunchtime to increase students' participation
	Provide clear outlines of the content in weekly newsletters	
	Advisor	Read students' messages in the information box on starfish in advance
		Give students enough time to share their past experiences during one-on-one advising session
		Guide students to be familiar with the use of the filter of Handshake in person
		Send follow-up emails after each meeting
Social Network	Career Center	Assign students with appointed advisors to build long-term relationships
		Recruit peer advisors to offer help from students' perspective
		Appoint professors and Ph.D. students as assistant advisors
	SoE	Invite alumni to share research knowledge, career development path, and workplace experience

As shown in table one, we provide 27 suggestions organized by the four themes identified in our analysis (culture difference, knowledge base, information, social network) to the SoE Career Center to improve their services so that the career development needs of Chinese international students can be satisfied. The following examples of important suggestions are extracted from the table above. We will explain why those suggestions matter and the feasibility of implementing them.

At the cultural level, we mainly suggest that advisors can offer objective advice to students instead of giving compliments all the time so that students could obtain effective feedback on their career development. Our interviewees expected objective advice from career advisors on changes students themselves can make to become more successful in the labor market. So, advisors should point out

students' weaknesses and be in tune with the Chinese culture of "being criticized to improve " when advising Chinese students. Such cultural congruence ensures that Chinese students can get as many revisions and suggestions as they expect, and students' demands can be efficiently met. This can solve the issue of Chinese students not obtaining enough useful advice. To adjust the way of advising, advisors may need to study the role of criticism in Chinese education in advance.

We list seven proposals at the level of advisors' knowledge. The most important one is that advisors should have enough knowledge of other institutions and programs besides UW-Madison to answer students' questions about the post-undergraduate program application. Our findings show that many Chinese students pursue post-undergraduate programs to obtain higher academic degrees, which is widely considered to improve employability. Having sufficient knowledge about other institutions and programs, the SoE Career Center can relieve students' pressure on searching for resources and attach great importance to post-undergraduate programs in improving students' employability. Implementing our proposal requires advisors to regard exploring post-undergraduate programs as one part of their daily work. Besides the programs, we also encourage the SoE Career Center to invite research experts, professors, and students to help students in the research area. From our observation, some Chinese students need enlightenment and resources for research. Having experts sitting in an office can effectively address the lack of research knowledge in the SoE Career Center and solve the puzzle for students who want to be future researchers.

We provide 14 suggestions to the SoE Career Center concerning the information availability. We call on the SoE Career Center to introduce its basic information and its services during the SOAR Orientation to both freshman and transfer students. In this way, students can know about the SoE Career Center right after they enter the university and start career exploration earlier. The premise of putting the suggestion into practice is the strong willingness of the SoE Career Center to proactively reach out to students. Besides, we suggest the SoE provides rich resources in career fairs for students majoring in Education Studies. We found that SoE career fairs are more friendly to teaching programs. They offer much more internships and job opportunities to students who intend to be teachers than to the students majoring in Education Studies, which impedes the promotion of employability for those students. Therefore, the School of Education should pay more attention and offer more resources for the students majoring in Education Studies at career fairs. Also, for the one-on-one advising sessions, we suggest career advisors help students to be more familiar with the use of the filter feature on Handshake. Some Chinese students found that the opportunities for internships shown on the platform were drastically reduced after operating several filters on their own. Hence, more instructions are needed for students to obtain more information during their search.

At the social network level, the explanations of our suggestions are as follows. Based on inviting professors and researchers, we suggest that the SoE Career Center connect students with the alumina network by inviting alumni to introduce their research experience and share their career trajectories in different fields. This approach not only can meet support Chinese students who want to learn about more possibilities in different careers but also demonstrate the SoE's responsibility in building social networks for students to improve their employability. The activity is considered feasible given the SoE's effort and persistence in weekly guest lectures. Moreover, we encourage the SoE Career Center to have professors and Ph.D.

students as assistant advisors. As international students, Chinese undergraduates do not have any social connection when they first come to the U.S. Chinese students have few opportunities to build social networks with Professors and Ph.D. students who own rich experience and knowledge on career developments, so establishing long-term relationships with them to gain more perspectives is important.

Conclusion

Coincident with the rapid globalization of the global economy has been the increasing number of international students studying abroad, with the U.S. being a popular destination. However, international students face many difficulties while studying abroad, such as language barriers and cultural shocks, and as we have discussed here, they also encounter obstacles in their career development. The university career center, one of the major stakeholders in assisting students' career development, plays an important role in international students' explorations of career trajectories. Unfortunately, there is little research that focuses on students' perspectives of career services, especially for international students whose career development needs may be very different from local students. Aiming to fill in this gap, this paper focuses on the perspective of Chinese international students who study at the University of Wisconsin-Madison in the U.S. to examine their career development needs and their views on the career services provided by the SoE career center.

Through our interviews, the most important message from our interviewees is that there are no communication channels for students to express their thoughts about career services, and the career center cannot get feedback from their students as well, which is also considered one reason why we started this project. We heard from some of the interviewees during the interviews that when they got only deficient help from the SoE Career Center, they just stopped seeking more assistance from their career advisors. One of the main reasons for this loss of students in the SoE Career Center is that the career center does not establish a mutual relationship with all its students, including both native students and international students. Moreover, career advisors also lack follow-ups with their students to inform them whether their services are helpful. Many interviewees said the reason why they are willing to do the interview is that they want to express their feelings and thoughts through the interview and hope that future career services provided by the SoE Career Center can be benefited from this project and improve to serve the interests of more students. As we can see from their responses, these Chinese students all experience a certain level of confusion about their future career pathways, but they are clear about what resources they need to meet their career development needs, many of which could be provided by the SoE Career Center if they know students more. Under these conditions, our project aims to serve as a bridge between Chinese international students and the SoE Career Center because we believe that students can provide valuable feedback to the career center to help them adjust and improve their services because students are the primary recipients and possible beneficiaries. As stated on the career center's website, students are the center of their services, which will not be achieved without perceptions and feedback from students themselves. Therefore, proactively seeking feedback from students is one of the most important messages that we want to propose for the SoE Career Center.

As a key voice in employability discourse, higher education institutions are responsible for helping students with their career exploration and development and preparing them for the competitive labor

market. By helping in increasing students' knowledge of labor markets and intended academic fields, social relationships, and resources related to career development, the higher education institutions, and their career centers can increase students' employability and correspondingly help them succeed in their chosen careers. In conclusion, the SoE Career Center and the School of Education and the UW-Madison School of Education can better support students' career development by proactively seeking valuable feedback from students and using that feedback to improve their services. We hope that valuable information can be drawn from this paper to assist the future development of career services so that more students can benefit from the SoE Career Center.

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The mission of The Center for Research on College-Workforce Transitions (CCWT) is to conduct and support research, critical policy analysis, and public dialogue on student experiences with the transition from college to the workforce in order to inform policies, programs, and practices that promote academic and career success for all learners. This literature review was supported by The College Internship Study, which is funded by the Bill & Melinda Gates Foundation and is at the Center for Research on College-Workforce Transitions in the Division of Continuing Studies at UW-Madison.

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