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Global Jays: Student Perceptions of the Study Abroad Program at Elizabethtown College

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Global Jays: Student Perceptions of the
Study Abroad Program at Elizabethtown College

By:
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A thesis submitted to the faculty of
Elizabethtown College
In fulfillment of the requirement for the
Honors thesis in Sociology/Anthropology

Department of Sociology and Anthropology
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ABSTRACT

Studying abroad is considered a cross-cultural experience at Elizabethtown College. The experience counts for one of two required Signature Learning Experiences (SLE) students must complete in order to graduate. However, the number of students studying abroad in traditional semester-long programs while at Elizabethtown College has declined in recent years. In addition, the cross-cultural SLE is one of the less frequently chosen options. Compared to other baccalaureate institutions of similar size, Elizabethtown College is sending a fraction of students abroad. With only 10 percent of U.S. graduates going abroad, studying abroad is a valuable experience to include on a resume or graduate school application. This research examined the perceived benefits of the Elizabethtown College study abroad program of those who have participated and those who have not. Also, this research examined the barriers preventing or discouraging students from studying abroad among the population of those who have not gone abroad. The data for this research were obtained from mixed methodology. Questionnaires were distributed to both students who have studied abroad and those who have not. Focus groups were also conducted for each group. The results showed that the main barrier to study abroad is financial. Females were also more likely than males to study abroad and saw more positive outcomes. Recommendations were developed for future use by the Study Abroad Office.

Acknowledgements

I would first like to thank Dr. Kozimor-King for being my faculty advisor on this project. Without her help and guidance I would not have been able to complete my HID. I am very thankful for her motivation throughout, to make it to the end. I remember participating in a focus group my freshmen year for a student's HID and thinking I could never do that, but here I am. Thank you for pushing me to be a better student and helping me see all my capabilities.

I would like to thank Megan Bell, the director of the Study Abroad Office, for allowing me to work with her. I also thank Megan for sending out the Survey Monkey version of the questionnaire to the study abroad students. I am very passionate about study abroad and am thankful to have worked with the Study Abroad Office as part of CBR project. I feel this gave my project another purpose and am glad I was able to help.

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Dedication

I would like to dedicate this thesis to my parents, Robert and Louise Vielee. While they did not want me to study abroad, I am very glad I did. I thank them for their support and love. I also want to dedicate this thesis to my friend Ravinia Hingorani, a lifelong friend, who I meet while abroad. She was an engineering major, and was told she was not allowed to study abroad by her university, but made it happen. I am so thankful for my experience abroad and the people who inspired this project.

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CHAPTER 1 - INTRODUCTION

Paris, London, Berlin, Germany and Barcelona, known major tourist destinations in Europe, have all been locations of terrorist attacks in the last three years. During 2015-2016, attacks in France, Germany, and Belgium have resulted in over 290 deaths as well as 1,200 individuals injured (Muslimin 2017). Such attacks have the potential to make individuals worrisome about traveling to these locations. However, in 2015 alone (the year of the Paris attack) 18.6 million international travelers visited London, 15 million visited Paris, 6.6 million visited Barcelona and 4.9 million visited Berlin (Statista 2017). Not only are these cities leading tourist destinations, but they are also leading countries for study abroad (Institute of International Education 2016). During the 2014-2015 academic year 30.5 percent of students that studied abroad were in either the United Kingdom, France, Spain, or Germany (Institute of International Education 2016). These countries make up four of the top six study abroad destinations. Students choose to study abroad in these large European metropolises as they have established programs, enticing night life, and a variety of cultural experiences (Niemi 2015). Despite concerns, after the 2004 train bombing in Madrid and 2005 subway bombings in London, neither Spain or the United Kingdom had fewer students studying abroad there (Muslimin 2017). According to the U.S. Citizen Deaths Overseas (2016) report, fewer than two percent of the 844 American deaths overseas in 2016 (the year of both the London and Berlin airport attacks) were from terrorist attacks.

Institutions of higher education do still take precautions before allowing students to travel for academic endeavors. Many institutions, including Elizabethtown College will not allow students to travel with university affiliated programs to countries with State Department travel warnings. Travel warnings can be in place for years as they are typically used for countries

experiencing “unstable government, civil war, ongoing intense crime or violence, or frequent terrorist attacks” (U.S. Department of State 2017). However, travel alerts are used for short-term issues such as an “election season that is bound to have many strikes, demonstrations, or disturbances; a health alert like an outbreak of H1N1; or evidence of an elevated risk of terrorist attacks” (U.S. Department of State 2017). Travel alerts do not prevent all colleges from allowing students to travel to these countries, rather institutions encourage students to be more careful in these countries. Universities aim to maintain a balance between making sure students are safe while having the ability to experience new cultures.

Still, some institutions have cancelled or suspended programs after recent attacks out of concern for their students’ safety. A handful of students participating in the Council on International Educational Exchange program, chose to return home early from their fall semester abroad after the Paris attack in 2015 (Redden 2016). It was after the terror attack in Brussels, Belgium that Texas Tech University announced it would be suspending its programs in Belgium for its upcoming summer and fall semesters of 2016 (Deruy 2016). While Texas Tech felt it necessary to suspend its program in Belgium, there are still individuals who continue to encourage students to travel. Wagaye Johannes, the Project Director of Generation Study Abroad, a campaign run by the non-profit Institute of International Education stated, “It is actually more important than ever today not to do things completely out of fear” (Deruy 2016). While Wagaye Johannes is part of an organization that encourages students to study abroad, his views are shared by others in regard to international travel after terror attacks (Muslimin 2017). The director of Northwestern University’s Office of Global Safety and Security, Julie Anne Friend understands that parents are concerned about terror attacks. However, in terms of

documented incidences that cause harm, road accidents, illness, and water safety are more likely the manageable risks students may face (Redden 2016).

In 2014, the Institute of International Education (IIE) created Generation Study Abroad. The goal of this project was to have 600,000 high school, undergraduate, and graduate students studying abroad by the end of the decade (Institute of International Education 2017). During the 2014-2015 academic year a total of 313,415 students studied abroad. This was a 2.9 percent increase from the previous academic year and a 34.3 percent increase from the 2004-2005 academic year (Institute of International Education 2016). However, by 2023 IIE is looking to essentially double the number of students studying abroad. The non-profit's main argument for such an increase is that while 300,000 students studying abroad sounds high, only 10 percent of the 2.6 million students graduating from college each year will have studied abroad (Institute of International Education 2016). Generation Study Abroad seeks to provide scholarships and funding to students to make trips abroad more feasible as they believe the experiences are important for students.

Generation Study Abroad is not the first program to foster U.S. Study Abroad experiences by focusing on job opportunities. In 1956 President Dwight D. Eisenhower established People to People as a way to encourage U.S. citizens to travel abroad while having a “soft “impact on diplomacy (Keller and Frain 2010). This program was implemented during the Cold War when the United States was in competition with the Soviet Union. This competition also led to The National Defense Education Act (NDEA), passed in 1958 by Congress (Keller and Frain 2010). NDEA sought to provide financial support to graduate students to foster research in foreign language, mathematics, and science fields (Keller and Frain 2010). The Act encouraged students to learn foreign languages, a skill set the U.S. government found citizens

lacking. A few years later, in 1961, Congress passed The Mutual Educational and Exchange Act otherwise known as the Fulbright–Hays Act (Keller and Frain 2010). The Act was actually an expansion of the original Fulbright act passed in 1946. The 1961 Act expanded the program fostering cross-cultural experiences in higher education for not just students, but also professors, artists, scholars, and scientists (Keller and Frain 2010). The U.S. government has played a significant role in encouraging its students to study abroad as a link to improve fields of study, such as mathematics, engineering and science in the United States with knowledge obtained through cross-cultural experiences.

Generation Study Abroad argues that in an ever globalizing economy and world the skills students develop from their study abroad experience are important to employers. A study by AIM Overseas (2013) found that 61 percent of employers agree that having an overseas experience is positive on a resume (Malicki and Potts). Likewise, a recent survey of 10,000 hiring managers and CEOs across 116 countries found that 60 percent of respondents found an international study experience valuable (Tillman 2014). Study abroad allows students to develop hard and soft skills employers' desire. These skills include adaptability, and learning through experience, which students gain from study abroad (Holmes 2014). Students experience the benefits from study abroad in the job market first hand. Study abroad program provider Institute for the International Education of Students found in a recent study of 1,200 of their alumni that 93 percent were employed within 6 months of graduation (IES Abroad 2016). In comparison, only 49 percent of recent graduates who did not study abroad during the same period were employed six months after graduation (IES Abroad 2016). Another study by program provider American Institute for Foreign Study found that 84 percent of their alumni felt study abroad aided in producing a competitive skill set for the workforce (American Institute for Foreign

Study 2013). Out of the study abroad alumni from the same study, 34 percent felt studying abroad helped them in choosing their career path (American Institute for Foreign Study 2013). It is data such as these that can be used to sell or over sell the benefits and skills study abroad programs have the possibility to offer.

More recently, it has been argued that the traditional sense of studying abroad for a broader knowledge base has gotten lost (National Public Radio 2012). Mark Salisbury, Director of Institutional Research and Assessment at Augustana College in Illinois, feels that the ideals of learning while abroad have deflated, as benefits of study abroad are being oversold (Salisbury 2012). Programs are now often created for students' cross-cultural emersion to develop a marketable skill set and less about the knowledge they will learn (Salisbury 2012). Another argument that has been made is that while more and more students are studying abroad the majority are still white females even as universities become more diverse (Salisbury 2012). During the 2014-2015 academic year 72.9 percent of students that studied abroad were white (DeRuy 2014). This statistic is compared to the number of white students enrolled in U.S. institutions during the same academic year which was only 58.3 percent. While this is still the majority, there is more diversity at home institutions than among study abroad participants.

While such benefits of study abroad are being sold, and possibly oversold, not everyone is acquiring them. One overarching barrier to study abroad is cost. While cost can be off set through scholarship and financial aid that will cover tuition or initial travel, cross-cultural emersion comes with a price. The Gilman Scholarship is funded by the U.S. government through the International Academic Opportunity Act of 2000 (DeRuy 2014). This scholarship provides \$5,000 to students in financial need going to non-traditional destinations. If these perspective students are also studying certain languages, they are eligible to get an extra \$3,000 (DeRuy

2014). However, this is only available to 17,000 students, which is a small fraction of the 300,000 students that are going abroad. It should be noted that while each year more students are going abroad, students who are ethnic minorities may not feel the desire to study abroad. Such individuals are already a minority facing a cross-cultural experience, within predominantly white institutions of higher education (Salisbury 2012). Still, study abroad programs continue to grow as more students study abroad each year.

By the 1970's and 80's institutions of higher education were providing programs for students to study abroad. In the past 20 years study abroad programs have grown in popularity on college campuses (Stern 2009). By 2000, 65 percent of college campuses in the U.S. had study abroad programs. Just 6 years later, by 2006, 91 percent offered study abroad programs (Sterns 2009). Colleges themselves have taken over the role of offering students the opportunity to study abroad. Today the variety of programs, locations, and cost of study abroad programs offered by colleges are a competitive aspect colleges use to sell their institution to students (Stern 2009).

At Elizabethtown College studying abroad, whether for a semester or a short-term faculty led trip, counts as a cross-cultural signature learning experience (SLE). Students are required to complete two SLEs before graduating. The SLEs are an important element of the curriculum at Elizabethtown as they are part of real world learning and offer challenges to students that the classroom cannot (Elizabethtown College Registration and Records 2017). Elizabethtown College's website states, "Studying abroad and participating in cross-cultural experiences challenges you to think critically about the world around you, critically evaluate your privilege and opportunity, and presents you with experiences our alumni have cited as a catalyst for change and inspiration in their lives" (Elizabethtown College Study Abroad Office 2017). Elizabethtown College currently has an affiliation with programs in 29 countries in 45 cities.

In the Fall 2017 semester, about 36 students studied abroad and another 40 students studied abroad during the Spring 2018 semester (M. Bell, Personal communication, November 16, 2017). This means for the academic 2017-2018 about 80 students will enroll in a long-term study abroad program. However, this is a drop compared to the number of students who studied abroad during the fall semester of 2011 when 64 students were abroad and the spring semester of 2012 when 54 students were abroad (L. Rhoton, Personal communication, November 22, 2017). While this number does not take into account the short-term programs, Elizabethtown College is still behind peer institutions. During the 2015-2016 academic year the top baccalaureate institution, Saint Olaf College in Northfield, Minnesota sent 653 students abroad (Institute of International Education 2016). Saint Olaf College has an undergraduate population of 3,040 students, while Elizabethtown College has 1,737 (Big Future 2017b, c). While they do have a higher undergraduate population overall Centre College in Kentucky, only has 1,430 undergraduate students and sent 379 students abroad during 2015-2016, ranking at number 15 of baccalaureate institutions (Big Future 2017a) Together, the top 40 baccalaureate colleges, averaged sending 381 students abroad. Even when taking into account the short-term programs Elizabethtown College is not averaging as many students abroad.

In July of 2017, Megan Bell, took over as Director of the Study Abroad Office at Elizabethtown College. Since this new change in leadership the Study Abroad Office has undergone some minor changes; however, Mrs. Bell seeks to implement major changes in the future to encourage more students to study abroad. This research examined how academic field of study, sex, and perceived experiences affect perceptions of study abroad at Elizabethtown College. There are three main goals for this HID research: (1) to provide the Elizabethtown College Study Abroad Office with assessment data examining the current study abroad program;

(2) to conduct a sociological analysis of the effects of academic field of study and sex on barriers and perception of study abroad; and (3) to provide recommendations for future direction of the program based on the results of the data analyses.

CHAPTER 2 – LITERATURE REVIEW

Student Study Abroad Experiences

Harrell et al. (2017) emphasized the impact of globalization in terms of study abroad as it can foster understanding and conversation between not just individuals but nations. As previously stated, the United States government initially developed study abroad programs as a way for individuals to expand their pool of knowledge by traveling to different countries to gain the insights and techniques foreign countries have to offer (Keller and Frain 2010). Technology has had a profound influence on globalization impacting the ways in which people access knowledge and participate in the work force (Reimers 2016). However, in an ever globalizing world and economy institutions are not necessarily focusing on integrating global learning as “less than a third have a comprehensive plan for integrating global learning into curricular and co-curricular offerings” (Oakley forthcoming 2018:3; ACE 2012). Since only 10 percent of college students are studying abroad, some institutions may choose to implement more home based global learning if not encouraging students to study abroad more (Institute of international Education 2016; Cogan 1998)

Motivation

Researchers Petzold and Peter (2014) sought to determine what the “norm” was for a student who chose to study abroad. Economic and engineering students from the University of Siegen in northern France were given questionnaires about their perceptions to determine what the norm was for studying abroad. These different groups of students were part of diverse fields of study which have different requirements and varying international skills, which researchers felt was a benefit to get a comprehensive view of the norms (Petzold and Peter 2014). The study found that both job opportunity as well as one’s personal development were a norm in terms of

motivation to study abroad. Between the economic and engineering students, the engineering students only displayed a slightly lower desire in terms of the norms. Harrell et al. (2017) has found that students are currently studying abroad to improve language skills, and experience new cultures. Harrell et al. (2017) also found the top motivation for study abroad was a desire to travel. The students saw study abroad as an opportunity to have a positive impact on their life. Through interviews, students identified themselves as travelers and adventure seeking individuals. With this idea of traveling, the students all wanted to experience different cultures first hand (Harrell et al. 2017). There were some academic motivations to travel such as improving a language skill and having the chance to take classes taught from different instructors on material from a different culture (Harrell et al. 2017). One outcome found in many studies is the desire to have a changing impact on one's life.

The theory of rational choice can be used to examine motivation, especially in terms of educational choices. Rational choice theory can be described as a multilevel enterprise. As there are various levels that take into account individuals capacities and values but also their social situation that lead them to a decision (Hechter and Kanazawa 1997). Previous research has applied rational choice theory to college choice, major choice and even the decision to study abroad (Hechter and Kanazawa 1997; Kroneberg and Kalter 2012). In addition, the intent or desire to study abroad will be based on the costs and benefits they perceive from the trip. If students' motivations and perceived outcomes outweigh the barriers they face they will chose to study abroad (Relyea et al. 2008). The intent to study abroad will only be acted upon if the prospect for success is accessible (Breen and Jonsson 2000). However, Gambetta (1987) found that students' intentions will develop early as social background characteristics and educational experiences will have an impact on their intent to study abroad develops.

Barriers

Students who are greatly involved in their academics, as well as having large social and political interests, demonstrate greater interest in study abroad (Rust et al. 2007). However, there can still be barriers present preventing these students from acting on their desires. Researchers Lorz, Netz, and Quast (2015) updated the literature on by examining “underprivileged families” and why students from such backgrounds do not study abroad. Financial barriers have been shown to affect whether students chose to study abroad or not (Van de Werfhorst et al. 2003; Walpole 2003; Reimer and Jacob 2011). Lorz et al. (2015) concludes that students from a lower socio-economic status often have less intent to study abroad. The aspect of initial intent upon entering college is also important, as this will determine if students seek out resources. However, underprivileged students saw study abroad as less beneficial overall and the higher costs as barriers (Lorz et al. 2015).

A study of University of Massachusetts Amherst students found that those who attended the University 100 miles away from their home were more likely to study abroad than those that lived closer to their university (Stroud 2010). Similarly, students who intended to commute by living with their families or friends had less intent to study abroad (Stroud 2010). Salisbury, Umbach, Paulsen, and Pascarella (2008) found females to be eight percent more likely to study abroad than males. This research also found no significant difference regarding major. Between majors in the social sciences, arts and humanities, sciences and educational fields there was no difference (Stroud 2010). Although for majors in either engineering, pre-med and nursing there was less intent to study abroad (Stroud 2010). These majors often have less room in their schedule to deviate from their required courses if individuals intend to graduate on time. Carlson, Burn, Useem, and Yachimowicz (1990) found that students who did not intent to study abroad

did so because they did not determine it necessary for their major and were worried they might graduate late if time was taken away from their studies at home. For individuals in the engineering field, options for short-term study abroad trips outside of the regular academic calendar are important. According to the Institute of International Education (2013) short-term programs are growing in popularity especially for students in business, economics and engineering. It is possible that on these short-term trips students from these fields are able to participate in active learning rather than passive learning (Salemi and Siegfried 1999). However, the study also found that unsupportive faculty played a role in these majors not studying abroad (Stroud 2010).

The barriers present to students will determine whether they study abroad or not, but even more important is whether that think they can overcome those barriers. Bandura's (1997) self-efficacy theory can be used to explain why some students overcome these barriers culminating in a study abroad experience while others do not. Self-efficacy theory has been applied to educational settings in previous research and has found that students with high levels of self – efficacy will put forth greater effort in their school work (Matthews 2010). Students who have a strong self-efficacy and desire to study abroad will work hard to overcome their barriers through putting in more effort toward their issue at hand (Vuong, Brown- Welty, and Tracz, 2010).

Through their own judgment of their capabilities, students can work to overcome their barriers.

Outcomes

Outcomes from study abroad experiences vary by research study, but an important aspect researchers Madana and Teitge (2013) point out is that “awareness is first and foremost key to success in engaging the undergraduate student” (Madan and Teitge 2013:2). Immersion can be an important element to awareness as semester long programs with an emphasis on immersion

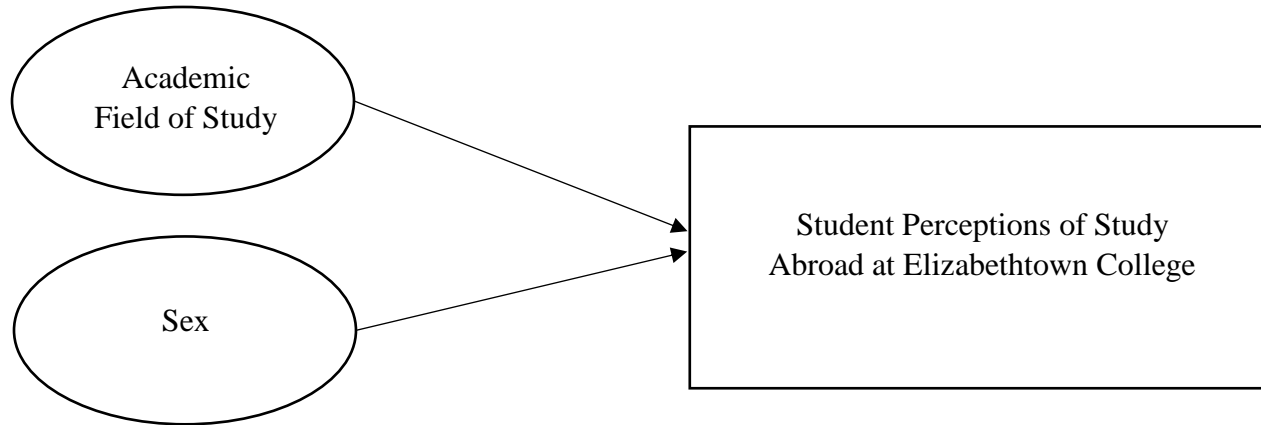
were shown to have a large influence on one's language skill in terms of understanding, reading and writing (Watson, Siska and Wolfel 2016). The improvement of one's language skills has been researched heavily in the past and present research continues to concur with previous findings (Brecht, Davidson and Ginsberg 1993; Davidson 2007, 2010; Watson and Wolfel 2015). However, while language skills were an original intent to study abroad there are now newer established perceived outcomes students may expect or experience. In recent studies (Harrell et al. 2017; DeGraff, Slagter, Larsen and Ditta 2013) students have returned home citing a change in cultural habits, better understanding of other cultures, and more career opportunities.

After students returned from their trips, there were some outcomes they identified immediately such as changes in relationships, new interests, and changes in habits (Harrell et al. 2017). One student stated a new interest in rugby while another's outlook on life changed as they became more laid back and less punctual (Harrell et al. 2017). In a recent study of civic engagement and personal and professional development from study abroad, those that did study abroad were more likely to "utilize a form of public transportation, carpool, or bike," shop at a farmer's market, and "been involved in protests or demonstration" (DeGraff et al. 2013:47). Exposure to more accessible public transportation and cities with daily farmer's markets, which are common in Europe are examples of cultural habit changes students have experienced from their time abroad (DeGraff et al. 2013). In a study of 349 students who studied abroad as part of short-term trips from 1999 to 2007, the majority experienced a "greater acceptance of other cultures," "increased global awareness," and "more interest in world affairs" (Carley, Stuart, and Dailey 2011). Students also felt they became more comfortable in new situations and gained more confidence over time (Harrell et al. 2017). One mutual long-term effect was an influence on students' long-term goals for their careers and future living locations (Harrell et al. 2017).

However, a previous study examining short-term study abroad found that only 28 percent of students' career choices were affected (Carley, Stuart and Dailey 2011). It was found students who had high GPA's were more likely to experience a benefit to their career from their study abroad experience. In a study of Emherst Honors program alumni 165 students were surveyed from 2005-2014. Of the initial 165 students 78 students had study abroad and 87 students did not. The majority (59 percent) of students participated in short-term programs. It was found that students who studied abroad had a 27 percent higher chance of seeking an advanced degree after their initial bachelor's degree (Mulvaney 2017). Researchers argued that "study abroad had an impact in raising student curiosity, stimulating intellectual growth, and encouraging pursuits" (Mulvaney 2017:49).

CHAPTER 3 – RESEARCH MODEL AND HYPOTHESES

Research model



Hypotheses

H₁: Individuals in the STEM fields and Pre-Professional programs will participate or have a desire to participate more often in short-term study abroad trips than individuals in the Liberal Arts majors.

Rationale: Short-term programs are growing in popularity and since they are outside of the regular academic year they are more likely to fit into a STEM field or pre-professional students' schedule (Salemi and Siegfried 1999; Stroud 2010; Institute of International Education 2013).

H₂: Individuals in the STEM fields and Pre-Professional programs will report more academic barriers and view fewer positive outcomes than individuals in the Liberal Arts majors.

Rationale: STEM fields and pre-professional majors have been less intent on studying abroad in the past as a result of their rigorous academic schedules and mandatory classes (Stroud 2010).

H₃: Individuals in the STEM fields and Pre-Professional programs will report receiving less encouragement from faculty to participate in study abroad than individuals in the Liberal Arts majors.

Rationale: Stroud (2010) found that engineering, premed and nursing majors were less intent on studying abroad, than other social science majors. Engineering, pre-med and nursing students also reported that faculty was not supportive of study abroad.

H4: Women will have greater intent to study abroad and will perceive more positive outcomes from the experience than men.

Rationale: Women more often than men study abroad, accounting for over 70 percent of the total students who study abroad (Institute of International Education 2016). Salisbury, Umbach, Paulsen, and Pascarella (2008) found females to be eight percent more likely than males to intend study abroad.

CHAPTER 4 – DATA AND METHODS

Data and Methodology

After receiving approval from the Elizabethtown College Institutional Review Board (IRB) under exempt status on February 14, 2018 (see Appendix B for the IRB approval letter and application package), the data for this research were obtained through the use of mixed methodology. First, a questionnaire was distributed that consisted of a combination of both closed and open-ended questions. There were two similar questionnaires utilized, one was for students who have studied abroad and the other was distributed to the general Elizabethtown College population of students who have not yet studied abroad. In order to obtain a representative sample of the undergraduate population at Elizabethtown College, a multistage sampling process was initiated. The questionnaires were distributed to undergraduate students enrolled in classes of different Core Areas of Understanding, including 100, 200, 300, and 400 level classes. A probability sample was obtained using stratified and systematic sampling techniques. Classes were stratified into the Core Areas of Understanding and into 400-level classes in each major. Then individual courses were systematically selected from the spring of 2018 semester core class listing and the master schedule Departmental Listing for the spring 2018 semester. Faculty of the selected courses were contacted through e-mail (see Appendix E for the recruitment template) and, if faculty were willing to participate, questionnaires were distributed lasting approximately ten minutes at the beginning or end of a class period. By the end of survey collection 26 classes were included in this analyses with over 18 different academic departments being represented. In addition, purposive sampling consisting of an electronic version of the study abroad questionnaire (created using the College's SurveyMonkey account) was distributed students who have completed or were in the process of completing a

study abroad experience through an email sent by the Study Abroad Office. This was done in order to be sure to acquire an adequate representation of the study abroad population. The total sample size for those students who have not yet studied abroad (the non-study abroad group) was 349 respondents which represents 22.18 percent of the Elizabethtown College population. The total sample of respondents for the study abroad population was 87 participants.

A final question on both questionnaires asked students to provide their email if interested in participating in a focus group. Emails were removed from the data before analysis. An initial list of potential focus group participants were obtained from the questionnaire. Snowball sampling was also utilized to obtain additional focus group participants as the questionnaire method of recruitment yielded few potential participants. In the spring of 2018 on April 18th, two focus groups were held. One focus group consisted of students who have not studied abroad and another focus group for those who have studied abroad. The non-study abroad focus group had seven participants and the study abroad focus group consisted of five participants. The sessions were both held in Nicarry 206.

Variables

Dependent variables.

In order to measure perceptions of the study abroad culture and program at Elizabethtown College a number of questions were used from the survey and focus group methods (See Appendix C and D). The following questions are a sample of those used to measure perceptions of study abroad at Elizabethtown College. These were used to operationalize satisfaction with the program, expectations of study abroad at Elizabethtown College, and perceived outcomes from the study abroad experience. For students who have studied abroad, questions measuring their satisfaction, both in terms of overall experience and in terms of the assistance they received

from the Study Abroad Office, were utilized. These students, as well as those who have not studied abroad, were asked about perceived outcomes from study abroad and potential (and experienced) financial, academic, and personal barriers. Both student groups were asked about the level of encouragement received from a variety of sources on campus. Students received the same questions matrices, with the nearly identical statements with minor rewording to represent their present study abroad situation. Students who have not yet studied abroad were asked about their intentions. Indexes were created for academic, personal and financial barriers, as well as possible outcomes. The non-study abroad indexes had highly reliable Cronbach's alphas.

Positive outcomes were recoded into an index with a Cronbach's alpha of .950, which means it is highly reliable. The index also had a range of 18 (minimal) to 90 (maximum). Financial barriers faced were also recoded into an index with a Cronbach's alpha of .900, which means it is highly reliable. This index also had a range from 4 (minimal) to 20 (maximum). Academic barriers were recoded into an index, with a Cronbach's alpha of .706. The academic barriers index ranged from 12 (minimal) to 44 (maximum). Personal barriers index which had a Cronbach's alpha of .884. The personal barriers ranged from 20 (minimal) to 84 (maximum).

Study abroad respondents answers in reference to barriers and outcomes were also recoded into indexes. Positive outcomes were recoded into an index with a Cronbach's alpha of .930, which means it is a highly reliable measure of outcomes. The index also had a range of 25 (minimal) to 95 (maximum). Financial barriers were also recoded into an index with a Cronbach's alpha of .823, which means it has a high reliability. This index also had a range from 4 (minimal) to 18 (maximum). Academic barriers were recoded into an index, with a Cronbach's alpha of .762. The academic barriers index ranged from 11 (minimal) to 48 (maximum). The

personal barriers index which had a Cronbach's alpha of .888. The personal barriers ranged from 19 (minimal) to 74 (maximum).

Independent variables.

The independent variables for this research were academic field of study, sex, and previous experience. Both groups of students were asked a variety of demographic variables on the questionnaires including sex and major(s). Academic field of study was created using the, CIP (Classification of Instructional Programs) codes established by the U.S. Department of Education's National Center for Education Statistics (NCES) and the National Science Foundation list of approved STEM fields (National Science Foundation 2014; B. Newsome, Personal communication, April 18, 2017). Students' majors were recoded into three groups: Liberal Arts, STEM, and Pre-Professional based on these listings. Undecided majors were placed into the Liberal Arts major, since they are still exploring their major options and most likely taking general core classes.

Additional Variables Considered for Assessment.

Additional variables, based on the study abroad literature, were used for assessment of the current program. Such variables included age, current class standing, how far a student lives from campus, and whether they are a commuter.

CHAPTER 5 – QUANTITATIVE ANALYSES

Tables 1.1 through 1.6 illustrate the descriptive statistics for the non-study abroad sample. The final sample size was 349 students who have not yet participated in a study abroad experience. Table 1.1 shows the descriptive statistics for the demographic questions. The sex distribution of the participants is representative of the Elizabethtown College population with 63.6 percent female and 34.7 percent male. Elizabethtown College's student body consists of 62.1 percent female and 37.9 percent male (College Factual). The sample had an age range of from 18 to 28, which is also representative of the Elizabethtown College population which has 42.9 percent between 18-19, 41.8 percent between 20-21, and 22 and over 15.3 percent. The sample age descriptive were 41.9 percent between the ages of 18-19, 44.9 percent between 20-21, and 13.3 percent being 22 and over (College Factual). Due to the sampling process, the sample does slightly over represent freshmen (35.8 percent) and juniors (30.9 percent). 36 majors were represented in the sample including undecided students. The majority of students (57.3 percent) had majors representing a STEM field (e.g., Accounting, Computer Sciences, Engineering and Sociology/Anthropology), 14.2 percent in a Liberal Arts field (e.g., English, Fine Arts, History, and Spanish) and 43.5 percent within a Pre-Professional program (e.g., Business Administration, Occupational Therapy, and Social Work). The majority of the students do not commute (88.8 percent) to campus daily which is also representative of the larger Elizabethtown College population which is 85 percent residential (Elizabethtown College Residence Life 2017). Most of the participants lived (their permanent home address) between 25 and 100 miles from campus (43.9 percent), while 23.0 percent lived closer to campus (less than 10 to 25 miles) and 33.1 percent lived over 100 miles from campus.

[Insert Table 1.1. here]

Table 1.2 continues descriptive statistics of the non-study abroad respondents.

Surprisingly, 47.3 percent of the respondents did not know where the Study Abroad Office is located. It is important to note that the Study Abroad Office just moved location from room 248 in the Brossman Commons to Nicarry Hall rooms 117 and 118, this academic year which could account for the lack of knowledge. Interestingly, the majority of students (61.2 percent) feels that study abroad is neither expected nor unexpected at Elizabethtown College. This finding suggests that the Elizabethtown College does not have a strong study abroad culture. It should also be noted that respondents were asked the percent of Elizabethtown College students they think study abroad. Non-study abroad respondents indicated an average of 33 percent. This is above the actual percentage of students that study abroad which is currently under 10 percent. Financial burden for the population is high as the majority of students (73.2 percent) require both scholarships and loans to attend Elizabethtown College.

[Insert Table 1.2. here]

Table 1.3 shows the descriptive statistics of students' willingness to use resources the Study Abroad Office already provides (e.g. meetings with peer advisors, study abroad fairs, meetings with Megan Bell and Study Abroad 101 Sessions). One important finding is that the majority (66.2 percent) of students cited that they would go to a study abroad advisor as a resource. Family members (55.9 percent) and a friend who has studied abroad (73.4 percent) were also resources the majority of respondents would use. However, other resources such as Career Services (10.3 percent), social media (28.7), blogs (7.4 percent) and the *Etownian* (4.0 percent) were not cited as resources most students would use. These are important study abroad resources that are currently being underutilized.

[Insert Table 1.3. here]

Table 1.4 illustrates the descriptive statistics for willingness to use resources that are currently not offered. Similar to most current resources, the majority of the respondents (63.0 percent) had no interest in using proposed resources. The proposed resources included a study abroad newsletter (14.3 percent), presentations at dorms (22.3 percent), attending study abroad presentations by honors students (14.6 percent), a blog run by the Study Abroad Office (14.9 percent) and meeting for coffee with a peer advisor (27.5 percent).

[Insert Table 1.4. here]

Table 1.5 illustrates the descriptive statistics of how studying abroad might fit into respondents' academic plan. Most students cited fulfilling a Signature Learning Experience (46.1 percent) as a way that studying abroad would fit into their academic plan. Respondents also cited fulfilling core requirements (35.5 percent) abroad. However, students did not feel partaking in an internship (11.2 percent) while abroad or fulfilling classes for their minor (14.6 percent) would fit into their plan.

[Insert Table 1.5. here]

Table 1.6 illustrates the degree to which respondents would feel encouraged by different individuals or departments on campus to participate in study abroad. In terms of academics, respondents felt their department faculty would both encourage (47.8 percent) and strongly encourage (16.3 percent) them to study abroad. In contrast, 32.4 percent felt their department faculty would neither discourage nor encourage them to study abroad. This is similar to respondents' perception of current advisors with 55.7 percent feeling they would be encouraged, but 39.9 percent not feeling any sense of encouragement. Participants also did not feel particularly encouraged by the Admissions Office with 58.4 percent citing neither encouraged nor discouraged. Similarly, Career Services was not viewed as encouraging, 59.4 percent did not

feel a sense of encouragement. Students did not feel a sense of encouragement from the college president with 70.4 percent citing neither being encouraged or discouraged. The strongest sense of discouragement students felt was from a coach with 19.2 percent citing that a coach would discourage them from studying abroad. Friends (72.6 percent), general campus culture (67.1 percent) and an Elizabethtown College student (78.6 percent) were the main sources of encouragement. Participants also felt the Study Abroad Office strongly encouraged (52.4 percent) or encouraged (28.4 percent) study abroad.

[Insert Table 1.6. here]

Tables 1.7 through 1.16 illustrate the descriptive statistics for study abroad respondents. The final sample size of students who have studied abroad was 87 respondents. The majority of the sample was female (87.4 percent) with 11.5 percent being male and 1.1 percent preferring not to answer. Respondents' ages ranged from 19 to 23. Over half of respondents were juniors (54.1 percent), 37.9 percent were seniors, 6.9 percent were sophomores and 1.1 percent were fifth years. Once again, majors were recorded in Liberal Arts (21.9 percent), STEM (28.7 percent), and Pre-Professional (49.4 percent). The majority of respondents were not commuters (88.5 percent) with 11.5 percent commuting to campus daily. Few respondents lived less than 10 to 25 miles (14.9 percent) from campus, while most respondents either lived 25 to 100 miles (42.7 percent) or over 100 miles (41.4 percent) from campus. Respondents were asked how highly they think study abroad is expected of students at Elizabethtown College. The majority study abroad respondents felt studying abroad was neither expected or expected (59.8 percent), which is similar to the non-study abroad respondents (61.2 percent). Study abroad respondents were also asked the percent of students they think study abroad. The mean for study abroad respondents

was 27.06 percent, which is lower than the mean for non-study abroad respondents, but still over the actual average of less than 10 percent.

[Insert Table 1.7. here]

Table 1.8 shows the locations respondents who studied abroad traveled to. Overall, there are 28 different countries and 36 cities represented by the sample. Table 1.9 illustrates the program providers respondents traveled through. The top three providers were CIS Abroad, SOL and ISA.

[Insert Table 1.8. and Table 1.9. here]

Table 1.10 illustrates study abroad respondents' descriptive statistics for respondents' abroad experiences. Ages ranged from 15 to 22 the first time they studied abroad. Class standing while abroad consisted of first-year (1.1 percent), sophomore (26.5 percent), junior (66.7 percent) and seniors (5.7 percent). According to the Institute for International Education (2016) "Profile of U.S. Students Abroad", junior year is when the majority of students go abroad. Most respondents studied abroad during the spring semester (42.5 percent), with 33.5 percent studying abroad during the fall, 9.2 percent participated in year-long programs and 4.6 percent participated in summer programs. Respondents also participated in short-term study abroad trips during the winter and May terms. In total, there were 20 students who participated in short-term trips. Of this 20, 11 also participated in a longer term trip, such as a semester abroad. Of the 20 students who participated in short-term trips, 19 participated in a May term and one participated during a winter term. Respondents indicated that housing was arranged through their programs and either lived in a home stay (28.7 percent), apartment (36.8 percent) or residence hall (26.4 percent). The majority of respondents had "a little bit" of travel experience (51.7) before studying abroad.

[Insert Table 1.10 here]

Table 1.11 illustrates the descriptive statistics for respondents' study abroad experience. Overall, most respondents felt that applying through Elizabethtown College to study abroad was somewhat easy (41.5 percent); however, 26.4 percent did find it somewhat difficult. The majority of participants (55.2 percent) felt the Study Abroad Office prepared them to study abroad fairly well. It is interesting that 23 percent did not feel well prepared. Surprisingly, 16.1 percent did not use the Study Abroad Office to prepare for their trip. The majority of students were very satisfied with their experience (71.2 percent) and 24.2 percent were satisfied. Also, if given the opportunity to study abroad again 79.4 percent said they would be very likely to do so. Respondents were also very likely (63.3 percent) to recommend their program to a friend.

[Insert Table 1.11. here]

Table 1.12 displays descriptive statistics of respondents' study abroad experience. The majority of students did not study abroad to improve their language skills (58.6 percent) but of those that did 39.2 percent felt some degree of improvement. Previous research (Brecht, Davidson, and Ginsberg 1993; Harrell et al. 2017) also found that while improving one's language skills was not always a top motivation, those in immersive programs did experience an improvement of skills . The majority of respondents did not have a blog (78.2 percent) while abroad. Only 31.0 percent of students received a scholarship to study abroad, with 46 percent not applying and 23 percent applied but did not receive one. Upon returning to Elizabethtown College, nearly half (46 percent) of students felt slightly uncomfortable, while 36.8 percent did not feel any culture shock upon their return, and 17.2 percent indicating being very comfortable.

[Insert Table 1.12. here]

Table 1.13 illustrates the resources respondents used prior to studying abroad. The majority of respondents utilized a study abroad advisor (57.5 percent) but not a study abroad peer advisor (13.8 percent). Respondents also utilized their faculty or academic advisor (67.8 percent) and their family members (54.0 percent). Respondents did not use Career Services (0.0 percent) and were least likely to get information from posters (3.4 percent), the *Etownian* (2.3 percent) or blogs (11.5 percent). These findings are similar to the resources used by the non-study abroad group.

[Insert Table 1.13. here]

Table 1.14 displays the proposed resources study abroad respondents thought would be helpful to perspective study abroad students. Of the options listed, 41.4 percent thought meeting with a peer advisor for coffee would be helpful, although 72.5 percent of the non-study abroad respondents did not think meeting with a peer advisor would be helpful. This is interesting as those who have had a study abroad experience might value the information they could gain from another student more than those who have not studied abroad. The majority of respondents did not think a newsletter (75.9 percent), presentation at a dorm (80.5 percent), attending an honors presentation (78.2 percent) or following a blog run by the Study Abroad Office (62.1 percent) would be helpful.

[Insert Table 1.14. here]

Table 1.15 illustrates how studying abroad fit into individual academic plans. Students indicated the experience fit within majors and minor requirements with 51.7 using study abroad to fulfill a major course requirement and 65.5 to fulfill a minor course requirement. Respondents did use study abroad to fulfill one of their two required Signature Learning Experiences (59.8

percent). However, only 5.7 used studying abroad to fulfill an internship requirement and 27.6 percent used studying abroad to fulfill an elective for a graduation requirement.

[Insert Table 1.15. here]

Table 1.16 illustrates encouragement received from various individuals and offices on campus for the study abroad respondents. Respondents felt encouraged (42.8 percent) by their respective department chair. Respondents also felt encouraged (36.5 percent) and strongly encouraged (45.8 percent) by their current academic advisor. Offices that students did not feel offered either encouragement not discouragement included Admissions (69.9 percent), the College President (78.3 percent), Athletics (71.1), and Career Services (91.3 percent). In terms of the general campus culture, the majority of respondents (56.9 percent) felt encouraged. Similarly, respondents felt encouraged (33.3 percent) and strongly encouraged (61.8 percent) by their friends to study abroad. Respondents also felt other Elizabethtown College students were likely to encourage (33.3 percent) or strongly encourage (61.8 percent) study abroad. The Study Abroad Office was also a source of encouragement with 39.3 percent feeling the office encouraged them and 49.4 percent feeling that the office strongly encouraged study abroad.

[Insert Table 1.16. here]

Table 2.1 illustrates the means and standard deviations of intent to participate in study abroad programs for non-study abroad respondents. The scale ranged from one very unlikely to participate to five meaning very likely to participate. The year-long program had the least intent to participate in with a mean of 1.55, while the May term program had the highest intent with a mean of 2.86. The semester long program had a mean of 2.62, the winter term program had a mean of 2.65 and the summer program had a mean of 2.58.

[Insert Table 2.1. here]

Table 2.2 illustrates the means and standard deviations for study abroad intent to participate in program length based on initial college entrance. Again, the scale ranged from one very unlikely to four meaning very likely. Respondents were the most intent on participating in a semester long program with a mean of 3.37. Students were least intent on participating in a year-long program with a mean of 2.08. Summer long programs had a mean of 2.68, winter term programs had a mean of 2.53 and May term programs had a mean of 2.68 for intent.

[Insert Table 2.2. here]

Table 2.3 displays the means and standard deviations for academic barriers faced by non-study abroad and study abroad respondents. Scales ranged from one (very unlikely) to five, meaning very likely to being a barrier. Of the respondents who have not studied abroad, having upper level classes to complete had a mean of 3.15 and a major not allowing them time to study abroad had a mean of 3.01. Both were the main academic barriers respondents in this sample faced. Previous research (Stroud 2010) found that those in more rigorous majors such as nursing or engineering also cited less intent to study abroad, as their major did not allow time. The respondents who studied abroad found classes not counting for their major, with a mean of 3.01, to be their biggest academic barrier. Overall, the students who studied abroad did not face any other significant academic barriers.

[Insert Table 2.3. here]

Table 2.4 shows the means and standard deviations for the financial barriers faced by non-study abroad and study abroad respondents. The scale ranged from one very unlikely to five meaning very likely to be an issue. Interestingly, respondents who study abroad had lower means on the financial barrier items overall. Non-study abroad respondents felt they would need to take out additional loans to study abroad with a mean of 3.78. However, for students who studied

abroad they did not feel strongly that they had to take out additional loans to study abroad, with a mean of 2.58. Having to rely on scholarships to study abroad and studying abroad being an additional struggle beyond tuition both had a mean of 3.70 for the non-study abroad respondents. Although respondents who studied abroad did not agree that they had to rely on scholarships, with a mean of 2.83. Previous research (Van de Werfhorst et al. 2003; Walpole 2003; Reimer and Jacob 2011; Lorz, Netz, and Quast 2015) has also found financial barriers to be a top reason students chose not to study abroad.

[Insert Table 2.4. here]

Table 2.5 illustrates the means and standard deviations for influences on the decision to study abroad for both the non-study abroad and study abroad samples. Non-study abroad respondents ranked the opportunity to travel and experiencing a new culture as their top reasons to study abroad with means of 4.29 and 4.25 respectfully. This is similar to previous (Harrell et al. 2017) that found students' top reason to study abroad was the opportunity to travel. Interestingly the study abroad respondents also ranked the opportunity to travel (M=4.73) and the opportunity to experience a new culture (M=4.77) as the top influences on their decision to travel. Non-study abroad respondents also ranked the opportunity to enhance job opportunity (M=4.11) and try new foods (4.07) as reasons to study abroad. Similarly, the study abroad students also ranked trying new foods, with a mean of 4.18, and enhancing job opportunities, with a mean of 4.18 as reasons to study abroad. Interestingly a lower drinking age (M= 2.85) and a previous experience in high school (M=2.70) were not strong influencers of non-study abroad respondents. These findings are consistent with previous research (Petzold and Peter 2014; Harrell et al. 2017) on students motivations to study abroad.

[Insert Table 2.5 here]

Table 2.6 illustrates the means and standard deviations of non-study abroad and study abroad respondents and the potential outcomes from studying abroad. The scale for items ranged from one meaning very unlikely to five meaning very likely. Non-study abroad respondents ranked increased knowledge of a specific country (M=4.26), a greater sense of independence (M= 4.18) and increased adaptability skills (M= 4.14) as possible outcomes from study abroad. Their lowest ranked items included evaluations of privilege (M= 3.36) and career plans changing or becoming more focused (M=3.24). Respondents who have studied abroad also ranked career plans changing or becoming more focused as least often, which had a mean of 3.41. The outcome respondents ranked highly included a greater sense of independence (M=4.71), increased knowledge of a specific country (M=4.58), and gaining a new perspective on their home county (M=4.49). This finding is consistent with previous research (Harrell et al. 2017; DeGraff, Slagter, Larsen and Ditta 2013) on study abroad outcomes.

[Insert Table 2.6 here]

Table 2.7 displays the mean and standard deviation for personal barriers faced by non-study abroad and study abroad respondents. The scale ranged from 1 very unlikely to 5 very likely. Respondents for the non-study abroad had a mean of 3.73 for financial concerns. Similarly, the study abroad respondents had a mean of 3.18 for financial concerns. The location not being offered was another personal concern non-study abroad respondents identified with a mean of 3.32. Distance from friends was also identified as a personal concern with a mean of 3.10 for the non-study abroad respondents. Respondents who studied abroad least often feared racial or discrimination with a mean of 1.71.

[Insert Table 2.7. here]

Table 3.1 illustrates the t-test for outcomes and barriers and academic field of study for non-study abroad respondents. There were very small mean difference between the STEM, Pre-Professional and the Liberal Arts fields of study for positive outcomes. Once again there was little mean difference between the STEM, Pre-Professional majors and the Liberal Arts fields of study for financial and personal barriers. There was a mean difference of 2.94, with those in the STEM, Pre-Professional majors having a higher mean for academic barriers. This difference was also statistically significant. This means that STEM and Pre-Professional majors face more academic barriers than those in the Liberal Arts fields of study. This finding supports the hypotheses that STEM and Pre-Professional majors will report more barriers than Liberal Arts majors. However, in terms of the personal barriers index there was no major difference in the personal barriers STEM and Pre-Professional and the Liberal Arts majors faced.

[Insert Table 3.1. here]

Table 3.2 shows the t-tests for trip length and academic field of study. Overall, there is very little mean difference between the two groups and their intent to study abroad. The mean difference for intent to participate in a year-long trip was only -0.28, with those in a Liberal Arts major being more likely to participate though the difference was statistically significant. Also, those in a Liberal Arts major were only slightly more likely to participate in a semester long program with a mean difference of 0.23. This finding does not support the hypotheses that those in the STEM and Pre-Professional majors will have more intent to participate in short-term programs than Liberal Arts majors.

[Insert Table 3.2. here]

Table 3.3 displayed the t-tests for trip length and sex. Once again, there is very little mean difference between the two groups. Females seem to be slightly more likely to participate

in semester long and May term programs with a mean difference of both -0.30. Both of these mean differences were statistically significant. This partially supports the hypotheses that women will have more intent to study abroad than males. This finding is also consistent with previous research that women will have a higher desire to study abroad than men (Institute of International Education 2016; Salisbury et al. 2008).

[Insert Table 3.3. here]

Table 3.4 shows the t-test for positive outcomes and sex. There was a mean difference of -6.18, which was also statistically significant. This means that women view more positive outcomes from study abroad than men. This results supports the hypothesis that women will view more positive outcomes than men.

[Insert Table 3.4. here]

Table 3.5 displays the t-test for lack of department support for non-study abroad respondents and academic field of study. There is a small mean difference of 0.21, which was not significantly significant. Both those in the Liberal Art and STEM and Pre-Professional majors are experiencing a similar amount of support. This finding partially supports the hypothesis that those in a STEM or Pre-Professional major will report receiving less support from faculty as compared to Liberal Arts majors.

[Insert Table 3.5. here]

Table 3.6 illustrates the t-tests for non-study abroad respondents who are commuters' intent to studying abroad. Those who do not commute had greater intent to studying abroad. The mean difference for likelihood of participating in a semester long program was 0.47, with those who did not commute being more likely to participate. Similarly, those who do not commute are

more likely to participate in a summer long program with a mean difference of 0.65. Neither of these were statistically significant.

[Insert Table 3.6. here]

Table 3.7 illustrates the t-test for intent and distance lived from campus. Those who live more than 100 miles from campus were more likely to study abroad, overall. The largest mean difference was for semester long programs with a mean difference of 0.36, with those who lived farther away being more likely to participate. This finding was not statistically significant, however, so caution should be given not to generalize the result.

[Insert Table 3.7. here]

Table 3.8 shows the t-test for trip intent and class standing. First-year students and sophomores were recoded into underclassmen and juniors and seniors as upperclassmen. Underclassmen showed more intent overall than upperclassmen. Semester long trips had the largest mean difference of 1.13, which was also statistically significant. This means that underclassmen have a greater intent than upperclassmen to participate in a semester long trip.

[Insert Table 3.8. here]

Table 3.9 illustrates the t-test for outcomes and the barrier index and class standing for the non-study abroad respondents. Underclassmen saw more positive outcomes than upperclassmen with a mean difference of 4.04. This finding was not statistically significant.

[Insert Table 3.9. here]

Table 3.10 shows the t-test for outcomes and barriers and academic field of study for the study abroad respondents. Those in a STEM or Pre-Professional major viewed more positive outcomes from study abroad than the Liberal Arts majors. The mean difference was 6.34. This was not statistically significant, however, so caution should be given when interpreting the

results. The STEM and Pre-Professional majors also viewed more academic barriers with a mean difference of 2.74, which was not statistically significant. While this was not statistically significant it does support the hypotheses that those in the STEM and Pre-Professional majors will report more academic barriers than those in the Liberal Arts majors.

[Insert Table 3.10. here]

Table 3.11 illustrates the t-test for trip intent and academic field of study for study abroad participants. The highest mean difference comes within year-long programs with a mean difference of -1.09, which was statistically significant. Those in a Liberal Arts majors have a greater intent to participate in a year-long program than those in a STEM and Pre-professional majors. It is important to note here that language majors are part of the Liberal Arts category and are required to study abroad for a full year to fulfill the requirements of the major.

[Insert Table 3.11. here]

Table 3.12 shows the t-test for trip intent and sex of study abroad respondents. Females had more intent to participate in a semester long program with -0.65 mean difference. This was not statistically significant. This means females were more likely to participate in a semester long program than males.

[Insert Table 3.12. here]

Table 3.13 displays the t-test for positive outcomes index and sex of study abroad respondents. The mean difference was -3.36, with females identifying more positive outcomes than males. However, this was not statistically significant. This finding is similar to the non-study abroad respondents.

[Insert Table 3.13. here]

Table 3.14 illustrates the t-test for lack of support from department and academic field of study for those who have already studied abroad. The mean difference was 0.48. This finding was not statistically significant. Those in the STEM and Pre-Professional majors felt was less support from their department, but again, since the difference was not statistically significant caution should be applied when generalizing this result.

[Insert Table 3.14. here]

Table 3.15 shows that there was no difference between commuters and intent to study abroad for study abroad respondents. This means that commuters were equally intent on studying abroad as non-commuters.

[Insert Table 3.15. here]

Table 3.16 shows the t-test for study abroad respondents intent to study abroad and how far they live from campus. There is little difference between the two groups and intent to participate in a semester long trip. The largest mean difference came from May term, with a mean difference of -0.58. Those who lived more than 100 miles from campus having a greater intent to participate in a May term trip. These findings were statistically significant.

[Insert Table 3.16. here]

CHAPTER 6 – QUALITATIVE ANALYSIS

Focus Groups

On April 18, 2018, two focus groups were conducted, one for non-study abroad respondents and the second for study abroad respondents only. While originally two focus groups for each type of sample (non-study abroad students and study abroad students) were planned, due to lack of interest only one for each group was completed. The first focus group for non-study abroad students lasted 35 minutes. The discussion was mellow, every student participated at least twice but there were a few who participated more often. The focus group for non-study abroad respondents had seven participants. The focus groups consisted of 2 males, and 5 females across a range of academic disciplines including Communications, Occupational Therapy, Business, Sociology/Anthropology, and Modern Languages. The majority of participants were juniors, but also included two seniors and one sophomore. Of the seven participants, three had considered studying abroad and one was in the process of applying to study abroad. Three main themes developed from this focus group: a combination of lack of encouragement and too much encouragement, financial barriers, and lastly the influence of family and friends on the study abroad decision.

The first major theme was a mixture of encouragement. As students came from a range of academic departments, they were asked if studying abroad was encouraged within their major. Students cited a mixture of over encouragement and lack of encouragement. Those in the Modern Language field felt studying abroad was heavily encouraged. Participating in a year-long experience is a requirement for language majors; however, there are also restrictions to where an individual can travel. While this restriction is to make sure students are fully emerging themselves in the language of study, students identified this is an added stressor on the study

abroad process. One student, who was once a Modern Language major, stated “study abroad was so encouraged and made me more stressed because it was so pushed.” Other students felt that studying abroad was not encouraged in their department. Rather students themselves had to seek out faculty who would aid them in the study abroad process. One student stated that “if a professor has studied abroad themselves than they are more encouraging.” Professors with prior experiences studying abroad often recognize the benefits from their experience and encourage students to study abroad as well. However, overall, consistent with the survey results, students felt that professors are indifferent to studying abroad. One student stated, “professors don’t mention [study abroad] unless the student brings it up.” Professors will not intentionally prevent a student from studying abroad but they are not going to encourage it either.

The second theme that emerged from the non-study abroad focus group was how important finances are as a barrier to studying abroad. Of the three students who began the study abroad process, two of them decided not to study abroad due to finances. Studying abroad requires students to acquire visas for their host country. This often included the need for students to prove they have the funds or will be funded by their parents while they are away. One student was able to get to this step in the process, but could not show they had the necessary funds so they were unable to study abroad. She stated, “I had my classes picked, but could not get a student visa because of financial reasons.” If the student had known earlier on, they could have prepared for this step. Another student planned to participate in a summer long program but the expenses outside of the traditional academic semester was limiting.

When asked about what factors impacted their decision not to study abroad those that did not apply also cited finances as a factor. The majority of students felt, or were told, that studying abroad was too expensive and that they could not afford it. One student stated, “I was told I was

not allowed to study abroad by my parents. My mom said it was not something we do and would be a financial strain.” Before students could even make the decision about study abroad they were already told it was too much of a financial burden by parents.

This financial burden also factors into the last theme of the focus group – the impact of family and friends. Parents play a large role in the financial planning for college, and thus impact decisions to study abroad greatly. Students also cited that their family generally did not want them to study abroad. For example, one student cited a family member’s illness as something that would keep her from studying abroad. Along with family, students also cited “FOMO” or fear of missing out. Students felt the fall semester would be the better one to miss as more happens at Elizabethtown College in the spring. In addition, students were reported being nervous to be away from their friends. They worried about picking housing while abroad and having friends to live with. Students who were required to participate in a year-long program also felt that a year was too long to be away from Elizabethtown College, their friends and their family. Students did not want to be forgotten about or miss campus events at Elizabethtown College.

The focus group for students who have studied abroad had five participants. It was held on April 18, 2018 in Nicarry 206. The discussion was very lively and took an hour. The participants had studied abroad in New Zealand with the provider BCA, Washington, DC, Spain with the provider BCA, and Italy with the provider CIS Abroad. One of the students also participated in a May term to Vietnam. Participants had majors including Communications, Occupational Therapy, Psychology, and Social Work. Prior to their study abroad experience all participants had little to no travel experience. The three themes that surfaced from this focus

group were academic struggles, lack of communication between offices, and recognition of skills gained.

An issue that students who have studied abroad with found challenging was the academics of their host country and returning to academics when they returned to Elizabethtown College. While abroad, students dealt not just only with a different culture, but also with different academic norms. Students found it easy to skip classes while abroad making it hard to get back into the flow of classes at Elizabethtown College when they returned. One student stated, “I took joke classes while abroad because Occupational Therapy classes weren’t able to be taken.” This made it difficult for the student to then transition back into Elizabethtown College. It should also be noted that Elizabethtown College has the policy that classes students take while abroad are pass/fail, with students needing to obtain at least a “C”, and are not calculated into GPA (Elizabethtown College 2011). Participants who studied abroad in New Zealand, in particular, also struggled with the final exam system there as one student stated, “finals abroad were stressful because they were so different.” The student went on to explain how exams at the university in New Zealand were not taken in classrooms, but in a gymnasium with desks set up. Each desk had a corresponding number and you were not allowed to bring anything, including a phone or watch. Another participant from New Zealand also cited that the teaching and learning styles were culturally different in the host country. The academic struggles students faced were not issues they had anticipated while abroad or upon returning to Elizabethtown College.

The second theme from the focus group for study abroad students was a lack of communication between different offices on campus. The issues students identified in the focus group were not all applicable to the Study Abroad Office specifically. Some of the obstacles

students faced were with miscommunications with other offices on campus. Participants cited miscommunications between their program provider, the Billing/Financial Aid Office and Registration and Records. Students felt misled about their housing costs and the assertion by the College that studying abroad cost the same as Elizabethtown College tuition. Through the application process, students learned that housing costs were separate and had to be paid directly to the program provider. However, some students learned this either right before they left to study abroad or upon their return when they found out that they owed a balance to their program provider. This finding was an added stress to their trip that they would like to make sure others do not have to deal with. One student with an issue receiving a transcript due to owing funds stated that “communication between the offices needs to be better so other students don’t go through what we went through.” Students also had communication issues with the Office of Registration and Records. Specifically, students mentioned issues of how their classes counted and receipt of their final transcript from the host university. Both of these communication issues students faced were between their provider and the respective offices at Elizabethtown College. The provider would tell students to talk to their home institution and the institution would tell students to contact the provider. Although there were issues students faced with the study abroad process, they still enjoyed their trip abroad and were happy with their experiences.

The third theme that emerged was the recognition of skills students gained from their experience. Participants cited networking skills, independence, and becoming more cultural aware. This is consistent with previous research (Carley, Stuart, and Dailey 2011; Harrell et al. 2017) on students study abroad outcomes. The participant who studied in Washington D.C. was able to network within her field and even found a summer job due to a professor she had while there. Another student who studied abroad in New Zealand utilized a job shadowing opportunity

while abroad. One student who participated in a May term trip to Vietnam stated, “the trip was OT focused and helped with our professional skills. We also took a semester long class to prepare.” Many students met individuals they would not have had exposure to otherwise. Participants also cited a gaining a greater sense of independence. They feel they gained these skills from the pre-study abroad process and from their time abroad. One student stated, “I gained travel skills with planning trips, as well as directional skills. Which improved my sense of independence.” The third skill participants recognized was becoming more cultural aware. They were able to learn about cultures first hand while gaining a new perspective about the United States. One student shared, “I was surprised by how similar life was in Italy to the US.” The students who went to Vietnam included, “we had to more careful about what we did and said in Vietnam.” The student was able to recognize the cultural differences between her home country and host country. The skills students identified gaining during the focus group are skills identified by previous research (DeGraff et al. 2013; Harrell et al. 2017; IES Abroad 2016).

The focus groups provided additional valuable information and insight beyond the quantitative survey. Consistent with the survey results, non-study abroad students cited finances as their biggest barrier to studying abroad. Also, students who have studied abroad were satisfied with their experiences and recognized the cross-cultural skills gained from the experience.

CHAPTER 7 – SUMMARY AND IMPLICATIONS

The Study Abroad Office has recently undergone some minor (change in office location) and major changes. The most notable change is that there is a new director, Megan Bell, who started in July 2017. This research examined how academic field of study, sex, and perceived experiences affect perceptions of study abroad at Elizabethtown College. There are three main goals for this HID research: (1) to provide the Elizabethtown College Study Abroad Office with assessment data examining the current study abroad program; (2) to conduct a sociological analysis of the effects of sex and academic field of study on barriers and perception of study abroad; and (3) to provide recommendations for future direction of the program based on the results of the data analyses.

Currently, students at Elizabethtown College have a menu of study abroad opportunities including traditional semester long programs and short-term excursions. Short-term programs do count as study abroad in terms of cross-cultural experiences, but they are not handled by the Study Abroad Office. Both short-term and long-term study abroad is valued at institutions across the United States with the vast majority having a study abroad office and staff dedicated to administering the process. Based on the findings of this study it is largely up to students at Elizabethtown College to approach their advisors about the study abroad process in terms of students' academics. While there is not a very encouraging campus culture towards studying abroad there is also not a very dis-encouraging culture either. It is also the student's responsibility to attend a required Study Abroad 101 session and attend a meeting with Megan Bell. After they begin the application process through Elizabethtown College, they are largely working with their program provider before leaving on their trip.

Studying abroad is an experience some employers value on resumes, referencing a skill set potentially gained from the experience. Studying abroad is one of Elizabethtown College's five Signature Learning Experiences, however it is the one students least often complete. While there are plenty of options, a personal barrier students faced was that the location they desired was not offered. Students that do not study abroad also faced financial concerns, which those that did study abroad did not face as often.

This research found that, overall, students lack a strong intent to study abroad. Finances were identified as main barrier in both the questionnaire and focus group results for non-study abroad respondents. Women were also more intent on studying abroad than men and viewed more positive outcomes. This finding was consistent with previous research by Salisbury, Umbach, Paulsen, and Pascarella (2008) and supported the hypothesis of this study. The hypothesis that individuals in the STEM fields and Pre-professional programs will participate or have a desire to participate more often in short-term study abroad trips than individuals in the Liberal Arts majors was partially supported as Liberal Arts majors showed more intent to study abroad on longer term trips. Individuals in the STEM and Pre-Professional programs did report facing more academic barriers than Liberal Arts majors. This finding partially supports the hypothesis that individuals in the STEM fields and pre-professional programs will report more barriers and view fewer positive outcomes than individuals in the Liberal Arts majors.

The focus groups were an essential tool to gain a richer understanding of the quantitative results. There was a diverse range of majors present in the sessions. Students experienced a mix of encouragement from faculty while also reporting the existence of a financial barrier. The role that family plays in the study abroad process was gleaned almost entirely through the focus group data. Importantly, consistent with the quantitative results, students who did study abroad

were also able to recognize the skills they gained from their experiences and were able to articulate them.

One of the strengths of this research was that it used a mixed methodology. By utilizing both survey methodology and focus groups, a more comprehensive assessment of the student views of the study abroad culture at Elizabethtown College was obtained. In addition, the survey was a representative sample of the Elizabethtown College population. This research adds to current literature on outcomes of study abroad as well as perceived barriers students face in the study abroad process. While most research only focuses on either student outcomes or perceived barriers, this research examined both. This research also looked at study abroad holistically rather than breaking it down into long and short-term programs. Additionally, the effects of encouragement from a variety of sources which has been limited in the literature on study abroad was examined.

However, even with the largest budget and most detailed sampling frames, limitations exist. One limitation to this study is that while previous research has specifically focused on either short or long-term study abroad trips, this research examined students who have completed one or the other or both. Both of their experiences even though for different lengths of time were examined together. Another limitation is that the statistics used to frame this study (provided by the Office of Institutional Research and the Study Abroad Office), are not consistent regarding the number of students who have studied abroad to this date. There is some confusion over whether short-term programs count as study abroad. There was also a lack of interest in the focus groups, which is why only one for each group of respondents was conducted. Finally, 100 and 300 level classes were over sampled leading to an over sample of freshmen and juniors.

While there is an abundance of literature on the topic of study abroad, this research added to the literature in terms of specifically examining the experience of study abroad at a small, private, liberal arts college. The results of this research suggest that, if the goal is to grow the proportion of students studying abroad, more needs to be done to raise the expectations. Changing culture is never easy or quick, but understanding that the current culture is largely indifferent is the first step. Recommendations of ways to support students in order to grow the program follow.

CHAPTER 8 – RECOMMENDATIONS FOR THE STUDY ABROAD PROGRAM

Based on the findings of this research, several suggestions are being made to the Study Abroad Office at Elizabethtown College.

- 1) **Provide more direct information about the costs and value of study abroad to parents.** One of the main barriers students who have not studied abroad identified is financial. This was the top barrier from the questionnaire and was cited during the focus groups. For example, one student stated, “finances are my family’s main concern.” Another barrier cited during focus groups was family members (mostly parents) not wanting students to study abroad due to finances. While the study abroad webpage already has a “financial info” section, adding a section specifically for parental resources would be helpful. Parents would benefit from a web resource with information about finances, travel information, potential outcomes, and myths. Other universities such as Webster University, University of Washington, and the University of Illinois have web pages dedicated to assisting family and friends. These universities provide links such to issues such as travel safety, school policies, and a breakdown of costs. Giving parents access to a web page with helpful links tailored to them is an easy way to increase awareness of study abroad options. Another avenue for increasing awareness of parents about the value of study abroad is to add a session or (even part of an existing session) about study abroad planning for ALL parents to attend during the first-year seminar orientation (either summer or fall). Providing it as an option reaches only those parents who already see the value and does nothing to change familial culture or misguided stereotypes. Students repeatedly cite family and friends as the main source of study abroad information and encouragement. We

should make sure parents have the right information about resources and knowledge about the positive outcomes.

- 2) **Increase the visibility of the current location of the Study Abroad Office.** About half of the non-study abroad respondents did not know where the Study Abroad Office is currently located. This finding is problematic as it indicates that the visibility of the office is low on the campus. One option to increase students' knowledge of its location is to place a mailbox stuffer in students' mailbox during the first month of school. A student from the non-study abroad focus group stated, "[study abroad] is publicized but not in the right ways." I would also recommend adding something to grab the attention of students such as candy, a sticker for their computer, or a button/pin with a catchy slogan (related to one of the outcomes of study abroad). With the small handout there can be information about the location of the office as well as when the first study abroad fair for the year will be. Another option is to hold an open house or scavenger hunt (perhaps even a campus-wide Amazing Race-like event sponsored by the Study Abroad Office with items for teams that pertain to the study abroad process or outcomes) Adding a scholarship for the winners would increase participation. The event could be recorded or even live-streamed or tweeted so others could follow the action. Another possibility would be to have ECTV or Lancaster Online cover the event live. Since we are a strengths campus, this type of event would tap into individuals with many of the Clifton StrengthFinder top 5 signature themes like competition, achievers, significance, command, strategic, adaptability, input, woo, etc. Stacey Zimmerman, Associate

Director of Strengths Coaching and Ethical Leadership, may be interested in co-sponsoring such an activity.

- 3) **Expand social media presence for study abroad.** While the use of social media was not cited as a top resource respondents would use to gain information about studying abroad, it can still be a useful tool to facilitate cultural change. The majority of the individuals in the sample were Millennials; however, future cohorts represent iGen (or more commonly, Generation Z). According to Twenge (2017) teenagers spend twice as much time online as teens did ten years ago. In 2015, 87 percent of girls and 77 percent of boys were on social media sites daily (Twenge 2017). Instagram is a popular social media platform with 80 percent of 14 year olds using at least once a month in 2016 (Twenge 2017). Instagram could be a useful social media platform for the Study Abroad Office. One possibility would be to post photos sent in by current study abroad students. Another idea is to have a hashtag, like #EtownAbroad, #JaysTakeFlight, or #JaysAbroad that students could tag in all of their Instagram or Twitter posts when studying broad during a long or short term experience from application day to returning home. One of the reasons cited by students to study abroad was to post photos to Instagram. The Center for International Studies Abroad conducted, on their Instagram page, a photo contest for Spring 2018 students studying abroad in one of their programs. To participate in the contest, students were required to submit a travel photo and then based on “likes” a winner was chosen. The winner won a \$100 Amazon gift card. This would be a fun and simple contest the Study Abroad Office could include to increase engagement on their Instagram account. Students who are abroad would submit their photos and through

asking their friends and family to like the photos, the Study Abroad Office account might gain more followers. The contest would also be a way to showcase the experiences students have abroad.

- 4) **Slowly change the culture.** The results from this study can help the community understand why so few Elizabethtown College students study abroad. Unfortunately, the culture overall is one of indifference. However, the campus culture was found to be encouraging for those who want to student abroad. Fewer than 10 percent of students study abroad while at Elizabethtown College while over 48 percent of students at nearby Juniata College do so. At Juniata College, which is a similar size, students participate in an international experience (Kratsas 2017). If Elizabethtown College intends to grow the proportion of students studying abroad (as an SLE or to increase global competencies) one solution may be to provide more training to faculty of all ranks and disciplines. Providing workshops to faculty about the benefits of study abroad and particular short-term programs that would work with their department might be helpful in bridging this gap. Since the focus group results indicate that faculty who have studied abroad are more supportive and encouraging of the experience and the survey results suggest that faculty advisors are an important source of information and encouragement, finding ways to send faculty abroad for short or long-term experiences would help to change the campus culture. While short-term faculty lead trips are not a part of the Study Abroad Office, it is a part of the Center for Global Understanding and Peacemaking. One way to improve the campus culture surrounding study abroad is to increase the number of faculty lead trips. This could be beneficial to faculty by enriching their classroom by becoming a more

culturally inclusive educator or through recognition of service in a tenure/promotion dossier. During the focus groups students often felt they had to initiate a discussion of study abroad with their faculty advisor, but if the experience of study abroad was more integrated into the expectations of an Elizabethtown College education more students would choose to study abroad. Finally, the Study Abroad Office could directly partner with universities abroad in addition to using program providers. Fairfield University in Connecticut has a strong study abroad culture because they directly partner with schools abroad (Fairfield University 2018). Linking with universities directly would help to alleviate some of the barriers identified in this study such as the miscommunication about fees. By working directly with universities abroad students would not have the additional step of going through a program provider. This might alleviate some of the miscommunications students have dealt with in the past if they are directly communicating with the Study Abroad Office.

- 5) **Increase awareness of student experiences.** Another way to make studying abroad more integrated within the campus culture is to feature the students who have studied abroad and their experiences in marketing and recruitment materials. The students we attract and recruit may not be the population of students who have significant travel experience as high school students because our materials do not showcase study abroad as a hallmark of an Elizabethtown College education. For example, the travel experience before enrolling at Elizabethtown College was minimal for the sample of this study. In addition, intentions to study abroad were low. Instead, such prospective students may choose to attend colleges and universities where study abroad is a strong part of the campus culture. Students who have studied abroad, whether during

a May term or longer program, for one of their Signature Learning Experiences could be featured on the college website and the study abroad website. A bulletin board in the hallway of the Center for Global Understanding and Peacemaking, where the Study Abroad Office is now located, can display where current students are globally showing other students what options exist. This bulletin board would also be a great place to advertise the Study Abroad Office's social media accounts and other resources. The hallway for Center for Global Understanding and Peacemaking is in close proximity to a printing station with lots of foot traffic. Another way to enhance campus culture while showcasing study abroad experiences is to develop a mixed-media arts competition. Students would be invited to submit a work of art, writing, or digital media about their experience abroad. The work could then be displayed in various locations on campus such as the Blue Bean, Library or even the Lyet Gallery on the second floor of Leffler Chapel. There would be a prize for the winner, but all pieces would be displayed. A student in the study abroad focus group stated near the end of the session that "when you get people who have studied abroad together we can talk for hours about our experiences," while another student simply stated "I love talking about my trip." Students should be provided with more opportunities to creatively tell their stories. This would develop interest from other students in study abroad and increase knowledge overall about the programs and outcomes.

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APPENDIX A: Tables

Table 1.1.
Descriptive Statistics of Non-Study Abroad Respondent Characteristics,
N=349 (unless noted)

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Sex		
Male	121	34.7
Female	222	63.6
Prefer not to answer	6	1.7
Age		
18	67	19.2
19	83	23.7
20	73	20.9
21	73	20.9
22	48	13.8
23 +	5	1.5
Class Standing		
Freshman	125	35.8
Sophomore	49	14.1
Junior	108	30.9
Senior	67	19.2
Major		
Liberal Arts	49	14.2
STEM	200	57.3
Pre-Professional	151	43.5
Distance from Etown to home (N=348)		
Less than 10 miles to 25 miles	80	23.0
25 miles to 100 miles	153	43.9
Over 100 miles	115	33.1
Commuter		
Yes	39	11.2
No	310	88.8

Table 1.2.
Descriptive Statistics of Non-Study Abroad Respondent Characteristics,
N= 349 (unless noted)

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Knowledgeable of where the Study Abroad Office is located		
Yes	184	52.7
No	165	47.3
Expectation to study abroad		
Highly unexpected	3	0.9
Unexpected	17	4.9
Neither expected nor unexpected	213	61.2
Expected	93	26.6
Highly Expected	19	5.4
Financial Situation (N= 347)		
I have many loans and scholarships	135	38.9
I have a few loans and scholarships	119	34.3
I have loans	6	1.7
I have scholarships	60	17.3
College is not a financial burden	21	6.1
I do not know my financial situation	6	1.7

Table 1.3.
Descriptive Statistics of Willingness to Use Resources of Non-Study
Abroad Students, N=349

<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Study abroad fair			YouTube		
Yes	199	43.0	Yes	57	16.3
No	150	57.0	No	292	83.7
Study abroad advisor			Posters		
Yes	231	66.2	Yes	54	15.5
No	118	33.8	No	295	84.5
Study abroad Peer			Etownian		
Advisor			Yes	14	4.0
Yes	118	33.8	No	335	96.0
No	231	66.2			
Faculty or Academic			Blogs		
Advisor			Yes	26	7.4
Yes	222	36.4	No	323	92.6
No	127	63.6			
Career Services			Social Media		
Yes	36	10.3	Yes	100	28.7
No	313	89.7	No	249	71.3
Family Member			Study Abroad		
			101 Sessions		
Yes	195	55.9	Yes	92	26.4
No	154	44.1	No	257	73.6
Friend(s) who have			I would not use		
studied abroad			any of these		
			resources		
Yes	256	73.4	Yes	14	4.0
No	93	26.6	No	335	96.0

Table 1.4.
Descriptive Statistics for Willingness to use New Resources of Non-Study Abroad
Students, N=349 (unless noted)

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Newsletter		
Yes	50	14.3
No	299	85.7
Presentation at dorm		
Yes	78	22.3
No	270	77.4
Attending Honors Presentations (N=348)		
Yes	51	14.6
No	298	85.4
Blog run by Study Abroad Office		
Yes	52	14.9
No	297	85.1
Meeting with peer advisor for coffee		
Yes	96	27.5
No	253	72.5
I would not use any of these resources		
Yes, would not use resources	129	63.0
No, would use resources	220	44.0

Table 1.5.
How Studying Abroad Would Fit into Non- Study Abroad Respondent Academic Plan,
N=349

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Fulfill major course requirement		
Yes	112	32.1
No	237	67.9
Fulfill minor course requirement		
Yes	51	14.6
No	298	85.4
Fulfill core course requirement		
Yes	124	35.5
No	225	64.5
Fulfill electives for graduation		
Yes	68	19.5
No	281	80.5
Fulfill SLE requirement		
Yes	161	46.1
No	188	53.9
Fulfill internship requirement		
Yes	39	11.2
No	310	88.8
Studying abroad would not fit into plan		
Yes, would not fit into my plan	102	29.2
No, would fit into plan	247	70.8

Table 1.6.
Likeliness of Non-Study Abroad Respondent to Receive Encouragement

<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Department Faculty (N= 299)			College President (N= 250)		
Strongly discourage	3	1.2	Strongly Discourage	4	1.6
Discourage	7	2.3	Discourage	9	3.6
Neither	97	32.4	Neither	176	70.4
Encourage	143	47.8	Encourage	48	19.2
Strongly Encourage	49	16.3	Strongly Encourage	13	5.2
Department Chair (N= 283)			Athletics (N= 182)		
Strongly Discourage	4	1.4	Strongly discourage	8	4.5
Discourage	6	2.1	Discourage	15	8.2
Neither	141	49.8	Neither	129	70.8
Encourage	95	33.5	Encourage	24	13.2
Strongly Encourage	37	13.2	Strongly Encourage	6	3.3
Current Advisor (N= 301)			Coach (N= 188)		
Strongly Discourage	3	0.9	Strongly discourage	14	7.5
Discourage	10	3.4	Discourage	22	11.7
Neither	120	39.9	Neither	119	63.2
Encourage	123	40.8	Encourage	25	13.3
Strongly Encourage	45	14.9	Strongly Encourage	8	4.3
First Year Advisor (N= 301)			Campus Work Supervisor (N= 219)		
Strongly discourage	7	2.3	Strongly discourage	3	1.3
Discourage	4	1.4	Discourage	9	4.2
Neither	124	41.2	Neither	186	84.9
Encourage	124	41.2	Encourage	16	7.4
Strongly Encourage	42	13.9	Strongly Encourage	5	2.2
Admissions Office (N= 286)			Career Services (N=271)		
Strongly discourage	3	1.1	Strongly discourage	2	0.7
Discourage	3	1.1	Discourage	3	1.2
Neither	167	58.4	Neither	161	59.4
Encourage	89	31.1	Encourage	89	32.8
Strongly Encourage	24	8.3	Strongly Encourage	16	5.9

Table 1.6. (Continued)
Likeliness of Non-Study Abroad Respondent to Receive Encouragement

<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Club Advisor (N= 242)			General Campus Culture (N=308)		
Strongly discourage	4	1.6	Strongly discourage	3	0.9
Discourage	2	0.8	Discourage	1	0.4
Neither	175	72.3	Neither	97	31.6
Encourage	49	20.2	Encourage	161	52.2
Strongly Encourage	12	4.9	Strongly Encourage	46	14.9
Kinesis Mentor (N= 139)			Friends (N= 321)		
Strongly discourage	2	1.4	Strongly discourage	2	0.6
Discourage	1	0.7	Discourage	2	0.6
Neither	115	82.8	Neither	84	26.2
Encourage	10	7.2	Encourage	160	49.8
Strongly Encourage	11	7.9	Strongly Encourage	73	22.8
Peer Mentor (N= 286)			Etown Student (N=319)		
Strongly discourage	3	1.1	Strongly discourage	2	0.6
Discourage	1	3.4	Discourage	4	1.2
Neither	122	42.6	Neither	62	19.4
Encourage	134	46.8	Encourage	179	56.1
Strongly Encourage	26	9.1	Strongly Encourage	72	22.5
Residence Assistant (N= 264)			Study Abroad Office (N= 309)		
Strongly discourage	5	1.8	Strongly discourage	2	.6
Discourage	1	0.3	Discourage	3	.9
Neither	207	78.5	Neither	54	17.4
Encourage	42	15.9	Encourage	88	28.4
Strongly Encourage	9	3.5	Strongly Encourage	162	52.4

Table 1.7.
Descriptive Statistics of Study Abroad Respondent Characteristics, N=87

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Sex		
Male	10	11.5
Female	76	87.4
Prefer not to answer	1	1.1
Age		
19	2	2.3
20	32	36.8
21	32	36.8
22	19	21.8
23	2	2.3
Class standing		
Sophomore	6	6.9
Junior	47	54.1
Senior	33	37.9
5 th Year	1	1.1
Major		
Liberal Arts	19	21.9
STEM	25	28.7
Pre-Professional	43	49.4
Distance from Etown to home		
Less than 10 miles to 25 miles	13	14.9
25 miles to 100 miles	38	43.7
Over 100 miles	36	41.4
Commuter		
Yes	10	11.5
No	77	88.5
Expectation to study abroad		
Highly unexpected	2	2.3
Unexpected	11	12.6
Neither expected nor unexpected	52	59.8
Expected	22	25.3
Highly expected	0	0.0

<u>Variable</u>	<u>N</u>
Location	
Spain (Barcelona, Granada, Valladolid)	11
New Zealand (Dunedin, Wellington)	11
Ireland (Dublin, Maynooth, Limerick)	9
Japan (Osaka, Kansai, Tokyo)	9
Italy (Florence)	8
Vietnam	6
England (Cheltenham, Cambridge, London)	6
Switzerland (Geneva)	6
Australia (New Castle, Brisbane)	4
Costa Rica (San Jose)	4
France (Aix-en-Provence, Strasbourg)	3
Washington, DC	3
Belgium (Brussels)	2
Germany (Konstanz)	2
Greece (Athens)	1
Thailand (Bangkok)	1
India (Chennai)	1
Argentina	1
China (Dalian)	1
Mexico (Jalaps Vercruz)	1
South Africa (Cape Town, Johannesburg)	1
Tanzania (Karatu)	1
Peru (Lima)	1
Austria	1
Czech Republic (Prague)	1
Ecuador (Quito)	1
Fiji (Suva)	1
U.S. Virgin Islands	1

Table 1.9.
Descriptive Statistics of Study Abroad Respondent
Characteristics

<u>Variable</u>	<u>N</u>
Program Provider	
CIS Abroad	25
SOL	6
Brittney's Hope	5
ISA	5
BCA	4
KCP	3
America University	2
Kansai Gaidai Asian Studied	2
Program	
Business Department	1
IFE	1
Sociology/Anthropology	1
Department	

Table 1.10.
Descriptive Statistics of Study Abroad Respondent Characteristics, N=87

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Age when studied abroad		
15	1	1.1
18	2	2.3
19	19	21.8
20	46	52.9
21	16	18.4
22	3	3.5
Class standing while abroad		
Freshman	1	1.1
Sophomore	23	26.5
Junior	58	66.7
Senior	5	5.7
Semester Studied Abroad		
Fall Semester	29	33.5
Spring Semester	37	42.5
Summer	4	4.6
Year Long	8	9.2
Only participated in a short-term trip	9	10.3
Participated in a short-term		
May Term	19	21.8
Winter Term	1	1.1
Did not participate in a short-term trip	67	77.1
Living situation while abroad		
Homestay	25	28.7
Apartment	32	36.8
Residence Hall	23	26.4
Found own living situation	1	1.1
Prior travel experience		
A lot	24	26.6
A little	45	51.7
None at all	18	20.7

Table 1.11.**Descriptive Statistics of Study Abroad Respondent Characteristics, N=87**

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Ease of applying through Etown		
Very difficult	3	3.4
Somewhat difficult	23	26.4
Neither easy nor difficult	13	14.9
Somewhat easy	36	41.5
Very easy	9	10.4
Did not apply though Etown	3	3.4
How prepared did one feel		
Not well prepared at all	20	23.0
Fairly well prepared	48	55.2
Very well prepared	5	5.7
Did not use Study Abroad Office to prepare for trip	14	16.1
Overall satisfaction with experience		
Very unsatisfied	1	1.1
Unsatisfied	1	1.1
Neither satisfied nor unsatisfied	2	2.3
Satisfied	21	24.2
Very satisfied	62	71.3
Likelihood of studying abroad again		
Very unlikely	1	1.1
Unlikely	4	4.6
Neither likely nor unlikely	2	2.3
Likely	11	12.6
Very likely	69	79.4
Likelihood to recommend program		
Very unlikely	2	2.3
Unlikely	4	4.6
Neither likely nor unlikely	3	3.4
Likely	23	26.4
Very likely	55	63.3

Table 1.12.
Descriptive Statistics of Study Abroad Respondent Characteristics, N=87

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Level of comfort upon returning to Etown		
Very uncomfortable	15	17.2
Slightly uncomfortable	40	46.0
Not uncomfortable at all	32	36.8
Improvement of language skills		
They improved greatly	20	23.0
Improved a little	14	16.2
No improvement at all	2	2.3
Did not study abroad for language skills	51	58.6
If one had a blog while abroad		
Chose to	13	14.9
Was required	4	4.6
I chose to but was also required	2	2.3
Did not have a blog	68	78.2
Received a scholarship		
Yes	27	31.0
No, but did not apply	40	46.0
No, applied but did not receive one	20	23.0

Table 1.13.
Descriptive Statistics of Resources Consulted Prior to Studying
Abroad for Study Abroad Respondent, N=87

<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Study abroad fair			YouTube		
Yes	43	49.4	Yes	15	17.2
No	44	50.6	No	72	82.8
Study abroad advisor			Posters		
Yes	50	57.5	Yes	3	3.4
No	37	42.5	No	84	96.6
Study abroad Peer Advisor			Etownian		
Yes	12	13.8	Yes	2	2.3
No	75	86.2	No	85	97.7
Faculty or Academic Advisor			Blogs		
Yes	59	67.8	Yes	10	11.5
No	28	32.2	No	77	88.5
Career Services			Social Media		
Yes	0	0.0	Yes	20	23.0
No	87	100.0	No	67	77.0
Family Member			Study Abroad 101 Sessions		
Yes	47	54.0	Yes	7	8.0
No	40	46.0	No	80	92.0
Friend(s) who have studied abroad			I did not use any of these resources		
Yes	43	49.4	Yes	5	5.7
No	44	50.6	No	82	94.3

Table 1.14.
**Opinions of Study Abroad Respondent If Unoffered Resources Would be
 Helpful to Perspective Students, N=87**

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Newsletter		
Yes	21	24.1
No	66	75.9
Presentation at dorm		
Yes	17	19.5
No	70	80.5
Attending Honors Presentations		
Yes	19	21.8
No	68	78.2
Blog run by Study Abroad Office		
Yes	33	37.9
No	54	62.1
Meeting with peer advisor for coffee		
Yes	36	41.4
No	51	58.6
I do not think these resources would be helpful		
Yes, would not be helpful	15	17.2
No, would be helpful	72	82.8

Table 1.15.
How Studying Abroad Fits into Study Abroad Respondent's Academic Plan,
N=87

<u>Variables</u>	<u>N</u>	<u>Percent</u>
Fulfill major course requirement		
Yes	45	51.7
No	42	48.3
Fulfill minor course requirement		
Yes	57	65.5
No	30	34.5
Fulfill core course requirement		
Yes	43	49.4
No	44	50.6
Fulfill electives for graduation		
Yes	24	27.6
No	63	72.4
Fulfill SLE requirement		
Yes	52	59.8
No	35	40.2
Fulfill internship requirement		
Yes	5	5.7
No	82	94.3
Studying abroad would not fit into plan		
Yes, did not fit into my plan	5	5.7
No, did fit into plan	82	94.3

Table 1.16.
Degree of Encouragement Study Abroad Respondent Received to Study Abroad

<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Department Faculty (N= 77)			College President (N= 46)		
Strongly discourage	0	0.0	Strongly Discourage	0	0.0
Discourage	0	0.0	Discourage	0	0.0
Neither	17	22.1	Neither	36	78.3
Encourage	33	42.8	Encourage	7	15.2
Strongly Encourage	27	35.1	Strongly Encourage	3	6.5
Department Chair (N= 66)			Athletics (N= 38)		
Strongly Discourage	1	1.5	Strongly discourage	3	7.8
Discourage	0	0.0	Discourage	5	13.2
Neither	28	42.5	Neither	27	71.1
Encourage	17	25.7	Encourage	1	2.5
Strongly Encourage	20	30.3	Strongly Encourage	2	5.3
Current Advisor (N=85)			Coach (N= 36)		
Strongly Discourage	0	0.0	Strongly discourage	2	5.5
Discourage	1	1.2	Discourage	5	1.4
Neither	14	16.5	Neither	25	69.5
Encourage	31	36.5	Encourage	1	2.7
Strongly Encourage	39	45.8	Strongly Encourage	3	8.3
First Year Advisor (N= 69)			Campus Work Supervisor (N= 52)		
Strongly discourage	0	0.0	Strongly discourage	0	0.0
Discourage	1	1.4	Discourage	1	1.9
Neither	32	46.5	Neither	39	75.1
Encourage	19	27.5	Encourage	8	15.4
Strongly Encourage	17	24.6	Strongly Encourage	4	7.6
Admissions Office (N= 53)			Career Services (N= 46)		
Strongly discourage	0	0.0	Strongly discourage	0	0.0
Discourage	1	1.8	Discourage	0	0.0
Neither	37	69.9	Neither	42	91.3
Encourage	14	26.5	Encourage	3	6.5
Strongly Encourage	1	1.8	Strongly Encourage	1	2.2

Table 1.16. (Continued)					
Degree of Encouragement Study Abroad Respondent Received to Study Abroad					
<u>Variables</u>	<u>N</u>	<u>Percent</u>	<u>Variables</u>	<u>N</u>	<u>Percent</u>
Club Advisor (N= 50)			General Campus Culture (N=72)		
Strongly discourage	0	0.0	Strongly discourage	1	1.4
Discourage	0	0.0	Discourage	2	2.7
Neither	40	80.0	Neither	19	26.4
Encourage	4	8.0	Encourage	41	56.9
Strongly Encourage	6	12.0	Strongly Encourage	9	12.5
Kinesis Mentor (N=33)			Friends (N= 82)		
Strongly discourage	0	0.0	Strongly discourage	0	0.0
Discourage	0	0.0	Discourage	0	0.0
Neither	26	78.7	Neither	6	7.3
Encourage	4	12.1	Encourage	43	52.5
Strongly Encourage	3	1.2	Strongly Encourage	33	40.2
Peer Mentor (N=66)			Etown Student (N=81)		
Strongly discourage	0	0.0	Strongly discourage	0	0.0
Discourage	1	1.5	Discourage	0	0.0
Neither	32	48.5	Neither	4	4.9
Encourage	19	28.7	Encourage	27	33.3
Strongly Encourage	14	21.3	Strongly Encourage	50	61.8
Residence Assistant (N= 49)			Study Abroad Office (N= 79)		
Strongly discourage	0	0.0	Strongly discourage	0	0.0
Discourage	1	2.0	Discourage	1	1.2
Neither	43	87.7	Neither	8	10.1
Encourage	3	6.1	Encourage	31	39.3
Strongly Encourage	2	4.2	Strongly Encourage	39	49.4

**Table 2.1. Means and Standard Deviation for
Desired Trip Length for Non-Study
Abroad Respondent, N= 334**

<u>Variables</u>	<u>Mean</u>	<u>SD</u>
Year Long	1.55	.88
Semester Long	2.62	1.49
Summer	2.58	1.33
Winter Term	2.65	1.36
May Term	2.86	1.33

Note: Scales ranged from 1 very unlikely to 5 very likely

**Table 2.2. Means and Standard Deviation for
Desired Trip Length for
Study Abroad Respondent, N= 86**

<u>Variables</u>	<u>Mean</u>	<u>SD</u>
Year Long	2.08	0.98
Semester Long	3.37	0.92
Summer	2.68	0.81
Winter Term	2.53	0.92
May Term	2.68	0.93

Note: Scales ranged from 1 very unlikely to 4 very likely

Table 2.3. Means and Standard Deviation for Academic Barriers

<u>Variables</u>	Non-Study Abroad N= 327		Study Abroad N=87	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Classes wouldn't count for major abroad	2.99	1.08	3.01	1.49
Lack of support from department	2.41	0.92	2.03	0.98
Fear disability would not be accommodated	2.17	1.06	1.87	0.95
Wanted to graduate early	2.34	0.99	1.97	1.16
Language barrier	2.95	1.18	2.32	1.27
Fear of graduating late	2.60	1.25	2.05	1.11
Leadership position on campus	2.70	1.16	2.67	1.25
Fear of lack of learning accommodations	2.31	1.04	1.86	0.96
Major does not allow time to study abroad	3.01	1.26	2.01	1.05
Switched major	2.11	1.08	1.73	0.97
Only has upper level classes left that must be taken at Etown	3.15	1.30	2.56	1.30

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 2.4. Means and Standard Deviation for Financial Barriers

<u>Variables</u>	Non-Study Abroad N= 327		Study Abroad N=87	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Would need to take out additional loans to study abroad	3.78	1.08	2.58	1.29
Would have to rely on scholarships to study abroad	3.70	1.06	2.83	1.09
Studying abroad would be an additional struggle beyond tuition	3.70	1.07	3.21	1.29
Studying abroad would be a financial struggle in general	3.72	1.07	2.97	1.21

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 2.5. Means and Standard Deviation for Influences on Decision to Study Abroad

<u>Variables</u>	Non-Study Abroad N= 327		Study Abroad N=87	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Experience different classes	3.88	0.89	4.10	1.18
Lower drinking age	2.85	1.21	2.89	1.37
Try new foods	4.07	0.91	4.18	1.09
Enhance job opportunities	4.11	0.83	4.18	0.88
Improve language skills	3.77	0.99	3.68	1.28
Experience a new culture	4.25	0.82	4.77	0.62
Opportunity to travel	4.29	0.75	4.73	0.55
Saw photos on social media	3.65	3.02	3.71	1.22
Post pictures on social media	3.66	5.42	3.50	1.27
Previous experience in high school	2.70	1.17	2.86	1.33

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 2.6. Means and Standard Deviation for Possible Outcomes from Study Abroad

<u>Variables</u>	Non-Study Abroad N= 327		Study Abroad N=87	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Application of skills learned at Etown	3.76	0.93	3.78	1.11
Career plans will change or become more focused	3.24	1.03	3.41	1.16
Gain cross-cultural skills	4.09	0.76	4.31	0.90
Increase knowledge of specific country	4.26	0.75	4.58	0.77
Real world education opportunities	4.01	0.81	4.27	0.85
Ability to make friends will increase	3.77	0.93	4.00	1.03
Increase in Global understanding	3.99	0.85	4.31	0.82
Greater independence	4.18	0.81	4.71	0.60
Gain insight into oneself	3.97	0.88	4.62	0.63
Interest in leaning language will increase	3.68	1.04	3.89	1.23
Networking opportunities	3.88	0.91	3.86	1.08
More receptive of new ideas	4.10	0.77	4.47	0.74
New perspectives to own county	4.09	0.82	4.49	0.86
Adapt to new situations	4.14	0.77	4.45	0.74
Prior skills in a foreign language will improve	3.64	1.01	3.54	1.50
Evaluate privilege	3.36	1.10	3.86	1.18
Gain problem solving skills	3.73	0.90	4.14	0.93
Opportunity for professional development	3.85	0.91	3.96	1.06

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 2.7. Means and Standard Deviation for Personal Barriers

Variables	Non- Study Abroad N= 327		Study Abroad N=87	
	Mean	SD	Mean	SD
Application seems to complicated	2.37	1.08	2.12	1.08
Conflicts with athletics	2.32	1.34	1.81	1.09
Too busy with co-curricular activities	2.75	1.26	1.97	0.99
Do not want to miss events at Etown	2.43	1.16	2.31	1.22
Family members to not support	2.54	1.13	2.17	1.20
Distance from family	2.99	1.26	2.64	1.21
Do not want to miss family events	2.96	1.27	2.78	1.22
Family issue	2.17	0.97	2.04	1.02
Finance concerns	3.73	1.16	3.18	1.19
Friends do not support	2.11	0.94	1.85	0.94
Do not want to lose job	2.34	1.16	1.91	1.06
Distance from friends	3.10	1.22	2.66	1.11
Location I want is not offered	3.32	1.02	1.86	0.94
Metal health concern	2.39	1.25	2.31	1.27
Personal issue	2.29	1.07	2.03	1.02
Physical health concern	2.08	1.06	2.04	1.07
Fear of race or discrimination	2.08	1.06	1.71	0.84
Fear of lack of skills	2.75	1.30	2.55	1.31
Travel safety concerns	2.67	1.21	2.52	1.12

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 3.1. T-Tests for Outcomes/Barriers and Academic Field of Study for Non-Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 281)		Liberal Arts Majors (N= 46)		<i>t-test</i>
	Mean	SD	Mean	SD	
Positive Outcomes from Study Abroad	70.08	11.91	70.69	12.01	-0.33
Financial Barriers	14.83	3.84	15.43	3.33	-0.97
Academic Barriers	29.20	6.19	26.26	6.17	2.99**
Personal Barriers	51.35	13.26	49.43	11.5	0.92

Note: Positive outcomes scale ranged from 18 minimal positive outcomes to 90 maximum positive outcomes

Financial barriers scale ranged from 4 minimal barriers to 20 maximum barriers

Academic barriers scale ranged from 12 minimal barriers to 44 maximum barriers

Personal barriers scale ranged from 20 minimal barriers to 84 maximum barriers

** Significant at the .01 level

Table 3.2. T-Tests for Desired Trip Length and Academic Field of Study for Non-Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 291)		Liberal Arts Majors (N= 49)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year Long	1.51	0.83	1.79	1.11	0.07*
Semester Long	2.58	1.47	2.83	1.57	-1.09
Summer	2.61	1.30	2.38	1.49	1.05
Winter Term	2.69	1.35	2.41	1.48	1.35
May Term	2.87	1.30	2.81	1.55	0.27

Note: Scales ranged from 1 very unlikely to 5 very likely

* Significant at the .05 level

Table 3.3. T-Tests for Desired Length of Trip and Sex for Non-Study Abroad Respondents

	Male (N= 119)		Female (N= 215)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	1.56	0.86	1.55	0.89	0.09
Semester Long	2.43	1.46	2.73	1.50	-1.77
Summer	2.29	1.26	2.74	1.35	.297*
Winter Term	2.36	1.30	2.81	1.37	-2.91*
May Term	2.67	1.33	2.97	1.33	-2.01*

Note: Scales ranged from 1 very unlikely to 5 very likely

* Significant at the .05 level

Table 3.4. T-Tests for Positive Outcomes Index and Sex for Non-Study Abroad Respondents

	Male (N= 115)		Female (N= 206)		<i>t-test</i>
	Mean	SD	Mean	SD	
Positive Outcomes	66.36	13.61	72.54	10.24	-4.59***

Note: Positive outcomes scale ranged from 18 minimal positive outcomes to 90 maximum positive outcomes

*** Significant at the .001 level

Table 3.5. T-Tests for Lack of Support from Department and Academic Field of Study for Non-Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 281)		Liberal Arts Majors (N= 46)		<i>t-test</i>
	Mean	SD	Mean	SD	
Department Support	2.44	0.99	2.23	1.07	1.37

Note: Scales ranged from 5= strongly agree to 1=strongly disagree

Table 3.6. T-Tests for Desired Length of Trip and Commuter Status for Non-Study Abroad Respondents

	Non-Commuter (N= 298)		Commuter (N=35)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	1.54	0.86	1.60	1.60	2.74
Semester Long	2.67	1.49	2.20	1.43	1.76
Summer	2.65	1.32	2.00	1.32	2.74
Winter Term	2.67	1.34	2.40	1.51	1.14
May Term	2.89	1.32	2.62	1.41	1.19

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 3.7. T-Tests for Desired Length of Trip and Distance Respondent Live from Campus for Non-Study Abroad Respondents

	Home less than 100 miles from campus (N= 222)		Home more than 100 miles from campus (N=111)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	1.49	0.84	1.66	0.95	-1.66
Semester Long	2.50	1.46	2.86	1.52	-2.10
Summer	2.54	1.33	2.64	1.36	-0.63
Winter Term	2.60	1.34	2.72	1.41	-0.76
May Term	2.84	1.33	2.91	1.34	-0.49

Note: Scales ranged from 1 very unlikely to 5 very likely

Table 3.8. T-Tests for Desired Trip Length and Class for Non-Study Abroad Respondents

	Underclassmen (N= 168)		Upperclassmen (N=166)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	1.64	0.90	1.46	0.86	1.91
Semester Long	3.18	1.45	2.05	1.33	7.46***
Summer	2.77	1.26	2.39	1.38	2.63*
Winter Term	2.54	1.42	2.77	1.26	1.35
May Term	3.02	1.24	2.72	1.41	2.06*

Note: Scales ranged from 1 very unlikely to 5 very likely

*** Significant at the .001 level

* Significant at the .05 level

Table 3.9. T-Tests for Outcomes/Barriers and Class for Non-Study Abroad Respondents

	Underclassmen (N= 161)		Upperclassmen (N= 166)		<i>t-test</i>
	Mean	SD	Mean	SD	
Positive Outcomes from Study Abroad	72.22	11.54	68.18	11.95	-1.35
Financial Barriers	14.63	3.71	15.19	3.83	3.11*
Academic Barriers	27.55	6.31	29.98	5.99	-3.56***
Personal Barriers	51.44	12.56	50.73	13.49	0.49

Note: Positive outcomes scale ranged from 18 minimal positive outcomes to 90 maximum positive outcomes

Financial barriers scale ranged from 4 minimal barriers to 20 maximum barriers

Academic barriers scale ranged from 12 minimal barriers to 44 maximum barriers

Personal barriers scale ranged from 20 minimal barriers to 84 maximum barriers

*** Significant at the .001 level

* Significant at the .05 level

Table 3.10. T-Tests for Outcomes/Barriers and Academic Field of Study for Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 68)		Liberal Arts Majors (N= 18)		<i>t-test</i>
	Mean	SD	Mean	SD	
Positive Outcomes from Study Abroad	80.22	10.24	73.88	18.10	1.95
Financial Barriers	11.61	3.83	12.05	4.09	-0.42
Academic Barriers	24.85	6.34	22.11	8.01	1.53
Personal Barriers	42.79	12.25	42.88	11.11	-0.03

Note: Positive outcomes scale ranged from 25 minimal positive outcomes to 95 maximum positive outcomes

Financial barriers scale ranged from 4 minimal barriers to 18 maximum barriers

Academic barriers scale ranged from 11 minimal barriers to 48 maximum barriers

Personal barriers scale ranged from 19 minimal barriers to 74 maximum barriers

Table 3.11. T-Tests for Desired Trip Length and Academic Field of Study for Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 68)		Liberal Arts Majors (N= 18)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year Long	1.85	0.83	2.94	1.05	-4.66***
Semester Long	3.29	0.91	3.66	0.59	-1.54
Summer	2.67	0.81	2.72	0.82	-0.21
Winter Term	2.58	0.93	2.33	0.84	1.05
May Term	2.69	0.95	2.66	0.90	0.09

Note: Scales ranged from 1 very unlikely to 4 very likely

*** Significant at the .001 level

Table 3.12. T-Tests for Desired Length of Trip and Sex for Study Abroad Respondents

	Male (N= 10)		Female (N= 76)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	2.10	1.19	2.05	0.94	0.14
Semester Long	2.80	1.03	3.45	0.88	-2.14
Summer	2.20	0.91	2.74	0.79	-1.79
Winter Term	2.00	0.94	2.60	0.90	-1.96
May Term	2.40	1.17	2.72	0.91	-1.01

Note: Scales ranged from 1 very unlikely to 4 very likely

Table 3.13. T-Tests for Positive Outcomes Index and Sex for Study Abroad Respondents

	Male (N= 10)		Female (N= 75)		<i>t-test</i>
	Mean	SD	Mean	SD	
Positive Outcomes	75.80	14.16	79.16	12.27	-0.79

Note: Positive outcomes scale ranged from 25 minimal positive outcomes to 95 maximum positive outcomes

Table 3.14. T-Tests for Lack of Support from Department and Academic Field of Study for Study Abroad Respondents

	STEM & Pre-Professional Majors (N= 68)		Liberal Arts Majors (N= 18)		<i>t-test</i>
	Mean	SD	Mean	SD	
Department Support	2.14	0.95	1.66	1.02	1.87

Note: Scales ranged from 5= strongly agree to 1=strongly disagree

Table 3.15. T-Tests for Desired Length of Trip and Commuter Status for Study Abroad Respondents

	Non-Commuter (N= 76)		Commuter (N=10)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	2.09	1.00	2.00	0.81	0.27
Semester Long	3.36	0.94	3.40	0.69	-0.10
Summer	2.69	0.81	2.60	0.84	0.35
Winter Term	2.55	0.91	2.40	0.96	0.49
May Term	2.69	0.92	2.60	1.07	0.31

Note: Scales ranged from 1 very unlikely to 4 very likely

Table 3.16. T-Tests for Desired Length of Trip and Distance Respondent Live from Campus for Study Abroad Respondents

	Home less than 100 miles from campus (N= 50)		Home more than 100 miles from campus (N=36)		<i>t-test</i>
	Mean	SD	Mean	SD	
Year long	1.92	.944	2.31	1.00	-1.82
Semester Long	3.32	0.97	3.44	0.84	.14
Summer	2.52	0.83	2.91	0.73	-.61
Winter Term	2.34	0.93	2.81	0.82	-2.38*
May Term	2.44	0.97	3.02	0.77	-3.00*

Note: Scales ranged from 1 very unlikely to 4 very likely

* Significant at the .05 level

APPENDIX B: IRB Application and Approval



Pat Blough <no-reply@irbnet.org>

Wed 2/14, 8:00 AM

Kozimor-King, Michele Lee; Vielee, Alyssa R. ↵

Please note that Elizabethtown College IRB has taken the following action on IRBNet:

Project Title: [1184051-1] Student Perceptions of Study Abroad at Elizabethtown College
Principal Investigator: Alyssa Vielee

Submission Type: New Project
Date Submitted: February 9, 2018

Action: APPROVED
Effective Date: February 14, 2018
Review Type: Exempt Review

Should you have any questions you may contact Pat Blough at bloughp@etown.edu.

Thank you,
The IRBNet Support Team

www.irbnet.org



**Elizabethtown College
Institutional Review Board**

Application for Review of Research Involving Human Participants

The Institutional Review Board (IRB) reviews research involving human participants. Researchers are responsible for obtaining IRB approval before recruiting human participants for research. Please visit the Forms and Templates Tab in IRB Net for samples of any/all additional forms you may need to accompany your application. You may also refer to the Read Me First Checklist for assistance.

Date of Application: 2/5/18 Anticipated Project Start Date: 2/12/18
Project Title: Student Perceptions of Study Abroad at Elizabethtown College

Principal Investigator: Alyssa Vielee

Faculty Student Administrator

Contact Information: 1531 Baugher Ave 570-903-1776 vieleea@etown.edu
(Campus Mailing Address) (Phone) (Email)

Faculty Advisor (for students): Dr. Michele Lee Kozimor-King

Are there costs associated with this study?

Funding Source (if applicable):

Key research personnel involved in the research study:

Name	Department	Role	Qualifications
Alyssa Vielee	Sociology/Anthropology	Principle Investigator	SAN330/SAN331
Dr. Michele Lee Kozimor-King	Sociology/Anthropology	Advisor	PhD
Katie Thompson	Sociology/Anthropology	Focus Group Assistant	SAN330/SAN331
Courtney Shaffer	Sociology/Anthropology	Focus Group Assistant	SAN330/SAN331
Stevie Caronia	Sociology/Anthropology	Focus Group Assistant	SAN330/SAN331

Conflict of Interest: Do any investigators or key research personnel have any financial or business interest related to the research? No If yes, list each below and indicate:

SECTION A: ASSURANCES

Principal Investigator - When submitting this application via IRBNet, you are certifying the following:

1. I (we) certify that the proposed research includes only those activities described in this application and agree to report any significant changes in the research proposal to the IRB.
2. I (we) confirm that I have read and understand the Elizabethtown College IRB Guidelines for Human Participants Research.
3. I (we) certify that the research will not be initiated until written approval is received from the IRB.
4. I (we) agree to report any significant and relevant changes in the research proposal to the IRB.

Faculty Sponsor (for students) - When approving this application via IRBNet, you are certifying the following:

1. I have carefully examined the proposal. I take overall responsibility for the content of this proposal and the conduct of this research.
2. I agree to report any significant and relevant changes in the research proposal to the IRB.
3. I have read and understand the Elizabethtown College IRB Guidelines for Human Participants Research.

Department Chair (of principal investigator or faculty sponsor) - When approving this application via IRBNet, you are certifying the following:

The IRB must determine that all research involving human participants is scientifically sound, so as not to expose participants to unnecessary risks or burdens. Confirmation of this at the department level facilitates IRB review, since IRB members may not be familiar with research methods employed by specific disciplines.

1. I have examined the proposal and find that the research is scientifically sound.
2. The investigator/sponsor(s) are members of my department and are qualified to perform the roles proposed for them in this application. Students from my department will be supervised by qualified investigators.

SECTION B: Criteria for Exemption

Certain categories of research are exempt from further IRB review if they pose a minimal risk to participants. According to federal guidelines (45 CFR 46.102), “**Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.**” Attach additional sheets if more space is needed.

- True 1. Your research meets the above definition of minimal risk.
- True 2. Your research is limited to the following categories (indicate below).
- Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human participants can be identified, directly or through identifiers linked to the participants; and (ii) any disclosure of the human participants' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.
- Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior, if: (i) the human participants are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that participants cannot be identified, directly or through identifiers linked to the participants.
- Research and demonstration projects which are conducted by or participant to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits under those programs.
- Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
- True 3. Your research does NOT involve protected participants (e.g., children, prisoners, fetuses, pregnant women, cognitively impaired persons, institutionalized persons).
- True 4. Your research does NOT deal with sensitive aspects of the participant's behavior (e.g., drug use, illegal activity, sexual behavior).
- True 5. Data is recorded in a manner that makes it impossible to determine the identity of the participants.

If you answered “True” to all of the above, complete Section C: Application for Exemption. If you answered “False” to any of the above, complete Section D: Application for Expedited or Full Review and Section E: Informed Consent Documentation. Attach additional sheets if more space is needed.

Section C: Application for Exemption

1. What is the purpose of this study? **Clearly identify your research question.** How does this study fit into the current theory? Provide references and/or citations if applicable.

This project has three main goals which are; (1) to provide Elizabethtown College's Study Abroad Office with information about the barriers students are facing; (2) recommendations about barriers and how the office can better aid them and; (3) information about the perceived outcomes Elizabethtown College students are receiving. Students are required to complete two of five Signature Learning Experiences (SLE) at Elizabethtown College. Studying abroad is considered a cross-cultural experience. However, according to institutional data, the cross cultural experience is the least often completed SLE. The average number of students studying abroad for semester long trips has dropped in recent years. In 2012, the average number of students studying abroad per semester was 60 and this past semester (fall 2017) there were only 40 students abroad. Compared to other baccalaureate institutions of similar sizes Elizabethtown College is falling behind in the number of students they are sending abroad. Elizabethtown College has 1,737 undergraduate students and sending roughly 100 students abroad per year yet, Centre College in Kentucky, only has 1,430 undergraduate students and sent 379 students abroad during 2015-2016 (Big Future 2017a, b).

While there is debate over the benefits of study abroad and whether or not they are being oversold, students have stated that studying abroad has influenced their life in terms of career choice, career opportunities and cultural awareness (Watson, Siska and Wolfel 2016; Harrell et al. 2017). Studying abroad can be an influential experience, which Elizabethtown College endorses, yet students are not participating in the program as they have in the past. This proposed research will examine how academic field of study, sex, and perceived experiences affect perceptions of study abroad at Elizabethtown College. This research is being completed for an Honors in the Discipline Thesis in the Sociology/Anthropology Department and as a community-based research (CBR) project. Kerry Strand defines CBR as “a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change” (Strand 2003:3). Overall, many scholars have found that the benefits of CBR for students include developing extremely close ties with the community, as well as significant gains in students' confidence and knowledge base (Raddon, Nault, and Scott 2008; Murphy and Pilotta 2013; Caulfield et al. 2006; Howery and Rodriguez 2006). My community contact for this project is Megan Bell, who is the current Study Abroad Director at Elizabethtown College. I will be presenting the results of the study at SCAD, as well as regional, local, state, and possibly national disciplinary conferences.

2. How will you conduct the research? **Describe all** procedures that will involve participants and estimate how long each procedure will take. Attach surveys, interview questions, focus group questions, or other instruments that you will use in your research.

The data for this research will be obtained through the use of mixed methodology. The questionnaire (for the survey) consists of number closed and open-ended questions. The sample for this research will include all current Elizabethtown College students and the sample size goal is 500 students. The questionnaire will be printed and distributed in current classes. To ensure a sample of students who have studied abroad, the study abroad office will send out the survey to students who have studied abroad with a SurveyMonkey link. Using stratified and systematic procedures all classes will have an equal chance of being chosen. Classes at the 100 and 200 level will be chosen from the current Core class listings. Classes at the 300 and 400 level will be chosen within their department, with about 2-3 classes chosen per department. The survey is expected to take approximately 10-15 minutes to complete. At the end of the initial survey students will be asked to provide their email if interested in participating in a focus group. Emails will be removed from the data before analysis.

Focus group participants will also be recruited through campus news, announcements in Soc/Anthro classes and snowball sampling if needed. In the Spring of 2018, two types focus groups will be held, with a goal of four focus groups sessions. There will be two focus groups for students who have not studied abroad and another two focus groups for those who have studied abroad. Each focus group will have two sessions consisting of approximately 7-12 students in each session. The sessions will most likely be held in CETL (Nicarry 114), or another classroom in Nicarry. I will be the moderator and have another student trained in focus group facilitation, record answers during the focus groups. The other student will take notes during the focus groups on important comments and points participants make. The focus group sessions will not be audio recorded. To ensure confidentiality I, the principle investigator, will remove any identifying information from the questionnaire responses before analyzing data. The data will be entered into SPSS and saved on the secure Elizabethtown College network drive. Only me and Dr. Kozimor-King will have

3. Specifically explain how your research meets the requirements for exemption in Section B, questions 1-5.

I anticipate no harm or risk beyond a minimal level to participants in our study. The probability of harm or discomfort is not greater than those ordinarily encountered in daily life. The identities of the participants for the survey will remain anonymous and cannot be determined from the questionnaire responses. I, the principle investigator will be going to classes to distribute the surveys. I, the principle investigator, will remove all identifying information (e.g., emails for focus groups participation) from the responses to the questionnaire before data analysis begins. The research involves participants over the age of 18 who are not from a protected participant pool. We will be asking participants for information about their perception of study abroad as it pertains to Elizabethtown College. There will be no questions about sensitive aspects of the participants' behavior. Names will not be attached at any point to responses on the surveys to ensure anonymity. Participants responses could not reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability or reputation.

Section D: Application for Expedited or Full Review*

*Studies that pose no apparent risk to participants and do not involve protected classes of participants (e.g., children, prisoners, mentally infirmed participants) will be reviewed under expedited review procedures. Studies that pose minimal risk and/or involve special classes of participants will be reviewed by the full IRB.

1. What is the purpose of this study? **Clearly identify your research question(s)** and include how the results will be used. Provide references and/or citations if applicable.

2. Where will the study take place? (Please provide details about the location.)

3. How will you conduct the research? **Describe all** procedures that will involve participants and estimate how long each procedure will take. Attach surveys, interview questions, focus group questions, or other instruments that you will use in your research.

4. Describe the participant population, including age ranges and other special classifications. How many people will participate in the study? What types of people will be involved (e.g., high school students, employees of an organization, nurses, and residents of a town)?

Subject Population: # of participants

Age range of participants

Category and Class of Participants:

<u>Protected</u>	<u>Non-Protected</u>
<input type="checkbox"/> Children (under the age of 18)	<input type="checkbox"/> Healthy Volunteers
<input type="checkbox"/> Pregnant Women	<input type="checkbox"/> Other (please list): _____
<input type="checkbox"/> Fetuses	
<input type="checkbox"/> Neonates	
<input type="checkbox"/> Adults with decisional impairment	
<input type="checkbox"/> Prisoners	
<input type="checkbox"/> Institutionalized Individuals	

5. How will participants be recruited for the study? Are there any screening questions to determine eligibility for the study? Will participants be compensated or provided with other incentives for participation? Attach copies of recruitment materials, advertisements, or verbal scripts. Will the participants have any costs which are not part of standard of care?

6. Risk Classification Select Risk Level

Describe any risks (physical or psychological) to participants and the steps that will be taken to minimize the risks. **Describe how the benefits of participation outweigh the risks.**

6A Yes or No Will the participants be withdrawn from or denied standard care for any condition in order to participate in the study?

Yes or No Is it possible that as a result of the study procedures, you will discover a participant's previously unknown condition (disease, suicidal thoughts, etc.)?

Yes or No Is it possible that as a result of the study procedures, you will discover a participant is engaged in illegal activity (drug use, underage drinking, neglect, domestic violence)?

Yes or No If greater than minimal risk, will continuous emergency medical care or psychological care be available?

7. Will participants be deceived in any way? If so, please provide a justification for the use of deception and explain how participants will be debriefed.
8. Explain the steps that will be taken to protect the privacy of participants and the confidentiality of data. Will the data be anonymous (no identifiers between the participant and the data) or confidential (you will be able to link data/responses to specific individuals but will not reveal this information to anyone outside the project)? Where will data be stored? Who will have access to the data? What will happen to the data once the research has been completed? Indicate the identifiers which will be recorded for the research.
9. How will your research findings be disseminated (e.g., classroom presentation, conference, publication)?

Section E: Informed Consent Documentation

Upload copies of all consent documents. In some cases researchers may request a waiver of full, signed consent. See Appendix C of Elizabethtown's IRB Policies, Procedures and Guidelines for details.

Informed consent forms must include the following:

- (1) A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the participant's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;
- (2) A description of any reasonably foreseeable risks or discomforts to the participant;
- (3) A description of any benefits to the participant or to others which may reasonably be expected from the research;
- (4) A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the participant;
- (5) A statement describing the extent, if any, to which confidentiality of records identifying the participant will be maintained;
- (6) For research involving more than minimal risk, an explanation as to whether any compensation and an explanation as to whether any medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained;
- (7) An explanation of whom to contact for answers to pertinent questions about the research and research participants' rights, and whom to contact in the event of a research-related injury to the participant; and
- (8) A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled and the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.
- (9) A signature line for the participant and a signature line for the researcher.

Additionally, researchers must:

- Use simple language targeted at a 6th-8th grade reading level.
- Use font size 12 point or larger and no more than 6 lines per inch.
- Include parental consent forms if participants are children.
- Obtain participant's assent for children over 7 years of age.
- Avoid scientific/technical terms or discipline-specific language.
- Provide participants with a copy of consent form

APPENDIX C: Questionnaires

Consent Form

Title of Research: Students Perceptions of Study Abroad at Elizabethtown College

Principal Investigator: Alyssa Vielee

Purpose of Research:

The purpose of this research study is to provide Alyssa Vielee with information about how study abroad is perceived at Elizabethtown College. After analysis is completed recommendations will be made to the Study Abroad Office in reference to barriers students are facing.

Procedures:

You have been asked to complete a questionnaire which should take approximately 8-10 minutes of your time. The purpose of this research is to understand what barriers students are facing that might be preventing them from studying abroad and the perceived outcomes of the students that have studied abroad.

Risks and Discomforts:

I do not anticipate any risks to you participating in this study other than those encountered in daily life.

Benefits

There are no specific benefits to your participation. You may benefit from participating in this study by having your voice heard about your perceptions of the study abroad program at Elizabethtown College.

Compensation

I understand that I will not receive any compensation for participating in this study.

Confidentiality

All responses will be kept confidential and the results of the questionnaire will only be reported as a group, not individually. The names of individuals who choose to participate will not be included on the actual questionnaire. Participation is completely voluntary. Individuals do not have to answer any question that they do not feel comfortable responding to and may decide to stop participating at any time without any negative consequences. Only the primary researcher will have access to the raw data. The results of the questionnaire will be compiled into an Honors in the Discipline Thesis for the Department of Sociology and Anthropology at Elizabethtown College. A copy of the thesis will be made available to the professor of the course you are enrolled in. The results may also be presented at local, regional, and national conferences including Elizabethtown College's Scholarship and Creative Arts Day.

Withdrawal without Prejudice

My participation in this study is strictly voluntary; refusal to participate will involve no penalty. If I initially decide to participate, I am still free to withdraw at any time.

Payment for Research Related Injuries

Elizabethtown College has made no provision for monetary compensation in the event of injury resulting from the research. In the event of such injury, assistance will be provided to access health care services. The cost of health care services is the responsibility of the participant.

Contacts and Questions

If I have any questions concerning the research project, I may contact (Alyssa Vielee, senior Sociology/Anthropology major at Elizabethtown College, at vieleea@etown.edu or Dr. Michele Lee Kozimor-King, Associate Professor of Sociology and my faculty advisor at Elizabethtown College, at kozimor-kim@etown.edu). Should I have any questions about my participant rights involved in this research I may contact the Elizabethtown College Institutional Review Board Submission Coordinator, Pat Blough at (717)361-1133 or via email at bloughp@etown.edu.

Statement of Consent: PLEASE CHECK THE BOXES.

- I am 18 years of age or older.
- I have read the above information. I have asked questions and received answers. My organization is willing to participate in this study.
- A copy of this consent can be provided to you if you would like. Please leave your email below: _____

Participant Signature _____ Date _____

Investigator Signature _____ Date _____

STUDENT PERCEPTIONS OF STUDY ABROAD AT ELIZABETHTOWN COLLEGE
(STUDENTS WHO HAVE NOT STUDIED ABROAD)

Please respond to the following questions. All information will be considered confidential.

1. What is your sex? (Please check one box):
 - Male
 - Female
 - Prefer not to answer

2. How old are you? _____

3. What is your major? _____

4. Do you have a second major, if so, what is it? _____

5. Do you have a minor, if so, what is it? _____

6. Do you have a second minor, if so, what is it? _____

7. What is your current class standing? (Please check one box):
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - 5th Year

8. How far do you live from the Elizabethtown College's campus? (Your permanent home address) (Please check one box):
 - Less than 10 miles
 - Between 10 and 25 miles
 - Between 50 and 100 miles
 - Between 100 and 200 miles
 - More than 200 miles

9. Do you a commute to campus? (Please check one box):
 - Yes
 - No

10. Do you know where the study abroad office is located? (Please check one box):
 - Yes
 - No

11. Which of the following resources would you consider consulting to determine your likelihood of studying abroad? (Check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Study abroad fair | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Meet with the study abroad advisor | <input type="checkbox"/> Etownian |
| <input type="checkbox"/> Meet with a study abroad peer advisor | <input type="checkbox"/> Blogs |
| <input type="checkbox"/> Faculty or academic advisor | <input type="checkbox"/> Social media |
| <input type="checkbox"/> Career services | <input type="checkbox"/> Study Abroad 101 sessions |
| <input type="checkbox"/> Family member | <input type="checkbox"/> I would not use any of these resources |
| <input type="checkbox"/> Friend(s) who have studied abroad | <input type="checkbox"/> Other please specify |
| <input type="checkbox"/> YouTube | |

12. Which of the following resources that are currently not offered would you be interested in utilizing to gain information about studying abroad? (Check all that apply):

- Newsletter
- Presentation at dorm
- Attending presentations of Honors program students who have studied abroad
- Blog run by the Study Abroad Office
- Meeting with a study abroad peer advisor for coffee
- I am not interested in any of these services

13. How would you expect studying abroad to fit into your academic plan at Etown? (Check all that apply):

- Fulfill major course requirement
- Fulfill minor course requirement
- Fulfill core course requirement
- Fulfill electives for graduation
- Fulfill a Signature Learning Experience (Cross-Cultural Experience)
- Fulfill an internship requirement
- Studying abroad would not fit into my academic plan

14. In order to attend Elizabethtown College, did you have to take out significant loans and or have scholarships?

- a. Yes, I have many loans and scholarship(s)
- b. Yes, I have a few loans and scholarship(s)
- c. Yes, I have loans
- d. Yes, I have scholarship(s)
- e. No, paying for college is not a financial burden
- f. I do not know my financial situation

15. How likely are you to take part in the following study abroad programs?

	Very Likely	Likely	Neither Likely nor Unlikely	Unlikely	Very Unlikely
Year long					
Semester long					
Summer					
Winter term (short term)					
May term (short term)					

16. Please indicate to what degree the following individuals or offices are to encourage you to study abroad.

	Strongly Encourage	Encourage	Neither	Discourage	Strongly Discourage	I Do Not Know	Not Applicable
First Year Advisor							
Current Advisor							
Residence Assistant							
Admissions Office							
Career Services							
College President							
Campus Work Supervisor							
Elizabethtown College Student							
Club Advisor							
Peer Mentor							
Kinesiology Mentor							
Department Faculty							
Department Chair							
Athletics Department							
Athletics Coach							
Friends							
General Campus Culture							
Study Abroad Office							

17. Please indicate how much you agree or disagree as to how the following financial concerns effecting your decision to study abroad.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I will have to take out additional loans to study abroad.					
It will be a financial struggle in general.					
Additional financial struggle beyond tuition.					
I would have to rely on scholarships.					
I am not concerned with finances.					

18. Please indicate how much you agree or disagree as to how the following academic concerns impacting your decision to study abroad.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My major does not allow time for me to study abroad.					
I want to graduate early.					
I fear I will graduate late.					
Classes abroad would not count for my major.					
Lack of support from my department faculty.					
I have a leadership position on campus.					
I am worried about the language barrier.					
I fear I would not have learning accommodations (E.g., extra time on test, hearing issues, larger fonts, extra test time, tutors).					
I fear my disability will not be able to be accommodated.					
I only have upper level classes left to take that must be taken at Elizabethtown College.					
I switched my major.					

19. Please indicate how much you agree or disagree as to how the following personal concerns are impacting your decision to study abroad.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Physical health issues					
Mental health issues					
Travel Safety Concerns					
Family member(s) do not want me to					
Friend(s) do not want me to					
Boyfriend or Girlfriend does not want me to					
I do not want to miss family events					
I do not want to be far away from my family					
I do not want to be far away friends					
Family Issue					
Personal Issue					
I do not want to miss events at Elizabethtown College					
I am too busy with extra co-curricular activities					
Its conflicts with athletics					
The application seems too complicated					
Finance concerns					
Location I want to go to is not offered					
Fear or racism or discrimination in host country					
I fear I have a lack of skills (E.g., traveling skills, independence, financial responsibility)					
I do not want to lose my job					

20. Please indicate how much you agree or disagree that each of the following statements would influence your decision to study abroad.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Opportunity to travel					
Experience a new culture					
Lower drinking age					
Experience different classes offered abroad					
Improve language skills					
Try new foods					
Posting pictures to social media					
Photos I saw on social media					
Enhance resume/job opportunities					
Previous study abroad experience in high school or middle school (not general travel, but a school sponsored trip abroad)					

21. Please rate your level of agreement or disagreement with each statement below as a possible outcome of your studying abroad experience.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I will gain better insight into myself.					
I will have a greater sense of independence and self-confidence.					
My ability to make friends will increase.					
My ability to adapt to new situations will increase.					
I will be more receptive to different ideas and ways of seeing the world.					
I will gain a new perspective on my own country.					
My interest in language learning will increase.					
My career plans will change or become more focused.					
Increase global understanding.					
Increased knowledge of a specific country or culture.					
Problem solving skills.					
Cross-cultural skills.					
Professional development.					
Networking opportunities.					
Real world education opportunities.					
Evaluate your privilege.					
Application of skills learned at Etown to a cross-cultural experience.					
Prior skills in a foreign or second language skills will improve.					

22. Within Elizabethtown College culture, how highly do you think studying abroad is expected of a student? (Please check one box):
- a. Highly expected
 - b. Expected
 - c. Neither expected nor unexpected
 - d. Unexpected
 - e. Highly unexpected

23. What percentage of students at Elizabethtown College do you think study abroad?

If you would like to participate in a focus group, please leave your email below.

Thank you for taking time to participate in this survey.

STUDENT PERCEPTIONS OF STUDY ABROAD AT ELIZABETHTOWN COLLEGE
(STUDENTS WHO HAVE STUDIED ABROAD)

Please respond to the following questions. All information will be considered confidential.

1. What is your sex? (Please check one box):
 - Male
 - Female
 - Prefer not to answer

2. How old are you? _____

3. What is your major? _____

4. Do you have a second major, if so, what is it? _____

5. Do you have a minor, if so, what is it? _____

6. Do you have a second minor, if so, what is it? _____

7. What is your current class standing? (Please check one box):
 - Freshman
 - Sophomore
 - Junior
 - Senior
 - 5th Year

8. How far do you live from the Elizabethtown College's campus? (Your permanent home address) (Please check one box):
 - Less than 10 miles
 - Between 10 and 25 miles
 - Between 50 and 100 miles
 - Between 100 and 200 miles
 - More than 200 miles

9. Do you a commute to campus for your classes? (Please check one box):
 - Yes
 - No

10. The first time you studied abroad, what was your age at the beginning of your experience abroad?

11. If you participated in a semester program, what semester did you study abroad? (Please check one box):

- Fall
- Spring
- Summer
- Year Long
- I did not participate in a semester program

12. If you participated in a short-term program (E.g., Vietnam Program, "Ireland in Text and Image," Winter Italy Trip) which term did you study abroad? (Check all that apply):

- May Term
- Winter Term
- I did not study abroad for a short-term

13. What was your class standing while abroad? (Check all boxes that apply):

- Freshman
- Sophomore
- Junior
- Senior
- 5th Year

14. In what country(ies) and city(ies) did you study abroad in?

15. Who was your program provider, if you had a program provider?

16. Where did you stay while abroad? (Please check one box):

- Home stay
- An apartment, arranged through my program
- Residence hall
- I had to find my own living situation
- It was a faculty lead short-term trip, where the housing was arranged

17. Did you have travel experience prior to studying abroad? (Please check one box):

- Yes, a lot
- Yes, a little
- No, none at all

18. Please indicate the ease of applying to study abroad through Elizabethtown College's website. This does not include your application to your program provider. (Please check one box):

- Very easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Very difficult
- I did not have to apply through Elizabethtown College

19. How well do you feel Elizabethtown College prepared you for your study abroad experience through their Study Abroad Office? (Please check one box):

- Very Well
- Fairly Well
- Not Well at All
- I did not use the Study Abroad Office to prepare for my trip

20. If you studied abroad to improve your language skills, do you feel that they improved? (Please check one box):

- Yes, they improved greatly
- Yes, they improved a little
- No, they did not improve at all
- I did not study abroad to improve my language skills

21. Did you have a blog while abroad? (Please check one box):

- Yes, I chose to
- Yes, I was required to
- Yes, I both chose to and was required
- No, I did not have a blog

22. Did you receive a scholarship for study abroad? (Please check one box):

- Yes
- No, I did not apply
- No, I applied but did not receive one

23. How likely are you to recommend your program to a friend? (Please check one box):

- Very Likely
- Likely
- Neither Likely nor Unlikely
- Unlikely
- Very Unlikely

24. After spending time in a new culture with new people it can be hard to settle back into life at Elizabethtown. How uncomfortable did you feel upon returning to Elizabethtown College? (Please check one box):

- Very Uncomfortable
- Slightly Uncomfortable
- Not Uncomfortable at All

25. Have you participated in any post study abroad run programs by the Study Abroad Office? If so which ones?

26. Which of the following resources did you consult to determine your likelihood of studying abroad? (Check all that apply):

- Study abroad fair
 - Met with the study abroad advisor
 - Met with a study abroad peer advisor
 - Faculty or academic advisor
 - Career Services
 - Family member
 - Friend(s) who have studied abroad
 - YouTube
 - Posters
 - Etownian
 - Blogs
 - Social media
 - Study Abroad 101 sessions
 - I did not use any of these resources
 - Other please specify
-

27. Which of the following resources that are currently not offered do you think would be helpful to perspective study abroad students trying to gain information about studying abroad? (Check all that apply):

- Newsletter
- Presentation at dorm
- Attending presentations by Honors program students who have studied abroad
- Blog run by the Study Abroad Office
- Meeting with a study abroad peer advisor for coffee
- I do not think any of these services would be helpful

28. How did studying abroad fit into your academic plan at Etown? (Check all that apply):

- Fulfilled major course requirement
- Fulfilled minor course requirement
- Fulfilled core course requirement
- Fulfilled electives for graduation
- Fulfilled a Signature Learning Experience (Cross-Cultural Experience)
- Fulfilled an internship requirement
- Studying abroad did not fit into my academic plan

29. How satisfied were you overall with your study abroad experience? (Please check one box):

- Very satisfied
- Satisfied
- Neither Satisfied nor Unsatisfied
- Unsatisfied
- Very Unsatisfied

30. If given the opportunity to study abroad again, how likely are you to? (Please check one box):

- Very likely
- Likely
- Neither Likely nor Unlikely
- Unlikely
- Very Unlikely

31. Before coming to college, how likely were you to take part in the following study abroad programs?

	Very Likely	Likely	Unlikely	Very Unlikely
Year long				
Semester long				
Summer				
Winter Term (short-term)				
May Term (short-term)				

32. Please indicate the degree to which the following individuals or offices encouraged you to study abroad?

	Strongly Encouraged	Encouraged	Neither	Discouraged	Strongly Discouraged	I Do Not Know	Not Applicable
First Year Advisor							
Current Advisor							
Residence Assistant							
Admissions Office							
Career Services							
College President							
Campus Work Supervisor							
Elizabethtown College Student							
Club Advisor							
Peer Mentor							
Kinesis Mentor							
Department Faculty							
Department Chair							
Athletics Department							
Athletics Coach							
Friends							
General Campus Culture							
Study Abroad Office							

33. Please indicate how much you agree or disagree as to how the following financial concerns impacted your study abroad experience?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I had to take out additional loans to study abroad.					
It was a financial struggle in general.					
It was an additional financial struggle beyond tuition.					
I had to rely on scholarships.					
I was concerned with finances.					

34. Please indicate how much you agree or disagree as to how the following academic concerns impacted your decision to study abroad?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My major did not allow time for me to study abroad.					
I wanted to graduate early.					
I feared I would graduate late.					
Classes abroad did not count for my major.					
Lack of support from my department faculty.					
I had a leadership position on campus.					
I was worried about the language barrier.					
I feared I would not have learning accommodations (E.g., extra time on test, hearing issues, larger fonts, extra test time, tutors).					
I feared my disability would not be able to be accommodated.					
I only had upper level classes left to take that must be taken at Elizabethtown College.					
I switched my major.					

35. Please indicate how much you agree or disagree with the following personal concerns that impacted your decision to study abroad?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Physical health issues					
Mental health issue					
Travel Safety Concerns					
Family member(s) do not want me to					
Friend(s) do not want me to					
I did not want to miss family events					
I did not want to be far away from my family					
I did not want to be far away friends					
Family Issue					
Personal Issue					
I did not want to miss events at Elizabethtown College					
I was too busy with extra co-curricular activities					
Its conflicts with athletics					
The application seems too complicated					
Finance concerns					
Location I wanted to go to was not offered					
Fear or racism or discrimination in host country					
I feared I have a lack of skills (E.g., traveling skills, independence, financial responsibility)					
I did not want to lose my job					

36. Please indicate how much you agree or disagree that each of the following statements impacted your decision to study abroad?

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Opportunity to travel					
Experience a new culture					
Lower drinking age					
Experience different classes offered abroad					
Improve language skills					
Try new foods					
Posting pictures to social media					
Photos I saw on social media					
Enhance resume/job opportunities					
Previous study abroad experience in high school or middle school (not general travel, but a school sponsored trip abroad)					

37. Please rate your level of agreement or disagreement with each statement below as a personal outcome of your study abroad experience.

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
I have gained better insight into myself.					
I have a greater sense of independence and self-confidence.					
My ability to make friends has increased.					
My ability adapt to new situations has increased.					
I am more receptive to different ideas and ways of seeing the world.					
I have gained a new perspective on my own country.					
My interest in language learning has increased.					
My career plans have changed or have become more focused.					
Increase global understanding.					
Increased knowledge of a specific country or culture.					
Problem solving skills.					
Cross-cultural skills.					
Increased self-confidence.					
Professional development.					
Networking opportunities.					
Real world education opportunities.					
Evaluate your privilege.					
Application of skills learned at Etown to a cross-cultural experience.					
Prior skills in a foreign or second language improved.					

38. Within Elizabethtown College culture how highly do you think studying abroad is expected of a student? (Please check one box):

- Highly expected
- Expected
- Neither expected nor unexpected
- Unexpected
- Highly unexpected

39. What percentage of students at Elizabethtown College do you think study abroad?

If you would like to participate in a focus group, please leave your email below.

Thank you for taking time to participate in this survey.

* 1. Consent Form

Principal Investigator: Alyssa Vielee

Purpose of Research:

The purpose of this research study is to provide Alyssa Vielee with information about how study abroad is perceived at Elizabethtown College. After analysis is completed recommendations will be made to the study abroad office in reference to barriers students are facing.

Procedures:

You have been asked to complete a questionnaire which should take approximately 8-10 minutes of your time. The purpose of this research is to understand what barriers students are facing that might be preventing them from studying abroad and the perceived outcomes of the students that have studied abroad.

Risks and Discomforts:

I do not anticipate any risks to you participating in this study other than those encountered in daily life.

Benefits:

There are no specific benefits to your participation. You may benefit from participating in this study by having your voice heard about your perceptions of the study abroad program at Elizabethtown College.

Compensation:

I understand that I will not receive any compensation for participating in this study.

Confidentiality:

All responses will be kept confidential and the results of the questionnaire will only be reported as a group, not individually. The names of individuals who choose to participate will not be included on the actual questionnaire. Participation is completely voluntary. Individuals do not have to answer any question that they do not feel comfortable responding to and may decide to stop participating at any time without any negative consequences. Only the primary researcher will have access to the raw data. The results of the questionnaire will be compiled into an Honors in the Discipline Thesis for the Department of Sociology and Anthropology at Elizabethtown College. A copy of the thesis will be made available to the professor of the course you are enrolled in. The results may also be presented at local, regional, and national conferences including Elizabethtown College's Scholarship and Creative Arts Day.

Withdrawal without Prejudice:

My participation in this study is strictly voluntary; refusal to participate will involve no penalty. If I initially decide to participate, I am still free to withdraw at any time.

Payment for Research Related Injuries:

Elizabethtown College has made no provision for monetary compensation in the event of injury resulting

from the research. In the event of such injury, assistance will be provided to access health care services. The cost of health care services is the responsibility of the participant.

Contacts and Questions

If I have any questions concerning the research project, I may contact (Alyssa Vielee, senior Sociology/Anthropology major at Elizabethtown College, at vieleea@etown.edu or Dr. Michele Lee Kozimor-King, Associate Professor of Sociology and my faculty advisor at Elizabethtown College, at kozimor-kim@etown.edu). Should I have any questions about my participant rights involved in this research I may contact the Elizabethtown College Institutional Review Board Submission Coordinator, Pat Blough at (717)361-1133 or via email at bloughp@etown.edu.

You must be 18 years of age or older to consent to participate in this research study. If you agree to complete the questionnaire and understand the information outlined above, please indicate below.

- I have read the informed consent and I agree to participate in this study.
- I do not agree to participate in this study.

* 10. Do you commute to campus for your classes?

- Yes
 No

* 11. The first time you studied abroad what was your age at the beginning of your experience?

* 12. If you participated in a semester program, what semester did you study abroad?

- Fall Year Long
 Spring I did not participate in a semester program
 Summer

* 13. If you participated in a short term program (E.g., Vietnam Program, "Ireland in Text and Image," Winter Italy Trip) which term did you study abroad? (Check all that apply)

- May Term
 Winter Term
 I did not participate in a short term program

* 14. What was your class standing while abroad?

- Freshman Senior
 Sophomore 5th Year
 Junior

* 15. In what country(ies) and city(ies) did you study abroad in?

* 16. Who was your program provider, if you had a program provider?

Student Perceptions of Study Abroad at Elizabethtown College

* 2. What is your sex?

- Male
- Female
- Prefer not to answer

* 3. How old are you?

* 4. What is your major?

5. Do you have a second major, if so what is it?

6. Do you have a minor. if so. what is it?

7. Do you have a second minor, if so, what is it?

* 8. What is your current class standing?

- Freshman
- Sophomore
- Junior
- Senior
- 5th year

* 9. How far do you live from Elizabethtown College's campus? (Your permanent home address)

- Less than 10 miles
- Between 10 and 25 miles
- Between 50 and 100 miles
- Between 100 and 200 miles
- More than 200 miles

* 17. Where did you stay while abroad?

- Home stay
- An apartment. arranged through my program
- Residence hall
- I had to find my own living situation
- It was a faculty lead short term trip, where the housing was arranged

* 18. Did you have travel experience prior to studying abroad?

- Yes, a lot
- Yes, a little
- No, none at all

* 19. Please indicate the ease of applying to study abroad through Elizabethtown College's website. This does not include your application to your program provider.

- Very easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Very difficult
- I did not have to apply though Elizabethtown College

* 20. How well do you feel Elizabethtown College prepared you for your study abroad experience through their study abroad office?

- Very well
- Fairly well
- Not well at all
- I did not use the study abroad office to prepare for my trip

* 21. If you studied abroad to improve your language skills, do you feel that they improved?

- Yes, they improved greatly
- Yes, they improved a little
- No, they did not improve at all
- I did not study abroad to improve my language skills

* 22. Did you have a blog while abroad?

- Yes, I chose to
- Yes, I was required
- Yes, I both chose to and was required
- No, I did not have a blog

* 23. Did you receive a scholarship for study abroad?

- Yes
- No, I did not apply
- No, I applied but did not receive one

* 24. How likely are you to recommend your program to a friend?

- Very Likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very Unlikely

* 25. After spending time in a new culture with new people it can be hard to settle back into life at Elizabethtown. How uncomfortable did you feel upon returning to Elizabethtown College?

- Very uncomfortable
- Slightly uncomfortable
- Not uncomfortable at all

* 26. Have you participated in any post study abroad run programs by the study abroad office? If so which ones?

* 27. Which of the following resources did you consult to determine your likelihood of studying abroad?
(Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Study abroad fair | <input type="checkbox"/> YouTube |
| <input type="checkbox"/> Met with a study abroad advisor | <input type="checkbox"/> Posters |
| <input type="checkbox"/> Met with a study abroad peer advisor | <input type="checkbox"/> Etownian |
| <input type="checkbox"/> Faculty or academic advisor | <input type="checkbox"/> Blogs |
| <input type="checkbox"/> Career services | <input type="checkbox"/> Social media |
| <input type="checkbox"/> Family member | <input type="checkbox"/> Study Abroad 101 sessions |
| <input type="checkbox"/> Friend(s) who have studied abroad | <input type="checkbox"/> I did not use any of these resources |
| <input type="checkbox"/> Other (please specify) | |

* 28. Which of the following resources that are currently not offered do you think would be helpful to perspective study abroad students trying to gain information about studying abroad? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Newsletter | <input type="checkbox"/> Blog run by the Study Abroad Office |
| <input type="checkbox"/> Presentation at dorm | <input type="checkbox"/> Meeting with a study abroad peer advisor for coffee |
| <input type="checkbox"/> Attending presentations by Honors program students who have studied abroad | <input type="checkbox"/> I do not think any of these services would be helpful |

* 29. How did studying abroad fit into your academic plan at Etown? (Check all that apply)

- Fulfilled major course requirement
- Fulfilled minor course requirement
- Fulfilled core course requirement
- Fulfilled electives for graduation
- Fulfilled a Signature Learning Experience (Cross-Cultural Experience)
- Fulfilled an internship requirement
- Studying abroad did not fit into my academic plan

* 30. How satisfied were you overall with your study abroad experience?

- | | |
|---|--|
| <input type="radio"/> Very satisfied | <input type="radio"/> Unsatisfied |
| <input type="radio"/> Satisfied | <input type="radio"/> Very Unsatisfied |
| <input type="radio"/> Neither Satisfied nor Unsatisfied | |

* 31. If given the opportunity to study abroad again, how likely are you to?

- Very likely Unlikely
 Likely Very Unlikely
 Neither Likely nor Unlikely

* 32. Before coming to college, how likely were you to take part in the following study abroad programs?

	Very Likely	Likely	Unlikely	Very Unlikely
Year Long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Semester Long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter Term (short term)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
May Term (short term)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 33. Please indicate the degree to which the following individuals or offices encouraged you to study abroad

	Strongly encouraged	Encouraged	Neither	Discouraged	Strongly discouraged	I do not know	Not applicable
First Year Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College President	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Work Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elizabethtown College Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kinesis Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics Coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Campus Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Abroad Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 34. Please indicate how much you agree or disagree as to how the following financial concerns impacted your study abroad experience?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I had to take out additional loans to study abroad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was a financial struggle in general.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was an additional financial struggle beyond tuition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had to rely on scholarships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was concerned with finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. Please indicate how much you agree or disagree as to how the following academic concerns impacted your decision to study abroad?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My major did not allow time for me to study abroad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to graduate early.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feared I would graduate late.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classes abroad did not count for my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from my department faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a leadership position on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was worried about the language barrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feared I would not have learning accommodations (E.g., extra time on test, hearing issues, larger fonts, extra test time, tutors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feared my disability would not be able to be accommodated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I only had upper level classes left to take that must be taken at Elizabethtown College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I switched my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. Please indicate how much you agree or disagree with the following personal concerns that impacted your decision to study abroad?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Physical health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel Safety Concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family member(s) do not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friend(s) do not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to miss family events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to be far away from my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to be far away friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to miss events at Elizabethtown College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was too busy with extra co-curricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Its conflicts with athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The application seems too complicated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location I wanted to go to was not offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear or racism or discrimination in host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feared I have a lack of skills (E.g., traveling skills, independence, financial responsibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not want to lose my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. Please indicate how much you agree or disagree that each of the following statements impacted your decision to study abroad?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Opportunity to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience a new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower drinking age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience different classes offered abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try new foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting pictures to social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photos I saw on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance resume/job opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous study abroad experience in high school or middle school (not general travel, but a school sponsored trip abroad)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 38. Please rate your level of agreement or disagreement with each statement below as a personal outcome of your study abroad experience.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I have gained better insight into myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a greater sense of independence and self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to make friends has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability adapt to new situations has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more receptive to different ideas and ways of seeing the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained a new perspective on my own country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
My interest in language learning has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My career plans have changed or have become more focused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase global understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased knowledge of a specific country or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross cultural skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real world education opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate your privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of skills learned at Etown to a cross cultural experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior skills in a foreign or second language improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. Within Elizabethtown College culture how highly do you think studying abroad is expected of a student?
(

Highly expected
 Unexpected
 Expected
 Highly unexpected
 Neither expected nor unexpected

* 40. What percentage of students at Elizabethtown College do you think study abroad?

41. Thank you for taking time to participate in this survey, if you would like to participate in a focus group please leave your email below.

APPENDIX D: Focus Group Questions and Script

Informed Consent- Participant's

Consent Form

Title of Research: Students Perceptions of Study Abroad at Elizabethtown College

Principal Investigator: Alyssa Vielee

Purpose of Research:

The purpose of this research study is to provide Alyssa Vielee with information about how study abroad is perceived at Elizabethtown College. After analysis is completed recommendations will be made to the Study Abroad Office in reference to barriers students are facing.

Procedures:

You have been asked to participate in a semi structured interview focus group which should take approximately 20-30 minutes of your time.

Risks and Discomforts:

I do not anticipate any risks to you participating in this study other than those encountered in daily life.

Benefits

There are no specific benefits to your participation. You may benefit from participating in this study by having your voice heard about your perceptions of the study abroad program at Elizabethtown College.

Compensation

I understand that I will not receive any compensation for participating in this study.

Confidentiality

The names of individuals who choose to participate will not be included on the actual transcript. All responses will be kept confidential and the results of the transcript will only be reported as a group, not individually. Participation is completely voluntary. Individuals do not have to answer any question that they do not feel comfortable responding to and may decide to stop participating at any time without any negative consequences. Only the primary researcher will have access to the raw data. The results of the focus group will be compiled into an Honors in the Discipline Thesis for the Department of Sociology and Anthropology at Elizabethtown College. A copy of the thesis will be made available to any student who would like a copy emailed to them. The results may be presented at local, regional, and national conferences including Elizabethtown College's Scholarship and Creative Arts Day.

Withdrawal without Prejudice

My participation in this study is strictly voluntary; refusal to participate will involve no penalty. If I initially decide to participate, I am still free to withdraw at any time.

Payment for Research Related Injuries

Elizabethtown College has made no provision for monetary compensation in the event of injury resulting from the research. In the event of such injury, assistance will be provided to access health care services. The cost of health care services is the responsibility of the participant.

Contacts and Questions

If I have any questions concerning the research project, I may contact (Alyssa Vielee, senior Sociology/Anthropology major at Elizabethtown College, at vieleea@etown.edu or Dr. Michele Lee Kozimor-King, Associate Professor of Sociology and my faculty advisor at Elizabethtown College, at kozimor-kim@etown.edu). Should I have any questions about my participant rights involved in this research I may contact the Elizabethtown College Institutional Review Board Submission Coordinator, Pat Blough at (717)361-1133 or via email at bloughp@etown.edu.

Statement of Consent:

- I am 18 years of age or older.
- I have read the above information. I have asked questions and received answers. My organization is willing to participate in this study.
- A copy of this consent form has been provided to me.

Participant Signature _____ Date _____

Investigator Signature _____ Date _____

Study Abroad Focus Groups Script:

Hello, first off thank you for taking time out of your schedule to be here for this focus group. My name is Alyssa Vielee and I am a Sociology/Anthropology major conducting research for my Honors in the Discipline thesis. During this semi-structured interview (NAME) will be taking notes as I ask questions. The goal of this focus group is to learn more about students' experiences studying abroad. The results will be used to make recommendations to the Study Abroad Office to help them facilitate students' experiences so they can get the most out of their trip. The results from this study will be presented at Scholarship and Creative Arts Days this spring. If you would like a copy of the completed research, please provide your email on this sheet of paper.

Group 1- Have studied abroad

1. Where and when did you study abroad and for how long?
2. Is there anything you miss from your time abroad?
3. What skills did you gain from your study abroad experience?
4. How will you use these skills in your major or future career?
5. Did you feel you were able to be yourself abroad? (For example within your sexuality, or personal style) How was this compared to Elizabethtown?
6. Were there any negative aspects of your study abroad program?
7. Would you change anything about your study abroad experience?
8. What was your travel experience before studying abroad? Did this influence your decision to study abroad?
9. Did recent terror attacks impact your decision to study abroad or affect travel while you were abroad?
10. How prepared did you feel to study abroad?
11. Is there anything more the Study Abroad Office at Etown could do before or after study abroad to assist you?
12. Were you happy with the assistance you received from your program provider?
13. What would you say to a first-year student who is considering study abroad?

Group 2- Have not studied abroad

Hello, first off thank you for taking time out of your schedule to be here for this focus group. My name is Alyssa Vielee and I am a Sociology/Anthropology major conducting research for my Honors in the Discipline thesis. During this semi-structured interview (NAME) will be taking notes as I ask questions. The goal of this focus group is to learn more about students' perceptions of study abroad while at Elizabethtown College. The results will be used to make recommendations to the Study Abroad Office to help understand what barriers students are facing and how the Study Abroad Office can help them overcome those barriers. The results from this study will be presented at Scholarship and Creative Arts Days this spring. If you would like a copy of the completed research, please provide your email on this sheet of paper.

1. Have you considered studying abroad? If no, why? If yes, why?
2. Is study abroad encouraged for your major?
3. What do you think faculty and staff at Elizabethtown College feel towards study abroad?
4. What factors have impacted your current decision to study abroad?
5. Have you utilized any of Elizabethtown College's study abroad resources about studying abroad? Which ones?
6. Have your friends studied abroad? If so what have they told you about their experience?
7. What benefits do you think an individual receives from study abroad?
8. Do you think study abroad is encouraged at Elizabethtown?

APPENDIX E: Recruitment Email

Email Template to Professors

Hello Professor _____,

My name is Alyssa Vielee and I am currently working on my Senior Thesis for an Honors in The Discipline project for the Sociology and Anthropology Department. I have created a questionnaire which investigates student perceptions of barriers to studying abroad while at Elizabethtown College and the perceived outcomes of those that do study abroad. The goal of this research is (1) to provide Elizabethtown College's Study Abroad Office with information about the barriers students are facing, (2) recommendations about barriers and how they can better aid them and (3) information about the perceived outcomes Elizabethtown College students are receiving.

I would greatly appreciate your assistance in my data collection. I have identified your class as one that has a high percentage of (freshman, mix classes, or seniors). I know that there is never a good time to interrupt class but if you are able to spare classroom time, I would like to come in and distribute my questionnaire during your class. The questionnaire will take only ten minutes to complete and I can come either at the beginning or the end of your class period. If you prefer to distribute the survey for me, I can deliver copies to your mailbox. This type of distribution is ideal because student response rate is nearly 100 percent.

Please let me know if there is a particular day and time that would work in your class schedule between now and Wednesday, March 28. Thank you so much for your time and support of student research. This study has been approved by the Elizabethtown College Institutional Review Board.

I have attached the questionnaire for you to review.

Thank you and I look forward to hearing from you!

Alyssa Vielee

Class of 2018

Sociology/Anthropology

APPENDIX F: Spring 2018 Core Course Listing

Interdisciplinary Colloquia

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
INTERDISCIPLINARY STUDIES							
34246	IC 203 --10IC-C-A	NPS/WCH FOUNDATIONS OF MODERN PHYSICS	Silberstein, Michael	Closed	0/28	W (03:30pm-06:15pm) E GAUD	4.00

Creative Expressions

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
COMMUNICATIONS DEPARTMENT							
34129	COM145 --3CE -C-A	CE DIGITAL PHOTOGRAPHY (ART 145)	Hughes, Katherine	Closed	0/16	MW (02:00pm-03:20pm) ST 211	4.00
	COM145 --3CE -C-A	CE DIGITAL PHOTOGRAPHY (ART 145)				MW (02:00pm-03:20pm) ST 210	
ENGLISH DEPARTMENT							
34095	EN 180 --3CE -C-A	CE INTRODUCTION TO CREATIVE WRITING : POETRY & POETICS	Webster Roberson, Suzanne	Open	4/18	WF (02:00pm-03:20pm) N 201	4.00
34105	EN 281 --3CE -C-A	CE WRITING AND ANALYZING THE SHORT STORY	Waters, Jesse	Closed	0/20	MF (11:00am-12:20pm) H 107	4.00
34106	EN 281 --3CE -C-B	CE WRITING AND ANALYZING THE SHORT STORY	Fellinger, Richard	Closed	0/20	MW (12:30pm-01:50pm) ST 101	4.00
FINE AND PERFORMING ARTS DEPARTMENT							
34122	ART105 --3CE -C-A	CE DRAWING I	Burns, Daniel	Closed	0/18	MW (06:00pm-08:00pm) ST 108	4.00
34123	ART105 --3CE -C-B	CE DRAWING I	Geib, Jeffrey	Closed	0/18	TH (10:00am-12:00pm) ST 108	4.00
34482	ART105 --3CE -C-C	CE DRAWING I	Bye, Jeff	Open	1/18	MW (10:00am-12:00pm) ST 108	4.00
34127	ART120 --3CE -C-A	CE SCULPTURE I	Friedly, Milton	Closed	0/14	MW (12:00pm-02:00pm) ST 111	4.00
34128	ART145 --3CE -C-A	CE DIGITAL PHOTOGRAPHY (COM 145)	Hughes, Katherine	Closed	5/14	MW (02:00pm-03:20pm) ST 211	4.00
	ART145 --3CE -C-A	LAB - CE DIGITAL PHOTOGRAPHY (COM 145)				MW (02:00pm-03:20pm) ST 210	
33579	DA 101 --3CE -C-A	CE INTRODUCTION TO MODERN DANCE	Pontz, Kristin	Open	1/20	TH (10:00am-10:50am) BSC STD	2.00
33580	DA 103 --3CE -C-A	CE INTRODUCTION TO JAZZ DANCE	Pontz, Kristin	Open	4/20	TH (12:30pm-01:20pm) BSC STD	2.00
33581	DA 202 --3CE -C-A	CE BALLET II	Pontz, Kristin	Open	10/20	TH (09:00am-09:50am) BSC STD	2.00
33980	MU 268 --3CE -C-A	CE VOICE	Gross, Anne	Open	15/25	By Arrangement	1.00
33981	MU 268 --3CE -C-B	CE VOICE	Mekeel, Alison	Open	15/25	By Arrangement	1.00

33982	MU 268 - -3CE -C- C	CE VOICE	Drackley, Phyllis	Open	12/25	By Arrangement	1.00
33983	MU 268 - -3CE -C- D	CE VOICE	Fritz, Matthew	Open	24/25	By Arrangement	1.00
33984	MU 268 - -3CE -C- E	CE VOICE	Bomberger, Teresa	Open	23/25	By Arrangement	1.00
33985	MU 269 - -3CE -C- A	CE PIANO	Ronning, Debra	Open	14/25	By Arrangement	1.00
33986	MU 269 - -3CE -C- B	CE PIANO	Badgerow, Justin	Open	16/25	By Arrangement	1.00
33987	MU 269 - -3CE -C- C	CE PIANO	Bomberger, E. Douglas	Open	23/25	By Arrangement	1.00
33988	MU 269 - -3CE -C- D	CE PIANO	Braun, Cheryl	Open	25/25	By Arrangement	1.00
33989	MU 270 - -3CE -C- A	CE ORGAN	Ciucci, Anthony	Open	24/25	By Arrangement	1.00
33990	MU 271 - -3CE -C- A	CE VIOLIN	McCullough, Stephanie	Open	17/25	By Arrangement	1.00
33991	MU 272 - -3CE -C- A	CE VIOLA	McCullough, Stephanie	Open	25/25	By Arrangement	1.00
33992	MU 273 - -3CE -C- A	CE CELLO	Male, Sara	Open	21/25	By Arrangement	1.00
33993	MU 274 - -3CE -C- A	CE STRING BASS	Howell, Devin	Open	24/25	By Arrangement	1.00
33994	MU 275 - -3CE -C- A	CE GUITAR	Cullen, David	Open	18/25	By Arrangement	1.00
33995	MU 276 - -3CE -C- A	CE FLUTE	Nelson, Paula	Open	23/25	By Arrangement	1.00
33996	MU 277 - -3CE -C- A	CE CLARINET	Shiffer, Faith	Open	21/25	By Arrangement	1.00
33997	MU 278 - -3CE -C- A	CE OBOE	Frantz, Emily	Open	22/25	By Arrangement	1.00
33998	MU 279 - -3CE -C- A	CE BASSOON	Wilson, Brian	Open	23/25	By Arrangement	1.00
33999	MU 280 - -3CE -C- A	CE SAXOPHONE	Shiffer, Faith	Open	23/25	By Arrangement	1.00
34000	MU 281 - -3CE -C- A	CE TRUMPET	Hillard, Leon	Open	21/25	By Arrangement	1.00
34001	MU 282 - -3CE -C- A	CE FRENCH HORN	Staherski, Cheryl	Open	24/25	By Arrangement	1.00
34002	MU 283 - -3CE -C- A	CE TROMBONE	Moore II, Grant	Open	23/25	By Arrangement	1.00

34003	MU 284 - -3CE -C-A	CE EUPHONIUM	Moore II, Grant	Open	24/25		1.00
34004	MU 285 - -3CE -C-A	CE TUBA	Moore II, Grant	Open	24/25	By Arrangement	1.00
34005	MU 286 - -3CE -C-A	CE PERCUSSION	Behrenshausen, Brent	Open	23/25		1.00
34027	MU 361 - -3CE -C-A	CE CONCERT CHOIR	Fritz, Matthew	Open	30/44	MW (12:30pm-01:45pm) Z 204	1.00
34029	MU 363 - -3CE -C-A	CE COMMUNITY CHORUS	Fritz, Matthew	Open	48/72	T (07:30pm-09:20pm) LC MUS	1.00
34031	MU 364 - -3CE -C-A	CE WOMEN'S CHORUS	Gross, Anne	Open	21/36	W (06:30pm-08:20pm) LC PERF	1.00
34033	MU 365 - -3CE -C-A	CE ORCHESTRA	Spence, J. Robert	Open	19/44	T (06:00pm-07:30pm) Z 204	1.00
	MU 365 - -3CE -C-A	CE ORCHESTRA				H (03:30pm-04:20pm) Z 204	
34037	MU 369 - -3CE -C-A	CE SYMPHONIC BAND	Spence, J. Robert	Open	30/60	MW (04:30pm-06:00pm) Z 204	1.00
33573	TH 165 - -3CE -C-A	CE BASIC ACTING	Roberts, Benjamin	Open	12/24	MWF (09:30am-10:45am) BSC TEMP	4.00
33576	TH 255 - -3CE -C-A	CE FUNDAMENTALS OF THEATRICAL DESIGN	Wolf-Spencer, Richard	Open	15/35	TH (09:30am-10:50am) E 370	4.00

Humanities

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
ENGLISH DEPARTMENT							
34491	EN 104 - -9HUM-C-A	HUM INTRODUCTION TO LITERATURE: FANTASTIC IN LITERATURE	Sarracino, Carmine	Open	23/35	W (02:00pm-04:20pm) H 212	4.00
34102	EN 245 - -9HUM-C-A	HUM GROWING UP IN AMERICA	Sarracino, Carmine	Closed	0/20	TH (12:30pm-01:50pm) N 201	4.00
34103	EN 245 - -9HUM-C-B	HUM GROWING UP IN AMERICA	Sarracino, Carmine	Closed	0/20	TH (11:00am-12:20pm) MU 232	4.00
34104	EN 251 - -9HUM-C-A	HUM MULTICULTURAL LITERATURE	Rohrkemper, John	Closed	0/20	TH (02:00pm-03:20pm) N 206	4.00
FINE AND PERFORMING ARTS DEPARTMENT							
33572	TH 105 - -9HUM-C-A	HUM INTRODUCTION TO THEATRE	Wolf-Spencer, Richard	Open	22/35	MWF (09:30am-10:45am) H 211	4.00
HISTORY DEPARTMENT							
33641	HI 102 - -9HUM-C-A	HUM UNITED STATES HISTORY SINCE 1877	Brown, David	Open	1/35	TH (11:00am-12:15pm) N 232	4.00
INTERFAITH LEADERSHIP STUDIES							
34046	ILS105 - -9HUM-C-A	HUM EXPLORING INTERFAITH LEADERSHIP AND SERVICE	Sadd, Tracy	Open	17/35	TH (12:30pm-01:45pm) N 202	4.00
PEACE AND CONFLICT STUDIES							
33648	PCS260 - -9HUM-C-A	HUM PEACEBUILDING THEMES AND TRENDS	Rudy, Jonathan	Open	11/24	TH (02:00pm-03:20pm) N 212	4.00
33649	PCS265 - -9HUM-C-A	HUM NONVIOLENCE IN AMERICA	Long, Michael	Open	19/35	TH (12:30pm-01:45pm) H 214	4.00
POLITICS, PHILOSOPHY, AND LEGAL STUDIES DEPARTMENT							
33696	PH 115 - -9HUM-C-A	HUM ETHICS	Ricci, Gabriel	Open	2/35	TH (02:00pm-03:20pm) ST 114	4.00
33698	PH 275 - -9HUM-C-A	HUM SCIENCE AND VALUES	Silberstein, Michael	Closed	0/36	TH (02:00pm-03:15pm) E 370	4.00
34164	PH 370 - -9HUM-C-A	HUM PHILOSOPHY OF THE CITY AND EVERYDAY LIFE	Poole, Alexandria	Open	6/18	TH (11:00am-12:20pm) N 207	4.00
34165	PH 372 - -9HUM-A	HUM COMPTV ENVIRON PHILOSOPHY: PERSPECTIVES FROM THE AMERICAS	Poole, Alexandria	Open	9/18	MW (02:00pm-03:20pm) H 215	4.00
33707	PS 225 - -9HUM-C-A	HUM AMERICAN DEMOCRACY IN FILM AND FICTION	McClellan, E. Fletcher	Open	14/20	MW (09:30am-10:50am) ST 101	4.00
	PS 225 - -9HUM-C-A	LAB - HUM AMERICAN DEMOCRACY IN FILM AND FICTION				M (03:30pm-06:30pm) ST 114	

RELIGIOUS STUDIES DEPARTMENT							
34047	REL103 - -9HUM-C-A	HUM RELIGION AND NONVIOLENCE	Long, Michael	Open	15/35	TH (08:00am-09:15am) E 270	4.00
34048	REL103 - -9HUM-C-B	HUM RELIGION AND NONVIOLENCE	Long, Michael	Open	1/34	TH (09:30am-10:45am) E 270	4.00
34252	REL125 - -9HUM-C-A	HUM SHARED SCRIPTURES OF JEWS AND CHRISTIANS	Bucher, Christina	Open	24/35	TH (09:30am-10:45am) N 228	4.00

Mathematics

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
MATHEMATICAL SCIENCES DEPARTMENT							
33936	MA 121 --8MA -C-A	MA CALCULUS I	Montgomery, Anne	Open	1/26	MTHF (11:00am-12:00pm) E 370	4.00
33937	MA 121 --8MA -C-B	MA CALCULUS I	Montgomery, Anne	Open	4/24	MTHF (12:30pm-01:30pm) E 370	4.00
33938	MA 121 -L-8MA -C-A	MA CALCULUS I LABORATORY	Hughes, James	Open	19/35	H (02:00pm-03:20pm) TH 105	
34471	MA 121 -L-8MA -C-B	MA CALCULUS I LABORATORY	Batakci, Leyla	Open	6/35	F (02:00pm-03:20pm) H 213	
33946	MA 251 --8MA -C-A	MA PROBABILITY AND STATISTICS	Soltys, Stephen	Open	1/34	MWF (08:00am-09:20am) E 370	4.00
33947	MA 251 --8MA -C-B	MA PROBABILITY AND STATISTICS	Soltys, Stephen	Closed	0/35	MWF (09:30am-10:50am) E 370	4.00
33948	MA 251 --8MA -C-C	MA PROBABILITY AND STATISTICS	Hughes, James	Closed	0/35	MWF (09:30am-10:50am) E 380	4.00
33949	MA 251 --8MA -C-D	MA PROBABILITY AND STATISTICS	Hughes, James	Closed	0/35	MWF (12:30pm-01:50pm) E 380	4.00

Non-Wester Cultural Heritage

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
ENGLISH DEPARTMENT							
34443	HEN103 -5NCH-H-A	HNR NCH LITERARY CULTURE OFTHEEAST: ARAB AND ISRAELI FILM &POETRY	Martin, Louis	Open	9/16	MF (09:30am-10:50am) N 203	4.00
FINE AND PERFORMING ARTS DEPARTMENT							
34137	ART280 --5NCH-C-A	NCH WORLD ARCHITECTURE	Ricci, Patricia	Closed	0/36	TH (12:30pm-01:45pm) ST 114	4.00
33973	MU 205 --5NCH-C-A	NCH WORLD MUSIC	Shorner-Johnson, Kevin	Closed	0/26	TH (08:00am-09:15am) N 205	4.00
MODERN LANGUAGES DEPARTMENT							
34069	JA 245 --5NCH-C-A	NCH FROM ANIME TO ZEN: JAPANESE SOCIETY, BUSINESS, AND CULTURE	Bhattacharya, Mahua	Closed	0/21	M (06:30pm-09:15pm) N 204	4.00
PEACE AND CONFLICT STUDIES							
34228	PCS171 --5NCH-C-A	NCH PEACE AND CONFLICT STUDIES IN SOUTH AFRICA I	Roy, Michael	Closed	0/17	F (03:00pm-04:30pm) BC 200	2.00
POLITICS, PHILOSOPHY, AND LEGAL STUDIES DEPARTMENT							
33704	PS 150 --5NCH-C-A	NCH INTRODUCTION TO COMPARATIVE POLITICS	Ozkanca, Oya	Open	3/35	MW (11:00am-12:20pm) N 232	4.00
34263	PS 150 --5NCH-C-B	NCH INTRODUCTION TO COMPARATIVE POLITICS	Ozkanca, Oya	Open	20/35	MW (02:00pm-03:20pm) N 127	4.00
33709	PS 245 --5NCH-C-A	NCH INTERNATIONAL RELATIONS	Chen, Dan	Open	11/35	MW (12:30pm-01:50pm) N 232	4.00
33710	PS 245 --5NCH-C-B	NCH INTERNATIONAL RELATIONS	Chen, Dan	Open	13/35	MW (02:00pm-03:20pm) N 232	4.00
RELIGIOUS STUDIES DEPARTMENT							
34049	REL225 --5NCH-C-A	NCH THE HEBREW BIBLE AND ANCIENT NEAR EAST	Bucher, Christina	Open	6/20	TH (02:00pm-03:15pm) N 201	4.00
34055	REL290 --5NCH-C-A	NCH DHARMA TRADITIONS: HINDU, BUDDHIST, JAIN, AND SIKH	Long, Jeffery	Open	7/35	MWF (12:30pm-01:45pm) N 228	4.00
SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT							
33922	AN 111 --5NCH-C-A	NCH UNDERSTANDING HUMAN CULTURES	Wheelersburg, Robert	Open	1/35	TH (12:30pm-01:50pm) N 232	4.00

Natural and Physical Sciences

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
BIOLOGY DEPARTMENT							
33803	BIO101 - -6NPS-C-A	NPS BIOLOGICAL CONCEPTS	Raup-Konsavage, Wesley	Open	7/20	TH (09:30am-10:50am) L 152	4.00
	BIO101 - -6NPS-C-A	LAB - NPS BIOLOGICAL CONCEPTS				T (12:30pm-03:20pm) L 152	
33804	BIO102 - -6NPS-C-A	NPS HUMAN HEREDITY AND INHERITED DISEASES	Staff,	Cancelled	24/24		4.00
	BIO102 - -6NPS-C-A	LAB - NPS HUMAN HEREDITY AND INHERITED DISEASES					
33775	BIO103 - -6NPS-C-A	NPS LIVING WITH THE ENVIRONMENT	Murray, Thomas	Open	1/24	MWF (08:00am-08:50am) L 151	4.00
	BIO103 - -6NPS-C-A	LAB - NPS LIVING WITH THE ENVIRONMENT				W (12:30pm-03:20pm) L 151	
33783	BIO200 - -6NPS-C-A	NPS HUMAN ANATOMY AND PHYSIOLOGY: THE BASICS	Goldina, Anya	Open	11/24	TH (09:30am-10:50am) L 250	4.00
	BIO200 - -6NPS-C-A	LAB - NPS HUMAN ANATOMY AND PHYSIOLOGY: THE BASICS				F (12:30pm-03:20pm) L 249	
CHEMISTRY AND BIOCHEMISTRY DEPARTMENT							
33655	CH 105 - -6NPS-C-A	NPS FUNDAMENTALS OF CHEMISTRY: INTRODUCTION TO MOLECULAR SCIENCE	Hagan, Thomas	Open	2/24	MWF (09:30am-10:30am) MU 232	4.00
33656	CH 105 -L-6NPS-C-A	NPS FUNDAMENTALS OF CHEMISTRY LAB MOLECULAR SCIENCE	Hagan, Thomas	Open	2/24	T (08:00am-10:50am) MU 108	
33657	CH 109 - -6NPS-C-A	NPS INTRODUCTION TO FORENSIC SCIENCE	Papez, Richard	Open	9/34	MWF (12:30pm-01:45pm) TH 105	4.00
33658	CH 110 - -6NPS-A	NPS FORENSIC SCIENCE LABORATORY	Papez, Richard	Open	8/15	TH (06:00pm-08:00pm) MU 201	2.00
34269	CH 207 - -6NPS-C-A	NPS CHEMISTRY AND POLITICS OF CANCER AND AIDS	Hagan, Thomas	Open	16/24	TH (12:30pm-01:50pm) MU 232	4.00
ENGINEERING AND PHYSICS DEPARTMENT							
33891	ES 114 - -6NPS-C-A	NPS GEOSYSTEMS: LANDSCAPES, OCEANS AND ATMOSPHERE	Scanlin, Michael	Closed	0/40	TH (11:00am-12:20pm) E GAUD	4.00
33892	ES 114 -L-6NPS-C-A	NPS GEOSYSTEMS LABORATORY	Scanlin, Michael	Closed	0/20	M (11:00am-12:20pm) E 184	
33893	ES 114 -L-6NPS-C-B	NPS GEOSYSTEMS LABORATORY	Scanlin, Michael	Closed	0/20	M (12:30pm-01:50pm) E 184	
PSYCHOLOGY DEPARTMENT							
33819	HPC111 - -6NPS-H-A	HNR NPS INTRO TO NEUROSCIENCE	Pretz, Jean	Closed	0/15	MW (09:30am-10:50am) N 127	4.00
33908	PSY111 - -6NPS-C-A	NPS INTRODUCTION TO NEUROSCIENCE	Maswood, Syeda	Closed	0/35	TH (12:30pm-01:45pm) TH 105	4.00
33909	PSY111 - -6NPS-C-B	NPS INTRODUCTION TO NEUROSCIENCE	Maswood, Syeda	Open	1/35	TH (02:00pm-03:15pm) E 270	4.00
SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT							
33923	AN 201 - -6NPS-C-A	NPS PRINCIPLES OF BIOLOGICAL ANTHROPOLOGY	Newell, Elizabeth	Closed	0/24	WF (09:30am-10:50am) N 230	4.00
33924	AN 201 - -6NPS-C-B	NPS PRINCIPLES OF BIOLOGICAL ANTHROPOLOGY	Newell, Elizabeth	Open	26/35	WF (12:30pm-01:50pm) N 202	4.00

Power of Language English

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
ENGLISH DEPARTMENT							
34086	EN 100 --1PLE-C-A	PLE WRITING AND LANGUAGE	Downing, David	Closed	0/18	TH (12:30pm-01:50pm) N 203	4.00
34087	EN 100 --1PLE-C-B	PLE WRITING AND LANGUAGE	Downing, David	Closed	0/18	MF (11:00am-12:20pm) N 203	4.00
34088	EN 100 --1PLE-C-C	PLE WRITING AND LANGUAGE	Daubenspeck, Catherine	Open	1/18	TH (12:30pm-01:50pm) N 206	4.00
34089	EN 100 --1PLE-C-D	PLE WRITING AND LANGUAGE	Dolson, Erica	Closed	0/18	TH (09:30am-10:50am) N 230	4.00
34090	EN 100 --1PLE-C-E	PLE WRITING AND LANGUAGE	Dolson, Erica	Closed	0/18	TH (11:00am-12:20pm) N 234	4.00
34091	EN 100 --1PLE-C-F	PLE WRITING AND LANGUAGE	Moore, Tara	Open	1/18	TH (02:00pm-03:20pm) N 203	4.00
34092	EN 100 --1PLE-C-G	PLE WRITING AND LANGUAGE	Daubenspeck, Catherine	Open	10/18	TH (11:00am-12:20pm) N 201	4.00
34093	EN 100 --1PLE-C-H	PLE WRITING AND LANGUAGE	Ehrhardt, Victoria	Open	10/18	MW (12:30pm-01:50pm) N 206	4.00
34094	EN 100 --1PLE-C-I	PLE WRITING AND LANGUAGE	Ehrhardt, Victoria	Open	3/18	MW (02:00pm-03:20pm) N 210	4.00
34114	EN 150 --1PLE-C-A	PLE ADVANCED WRITING AND LANGUAGE	Fellinger, Richard	Open	11/18	TH (11:00am-12:20pm) N 204	4.00
34115	EN 150 --1PLE-C-B	PLE ADVANCED WRITING AND LANGUAGE	Staff, No	Cancelled	18/18		4.00
POLITICS, PHILOSOPHY, AND LEGAL STUDIES DEPARTMENT							
33695	PH 110 --1PLE-C-A	PLE LOGIC AND CRITICAL THINKING	Poole, Alexandria	Closed	0/19	MW (12:30pm-01:50pm) H 107	4.00

Power of Language Other

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
ENGLISH DEPARTMENT							
34110	LAT112 --2PLO-C-A	PLO ELEMENTARY LATIN 2	Besse, Jennifer	Open	9/16	MWF (02:00pm-03:15pm) H 112	4.00
34119	LAT211 --2PLO--A	PLO INTERMEDIATE LATIN I	Staff, No	Cancelled	16/16		4.00
MODERN LANGUAGES DEPARTMENT							
34061	FR 111 --2PLO-C-A	PLO ELEMENTARY FRENCH I	Borilot, Vanessa	Open	2/22	MWF (09:30am-10:40am) N 204	4.00
34062	FR 112 --2PLO-C-A	PLO ELEMENTARY FRENCH II	Nissman-Cohen, Barbara	Open	14/24	MWF (09:30am-10:40am) N 212	4.00
34063	FR 212 --2PLO-C-A	PLO INTERMEDIATE FRENCH II	Borilot, Vanessa	Open	8/14	MWF (12:30pm-01:40pm) W 211	4.00
34065	GER112 --2PLO-C-A	PLO ELEMENTARY GERMAN II	Snyder, Jyl	Open	6/14	MWF (02:00pm-03:10pm) W 204	4.00
34066	GER212 --2PLO-C-A	PLO INTERMEDIATE GERMAN II	Staff, No	Cancelled	16/16		4.00
34067	JA 112 --2PLO-C-A	PLO FIRST YEAR JAPANESE 2	Bhattacharya, Mahua	Open	7/24	MWF (02:00pm-03:10pm) N 204	4.00
34068	JA 212 --2PLO-C-A	PLO SECOND YEAR JAPANESE 2	Takahashi, Nobuaki	Open	8/16	MWF (12:30pm-01:40pm) N 204	4.00
34078	SP 111 --2PLO-C-A	PLO ELEMENTARY SPANISH I	Barnada, Kurt	Open	1/24	MWF (09:30am-10:40am) N 234	4.00
34640	SP 111 --2PLO-C-B	PLO ELEMENTARY SPANISH I	Linares-Farras, Montserrat	Cancelled	0/0	MWF (09:30am-10:40am) N 230	4.00
34251	SP 112 --2PLO-C-A	PLO ELEMENTARY SPANISH II	Barnada, Kurt	Open	2/24	TH (05:00pm-06:40pm) N 210	4.00
34072	SP 211 --2PLO-C-A	PLO INTERMEDIATE SPANISH I	Lorenzen, Charla	Open	17/24	MWF (12:30pm-01:40pm) N 127	4.00
34080	SP 211 --2PLO-C-B	PLO INTERMEDIATE SPANISH I	Lorenzen, Charla	Open	15/24	MWF (09:30am-10:40am) N 210	4.00
34073	SP 212 --2PLO-C-A	PLO INTERMEDIATE SPANISH II	Linares-Farras, Montserrat	Open	4/19	MWF (12:30pm-01:40pm) N 230	4.00
OCCUPATIONAL THERAPY DEPARTMENT							
33821	ASL105 --2PLO-C-A	PLO AMERICAN SIGN LANGUAGE	Conrad, Karen	Closed	0/24	TH (02:00pm-03:20pm) N 232	4.00

Social Science

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
BUSINESS DEPARTMENT							
33765	EC 101 --7SSC-C-A	SSC PRINCIPLES OF MACROECONOMICS	Krichevskiy, Dmitriy	Closed	0/35	MWF (12:30pm-01:40pm) H 213	4.00
33766	EC 102 --7SSC-C-A	SSC PRINCIPLES OF MICROECONOMICS	Paul, Sanjay	Closed	0/35	T (02:00pm-03:10pm) H 213	4.00
	EC 102 --7SSC-C-A	SSC PRINCIPLES OF MICROECONOMICS				01/15/2018 - 05/11/2018	
HISTORY DEPARTMENT							
33644	HHI235 --7SSC-H-A	HNR SSC CITIZENSHIP AND CONSCIENCE	Nolt, Steven	Open	3/15	TH (12:30pm-01:45pm) W 001	4.00
POLITICS, PHILOSOPHY, AND LEGAL STUDIES DEPARTMENT							
33703	PS 111 --7SSC-C-A	SSC AMERICAN NATIONAL GOVERNMENT	McClellan, E. Fletcher	Open	21/35	TH (11:00am-12:20pm) N 228	4.00
34576	PS 215 --7SSC-C-A	SSC POLITICAL COMMUNICATION	Chen, Dan	Open	12/20	MW (09:30am-10:50am) H 114	4.00
PSYCHOLOGY DEPARTMENT							
33905	PSY105 --7SSC-C-A	SSC GENERAL PSYCHOLOGY	MacFarlane, Ian	Open	1/35	MWF (02:00pm-02:50pm) E 270	4.00
33906	PSY105 --7SSC-C-B	SSC GENERAL PSYCHOLOGY	Caprino, A. Michael	Open	1/30	W (05:00pm-07:50pm) N 228	4.00
33907	PSY105 --7SSC-C-C	SSC GENERAL PSYCHOLOGY	Hopkins, Dori	Closed	0/30	TH (02:00pm-03:15pm) N 207	4.00
RELIGIOUS STUDIES DEPARTMENT							
34053	REL205 --7SSC-C-A	SSC SCOPING OUT RELIGIONS: THEORIES AND METHODS	Newton, Richard	Open	12/20	TH (02:00pm-03:15pm) N 202	4.00
SOCIAL WORK DEPARTMENT							
33678	SW 160 --7SSC-C-A	SSC SOCIAL PROBLEMS AND RESPONSE OF SOCIAL WELFARE INSTITUTIONS	Haffejee, Badiah	Open	14/35	TH (11:00am-12:20pm) N 205	4.00
SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT							
33818	HSO224 --7SSC-H-A	HNR SSC THE AMISH IN MODERN SOCIETY	Kanagy, Conrad	Open	4/15	TH (08:00am-09:20am) W 001	4.00
33928	SO 101 --7SSC-C-A	SSC DISCOVERING SOCIETY	Kanagy, Conrad	Open	2/35	WF (12:30pm-01:50pm) N 210	4.00
33933	SO 204 --7SSC-C-A	SSC POPULATION AND GLOBAL ISSUES	Kozimor-King, Michele Lee	Open	1/20	TH (11:00am-12:20pm) N 206	4.00
WOMEN AND GENDER STUDIES							
33650	WGS105 --7SSC-C-A	SSC SEX AND GENDER IN SOCIETY	Hopkins, Dori	Open	8/35	TH (11:00am-12:20pm) N 210	4.00

Western Cultural Heritage

RefNo	Course Catalog Number	Course Title	Instructor	Status	Seats	Meeting	Credits
ENGLISH DEPARTMENT							
34113	EN 102 - -4WCH-C-A	WCH WESTERN LITERARY CULTURE: MODERN SHAKESPEARE	Martin, Louis	Open	21/35	MF (11:00am-12:20pm) N 205	4.00
34098	EN 220 - -4WCH-C-A	WCH BRITISH LITERATURE: THE RENAISSANCE WOMAN AND MAN	Martin, Louis	Open	14/20	MF (02:00pm-03:20pm) N 212	4.00
34112	EN 220 - -4WCH-C-B	WCH BRIT LIT: 18TH C NEOCLASSICAL AND PRE-ROMANTIC POETRY AND PROSE	Webster Roberson, Suzanne	Open	16/20	WF (09:30am-10:50am) N 201	4.00
34099	EN 230 - -4WCH-C-A	WCH BRITISH LITERATURE: VICTRIAN LIT : SELF-MADE MAN, FALLEN WOMAN	Adams, Kimberly	Open	9/20	TH (09:30am-10:50am) N 232	4.00
34100	EN 230 - -4WCH-C-B	WCH BRITISH LITERATURE: BRIT ROM 1770-1835: THE NATURE OF REVOLUTION	Webster Roberson, Suzanne	Open	17/20	WF (12:30pm-01:50pm) N 201	4.00
34101	EN 240 - -4WCH-C-A	WCH AMERICAN LITERATURE: REALISM - GENDER, RACE & MONEY	Rohrkemper, John	Open	1/20	TH (11:00am-12:20pm) H 114	4.00
FINE AND PERFORMING ARTS DEPARTMENT							
34130	ART157 - -4WCH-C-A	WCH INTRODUCTION TO THE HISTORY OF ART II	Ricci, Patricia	Open	13/35	TH (11:00am-12:20pm) ST 114	4.00
34044	MU 125 - -4WCH-C-A	WCH AMERICAN POPULAR MUSIC FROM RAGTIME TO ROCK	Bomberger, E. Douglas	Closed	0/29	MW (02:00pm-03:20pm) Z 102	4.00
HISTORY DEPARTMENT							
33642	HI 115 - -4WCH- C-A	WCH WESTERN CIVILIZATION II	Schields, Chelsea	Open	14/35	MW (08:00am-09:15am) N 207	4.00
33647	HI 115 - -4WCH- C-B	WCH WESTERN CIVILIZATION II	Schields, Chelsea	Open	16/35	MW (12:30pm-01:45pm) N 207	4.00
POLITICS, PHILOSOPHY, AND LEGAL STUDIES DEPARTMENT							
33706	PS 205 - -4WCH- C-A	WCH WESTERN POLITICAL HERITAGE	Ricci, Gabriel	Open	6/35	TH (12:30pm-01:50pm) N 228	4.00
RELIGIOUS STUDIES DEPARTMENT							
34260	REL226 - -4WCH-C-A	WCH THE NEW TESTAMENT	Newton, Richard	Open	6/35	MW (02:00pm-03:15pm) N 228	4.00

APPENDIX G: Respondents Majors

Liberal Arts Majors

English

Environmental Science

Fine Arts

French

German

History

Interfaith Leadership Studies

Japanese

Legal Studies

Music

Philosophy

Political Science

Religious Studies

Spanish

Theater

Undecided

STEM Majors

Accounting

Biochemistry

Biology

Biotechnology

Chemistry

Communications

Computer Science

Engineering

Information Systems

Law

Psychology

Sociology/Anthropology

Pre-Professional Majors

Actuarial Science

Biology Secondary Education

Business Administration

Chemistry Secondary Education

Early Childhood Education

Elementary/Middle-Level Education

English Secondary Education

International Business

Mathematical Business

Mathematics Secondary Education

Medicine

Music Therapy

Occupational Therapy

Physics Secondary Education

Social Studies Education

Social Work

Spanish Education