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Insight into Illinois Wesleyan University Study Abroad

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Spring 2003

Insight into Illinois Wesleyan University Study Abroad

This paper presents the results of a research into the reasons why students do and do not study abroad during their years at Illinois Wesleyan University (IWU). After establishing the importance of the research question, the paper continues with a description of a survey of IWU students conducted in Spring 2003. Presentation and analysis of the results follow. The paper concludes with a discussion of potential policy changes that could lead to an increase in the number of IWU students who study abroad in the future.

Introduction and Literature Review

The benefits of studying abroad are abundant. Such experiences open the mind to new concepts and ideas, increase self-reliance, improve knowledge of the world, enrich the educational experience, allow a better understanding of one's self, and provide invaluable lessons that lead to the rejection of commonly held stereotypes. In addition, studying abroad aids in the acquisition of new friends from other countries and provides a view of the United States from a different perspective. Alice K. Swinger, an expert on international education from Wright State University in Dayton, Ohio, gives additional insight into the benefits of studying abroad: "Experience in a culture different from one's own increases one's ability to accept people with different points of view," adding that through the discovery of art and architecture, "knowledge and appreciation of human diversity in both ordinary and artistic endeavors" is increased (Swinger 1985, 9).

Not only do those who study abroad benefit, they also contribute to intercultural understanding. As Swinger explains, "Each person who spends time abroad has many opportunities to share knowledge and broaden the understanding of people who may never travel beyond their own neighborhoods". Furthermore, she adds that "[m]onolingualism in a

multicultural world is a handicap. Individuals who speak and write other languages serve as bridges across linguistic and cultural barriers. Travel provides opportunities to practice a foreign language to increase fluency". Finally, Swinger notes: "In a world of increasing international relations, travel can enhance a variety of career possibilities. Firsthand experiences in different cultures and the ability to communicate effectively with people of different cultures are marketable assets" (Swinger 1985, 9).

Specific to Illinois Wesleyan, studying abroad permits each student to earn course credits, allows IWU to become more competitive in national rankings, and also helps to burst the now-infamous "IWU bubble," discussed in IWU's most recent self-study for reaccreditation (Gardner 2002, 173-175). Many IWU faculty members agree that more students should study abroad. For example, during her 2003 Honors Day Convocation speech entitled, "The Paths that Lead," Dr. Carolyn Nadeau, Associate Professor of Hispanic Studies, stressed the importance of studying abroad. As an avid supporter of study abroad, Dr. Nadeau highly recommended the experience to all students, emphasizing the eye-opening and life-altering changes that arise from the experience (Nadeau 2003). As Dr. Nadeau stated in her speech, "Our mission statement holds that we want Illinois Wesleyan to reflect the ethnic, racial, and cultural diversity of the world. We also agree that we are still far from this mark and while we continue to make efforts to accomplish living in diversity, the second best way to make campus more diverse is for students to go out and greet that diversity themselves by traveling and studying in other parts of the world" (Nadeau 2003). I herald the words of Dr. Nadeau, as studying abroad is an excellent way to bring a greater appreciation for diversity to the campus.

History of Study Abroad at IWU

During her 2003 Honors Day speech, Dr. Nadeau, the third Director of IWU's Study Abroad Office from 1998-2000, gave the history of study abroad at Illinois Wesleyan, from its humble beginnings with very few students in the early 1950's, to its current status 50 years later with nearly 100 students going abroad each year. The establishment of an official IWU Study Abroad Office in the mid-1990's was a crucial step for the expansion of study abroad at IWU. A faculty member was given release time from teaching to be part-time Director of the Study Abroad Office. By January 2000, study abroad had become a large enough responsibility to warrant the need of a full-time Director, with a part-time secretary. In Fall 2001, the Study Abroad Office became the International Office after the director assumed responsibility for international student advising as well, and secretarial support was increased to full-time. Growing out of its original space in a classroom-faculty office building, the International Office was moved to a much larger office in the Memorial Center in 2002.

Study Abroad Trends Nationally and at IWU

According to Open Doors, the annual report on international education published by the Institute of International Education (IIE), the number of U.S. college students receiving credit for study abroad in 2000-2001 increased 7.4% from 1999-2000, reaching a record total of 154,168. Results of a new IIE online survey also indicated that in the year since September 11th, 2001, study abroad is more popular than ever among U.S. students, with 45% of campus professionals reporting increases in the number of their students studying abroad in fall 2002 (Open Doors 2002c).

This trend is also observed at Illinois Wesleyan. According to the IWU International Office, study abroad participants (i.e., students who have studied off-campus for a semester)

have steadily increased for the past eight years. Thirty-one students studied abroad during the 1995-1996 school year, followed by 48 (96/97), 55 (97/98), 61 (98/99), 86 (99/00), 79 (00/01), 96 (01/02), and 98 (02/03) (IWU International Office 2003). With the exception of a slight drop in 2000-2001 from the previous year, after which the total rebounded the following year to a new high, the number of students that leave the IWU campus for a semester abroad has shown a steady increase. These trends indicate that studying abroad is becoming an ever-more important part of student life at IWU.

Open Doors 2002 also reported that the 7.4% increase in U.S. students abroad in academic year 2000-2001 followed four years of double-digit growth--11% in 1996-1997, followed by increases of 15% (97/98), 14% (98/99), and 11% (99/00), an overall increase of nearly 62% in the number of students studying abroad in the past five years. Since 1991-1992, the number of students studying abroad has more than doubled (from 71,154 to 154,168, an increase of 116%). "Some feared that in the wake of 9/11 young Americans would shrink from international experiences, and pursue only domestic options. But as the new Open Doors report showed, more students are studying abroad than ever before, a sign that young Americans clearly recognize the crucial role they will play in leading our nation into a world even more connected than it is today," stated Patricia Harrison, Assistant Secretary for Educational and Cultural Affairs at the State Department (Open Doors 2002c). Figures cited earlier demonstrate that IWU has followed this trend as well.

IWU and Study Abroad Rankings

Among the many reports published by Open Doors, two are of particular interest to this study: (1) a yearly list of leading institutions by total number of study abroad students (Open Doors, 2002a); and (2) a yearly list of leading institutions by estimated participation in study

abroad, taking into account the total number of degrees conferred in comparison to the number of students that study abroad in a given year (Open Doors, 2002b). Both lists include not only international semester-long study abroad, but also travel courses, similar to IWU's May term. These tables appear as Tables 1 and 2 on the following pages.

Table 1 ranks the top 20 baccalaureate institutions for 2000-2001 by the total number of students studying abroad. Saint Olaf College and the College of Saint Benedict/Saint John's University top the list, with 660 and 657 students studying abroad from each, respectively. Closing out the list at number 20 is Union College with 332 students going abroad. Far from its modest and strikingly recent beginnings, Illinois Wesleyan had 301 students study abroad during the 2000-2001 school year, including those on international May Term travel courses. Although steadily approaching the raw numbers of students studying abroad compared to schools listed in the rankings, examining the data in other ways shows that IWU has a long road ahead of it and must strive for improvement in the numbers of students that study abroad.

Table 2 ranks the top 20 baccalaureate institutions by estimated participation in study abroad. St. John's University ranks first, with the ratio of students studying abroad to the number of degrees conferred at 140% (estimated participation may exceed 100% of conferred degrees if students enroll for multiple sojourns during their college experience). Rounding out the list at number 20 is Central College, of Pella, Iowa, an IWU affiliate, at 74%. In terms of this list, IWU needs a great deal more improvement if it is to become a leader in study abroad. Although appearing very competitive to other schools in academic year 2000-2001, that year was not a good reflection of trends at IWU. In 2000-2001, the IWU ratio reflects a small graduating class and a large number of study abroad students. However, in 1999-2000, IWU had 234 students study abroad with 512 degrees conferred, a ratio of 46%. Then, in 2001-2002, IWU had

Table 1

**Leading Institutions by Total Number of Study Abroad Students:
Top 20 Baccalaureate Institutions, 2000-2001**

Rank	Institution	City	State	Study Abroad Students
1	Saint Olaf College	Northfield	MN	660
2	College of Saint Benedict/Saint John's University	St. Joseph/Collegeville	MN	657
3	Colgate University	Hamilton	NY	503
4	DePauw University	Greencastle	IN	491
5	Lafayette College	Easton	PA	420
6	Messiah College	Grantham	PA	403
7	Middlebury College	Middlebury	VT	402
8	Gustavus Adolphus College	St. Peter	MN	397
9	Wesleyan University	Middletown	CT	374
10	Colby College	Waterville	ME	365
11	Bates College	Lewiston	ME	362
12	Bucknell University	Lewisburg	PA	359
13	Smith College	Northampton	MA	358
14	Colorado College	Colorado Springs	CO	357
15	Austin College	Sherman	TX	345
16	Dickinson College	Carlisle	PA	342
17	Carleton College	Northfield	MN	342
18	Wellesley College	Wellesley	MA	342
19	Concordia College - Moorhead	Morehead	MN	337
20	Union College	Schenectady	NY	332
??	<i>Illinois Wesleyan University</i>	<i>Bloomington</i>	<i>IL</i>	<i>301</i>

Table 2

**Leading Institutions by Estimated Participation in Study Abroad:
Top 20 Baccalaureate Institutions, 2000-2001**

Rank	Institution	City	State	Study Abroad Students	Total Number of Degrees Conferred	Estimated % Participation in Study Abroad
1	College of St. Benedict/ Saint John's University	St. Joseph/Collegeville	MN	657	466	140.99
2	Antioch University	Yellow Springs	OH	131	100	131
3	Wofford College	Spartanburg	SC	279	253	110.28
4	Kalamazoo College	Kalamazoo	MI	317	299	106.02
5	Saint Olaf College	Northfield	MN	660	670	98.5
6	Goshen College	Goshen	IN	219	223	98.2
7	Austin College	Sherman	TX	345	352	98.0
8	DePauw University	Greencastle	IN	491	506	97.0
9	Principia College	Elsah	IL	112	121	92.6
10	Centre College	Danville	KY	202	236	85.6
11	Earlham College	Richmond	IN	219	259	84.6
12	Dickinson College	Carlisle	PA	342	410	93.4
13	Lafayette College	Easton	PA	420	518	81.1
14	Carleton College	Northfield	MN	342	425	80.5
15	Bates College	Lewiston	ME	362	467	77.5
16	Berea College	Berea	KY	194	253	76.7
17	Colby College	Waterville	ME	365	478	76.4
18	Colgate University	Hamilton	NY	503	663	75.9
19	Hartwick College	Oneonta	NY	220	294	74.8
20	Central College	Pella	IA	148	200	74.0
??	<i>Illinois Wesleyan University</i>	<i>Bloomington</i>	<i>IL</i>	<i>301</i>	<i>431</i>	<i>69.8</i>

Note: Estimated participation may exceed 100% of conferred degrees if students enroll for multiple sojourns during their college experience.

244 students study abroad with 428 degrees conferred, a ratio of 57%. Hence, over the three years from 1999-2000 through 2001-2002, IWU's average was 58%. Although IWU is closer to attaining a ranking in Table 1, Table 2 is a better assessment of a school's dedication and commitment to study abroad. The consideration of campus population seems to be a better reflection of its study abroad rates, and IWU has a long way to go to achieve a top 20 ranking.

Additional Study Abroad Research

In addition to the statistical trends cited earlier, several academic papers on study abroad provide background for my research. For example, in her doctoral thesis, Dr. Christina Isabelli-García, IWU Assistant Professor of Hispanic Studies, added to previous work by Brecht and Robinson (1993) and Brecht, Davidson, and Ginsberg (1993), which found that study abroad is an effective context for undergraduate students to learn to speak Russian compared to on-campus classroom learning (Isabelli-García in press). This work is a great example of the advantages gained from a study abroad experience.

Another previous study determined who typically studies abroad, and who does not. The researchers found that, "By discipline, the highest proportion [of students] comes from the liberal arts (18%), languages (16.7%), social studies (13.7%), and business and management (10.9%). Least represented are education (4.1%), physical and life sciences (3.8%), health sciences (1.7%), engineering (1.6%), and mathematics and computer sciences (1.3%)" (Zikopoulos 1988). This data will later be compared to the findings from my study.

Additionally, research has indicated some challenging experiences that students encounter while abroad. According to a student respondent indicated in Dr. Isabelli's thesis, "I'm glad I did it [study abroad] but I wish it would have been easier to meet people from [the] University, so we can feel more like a part of the community" (Isabelli-García in press).

Finally, another study determined reasons that students study abroad. It found that, “American participants in a study-abroad program listed as their predominant motivations the desire to travel, to experience a new culture, to improve their skills in a foreign language, to gain another perspective on American life, and to obtain a deeper understanding of their host countries” (Carlson, Burn, Useem, and Yachimowicz 1990).

Purpose and Importance of My Research

The life-lessons gained from studying abroad are indeed abundant, as documented in the literature and as I learned from first-hand experience in Granada, Spain in Spring 2002. Studying abroad was one of the highlights of my IWU education, and I wish that a majority of IWU students would be able to study abroad as well. Yet despite the many benefits of studying abroad for at least a semester, most IWU students currently do not choose to do so, and there have been no prior studies conducted to determine why. Guided by findings from the literature as well as my interest in factors that have not been researched in prior studies, this project attempts to analyze the factors behind IWU students’ choices about study abroad.

The results of this study will directly benefit the IWU International Office, enlightening it to currently unknown study abroad trends and perceptions. The findings can be used to improve services including, but not limited to advertising, increased cooperation with academic departments, and better communication with students. As a long-term goal, I hope that changes brought about by my research will lead to an increase in the number of IWU students that study abroad.

Description of the Survey

My research focused on three key areas: demographics, perceptions, and experiences of IWU students who do and do not study abroad.

Demographic Variables

The first part of the survey collected demographic data on respondents. I was interested to see if there was any relationship between gender and the decision to study abroad.

Additionally, I wished to determine if there was a greater amount of whites than ALANA (Asian-Latino-African-Native American) or international students who study abroad, as well as to determine study abroad trends among students from urban, suburban, and rural areas. Finally, I hoped to see trends in major(s)/minor(s) and study abroad as well and to compare my findings to prior research in this area.

Perception Variables

I was also interested in whether those who had studied abroad would have a better and more realistic view of study abroad than those who had not studied abroad. Considering this, I wanted to determine whether students who had studied abroad would have a better idea than students who had not studied abroad about the percentage of students that study abroad from IWU as well as how that percentage compares to other colleges. Other questions asked students' perceptions of the effectiveness of various methods that are currently or might be used to influence students to study abroad. Additionally, I inquired whether the students who had studied abroad would have a better understanding of the terms "hybrid program" and "island program" than of those students who had not studied abroad.

Experiential Variables

I wondered what benefits students could identify from studying abroad and what hurdles they would report that they had to surmount before they could study abroad. Finally, I wanted to determine how students who had not studied abroad felt about their decision in retrospect and how many of that group would now actually wish that they had done so.

Design and Methodology

To investigate my research topic, I chose to use survey methodology. Drawing on my skills as a Computer Science major, I conducted an anonymous internet-based survey at IWU in March 2003. It was open to all students, including those who had and had not studied abroad.

I decided to do a self-selection sample, allowing students to choose whether or not to take the survey. To do this, I publicized the study strictly by personal email correspondence, through various campus listserves, and with a link from the Campus Pipeline homepage. In accordance with my Environmental Studies minor, I did not use any paper in the publicity process.

For the purposes of the study, I clarified that the IWU London Program, as well as domestic off-campus study programs (e.g., American University in Washington, D.C., Biosphere II program in Arizona) were considered to be study abroad, whereas a May term travel course was not considered to be study abroad. I decided not to classify May term travel as study abroad due to the nature of the courses. Such courses rarely travel abroad for over 3 weeks' time, with many remaining abroad for only 2 weeks. Although much can be learned in this short time-span, the real effects of living independently in another country, without fellow classmates, professors, and the comforts of home, as is the case in a semester of study abroad, can simply not be imitated in such an experience.¹

In terms of completing the survey, students first encountered an initial page with only one question (see Appendix 1). Each respondent was asked to choose the response that most reflected his or her experience with study abroad at IWU, based on the following options:

¹ As noted earlier, May term (or an equivalent) is considered to be study abroad in Tables 1 and 2 that compare IWU to other institutions.

1. Had studied abroad.
2. Had not studied abroad, but definitely planned to.
3. Had not studied abroad, but was considering studying abroad.
4. Undecided about studying abroad.
5. Did not plan to study abroad.

Following the selection, a new browser window opened with the full survey. Unbeknownst to the student, the particular survey that popped up was actually one of five separate instruments, based on the selection chosen from the initial page. Each of these five surveys was tailored to the study abroad experience of the student, so as to ask appropriate questions, as well as to use the correct verb tenses. Although each survey was different, many of the questions throughout each survey were the same. Each student's gender, current year in school, major(s), minor(s), ethnicity, and hometown characterization were obtained for demographics. In addition, each student was asked a series of questions to obtain their perceptions of study abroad at IWU. These questions included asking what percentage of IWU students the respondent thought studied abroad for at least a semester; how respondents thought that this percentage compared to the national average; how they thought students could be encouraged to study abroad; and in what ways the International Office or other IWU offices could go about encouraging students to study abroad. Respondents were also asked a terminology question to gauge whether they knew the difference between "hybrid programs"² and "island programs,"³ two terms that are often used

² Hybrid Program- "A program that facilitates participation of US students in the educational system of the host country." It is also known as an "integrated" program. (NAFSA 1997, 280)

³ Island Program- "A program designed by your campus to allow students to take courses they need from the campus curriculum while abroad. It is, by definition, set up to offer a wide variety of courses that fulfill general home-campus degree requirements. These also offer home-campus-like studies in a foreign setting, which are largely separate from foreign institutions. It is also commonly referred to as a "branch or "unintegrated" program. (NAFSA, 1997, 283)

to differentiate the degree of independence from the home institution that a study-abroad participant may experience. I also included areas on some questions to allow students to write in additional thoughts that may not have been expressed in the options available. Further detail on these responses will be provided later.

Following these demographic and perception questions, each survey became tailored to the student. Those who had studied abroad were asked many questions based on their individual experiences abroad (see Appendix 2). The students who definitely planned to study abroad were asked similar questions, since they would be going abroad soon (see Appendix 3). Those who were considering or undecided were each asked questions of a similar nature (see Appendices 4 and 5, respectively). Finally, those who did not plan to study abroad were asked questions tailored to their decision to not study abroad (see Appendix 6).

After completing the survey, each respondent clicked the submit button, which emailed the results to me. After conducting the survey, all the data was entered into five separate Excel spreadsheets, which were later imported into SPSS. In SPSS, frequency distributions and Chi-square tests were used to analyze the data.

Results

During the 5-day administration of the survey, 516 students, or 25% of the 2,045 students enrolled at IWU in Spring 2003, responded.

Demographics

As seen in Table 3, almost three-quarters of the respondents were female. Each class was represented fairly equally, with approximately one-quarter of the respondents comprising each class. The ethnicity of the respondents was overwhelmingly white. Finally, the majority of respondents were from suburban areas.

Table 3

Distribution of all Illinois Wesleyan University student respondents according to some demographics characteristics (n = 515)

Factor	Number	Percent
Gender (missing = 6)		
Female	365	71.7
Male	144	28.3
Year in School (missing = 23)		
Freshman	135	27.4
Sophomore	117	23.8
Junior	124	25.2
Senior	114	23.2
Senior +	2	0.4
Ethnicity		
White	455	88.3
ALANA	44	8.5
International Student	16	3.1
Town Characterization		
Suburban	323	62.7
Rural	129	25.0
Urban	63	12.2

Table 4

Study abroad experiences (n=515)

Study Abroad Experience	Number	Percent
Did study abroad	91	17.7
Definitely planned to study abroad	103	20.0
Considering studying abroad	77	15.0
Undecided about studying abroad	46	9.0
Do not plan to study abroad	198	38.3

As shown in Table 4, 17.7% of all respondents had already studied abroad, with another 20% who definitely planned to study abroad. Fifteen percent were considering studying abroad and 9% were still undecided. Finally, 38% did not plan to study abroad.

Majors, divided by division/school, and their respective study abroad experience are shown in Table 5. A majority of the respondents who study abroad were found to come from the social sciences and humanities. Additionally, approximately 80% of the respondents majoring in interdisciplinary studies did or will study abroad. However, of the 34 interdisciplinary studies respondents, 25 were international studies majors who are highly encouraged to study abroad, given the nature of the major. This fact accounts for the high percentage of interdisciplinary majors that study abroad. Another interesting characteristic was the large amount of natural science students who do not plan to study abroad (43.6%), in comparison to those who do (27.4%). This feature will be viewed in more depth in Table 6. Finally, there appeared to be a major factor preventing nursing students from studying abroad, as 80% did not plan to study abroad, a much higher percentage than of any other division. In addition, the results of this question are strikingly similar to the results obtained in the prior study by Zikopoulos, mentioned in the literature review.

A more in-depth breakdown of student majors, including double or triple majors, and their study abroad experiences, is shown in Table 6. Beginning with a closer look at the natural science majors, it becomes clear that in only two (Physics and Psychology) of the six majors do more students among survey respondents study abroad than do not study abroad. Specific majors in which a majority of respondents do not study abroad are Biology, Chemistry, Computer Science, and Mathematics, with 53.8%, 50%, 61.9%, and 45.0% not studying abroad, respectively. Other majors that have 50% or more of students not planning to study abroad

Table 5**Majors, by Division/School, and their respective study abroad experience (n=664)**

Major Category (n = 664)	Frequency	Percent of Respondents	Did/Will Study Abroad	Unsure about Studying Abroad	Will Not Study Abroad
Natural Sciences	179	27.0	49 (27.4%)	52 (29.1%)	78 (43.6%)
Social Sciences	134	20.2	65 (48.5%)	16 (11.9%)	53 (39.6%)
Business/Economics	106	16.0	39 (36.8%)	28 (26.4%)	39 (36.8%)
Humanities	92	13.9	58 (63.0%)	13 (14.1%)	21 (22.8%)
Fine Arts	69	10.4	23 (33.3%)	21 (30.4%)	25 (36.2%)
Interdisciplinary Studies	34	5.1	27 (79.4%)	2 (5.9%)	5 (14.7%)
Undecided	30	4.5	7 (23.3%)	19 (63.3%)	4 (13.3%)
Nursing	20	3.0	2 (10%)	2 (10%)	16 (80%)

Note: n is larger than the total number of respondents (515) due to the presence of many double or even triple majors.

Table 6

Breakdown of respondents, by specific major (n=664)*
***taking double/triple majors into account**

Major (n = 664)	Frequency	Percent of Respondents	Did/Will Study Abroad	Unsure about Studying Abroad	Will Not Study Abroad
Undecided	30	4.5	7 (23.3%)	19 (63.3%)	4 (13.3%)
Accounting	20	3.0	3 (15%)	3 (15%)	14 (70%)
American Studies	2	0.3	0 (0%)	0 (0%)	2 (100%)
Anthropology	3	0.5	2 (66.7%)	1 (33.3%)	0 (0%)
Art	13	2.0	8 (61.5%)	3 (23.1%)	2 (15.4%)
Biology	52	7.8	10 (19.2%)	14 (26.9%)	28 (53.8%)
Business Administration	50	7.5	17 (34%)	17 (34%)	16 (32%)
Chemistry	14	2.1	4 (28.6%)	3 (21.4%)	7 (50%)
Computer Science	21	3.2	5 (23.8%)	3 (14.3%)	13 (61.9%)
Economics	23	3.5	7 (30.4%)	8 (34.8%)	8 (34.8%)
Educational Studies	41	6.2	10 (24.4%)	5 (12.2%)	26 (63.4%)
English	49	7.4	26 (53.1%)	9 (18.4%)	14 (28.6%)
Environmental Studies	5	0.8	3 (60%)	1 (20%)	1 (20%)
French	10	1.5	9 (90%)	1 (10%)	0 (0%)
Greek & Roman Studies	1	0.2	0 (0%)	0 (0%)	1 (100%)
History	35	5.3	17 (48.6%)	5 (14.3%)	13 (37.1%)
International Business	13	0.2	12 (92.3%)	0 (0%)	1 (7.7%)
International Studies	25	3.8	22 (88%)	1 (4%)	2 (8%)
Mathematics	20	3.0	5 (25%)	6 (30%)	9 (45%)
Music	42	6.3	5 (11.9%)	16 (38.1%)	21 (50%)
Music Theatre	1	0.2	0 (0%)	0 (0%)	1 (100%)
Nursing	20	3.0	2 (10%)	2 (10%)	16 (80%)
Philosophy	10	1.5	3 (30%)	2 (20%)	5 (50%)
Physics	14	2.1	4 (28.6%)	7 (50%)	3 (21.4%)
Political Science	37	5.6	23 (62.2%)	4 (10.8%)	10 (27%)
Psychology	58	8.7	21 (36.2%)	19 (32.8%)	18 (31%)
Religion	2	0.3	1 (50%)	0 (0%)	1 (50%)
Sociology	18	2.7	13 (72.2%)	1 (5.6%)	4 (22.2%)
Spanish (Hispanic Studies)	20	3.0	19 (95%)	1 (5%)	0 (0%)
Theatre Arts	13	2.0	10 (76.9%)	2 (15.4%)	1 (7.7%)
Women's Studies	1	0.2	1 (100%)	0 (0%)	0 (0%)
Other	1	0.2	1 (100%)	0 (0%)	0 (0%)

include Accounting with 14 students or 70%, American Studies with 2 students or 100%, Educational Studies with 26 students or 63.4%, Greek and Roman Studies with 1 student or 100%, Music with 21 students or 50%, Music Theatre with 1 student or 100%, Philosophy with 5 students or 50%, and Religion with 1 student or 50%. The number of majors in several of these fields is small, however, and the large percentages in some cases are no doubt due to those small numbers.

Perceptions

All respondents were asked what they thought would most influence students to study abroad. As shown in Table 7, an overwhelming 85.4% of respondents agreed that flexibility in the major program would influence students to study abroad. Respondents also felt that more financial aid/special scholarships (71.7%), encouragement from advisors (68.7%), and encouragement to study abroad during sophomore year (54.6%) were important influences for study abroad. Other suggestions included encouragement from non-advisor faculty members (46%), recommendations from advisors (44.9%), internships offered from alumni abroad (43.7%), study abroad guest speakers in classrooms (43.3%), more study abroad publicity (42.5%), study abroad information presented in class (39.8%), easier application procedures (36.5%), more word of mouth (35.5%), class registration priority (31.5%), recommendations from non-advisor faculty members (30.9%), study abroad sites in additional locations (26.8%), and panel discussions held by past study abroaders (21.7%). Respondents had many additional thoughts that provide insight, and I have selected those that I feel are most important:

- “Definitely need more publicity. The London Program is phenomenal for a first or only study abroad as a sophomore, but people need to really know that it's out there and that it IS/CAN BE applicable to them.”
- “Someone needs to help you plan your classes so you can still complete your major with study abroad.”

Table 7**How respondents believe students could most be influenced to study abroad (n=515)**

Characteristic	Number	Percent
Flexibility in the major program	440	85.4
More financial aid/special scholarships to study abroaders	369	71.7
Encouragement from advisors	354	68.7
Encouragement to study abroad during sophomore year	281	54.6
Encouragement from non-advisor faculty members	237	46.0
Recommendations from advisors	231	44.9
Internships offered from alumni abroad	225	43.7
Study abroad guest speakers in classrooms	223	43.3
More study abroad publicity	219	42.5
Study abroad info presented in class	205	39.8
Easier application procedures	188	36.5
More word of mouth	183	35.5
Class registration priority	162	31.5
Recommendations from non-advisor faculty members	159	30.9
Study abroad sites in additional locations	138	26.8
Panel discussions held by past study abroaders	112	21.7

- “It needs to be mandatory, and First Year Advisors need to help them plan it into their 4-year schedule.”
- “I think what is important is just letting people know they can do it, that’s all.”
- “Info Session during Fall Festival.”
- “More talking by faculty that it is possible to study abroad with any major, because I really didn’t think it would be possible with my majors.” (a Chemistry & Biology double major)
- “I think encouragement to study abroad during sophomore year would be huge. I wish someone had told me that. It’s a lot harder to work around getting the three hundred level classes than it is to fulfill gen-eds.”
- “More opportunities needed in different majors.” (a Mathematics & History double major)
- “Ways to make difficult majors work with study abroad stuff.” (a freshman Biology major)
- “Flexibility in the major is a BIG one.” (an English major)
- “Working with professors to get them to push the importance of study abroad in conjunction with the office.”
- “We don’t need more publicity, we just need assurance that we can study abroad and graduate on time.”
- “Guest speakers need to come into more of the intro-level classes. If there had been guest speakers in my classes my sophomore year instead of my junior year, I would have studied abroad.”

Next, respondents were asked their perception of the percent of students that study abroad from IWU. As shown in Table 8, a majority of respondents (72.3%) felt that the number was somewhere between 15% and 40%. The actual percent of students that study abroad from IWU compared to the number of diplomas granted averages 19%, with 86, or 16.8%, studying abroad in 1999-2000, compared to 512 graduates; 79, or 18.3%, studying abroad in 2000-2001, compared to 431 diplomas granted; and 96, compared to 428 graduates, or 22%, studying abroad in 2001-2002 (IWU International Office, 2003). It can also be deduced from Table 8 that 72% of students believe that 20% or more students study abroad from IWU. This shows that the average respondent predicted that a higher percentage of students study abroad from IWU than is actually the case.

Following the question posed to respondents from Table 8, they were then asked to compare this percent to other schools. As shown in Table 9, nearly 50% felt that IWU has a higher rate of participation in study abroad than do other schools. Another 30% believed that

Table 8

Perception of the percent of students that study abroad from IWU (n=515)

Characteristic	Number	Percent
Less than 15%	64	12.5
15%	80	15.5
20%	86	16.7
25%	58	11.3
30%	54	10.5
35%	38	7.4
40%	56	10.9
More than 40%	79	15.3

Table 9

Perception of how the previous percentages compare to other schools (n=515)

Characteristic	Number	Percent
Much Lower	10	1.9
Lower	71	13.8
About the Same	156	30.3
Higher	254	49.3
Much Higher	24	4.7

IWU is about the same in comparison to the rate of study abroad from other schools. In general, respondents as a whole exaggerated IWU's rate of participation relative to other institutions.

Of the students who did study abroad (n=91), respondents on average believed that approximately 20% of students study abroad. All other respondents (n=424) believed on average that 25% of students study abroad, showing that those who have not studied abroad are less accurate in estimating IWU's rate of participation in study abroad. Comparing this percent to other schools, the students who did study abroad believed on average that the number of students that study abroad from IWU is about the same as at other schools. In general, other respondents believed that the number of students that study abroad from IWU is higher than of other schools, again illustrating that students who have not studied abroad are less knowledgeable about IWU's study abroad participation.

Concerning the terminology question, only 12.7% of the 515 respondents knew the difference between a hybrid and island program. To further explore these results, I compared responses from those who studied abroad in comparison to all other respondents. Twenty-four of the 88 respondents who did study abroad, or 27.3%, understood the difference. Thirty-nine of the 409 respondents who did not study abroad, or 9.5%, understood the difference. This shows that the act of studying abroad assists in the understanding of these two terms, as those who studied abroad have a better understanding of such terms.

Experiential Variables

As shown in Table 10, all respondents, excluding those who did not plan to study abroad, were asked what their reasons or goals would be in studying abroad. Overwhelmingly, 93% of respondents stated that it would be to travel. Other very important reasons and goals included having fun (88.3%), learning about new cultures and peoples (85.2%), for self-growth (83.6%),

Table 10

Reasons/Goals for studying abroad (excluding those not planning to study abroad)

Characteristic	Number	Percent
To travel	295	93.1
To have fun	280	88.3
To learn about new cultures and peoples	270	85.2
For self-growth	265	83.6
For cultural immersion	241	76.0
For language improvement	108	34.1
To take specialized courses not offered at IWU	105	33.1
To learn to rough it	57	18.0
To fulfill study abroad requirements	45	14.2
To see where my family roots are	27	8.5

and for cultural immersion (76%). Following a very sharp drop-off, other reasons and goals included language improvement (34.1%), to take specialized courses not offered at IWU (33.1%), to learn to rough it (18%), to fulfill study abroad requirements (14.2%), and to see where family roots are (8.5%). The results obtained from this question were very similar to the previously mentioned results found by Carlson, et. al. in that the desires to travel and to experience a new culture were predominant motivations in studying abroad. Respondents also added that internships, as well as the fulfillment of general education requirements, were rewarding experiences.

Another question asked to all respondents was the perceived largest deterrents to studying abroad. Table 11 includes only the responses from those who did study abroad and those who did not plan to study abroad, as I believe these yield the most interesting results. For those who did study abroad, there were no strikingly large deterrents, which could be explained by the possibility that these respondents were able to overcome any deterrents that did exist and therefore no longer consider them serious. On the other hand, however, those who did not plan to study abroad felt considerably more deterrents, with the majority (53%) stating that the largest deterrent was not being able to fit study abroad into the major. Lack of financial aid/special scholarships (36.9%) and not meeting requirements such as GPA or class standing (33.8%) were also considerable deterrents, with all three of these ranking higher than even the highest-ranking deterrent of those who did study abroad. Conflicts with other necessary things and housing problems were both rather unimportant in allowing respondents to study abroad.

Rewarding experiences from studying abroad was another question posed to respondents. Table 12 compares the responses of those who have studied abroad against those who plan to in the future, to see if the perception of rewarding experiences changes after actually taking part in

Table 11

Perceived largest deterrents in order to study abroad, comparing those who had studied abroad and those who did not study abroad

Characteristic	Number	Percent
Of those who did study abroad (n=91)		
Lack of financial aid/special scholarships	24	26.4
Could not fit in, given chosen major	16	17.6
Conflicts with other necessary things (i.e. GRE, applications)	13	14.3
Housing problems	8	8.8
Could not meet requirements (i.e. GPA, year in study)	4	4.4
Of those who did not study abroad (n=198)		
Could not fit in, given chosen major	105	53
Lack of financial aid/special scholarships	73	36.9
Could not meet requirements (i.e. GPA, year in study)	67	33.8
Conflicts with other necessary things (i.e. GRE, applications)	22	11.1
Housing problems	9	4.5

Table 12

Most rewarding things about studying abroad, comparing those who will study abroad and those who did study abroad

Factor	Number	Percent
Of those who will study abroad (n=99)		
Traveling to new places	78	78.8
Meeting new people with different views	74	74.7
Getting to know unfamiliar cultures	69	69.7
Gaining new friendships with host country natives	32	32.3
Achieving academic success	20	20.2
Living with a host family	9	9.1
Other	7	7.1
Gaining new friendships with American natives	6	6.1
Of those who did study abroad (n=87)		
Traveling to new places	75	86.2
Meeting new people with different views	56	64.4
Getting to know unfamiliar cultures	46	52.9
Gaining new friendships with American natives	30	34.5
Gaining new friendships with host country natives	22	25.3
Living with a host family	14	16.1
Other	8	9.2
Achieving academic success	6	6.9

study abroad. Four factors are of great interest: gaining new friendships with American natives, gaining new friendships with host country natives, achieving academic success, and living with a host family. Of the respondents who will study abroad, 32.7% stated that gaining new friendships with host country natives is important, whereas of those who did study abroad, only 25.7% believed this to be important. Even more interesting is that gaining new friendships with American natives was expected to be rewarding to only 6.1% of those who will study abroad (the least rewarding of all options to those students), whereas 35.3% of those who did study abroad felt that this experience was rewarding. In fact, those who did study abroad felt that friendships with American natives were more rewarding than friendships with host country natives.

Achieving academic success was anticipated to be important to 20.5% of those who will study abroad, but that objective dropped to a mere 7% for those who did study abroad. Finally, concerning host families, only 9.2% of those who planned to study abroad believed this to be a rewarding experience, which increased to 16.3% for those who did study abroad. Respondents also added that internships and gaining new friendships with non-host country natives/non-Americans were rewarding experiences or perceived rewarding experiences as well.

There were also some very interesting results from the question asking for the most challenging experiences. The results in Table 13 show that almost all of the factors were perceived to be more challenging to those who had not yet studied abroad than to those who already had. Monetary issues were thought to be a larger challenge by those who had yet to study abroad (46.9%) than to those who actually did (37.6%). In addition, language barrier challenges (41.7% compared to 25.9%) and accepting the new place as home (37.5% compared to 21.2%) were each viewed as larger challenges prior to study abroad. Additionally, living with a host family (15.6% compared to 10.6%), relaxing (13.5% compared to 13%), and remembering

Table 13

**Most challenging things about studying abroad, comparing those who will study abroad
and those who did study abroad**

Factor	Number	Percent
Of those who will study abroad (n=96)		
Monetary issues	45	46.9
Getting lost	42	43.8
Language barriers	40	41.7
Accepting the new place as home	36	37.5
Saying goodbye and coming home	36	37.5
Getting to know natives	21	21.9
Living with a host family	15	15.6
Relaxing	13	13.5
Remembering to not offend natives	10	10.4
Of those who did study abroad (n=85)		
Saying goodbye and coming home	53	62.4
Monetary issues	32	37.6
Getting to know natives	30	35.3
Language barriers	22	25.9
Accepting the new place as home	18	21.2
Getting lost	14	16.5
Relaxing	11	13.0
Living with a host family	9	10.6
Remembering to not offend natives	2	2.4

to not offend natives (10.4% to 2.4%) were viewed as larger challenges prior to studying abroad. Interestingly, the second most perceived challenge to those who planned to study abroad was getting lost (43.8%), which became much less of a factor to those who did study abroad (16.5%). In fact, there were only two challenging factors that increased after studying abroad. These included saying goodbye and coming home (thought to be a challenge by 37.5% of those who had not yet gone abroad compared to 62.4% of those who had) and getting to know natives (21.9% compared to 35.3%). These results show that students have the potential to considerably overestimate or underestimate the challenges that they may face abroad. Additional thoughts about the challenges of studying abroad included the following:

- “Not fitting in to the culture.”
- “Living with IWU students.” (an IWU London program student)
- “Culture shock.”
- “Chinese bathrooms.”
- “Domestic issues (with fellow IWU students on island program).”
- “Missing my family and being away from IWU.”
- “Homesickness!”
- “Natives prejudice against Americans.”
- “Not having enough outside contact.” (an IWU London Program student)
- “Major conflicts.” (a Biology major)
- “Conflicts with IWU requirements.” (a Music major)

Reasons for Not Studying Abroad

Each respondent who did not study abroad was asked to give reasons as to why they chose not to study abroad. As shown in Table 14, time constraints (61.1%) and concern that their major would not allow it (51%) were the most numerous responses. Expenses (34.8%), studying abroad not being part of the student’s academic goals (25.8%), language barriers (14.1%), international worries (i.e. safety/security) (13.1%), lack of interest (11.6%), objections from parents (9.1%), and discouragement from IWU administrator, faculty, or staff member

Table 14

Reasons that students chose not to study abroad (n=198)

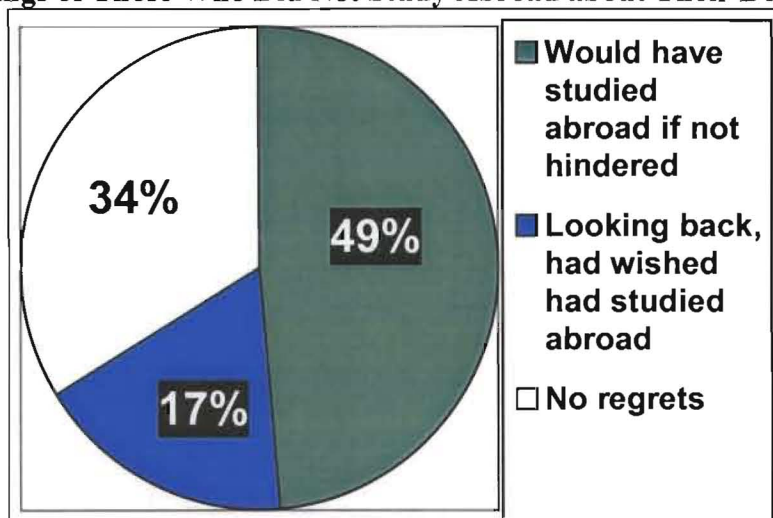
Reason	Number	Percent
Time constraints	121	61.1
Major's requirements did not allow for a semester or more of off-campus study	101	51.0
Expenses	69	34.8
Not part of academic goals	51	25.8
Language barriers	28	14.1
International worries (i.e. safety/security)	26	13.1
No interest	23	11.6
Parents	18	9.1
Some IWU administration/faculty/staff advised against it	12	6.1

(6.1%) were also factors, though much less than the first two. Additional thoughts from these students included:

- “The way the pre-med track is traditionally advised is VERY non-conductive to study abroad--there are ways to do it but advisors never bring up the option until it's often too late.”
- “Not encouraged early enough by staff.”
- “I wasn't aware of the excellent programs that were available until well into the fall semester of my junior year. By that time, it was too late.”
- “I have waited too late to consider it, and now I can't because of major requirements and med school applications.”
- “Major makes it difficult to study abroad.” (a Biology major)
- “I really wanted to go, but the department chair would not cooperate.”
- “Better knowledge of gen-eds and help from freshman year advisor, mine was clueless and hence I have no time to study abroad as I had planned coming into IWU.”

Lastly, those who did not plan to study abroad were also asked to reflect on their decision. As shown in the figure below, an overwhelming 49% stated that they would have studied abroad, had they not been hindered from doing so. An additional 17% stated that they wished they had studied abroad. Only 34% had no regrets about not studying abroad. Therefore, of the students who did not study abroad, approximately 66% had the potential and willingness to do so.

Figure 1
Feelings of Those Who Did Not Study Abroad about Their Decision



Chi-square Tests of Selected Results

Following some cross-tabulations of the data, I found additional interesting results. First, by cross tabulating gender with those who had or will study abroad versus those who did not plan to study abroad, gender was found to be a statistically significant factor (Chi-square significant at the .05 level). Of the males, 40.4% had studied or would be studying abroad while 59.6% did not plan to study abroad. Of the females, the corresponding percentages were 52.8% vs. 47.2%

Second, town characterization was found to be a significant factor (Chi-square significant at the .05 level) in study abroad. Approximately 65% of urban students planned to study abroad or had done so, whereas approximately 50% of suburban students and only 43% of rural students had gone or would be going abroad.⁴

Third, multiple deterrents were found to have significance when comparing students who had studied abroad to those who had decided not to. The deterrent of not fitting study abroad into the student's major was a highly statistically significant factor (Chi-square significant at the .001 level). Only 35.6% of those who did or planned to study abroad felt that this was a deterrent, whereas 64.4% of those who did not plan to study abroad believed it to be a deterrent.

In addition, necessary things (such as the MCAT or graduate school applications) conflicting with study abroad were also found to be a highly statistically significant deterrent (Chi-square significant at the .001 level). Of those who did or planned to study abroad, 36.8% felt that this was a deterrent, whereas 63.2% of those who did not plan to study abroad concurred.

⁴ Ethnicity was not found to be a statistically significant factor in studying abroad. However, given such a small sample of ALANA (Asian-Latino-African-Native American) and international student respondents, the results obtained from the cross-tabulation may not have been representative.

Interestingly enough, housing was also found to be a statistically significant deterrent (Chi-square significant at the .05 level) for some students. However, this factor was exactly opposite of what I would have predicted. Only 32.1% of those who did not plan to study abroad felt that this was a deterrent, whereas an overwhelming 67.9% of those who did or planned to study abroad felt that it deterred study abroad. My explanation is that this is because students do not imagine housing to be a factor until they are actually abroad. However, since a large majority of students who did or planned to study abroad believed this to be an issue, yet still studied abroad, it does not appear that housing concerns actually prevent students from going abroad. Rather, it is simply an issue that may pose problems in the midst of a study abroad experience.

Lastly, after perusing the additional comments submitted, I found that a great deal of the respondents who have not studied abroad held many misconceptions of study abroad. The following are some of the responses that highlight these misconceptions:

- “Right now, for Elementary Education and English, nothing [transfer of credits from abroad to IWU] counts.”
- “[Study abroad needs to be] more accessible to certain majors.” (a Music major)
- “General concern with not having enough time to fit a semester away into my 4 year schedule.” (a sophomore Mathematics major with no minors)
- “Nursing is not allowed to [study abroad] because of curriculum.”
- “Music abroad is not offered.”
- “My major is not conducive to being off campus. Not without taking a 9th semester. I really wish I could but it is just not feasible.” (a female sophomore Music major with no minors)
- “The best place for my major is the US.” (a Computer Science major)

Suggestions for Future Research

Given the far-reaching implications of this research, I would like to see a more in-depth study conducted on this topic at Illinois Wesleyan. After obtaining a large number of respondents and more than enough data to analyze, I found that each question could be a

research topic in and of itself, due to the myriad of ways that the data could be interpreted. For this reason, I believe that my research has only scratched the surface. The following are just a few suggestions for future research that I believe could benefit the University and improve study abroad at Illinois Wesleyan:

- An in-depth look at the effectiveness of various publicity techniques.
- The effectiveness of the various sources of information used prior to studying abroad.
- Common study abroad destinations of each major.
- The influence of minors (in addition to majors) in study abroad.
- The role of gender when analyzing the relationship between major(s) and studying abroad
- The School of Nursing and study abroad, considering the fact that students within the Nursing program do not have a foreign language requirement.
- The types of students that pursue island vs. hybrid programs.
- Reasons students believe studying abroad is psychologically difficult.
- On-campus housing selection processes for students who study abroad in the fall. (i.e., what happens to these students when they return to live on campus in the spring?)

Conclusion: Suggested Policy Changes and Implications

Suggested Policy Changes

An overwhelming majority of respondents indicated that there were four main ways to encourage study abroad: (1) flexibility in the major; (2) more financial incentives; (3) promotion

of study abroad by student advisors; and (4) encouragement to study abroad during the sophomore year. The improvement of these four key factors may lead to a vast increase in the numbers of students who study abroad.

Secondly, a general awareness of study abroad must be increased. Many of the respondents indicated a lack of awareness of study abroad, well into their junior year, which often proves too late to fit the experience into a four-year plan. Therefore, awareness of study abroad must be actively promoted, beginning when students first enter the university. An idea posed by one student respondent suggests that study abroad should be promoted during Fall Festival. Following up on this suggestion, Petra Visscher, Director of the International Office, responded that two study abroad presentations are held during Fall Festival each year. A table on the quad promoting study abroad is also used during the first week of school. (Visscher 2003) Although it appears that much is done during Fall Festival to promote study abroad, perhaps more would be beneficial.

Additionally, faculty members, especially student advisors, are key to an increased awareness. These are the mentors that students look to for advice, and they must be one of several people actively promoting a study abroad experience. Although the International Office was noted by students in the study as doing a great job in the promotion of study abroad, their actions can only be effective to a certain point. Beyond that, additional assistance is required. Therefore, the International Office should work more closely with various departments on campus, as well as individual faculty members, to ensure that study abroad is actively promoted outside of the International Office.

Third, through data analysis, it became apparent that a disproportionate number of student majors was represented in study abroad, with the humanities, social sciences, and

interdisciplinary studies categories dominating study abroad. To improve upon this, various academic departments should be more open to working hand-in-hand with the International Office to promote study abroad, as well as to devise ways in which a semester abroad could be fit into any major curriculum.

Fourth, the deterrents realized by students should be eliminated, to allow more students to study abroad. Besides problems with fitting study abroad into their majors, some students indicated that they had been discouraged from studying abroad by an administrator, faculty, or staff member. It is one thing for students not to be encouraged, and another for them to be actively discouraged. But perhaps if the previously mentioned recommendations about flexibility in the major are carried out, this problem will fix itself.

Fifth, students' reasons and goals for studying abroad should be utilized by the International Office and IWU departments and programs to better promote study abroad. Currently, the International Office publicizes study abroad in ways that those who have already studied abroad believe are effective. However, if the reasons for studying abroad, following the experience, are different from those expressed by students who have yet to study abroad, which this study has indeed found to be true, then perhaps the International Office, in addition to IWU departments and programs, would be more effective in attracting students by focusing on the things that attract students prior to studying abroad.

Finally, in order for the majority of these suggestions to work, the International Office must be given greater priority at IWU. Since the establishment of a full-time Director position in 2000, no additional staff members have been added to the office, even while study abroad numbers continue to increase. Furthermore, since September 11th, 2001 and the enactment of the Patriot Act, much additional work has been created for all study abroad and international issues

throughout the US. Additional staff persons should be hired, not only to allow the suggestions in this paper to be acted upon, but also to allow study abroad and international affairs at IWU to continue to function at desirable levels of efficiency. If IWU wishes to become a university with outstanding study abroad and international affairs, it must therefore give greater priority to the International Office.

Implications

Although this study is not a representative sample, I believe the findings of the survey could be applied to the campus as a whole, given the large number of respondents. Therefore, of the 38.3% of who indicated that they did not plan to study abroad students (a percentage that, when applied to the entire student body, would equal 783 students), 66% of these (or 518 of the hypothetical 783 students) had the potential and willingness to study abroad, as shown in Figure 2 below. Assuming that these 518 students could be attracted to study abroad, given fewer deterrents, better promotion, etc., and adding this number to the 301 students that currently study abroad for either a semester or a May term, IWU would rank as the number one study abroad institution in the nation, with 819 students studying abroad each year, as shown in Table 15. I hope that this research will help move the University closer to that position.

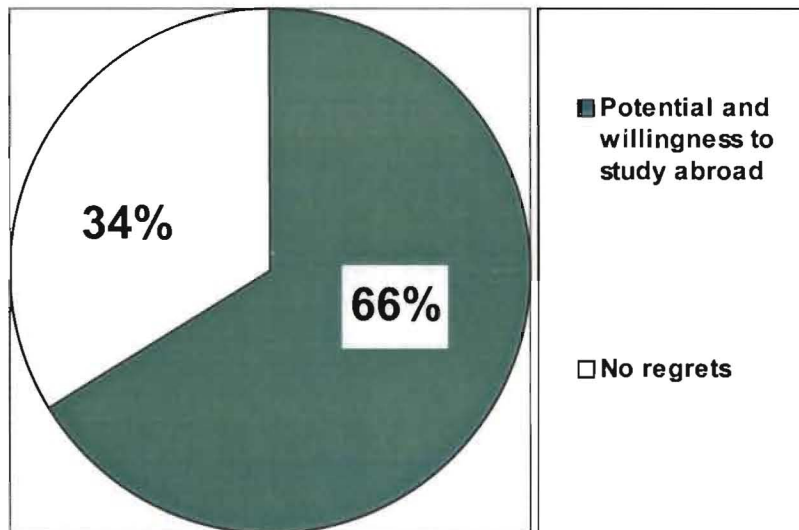
Figure 2**Breakdown of Those Who Did Not Plan To Study Abroad**

Table 15**Leading Institutions by Total Number of Potential Study Abroad Students:
Top 20 Baccalaureate Institutions, 20??-20??**

Rank	Institution	City	State	Study Abroad Students
<i>1</i>	<i>Illinois Wesleyan University</i>	<i>Bloomington</i>	<i>IL</i>	<i>819</i>
2	Saint Olaf College	Northfield	MN	660
3	College of Saint Benedict/Saint John's University	St. Joseph/Collegeville	MN	657
4	Colgate University	Hamilton	NY	503
5	DePauw University	Greencastle	IN	491
6	Lafayette College	Easton	PA	420
7	Messiah College	Grantham	PA	403
8	Middlebury College	Middlebury	VT	402
9	Gustavus Adolphus College	St. Peter	MN	397
10	Wesleyan University	Middletown	CT	374

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Author's Notes

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Welcome to the IWU Study Abroad survey

This anonymous survey will ask a series of questions related to your experiences of study abroad from IWU.

***NOTE- For the purposes of this study:**

- 1. The IWU London Program **IS** considered to be study abroad.**
- 2. Domestic study abroad (i.e. American University in DC) **IS** considered to be study abroad.**
- 3. May Term travel courses **ARE NOT** considered study abroad.**

Choose the response that most reflects your experience with study abroad at IWU:

- ☐ I have studied abroad for at least a semester during my college career at IWU.
- ☐ I have not, but definitely plan to study abroad for at least a semester during my college career at IWU.
- ☐ I have not, but am considering studying abroad for at least a semester during my college career at IWU.
- ☐ I am undecided as to whether I will study abroad for at least a semester during my college career at IWU.
- ☐ I do not plan to study abroad for at least a semester during my college career at IWU.

Illinois Wesleyan University Study Abroad Survey

Original selection:

Demographics & Perceptions

1. Gender: ☐ Female ☐ Male

2. Current Year in School: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Senior +

3. Major(s) 1. 2. 3.

4. Minor(s) 1. 2. 3.

5. Ethnicity

6. Characterize your Hometown

7. Approximately what percentage of IWU students do you think study abroad for at least a semester during their undergraduate years?

8. How do you think this percentage compares to the national average?

9. I think that the following will encourage more students to study abroad/consider studying abroad: *(Check all that apply)*

- ☐ Class registration priority
- ☐ Flexibility in the major program
- ☐ Encouragement to study abroad during sophomore year, when there may be more time in student schedules
- ☐ Encouragement from advisors
- ☐ Encouragement from faculty members who are not your advisor
- ☐ Recommendations from advisors
- ☐ Recommendations from faculty members who are not your advisor
- ☐ Easier application procedures
- ☐ More publicity alerting students to study abroad opportunities
- ☐ More word of mouth
- ☐ Panel discussions held by past study abroaders
- ☐ Guest speakers in classes, making students aware of study abroad opportunities
- ☐ Study abroad information presented to you within the classroom

- ☐ More financial aid/special scholarships for study abroad students
- ☐ Internships offered from alumni abroad
- ☐ Study abroad sites in additional locations

Other:

10. I think that the following suggestions to IWU/the International Office will encourage more students to study abroad: (Check all that apply)

- ☐ More study abroad fliers
- ☐ More study abroad posters
- ☐ More study abroad displays
- ☐ More frequent study abroad SAGA tables
- ☐ More information on IWU or study abroad website

Other:

11. Do you know the difference between a "hybrid" program and an "island" program? ☐ Yes ☐ No

The following questions are in response to your study abroad experience of: I have studied abroad for at least a semester during my college career at IWU.

1. Your study abroad program:

2. Study abroad country:

3. Study abroad city:

4. My reasons/goals for studying abroad were: (Check all that apply)

- ☐ For cultural immersion
- ☐ To learn to rough it
- ☐ To take specialized courses not offered at IWU
- ☐ To learn about new cultures and peoples
- ☐ To have fun
- ☐ For language improvement
- ☐ For self-growth

- ☐ To travel
- ☐ To fulfill study abroad requirements
- ☐ To see where my family roots are

Other:

5. My most rewarding experiences while abroad were: (Check all that apply)

- ☐ a. Traveling to new places
- ☐ b. Meeting new people with different views
- ☐ c. Getting to know unfamiliar cultures
- ☐ d. Living with a host family
- ☐ e. Achieving academic success
- ☐ f. Gaining new friendships with host country natives
- ☐ g. Gaining new friendships with American natives

h. Other:

6. From the list above, my three most rewarding experiences were: (designate by the letter from question #5)

- ☐ Most rewarding
- ☐ Second most rewarding
- ☐ Third most rewarding

7. My most challenging experiences while abroad were: (Check all that apply)

- ☐ a. Getting to know natives
- ☐ b. Saying goodbye and coming home
- ☐ c. Living with a host family
- ☐ d. Remembering to not offend natives
- ☐ e. Relaxing
- ☐ f. Accepting the new place as home
- ☐ g. Getting lost
- ☐ h. Monetary issues

☐ i. Language barriers

j. Other:

8. From the list above, my three most challenging experiences were: (*designate by the letter from question #7*)

☐ Most challenging

☐ Second most challenging

☐ Third most challenging

9. It was difficult psychologically to leave the USA: ☐ Yes ☐ No

10. Rate the following sources of information that you used before studying abroad: (*Choose the response that most fits your experience, 0=not applicable, 1=not helpful, 2=somewhat helpful, 3=very helpful*)

☐ International Office

☐ Study Abroad website

☐ Study Abroad fair

☐ Information sessions

☐ Talking to students who have studied abroad

☐ Program booklets/brochures

11. The most difficult hurdles that I had to surmount to be able to study abroad were: (*Check all that apply*)

☐ Could not fit in, given chosen major

☐ Lack of financial aid/special scholarships

☐ Could not meet requirements (i.e. GPA, year in study, etc.)

☐ Conflicts with other necessary things (i.e. GRE, MCAT, law school applications, etc.)

☐ Housing problems

Other:

Submit Survey

Thank you for taking the survey!

Illinois Wesleyan University Study Abroad Survey

Original selection: I have not, but definitely plan to study abroad. ▼

Demographics & Perceptions

1. Gender: ☐ Female ☐ Male

2. Current Year in School: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Senior +

3. Major(s) 1. Undecided ▼ 2. None ▼ 3. None ▼

4. Minor(s) 1. None ▼ 2. None ▼ 3. None ▼

5. Ethnicity White ▼

6. Characterize your Hometown Rural ▼

7. Approximately what percentage of IWU students do you think study abroad for at least a semester during their undergraduate years? 0% ▼

8. How do you think this percentage compares to the national average? About the Same ▼

9. I think that the following will encourage more students to study abroad/consider studying abroad: (Check all that apply)

- ☐ Class registration priority
- ☐ Flexibility in the major program
- ☐ Encouragement to study abroad during sophomore year, when there may be more time in student schedules
- ☐ Encouragement from advisors
- ☐ Encouragement from faculty members who are not your advisor
- ☐ Recommendations from advisors
- ☐ Recommendations from faculty members who are not your advisor
- ☐ Easier application procedures
- ☐ More publicity alerting students to study abroad opportunities
- ☐ More word of mouth
- ☐ Panel discussions held by past study abroaders
- ☐ Guest speakers in classes, making students aware of study abroad opportunities
- ☐ Study abroad information presented to you within the classroom

- ☐ More financial aid/special scholarships for study abroad students
- ☐ Internships offered from alumni abroad
- ☐ Study abroad sites in additional locations

Other:

10. I think that the following suggestions to IWU/the International Office will encourage more students to study abroad: (Check all that apply)

- ☐ More study abroad fliers
- ☐ More study abroad posters
- ☐ More study abroad displays
- ☐ More frequent study abroad SAGA tables
- ☐ More information on IWU or study abroad website

Other:

11. Do you know the difference between a "hybrid" program and an "island" program? ☐ Yes ☐ No

The following questions are in response to your study abroad experience of: I definitely plan to study abroad for at least a semester during my college career at IWU.

1. Your possible study abroad program:

2. Possible study abroad country:

3. Possible study abroad city:

4. My reasons/goals for studying abroad are: (Check all that apply)

- ☐ For cultural immersion
- ☐ To learn to rough it
- ☐ To take specialized courses not offered at IWU
- ☐ To learn about new cultures and peoples
- ☐ To have fun
- ☐ For language improvement
- ☐ For self-growth

- ☐ To travel
- ☐ To fulfill study abroad requirements
- ☐ To see where my family roots are

Other:

5. My perceived most rewarding experiences while abroad are: (Check all that apply)

- ☐ a. Traveling to new places
- ☐ b. Meeting new people with different views
- ☐ c. Getting to know unfamiliar cultures
- ☐ d. Living with a host family
- ☐ e. Achieving academic success
- ☐ f. Gaining new friendships with host country natives
- ☐ g. Gaining new friendships with American natives

h. Other:

6. From the list above, I predict my three most rewarding experiences to be: (designate by the letter from question #5)

- Most rewarding
- Second most rewarding
- Third most rewarding

7. My perceived most challenging experiences while abroad are: (Check all that apply)

- ☐ a. Getting to know natives
- ☐ b. Saying goodbye and coming home
- ☐ c. Living with a host family
- ☐ d. Remembering to not offend natives
- ☐ e. Relaxing
- ☐ f. Accepting the new place as home
- ☐ g. Getting lost

☐ h. Monetary issues

☐ i. Language barriers

j. Other:

8. From the list above, I predict my three most challenging experiences to be: (*designate by the letter from question #7*)

☐ Most challenging

☐ Second most challenging

☐ Third most challenging

9. I believe it will be difficult psychologically to leave the USA: ☐ Yes ☐ No

10. Rate the following sources of information that you have used or are using before studying abroad: (*Choose the response that most fits your experience, 0=not applicable, 1=not helpful, 2=somewhat helpful, 3=very helpful*)

☐ International Office

☐ Study Abroad website

☐ Study Abroad fair

☐ Information sessions

☐ Talking to students who have studied abroad

☐ Program booklets/brochures

11. The most difficult hurdles that I have had or predict that I will have to surmount to be able to study abroad are: (*Check all that apply*)

☐ Could not fit in, given chosen major

☐ Lack of financial aid/special scholarships

☐ Could not meet requirements (i.e. GPA, year in study, etc.)

☐ Conflicts with other necessary things (i.e. GRE, MCAT, law school applications, etc.)

☐ Housing problems

Other:



Submit Survey

Thank you for taking the survey!

Illinois Wesleyan University Study Abroad Survey

Original selection:

Demographics & Perceptions

1. Gender: ☐ Female ☐ Male

2. Current Year in School: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Senior +

3. Major(s) 1. 2. 3.

4. Minor(s) 1. 2. 3.

5. Ethnicity

6. Characterize your Hometown

7. Approximately what percentage of IWU students do you think study abroad for at least a semester during their undergraduate years?

8. How do you think this percentage compares to the national average?

9. I think that the following will encourage more students to study abroad/consider studying abroad: *(Check all that apply)*

- ☐ Class registration priority
- ☐ Flexibility in the major program
- ☐ Encouragement to study abroad during sophomore year, when there may be more time in student schedules
- ☐ Encouragement from advisors
- ☐ Encouragement from faculty members who are not your advisor
- ☐ Recommendations from advisors
- ☐ Recommendations from faculty members who are not your advisor
- ☐ Easier application procedures
- ☐ More publicity alerting students to study abroad opportunities
- ☐ More word of mouth
- ☐ Panel discussions held by past study abroaders
- ☐ Guest speakers in classes, making students aware of study abroad opportunities
- ☐ Study abroad information presented to you within the classroom

- ☐ More financial aid/special scholarships for study abroad students
- ☐ Internships offered from alumni abroad
- ☐ Study abroad sites in additional locations

Other:

10. I think that the following suggestions to IWU/the International Office will encourage more students to study abroad: (Check all that apply)

- ☐ More study abroad fliers
- ☐ More study abroad posters
- ☐ More study abroad displays
- ☐ More frequent study abroad SAGA tables
- ☐ More information on IWU or study abroad website

Other:

11. Do you know the difference between a "hybrid" program and an "island" program? ☐ Yes ☐ No

The following questions are in response to your study abroad experience of: I am considering studying abroad for at least a semester during my college career at IWU.

1. My reasons/goals for studying abroad would be: (Check all that apply)

- ☐ For cultural immersion
- ☐ To learn to rough it
- ☐ To take specialized courses not offered at IWU
- ☐ To learn about new cultures and peoples
- ☐ To have fun
- ☐ For language improvement
- ☐ For self-growth
- ☐ To travel
- ☐ To fulfill study abroad requirements
- ☐ To see where my family roots are

Other:

2. My perceived rewarding experiences while abroad are: (Check all that apply)

- ☐ a. Traveling to new places
- ☐ b. Meeting new people with different views
- ☐ c. Getting to know unfamiliar cultures
- ☐ d. Living with a host family
- ☐ e. Achieving academic success
- ☐ f. Gaining new friendships with host country natives
- ☐ g. Gaining new friendships with American natives

h. Other:

3. From the list above, my three most perceived rewarding experiences are: (designate by the letter from question #2)

- ☐ Most rewarding
- ☐ Second most rewarding
- ☐ Third most rewarding

4. My perceived challenging experiences while abroad are: (Check all that apply)

- ☐ a. Getting to know natives
- ☐ b. Saying goodbye and coming home
- ☐ c. Living with a host family
- ☐ d. Remembering to not offend natives
- ☐ e. Relaxing
- ☐ f. Accepting the new place as home
- ☐ g. Getting lost
- ☐ h. Monetary issues
- ☐ i. Language barriers

j. Other:

5. From the list above, my three most perceived challenging experiences are: (designate by the letter from question #4)

- ☐ Most challenging
☐ Second most challenging
☐ Third most challenging

6. I believe it would be difficult psychologically to leave the USA: ☐ Yes ☐ No

7. Rate the following sources of information that you are using/would use before studying abroad: (Choose the response that most fits your experience, 0=not applicable, 1=not helpful, 2=somewhat helpful, 3=very helpful)

- ☐ International Office
☐ Study Abroad website
☐ Study Abroad fair
☐ Information sessions
☐ Talking to students who have studied abroad
☐ Program booklets/brochures

8. The most difficult hurdles that I believe I would have had to surmount to be able to study abroad would be: (Check all that apply)

- ☐ Could not fit in, given chosen major
☐ Lack of financial aid/special scholarships
☐ Could not meet requirements (i.e. GPA, year in study, etc.)
☐ Conflicts with other necessary things (i.e. GRE, MCAT, law school applications, etc.)
☐ Housing problems

Other:

Submit Survey

Thank you for taking the survey!

Illinois Wesleyan University Study Abroad Survey

Original selection: I am undecided as to whether I will study abroad. ▼

Demographics & Perceptions

1. Gender: ☐ Female ☐ Male

2. Current Year in School: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Senior +

3. Major(s) 1. Undecided ▼ 2. None ▼ 3. None ▼

4. Minor(s) 1. None ▼ 2. None ▼ 3. None ▼

5. Ethnicity White ▼

6. Characterize your Hometown Rural ▼

7. Approximately what percentage of IWU students do you think study abroad for at least a semester during their undergraduate years? 0% ▼

8. How do you think this percentage compares to the national average? About the Same ▼

9. I think that the following will encourage more students to study abroad/consider studying abroad: (Check all that apply)

- ☐ Class registration priority
- ☐ Flexibility in the major program
- ☐ Encouragement to study abroad during sophomore year, when there may be more time in student schedules
- ☐ Encouragement from advisors
- ☐ Encouragement from faculty members who are not your advisor
- ☐ Recommendations from advisors
- ☐ Recommendations from faculty members who are not your advisor
- ☐ Easier application procedures
- ☐ More publicity alerting students to study abroad opportunities
- ☐ More word of mouth
- ☐ Panel discussions held by past study abroaders
- ☐ Guest speakers in classes, making students aware of study abroad opportunities
- ☐ Study abroad information presented to you within the classroom

☐ More financial aid/special scholarships for study abroad students

☐ Internships offered from alumni abroad

☐ Study abroad sites in additional locations

Other:

10. I think that the following suggestions to IWU/the International Office will encourage more students to study abroad: (Check all that apply)

☐ More study abroad fliers

☐ More study abroad posters

☐ More study abroad displays

☐ More frequent study abroad SAGA tables

☐ More information on IWU or study abroad website

Other:

11. Do you know the difference between a "hybrid" program and an "island" program? ☐ Yes ☐ No

The following questions are in response to your study abroad experience of: *I am undecided about studying abroad for at least a semester during my college career at IWU.*

1. My reasons/goals for studying abroad would be: (Check all that apply)

☐ For cultural immersion

☐ To learn to rough it

☐ To take specialized courses not offered at IWU

☐ To learn about new cultures and peoples

☐ To have fun

☐ For language improvement

☐ For self-growth

☐ To travel

☐ To fulfill study abroad requirements

☐ To see where my family roots are

Other:

2. My perceived rewarding experiences while abroad are: (Check all that apply)

- ☐ a. Traveling to new places
- ☐ b. Meeting new people with different views
- ☐ c. Getting to know unfamiliar cultures
- ☐ d. Living with a host family
- ☐ e. Achieving academic success
- ☐ f. Gaining new friendships with host country natives
- ☐ g. Gaining new friendships with American natives

h. Other:

3. From the list above, my three most perceived rewarding experiences are: (designate by the letter from question #2)

- ☐ Most rewarding
- ☐ Second most rewarding
- ☐ Third most rewarding

4. My perceived challenging experiences while abroad are: (Check all that apply)

- ☐ a. Getting to know natives
- ☐ b. Saying goodbye and coming home
- ☐ c. Living with a host family
- ☐ d. Remembering to not offend natives
- ☐ e. Relaxing
- ☐ f. Accepting the new place as home
- ☐ g. Getting lost
- ☐ h. Monetary issues
- ☐ i. Language barriers

j. Other:



5. From the list above, my three most perceived challenging experiences are: (designate by the letter from question #4)

- ☐ Most challenging
- ☐ Second most challenging
- ☐ Third most challenging

6. I believe it would be difficult psychologically to leave the USA: ☐ Yes ☐ No

7. Rate the following sources of information that you are using/would use before studying abroad: (Choose the response that most fits your experience, 0=not applicable, 1=not helpful, 2=somewhat helpful, 3=very helpful)

- ☐ International Office
- ☐ Study Abroad website
- ☐ Study Abroad fair
- ☐ Information sessions
- ☐ Talking to students who have studied abroad
- ☐ Program booklets/brochures

8. The most difficult hurdles that I believe I would have had to surmount to be able to study abroad would be: (Check all that apply)

- ☐ Could not fit in, given chosen major
- ☐ Lack of financial aid/special scholarships
- ☐ Could not meet requirements (i.e. GPA, year in study, etc.)
- ☐ Conflicts with other necessary things (i.e. GRE, MCAT, law school applications, etc.)
- ☐ Housing problems

Other:

Submit Survey

Thank you for taking the survey!

Illinois Wesleyan University Study Abroad Survey

Original selection: I do not plan to study abroad.

Demographics & Perceptions

1. **Gender:** ☐ Female ☐ Male

2. **Current Year in School:** ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Senior +

3. **Major(s)** 1. Undecided 2. None 3. None

4. **Minor(s)** 1. None 2. None 3. None

5. **Ethnicity** White

6. **Characterize your Hometown** Rural

7. **Approximately what percentage of IWU students do you think study abroad for at least a semester during their undergraduate years?** 0%

8. **How do you think this percentage compares to the national average?** About the Same

9. **I think that the following will encourage more students to study abroad/consider studying abroad: (Check all that apply)**

- ☐ Class registration priority
- ☐ Flexibility in the major program
- ☐ Encouragement to study abroad during sophomore year, when there may be more time in student schedules
- ☐ Encouragement from advisors
- ☐ Encouragement from faculty members who are not your advisor
- ☐ Recommendations from advisors
- ☐ Recommendations from faculty members who are not your advisor
- ☐ Easier application procedures
- ☐ More publicity alerting students to study abroad opportunities
- ☐ More word of mouth
- ☐ Panel discussions held by past study abroaders
- ☐ Guest speakers in classes, making students aware of study abroad opportunities
- ☐ Study abroad information presented to you within the classroom

☐ More financial aid/special scholarships for study abroad students

☐ Internships offered from alumni abroad

☐ Study abroad sites in additional locations

Other:

10. I think that the following suggestions to IWU/the International Office will encourage more students to study abroad: (Check all that apply)

☐ More study abroad fliers

☐ More study abroad posters

☐ More study abroad displays

☐ More frequent study abroad SAGA tables

☐ More information on IWU or study abroad website

Other:

11. Do you know the difference between a "hybrid" program and an "island" program? ☐ Yes ☐ No

The following questions are in response to your study abroad experience of: I do not plan to study abroad for at least a semester during my college career at IWU.

1. Why have you chosen not to study abroad?(Check all that apply)

☐ Expenses

☐ My major's requirements do not allow one semester or more of off campus study

☐ Some IWU administration/faculty/staff advised against it

☐ Time constraints

☐ International Worries (i.e. safety/security)

☐ Not part of my academic goals

☐ Parents

☐ Language barriers

☐ No interest

Other:

2. The most difficult hurdles that I believe I would have had to surmount in order to study abroad would be: (Check all that apply)

- ☐ Could not fit in, given chosen major
- ☐ Lack of financial aid/special scholarships
- ☐ Could not meet requirements (i.e. GPA, year in study, etc.)
- ☐ Conflicts with other necessary things (i.e. GRE, MCAT, law school applications, etc.)
- ☐ Housing problems

Other:

3. Which of the following best describes your feelings about not studying abroad? (Choose one)

- ☐ I would have studied abroad if I hadn't been hindered from doing so
- ☐ Looking back on it now, although I didn't think I was interested at first, I wish I had studied abroad
- ☐ I have no regrets about not studying abroad

4. Rate the following sources of information that you used/would have used before studying abroad: (0=not applicable, 1=not helpful, 2=somewhat helpful, 3=very helpful)

- ☐ International Office
- ☐ Study Abroad website
- ☐ Study Abroad fair
- ☐ Information sessions
- ☐ Talking to students who have studied abroad
- ☐ Program booklets/brochures

Submit Survey

Thank you for taking the survey!