

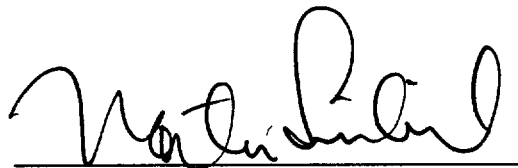
A Qualitative Assessment of Study Abroad
as an Investment

An Honors Thesis (HONRS 499)

by

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A handwritten signature in cursive script, reading "Martin Limbird", is written above a horizontal line.

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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 your 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

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

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.

PROGRAMS REPRESENTED

London Centre	329	78.5%
ISEP	24	5.7%
Mexico	15	3.6%
Far East Exchange	11	2.6%
Ed-El O	9	
Westminster	8	
Spain	8	
Costa Rica	2	
Vienna	1	
Chichester	1	
Anthropology Studies	1	
other	4	

MAJORS REPRESENTED

COLLEGE OF SCIENCE AND
HUMANITIES

Interdepartmental Programs	2
Anthropology	3
Biology	10
Chemistry	0
Computer Science	3
Criminology	3
English	13
Geography	0
Geology	0
History	12
Interpersonal Rel.	1
Journalism	21
Math Sciences	4
Modern Languages	
French	16
German	6
Latin	1
Spanish	17
Natural Resources	8
Philosophy	
Religious Stu.	1
Physics/Astronomy	0
Physiology/Health	0
Political Science	10
Psychological Sci.	10
Social Work	9
Sociology	7
Speech Communication	4
Speech Pathology	11
Telecommunications	12
Liberal Arts	1
Social Sciences	8

COLLEGE OF BUSINESS

Accounting	18
Business Ed. and Office Adm.	22
Economics	2
Finance	2
Management	17
Marketing	17

TEACHERS COLLEGE	
Elementary Ed.	31
Special Ed.	18
Secondary Ed.	
Library Science	1

APPLIED SCIENCES AND TECHNOLOGY	
Home Economics	11
Dietetics	2
Fashion Merch.	1
Food Service Mngt.	1
Industry/Technology	6
Graphic Arts	3
Military Science	0
Nursing	8
Physical Education	4

FINE ARTS	
Art, Visual Comm.	21
Music	9
Theater & Dance	4

COLLEGE OF ARCHITECTURE AND PLANNING	
Architecture	3
Landscape Arch.	1
Urban Planning	3

OCCUPATIONS REPRESENTED

teacher	83	20.5%
director/management	47	11.6%
housewife	40	9.9%
sales	24	5.7%
business administration	23	5.7%
nurse/medicine	18	4.4%
attorney/law	13	3.2%
reporter/journalism	12	2.9%
computers	11	2.7%
speech path./audiology	10	2.5%
social work/psychology	10	2.5%
accounting	8	2.0%
science fields	7	1.7%
architecture	6	1.5%
librarian	6	1.5%
government worker	5	
writer/free lance	5	
production	4	
real estate	4	
priests/religious	3	
farmer/agriculture	2	
other	49	12.1%
graduate student	8	
unemployed	4	
self-employed	2	
retired	1	

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
worldy
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

No (no aspects affected) - 76	Understanding of others - 6
Interaction with other	Cultural awareness and
cultures & religions - 29	tolerance - 14
Appreciation for arts - 26	Appreciation for USA - 5
Reading mat./magazines - 20	More world interest
Travel - 19	World politics - 3
Appreciation for theatre - 10	World history
Occupation - 7	World issues/events - 4
Still have contacts - 6	World evangelism
Taste for music - 6	World vision
Husband/wife - 5	Learned to communicate - 3
Literature - 5	More open-minded - 6
Tastes in food - 7	Broadened horizons - 6
Eating habits/cooking - 4	Greater interest in affairs -5
Hosted exchange students - 4	Political thinkings - 3
Made friends in program - 4	Enjoys returning home - 3
Joined Peace Corps -2	More awareness - 5
Respect for natural res. - 2	Sees different viewpoints - 5
Energy policy	Shared eye-opening exp. - 8
Reduction in consumption	General appreciation - 7
Living in less space	General knowledge
Did volunteer work with	Desire to meet people - 4
exchange program	Different lifestyles - 2
Moved out of big city - 3	Confidence, outgoing
Keeps up with media/	Advocacy
current events - 4	Values in more than dollars
More tentative with media	Not as trusting
More out there than Indiana	Discussion; conversation piece
Lived abroad	Foundation
Business activities	More simple life
Helped in graduate study	Exposure
Taught indians	Take risks
Teaches a foreign language	Seeks out students abroad
Added an English major	More at ease with people
Learned foreign language - 5	Spent time in Europe
Uses French and other	Value-oriented
background	Enlightenment
Child care/nanny - 2	Global perspective
Beer-drinking habits	Helped grow as a person
Drinks tea with milk now	Became less sheltered
Friendship family	Less importance on material
Letters	things
Writing expanded	Tries new things
Impressed employers	Not as biased
Pan Am Games	Drawn to people with accents
Cars	View of world as one
Leisure Sales	Curiosity
Hobbies	Art history, architecture - 2
Knowledge of geography - 2	Maturity - 2
Relates to native people	Financially self-reliant

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	More grateful
Open-mindedness - 51	Spirituality
Independence - 39	Family cohesiveness
Out-going - 34	More willing
Self-confidence - 28	Braver
Openness to others - 16	Changed career goals
Tolerance of other	Family history
cultures - 17	Taste in music
Awareness - 10	More literate
Adventurous - 7	More eager
Appreciation for others - 7	Open to change
Outlook on life - 6	Continues to grow
Broadened horizons - 6	Can see other points of view
Understanding of	More relaxed
differences - 9	Deals better with people
Patience - 5	Gained interpersonal skills
Friendships - 4	Appreciation for what you have
Worldliness - 4	More philosophical
Communication skills - 3	More personable, made friends
Self-esteem - 3	More interaction with people
More enjoyment of life - 3	Changed political and cultural
Perceptions broadened outside	views
Indiana - 3	Less demanding and judgemental
Appreciation for USA - 3	Desire to travel
Love of theatre - 3	Inquisitive
Well-roundedness - 3	Intellectual
Sensitivity - 3	Self-secure
More knowledge - 3	Not so rude
Curiosity - 3	Not as shy
Maturity - 3	Less afraid of other cultures
More accepting - 2	A different person
More world conscious - 2	Sees how large the world is
Socially comfortable - 2	Stronger
Risk-taking - 2	More opportunities with
Confidence in travel - 2	cultures
Not as critical - 2	Interesting conversations
Assertiveness - 2	More aggressive
Personal growth	Continued learning
More competent	Flexibility
Appreciation for art	Better attitude
Less prejudice	Enjoys different cultures
Self-reliant	Perseverance
Easier to meet people	Confidence in abilities
Interest in world affairs	Accomplishments
Less materialistic	More patriotic
More compassionate	Curiosity
More cautious	
Became an over-achiever	
Laughs more easily	

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

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