A Qualitative Assessment of Study Abroad as an Investment

An Honors Thesis (HONRS 499)
by
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Purpose of Thesis

This research project was developed to test the hypothesis that study abroad can be a positive and valuable aspect of one's college career. A survey seeking feedback from Ball State alumni who participated in an overseas program during their enrollment was designed based on the Study Abroad Evaluation Project (SAEP) conducted in Europe and the United States. The Ball State survey was conducted via telephone over a two day period in January 1993, providing some enlightening comments that emphasized both the importance of international study during college as well as the effects of intercultural exchange in one's career and lifestyle.
A Qualitative Assessment of Study Abroad
as an Investment

Study abroad is an investment, and for most people, a very valuable one. Money, time, and the infamous pre-sojourn jitters are the costs, while students hope to benefit by gaining a number of skills or improving upon existing personal characteristics.

But what exactly do American study abroad participants gain from their experience? Students who participate in, and professionals who administer overseas programs want specific answers to this question. Feedback from study abroad alumni is one way to understand explicitly what study abroad does for a person in the long run. Specifically, this study attempted to find out how Ball State alumni are currently making use of their experience at work, at home, or in their leisure activities. After looking back, do they have any regrets? Or advice? Their opinions are the reason for this study.

I. The Origin of the Idea

This research project was developed to test the hypothesis that study abroad can be one of the most positive and valuable aspects of a college career. The survey was conducted via telephone over a two day period in January and provided some very
enlightening feedback that emphasized both the importance of international study during college and the effects of intercultural exchanges in one's lifestyle and career.

II. Materials and Methodology

A. Previous Works and Adaptions

This study is not the first of its kind. The European Institute of Education and Social Policy coordinated the Study Abroad Evaluation Project (SAEP) in order to assess foreign language and international studies in the United States and Europe (Burn et al., 19). Pre-, post-, and retrospective surveys were designed to interview study abroad participants. The SAEP's purpose was three-fold. First, it analyzed the organization of various study abroad programs; that is, curriculum, profiles of its participants, origins, and institutional contexts.

Second, reactions established criteria against which the success of particular study abroad programs can be judged, such as program administration and effects on the participants. The third objective is most closely related to this research project, questioning whether student-related outcomes are a direct result of the program. They examined effects on academic studies, career, and attitudes and other views. The major difference between the SAEP study and this one is that the former's focus extends beyond American study abroad students. They surveyed students from five different countries (the United Kingdom, France, Germany, Sweden, and the United States); therefore,
their analysis is very well-suited for study abroad in general (Opper et al., 9-10).

This survey, on the other hand, is more narrow and focused only on Ball State's study abroad programs and their alumni. No pre-sojourn survey was conducted, focusing rather on long-term post-sojourn effects.

B. Creating the Data File

The first priority was to create a data base file listing Ball State alumni who studied abroad as undergraduates. In order to generate any kind of output, addresses and/or telephone numbers were needed. The Alumni Association proved to be helpful in this area. After a series of misunderstandings, computer errors, and other problems, a magnetic tape was produced with names, addresses, and telephone numbers of 1047 alumni.

C. Creating the Questionnaire

The original skeleton for the questionnaire came from the book, Study Abroad: the Experience of American Undergraduates. This book extended the findings of the SAEP to focus on the experience of American students abroad. The researchers conducted the study at four universities (the University of California, the University of Colorado at Boulder, the University of Massachusetts at Amherst, and Kalamazoo College), interviewing alumni via telephone using an extensively detailed survey which required approximately 30 minutes to complete. The project was
enhanced by including a comparison group, a sample of students who did not study abroad (Carlson et al., 4).

The questions in this survey are, more or less, generalized versions of the SAEP's survey. Their purpose was to invite responses that would concentrate more on Ball State's overseas programs.

D. Conducting the Survey

The first session began on January 17 with 10 trained student telemarketers. After specific instructions were given and questions were answered, the phoning began. Fears that nobody would be home to answer were quickly alleviated. In no time, most of the telemarketers were carrying on friendly conversations with the alumni. Almost 200 surveys were completed in those three hours. General response of the alumni was positive; in fact, some were even curious about Ball State's current study abroad programs and requested more information. The other two phoning sessions brought identical results. By 9:00pm on Monday, January 18, a total of 419 surveys were completed along with $2275 in specified pledges and other unspecified pledges.

III. Results and Interpretations

A. Assumptions and Limitations

Three assumptions were made prior to conducting this project. First, Ball State study abroad alumni would participate
in this survey. Second, these alumni would give honest and complete responses to the questions if posed in a telephone interview. Finally, their responses would positively and accurately reflect their attitudes about respective overseas experiences.

Further, this purely descriptive study has limitations as a scientific inquiry. First, the project lacked a control group. In other words, students who did not study abroad were not interviewed. The outcomes from the study were gathered to demonstrate the value of study abroad to prospective participants.

Another limitation was the often lengthy responses given by alumni which had to be dramatically abridged due to the nature of the computer software. When the student telemarketers entered the responses into the computer, there was, unfortunately, only enough space to enter two or three words (25 characters). Therefore, answers to the open-ended questions in which the interviewees were able to speak freely and encouraged to give complete answers, only capture the bare essence of what they said. Some responses were difficult to interpret correctly. For example, when asked the question "What advice would you give to students considering going abroad?", one person gave a response, but what was entered into the computer was "Never forget". This type of answer is inconclusive. All responses are listed in Appendix II.

A 400 page list of data was produced alphabetically by
alumni and their respective responses. It was from this report (condensed in Appendix II) that the following conclusions were made.

B. Effects on Education

BSU students often say things like, "It has nothing to offer my major," as an excuse not to study abroad. Survey results indicate that not only is this perception untrue, but that past participants feel that study abroad had a positive effect on their Ball State experience. Survey participants, who represented 39 of Ball States's 48 academic departments, were nearly unanimous in their praise of the academic benefits of international study. In some instances, study abroad helped to focus the student's academic goals and was beneficial in the pursuit of post-graduate studies.

C. Effects on Career

One of the most frequent inquiries from students considering a study abroad experience concerns potential career benefits. At least half of the respondents indicated that they have an international dimension in their career or volunteer activities, and half of this group asserted that study abroad was a factor in initial employment or career advancement. A number of people, especially teachers and managers, which represented nearly one-third of the respondents, noted that the use of acquired skills, such as language or cultural knowledge, was professionally
beneficial. As the professional world moves toward multinationalism, it seems clear that students who have firsthand knowledge of the global society will have the competitive edge in today's job market.

Opportunities for improving communication skills were cited by a number of respondents as one of the major advantages of international study. Some alumni stated it had helped make a good impression on potential employers, who increasingly look towards intercultural knowledge in seeking employees. Furthermore, many alumni were able to use their experiences to supplement their existing skills in addition to developing self-confidence and self-reliance abilities. One alumnus described the after-effect of his experience as "something that sparks".

D. Effects on Lifestyle

A change in lifestyle was also cited as a possible effect of international study. This theory is significantly manifested through travel experience. Almost half of the respondents have traveled internationally, either on business or for pleasure, since studying abroad. Other changes commonly mentioned were increased interaction with people of other cultures and religions, and a newfound appreciation of art and music.

In addition, several alumni identified environmental awareness as a result of their experiences. They reported using less energy, living in less space, and gaining respect for the use of natural resources as major changes in their existing
attitudes. Some specified a difference in their domestic lifestyle, such as eating or cooking habits, or an adaptation of a more simple way of life. Others indicated a reassessment of their own global awareness, and a realization that the world extends beyond the borders of Indiana and the United States.

On the other hand, a large number of people could not identify any aspects of their lifestyle affected. While it is true that some may not have been affected, there may be several possible other explanations for this response. One might have been that the respondents were inconvenienced when they were telephoned. Second, they might have been caught off guard and felt that they did not have adequate time to reflect on the question. Finally, it is possible that they were indeed affected; however, the change in their lifestyle was not dramatic enough to be visible to them.

E. Effects on Personality

In addition to identifying one aspect of lifestyle that was affected by study abroad, alumni were requested to state one way in which their personality was influenced. Although the difference between lifestyle and personality may be barely distinguishable to some, this question sought to specifically identify attitudes and perceptions versus habits and interests.

It is curious to note that a number of people were unable to identify any aspects. In addition to the reasons listed previously in "Effects on Lifestyle", it may be possible that the
respondents could not make the distinction between lifestyle and personality as intended. Nevertheless, illuminating comments were given.

In general, changes relating to perceptions of both themselves and others were cited by most alumni. Assessing personal characteristics, several alumni found themselves gaining a sense of independence and self-confidence. Attitudes toward life improved as many discovered that life should be enjoyed and appreciated. Political and cultural viewpoints were challenged as exposure to other societies increased. As students were immersed into a radically different culture, more questions were asked and many answers were found. This kind of philosophical revelation is one which remains with that person long after the experience has ended.

Clearly, an international experience has an influence on the way one thinks and how he or she feels about others. Responses to survey questions indicate that students undoubtedly made friends of various nationalities in foreign environments. As a result of these relationships, alumni demonstrated increased tolerance and acceptance of other cultures. The survey also found that those who engage in international study learn to reevaluate their position on global issues as their perception of the world expanded.
F. Advice to Students

In assessing the benefits of a study abroad experience, alumni were able to offer advice to potential participants. At the end of the survey, interviewees were requested to make specific comments that would either encourage or discourage students to study abroad.

Not surprisingly, almost every alumnus that was surveyed unconditionally advocated study abroad for students of any major. They strongly encouraged students to "go for it", regardless of year in school, field of study, or even potential homesickness. "Carpe diem" seemed to be a recurring theme as many agreed that college is the most opportune time to undertake an overseas experience.

A few respondents, while encouraging study abroad, placed slight reservations on their comments, like "do it junior year", or "wait until your senior year". Others advised students to evaluate their reasons for going, to be certain that study abroad is right for them. And though cost may be a significant factor for some students, alumni suggested saving money and working through the financial problems because there will never be a cheaper opportunity to experience the world.

G. Pledge Results

In conjunction with the survey was an invitation to make pledge to the International Friendship Fund. As a result of positive response from alumni, a total of $2275 was raised in
support of study abroad programs at Ball State, which may suggest that study abroad can also be a remunerative experience. These funds will be used to establish scholarships for future study abroad participants, as well as to help defray operational and maintenance costs.

H. Recommendations for Further Study

This study leaves many doors for other possible projects. If no time constraints are involved, a questionnaire interviewing the same group of students before as well as after their overseas experience might be helpful in seeing if their expectations were met.

One may also consider conducting another survey that is focused more specifically on the program itself. The feedback may aid program directors in identifying strengths and weaknesses of programs and adapting them to allow students to get as much from the experience as possible. Questions may be asked to determine how the credits earned on the program were applied to the student’s major or minor, or to discover if the experience directly postponed graduation.

Finally, the project done by Carlson, Burn, Useem, and Yachimowicz could be reproduced at Ball State (Carlson et al.). As mentioned above, they included in their study a comparison group, students who did not study abroad, to determine the degree, if any, to which study abroad contributes to one’s personal growth. The results of this type of experiment could be
utilized in the recruitment of potential study abroad participants, if the hypothesis concludes that students who study overseas have a definite advantage over those who don't.

IV. Conclusion

In evaluating the results of this survey, it was concluded that international study does have a significant impact on the lives of those who are willing to make an extra investment in their academic careers. By providing a basis for understanding the long-term effects of study abroad, this qualitative assessment will be potentially helpful in recruiting students for future programs.
APPENDIX I - THE SURVEY INSTRUMENT

NAME

Good evening! My name is __________ and I am calling on behalf of International Programs at Ball State. According to our records, you studied abroad while you were an undergraduate. Is this correct? (If "no", --> "Thank you for your time.")

Would you mind answering a few confidential questions concerning you study abroad experience?

1. Have you received the latest copy of the 1992 Internationale? (if "no", please note)

2. On which Ball State study abroad program did you participate?

3. What is your current occupation?

4. Have you studied, traveled, or lived abroad since your Ball State study abroad experience? (yes/no)

5. Do you feel that your study abroad experience positively or negatively affected your education at Ball State? (yes/no/indifferent)

6. Has your Ball State overseas experience been a factor in initial employment or career advancement? (yes/no) If yes, describe.

7. For many people, study abroad has had significant positive effects on their personal life. Has your study abroad experience ever been a drawback or a plus in your personal life? (drawback/plus/indifferent)

8. Would you say that you currently have an international or intercultural dimension in your work or volunteer activities? (yes/no)

9. Do you feel that the program on which you participated was effective in meeting the needs of students who desire a multicultural experience? (yes/no)

10. Did study abroad shape and influence how you evaluate world issues? (yes/no/indifferent)
Now, I'll be asking you three questions that will require you to reflect more specifically on your experience.

11. Can you identify any aspects of your lifestyle which were specifically influenced by your study abroad experience (i.e., reading materials, interaction with people from other cultures, etc.)?

12. Can you identify any aspects of your personality which were specifically influenced by your study abroad experience?

13. Each year, hundreds of Ball State students consider studying abroad. Based on your experience, what would tell them to help them to decide whether or not to go?

Ball State values you as a vital part of its global network. You have the opportunity to support international programs by becoming a "friend". Gifts contributed as a result of these friendships have made numerous scholarships, loans, and other activities available for the expansion of international affairs of Ball State University. I'd like to send you information about how you can continue your international involvement at Ball State in the future.

You will be able to find the results of this survey in an upcoming issue of Ball State's Alumni magazine.

Thank you very much for your time and cooperation.
APPENDIX II - THE SURVEY RESULTS

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1. Did you receive Internationale?</td>
<td>338</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>(80.7%)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Have you gone abroad since your BSU experience?</td>
<td>199</td>
<td>220</td>
<td></td>
</tr>
<tr>
<td>(47.5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did experience + or - affect BSU education?</td>
<td>410</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>(97.9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Was experience a factor in initial employment or career advancement?</td>
<td>106</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>(25.3%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Was experience a drawback or plus in personal life?</td>
<td>380</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>(90.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you have international dimension in work or volunteer activities?</td>
<td>209</td>
<td>210</td>
<td></td>
</tr>
<tr>
<td>(49.9%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Was your program effective in providing multicultural experience?</td>
<td>399</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>(95.2%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Did program influence how you evaluate world issues?</td>
<td>351</td>
<td>51</td>
<td>17</td>
</tr>
<tr>
<td>(83.8%)</td>
<td></td>
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</table>

TOTAL SURVEYS COMPLETED - 419

* The "Internationale" is a newsletter published annually by International Programs at Ball State University and distributed to participants and supporters of international education at Ball State. This question was asked solely to confirm that it was received.
<table>
<thead>
<tr>
<th>Programs Represented</th>
<th>Value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>London Centre</td>
<td>329</td>
<td>78.5%</td>
</tr>
<tr>
<td>ISEP</td>
<td>24</td>
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<tr>
<td>Mexico</td>
<td>15</td>
<td>3.6%</td>
</tr>
<tr>
<td>Far East Exchange</td>
<td>11</td>
<td>2.6%</td>
</tr>
<tr>
<td>Ed-El O</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Westminster</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Costa Rica</td>
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<td>Chichester</td>
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<td>Anthropology Studies</td>
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<td>other</td>
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MAJORS REPRESENTED

COLLEGE OF SCIENCE AND HUMANITIES

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<td>Chemistry</td>
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</tr>
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<td>Computer Science</td>
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<td>Criminology</td>
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<td>English</td>
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<td>Geography</td>
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<td>Geology</td>
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<td>History</td>
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<td>Modern Languages</td>
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<td>Latin</td>
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<tr>
<td>Spanish</td>
<td>17</td>
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COLLEGE OF BUSINESS

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<td>Accounting</td>
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<tr>
<td>Business Ed. and Office Adm.</td>
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<td>Finance</td>
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<td>Management</td>
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<td>Marketing</td>
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<tr>
<td>TEACHERS COLLEGE</td>
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<td>------------------</td>
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<tr>
<td>Elementary Ed.</td>
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<th>APPLIED SCIENCES AND TECHNOLOGY</th>
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<td>Dietetics</td>
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<tr>
<td>Industry/Technology</td>
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<td>Military Science</td>
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<td>Nursing</td>
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<td>Physical Education</td>
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<table>
<thead>
<tr>
<th>FINE ARTS</th>
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<tbody>
<tr>
<td>Art, Visual Comm.</td>
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<tr>
<td>Music</td>
<td>9</td>
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<tr>
<td>Theater &amp; Dance</td>
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<th>COLLEGE OF ARCHITECTURE AND PLANNING</th>
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<td>Architecture</td>
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**OCCUPATIONS REPRESENTED**

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<th>Count</th>
<th>Percentage</th>
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<tr>
<td>director/management</td>
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<td>housewife</td>
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<td>sales</td>
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<td>business administration</td>
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<td>reporter/journalism</td>
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<td>1.5%</td>
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<td>librarian</td>
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<td>government worker</td>
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<tr>
<td>writer/free lance</td>
<td>5</td>
<td></td>
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<tr>
<td>production</td>
<td>4</td>
<td></td>
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<tr>
<td>real estate</td>
<td>4</td>
<td></td>
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<tr>
<td>priests/religious</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>farmer/agriculture</td>
<td>2</td>
<td></td>
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<tr>
<td>other</td>
<td>49</td>
<td>12.1%</td>
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<tr>
<td>graduate student</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>unemployed</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>self-employed</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>retired</td>
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</table>
EXPERIENCE AS A FACTOR IN INITIAL EMPLOYMENT OR CAREER ADVANCEMENT

yes = 105 (25%)  no = 313

COMMENTS:

for teachers:
  language purposes - 11
  cultural purposes - 2

employment:
  impressed employers - 3
  works in int’l division of company - 3
  interviews - 2
  initial employment
  current job
  resumé asset
  hired because of travel
  professional improvement
  much more hireable
  travel agent - 2
  opened eyes of colleagues
  works for attorney
  works in national bank
  work in international nursing
  worked with Mexicans
  ministry
  French Government Exchange

education:
  working on masters - 2
  helped decide major
  helps in classes

personal:
  helped for travel - 2
  communication skills - 2
  general impression - 5
  set apart from others - 2
  well-rounded - 2
  self-confidence - 2
  added experience - 5
  overseas exposure
  people awareness
  opened doors
  worldly
  appreciate other cultures
  broadened horizons
  made friends in London
  helps development
  allows more opportunities
  wrote about experience
  gained first-hand
  material
  something that sparks
  able to speak Spanish
  more knowledgeable
  variety of cultures
  benefitted
  played a major role
  helped indirectly - 4
  just positive - 2
  it helps - 4
ASPECTS OF LIFESTYLE AFFECTED

Understanding of others - 6
Cultural awareness and
tolerance - 14
Appreciation for USA - 5
More world interest
World politics - 3
World history
World issues/events - 4
World evangelism
World vision
Learned to communicate - 3
More open-minded - 6
Broadened horizons - 6
Greater interest in affairs - 5
Political thinking - 3
Enjoys returning home - 3
More awareness - 5
Sees different viewpoints - 5
Shared eye-opening exp. - 8
General appreciation - 7
General knowledge
Desire to meet people - 4
Different lifestyles - 2
Confidence, outgoing
Advocacy
Values in more than dollars
Not as trusting
Discussion, conversation piece
Foundation
More simple life
Exposure
Take risks
Seeks out students abroad
More at ease with people
Spent time in Europe
Value-oriented
Enlightenment
Global perspective
Helped grow as a person
Became less sheltered
Less importance on material
things
Tries new things
Not as biased
Drawn to people with accents
View of world as one
Curiosity
Art history, architecture - 2
Maturity - 2
Financially self-reliant

No (no aspects affected) - 76
Interaction with other
cultures & religions - 29
Appreciation for arts - 26
Reading mat./magazines - 20
Travel - 19
Appreciation for theatre - 10
Occupation - 7
Still have contacts - 6
Taste for music - 6
Husband/wife - 5
Literature - 5
Tastes in food - 7
Eating habits/cooking - 4
Hosted exchange students - 4
Made friends in program - 4
Joined Peace Corps - 2
Respect for natural res. - 2
Energy policy
Reduction in consumption
Living in less space
Did volunteer work with
exchange program
Moved out of big city - 3
Keeps up with media/
current events - 4
More tentative with media
More out there than Indiana
Lived abroad
Business activities
Helped in graduate study
Taught Indians
Teaches a foreign language
Added an English major
Learned foreign language - 5
Uses French and other
background
Child care/nanny - 2
Beer-drinking habits
Drinks tea with milk now
Friendship family
Letters
Writing expanded
Impressed employers
Pan Am Games
Cars
Leisure Sales
Hobbies
Knowledge of geography - 2
Relates to native people
Get along better with people
Personality
Teaching styles - 2
Entertainment
Appreciation for status of
women
Liberality
Independence - 2
More informed
People learn new ideas
Different way of life
Changed emotionally
View of materialism
Solidified faith in God
ASPECTS OF PERSONALITY AFFECTED

No (No aspects affected) - 82
Open-mindedness - 51
Independence - 39
Out-going - 34
Self-confidence - 28
Openness to others - 16
Tolerance of other cultures - 17
Awareness - 10
Adventurous - 7
Appreciation for others - 7
Outlook on life - 6
Broadened horizons - 6
Understanding of differences - 9
Patience - 5
Friendships - 4
Worldliness - 4
Communication skills - 3
Self-esteem - 3
More enjoyment of life - 3
Perceptions broadened outside Indiana - 3
Appreciation for USA - 3
Love of theatre - 3
Well-roundedness - 3
Sensitivity - 3
More knowledge - 3
Curiosity - 3
Maturity - 3
More accepting - 2
More world conscious - 2
Socially comfortable - 2
Risk-taking - 2
Confidence in travel - 2
Not as critical - 2
Assertiveness - 2
Personal growth
More competent
Appreciation for art
Less prejudice
Self-reliant
Easier to meet people
Interest in world affairs
Less materialistic
More compassionate
More cautious
Became an over-achiever
Laughs more easily

More grateful
Spirituality
Family cohesiveness
More willing
Braver
Changed career goals
Family history
Taste in music
More literate
More eager
Open to change
Continues to grow
Can see other points of view
More relaxed
Deals better with people
Gained interpersonal skills
Appreciation for what you have
More philosophical
More personable, made friends
More interaction with people
Changed political and cultural views
Less demanding and judgemental
Desire to travel
Inquisitive
Intellectual
Self-secure
Not so rude
Not as shy
Less afraid of other cultures
A different person
Sees how large the world is
Stronger
More opportunities with cultures
Interesting conversations
More aggressive
Continued learning
Flexibility
Better attitude
Enjoys different cultures
Perseverance
Confidence in abilities
Accomplishments
More patriotic
Curiosity
ADVICE FOR STUDENTS

Go now; go for it - 115
Go w/ open heart & mind - 2
Go even if you're homesick
Go regardless of studies - 3
Go in a minute
Everyone should go
Evaluate loss if no go
Just do it - 22
Do it for yourself
Do as much as you can
Would encourage them - 6
Never pass up
Seize the moment
Don't be afraid to leave
It can't hurt
It's fun - 6
You can't go wrong
You can't lose anything
They'd be better off
Take advantage - 4
You'd be stupid not to
Best thing you can do - 5
You only live once
Don't think twice - 3
Do it before you're too old
Great opportunity - 14
Their only chance - 12
Once in a lifetime opp. - 32
Great experience - 17
exp. never forgot - 5
invaluable exp. - 5
personal growth exp.
incredible exp. - 2
best exp. at BSU
fantastic
broadening exp. - 2
rare exp. - 4
interesting
practical
hands-on exp.
growing exp.
priceless exp.

Financial
Save your money - 7
Look at checkbook first
Worth every penny - 8
Afford to do it - 7
Go because of cost 2
Cheapest way to go - 3
Work with financial prob.

Characteristics gained:
Made more open-minded - 3
Learn outside classroom
Culture shock
Broadens horizons - 5
Helped with language - 2
Enlightenment - 2
Meet people
Business opportunities
Better understanding
Different perspective
Appreciation of USA
Individuality
Evaluation of career choice
Independence
Understanding of culture - 3
Builds memories
Builds professionalism
More appreciation - 3
Widens knowledge
Learn more about our country

General advice:
Now's the time before career
Talk to someone who has gone
Look at the benefits
It's good to be a foreigner
Know why; be sure about it
Tomorrow things will change
It will change your life - 2
Key time in life
Ask what's in your future
Be open to change
Don't prepare too much
World is getting smaller - 2
Wait till senior year
Do it junior year
Improve yourself
Plan ahead
Be willing to learn
Compare countries
Helps you grow up - 2
Don't go if not willing to
see other cultures
Take a camera
Study about where you are
Take all opportunities U can
Be open to new things
Keep an open mind
Will affect you forever
Has an impact on your life
Push for it
Absorb everything
You won't regret it
Wait a couple of years so
that you appreciate it more

Other comments:
It opens eyes - 3
Worth the risks
Worth the effort
Worth everything
Very beneficial - 3
Remember for a lifetime
Nothing like it
Expose yourself
Positive, be glad you did it
There's a lot of world
Enjoyable time there
USA freedom taken for
    granted
It's a different world
Harder to do when older
It's a good time
Helps to meet changes and
    challenges
Consider that companies are
    becoming more global
BIBLIOGRAPHY


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&

  Mr. John Taylor

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