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## The long-term effects of study abroad experiences on career, educational, and travel choices

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**THE LONG-TERM EFFECTS OF STUDY ABROAD EXPERIENCES ON CAREER,  
EDUCATIONAL, AND TRAVEL CHOICES**

by

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**Catherine A. Fagan**

**A thesis submitted to the  
Faculty of the Graduate School  
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**And**

**The Intercultural Communication Institute  
Portland, Oregon**

**2002**

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**by**

**Catherine A. Fagan**

## DEDICATION

This thesis is dedicated to my husband, Bill, for his patience and unending support over the years in my ongoing search for knowledge. To my children: The trail has been blazed, you need only take the first step.

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THE LONG-TERM EFFECTS OF STUDY ABROAD EXPERIENCES ON CAREER,  
EDUCATIONAL, AND TRAVEL CHOICES

Abstract

by Catherine A. Fagan  
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2002

Thousands of U.S. students travel to other countries each year to participate in study programs offered either by their home or the target country institutions. This study explores the effects that these study abroad experiences have on decisions that returning students make with regard to their future educational goals, career choices, and further foreign travel.

Using the alumni database of Cultural Experiences Abroad, a student travel organization, data were gathered from 185 primarily undergraduate students who spent from two weeks to one year as participants in a study abroad program. The students were from various geographic locations in the United States and Canada, and represented over 120 U.S. academic institutions. The survey consisted of an on-line questionnaire that included topics such as interest in working in international companies, studying other cultures, and traveling abroad both prior to and following the study abroad program. All students completed their study abroad during the past five years.

The study suggests that study abroad experiences do have an effect on what returning students plan to do with regard to future college studies, career aspirations, and readiness to pursue further travel outside the U.S. borders. Students change their course of study to include a more international focus, others seek employment with internationally oriented companies, and most plan additional travel to other countries.



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## LIST OF ABBREVIATIONS

AIFS	American Institute for Foreign Study
CEA	Cultural Experiences Abroad
CIEE	Council of International Education Exchange
IIE	Institute for International Education
NAFSA	National Association of Foreign Student Advisors: Association of International Educators
SAEP	Study Abroad Evaluation Project

## CHAPTER 1

### INTRODUCTION

International study has always been an integral part of the educational process. Scholars moved from country to country learning different languages and studying the political systems, histories, and the visual and performing arts of their neighbors.

Educators have long realized the importance of an international experience to complement the academic offerings of their educational institutions.

According to NAFSA (1983):

movements of students and scholars across community, cultural, geographic, and national boundaries have been recognized for centuries as essential to the discovery of truth, new knowledge, and a means of applying what is learned abroad to human enrichment and progress.

(p. 28)

Long before there was documentation on cross-cultural experiences, writers such as Marco Polo, Sir Francis Drake, Christopher Columbus, and Captain Cook provided accounts of their travels to other lands. Their diaries and journals gave detailed insight into their contact with new cultures and peoples. As word spread of their discoveries and adventures, others ventured out to experience and learn more about the world these explorers described.

Many of these travelers who “discovered” the new world engaged in trade and a search for new lands. Those who traveled with a specific purpose and had

more specialized roles such as missionaries, settlers, and students soon joined them.

Following World War II, there was a considerable increase in United States government-sponsored programs through international aid, educational exchange, refugee resettlement, etc. This resulted in numerous people traveling abroad for the first time to live and work in different countries and cultures. During this period, Senator J. William Fulbright introduced legislation to sponsor exchange programs for faculty and students between the United States and other countries. President Harry S. Truman signed this legislation into law on August 1, 1946. The Fulbright Act was the beginning of a surge of post-World War II official international educational exchanges between the U.S. and the rest of the world. Colleges and universities encouraged their students to participate in the student exchange programs and eventually established their own satellite campuses in foreign countries. International education professionals believed then, and continue to believe, that by living and studying abroad, sojourners learn to appreciate different worldviews as well as gain a global perspective on life's opportunities and challenges (NAFSA, 1993).

The private sector also entered the field of international travel as multinational companies and international trade expanded. For the first time employees were required or given the opportunity to travel and live in countries outside of the U.S.

Initially, little thought was given to the effects these programs had on the participants. Common to every one of these international experiences was the fact that interaction occurred between culturally disparate groups and individuals. These interactions could have been potentially stressful (Furnham and Bochner, 1986). Applied

psychology and other social sciences responded by observing what occurred in these interactions, and began to develop theoretical constructs to explain the changes that occurred and what methods would effectively facilitate cross-cultural contact (Adler, 1975; Arensberg & Nieff, 1964; DuBois, 1956; Foster, 1962; Garza-Guerrero, 1974; Gullahorn & Gullahorn, 1963; Lesser & Peter, 1957; Lundstedt, 1963; Oberg, 1960).

More recently, studies evaluating the impact of study abroad on U.S. American students have measured changes in students' attitudes, educational decisions, career goals, and language proficiency. Many of these studies are outlined in the following literature review. For the most part, these research studies were done immediately upon return to the United States and focused on changes in the levels of tolerance and understanding of other cultures; maturation and self esteem; world mindedness; ethnocentricity; increase interest in travel, art, foreign language, history, and other related subjects; and personal and social growth. In contrast, there are few studies on the long-term impact of study abroad experiences to determine if students choose careers in international business, pursue further degrees in international fields, or participate in additional international travel as a result of their study abroad experience.

Church (1982), Kauffman (1983), and Hutchins (1996) agree that it is difficult to measure the benefits of a study abroad program because of the many factors to be considered in such a study. Length of program, depth of immersion, expectations, and attitude and personality characteristics of the sojourners are some of the factors that could influence the type and degree of change that occurs during a study abroad experience.

Other factors that have prevented long-term studies are that students graduate and move on, change names through marriage, move to new locations, and fail to report these

changes to the university. Attempts to contact the study abroad participants more than one year after their experience can be problematic and many times futile. Nonetheless, it is important to overcome these obstacles to query those students who have been back in the home environment for one full year or more, and have completed the reentry process. According to researchers, this reentry process can take from three months up to one year or more, and be a time of frustration, loneliness, and general confusion (Gullahorn and Gullahorn, 1963; Gama & Pederson, 1977; Adler, 1975; La Brack, 1994; Storti, 1997). Nancy Adler (1976, 1981) further suggests that returned Peace Corps volunteers and corporate personnel experience similar patterns of adjustment. Therefore, for this study, all of the participants were required to have completed their study abroad program at least one year prior to the time of the survey.

#### Purpose

During my 25-year involvement with the study abroad community, I found that most program evaluations were given immediately upon the students' return from abroad, and were mainly concerned with the quality of the academic experience or the change in personal growth and/or attitudes toward other cultures. Little was done to determine the long-term effects these programs had on the students' subsequent life choices. As a study abroad program planner and recruiter, I, along with most study abroad advisors in colleges and universities, advised students that the benefits of participating in a study abroad program included greater opportunities for employment in the international marketplace as well as increased interest in the study of other cultures and countries. The added enthusiasm for subsequent travel abroad seemed a natural outcome for the majority of study abroad participants. However, little has been done to actually assess the effects



of these experiences on life choices upon return and to document what is being promoted. The purpose of my study is to determine if the study abroad experience specifically influenced returning participants' educational goals, career objectives, and/or future travel plans to foreign countries.

Secondly, the majority of studies done on returning participants concentrated on a specific group of students from a college/university or selected set of colleges and universities. The participant group for this study is a collection of students from academic institutions throughout the United States and Canada. This group consists of individuals from various fields of study who chose to participate in study abroad programs on their own, and chose programs outside the scope of those offered by their home institutions.

In summary, this study examined the connections between the study abroad experience and the long-term impact on returning participants' choices of majors and careers, and their desires to travel and experience other cultures. For all participants in this study, it had been one to five years since the completion of the study abroad program. The survey questionnaire contained questions about both the pre- and post- study abroad experiences. Participants thus relied on their memories to record their reasons for participating and the goals they hoped to accomplish as a result of the study abroad experience. Comparisons were then made between the students' stated pre- and post-study abroad experiences with regard to educational and career goals and travel.

Institutions providing study abroad experiences for their students can use the findings of this study to evaluate their program planning and recruiting methods to include those elements that will encourage students to use their study abroad experiences

as stepping stones into the international arena. The importance of an international experience and the acquisition of second and third languages can be stressed as valuable assets in seeking employment in multi-national corporations or U.S. corporations that employ a multi-cultural staff.

In Chapter 2, the literature review provides an overview of the history of study abroad in the United States and relevant studies that have been conducted on study abroad participants as well as other sojourners. Chapter 3 explains the research design and methodology and limitations of the study. Chapter 4 presents the findings, and Chapter 5 a discussion of the findings, factors related to the research, the conclusion, and recommendations for future research.

## CHAPTER 2

### LITERATURE REVIEW

The literature review summarizes the history of study abroad and other types of sojourns abroad. In addition to the studies that discuss the impact on career, education, and future travel, related studies on the changes in mental, psychological, and spiritual characteristics of students are included to explore whether decisions to pursue international careers and to travel more extensively follow these personal transitions.

#### History of Study Abroad

During the colonial period in the United States, sons of wealthy colonists were sent to Europe to be formally educated. Brown (1983) attributes this phenomenon mainly to the lack of sufficient colleges and universities in the colonies. Although the number of students going abroad increased in the early 19<sup>th</sup> century, the study abroad population continued to consist primarily of members of wealthy families. According to Bowman (1987), the first formalized programs in the early 19<sup>th</sup> century were essentially junior year abroad programs that were operated by women's colleges and, in the early years, were limited to female participants.

Flash (1999) reported that during the two world wars, travel and study abroad declined because most programs were located in the Western European countries, obviously an unsafe area for sojourners at that time. Brown (1983) noted that the post-World War II period not only marked the resumption of U.S students participating in

academic programs abroad, but a corresponding flow of foreign students to the United States. At that same time, the Fulbright Act (Fulbright, 1976) was enacted to promote student and faculty exchanges.

Abrams (1965) gave an accounting of the growth of study abroad from 1950 to 1965. In 1950, there were only six programs through which undergraduates could earn credit abroad during an academic year. By 1960, there were over fifty institutions offering study abroad programs, and by the end of 1964, over half of the liberal arts colleges were either administering their own programs or advising students to enroll in programs offered by others.

Hinkle (1972), Marion (1974), Smith, de Panafieu, and Jarousse (1981), and more recently, the Open Doors Survey of the Institute of International Education (IIE) (1999) did subsequent studies on the number of students traveling to other countries to study. The IIE survey concluded that the total number of students studying abroad in 1997-98 was 113,959, which represents a 57.4 percent increase from its prior study in 1985-86. Despite this increase, the total number of students traveling abroad to study represented a very small percentage of the total enrollment in U.S. colleges and universities. Szekeley and Krane (1997) estimated that only one or two percent of U.S. undergraduates have participated in a study abroad program prior to graduation. Those percentages have remained constant to this day as on-going IIE surveys indicate (IIE, 2001). Study abroad administrators acknowledge this to be a challenge to continued program development and related research in this field and to the encouragement of more participation in study abroad programs.

## Effects of Study Abroad and Other Sojourns on Careers, Education, and Travel

There is a considerable amount of research into the impact of study abroad on participants, most conducted within a year of the return from abroad. The majority of these studies measured the attitudinal, psychological, and personal growth aspects of change and only briefly touched on changes related to career, educational goals, or subsequent travel.

Garraty and Adams (1959) spent nine months in Europe interviewing students from various U.S. colleges to determine the effectiveness of the foreign study programs. They indicated that foreign study appears to have had a strong and pervasive influence on the lives of the participants, especially in regard to their concern for intellectual and cultural values. They also reported an increased interest in political and international affairs. However, overall, the authors conclude that the "majority of Americans who study abroad are not fundamentally changed by the experience" (p. 150). They base this conclusion on the fact that most U.S. American students are abroad for no more than one year which makes it unrealistic to expect that their entire outlook on life will be altered permanently. They further claim that a few students may marry or find jobs and settle in their host country, but most return home with the hope of eventually finding a line of work that will enable them to use their foreign experience and language abilities.

Pfnister (1972) did a study on 120 students who had just completed a 14-week Goshen College Study-Service term. His objective was to determine if there were attitude changes following a six-month stay in a foreign country. The items measured were: human relations, critical thinking, humanistic values, and vocational orientation.

The greatest change occurred in the “awareness of different philosophies, cultures, and ways of life” (p. 22). The second greatest change occurred in the “tolerance and understanding of other people and their views” (p. 23).

Uehara (1986) also reported that university students who had recently returned from a study abroad experience changed their goals and achievement behavior as well as their views on global issues. The students also gained an increased awareness of both home and foreign cultures, and came to value travel as an opportunity for personal and professional growth.

A study to determine whether a change in personality functioning was related to a study abroad experience was conducted by Kauffmann (1983). His sample consisted of 126 students enrolled in the Study Service Trimester (SST) at Goshen College during the fall and winter trimesters of the 1980-81 academic years. His findings indicated that the SST experience had the most impact on three dimensions of personality functioning:

1. It changed the worldview and increased interest in reflective thought in the arts, literature, and language.
2. It increased interest in the welfare of others.
3. It created a greater interpersonal development in the areas of self-confidence, self-esteem, independence, and appreciation of sensual reactions and feelings.

Carsello and Creaser (1976) surveyed 209 students while they were studying in Europe, and asked these students to report on changes that had taken place in their lives as a result of the study abroad program. They found that the greatest changes that took

place among students consisted of an increased interest in travel, art, foreign languages, history, architecture, and meeting strangers.

In a study to examine the impact of an overseas study experience on university students, Thomlison (1991) surveyed all University of Evansville students who studied for a one-year period in Harlaxton, England. He used a four-part questionnaire to explore changes in behavior, attitudes, interests, knowledge, and awareness levels. His findings showed that the substantial changes reported by the students included a greater desire for and increased confidence in traveling abroad and a general appreciation of other cultures.

Sharma and Mulka (1993) reported on a study of 1,065 U.S. American students from six major universities. The study sought to examine the international attitude formation of those U.S. students who participated in study abroad programs and also interacted with the international student population on campus as compared to those who remained on campus throughout their college years and had no involvement with international students or in international activities. The six areas examined were: cosmopolitan world outlook, cultural pluralism, world mindedness, understanding U.S. culture, support of internationalism, and international career aspirations.

Sharma and Mulka concluded that only a small portion of students (37%) interacted with international students on campus and participated in study abroad programs. However, the students who did both developed a greater interest in international affairs and were able to look at international events from a more sophisticated perspective. They were reported to be more world-minded, had more international career aspirations, and showed a higher interest in international activities

than those students who did not interact with international students or participate in study abroad programs.

Hensley and Sell (1979) conducted a study of 52 Kent State University students who studied in Switzerland in 1977. The study explored the attitude change of the students with regard to self-esteem and tolerance of ambiguity. They reported that those students who experienced another culture perceived themselves as having changed for the better in knowledge and personal and professional competence.

Using an international education study tour as the focus of her study, Hutchins (1996) interviewed six alumni of Ohio State University to determine how this experience impacted the international/global perspectives of the participants. Findings indicated that the participants experienced changes in their personal and professional growth as well as their international perspective. She further suggested that the key factors that contributed to experiential change included maturity of the participant, level of immersion, participation in multiple tours, and destination and focus of the tour.

In the book, *Students Abroad, Strangers at Home* (Kauffmann, Martin and Weaver, 1992), the authors present a synthesis of findings related to personal change. The synthesis revealed a variety of changes including a positive change in self-concept; an increase in self-esteem; increased autonomy, especially in independence; high levels of cross-cultural interest, cultural cosmopolitanism, and international political concern; and a greater tolerance of people who are different from themselves. These conclusions were based on numerous studies done by U.S. colleges and universities on their students who had participated in study abroad programs from as early as 1958. The authors recommended, based on these findings, that colleges and universities should use study



abroad as a major means of developing an international perspective for their students, and should find a way to make study abroad an intricate part of the general studies requirements.

Ryan and Twibell (2000) examined various outcomes of the study abroad experiences of college students who studied abroad during an academic year with the International Student Exchange Program (ISEP). They found that upon return to the United States, some students changed their academic majors and showed an interest in graduate work, particularly in the host country. The findings also supported the belief that students who participate in study abroad programs desire to return to their host culture, where they learned to fit in, for longer periods of time.

Few long-term studies (1-5 years after the return to the U.S.) have been done to determine how the study abroad experience influenced the lives of the students long after the initial reentry to their home culture. Of those done, again, the emphasis was more on attitude change and personal growth than on the pursuit of international careers, or further international study or travel. The following studies dealt with long-term effects or were conducted with students who had returned from their study abroad program at least one year prior to the study.

Abrams (1979) conducted a study on former Antioch students to determine if a study abroad experience influenced the worldview of those who traveled abroad as compared to those who remained on campus. He surveyed 424 students; 330 had participated in the college's study abroad programs and a control group of 94 did not study abroad. He reported that those who participated in study abroad programs were involved in more international activities, had acquaintances in other countries, did more

travel abroad, and paid more attention to world affairs than those who remained on campus. In prior research on the subject of study abroad, cross-cultural understanding is one of the educational outcomes that Abrams (1965) attributed to a study abroad experience. He believed that students gain a real appreciation of people in other countries and how they live, which, in turn, causes students to examine their own values and assumptions.

The American Institute for Foreign Study (1988), using its database of study abroad participants from 1983 to 1988, surveyed 7,500 students, both high school and college. Approximately 10 %, or 714, students responded. The findings indicated that of the 85 % of the students who were employed at the time of the survey, 33 % had international travel as a part of their job requirements, 50 % worked for a foreign-owned or multi-national corporation, and 85 % felt that study abroad had an impact on college performance and career performance and salary. They cited such skills as foreign language proficiency, understanding of global issues, and knowledge of international markets as key to their entry into the international arena.

Conducting research through the Study Abroad Evaluation Project (SAEP), Carlson, Burn, Useem, and Yachimowicz (1991) evaluated the influence of study abroad on students in terms of educational attainments, their work life, and their family and community participation. The project was launched in 1982 with four U.S. colleges and universities who met the following criteria:

1. Their study abroad activities included Western Europe.
2. The U.S. institutions integrated most, if not all, of their students into the host institutions abroad.

3. The U.S. programs involved reciprocal exchanges with institutions in Europe.

4. They had data on study abroad covering a decade or more.

The participants had completed their study abroad from five to twenty years prior to the study. Four specific effects on students were examined: proficiency in foreign languages, knowledge of and concern about other countries and cultures and international issues, knowledge of and attitudes towards their home country, and career objectives and accomplishments.

The study, with regard to career objectives, educational goals, and further international travel, showed that 70 % of the men and 90 % of the women had additional periods of international experience following their initial study abroad experience, and of the 92 % employed at the time of the survey, 59.2 % stated that they incorporated their study abroad experience into their work lives. The authors also contended that the participants were more independent minded, intellectually inclined, and better able to cope with ambiguity than prior to their study abroad.

Similarly, Opper, Teichler, and Carlson (1990), in the second volume of the SAEP report on the impact of study abroad programs, focused on study abroad program participants, their characteristics, and the effect that their experiences had on them. Their findings revealed that 82.9 % of study abroad students anticipated that they would be able to use the general international experience acquired abroad in career or work related roles; 57.1 % expected they would be able to use their particular expertise from study abroad in their subsequent occupation; and almost half anticipated that they would have considerable contact with, or would eventually live or work in the country in which they

studied.

For her master's thesis, Broadhead (1994) conducted a study on the alumni of Buffalo State College who had completed their study abroad experience five or more years prior to 1994. The goal of her project was to correlate positively the impact of a college study abroad experience to areas such as career choices, education objectives, attitudes towards other cultures, and attitudes towards the United States. The findings indicated that the dominant changes reported by the students were in personal development, in areas such as tolerance, acceptance, independence, adaptation, and openness. With regard to the effects on career goals and educational choices, 24 % agreed that the study abroad experience did have an effect in these areas, and 82 % have been abroad again as students, tourists, or employees.

In a Pomona College alumni study by Wallace (1999), students who had participated in Pomona College Study Abroad Program in the Fall of 1985 and Spring of 1986 were surveyed with written questionnaires and personal telephone calls to determine what impact the experience had on their lives. Wallace was specifically looking for:

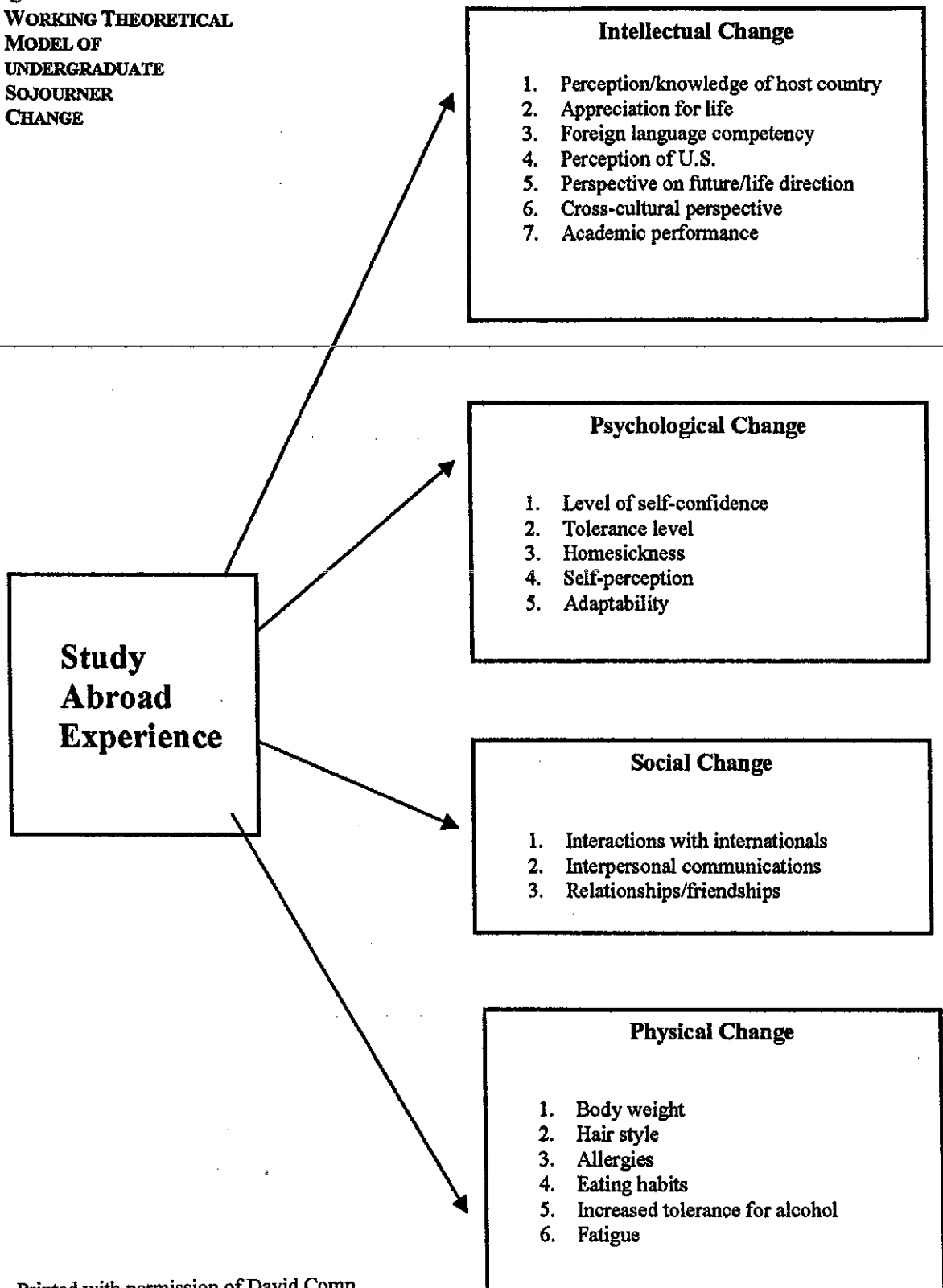
1. The general impact that participants indicated their study abroad experience had on their careers, volunteer activities, and world and personal perspective.
2. General reflections on the impact of study abroad.
3. Any relationships or patterns found in the study including variables such as gender, host country, age, degree obtained, or prior travel experience.

The participants generally reported that the experience did influence their career selection, development, or advancement. They further stated that the study abroad experience influenced their undergraduate college experience resulting in a substantially enhanced awareness and appreciation for other cultures and interest in international issues. The participants had sustained this interest and appreciation over a decade or more.

In her dissertation research, Couper (2001) surveyed 126 college alumni five or more years after graduation. One of the issues she addressed was that of the influence of study abroad on life goals and career choices. With regard to how study abroad influenced life goals and career choice, she found that those who participated in study abroad programs experienced an easier adjustment to corporate culture and were more accepting of new challenges and environments.

The findings of a study done by Comp (2000) on undergraduate students from the University of Nebraska-Lincoln who had participated in at least a semester-long study abroad program during the 1998-1999 academic year, strongly supports the aforementioned findings with regard to the kinds of changes reported as a result of an experience abroad. Comp developed a theoretical model (Illustration 1) from information derived from a review of relevant literature and an analysis of interviews from former sojourners explaining undergraduate sojourner change. The model groups the various types of changes according to intellectual, psychological, social, and physical dimensions. Comp stated that while the model does not prove the occurrence of the identified dimensions of change, it does provide initial conceptual categories and sub-categories of change for future research.

Figure 1:  
WORKING THEORETICAL  
MODEL OF  
UNDERGRADUATE  
SOJOURNER  
CHANGE



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While the focus of this study is on students who have participated in study abroad programs, the experiences of corporate personnel and Peace Corps volunteers who completed overseas assignment were examined to determine if their time spent abroad influenced decisions on careers, further educational goals, and future travel. Two such studies (Lockwood, 2001 and Graul, 1998) indicated that although the motive for going abroad is much different than that of students, the experience of living and working in another country has the same impact on these kind of decisions.

Lockwood (2001) conducted her study on returning corporate personnel and their families to determine what impact their international assignments had on the decisions made after returning to their home culture. Her research group consisted of 33 participants who lived in various geographic locations in the U.S. The criteria required for her study was to:

1. Be an adult U.S. citizen.
2. Have repatriated following an international assignment.
3. Have lived overseas for a minimum of one year.
4. Have been back in the U.S. for one to five years.

The study indicated that repatriates desired an increased focus on the international component of their careers, and felt it was important to use the global expertise and cultural knowledge they gained in the workplace. The study further revealed that after an international experience, repatriates tend to choose to spend their vacation time traveling abroad.

The study of returned Peace Corps volunteers on the impact the international service experience had on their life choices and decisions conducted by Graul (1998) examined three questions:

1. What was the long-term impact of the experience on Returned Peace Corps volunteers?
2. Had the impact remain the same as reported in previous Peace Corps studies (Harris, 1969; Winslow, 1977), or had it changed, and if so, how?
3. What degree of voluntarism and intercultural involvement did returned Peace Corps volunteers exhibit in the United States. (Graul, 1998, p. 5)

The results showed that 29% of the 1,253 sample population said they were changed in a positive way as a result of their Peace Corps service; 25% indicated that Peace Corps was a generally positive experience; 14% made positive comments about the Peace Corps agency; 6% made comments critical of the Peace Corps; and 13% gave examples of the beneficial impact of their return to the United States. In summarizing the major findings, Graul revealed that 63% of the respondents said the Peace Corps experience influenced their decision to return to school or continue their education. Thirty-one percent (31%) had specific career plans they believed were enhanced by serving in the Peace Corps, and 86% reported that they have traveled internationally to at least one country, with the majority having visited at least four countries since their return.

With the exception of the study done by the American Institute for Foreign Study (AIFS), all of the studies mentioned above pertaining to study abroad experiences focused on a particular group of students from one college or university or groups of



colleges/universities. The majority of these studies were conducted soon after the students returned from abroad, and the emphasis, for the most part, was to determine if changes had taken place in attitudes, world-mindedness, cultural awareness, and personal growth.

The AIFS study differs from these other studies. Their study, done in 1988, used its broad student database containing information compiled over a period of five years. The students did not affiliate with any one particular academic institution nor did they live in one geographical area, which made the target population different from the other studies.

This study has a target population similar to that of AIFS. The database of Cultural Experiences Abroad, a student travel organization, is a compilation of data on more than 1,100 students who have studied abroad since 1997. These students reside throughout the United States and Canada and attend different colleges and universities.

The objective of the AIFS study was to determine what types of skills participants developed while overseas, and briefly covered some aspects of the effects that the study abroad experience had on future decisions. However, the objective of this study is to specifically focus on the impact that study abroad has had on the students' subsequent career, educational, and travel choices.

## CHAPTER 3

### METHODOLOGY

#### Introduction

The purpose of this research was to explore the long-term effects that study abroad programs had on the participants' decisions with regard to educational goals, career choices, and future travel plans.

#### Research Design

##### *Participants*

The participants in this study were the alumni of Cultural Experiences Abroad (CEA), a student travel organization. CEA is a provider of study abroad programs in seven different countries: Australia, Costa Rica, England, France, Italy, Mexico, and Spain. CEA has been providing study abroad experiences since 1997, and students have participated in programs in length from short-term summer programs of three weeks to full semester and yearlong programs. All of the 1,149 alumni from all types and lengths of programs were asked to participate. The students ranged in age from 16 to 63, and had attended universities and community colleges throughout the United States and Canada. Over 47% of the alumni studied in France, 24% studied in Spain, and the balance, 29%, were distributed over the remaining sites. At the time of the survey, their level of education ranged from high school to post graduate, with the majority having earned a bachelor's degree. For the purposes of this study, only those alumni who had been back from their study abroad experience for one or more years were included.

## *Questionnaire*

The questionnaire (Appendix F) used for the survey was developed with input from Cultural Experiences Abroad personnel and utilized a combination of closed and opened-ended questions. In addition to using the literature search to develop questions, study abroad advisors were also queried for ideas on questions to include in the instrument. The questionnaire requested data regarding the profiles of the participants: their educational, career, and travel experience prior to the study abroad program; the classes and activities pursued while abroad; and what changes were made to their educational, career, and travel plans as a result of the study abroad experience. A pre-test of the instrument was conducted using a select group of former CEA study abroad participants to determine if there were any problem areas that need to be revised and to test the length of time necessary to complete the survey. The modified questionnaire was then posted on a secure web site constructed for the sole purpose of this study.

Section I of the questionnaire asked demographic questions such as birth date, gender, race/ethnic group, primary language, the type of community, and academic degree earned. This information would enable me to do an analysis of outcomes based on these student characteristics.

In section 2, the students were asked questions about their study abroad and travel experience as well as their employment status prior to their participation in the study abroad program. Responses to the two questions regarding this area would give information on any travel experience prior to this study abroad experience, and assist in determining if those students with prior travel experience differed from first-time travelers. Three questions dealt with their academic interests prior to the study abroad

experience. 1) "What was your major before the CEA study abroad program?" 2) "Were you enrolled in a foreign language class?" 3) "Were you enrolled in any other classes that would enhance your understanding of other cultures?" This information would be used as a base to compare the responses about the same academic interest after they spent time studying in a foreign country. Two questions asked about their prior employment experience: 1) "Had you applied for a position with a company/organization in the United States that had an international focus?" and 2) "Had you applied for a position with a company/organization in a foreign country?" There was an interest in finding out if students had international work experience prior to their study abroad experience to determine if the interest was already present or created by their time abroad. The question: "What was your class standing at the beginning of the CEA program?" would determine at what point in their college life students elected to leave campus and go abroad to study. The final question in that section asked: "Why did you choose to study abroad?" The responses from this question enabled a comparison of the intentions or expectations of the students and compare them with their actual experiences and/or perceptions on return.

Section 3 inquired about the students' experience while abroad, and addressed the type of accommodations they had, the classes they chose, and the activities and travel they undertook. This information would allow an analysis of the intensity of their participation in the host culture to determine if those who were more involved differed in their post-study abroad decisions from those who were minimally involved.

Section 4 which dealt with the students' experiences after their return was similar to those questions posed in Section 2. They were asked about their post-study abroad

travel and study abroad experiences, whether they had changed their major or added classes to enhance their understanding of other cultures, and asked, again, about employment with international companies/organizations. This information would enable a comparison between the responses made in reflecting upon their pre- and post-study abroad experiences (Section 1) to what was actually reported on their return.

The final questions were designed as open-ended questions to allow students to give information about their study abroad experiences not covered in the previous questions.

### *Procedure*

An electronic survey using e-mail to contact the students listed in the alumni database of Cultural Experience Abroad was used to gather the data. Bailey (1994) suggests that electronic surveys have several advantages, which include lower cost in time and money, ease of completion, access to remote populations or, in this case, a population scattered throughout the United States and Canada, and drawing on the internet capabilities of most students. He also points out the disadvantages: no control over the environment, inability to see nonverbal cues, and a possible biased sample caused by the inaccessibility of computers to some of the population. Despite the disadvantages, the electronic survey method seemed most appropriate for this study since the goal was to reach a widely dispersed audience.

Data were collected by contacting all of the 1,149 participants (alumni) of CEA programs from 1997 to 2001 via e-mail. The e-mail contained a direct link to a secure web site. The students were asked to fill out a retrospective questionnaire on the web

the web site. Upon completion, the students electronically submitted the information to a computer database constructed exclusively for this study.

The first invitation to answer the questionnaire was sent, allowing three weeks for participants to respond. Then, to insure that all who wished to be included in the study were given an opportunity, a second invitation went out allowing another three weeks to respond. Of the 1,149 students in the database who were contacted, 1,098 e-mails were not returned and appear to have been successfully sent. The total number of responses was 185 or 17%. The data were further examined to determine the number of students who had met the criteria of completing their program at least one year prior to the study. A total of 68 students met this criterion and make up the participant group. Because confidentiality was promised, it was not possible to follow up on those non-respondents, and, as a result, the findings may reflect a volunteer bias. This bias is discussed in detail under the limitations of this study in the following section.

#### *Description of Participant Group*

The participant group consisted of 62 females and 6 males of which 49 were Caucasian, 5 Hispanic, 6 African American, 1 Native American, 3 Asian American, and 2 other. The primary language of all 68 participants was English. The majority (44) came from a suburban setting with rural and urban residents ranking second and third at 10 and 9 respectively. The highest degree listed was: bachelors (39); followed by high school (19); associate degree (7); and masters degree (2). The distribution of age was: 20 or younger (5), 20-25 (58), 26-30 (2), and 30 or older (3). The following table illustrates the breakout of the personal information from Section I.

Table 1. Demographic information.

Total Participant Group: 68			
AGE		GENDER	
20	5 (7%)	Female	62 (91%)
29	58 (86%)	Male	6 (9)
26-30	2 (3%)		
30+	3 (4%)		
PRIMARY LANGUAGE		TYPE OF COMMUNITY	
English (65%)	68 (100%)	Suburban	44
		Rural	10 (15%)
		Urban	9 (13%)
		Other	3 (4%)
ETHNIC GROUP		LEVEL OF EDUCATION	
Caucasian	49 (73%)	High School	19 (28%)
African American	6 (9%)	Associate	7 (10%)
Hispanic	5 (7%)	Bachelors	39 (57%)
Asian American	3 (4%)	Masters	2 (3%)
Native American	1 (1%)	Doctorate	0
Other	2 (3%)		

### Data Collection and Analysis

As the questionnaires were returned, the information was inserted into a database developed by CEA that was formatted to reflect the categories and sub-categories on the questionnaire. I categorized the results by using the process suggested by Anastasi and Urbini (1997). The steps in this process were 1) review the data, 2) organize the data into meaningful units, 3) separate the units that are relevant to the investigation from those that are not, 4) separately analyze the structured and non-structured responses, and 5)

synthesize the units into areas of experience. Each category and sub-category was then tabulated, and the resulting information was used to calculate the numbers and percentages of the various responses to each question. The findings are presented in the following chapter.

### Limitations of Study

The following limitations may have affected the results of this study.

First, the participants are a select group of students who participated in CEA study abroad programs over a period of five years, and do not represent all international student sojourners. The participant group consisted primarily of English-speaking Caucasians who live in suburban areas, most of whom studied in Western Europe. These factors may result in limited multicultural viewpoints and a narrow scope of world experiences. Also, the group was not a random sample since it consisted of those who volunteered to participate, which automatically excludes those who did not respond.

Second, the survey relies on self-reporting and recall of events that happened from one to five years ago. The participants may have reported inaccurate information due to forgotten details or self-deception. Anastasi and Urbini (1997) state that self-report inventories are open to deliberate misrepresentation if the test taker is motivated to fake good or bad responses. It is not uncommon for survey participants to respond to questions in order to please the surveyor rather than give their true impression or opinion.

Finally, the data were collected at a specific point in time, which does not allow for variation in changes that took place over the period of time between the study abroad experience and the time of the survey. "An attempt to measure or indicate change at a



fixed and uniformly applied point...will not allow for variation in personal rates of change” (Stimpfl & Engberg, 1977, p. 18).

Although the participant group for this study is limited by the selection and reporting process, the principles used to compare the differences in the pre- and post-study abroad experiences are based on generally accepted theories that were obtained in the literature search.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### Questionnaire Results

The specific purpose of this study was to determine if participation in a study abroad program facilitates change with regard to the students' educational majors, career goals, and future travel to foreign countries. In order to determine if the study abroad experience has an impact on the participants' life decisions, it was necessary to determine what prior experiences students had in the area of foreign travel, language studies, or employment with an international organization.

#### *Personal Information*

Section One asked for demographic information such as birth date, gender, race/ethnic group, primary language, etc. The information retrieved from this section was used in the "Description of Participant group" in chapter 3.

#### *Prior to Study Abroad*

Section Two of the questionnaire posed 10 questions related to experiences prior to their CEA study abroad program. These questions established a baseline to make post-study abroad program comparisons. The responses to these questions were as follows:  
Question 2.1: Had you previously participated in another study abroad program?

Of the 68 respondents, 25% (17) had participated in a previous study abroad program with the earliest program date of 1984. The programs ranged from 2 weeks to 9 months in length, and included such countries as Mexico, Costa Rica, Spain, France,

Belgium, England, Japan, Turkey, Italy, and Semester at Sea. Fifteen of the respondents listed their study abroad destinations and the duration of the program. This information is presented in the following table.

Table 2. Prior study abroad sites and program lengths.

Country or Program	Year of Participation	Length of Program
American Field Service	1984	4 weeks
Experiment In International Living	1986-87	9 months
Belgium	1995	1 month
Cuernavaca, Mexico	1996	10 weeks
Mexico	1999	1 month
Costa Rica	n/r*	2 months
London, Paris, Spain	n/r	2 weeks
Istanbul	1997	6 weeks
Japan	1997	7 weeks
London	1998	4 months
Indiana Univer Honors Program	1995	2 months
Oxford, England	1999	4 months
Semester at Sea	1992	100 days
Global Routes	1998	summer
Lyon, France	1993	6 weeks

\*no response

Question 2.2: Had you traveled to foreign countries?

More than 83% (56) of the students reported that they had traveled prior to their CEA study abroad program. The shortest sojourn was a one-day field trip, while the longest was a six-year stay living and traveling throughout Europe. The earliest year mentioned for this prior travel was 1987; however, several respondents reported having traveled all of their lives or started traveling before the age of 10. The destinations listed included a wide range of countries on all continents except Antarctica.

Question 2.3: What was your major before the CEA Study Abroad Program?

Students with majors in the fields of humanities (20) and social sciences (17) made up more than 50% of the participant group with the remaining comprised of education 10% (7), life sciences) 8% (6), business 10% (7), physical sciences 4% (3), undecided or non-responses 12% (8).

Questions 2.4 and 2.5: Were you enrolled in a foreign language class? Were you enrolled in any other classes that would have enhanced your understanding of other cultures?

More than 77% (53) of the students had been enrolled in a foreign language class. The three most mentioned languages were Spanish, French and German. Other classes that students took that enhanced the understanding of other cultures included: International Studies, Eastern Philosophy, Cultural Communication, Latin American History, Tropical Ecology, Ethnic Studies, History of Jews and Blacks, World History, European History, and Native American Religion.

Questions 2.6, 2.7 and 2.8: Had you applied for a position with a company/organization in the United States that had an international focus? Had you applied for a position with a company/organization in a foreign country? Had you worked in a foreign country?

These three questions all dealt with employment in an international organization either in the United States or abroad. Of the total number, 34% (18) had applied for a position with a company/organization in the United States that had an international focus. Ten percent (7) applied or worked in a position in a foreign country prior to their CEA study abroad experience.

Questions 2.9 and 2.10: What was your class standing at the beginning of your study abroad program? Why did you choose to study abroad?

The largest number of students, 43% (29), were in their junior year of college. Of the remaining students, 19% (13) were seniors, 15% (10) sophomores, 7% (5) graduates, 4% (3) freshman, 3% (2), other and 8% (6) non-respondents. A majority of students, 71% (48) students chose to study abroad because they had a desire to learn another culture and language. Three percent (2) stated that it was required for their major, and three percent (2) went on the recommendation of family or friends. Others chose to go abroad for various reasons such as desire to see another country, love of travel and learning, finding out more about family heritage, and professional advancement.

#### *During Study Abroad*

Section 3 dealt with the students' experiences during their study abroad experience. This information will be examined to determine if the chosen site or degree of involvement in the host culture were influencing factors for any changes made to majors, careers, or travel plans.

Question 3.1: What was your program date?

The program dates ranged from Spring, 1997 to Winter, 2000. Seven percent (5) students did a full academic year, 63% (43) of the students did at least one semester, 24% (16) did summer sessions, and five percent (4) gave no responses

Question 3.2: What was your program location?

Of the total number, the largest group of 45% (31) studied in France. Spain was the second choice with 28% or 19 participants. Costa Rica had 15% (10), Mexico had six percent (4), and six percent (4) gave no responses.

Question 3.3: What were your living arrangements?

Each program offered a variety of housing accommodations. Those choosing to live in a home stay numbered 45% (31) of which 9% (6) had U.S. American roommates and one had an international roommate. Twenty four percent (16) of the students lived in a campus dorm with either other U.S. American students (8) or local and international students (8). Seven percent (5) shared apartments with U.S. American students, and one shared an apartment with an international student. Fifteen percent (10) lived in homes of friends and relatives, a student hostel, or a student hotel. Table 3 gives a breakdown of the housing accommodation distribution.

Table 3. Choice of Accommodations:

TYPE OF ACCOMMODATION	NUMBER
a. Home stay w/local family	24
b. Home stay w/American students	6
c. Home stay w/other international students	1
d. Campus dorm w/local students	1
e. Campus dorm w/American students	8
f. Campus dorm w/other international students	7
g. Apartment w/local students	1
h. Apartment w/other international students	0
i. Apartment w/American students	5
j. Other*	10
No Response	5

\* The type of accommodation mentioned was hostel, student hotel, and home of family or friends.

Question 3.4: What classes did you take in the host country?

Almost all of the students, 88% (60), took a language class. Three did not include language classes in their choice of courses, and five did not respond to the question. The

other classes listed were primarily in the humanities and social sciences. Students tended to enroll in classes on the history, culture, and politics of their host country while honing their language skills and studying the literature. Two listed business classes, and no one listed science.

Question 3.5: What cultural activities did you participate in during your study abroad program?

~~The most often mentioned activity was travel. Thirty-five percent (24) of the~~ students participated in activities that included weekend travel to other cities in the country; travel to other countries either before or after their program or during the semester break; and the organized travel offered by the program or university. Many of the students living in host families participated in the family activities, or in a few cases, students who lived in dorms were invited to dine with host families once a week. Dancing, eating, and attending concerts and local cultural events were also frequently listed.

#### *Post Study Abroad*

The questions in Section Four of the survey were duplicates of those posed in Section Two. The repetition of these questions was required in order to compare the pre- and post-study abroad outcomes:

Question 4.1: Did you participate in an additional study abroad program after this experience?

Of the 68 respondents, only 16% (11) had participated in an additional study abroad program. These consisted of a 1-week to a full-year program. Three students went to Mexico in 2001, one went to Spain in 2000, one went to Japan in 2001, one

sailed with Semester at Sea in 1999, one spent time in Honduras on a volunteer project in 2000, one was teaching in France at the time of the study, one mentioned going back on another CEA program but did not give details of the site or date, and two students said they did participate in additional study programs but did not give any details on those programs. Of those 11 who had done additional study abroad programs, five had participated in a study abroad program and nine had traveled to other countries prior to their CEA experience.

Question 4.2: Did you change your educational goals?

The influence of the study abroad experience was most apparent in that 25% (17) of the total number of respondents made changes to their educational goals. Two students in the field of bilingual education chose to do their master's degree in Spanish language and linguistics possibly because they realized that fluency in the language would be a valuable asset in a bilingual classroom. A computer science major may have decided that international relations would expand his/her career opportunities in a global marketplace. Similarly, a marketing major added a Spanish minor, which suggested that he/she was adding value to the major already in progress. Other changes suggest that the experience of adjusting to a foreign culture encouraged more concern for issues around identity and making transitions. This resulted in the changes from business and communication to psychology. An education major chose to specialize in French and English literature while an English major, most likely because of his/her interest in the host country, switched to Spanish and Latin American Studies. Two students in biology and communications disorders added French language, again, adding value to their present majors. Studio arts was added by the business major to possibly encourage



alternative ways of *thinking* in the business world. These changes are illustrated below in table 4.

Table 4. Changes in educational goals.

<b>FROM</b>	<b>TO</b>
Computer Science	International Relations
Elementary Education	French/English Literature
Comparative Literature	Sociology
English Studies	Spanish/Latin Amer.
Business	Psychology
Bilingual Education	Master's in Spanish
Communication	Psychology
Marketing	Minor in Spanish
Bilingual Education	Master's in Spanish/Linguist.
Others added classes:	
<b>MAJOR</b>	<b>ADDED</b>
Biology	French Language
Communication Disorders	French Language
Business	Studio Arts

Question 4.3 and .4.4: Did you enroll in a foreign language? Did you enroll in any classes that would enhance your understanding of other cultures?

Upon their return, 41% (28) of the respondents had enrolled in foreign language classes; namely: French, 11; Spanish, 10; and others, 7. Thirty-eight percent (26) students enrolled in classes that would enhance their understanding of other cultures. Among the subjects chosen were International Studies, International Relations, World Geography, Cultural Anthropology, and the politics, literature and culture of the host country, i.e. Spanish Literature, Contemporary France, or Politics of Africa.

Questions 4.5, 4.6, and 4.7: Have you applied for or obtained a position with a company in the United States that has an international focus? Have you applied for or obtained a position with a company in a foreign country? Have you worked or are you working in a foreign country?

After their study abroad experience, students did consider such employment. Thirty two percent (22) of the students had applied for a position in a company in the United States that had an international focus, 19% (13) had applied for a position with a company in a foreign country, and 16% (11) had actually obtained a position and worked in a company in a foreign country. Only four participants reported their employment experience. The length of employment varied from one month to one year, and they worked in France, South Korea, Spain, and Costa Rica.

Question 4.8: Have you since traveled to other foreign countries?

More than 50% (51) of the total respondents had traveled to other foreign countries since their study abroad experience. The duration of the journeys were a minimum of one week and a maximum of 1 year. The destinations included primarily European countries. Mexico, Costa Rica, Canada, India, and Honduras were named at least once, and two of the respondents stated that they returned to the country where they did their study abroad program.

#### *A Comparison of Pre-and Post-Study Abroad*

In comparing the pre-and post-study abroad responses in sections 2 and 4, I found that students had changed as a result of their experiences. While the results show an increased interest in employment in international companies, the interest in additional

study abroad programs and travel to foreign countries declined. Table 5 shows these differences.

Table 5. Comparisons of pre and post study abroad responses.

	Prior	Post
Additional study abroad programs	25%	17%
Travel to foreign countries	82%	51%
Applied for a position in U.S. company with an international focus	26%	32%
Applied for a position in foreign company	10%	19%
Worked/work in a foreign country	10%	16%

Educational goals were also affected by the study abroad experience. Twenty-five percent (17) of the participants changed their educational goals, 41% (28) enrolled in foreign language classes, and 38% (26) added classes to enhance understanding of other cultures.

Question 4.9: Did your CEA study abroad experience influence your educational/career/travel decisions in any other way?

Of the 68 students, 63% (48) responded affirmatively. The largest number of students (15) stated an interest in living or working abroad as a result of their study abroad experience. Nine students realized that an international focus to their education was important and changed either their major or pursued classes that added an international dimension. Seven responded that they were eager to travel more to experience new cultures. Three felt it was necessary to continue to study another language for the purpose of teaching or working in a position that required a second

language. One person made the decision to join the Peace Corps and another re-enlisted in the military.

Question 4.10: Do you feel that you benefited from your study abroad experience?

Only one responded that he/she did not benefit and did not elaborate as to why he/she did not benefit. The majority of the students stated that it was a life-changing experience; it opened their minds about other countries and cultures; they made a lot of new friends; they learned a new language and culture; many fulfilled a dream; they now have a better understanding of other cultures; and it was the best time of their life.

Question 4.11: Do you feel that you have changed personally as a result of your study abroad experience?

Again, the majority of students, 85% (58), responded positively and stated such changes as: having more confidence; being more mature and independent; experiencing more awareness of self; being less romantic and more realistic about other countries and cultures; having a greater appreciation and respect of other cultures; and, finally, experiencing a change in worldview and perspective.

#### Additional Factors That May Have Influenced Students' Decisions

As a researcher, I was interested to see if other factors may have influenced students' decisions to change educational goals, career choices, and future foreign travel plans. Upon examination of the data, there was neither a sufficient range in age nor enough variety in study abroad destinations to make comparisons. The same was true of distribution of gender and ethnicity since the majority of the participant group were Caucasian women. Two areas that provided sufficient contrast were the degree of

integration into the host culture and/or the length of time spent overseas. Therefore, I examined these two specific areas of the survey and made comparisons to determine if the responses about post-study abroad decisions differed:

1. The length of the study abroad experience: A summer session 2-4 weeks compared to a full semester or yearlong program.
2. The involvement in the host culture: Students who lived with host families compared to those who lived in apartments with other U.S. American students.

The number of students who spent a semester or more abroad was 78% (53) while the summer students totaled 22% (15). When asked their reason for choosing to study abroad, 66% (35) of the semester students and 80% (13) of the summer students said it was the desire to learn another culture/language. Only two of the semester students claimed that their major required study abroad, and one summer student chose to go for professional growth. When asked about changes in educational goals, there was very little difference in the responses. Twenty-five percent (13) of the semester students and 26% (4) of the summer students said yes they made changes. The numbers who applied for work in either a United States-based company with an international focus or with a company in another country were similar as well with 30% (16) of semester students and 26% (4) of summer students responding affirmatively. A smaller number, 21% (11) of semester and 7% (1) of summer students, worked in an international company, and when asked about travel to other countries since their study abroad experience, 53% (28) of semester students and 47% (7) of the summer students had done so.

The following table illustrates in detail the comparison of responses given by semester and summer students to specific questions in the survey that dealt with decisions made after the students returned from their study abroad experience.

Table 6: Comparisons between semester and summer-session students.

	SEMESTER STUDENTS	SUMMER STUDENTS
<b>Question 4.2: Did you change your educational goals?</b>		
YES	25%	26%
NO	68%	67%
N/R*	7%	7%
<b>Question 4.5: Have you applied with a position with a company/organization in the U.S. that had an international focus?</b>		
YES	30%	26%
NO	63%	74%
N/R	7%	0%
<b>Questions 4.6: Have you applied for or obtained a position with a company in a foreign country?</b>		
YES	21%	13%
NO	72%	87%
N/R	7%	0%
<b>Question 4.7: Have you worked or are you working in a foreign country?</b>		
YES	21%	7%
NO	71%	93%
N/R	8%	0%
<b>Question: 4.8: Have you since traveled to foreign countries?</b>		
YES	53%	47%
NO	40%	53%
N/R	7%	0%

These same questions were then used to make comparisons between the responses made by those students who lived with families in the host country and those who lived in apartments with other U.S. students. The assumption is that those who chose to live with host families were more involved in the culture by participating in daily family activities than those who lived in apartments and socialized with other U.S. students.

Forty-four percent (30) of the students resided with host families (home stays) and had either international or U.S. students as roommates while 37% (25) students lived either in campus dorms or apartments with either international or U.S. students as roommates. The comparison in responses to questions about decisions made on their return showed some minor differences. Twenty-three percent (7) of the home-stay students and 28% (7) of the dorm/apartment students made changes in their educational goals; 33% (10) of home-stay students and 32% (8) of dorm/apartment students applied for jobs with companies in the United States that had a international focus; 17% (5) home-stay and 24% (6) dorm/apartment students had applied for positions in international companies abroad; 17% (5) home stay and 12% (3) dorm/apartment students have worked or are working in a foreign country and 50% (15) home-stay and 48% (12) dorm/apartment students have traveled to other foreign countries since their study abroad experience. The following table further illustrates the responses given by the home-stay students compared to the dorm/apartment students to the same questions previously stated for the semester and summer comparisons.

Table 7: Comparisons between host-family and dorm/apartment students.

	HOST FAMILIES	APARTMENTS/DORMS
<b>Question 4.2: Did you change your educational goals?</b>		
YES	23%	28%
NO	73%	72%
N/R	3%	0%
<b>Question 4.5: Have you applied for or obtained a position with a company in the United States that has an international focus?</b>		
YES	33%	32%
NO	67%	68%
<b>Question 4.6: Have you applied for or obtained a position with a company in a foreign country:</b>		
YES	17%	24%
NO	83%	76%
<b>Question 4.7: Have your worked or are you working in a foreign country?</b>		
YES	17%	12%
NO	83%	84%
N/R		4%
<b>Question 4.8: Have you since traveled to other foreign countries?</b>		
YES	50%	48%
NO	50%	52%

After comparing program lengths, summer or semester, and intensity based on types of accommodations to determine if the two were factors in post study abroad decisions, I also looked to see if those with previous travel were the same students who did additional travel to foreign countries on their return. The



findings indicated that 51% (35) of the students who traveled or participated in a study abroad program prior to their CEA program did travel or participate in another study abroad program. One of these students was in Mexico on a long-term program at the time of this study. Further findings showed that of the 11 students who never traveled outside the country, five enrolled in subsequent study abroad programs or traveled to foreign countries on vacations.

### Summary

The findings indicate that the study abroad experience did have some impact on the lives of the participants after a period of one to five years back in the United States. In the following chapter, I will examine each questions and response in depth and elaborate on the comments made by the individual students.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

In this chapter, the makeup of the participant group and the findings presented in Chapter 4 will be discussed with a focus on what the participants had to say about the effects of their study abroad experience on their career choices, educational goals, and travel plans. I will also discuss the effect that the two variables: 1) length of stay and 2) accommodation choices, may have had on these choices.

In reviewing the data gathered in this study and in former studies cited in the literature review, it is interesting to note that the participant group used in the CEA study closely resembles the overall study abroad population as reported in the Open Doors Survey done by the International Institute for Education (IIE, 2000). The majority of the participants were female undergraduates who spent a semester or more on a study abroad program in their junior year. The following table demonstrates the similarities in the two student groups.

Table 8. Comparison of IIE and CEA populations

	IIE *	CEA*
Gender	67% females	91% females
Undergrads	93%	80%
Junior Yr	43%	43%
Semester or more	53%	63%
Summer	30%	22%
Full Year	14%	11%
*Population size:	143,590	68

These similarities suggest that the CEA participant group can be considered fairly representative of the nationwide study abroad population. In addition, both this study and the Open Doors report by IIE revealed that the most popular study abroad destinations continue to be in Western Europe, and that the majority of students come from the departments of humanities and social sciences.

Hoffa and Pearson (1997) attributed the imbalance of gender and fields of study to U.S. cultural values. Young men were expected to pursue career-oriented degrees while women prepared for marriage and were socialized to excel in social relations. Thus women tended to enroll in the humanities and social sciences, and participated in study abroad programs. Men, however, enrolled in business and related fields to prepare themselves for the work force and looked upon study abroad as frivolous and an interruption in their pursuit of a degree. Although recent trends have altered these cultural values, women continue to dominate the study abroad population.

These cultural values may also explain why 48 of the 68 respondents chose to study abroad because of their desire to learn another language and culture rather than for professional advancement. Opper et al. (1990) found that American students felt that

their cross-cultural experiences were important for them in reflecting upon their everyday tasks and living conditions and handling new situations, and that the international experience and knowledge were not required as an immediate skill for a job (p. 187). Conversely, Kauffman, et al. (1992) found that when students were abroad their view of vocation changes, and their experiences open up new options for them. This appears to be the case with the CEA group of students who made the decision to study abroad initially for the cross-cultural experiences, not as a means to enhance their subsequent careers. However, at some point during or after the experience, the idea of being employed in an international field became an option to many of them as illustrated in Table 5, page 40.

#### *Career Choices*

This new awareness of employment in an international field was evident in the responses given after students were back in the U.S. for at least one year. When asked if the study abroad experience influenced decisions regarding future career choices (question 4.9), 22% (15) reported that it did make them realize that new career options were open to them. Those responses included:

- "It (the study abroad experience) confirmed my desire to work internationally."
- "I do, indeed, want to live and work in France."
- "I plan to move to Spain to live and work."
- "I decided to move to Mexico to start a master's program."
- "I want to travel for the rest of my life, and hope to find a job that will allow me to do so."

However, the number of those who had actually been employed, 16% (11), is much lower than that of AIFS (1988), which reported that 50% of its college study abroad alumni worked for companies in the United States and in other countries that had an international focus. The statistics of the CEA group may reflect the fact that many of the students were still in college working on post-graduate degrees. The findings showed that more than 84% of the CEA students were undergraduates at the time of their study abroad program, and only two had earned master's degrees by the time they completed the survey. However, according to their responses in section 4, 26% (18) still planned to pursue careers in the international arena upon completion of their studies.

Another critical factor with regard to working in a foreign country may be the constraint of regulations that prohibit the temporary employment of foreign nationals (Opper et al., 1990). A minimum residency is required in order to obtain permission or get a working permit for full-time employment. This not only delays such employment, but in many cases deters students from seeking jobs in foreign countries. Those who managed to work for short periods of time were more than likely doing internships or child care, teaching English classes, or doing service jobs such as restaurant help, and possibly were not officially employed. This suggests that students may have wanted to work but could not and/or chose not to report it.

### *Educational Goals*

The second area that was examined was that of changes made in educational goals. Did the study abroad experience cause students to switch the focus of their original degree choices? Seventeen (25%) either changed their major or added a minor.

Of these changes, many were from business, marketing, and the physical sciences to the humanities, social sciences and foreign language. The reasons given were varied:

- “I decided to focus more on international relations, in which I had always had an interest and accepted as a side thing until my study abroad experience.”
- “It (the study abroad experience) made me realize the importance of knowing another language.”
- “I want to continue to study Spanish.”
- “It (the study abroad experience) has encouraged me to seek a certificate in Spanish, and to educationally explore more Latin American countries.”
- “I changed my major to Spanish, and decided to do a master’s program in Mexico.”
- “I want to practice international law instead of localized.”

Along with the 25% who changed their courses of study, an additional 38% enrolled in classes that would enhance their understanding of other cultures. Forty-one percent of the students enrolled in foreign language classes upon their return either as a continuation of their goal to learn a foreign language, or as a result of spending time in a foreign country. French and Spanish were the two most desired languages, and this seems to be consistent with the languages studied prior to the study abroad experience.

This is also consistent with what Carlson, et al. (1991) found: “that the students’ levels of knowledge about their host country increased dramatically as a result of having lived and studied there” (p. 155). Kauffmann, et al. (1992) also reveal that students show a measurable increase in their knowledge of the foreign country in which they study, and their perspectives on their majors may change. Students also discover additional career

options related to their majors. The findings of this study demonstrate that the CEA students were not only aware of the need to learn more about other countries and cultures, but took action to change their educational goals to reflect a more international perspective.

### *Travel Plans*

While it has been proposed by such authors as Abrams (1979), Carsello and Creaser (1976), and Thomlinson (1991) that a study abroad experience creates more self-confidence and a greater interest in travel to foreign countries, the third aspect of the study, as to whether the study abroad experience had an effect on future travel plans presented an interesting contradiction. The number of students who traveled before the study abroad program was 82% compared to the 51% who have traveled since their return. It was interesting to note that those who traveled after their study abroad experience were, for the most part, the same students who had either done a study abroad program or traveled to foreign countries before their CEA experience. However, of the 11 students who had never traveled outside the United States, five or 50% of those did participate in other study abroad programs or further travel.

The decrease in numbers from 82% to 51% can, as was demonstrated in the career choices section, be attributed to the fact that students made decision to pursue post-graduate degrees. Financial factors could also been cause for the delay in travel planning, since many students rely on financial aid and student loans while in college, and choose to finish their education with these funds rather than spend it on further travel. However, this decrease in travel should be viewed as temporary since students did state that foreign travel was included in their future plans:

- “Traveling abroad for me is incredibly liberating...it’s about time to start planning my next trip.”
- “I want to travel for the rest of my life.”
- “I want to get out and see the world.”
- “The experience made me more eager to travel and learn even more languages.”
- “I have found a new love for traveling; I want to learn more.”

These responses are representative of the total group and indicate that their study abroad experience did create the desire to learn more about the world through personal contact and involvement.

*Summer vs. a semester or more*

Does the length of stay influence the degree of impact that a study abroad experiences has on students? Research done by Jolene Koester for the Council on International Education Exchange (1987) found that students who were abroad for more than six months but less than twelve reported the greatest impact on their lives, and suggests that this was the optimal stay. However, the results of an experimental program conducted by Sikkema and Niyekawa (1987) led to their conclusion that if a study abroad program is carefully designed, and the students are well prepared for the experience prior to departure and upon their return, a sojourn of less than six months can have as great an impact. The latter seems to apply to the findings of this study when comparing the summer to the semester or more groups of students. While almost an equal number in each category made changes to their majors or academic coursework, a slightly larger number of the semester or more students had applied for positions with U.S. or foreign



companies that had an international focus. The difference, however, was less than 10%, which is not great enough to claim that the longer stay had a greater impact.

The greatest difference occurred in the numbers of those who had worked or are presently working in a foreign country. Twenty-one percent of the semester or more group and seven percent of the summer students stated that they had done so. The lower figure for the summer students might be attributed to the fact, however, that they were not in the host country long enough to establish relationships that would lead to jobs either while they were there for the summer or to future employment after their return.

#### *A Comparison of Host family vs. Dorm/Apartment Accommodation Experiences*

“Living with a host family often provides the kind of experiences that help students assimilate into a foreign culture and see the culture from the inside.

Students often mentioned their host families as the most important factor in helping them integrate into the culture” (Kauffmann, et al., 1992, pp. 64-65).

When using the experience of living with a host family (or home stay) as the criteria to determine the intensity of involvement with the host culture, I found, once again, very minimal differences in the responses between the home stay and dorm/apartment-stay groups.

The difference in the percentage of apartment/dorm students who changed their educational goals (28%) was slightly higher than the home-stay group (23%), but when comparing the responses to the questions regarding application for a position with an internationally oriented company in the U.S. and if further travel was done after the study abroad program, the numbers in each group were equal. There was a slightly higher number of apartment/dorm students who had applied for positions with foreign

companies, but this was offset by the higher number of home-stay students who have worked or are working in a foreign country. Again, the difference in percentages in both cases was less than 10%.

Therefore, with this particular participant group, the length of stay or the degree of immersion into the host culture did not make a significant difference in the decisions they made in educational goals, career choices, and future travel plans.

However, some important factors that were not included in this study, but which influence the total immersion experience of study abroad participants include: 1) fluency in the host-country language, 2) the degree of difference between the home and host cultures, 3) tolerance for ambiguity; 4) motivation, 5) flexibility/adaptability; 6) curiosity; 7) open-mindedness, and 8) a good sense of humor. Students who possess such traits prior to arriving in the host country are likely to adjust more rapidly and integrate more easily into the daily activities. The ease with which these students adapt to their host culture would encourage them to consider living, working or traveling abroad after they have completed their studies.

While this study was primarily directed at determining if study abroad experiences effected the decision to make changes in educational goals, career choices, and further travel to foreign countries, I was also interested in finding out what other effects the total study abroad experience made on the students. The statements made by the CEA students closely resembled what students in other studies (Carlson, et. al., 1991; Kauffmann, et. al., 1992; Broadhead, 1994; Comp, 2000) experienced with regard to personal growth. The students in this study said:

- “I am more mature, independent and self confident and ready to do unfamiliar things.”
  - “ I feel that I know myself more and am more focused.
  - “I learned so many things about myself and about the world. It was the best thing I could have done.”
  - “I will take my experiences with me throughout life...it has changed my life forever.”
- 
- “I see things from many points of view now.”
  - “My study abroad experience helped me find myself.”
  - “Impossible not to change. Another perspective, another life created in another land.”

All of the participants, with the exception of one, felt that their study abroad experience brought about some very positive changes in the areas of personal growth, tolerance of other cultures, and maturation.

### Conclusions

This study of the Cultural Experiences Abroad alumni was conducted to determine if a study abroad experience had an effect on decisions made by students after their return to the United States on educational goals, career choices, and future travel to foreign countries. The majority of students (71%) initially stated that they chose to study abroad to learn another language and experience another culture. Therefore, enhancement of career or making changes in their educational goals was not an initial consideration. One year after their return to the United States, however, it appears that at

least 25% did make changes in their educational goals by either changing their major or adding classes that had an international focus. There was also an increase in the number of students who considered working for companies that had an international focus and were located either in the United States or in a foreign country. The greatest impact, however, was in the area of personal growth and changes in worldview.

Opper et al. (1990) stated that while it was not the purpose of study abroad programs to prepare students for international careers, the criterion of success of such programs would be that many of the graduates take on international responsibilities as they moved into their careers. The fact that 63% of the CEA participants felt that their study abroad experience did influence their educational/career/travel decisions in some way, even if it was just a desire to do something in the future, demonstrates that living and studying in another country does influence how study abroad participants look at their future.

#### Recommendations for Further Studies and Program Revisions

Because of the difficulty in locating students after they have completed study abroad programs, it would be advantageous to do a longitudinal study that follows students from the onset of their enrollment in a program through a period of five to ten years following their return to the United States. The information gathered would not rely on recall, but on the actual responses at each stage of the process. Also, the length of such a study would almost insure that students would complete their formal studies and be in a position to make career decisions. Furthermore, using the database of organizations such as Cultural Experiences Abroad or American Institute for Foreign Study is ideal since the

students represent various geographical areas and educational levels, and can be tracked through the years via alumni newsletters and electronic mail.

Further research needs to be done on specific issues such as:

- The impact of geographic locations on study abroad experiences, since more students are now choosing areas other than Western Europe.
- The effect that age or level of maturity plays in the overall study abroad experience.
- The impact of the degree of difference between the home and host-country culture and the students' ability to adapt.
- The level of preparedness, such as language fluency, prior travel or study abroad experience, and knowledge of host-country culture, to determine their attribution to the depth of immersion experienced by students.

Along with the additional recommended research, study abroad advisors may want to examine their present recruiting and pre-departure orientation techniques to determine if enough emphasis is placed on how the study abroad experience can play an important part in preparing for careers in the international arena. Courses offered on site in the host country could be modified to broaden language and culture studies. These courses could include essential communication and intercultural skills for long-term living and working in a particular culture. In addition, a deeper exploration of the impact of culture on local institutions and how people interact with them on a daily basis, as well as the legalities and process involved in obtaining employment in the target country could be covered. The awareness of international career and travel opportunities that occur during the study abroad experience, as evidenced by this study, should ideally occur prior

to going abroad in order to allow students to choose courses and explore employment possibilities while they are in the host country. Upon graduation, they would at least have some of the tools and skills necessary to turn those desire-to-do lists into dreams come true.

The field of study abroad is continually evolving, and the need to examine the purpose and usefulness to participating students is essential. This study has provided some information regarding the effect of study abroad on career, educational, and travel decisions, and can be the basis for continued research in this area. I would like to believe that study abroad professionals and the students they serve will benefit from the findings of this study and use the experiences of this study group to determine what it is they want to achieve in a study abroad experience.

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## APPENDICES

- A. FIRST LETTER TO STUDY PARTICIPANTS
- B. SECOND LETTER TO STUDY PARTICIPANTS
- C. QUESTIONNAIRE USED IN SURVEY
- D. PARTICIPANT RESPONSE SPREADSHEETS

**APPENDIX A: FIRST LETTER TO STUDY PARTICIPANTS**

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## Appendix A

Sent via e-mail

October 15, 2001

Dear CEA Alumni,

You are invited to participate in a research study done jointly by Cultural Experiences Abroad and Cathy Fagan, a graduate student at the University of the Pacific. We would like to determine if your CEA study abroad experience was the catalyst for choosing a career in an international field, or changed your concept of travel to foreign countries.

All you need to do is click on this link to our research web site, <http://www.gowithCEA.com/alumni/survey/asp>, and complete the questionnaire, which should take about 20 minutes. All responses are completely anonymous and confidential; your name will not appear anywhere on the survey. Your participation is totally voluntary. Completion and electronic submission of the questionnaire will constitute your consent to participate.

If you have any questions regarding this research project, or would like a copy of the findings, feel free to contact one of us using the phone numbers listed below. Thank you for participating in our study.

Dan Hart, CEA  
(800) 266-4441

Cathy Fagan  
(530) 432 7614

**APPENDIX B: SECOND LETTER TO STUDY PARTICIPANTS**

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## Appendix B

Sent via e-mail

November 27, 2001

Dear ,

We had a great response to our first request to participate in a recent survey of CEA alumni. To remind you, our study was designed to determine if your CEA study abroad experience played a role in your educational and career goals, and if it changed your concept of travel to foreign countries.

In order to give those of you who were not able to respond to the survey before the stated deadline, we would like to offer this opportunity once again. **So, if you did not complete the survey the first time around, we would greatly appreciate your taking a few minutes to fill out the survey** and let us know about your experience. All you need to do is go to our research web site at <http://www.gowithcea.com/alumni/survey.asp> **before Friday, December 7th**. From there, you can complete the questionnaire, which should take less than 10 minutes. All responses are completely anonymous and confidential; your name will not appear anywhere on the survey. In addition, your participation is totally voluntary. Completion and electronic submission of the questionnaire will constitute your consent to participate.

Again, the survey will be taken down at the close of business on Friday, December 7th. If you have already completed this survey, you do not need to do so again. If you have any questions regarding this research project, or if you would like to receive a copy of the results, please feel free to contact one of us using the phone numbers listed below. Thank you for participating in our study!

Dan Hart, CEA  
(800) 266-4441

Kadie Devitt, CEA  
(800) 266-4441

Cathy Fagan  
(530) 432 7614



## APPENDIX C: QUESTIONNAIRE USED IN SURVEY

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Please complete the following questionnaire to help us determine the effectiveness of your study abroad experience with Cultural Experiences Abroad (CEA)

**SECTION 1: PERSONAL INFORMATION**

1. BIRTH DATE: (mm/dd/yyyy) \_\_\_\_ / \_\_\_\_ / \_\_\_\_

2. GENDER:

- a) Male
- b) Female

3. RACE/ETHNIC GROUP:

- a) Caucasian
- b) Hispanic
- c) African American
- d) Native American
- e) Asian American
- f) Other \_\_\_\_\_ (Please specify)

4. PRIMARY LANGUAGE:

- a) English
- b) Spanish
- c) Other \_\_\_\_\_

5. IN WHAT TYPE OF COMMUNITY WERE YOU RAISED?

- a) Urban
- b) Suburban
- c) Rural
- d) Other

6. HIGHEST DEGREE EARNED:

- a) High School
- b) Associate (Two-year)
- c) Bachelors (Four-year)
- d) Masters
- e) Doctorate

**SECTION 2: PRIOR TO YOUR CEA STUDY ABROAD PROGRAM**

1. HAD YOU PREVIOUSLY PARTICIPATED IN A STUDY ABROAD PROGRAM?

- a) No
- b) Yes If yes, Where was that program? \_\_\_\_\_

When was it? \_\_\_\_\_

How long was it? \_\_\_\_\_

2. HAD YOU TRAVELED TO FOREIGN COUNTRIES?

a) No

b) Yes If yes, Where did you travel? \_\_\_\_\_

When did you travel? \_\_\_\_\_

How long were you gone? \_\_\_\_\_

3. WHAT WAS YOUR MAJOR BEFORE THE CEA STUDY ABROAD PROGRAM?

\_\_\_\_\_

4. WERE YOU ENROLLED IN A FOREIGN LANGUAGE CLASS?

a) No

b) Yes If yes, which language \_\_\_\_\_

5. WERE YOU ENROLLED IN ANY OTHER CLASSES THAT WOULD HAVE ENHANCED YOUR UNDERSTANDING OF OTHER CULTURES?

a) No

b) Yes If yes, please list classes \_\_\_\_\_

\_\_\_\_\_

6. HAD YOU APPLIED FOR A POSITION WITH A COMPANY/ORGANIZATION IN THE UNITED STATES THAT HAD AN INTERNATIONAL FOCUS?

a) No

b) Yes

7. HAD YOU APPLIED FOR A POSITION WITH A COMPANY/ORGANIZATION IN A FOREIGN COUNTRY?

a) No

b) Yes

8. HAD YOU WORKED IN A FOREIGN COUNTRY?

a) No

b) Yes

9. WHAT WAS YOUR CLASS STANDING AT THE BEGINNING OF THE CEA PROGRAM?

a) Freshman

d) Senior

b) Sophomore

e) Graduate

c) Junior

f) Other

10. WHY DID YOU CHOOSE TO STUDY ABROAD?

- a) Professional advancement
- b) Desire to learn another language/culture
- c) Required for major/minor
- d) Pressure from friends/family
- e) Recommended by friends/family/teacher
- f) Desire to get away from something person
- g) Other (specify) \_\_\_\_\_

SECTION 3: DURING YOUR CEA PROGRAM

1. WHAT WAS YOUR PROGRAM DATE? (ex. Spring 00, AY 00-01)

\_\_\_\_\_

2. WHAT WAS YOUR PROGRAM LOCATION?

\_\_\_\_\_

3. WHAT WERE YOUR LIVING ARRANGMENTS?

- a) Home Stay (only w/local family)
- b) Home Stay (w/other American students)
- c) Home Stay (w/other int'l students)
- d) Campus dorm (w/local students)
- e) Campus dorm (w/other American students)
- f) Campus Dorm (w/other int'l students)
- g) Apartment (w/local students)
- h) Apartment with other Int'l students
- i) Apartment with American students
- j) Other \_\_\_\_\_

4. WHAT CLASSES DID YOU TAKE? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. WHAT CULTURAL ACTIVITIES DID YOU PARTICIPATE IN?

\_\_\_\_\_

\_\_\_\_\_

SECTION 4: AFTER YOUR CEA STUDY ABROAD PROGRAM

1. DID YOU PARTICIPATE IN AN ADDITIONAL STUDY ABROAD PROGRAM?

- a) No
- b) Yes If yes, Where was that program? \_\_\_\_\_

When was it? \_\_\_\_\_

How long was it? \_\_\_\_\_

2. DID YOU CHANGE YOUR EDUCATIONAL GOALS?

- a) No
- b) Yes

If yes, please describe any changes made to majors, courses, etc.:

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---

**3. DID YOU ENROLL IN A FOREIGN LANGUAGE CLASS?**

- a) No
- b) Yes    If yes, which language \_\_\_\_\_

**4. DID YOU ENROLL IN ANY CLASSES THAT WOULD ENHANCE YOUR UNDERSTANDING OF OTHER CULTURES?**

- a) No
- b) Yes    If yes, please list classes \_\_\_\_\_

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**5. HAVE YOU APPLIED FOR OR OBTAINED A POSITION WITH A COMPANY IN THE UNITED STATES THAT HAS AN INTERNATIONAL FOCUS?**

- a) No
- b) Yes

**6. HAVE YOU APPLIED FOR OR OBTAINED A POSITION WITH A COMPANY IN A FOREIGN COUNTRY?**

- a) No
- b) Yes

**7. HAVE YOU WORKED OR ARE YOU WORKING IN A FOREIGN COUNTRY?**

- a) No
- b) Yes    If yes, In which country did/do you work? \_\_\_\_\_

When did you begin work there? \_\_\_\_\_

How long was/is your employment there? \_\_\_\_\_

**8. HAVE YOU SINCE TRAVELED TO OTHER FOREIGN COUNTRIES?**

a) No

b) Yes If yes, To which countries did you travel? \_\_\_\_\_

When did you travel? \_\_\_\_\_

How long did you travel? \_\_\_\_\_

**9. DID YOUR CEA STUDY ABROAD EXPERIENCE INFLUENCE YOUR EDUCATIONAL/CAREER/TRAVEL DECISIONS IN ANY OTHER WAY?**

a) No

b) Yes

If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**10. DO YOU FEEL THAT YOU BENEFITTED FROM YOUR STUDY ABROAD EXPERIENCE?**

a) No

b) Yes

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**11. DO YOU FEEL THAT YOU HAVE CHANGED PERSONALLY AS A RESULT OF YOUR STUDY ABROAD EXPERIENCE?**

a) No

b) Yes

Please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for taking the time to fill out this survey!

**APPENDIX D: PARTICIPANT RESPONSE SPREADSHEETS**

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Appendix D: Participant Response Spreadsheets  
Section 1

#	1	1	1.1	1.2	1.3	1.4	1.5
1			1969	Female	Caucasian	English	Suburban
2	09	03	1980	Female	Caucasian	English	Suburban
3	12	17	1980	Male	Caucasian	English	Suburban
4	05	19	1980	Female	Caucasian	English	Suburban
7	06	26	1980	Male	Caucasian	English	Rural
8	09	05	1980	Female	Caucasian	English	Rural
9	01	30	1979	Female	African American	English	Suburban
12	03	05	1979	Female	Caucasian	English	Suburban
13	10	14	1980	Female	Caucasian	English	Suburban
16	08	18	1975	Female	Caucasian	English	Suburban
17	09	19	1980	Female	Caucasian	English	Suburban
19	12	16	1978	Female	Caucasian	English	Suburban
22	01	02	1980	Female	Caucasian	English	Rural
23	05	26	1979	Female	Caucasian	English	Suburban
24	01	23	1979	Female	Caucasian	English	Rural
27	01	15	1979	Female	Caucasian	English	Suburban
29	11	02	1980	Female	Caucasian	English	Urban
30	08	20	1979	Female	Other	English	Urban
32	10	25	1980	Female	Caucasian	English	Suburban
33	05	13	1979	Female	Caucasian	English	Suburban
38	09	22	1978	Female	Caucasian	English	Rural
43	11	15	1979	Female	bohemian	English	Suburban
49	06	18	1974	Female	Caucasian	English	Suburban
53	05	11	1978	Female	Caucasian	English	Suburban
54	03	20	1980	Female	Caucasian	English	Other
56	05	03	1980	Female	Caucasian	English	Suburban
58	08	08	1979	Female	Caucasian	English	Suburban
64	11	25	1977	Female	African American	English	Urban
65	09	08	1980	Female	Hispanic	English	Suburban
70	05	09	1981	Female	Caucasian	English	Other
72	05	31	1980	Female	Caucasian	English	Suburban
81	08	25	1981	Female	Caucasian	English	Suburban
84	06	17	1978	Female	Caucasian	English	Suburban
90	12	09	1977	Female	Hispanic	English	Suburban
91	07	25	1976	Female	Caucasian	English	Rural
92	12	25	1978	Female	Asian American	English	Suburban
93	06	07	1979	Female	Caucasian	English	Suburban



94	06	02	1979	Female	Caucasian	English	Suburban
95	11	10	1979	Female	Caucasian	English	Suburban
97	01	30	1978	Female	African American	English	Urban
98	12	11	1979	Female	Caucasian	English	Suburban
101	01	06	1978	Male	Hispanic	English	Suburban
104	05	01	1980	Female	Caucasian	English	Rural
109	01	12	1981	Female	Caucasian	English	Urban
110	10	08	1977	Female	Caucasian	English	Suburban
120	09	10	1970	Female	African American	English	Urban
130	08	10	1978	Female	African American	English	Suburban
132	08	29	1977	Female	Caucasian	English	Urban
134	08	09	1978	Female	Asian American	English	Urban
135	3	16	1979	Female	Caucasian	English	Suburban
136	06	06	1977	Male	Hispanic	English	Suburban
139	06	23	1979	Female	Caucasian	English	Suburban
140	02	16	1974	Female	Hispanic	English	Suburban
148	10	26	1978	Female	Caucasian	English	Suburban
149	10	06	1976	Female	Caucasian	English	Rural
150	01	01	1979	Female	Caucasian	English	Rural
163	11	10	1981	Female	African American	English	Suburban
165	04	12	1978	Female	Caucasian	English	Suburban
167	06	03	1979	Female	Native American	English	Suburban
173	12	10	79	Female	Caucasian	English	Suburban
178	03	29	70	Female	Caucasian	English	Rural
179	05	08	1977	Female	Caucasian	English	Suburban
187	09	16	1980	Male	Asian American	English	Suburban
189							
190	07	24	1981	Female	Caucasian	English	Urban
193	07	12	1978	Female		English	Suburban
194	05	01	1980	Female	Caucasian	English	Rural
195	10	03	1980	Male	Caucasian	English	Urban

1.6

Masters

Bachelors

Bachelors

High School Diploma

High School Diploma

Bachelors

High School Diploma

High School Diploma

Bachelors

Bachelors

High School Diploma

Associate

High School Diploma

Bachelors

Bachelors

Bachelors

High School Diploma

High School Diploma

Bachelors

Bachelors

High School Diploma

High School Diploma

Bachelors

Bachelors

Associate

Bachelors

Bachelors

Masters

Bachelors

High School Diploma

High School Diploma

Associate

Bachelors

Associate

Associate

Bachelors

High School Diploma

Bachelors  
Bachelors  
Bachelors  
High School Diploma  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
Associate  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
High School Diploma  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
Bachelors  
High School Diploma  
High School Diploma  
Bachelors  
Bachelors  
High School Diploma  
Select  
Associate  
Bachelors  
Bachelors  
High School Diploma

Participant Response Spreadsheets  
Section 2

#	2.1	2.1	2.1	2.1	2.2
1	Yes	AFS and EIL	84 and 86-87	4 weeks and 9 months	Yes
2	No				Yes
3	No				Yes
4	No				Yes
7	No				Yes
8	Yes	Belgium	1995	month	Yes
9	No				No
12	No				No
13	No				Yes

16	Yes	Cuernavaca, Mexico	1996	10 weeks	Yes
17	No				Yes
19	No				Yes
22	No				Yes
23	No				Yes
24	Yes	Mexico	Summer 1999	1 month	Yes
27	Yes	numerous others: Costa Rica, Spain, France	I have been studying abroad since age 17	2 months in costa rica (two summers in a row), 2 months in salamanca, spain (one summer) and five months in tours, france (one autumn)...all for studies	Yes
29	No				No
30	No				Yes
32	No				Yes
33	No				Yes

38	No				Yes
43	Yes	London, Paris, Spain	summer after high school	two weeks	Yes
49	No				Yes
53	No				Yes
54	No				Yes
56	No				Yes
58	No				Yes
64	No				Yes
65	No				Yes
70	Yes	Istanbul	Summer 1997	6 weeks	Yes
72	Yes	Japan	summer 1997	7 weeks	Yes

81	Yes	London	Fall 1999	4 months	Yes
84	Yes	Indiana University Honors Program in Foreign Language	6/1995	two months	Yes
90	No				No
91	No				Yes
92	No				Yes
93	Yes				Yes
94	No				Yes
95	No				Yes
97	No				No

98	No			Yes	
101	No			Yes	
104	No			No	
109	No			Yes	
110	Yes	Oxford, England	spring '99	4 months	Yes
120	Yes	Semester at Sea	Fall 1992	100 Days	Yes
130	No				No
132	Yes	Global Routes	1998	summer	Yes
134	No				Yes
135	No				No
136	No				Yes
139	No				Yes
140	Yes				Yes



148	No				No
149	No				Yes
150	No				Yes
<hr/>					
163					
165	Yes	Lyon, France	Summer, 1993	6 weeks	Yes
167	No				Yes
173	No				Yes
178	No				Yes
179	No				No
187	No				Yes
189	No				Yes
190	Yes				Yes

193 No

Yes

194 No

No

195 No

Yes

	2.2	2.2	2.2	2.3	2.4
western europe, mexico, canada, israel, cyprus, greece	between 1983 and 2000	2-4 weeks	BA in poli sci and MA in TESOL	Yes	
europa			french, political science, international affairs	Yes	
England, Italy, Australia, New Zealand	many different occassions	5 days to 2 weeks	History	No	
France	Several times [at least 15]	At least a month each time	Computer Science	Yes	
Italy	1995	2 weeks	Communications	Yes	
France, Italy	1995, 1997, 1998	total 1 month	International Affairs	Yes	
			English and Spanish	Yes	
			Psychology	Yes	
England, Italy, Switzerland	during high school	10 days	elementary education	Yes	

Mexico, Canada	1990, 1995	2 weeks	Spanish	No
Canada	1990	one day	History/Secondary Education	Yes
england, france, spain, germany, austria, switzerland, italy, holland	from ages 15-17	a couple weeks at a time	english	No
Parid	12/99	1 week	History	Yes
France, Spain	1997	10 days	French, Int'l Business	Yes
Mexico	1999	1 month	Political Science/ Spanish	Yes
France, Austria, Germany...	really started at age 15	a few weeks...singi ng in europe	spanish/french	Yes
			Management Information Systems and French	Yes
			Psychology/Women's Studies	No
Europe/Mexico/Canada/Bahamas	Last 5 years mostly	longest trip = 1 month	Hotel Admin	Yes
Perols, France	February 1996	3 weeks	French and English	Yes

ecuador	fall 96	4 months	spanish	Yes
Mexico, Canada	various family vacations	at most three days	Spanish; art management	Yes
France, Turkey, Greece, Italy, Canada			N/A	
england	march 2000	1 week	nursing	Yes
all over europe	all my life	about 6 years	bio/anth/pre-med	Yes
Mexico, Ireland, England	summer 1999 and 1998	one month for each	Biology	Yes
Italy, Holland, Switzerland, Belgium, Germany, Austria	1991 and 1997	2 weeks each time	English	Yes
Spain, Italy, Puerto Rico, Morocco	1981, 1995, 1997	1 week on some and 3-6 months on others	English Literature	
MEXICO	high school	1 week	Comparative Literature	Yes
Panama, Costa Rica, Argentina, Greece, England, Turkey	different times in my life	between one week and four years	undecided	Yes
Japan, China, S. Korea, Greece, Italy, Austria, Hungary, Switzerland, Germany	1996, 1998, 1999, 2000	various lengths	French/International studies	Yes

France, England, Spain, Canada	since I was young, the first time i went to europe is was five	every other summer between the ages of 5 and 14, 3 months at a time	Theatre production management	No
France	7/94; 6/95	two weeks; two months	French and Foreign affairs	Yes
			Business	Yes
ireland, england, mexico, guatamala, el salvador, honduras, nicaragua	europe: 1995-6 : central america: fall-winter 1999	europe: 2wks, 2wks, 2months; central america: 2 monthes	english	Yes
France	summer 2000	2 months	Communications	Yes
mexico	1998	2 weeks	english, french	Yes
Spain, France, Italy, Portugal, Switzerland, Monaco, Mexico, Canada	1987, 1992, 1998, 2000	two weeks, four weeks, two weeks, two months, respectively	Interdisciplinary Social Sciences	No
all over Europe, Costa Rica	when I was 9, 12, and 19	2 weeks, 2 weeks, 1 month	Global Studies	No
			biology	Yes

Europe and Mexico	1997	6 weeks	global economics	Yes
Colombia, Uruguay, France	when I was 7, 15, 18, 19, 20	anywhere from 2 weeks to 2 months	Business	No
			Bilingual Education	Yes
Guatemala, Mexico	highschool	month, 2 weeks	Development Studies	Yes
Europe, Mexico, Israel	2/95, 1/97, 1/98, 1-4/99	1 wk., 1 mo., 1 mo., 4 mo.	psychology	No
Japan, China, Taiwan, Malaysia, Philippines, India, Egypt, Israel, Turkey, Russia and Morocco	Fall 1992	100 Days	Communications	No
			Psychology	Yes
Ecuador	1998	2 months	sociology	Yes
many			Hotel Administration	Yes
			undecided	Yes
Bahamas and Mexico	every year	3 weeks	Aviation Administration	No
London, France, Canada	1999	no longer than 2 weeks.	Marketing	Yes
Peoples Republic of China	May-June	two months	International Studies	Yes

France, Switzerland, Monaco, Mexico, Canada	1992 and prior	2.5 weeks	Liberal Studies/Elementar y Education  Language and International Trade	No  Yes
England, Russia, Portugal, Spain, Moracco, Monaco, France, Mexico, Canada	Started traveling at age 13, and continue to travel today	2 to 5 weeks	Communications	Yes
France	1993, 1998	6 weeks, 10 days	Graphic Design	No
France, Germany, England, Canada, Mexico, Denmark, Austria	After the age of 13	mostly only a month or two	Microbiology	Yes  Yes
Korea, Japan, Englan, Czech Rep, Austria, Germany, Several Caribbean islands, Canada	throughout my lifetime	from a few days to several months	French, Elementary Education	Yes
Sweden, India	1998, 1992	2 months each	International Business  Marketing	Yes  Yes
Latin America and the Caribbean	several occasions	1-2 weeks	Education	Yes
italy	easter 1998	2 weeks	environmental studies	No



Europe, Africa,  
Middle East

1992-2000

for weeks

Communication  
Disorders

Yes

bilingual  
education

Yes

Psychology

Yes

2.4	2.5	2.5	2.6	2.7	2.8	2.9
No Data	Yes	anthropology, history	Yes	Yes	Yes	Other

No Data	Yes	internatioanl studies, french, politics	Yes	Yes	Yes	Junior
No Data	No		No	No	No	Sophomore
No Data	No		No	No	No	Sophomore
No Data	Yes	Phil of Religion	No	No	No	
No Data	No		Yes	No	No	Sophomore
No Data	No		No	No	No	Junior
No Data	No		No	No	No	Junior
No Data	No		No	No	No	Sophomore

No Data	No		No	No	No	Graduate
No Data	Yes	History Classes	No	No	No	Junior
No Data	No		No	No	No	Sophomore
No Data	No		No	No	No	Senior
No Data	Yes	Int'l Business classes	Yes	No	No	Senior
No Data	Yes	International Relations	No	No	No	Senior
No Data	Yes	a one credit "study abroad" seminar...and my other civ classes in the major areas	No	No	No	Junior
No Data	Yes	Eastern Philosophy	No	No	No	Junior
No Data	No	Gender and International Relations				
No Data	No		Yes	No	No	Junior
No Data	Yes	Cultural Communication, Literature courses	No	No	No	Junior

No Data	No		Yes	Yes	Yes	Junior
No Data	Yes	art history, world civilizations	No	No	No	Junior
No Data		N/A	No	No	No	Other
No Data	Yes	latin-american history, cultural studies in nursing	No	No	No	Senior
No Data	Yes	belly dancing	No	No	No	Junior
No Data	Yes	developing democracies in latin americas	Yes	No	No	Junior
No Data	No		No	No	No	Senior
No Data	Yes	Spanish Conversation	Yes	No	No	Junior
No Data	Yes	French Lit	No	No	No	Junior
No Data	Yes	Intro to Anthropology, Form of the City	No	No	No	Freshman
No Data	Yes	politics	No	No	No	Sophomore

No Data No No No Yes Sophomore

No Data Yes lit, history, culture classes  
(European or French) Yes No No Senior

No Data No No No No Junior

No Data Yes tropical ecology, latin  
dance No No No Sophomore

No Data Yes Phonetique Yes Yes No Junior

No Data Yes literature classes No No No Junior

No Data No No No No Senior

No Data Yes Intn'l Human Rights,  
Global Culture &  
Ideology, Global  
Religion, Cultural Anthro,  
Asian American Studies,

No Data No No No No Graduate

No Data	No		No	No	No	Junior
No Data	Yes	History Politics and Art of Europe	Yes	No	No	Junior
No Data	Yes	Culultural awareness	Yes	No	No	Sophomore
No Data	Yes	Development Courses, Political Science	No		No	Junior
No Data	Yes	class in Isreal, sociology				
No Data	Yes	History of Jews and Blacks, Geography 1000 (Global Geography), Eastern Asia Studies	Yes	No	No	Freshman
No Data	Yes	Cross Cultural Contact	No	No	No	Senior
No Data	Yes	Ethnic studies classes	No	No	No	Graduate
No Data	No		Yes	Yes	Yes	Junior
No Data	Yes	history of europe/middle ages/	No	No	No	Senior
No Data	No		No	No	No	Senior
Spanish	Yes	World history	Yes	No	No	Senior
spanish	No		No	No	No	Junior

	Yes	Ethnic Studies	No	No	No	Graduate
French	Yes	World History	Yes	No	No	Junior
Spanish	Yes	Intercultural Communication	No	No	No	Senior
<hr/>						
	No		No	No	No	Junior
Spanish	No		No	No		Junior
	Yes		No	No	No	Freshman
French, German	Yes	Native American religion	Yes	Yes	Yes	Junior
French	Yes	international Business	No	No	No	Graduate
Spanish	No		No	No	No	
Spanish	No		No	No	No	Senior
	No		No	No	No	Junior

French and Arabic	No		Yes	Yes	Yes	Junior
spanish	Yes	cultural awareness	No	No	No	Sophomore
Spanish	No		No	No	No	Junior

---



2.10

desire to improve  
french language for  
personal and  
professional  
reasons -would like  
to teach english as  
a foreign language  
in france at a  
university someday

---

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
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language/culture

Desire to learn  
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language/culture

Desire to learn  
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language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

---

Required for  
major/minor

Desire to learn  
another  
language/culture

also, i craved  
europe!

Desire to learn  
another  
language/culture

General  
Experiences  
Required for  
major/minor

Desire to learn  
another  
language/culture  
love of travel and  
learning

Never took the  
opportunity to do  
so in college.

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

---

language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

and desire to see  
the country

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Professional  
Advancement  
Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Recommended by  
friends/family/teac  
her

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

---

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Need a fun study  
break  
friends and family  
recommendations

travel and learn  
other cultures and  
improve my  
spanish grammar

Desire to learn  
another  
language/culture  
find out more  
about my heritage

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Just love to travel  
and experience  
different cultures

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Desire to get away  
from something  
personal

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

Desire to learn  
another  
language/culture

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Participant Response Spreadsheets  
Section 3

#	3.1	3.2	3.3
1	january 2000	grenoble	Home Stay (only w/local family)
2	1999-2000	PARIS	Other
3	Fall 2000	San Jose	Home Stay (only w/local family)
4	Summer 00, AY 00-01	London, Paris, Aix-en-Provence	and Dormitory
7	Summer 00	Madrid	Home Stay (only w/local family)
8	Spring 00	Paris	Campus Dorm (w/other int'l students)
9	Spring 00	San Jose, Costa Rica	Home Stay (only w/local family)
12	Spring 00	Grenoble	Campus dorm (w/local students)
13	Spring 2000	Paris	Campus dorm (w/other American students)
16	AY 99-00	Seville, Spain	Home Stay (only w/local family)
17	Fall 2000	Granada	Home Stay (only w/local family)
19	AY 98-99, Spring 00	dijon, paris	and hostel in paris unfortunately w/other Americans
22	spring 00	Paris	Campus dorm (w/other American students)
23	Fall 2000	Grenoble, France	Foyer de l'Etudiante
24	Fall 00	Granada, Spain	Home Stay (w/other American students)
27	i'll just stick with my first program for this: grenoble, france spring 2000	grenoble, france	Campus Dorm (w/other int'l students)
29	Summer 00	Paris, France	Campus dorm (w/other American students)
30			



32	Spring 00	Paris	Hostel
33	Spring 2000	Paris, France	Youth Hostel with other American students
38	Fall 2000	Sevilla, Spain	Home Stay (only w/local family)
43	fall 2000	Sevilla, Spain	american roommate
49	Fall/Winter 2000	Paris	Apartment Alone
53	summer 00	guadalajara, Mexico	Home Stay (w/other American students)
54	Spring 00	Dijon, France	Campus Dorm (w/other int'l students)
56	Winter 2000	San Jose, Costa Rica	Home Stay (only w/local family)
58	summer session1 00	Paris	Campus dorm (w/other American students)
64	Summer 1999	San Pedro, Costa Rica	Apartment (w/other American students)
65	Spring 00	Paris, France	Campus Dorm (w/other int'l students)
70	Summer 2000	Paris	Apartment (w/other American students)
72	Spring 00	Dijon, France	Campus Dorm (w/other int'l students)
81	August session 00	Paris	Campus dorm (w/other American students)
84	Spring, 2000	Grenoble, France	Home Stay (only w/local family)
90	Spring 00	San Jose, Costa Rica	Home Stay (only w/local family)
91	spring 2000	san jose, costa rica	Home Stay (only w/local family)
92	summer 00	paris france	Campus dorm (w/other American students)
93	spring 00	dijon, france	Campus Dorm (w/other int'l students)

94	Summer (June) 2000	Granada, Spain	Apartment (w/local students)
95			
97	summer2000	guadalajara	Home Stay (only w/local family)
98	fall 2000	costa rica	Home Stay (only w/local family)
101	Spring 00	Paris	Own apartment, but in month of May I had 2 Sweedish roommates move in whom I meet in the Sorbone French class.
104	Fall 99	San Jose, Costa Rica	Home Stay (only w/local family)
109	Spring 2000	Granada	Home Stay (only w/local family)
110			
120	May 1997	Guadalajar, Mexico	Home Stay (only w/local family)
130	Summer 1999	Costa Rica	Home Stay (only w/local family)
132	Fall '99	Guadalajara	Home Stay (only w/local family)
134	Spring 00	Paris	Campus dorm (w/other American students)
135	fall 2000	madrid	Home Stay (w/other American students)
136	Spring 2000	Granada, Spain	Apartment (w/other American students)
139	Summer 2000	Madrid	Home Stay (w/other American students)
140	fall 2000	granada	Home Stay (only w/local family)
148	July Summer 2000	Granada, Spain	Home Stay (w/other American students)
149	Winter 99	Paris	Campus Dorm (w/other int'l students)
150	Summer 00	Granada, Spain	Home Stay (w/other American students)
163			

165 Spring 00	Paris	Campus dorm (w/other American students)
167 Spring 00	Sevilla, Spain	Lived in house with other Americans
173 fall 98, spring 99	Grenoble	homestay then into apartment alone
178 fall, 99	Paris	youth hostel
179 AY 99_00	Paris	apartment 2nd sem.
187 Spring 00	Seville, Spain	Home Stay (only w/local family)
<del>189 May, 1999</del>	<del>Granada, Spain</del>	<del>Home Stay (only w/local family)</del>
190 summer 2000	spain	Home Stay (only w/local family)
193 Spring 00	Paris	Hostel for students
194 fall 99	san josé	Home Stay (only w/local family)
195 Fall 2000	Sevilla	Home Stay (only w/local family)

3.4	3.5
french language LOTS Spanish, Ecology Art History, Creative Writing, and French Grammar, Conversation French Grammar, Politics and Literature	none - only with family BEAUCOUP many Lots! Art museums
Intermediate 2, Advanced 3, Conversation and Latin American Literature French classes french art history, french sociology, cours pratique (grammar), phonetics History, Literature, Anthropology Spanish Culture, language, grammar, history and literature	Traveling, Dancing, etc. trips all over France Intercambio traveling, family activities paris not too many, but Dijon offered lots
french language, history	Eating dinner w/ french family once per week, among other things
French Business courses Spanish language, culture, history, etc.	Group events, traveling, seeing movies, going out at night, etc.
literature (modern), history (20th c), art history, civilisation--though i learned more from my friends and boyfriend, and the regular grammar classes	i met a lot of people in the residence hall...we went hiking, skiing (HA!!), etc. that was my cultural activity. there were also many museums in grenoble and CEA provided some excursions
Intensive French Language and Phonetics	weekend excursions

French, Civilization, Phonetiques, Monumnets	Gym, Bible Study, Travel
Advanced I Language and Literature	traveling, tutoring, sight-seeing
History of Flamenco, Spanish Syntax, Spanish Semantics, History of Spain, Arabic Influence on Spanish Literature	flamenco, traveling spain and europe
spanish language, spanish poetry, spanish culture, art history	everything possible, local music scene, guest speakers at the university, flamenco shows, art exhibits, etc

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French	
discussion, grammar	dance class, friendship program
French language	many
tropical ecology, spanish, and oral expression	dance classes, weekend trips, family talks, translator for the neighbors
French	sightseeing, museums, festivals
Grammar & Conversation	Hiking, Dancing, Eating out with friends, parades, museums and etc.
Language, phonetics, culture, history,	travel, eating, manifestations
Language Classes	varied
French Language/Civilization intermediate french language and phonetics	Class excursions i socialized :)
French history, politics, grammar, contemporary lit, Francophone lit	going out with freinds and family, trips, hikes, camping, museums
Spanish classes and a humanities class	
spanish language and conversation, tropical ecology	dance classes, travel
grammaire, phonetics	
french language/culture	trips, opera, theater, sports

Spanish Language, Spanish Culture	Salsa Lessons, touring, Flamenco dancing
spanish, dance spanish, literature, business	cooking, dance, sports
French classes	Travel the country, rollerblading with thousands of other roller bladers across Paris, wine drinking, cheese eating, Raclette dinners, fondue dinners
Spanish grammer	
literature, language, art history	dance, bible studies, church, travel everywhere, museums, shows, nightlife, arib baths...
Spanish 3 & 4 intermediate Spanish & Oral Communication grammer classes	Traveled to different cities program and personal excursions salsa dancing
French	tours
spanish	
European Union, Histoy of Spain, History of America and Sapanish communication	many
Spanish	Running of the Bulls, Spanish nightlife, Barcelona, tapas bars, etc....
spanish geography, culture, grammer, oral and writing and history	none
Intensive Summer/Conversational and Grammatical Spanish	Salsa and Flamenco dancing
Language and Cultural courses	CEA program activites and personal excursions with friends

Language, Phonetics

Music, Art, History

Intensive french

Phonics, intermediate french, history  
of france, history of paris

French, and culture

Spanish classes

Language and Culture

language

French language and culture and  
history class

spanish and spanish literature

Semantica, Cine, Politica de la

Union Europea

None

I was involved with a french  
boy and hung out with him and  
his friends, I didn't really  
participate in school activities.

extensive travel

Clubbing

Activities with Classmates,

Theatre, CEA excursions

festivals, holidays, night life,

historical sites

Field trips with the program and

independent tours

dated a local

**Participant Response Spreadsheets**  
**Section 4**

#	4.1	4.1	4.1	4.1	4.2	4.2
1	No				No	
2	No				No	
3	No				Yes	
4	No				Yes	International Relations w/Global Communications Major
7	No				No	
8	No				No	
9	No				No	
12	No				No	



#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
1	Yes	french spring 2001	No		No	No	No	No Data
2	Yes	FRENCH	Yes	INTERNATIONAL STUDES, POLITICS	No	No	Yes	No Data
3	Yes	Spanish	No		No	No	No	No Data
4	Yes	Russian	Yes	Yes, several International Relations courses	Yes	Yes	No	No Data
7	Yes	Spanish	Yes	Several	No	No	No	No Data
8	No		No		Yes	No	Yes	No Data
9	No		No		No	Yes	No	No Data
12	Yes	French	No		No	No	No	No Data

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
1	No Data	No Data	Yes	mexico	january 2001	one month	No
2	No Data	No Data	Yes	BEAUCOUP	LE MONDE		No
3	No Data	No Data	No				No
4	No Data	No Data	Yes	France			Yes
7	No Data	No Data	Yes	Germany, France, Netherlands, Britain, Belgium	'00	2 months	No
8	No Data	No Data	Yes	Poland, Hungary, Austria, Germany, Czech Republic, Slovakia, Croatia, Netherlands, Slovenia	2000-2001	6 months	No
9	No Data	No Data	No				Yes
12	No Data	No Data	No				No

#	4.9	4.10	4.10	4.11
1		Yes	helped a little with vocab and subjunctive, however, need more time there	No
2		Yes		No
3		Yes	learned different culture	Yes
4	I decided to focus more on International relations, which I had always been interested in, but accepted as a side-thing rather than what I really wanted to do.	Yes	Yes, it was life-changing	Yes
7		Yes		Yes
8		Yes		Yes
9	I now want to go to Peace Corps and teach in Panama	Yes	I learned more spanish in 4 months than I ever learned in 10 years from a book.	Yes
12		Yes	it was great to experience another culture	Yes

# 4.11

1

2

3

4 I am much more aware of who I  
am as a person since I studied  
abroad.

7

8

9 More open and speak spanish  
more frequently.

12 I have a better understanding of  
the world

# 4.1 4.1 4.1 4.1 4.2 4.2

13 No Yes switched from eled major to french/english lit major

16 No No

17 No No

19 Yes CEA again No but my focus is now to practice internationally

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
13	Yes	contemporary france, 17th century french lit, french conversation, french business	Yes	contemporary france, french business	No	No	No	No Data
16	No		No		Yes	No	No	No Data

17	Yes	Spanish	Yes	Racism and Discrimination	No	No	No	No Data
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19	No		Yes	many literature courses, and some anthropology	No	No	No	No Data
----	----	--	-----	---	----	----	----	------------

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
13	No Data	No Data	No				Yes
16	No Data	No Data	No				No

17	No Data	No Data	Yes	Ireland, England, France, Germany, Italy, Czeck Republic, Morraco	When I was abroad last Fall	5 months	Yes
----	---------	---------	-----	---	--------------------------------	----------	-----

19	No Data	No Data	Yes	france, holland, chezch repklic, hungary, denmark, belgum, croatia, italy, spain, switzerland, austria, hungary, etc...	many times	from two weels to a month each time	Yes
----	---------	---------	-----	---	------------	---	-----

#	4.9	4.10	4.10	4.11
13	it just changed everything about my life for the better, i can't explain how or what	Yes	everything is better	Yes
16		Yes	Met amazing people, improved language level, experienced european culture	Yes
17	I want to travel again and sometimes think that maybe I will do somethin besides teach or teach Spanish insteadof history or teach in Spain or another Spanish speaking country	Yes	Soooo much. I loved every second of it and I want to go back. I made 4 good friends that I want to keep in touch with forever. I lived with a Spanish family that I will never forget. I traveled around Spain and Europe and saw the most incredible and beautiful places in the world. Most of all I learned to appreciate New York and the United States and everything we have. I realized also that family and friends are the most important thing in the world to me and I never will settle somewhere far from them.	Yes
19	I want to pactice international law instead of localized, and I would like to live in France	Yes	everyone needs to gain a broader perspective on cultures that we lack in the USA. It helps to open our minds, thus facilitating learning.	Yes



# 4.11

13 i am more mature and  
independent and self-confident  
and ready to do unfamiliar things

16 much heightened cultural  
awareness/appreciation

---

17 I appreciate everything alot more  
now. I traveled to Morroca with  
5 other girls last Thanksgiving.  
Talk about being grateful for  
growing up where I did. I cant  
begin to explain the conditions  
these people live and how these  
children grow up. I have pictures  
in my mind that will never go  
away but I cant really describe  
them.

19 I feel more aware of the world  
around me.

#	4.1	4.1	4.1	4.1	4.2	4.2
22	No				No	
23	No				No	
24	No				No	

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27	Yes	granada, spain	2000	fall semester	No	
----	-----	-------------------	------	------------------	----	--

29	Yes	Japan	6/01	1 month	Yes	added a Studio Art minor
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30

32	No				No	
----	----	--	--	--	----	--

33	No				No	
----	----	--	--	--	----	--

38	No				No	
----	----	--	--	--	----	--

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
22	No		No		No	No	No	No Data
23	No		No		No	No	No	No Data
24	Yes		No		Yes	No	No	No Data

27	Yes	portuguese (required for pitt spanish majors)	Yes	spanish film course for pleasure	No	No	No	No Data
29	Yes	French	No		No	No	No	No Data
30								No Data
32	No	But I hope to eventually	Yes	Culture & Cuisine	Yes	No	No	No Data
33	Yes	French	No		No	No	No	No Data
38	No		No		Yes	No	No	No Data

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
22	No Data	No Data	No				No
23	No Data	No Data	No				Yes
24	No Data	No Data	No				Yes
27	No Data	No Data	Yes	canary islands...	during the granada program	one week... really just for pleasure. .no cultural enlightenment	Yes
29	No Data	No Data	Yes	Italy, Switzerland, France, Austria, Japan, Germany	6/00 and 6/01	3 weeks and 1 month	Yes
30	No Data	No Data					
32	No Data	No Data	No				Yes
33	No Data	No Data	No				Yes
38	No Data	No Data	No				Yes

#	4.9	4.10	4.10	4.11
22		Yes		No
23	Considering moving abroad	Yes	Changed my life. More than words.	Yes
24	I want to travel for the rest of my life and I hope that I find an enjoyable job that will allow me to do so.	Yes	It is incredible to spend time in another country, people of different backgrounds are so interesting.	Yes
27	i now know i want to live in europe for a while...teaching in france	Yes	in a few words, i have met people that have and will change my life. oe can only benefit from enriching ones experiences on this earth.	Yes
29	wanted to explore more countries	Yes	learned about myself and about another culture	Yes
30				
32	More aware	Yes	Most wonderful time of my life	Yes
33	more international focus	Yes	it was the best time of my life	Yes
38	The experience made me more eager to travel and learn even more languages. I'm currently teaching myself Italian.	Yes	My language is much better, and I learned a lot about the culture and history of Spain.	Yes

# 4.11

22

Impossible Not to change.

23 Another perspective, another life  
created in another land.

24 I'm so much more open minded  
and excited to learn about more  
cultures.

---

27 i am more self-confident when i  
speak and i feel as though i  
understand the french much  
more. i feel ive gained a certain  
frenchness ;)

29 feel that i know myself more and  
am more focused

30

32 For the better

33 i am a stronger and more  
confident person

38

# 4.1 4.1 4.1 4.1 4.2 4.2

43 No No

49 No Yes I completed my undergraduate degree several years before I studied abroad through CEA. I am not currently pursuing a graduate level degree, but I plan to in the future. My degree will not be in languages or related to international relations or business directly, but I do hope that I will be able to incorporate some level of international relations into my future career.

53 Yes guadalajara, February, 4 Mexico 2001 4 months No

54 No Yes added french to previous

56 No No

58 No Yes I plan to continue learning French

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
---	-----	-----	-----	-----	-----	-----	-----	-----

43	No		No		Yes	Yes		No Data
----	----	--	----	--	-----	-----	--	------------

49	No		No		No	No	No	No Data
----	----	--	----	--	----	----	----	------------

53	No		No		No	No	Yes	No Data
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54	No		Yes	Tunisian dancing	No	No	No	No Data
----	----	--	-----	------------------	----	----	----	------------

56	No		No		Yes	Yes	No	No Data
----	----	--	----	--	-----	-----	----	------------

58	Yes	French	No		Yes	Yes	No	No Data
----	-----	--------	----	--	-----	-----	----	------------



# 4.7 4.7 4.8 4.8 4.8 4.8 4.9

43 No Data No Data No Yes

49 No Data No Data Yes Germany, Czech Republic, England 2000-2001 Shorter trips of varying lengths from 2-5 days. Yes

53 No Data No Data Yes Alicante, Spain june, 2001 1 month Yes

54 No Data No Data Yes Hungary June and July 00 2 months No

56 No Data No Data Yes Mexico Summer 2001 2 months Yes

58 No Data No Data No

#	4.9	4.10	4.10	4.11
43	further encouraged what my career goals are	Yes	there is virtually no way to not benefit from opening yourself to living and flourishing in a foreign culture, you learn an enormous amount about yourself, you as an american, as a student and how to truly understand that people live different ways, none better than the other	Yes
49	I will always have a special place in my heart for France, and Paris in particular. It will likely be my first stop when visiting Europe, regardless of where my final destination may be.	Yes	I fulfilled a dream and appreciated it more so than I would have had I studied abroad as an undergraduate student.	Yes
53	I liked the city enough to plan to move there next year	Yes	it opened my mind to studying in another country	Yes
54		Yes	gained language experience	No
56	I know that I want to work in South America because their culture makes me feel more at home than the US has ever had	Yes	I made a LOT of friends and i have been able to allay people's fears and misconceptions about visiting other countries, especially after this recent terrorist attack.	Yes
58		Yes	It is an educational experience just living in another country	No

#

4.11

- 43 there is not enough room to explain how a study abroad experience changes a person. I went abroad to further my education, yes, but moreover to make the connections and friendships with the special individuals in Spain that I otherwise would not have had. I can speak/read/write spanish with more confidence and I can readily see the world through foreign eyes

- 49 My life is richer for the experience. When the going gets tough I can look back and remember that I took a chance... and it paid off.

- 53 I am more courageous about traveling

54

- 56 I feel that I appreciate others' cultures even more so than ever. I work at a company with international students and I couldn't be happier!

- 58 I just have become more confident

# 4.1 4.1 4.1 4.1 4.2 4.2

64 No No

65 No Yes changed majors to sociology

---

70 No No

72 No No

81 No No

84 Yes teaching  
assistant w/  
French now 7 mo. No  
government

90 No No

91 No Yes changed major to spanish/latin  
american studies

92 No No

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
64			Yes	Caribbean Cultural Anthropology, Spanish Literature, International Perspectives of Librarianship	Yes	No	No	No Data
65	No		No		No	Yes	No	No Data
70	Yes	French	Yes	Comparative Urbanism, Medical Anthropology, Politics of Africa, Modern Architecture, Urban Cultures and Society	No	No	No	No Data
72	Yes	Spanish	Yes	Spanish, French	No	No	No	No Data
81	No		No		No	No	No	No Data
84	No		No		Yes	Yes	Yes	No Data
90	No		No		No	No	No	No Data
91	Yes	spanish	Yes	brazilian civilization	No	No	No	No Data
92	Yes	French	No		No	No	No	No Data

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
64	No Data	No Data	Yes	I went back to Costa Rica	December 1999- January 2000	2 months	Yes
65	No Data	No Data	Yes	Austria, Hungary	Nov 2000	1.5 weeks	Yes
70	No Data	No Data	No				Yes
72	No Data	No Data	No				Yes
81	No Data	No Data	Yes	I went to london and Ireland	june 2001	two weeks	No
84	No Data	No Data	Yes	France, Switzerland, Germany, Spain; Italy	this summer	still gone	Yes
90	No Data	No Data	No				No
91	No Data	No Data	Yes	back to costa rica	nov 2000	3 wks	No
92	No Data	No Data	No				Yes

#	4.9	4.10	4.10	4.11
64	I want to continue to study Spanish and to participate in another adult oriented Study Abroad session	Yes	I made good friends, gained a sense of independence, got to see more of the world and had experiences of a life time.	Yes
65	Made me want to travel more	Yes	I met amazing people, got to experience a foreign country and language	Yes
70	Confirmed desire to work internationally	Yes	Language and Cultural experiences	Yes
72	It secured my interest in other cultures which then made me enjoy my classes even more at home	Yes	I improved my french, and made some of the best friends in my life	Yes
81		Yes	It was more about self discovery and peace of mind for me which i feel i attained. it was one of the best decisions i made	Yes
84	verified that I do indeed want to work and live in France	Yes	wonderful friends, learned a great deal about the culture, the country, opened my mind	Yes
90		Yes		Yes
91		Yes		Yes
92		Yes		Yes

#

4.11

64 I no longer romanticize other cultures, but instead see more of the common traits that all people of all cultures share.

65

70 ~~Every experience changes~~ someone personally to some degree

72 I learned many things about myself and about the world. It was the best thing I could have done.

81 immersing yourself in another culture and country can help you look at your life objectively and help you discover who you are and when you are about without all the pressure. travelling abroad for me is incredibly liberating and truly keeps me centered. its time to start planning my next trip:)

84 more open to poeple and ideas, have desire to live and work abroad, ask more from life

90

91

92 I became more understanding of other cultures.



# 4.1 4.1 4.1 4.1 4.2 4.2

93 No No

94 No No

95

97 No No

98 No No

101 No

my major is Psychology now and I took a Revolution and Radical Politics in Latin America class to learn more about my hispanic history.

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
93	No		No		No	No	Yes	No Data
94	No		No		Yes	No	No	No Data
95								No Data
97	No		No		No	No	No	No Data
98	No		No		No	No	No	No Data
101	No		Yes	Revolution and Radical Politics in Latin America	No	No	No	No Data

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
---	-----	-----	-----	-----	-----	-----	-----

93	No Data	No Data	Yes	italy, belgium, switzerland	spring 00, fall 00	several days	Yes
----	---------	---------	-----	--------------------------------	-----------------------	-----------------	-----

94	No Data	No Data	No				Yes
----	---------	---------	----	--	--	--	-----

---

95	No Data	No Data					
----	---------	---------	--	--	--	--	--

97	No Data	No Data	No				Yes
----	---------	---------	----	--	--	--	-----

98	No Data	No Data	Yes	mexico	spring break	one week	Yes
----	---------	---------	-----	--------	--------------	----------	-----

101	No Data	No Data	No				Yes
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#	4.9	4.10	4.10	4.11
93	i want to live/work in france after graduation	Yes	absolutely! my french is 100% better, I met wonderful people (my boyfriend, a Dijonnais, included), and I learned how to function and succeed in a very different society.	Yes
94	I have a new found love for traveling, I would love to learn more	Yes	The decision to study abroad was one of the best decisions I ever made. I would never trade even one of my memories.	Yes
95				
97	i want to use my professional degree to work in foreign countries	Yes	cultural awareness, diversity	Yes
98	want to work in a foreign country to with a company that does business abroad	Yes		Yes
101	I want to live in a different country for a long time (more than 5 years), I want to travel to more countries, and I would like to get a job in a different country.	Yes	I have a better understanding of what living in a different culture is like, I feel comfortable going to most foreign countries because I feel that I can adapt quickly to their culture.	Yes

#

4.11

93 I'm more open, cultured,  
adventurous. It was the best  
experience of my life.

94 I am a huge advocate for foreign  
travel. I encourage anyone with  
the passion to travel.

95

97 i have become more open-  
minded

98

101 I feel that my study abroad  
experiance helped me find  
myself. Living in Madrid for 5  
months through St.Louis Univ.  
program and then in Paris with  
CEA helped me figure out what  
type of person I am...my fears,  
wants, desires, goal, ambitions,  
and also helped me get in touch  
more with my roots (Colombian).

# 4.1 4.1 4.1 4.1 4.2 4.2

104 Yes Guadalajara now one year Yes Masters in spanish  
, MX

109 No Yes This is when I declared DS

110

120 Yes Semester at Spring 100  
Sea 1999 Days Yes Psychology

130 No No

132 No

134 No No

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
104	Yes	Spanish composition	Yes	Latin american literature	Yes	Yes	Yes	No Data
109	No		Yes	My Major comprises these clases	No	No	No	No Data
110								No Data
120	Yes	Japanese	Yes	Latin American Studies	No	No	No	No Data
130	Yes	Spanish	No		No	No	No	No Data
132	No				Yes	No	No	No Data
134	No		No		Yes	Yes	Yes	No Data

# 4.7 4.7 4.8 4.8 4.8 4.8 4.9

104 No Data No Data Yes Mexico currently one year Yes

109 No Data No Data Yes Mexico City Spring 2001 10 days Yes

110 No Data No Data

120 No Data No Data No Yes

130 No Data No Data No Yes

132 No Data No Data No Yes

134 No Data No Data Yes Yes



#	4.9	4.10	4.10	4.11
104	I learned more about myself, gained fluency in spanish, and made the decision to change my carrer, also I have a greater appreciation and understanding for culture diversity	Yes		Yes
109	major, future goals and aspirations of being internationally involveda	Yes	language, awareness of culture and of myself	Yes
110				
120	It has encouraged me to seek a certificate in Spanish and to educationally explore more Latin American countries	Yes	I am still in touch with my host family. This opportunity has enabled me to view Mexico in a different light.	Yes
130	Plan to participate in another study abroad	Yes	great improvement in my language skills, exposure to different cultural, inspired to continue foreign travel	No
132	I would love to work with Spanish-speaking people, or work for a study abroad program like CEA that sends students to Spanish-speaking countries	Yes	Definitely! I learned a lot about myself, challenged myself and now feel a desire to work towards becoming fluent.	Yes
134		Yes		Yes

#

4.11

104 I no longer think on a national level but now I have broadened interests and concerns to an international level of awareness

109 I discovered more of who I am and what I love

---

110

120 This experience has made me more sensitive to different cultures. This was my first homestay experience and I will cherish it forever.

130

132 See above answer

134

# 4.1 4.1 4.1 4.1 4.2 4.2

135 No

No

136 Yes

No

139 No

Yes minor: Spanish

140 Yes

No

148 No

No

151

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
---	-----	-----	-----	-----	-----	-----	-----	-----

135	No		Yes	I HAD ENROLLED IN A HISTORY CLASS WHEN I RETURNED ON THE HISTORY OF LATIN AMERICA AND OTHER COURSES	No	No	No	No Data
-----	----	--	-----	---	----	----	----	------------

136	Yes	Japanese	Yes	Cross cultural psychology	No	No	No	No Data
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139	No		Yes	3 semesters of spanish in college	Yes	No	No	
-----	----	--	-----	--------------------------------------	-----	----	----	--

140	Yes	Chinese	Yes	Cultural Anthropology	No	No	No	
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148	Yes	Spanish	Yes	Conversational Spanish class	No	No	No	
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#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
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135	No Data	No Data	No				Yes
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136	No Data	No Data	Yes	Spain, portugal, morroco, Italy, France, Germany, Austria, Zchec Republic, Poland, and Puerto Rico	this year		No
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139			Yes	London, Paris, Toronto, Montreal	1998-1999	2 weeks	Yes
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140			No				Yes
-----	--	--	----	--	--	--	-----

148			Yes	Spain, France, England	Summer 2000 and 2001, November 2000 and 2001	One week at times, a month at other times	Yes
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#	4.9	4.10	4.10	4.11
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135	I hope to apply with a company that has an international focus, and after a few years of experience I plan to pursue a masters degree in international business			Yes
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136	Yravel around teh world, Be an international business man helping the less fortunate	Yes	I have learned so much about other cultures and international policies that affect other countries. I have appreciated the world we live in and the culturessa lot more.	Yes
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139	Broadened my horizons. It was one of the best learning experiences in my life.	Yes	You look at life differently once you lived in a different culture. You appreciate things more.	Yes
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140	I went back into the military greater desire to be stationed in Europe. So much to see and experience within the rich history	No	It made me realize who I was, and what my strengths and weaknesses were in my personal life.	Yes
-----	---	----	--	-----

148	I am currently an elementary teacher and would now like to teach overseas/abroad, especially in Spain where I studied with CEA.	Yes	I learned more about accepting differences and learned how to have an open mind towards differences.	Yes
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#

4.11

135 I have become more independent,  
grown as a person, have a greater  
respect for others of all cultures, I  
have more confidence in myself,  
and have a great desire to learn  
more Spanish and obtain  
knowledge of other cultures.  
thanks for a great opportunity  
that I will be able to remeber for  
a lifetime!

136 I have become a better and  
smarter person. I know things  
not from what I hear in the media  
or what the government wants  
me to believe but what I have  
experienced and seen with my  
own eyes. Personal education is  
the best and it's done by traveling  
to become a better person, getting  
ride of any stereotypes and there  
is a lot more to see in this world  
to continue learning

139 Same as above.

140 I have become more self  
confident and aggressive towards  
my ambitions in life.

148 Before CEA I did not have any  
desire to travel or learn about  
other cultures and languages.  
Now that's all I want to do! I am  
seriously considering a job of  
teaching overseas. If you have  
any helpful information I would  
appreciate it. Thank you.

# 4.1 4.1 4.1 4.1 4.2 4.2

149 No No

150 No No

163  
165 No No

167 No No

173 No Yes

178 No No



#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
149	Yes	stayed with French	Yes	completed French courses at my home university	Yes	Yes	No	
150	No		No		No	No	No	
163								
165	No		No		No	No	No	
167	No		Yes	World Geography	No	No	No	
173	No		No		Yes	No	Yes	France
178	Yes	french, spanish	Yes	several french classes	No	No	No	

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
149			Yes	France, Spain, England, Holland, Morocco, Belgium, Monaco, Switzerland	1999	6 months	Yes
150			No				No
163			No				No
165			No				No
167			Yes	Spain and Portugal	August 2000, December 2000, May 2001	1 month	Yes
173	July 99	nine months	Yes				
178			Yes	Caribbean	every couple of months I go to the Caribbean	a few days-a few weeks	No

#	4.9	4.10	4.10	4.11
149	It inspired me to continue my international career/travel and educational goals	Yes	My knowledge of the French language and culture vastly improved, also I had one of the best times of my life	Yes
150		Yes	I learn more about culture, language, and people by experiencing it first hand, not through books.	Yes
163				
165		Yes		Yes
167	When I am finished with my bachelor's degree I plan to move to Spain to work and live.	Yes	Learned and fell in love with an entirely new culture.	Yes
173			back packed in europe before and after CEA, was also a flight attendant	Yes
178		Yes	direct interaction with the culture and language I was studying	Yes

#

4.11

I will take my experiences with  
me throughout my life, the  
149 people I met, and the countries I  
visited have changed my life  
forever

I appreciate the laid back life  
150 style of the Spanish and try to  
incorporate it into my life.

163

165

I started seeing the world in a  
different way, not only are people  
just like people all over the  
world, but I found that there are  
167 hundreds of different ways to  
grow up and think. It really  
broadens your perspective when  
you think that maybe the things  
you were taught are not exactly  
the right things.

During the first few months I was  
immature, uni-lingual, and not as  
accepting as I had thought. With  
173 Alexis, student advisor for CEA,  
and The CEA program, I became  
a little more "grown up" and  
open minded. Cea opened many  
doors to my cultural interests.

178 more aware of a different culture

# 4.1 4.1 4.1 4.1 4.2 4.2

179 No No

187 No No

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189 Yes Honduras  
volunteer project July 2000 1 week No

190 No No

193 No Yes I took more french courses when I came back to the US.

# 4.3 4.3 4.4 4.4 4.5 4.6 4.7 4.7

179 No No Yes Yes

187 Yes Spanish No No No

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189 No Yes Buenos Amigos--  
fellowship group that  
offers opportunities to  
learn about Latin  
American customs No No No

190 No No No No No

193 Yes French No Yes Yes Yes South  
Korea

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
179			Yes	France, Costa Rica	2001	2 weeks, 1 week	Yes
187			Yes	India, Sweden	1992, 1998	2 months each	No
189			Yes	Honduras	July 2000	1 week	Yes
190			No				Yes
193	October 2001	One year	No				Yes

#	4.9	4.10	4.10	4.11
179	desire to continue learning other cultures	Yes	It opened up a whole new world of opportunities, and got me away from the ethnocentricity of the US.	Yes
187		Yes	Learnt Spanish	Yes
189	I often reference information about Spain that I brought back when I stayed there.	Yes	I have many good memories of my time in Spain and often find connections in the USA because of this (i.e. encounter Spaniards who know Granada)	Yes
190	i now know that life is an opportunity and an experience to be lived, not planned or controlled. once i graduate, i will be travelling much more and plan to work in the environmental field of sustainability overseas; perhaps through our government or private grants.	Yes	it was good times that opened my eyes to a place in th world i didnt know existed. the importance of travel, global relations as well as understanding has been realized.	Yes
193	I realized that I am very much interested in international travel, so I decided to work abroad.	Yes	It made me a stronger and more educated individual with more experience and knowledge of the French culture and language. It has also made me a stronger candidate for jobs.	Yes



#

4.11

179 I have adapted other cultures in  
my life that have made me able  
to achieve what i want out of life.  
i am on the way anyway!

187 More open-minded

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189 My time in Spain proved to be an  
enriching experience!

190 i think of things from many  
different points of view now. i  
have become more patient with  
not only other people , but with  
situations. i focus more on  
experiences, relations with  
others, and appreciate diversity  
of thoughts and opinions now  
and i am less focused on the  
importance of material  
possessions.

193 see above

# 4.1 4.1 4.1 4.1 4.2 4.2

194 Yes Guadalajara currently aya Yes masters in spanish/linguistics  
,MX

195 No No

#	4.3	4.3	4.4	4.4	4.5	4.6	4.7	4.7
194	Yes	italian, portugues	No		Yes	No	Yes	Costa Rica
195	No		No		Yes	Yes	Yes	Spain

#	4.7	4.7	4.8	4.8	4.8	4.8	4.9
194	May 2000	Two months	Yes	México, Costa Rica	on various occasions		Yes
195	Spring 2001	3-4 MONTHS	Yes	England	October 2000	1 week	No

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#	4.9	4.10	4.10	4.11
194	I changed my major to Spanish and decided to move to México to start a masters program	Yes	I believe that it changed my personal academic goals and my cultural awareness.	Yes
195		Yes		Yes

# 4.11

194

195